



DIRECT INSTRUCTION

DI: WHY?

Proof. Performance. Progress.

5 Steps to Mastery

The Guidebook



DI:WHY?

The DI method is extensively tested and proven to transform students into confident learners who meet or surpass grade-level expectations in reading, language arts, and mathematics. Direct Instruction gives schools a clear path to achieving annual progress towards reading and math proficiency.

Whether used as whole school programs or specifically for Tier 2 and 3 Intervention, **Direct Instruction (DI) programs have the power to turn lives around.**

Proof. Performance. Progress.

Proof

DI delivers evidence-based results.

Performance

DI raises teacher effectiveness as well as student achievement.

Progress

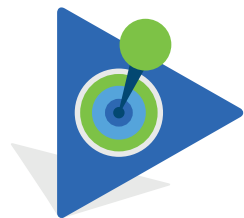
DI ensures that schools meet academic goals.



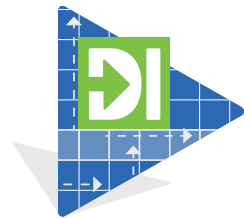


5 Steps to Mastery

Carefully crafted and informed by the latest research, the DI method enables schools, and individual teachers to:



- 1 Meet the Challenge**
of teaching all students
while reaching those who
are seriously at risk.



- 2 Plan to Succeed**
in any educational setting.



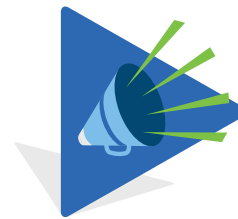
- 3 Master the Method**
and turn educators into
curriculum experts.



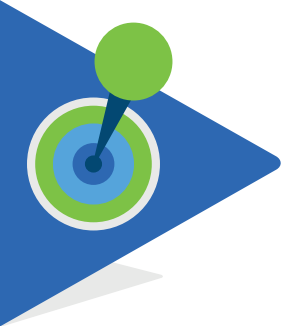
- 4 Teach the Method**
that transforms
classrooms.



- 5 See the Results**
and be inspired.



- 6 Celebrate the Wins**
year after year!



1

Meet the Challenge

Across the country, students' futures are at risk. It's crucial to reach them before they fall through the cracks.

A Proven Approach

The Direct Instruction method is based on two core principles:

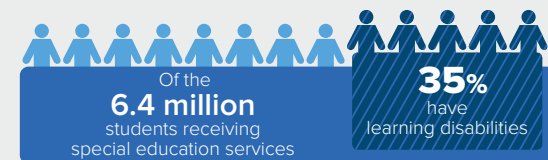
- 1 ► **All students can learn** when taught correctly, regardless of history and background.
- 2 ► **All teachers can be successful**, given effective materials and presentation techniques.

What Makes DI Effective

- Lessons are carefully scaffolded to ensure successful advancement.
- Each lesson contains **20% new content** to keep students moving forward.
- Each lesson contains **80% familiar content** to ensure mastery.
- All students will advance when all have demonstrated mastery.
- Students are grouped by skill level rather than grade level to ensure that their instructional needs are met.

Direct Instruction levels the playing field so that all students experience success.

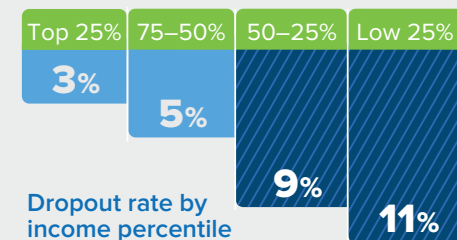
Millions of students require extra instructional support to perform at grade level.¹

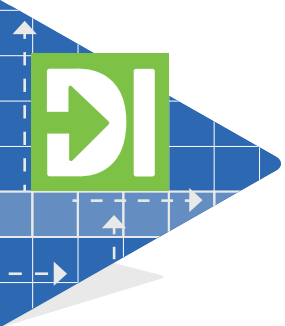


As students approach high school, their test scores decline.²



The lowest-income students have the highest risk of dropping out.³





2

Plan to Succeed

Direct Instruction implementations are designed to create environments where teaching and learning are effective, efficient, and intuitive. A systematic approach ensures educator confidence and ongoing student success.

Strategy

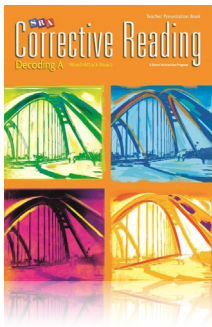
McGraw-Hill Education Consultants partner with schools and teachers to evaluate needs and develop a plan for success. They help give advice and initial training on the right DI programs for specific students and needs. Various people within the school community may be involved in a DI program:

- ▶ Principals
- ▶ Classroom Teachers
- ▶ Intervention Teachers
- ▶ Parents
- ▶ Special Needs Teachers
- ▶ Psychologists

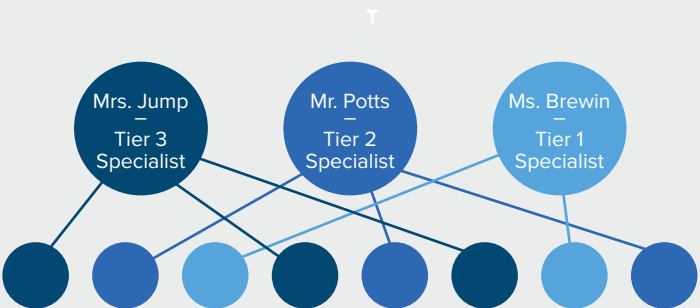
Grouping and Scheduling

DI programs are grouped by ability level rather than grade level. Placement tests determine the optimal starting point for each student.

Whole school programs like Spelling Mastery are usually run at the same time every day and students move to their groups.



A successful DI implementation requires careful planning and teamwork.



Strategic scheduling keeps the day running smoothly.

SPELLING MASTERY	READING MASTERY SE
9:00 AM – Mrs. Jump	9:00 AM – Ms. Brewin
10:00 AM – Mr. Potts	10:00 AM – Mrs. Jump
11:00 AM – Ms. Brewin	11:00 AM – Mr. Potts



3

Master the Method – Onsite

McGraw-Hill Education is a committed partner in professional learning. Districts implementing Direct Instruction can choose from an array of onsite trainings to ensure their programs are taught with fidelity from day one.

Onsite Support

Implementation training

Curriculum Specialists conduct in-person sessions where they leverage the 5 Principles of Effective Professional Development:

- 1 ► [Content-Specific Learning](#)
- 2 ► [Active Engagement](#)
- 3 ► [Teaching Models](#)
- 4 ► [Collaborative Learning](#)
- 5 ► [Practical Application](#)

Ongoing support

For Teachers:

Experts visit the school to model instructional best practices, provide feedback, and suggest strategies for improving student performance.

For Administrators and Academic Coaches:

Curriculum Specialists help identify common problems and work with administrators and coaches to implement solutions and effective strategies.





3

Master the Method – Online

Robust online resources support program mastery and long-term success. Targeted professional development is available—anytime, anywhere, on any device.

Online Support

Implementation training

Teaching Tutors and comprehensive online Professional Development courses offer guidance on topics ranging from classroom management to pacing and error correction.

Ongoing support

Enhance curriculum knowledge with on-demand **YouTube Webinars** and browse the many videos available on the McGraw-Hill You Tube channel.





3

Teach the Method

DI teachers begin an instructional rhythm that keeps students engaged and motivated. Each student demonstrates mastery before the group moves on to a new concept.

Structure

- ▶ **Model** – Teachers demonstrate the desired response.
- ▶ **Lead** – Teachers respond along with students.
- ▶ **Test** – Students provide the correct response independently.
- ▶ **Retest** – Teachers provide corrections if needed.

Delivery

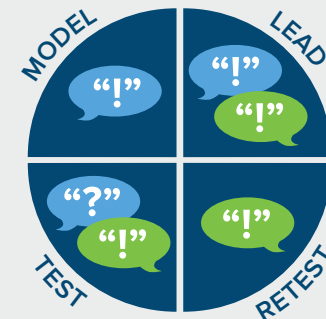
The frequent student/teacher interactions of the Direct Instruction method are proven to result in successful outcomes.

These techniques ensure the delivery of frequent interactions:

- ▶ **Signal** – Signals and group responses hold students' attention.
- ▶ **Script** – Scripted lessons provide consistency.
- ▶ **Pace** – Fast pacing keeps students on task.
- ▶ **Praise** – Praising reinforces correct responses.

Research has revealed that when Direct Instruction teachers consistently asked about 12 questions per minute, students answered correctly about 80 percent of the time and were off-task only 10 percent of the time. When teachers slowed their pace to four questions per minute, students' accuracy rate dropped to 30 percent and they were off-task about 70 percent of the time.⁴

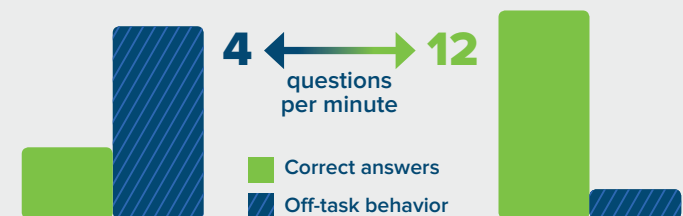
A four-part instructional sequence ensures student mastery.



Lessons are presented using consistent, proven techniques.



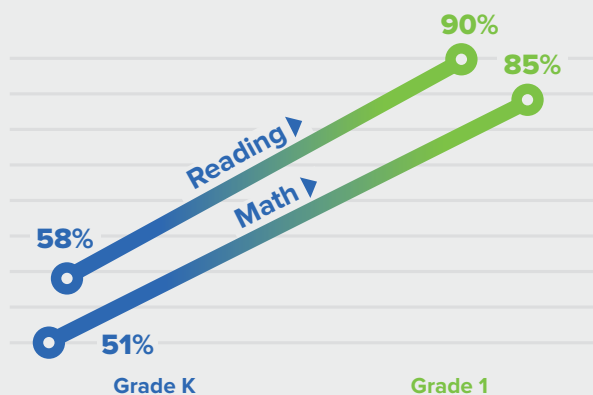
DI lessons maximize learning in part because their design minimizes distractions.



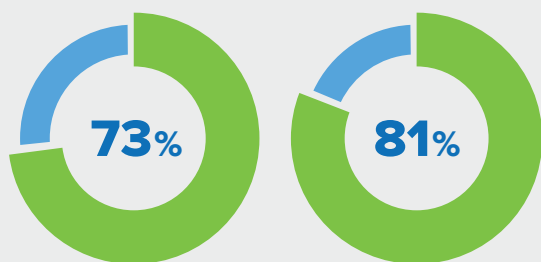
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See the Results

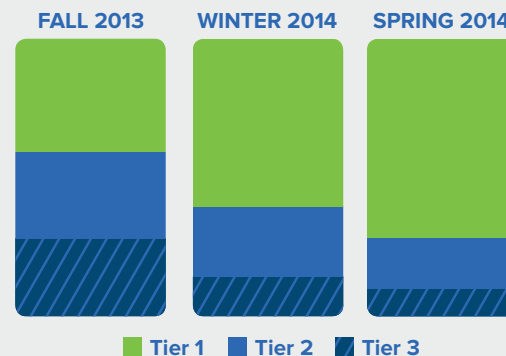
Direct Instruction programs help thousands of schools globally achieve and sustain measurable gains in literacy and mathematics. Because they are so structured, DI programs have the added benefit of improving students' classroom behavior.



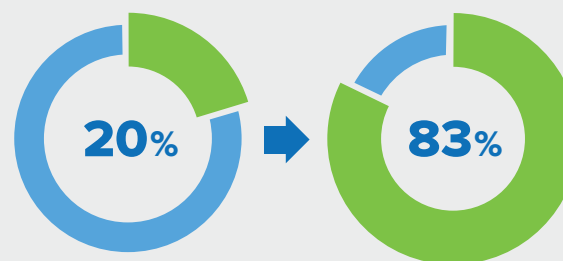
Students performing at or above the 50th national percentile rose from 58% to 90% in reading and from 51% to 85% in math as students moved from kindergarten to first grade.⁵



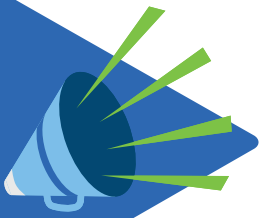
In 2012–2013, grades 3–8 average student reading proficiency was 73%, and math proficiency was 81%.⁵



Decrease of Tier 3 students and increase in Tier 1 students across all grade levels.⁶



Grade 3 reading test scores in Delaware dramatically improved from 20% to 83% meeting/exceeding state standards in just one year.⁷



5

Celebrate the Wins

The true impact of Direct Instruction transcends the numbers. You can see it in the eyes of students who are making progress. You can hear it in the words of their teachers:

*“The real magic of the SRA program is that it turns students into **believers** in themselves.”*

—Dr. Cynthia Alderman, Executive Director of Center Programs

“Over the next five years, we were thrilled with what we achieved. Our local high school informed us we were sending them the best students out of four other primary schools, we had teachers come to observe classes, I had phone calls from parents out of our area asking me if their kids could attend our reading classes if they moved into our area.”

— Pam Judge, Principal, WA School (Corrective Reading Program)

“We started the Corrective Reading program this year with students from Year 7 right through to year 11 and have seen incredible progress from the students involved. They have improved their fluency and accuracy, but most importantly they have gained confidence in their own reading. For many of them, this is the first time they have achieved success in their schooling, and this has spilled over to their performance in other subjects.

— Ellie Ward, Classroom Teacher, Eaton Community College WA

— Classroom Teacher



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References

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<https://www.mheonline.com/directinstruction/wp-content/themes/souffle/pdf/Verona-CKCS-Profile-of-Success.pdf>
- 6 *Math Success at John R. Kment Elementary*
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