McGraw Hill Education

DIRECT INSTRUCTION

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DI:WHY?
Proof. Performance. Progress.

Four Keys to Turnaround:
A Guide for Principals

Four Key Issues: Data, Program, Scheduling and Staffing

Implementing the right program at the right time can boost achievement and ensure that students reach their potential. When students lack the foundational skills they need to succeed, it is critical to provide intervention and remediation to prevent them from falling further behind their peers.

There are four key issues that principals must address to ensure the turnaround of a school:

1. Data

Actionable data allows you to meet learners where they are by grouping them based on skills. Accurate progress monitoring and assessment allows you to measure student growth and target skills gaps.

3. Scheduling

Providing appropriate time, space, and staff through precise scheduling is essential to turnaround success.

2. Program

A program with a proven history of success centered on evidence-based instruction is a vital component of successful turnaround plans.
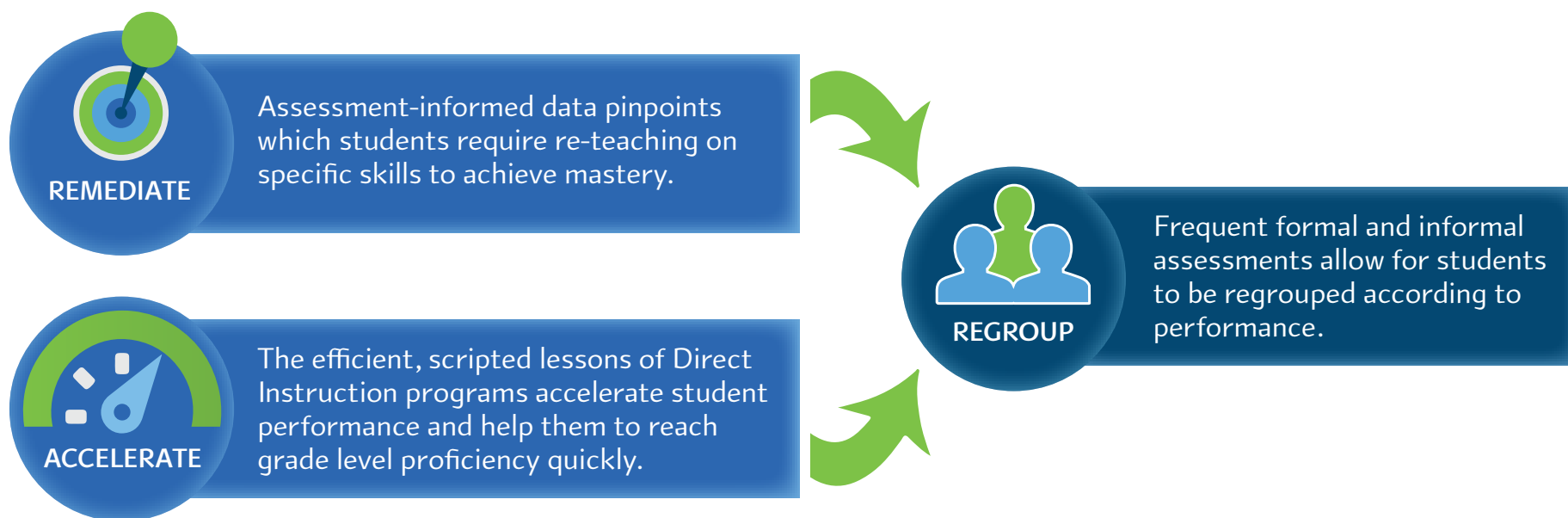
4. Staffing

Staff members must engage in ongoing high-quality professional development to gain skills to provide every student with appropriate instruction.

1 Driving with Data

Data drives student achievement through accurate baseline measurements, progress monitoring, and metrics toward goal achievement.

Direct Instruction programs use formal and informal assessment data to inform instruction and group students by skill level rather than grade level. Informed instruction allows educators to:

REMEDIATE

Assessment-informed data pinpoints which students require re-teaching on specific skills to achieve mastery.

ACCELERATE

The efficient, scripted lessons of Direct Instruction programs accelerate student performance and help them to reach grade level proficiency quickly.

REGROUP

Frequent formal and informal assessments allow for students to be regrouped according to performance.

In-program assessments provide a screening tool to simplify progress monitoring at the individual student, group, and school level, and provide accurate and actionable information for data meetings. A universal screener is also recommended at the beginning, middle and end of the school year.
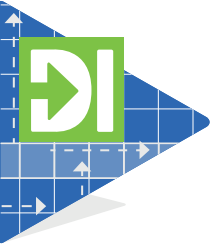
Direct Instruction (DI) programs boast a proven history of success and are built upon evidence-based teaching methods. This system of consistent instructional rhythms, scripted routines, and built-in behavioral management drives student performance through increased teacher interactions that engage and motivate while minimizing distractions.

Research shows that when DI teachers consistently ask about 12 questions per minute, students answer correctly approximately 80 percent of the time and are only off-task 10 percent of the time. However, when teachers slow their pace to four questions per minute, students' accuracy drops to 30 percent, and they are off-task about 70 percent of the time.

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.

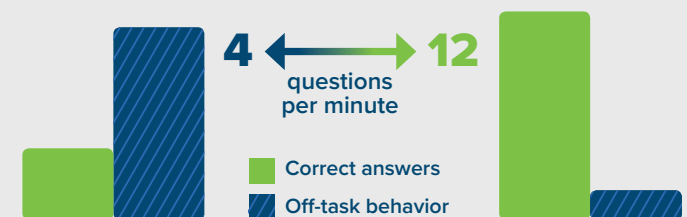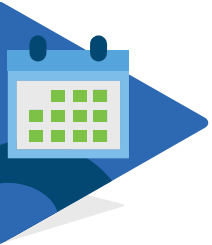A four-part instructional design ensures student mastery.

MODEL — LEAD — TEST — RETEST
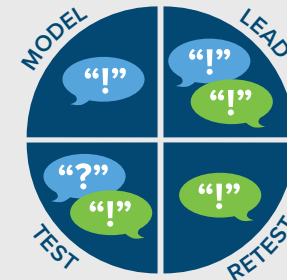
Lessons are delivered using consistent, proven techniques.

SIGNAL — SCRIPT — PACE — PRAISE — "Great job!"

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

4 ← questions per minute → 12

Correct answers
Off-task behavior

3 Scheduling for Success

Effective scheduling and allocation of resources are fundamental to turnaround success. When growth—and eventually proficiency—for all students is your key objective, it is paramount to meet students where they are. Successful DI implementation requires school-wide support and involvement along with strategic scheduling.

Direct Instruction implementations align with the Multi-Tiered System of Support (MTSS) model. MTSS is a systems-change approach to accelerate the performance of ALL students and is the umbrella under which all educational practice and decision making falls. Needs-driven, data-based decision making seeks to ensure that district resources strategically and purposefully improve student achievement and behavior.

Direct Instruction students are grouped according to skill level, instead of grade level, to ensure that instructional needs are met. Considerations must be made to provide ample time, teachers, and space for homogenous grouping. This may require a Walk-to-Read model where different skill groups assemble in designated areas where instruction is tailored to their needs.

Curriculum Specialists help principals group students by skill level and coordinate schedules to ensure adequate instructional time and fidelity of MTSS implementation.

A successful DI implementation requires school-wide support and involvement.
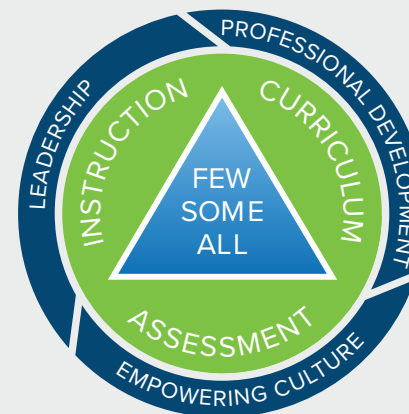
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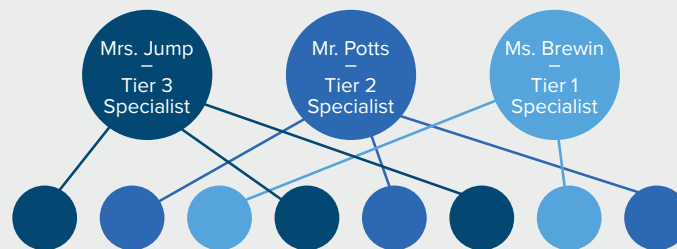
Strategic scheduling keeps the day running smoothly.

CONNECTING MATH CONCEPTS	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

4 Staffing and Professional Development

McGraw-Hill Education Curriculum Specialists partner with principals to evaluate needs and develop a plan for success. They help place students in the right Direct Instruction programs at the appropriate levels before instruction begins. Then, they provide training for everyone who might use DI materials with students, including principals, administrators, coaches, intervention specialists, Title I teachers, resource teachers, and paraprofessionals.

Educators must have specialized instructional knowledge, and job-embedded professional development is necessary to gain it. Curriculum Specialists conduct in-person sessions where they leverage the Five Principles of Effective Professional Development:

1 ▶ **Content-Specific Learning**

2 ▶ **Active Engagement**

3 ▶ **Teaching Models**

4 ▶ **Collaborative Learning**

5 ▶ **Practical Application**

In addition, these experts can model instructional best practices, provide feedback, and suggest strategies for improving student performance and help principals to identify common problems and develop effective strategies during the implementation phase.

Ongoing, high-quality, job-embedded professional development through consistent coaching is essential in ensuring the turnaround of a school and is paramount to the successful implementation of both DI and the MTSS model.

How the Direct Instruction Turnaround Model Compares to Traditional Models

The Direct Instruction Turnaround Model differs from traditional learning models and how it addresses the four key issues.

	Traditional Model	Turnaround Model
Data	Review state testing data annually or bi-annually.	Review grade level benchmark data on a regular, ongoing basis.
	Static measures based on summative annual results	Continuous improvement supported by formative assessment
Program	Content is at frustration level	Content is at instructional level
	Students work at frustration level	Students work at independent level
	Traditional Teaching	Mastery Learning
Scheduling	Students are grouped by grade level	Students are grouped by skill level
	"Standard schedule (especially in high school)"	Needs-based schedule
Staffing	Teachers have general instructional knowledge and use various instructional models.	Teachers have specialized instructional knowledge and use consistent, evidence-based instruction models across all levels.
	"Culture of persistent failure, fixed mindset""	Culture of success, growth mindset"
	Teachers are subject-matter experts that work independently from one another.	Teachers collaborate, implement a Walk to Read model, and participate in data meetings.

To learn more about how Direct Instruction can boost student outcomes and help promote turnaround in your district, visit

directinstruction.com

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Because learning changes everything.™

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