




ADI Association for Direct Instruction
Presents...

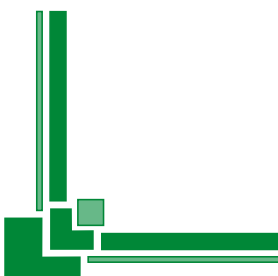

**THE 34TH ANNUAL
NATIONAL
DIRECT
INSTRUCTION
CONFERENCE AND
INSTITUTES AT
EUGENE**



*July 20–24, 2008
Hilton Eugene Hotel & Conference Center
Eugene, Oregon*

Special Keynote Speakers
Dr. Muriel Berkeley
President, Baltimore Curriculum Project
Siegfried Engelmann
Senior Developer of Direct Instruction Programs

*The most comprehensive offering of Direct Instruction training and
information available—anywhere*

- ★ *Beginning and Advanced Training* ★
 - ★ *College Credit* ★
 - ★ *New Sessions & Institutes* ★
 - ★ *Special Hotel Rates* ★
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WELCOME TO THE 34TH ANNUAL NATIONAL DIRECT INSTRUCTION CONFERENCE AND INSTITUTES AT EUGENE!

The National Direct Instruction Conference and Institutes at Eugene offers the most complete and comprehensive training to be found anywhere. We have assembled the finest group of trainers to ensure that you come away with practical and thorough training on the most effective curricula available today.



We offer training for all levels of experience as well as job responsibilities. There are sessions designed for

- Teachers of General and Special Education
- Paraprofessionals
- Administrators
- Literacy Coaches
- Reading First Coaches
- Mentor Teachers
- Staff Development Leaders
- Behavior Management Specialists



Our special invited keynote speaker this year is Dr. Muriel Berkeley. We are certain she will provide an informative and motivating opening, sharing her journey through education.

The conference schedule is designed not only to maximize instructional time but also to allow for networking with educators from around the world. Come experience the National DI Conference and Institutes. Make the week of July 20–24 the highlight of your summer!



WHAT YOU SHOULD DO NOW

- √ Spend some time looking over this brochure
- √ Choose the institute or sessions that are most appropriate for your setting
- √ Fill out the appropriate registration form and fax or mail it to ADI
- √ Make your room and travel reservations



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CONFERENCE PRESENTERS & SPEAKERS



Anayezuka Ahidiana
Baltimore, Maryland

Cary Andrews
Dallas, Texas

Anita Archer
Portland, Oregon

Tami Bebee
Billings, Montana

Almitra Berry
Stockton, California

Molly Blakely
Missoula, Montana

Doug Blancero
Red Hook, New York

Cyndi Caniglia
Spokane, Washington

Don Crawford
Columbus, Ohio

Anne Desjardins
Logan, Utah

Laura Doherty
Baltimore, Maryland

Donna Dressman
Union, Kentucky

Kurt Engelmann
Eugene, Oregon

Owen Engelmann
Eugene, Oregon

Siegfried Engelmann
Eugene, Oregon

Janet Fender
Hockessin, Delaware

Mary Gleason
Eugene, Oregon

Tracey Hall
Wakefield, Massachusetts

Robert Harris
Coburg, Oregon

Meralee Hoffelt
Littleton, Colorado

Kathy Jungjohann
Eugene, Oregon

Bernadette Kelly
Pacific City, Oregon

Paul McKinney
Cape Coral, Florida

Patrice Riggin
Lewes, Delaware

Randi Saulter
Columbus, Ohio

Ed Schaefer
Lewes, Delaware

Carolyn Schneider
Houston, Texas

Tim Slocum
Logan, Utah

Rose Wanken
Chico, California

Cathy Watkins
Turlock, California

Sheri Wilkins
Apple Valley, California

Brenda Williams
Fort Lauderdale, Florida

Vicki Vachon
Vancouver, British Columbia

Maria Vanoni
Stoney Brook, New York



SPECIAL KEYNOTE SPEAKER

Dr. Muriel Berkeley
President, Baltimore Curriculum Project, Baltimore, Maryland





CONFERENCE MASTER SCHEDULE

Sunday, July 20

8:00 – 9:00	Registration
9:00 – 12:00	Preconference Sessions and Institutes Meet
12:00 – 1:30	Lunch (on own)
1:30 – 4:00	Preconference Sessions Conclude
5:00 – 6:00	Early Registration
6:30 – 8:00	SRA Social Hour



Monday, July 21

7:30 – 8:30	Registration
8:30 – 9:45	Conference Opening & Keynotes: Siegfried Engelmann Professor & Senior Direct Instruction Author University of Oregon • Eugene, Oregon Muriel Berkeley President Baltimore Curriculum Project • Baltimore, Maryland
10:15 – 11:45	Sessions & Institutes Meet
11:45 – 1:00	Lunch (on own)
1:00 – 4:00	Sessions Meet
5:00 – 8:00	Get Acquainted Picnic (included in fee)



Tuesday, July 22

7:45 – 8:30	ADI Membership Meeting
8:30 – 11:45	Sessions Meet
11:45 – 1:00	Lunch (on own)
1:00 – 4:00	Sessions Meet



Wednesday, July 23

8:30 – 11:45	Sessions Meet
11:45 – 1:00	Lunch (on own)
1:00 – 4:00	Sessions Meet
5:30 – 8:30	ADI Excellence in Education Awards and DI Hall of Fame Recognition (additional fee)

Thursday, July 24

8:30 – 11:45	Sessions Meet
11:45 – 1:00	Lunch (on own)
1:00 – 3:00	Sessions Meet
3:15 – 4:00	Closing Keynote: Siegfried Engelmann



HOW TO CONTACT ADI

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PRECONFERENCE SESSION DESCRIPTIONS — ALL DAY SUNDAY



Pre 1) CHAMPs—Proactive Behavior Management System ♦ Randy Sprick

CHAMPs assists classroom teachers to design (or fine tune) a proactive and positive classroom management plan that will overtly teach students how to behave responsibly. This session will train participants in easy implementation of the strategies presented in CHAMPs. These strategies will:

- Reduce classroom disruptions and office referrals
- Improve classroom climate
- Increase student on-task behavior
- Establish respectful and civil interactions

By following the effective, research-based practices outlined in CHAMPs, participants will develop methods for clearly communicating their expectations on every classroom activity and transition. These clear expectations combined with logical and fair responses to misbehavior allow teachers to spend less time disciplining and more time teaching.

(Note: This session has a materials charge of \$38.00. Each participant will receive a copy of CHAMPs, a \$45.00 value.)



Pre 2) Dynamic Vocabulary Instruction—Effective Practices Across Grades and Subjects ♦ Anita Archer

On a daily basis we observe the importance of vocabulary to reading and listening comprehension, written and oral communication, and overall school achievement. Even as students enter school, there are meaningful differences in vocabulary based on their prior experiences. For this reason, all teachers in all subjects must provide vocabulary instruction. This session will focus on a number of topics:

- Building vocabulary through read alouds
- Providing robust, explicit instruction of vocabulary terms
- Teaching students to use independent word-learning strategies
- Increasing the amount of independent reading done by students as another way of expanding vocabulary

Dr. Archer will discuss procedures for selecting vocabulary for instruction, introducing vocabulary, and providing engaging practice that leads to retention. All procedures will be demonstrated and practiced.



Pre 3) REWARDS—Reading Excellence: Word Attack and Rate Development Strategies ♦ Vicki Vachon

This session provides training for REWARDS, a research-validated, specialized reading program designed to increase the decoding and fluency skills of struggling readers in grades 4 and above who read between 2.5 and 5.0. REWARDS is a short-term intense intervention that uses explicit instruction to teach the necessary preskills as well as a flexible strategy for decoding long words. Both levels of REWARDS (Intermediate and Secondary) provide application of the strategy to sentences and passages and provide fluency practice.

In this session, participants will learn the rationale for REWARDS, how to teach the preskills and strategy lessons embedded in the program, and how to increase the probability that students will use their acquired skills.



Pre 4) REACH System ♦ Sheri Wilkins

The REACH System is composed of three highly effective Direct Instruction programs (*Corrective Reading, Reasoning and Writing*, and *Spelling Through Morphographs*) with supplementary materials that have been integrated into one comprehensive reading/language arts program. Each system (one for Grades 4 through 6 and one for Grades 6 through 8) is designed to accelerate learning for students who are reading significantly below grade level. This session will provide participants with an overview of the REACH System components and how they work together to improve the reading skills of at-risk learners. Staff development options will also be provided.





Pre 5) Introduction to Direct Instruction ♦ Donna Dressman

This session is designed for the participant with little or no knowledge and experience with Direct Instruction programs. First, participants will receive an overview and rationale for the Direct Instruction curricula. Participants will then practice the basic procedures common to most Direct Instruction programs including signalling, corrections, setup, motivating students, maintaining attention, pacing of presentation, and recording student progress.



Pre 6) Response to Intervention ♦ Rose Wanken

The reauthorization of the Individuals With Disabilities Education Act (IDEA) includes “Response to Intervention” (RTI) as an alternative method of identifying learning disabled students. Rather than using an ability-achievement discrepancy formula to identify learning disabled students, the new IDEA allows states the option of considering students who do not respond to scientifically based interventions as appropriate candidates for special education services. The RTI model shifts the emphasis in special education away from eligibility towards intervention. This session will discuss the Response to Intervention process stated in IDEA. Participants will begin to develop procedures for implementing the RTI model in their school or district.



Pre 7) Language for Culturally and Linguistically Diverse Learners ♦ Almitra Berry

Students from low socioeconomic groups, diverse cultures, and homes where Standard English is not the primary language enter school with a language and schema deficit that must be closed quickly and efficiently. English Language Learners from newcomers to advanced can be brought to reclassification as Fluent English Proficient within two years!

Participants in this session will be introduced to SRA’s language development curriculum (*Language for Learning, Thinking and Writing*) that focus on success in school using highly interactive language development programs featuring additional strategies to promote language and comprehension development for culturally and linguistically diverse learners of all ages.



Pre 8) Reading Mastery Signature Edition—Language and Language Arts Strand ♦ Janet Fender

The Language/Language Arts strand of the new edition of *Reading Mastery* is more comprehensive than that of *Reading Mastery Plus*. This session will provide an overview of all 6 levels, K-5. This program progresses from oral language and logical thinking skills to strategies for writing narrative and expository responses. Participants will learn to place students into the appropriate level and walk through some sample lessons. The Signature Language Arts strand can also be used with previous editions of Reading Mastery and this session will explain how.



Pre 9) Show Me the Money—Grant Writing ♦ Doug Blancero

Intended Audience: Open

In recent years the federal government has made a push towards comprehensive school reform. Direct Instruction has been recognized as an effective school reform model, eligible for grant money. This interactive session is designed to accomplish two objectives: provide the basics in grant writing and apply those basic skills to produce a working document the participants can take back to their schools. Strategies will be provided on how to locate grant sources, determine if the grant monies are applicable to your school, and successfully apply for funds. Most state grants require that the reform model address nine key areas. This session will help participants develop an understanding of how to describe how DI meets these reform components. Participants are encouraged to bring either current or past grant applications to this session.



Space is Limited! Register Early!

CONFERENCE SESSION DESCRIPTIONS



A SESSIONS—MONDAY—THURSDAY MORNINGS

A1) Reading Mastery Classic I/Signature Grade K Reading ♦ Tami Bebee

Intended Audience: Teachers K–2, General and Special Education

This session focuses on teaching beginning reading skills using *Reading Mastery I* and *Reading Mastery Fast Cycle* as well as the reading component of *Reading Mastery Signature, Grade K*. Participants learn the basic information and skills needed to implement these programs—placing, accelerating, scheduling, grouping, and presenting lessons to students who are not yet readers. (*Note: This session is also offered as a D session.*)



A2) Reading Mastery Classic II/Signature Grade 1 Reading ♦ Donna Dressman

Intended Audience: General and Special Education Teachers with students performing at second-grade level

Participants in this session will learn skills to teach students to become successful beginning readers. Participants will learn and practice presentation techniques for word attack, story reading, comprehension activities, and independent work. This session will also cover scheduling, grouping, placement, and acceleration procedures.



A3) Reading Mastery Plus II (2002 edition) ♦ Cyndi Caniglia

Intended Audience: General and Special Education Teachers with students performing at second-grade level

Reading Mastery Plus is an integrated Reading and Language Arts curriculum. More than a revision of *Reading Mastery*, this new series integrates the careful sequence of *Reading Mastery* with important writing skills such as planning, proofreading, and revising their own work as well as a spelling component. Participants learn the basic information and skills needed to implement the level II program—placing, accelerating, scheduling, and grouping.



A4) Corrective Reading, Decoding ♦ Carolyn Schneider & Paul McKinney

Intended Audience: Teachers of students with reading problems in Grades 3 through 12 and in adult education classes

This session provides training on the Decoding strand of the *Corrective Reading* programs. *Corrective Reading* is designed for students who have not learned in other programs and do not learn on their own. These multilevel programs may be used in regular classrooms or in special needs classes such as Chapter 1 programs, resource room programs, and other special education settings. Participants learn how to teach students to read accurately, increase rate and fluency, build vocabulary, and read with understanding from a variety of materials including books, newspapers, and magazines. *Note: This session will be divided into participants that have not been trained and those that have received prior training.*



A5) Connecting Math Concepts A & B ♦ Patrice Riggin

Intended Audience: Teachers with students performing at Grade Levels 1 & 2

This session provides training for teaching *Connecting Math Concepts*, Levels A and B. Level A builds on the aspect of math that is most familiar to children—counting. Counting skills are expanded to the concepts of more and less, addition and subtraction, and place value. Students systematically apply knowledge of these concepts to estimation, money, and problem solving. In Level B, students learn a conceptual model for addition and subtraction facts, computational problems, and story problems. Other concepts taught in Level B include measurement, money, time, geometry, and mental arithmetic. The session provides a content overview and practice in effective presentation techniques.





A6) Reasoning and Writing C–F ♦ Laura Doherty

Intended Audience: Teachers of students performing at Grade Levels 3–12

This session provides detailed instruction in teaching higher-level thinking through writing. The instruction builds on basic templates for analyzing and critiquing faulty arguments, writing with clarity, hypothesis testing, inferring rules, and many other important thinking skills. These basic forms are expanded and integrated to develop very sophisticated writing skills.



A7) Language for Learning ♦ Anayezuka Ahidiana

Intended Audience: All Teachers K–2, and Teachers of English as a second language

Training and information on *Language for Learning*. This program focuses on the language of instruction, including skills of sentence production, following directions, comparatives, classification, and if–then reasoning. Training involves both rationale and role playing.



A8) Designing Intervention and Remediation Lessons for Reading Mastery and Corrective Lesson ♦ Cary Andrews

Intended Audience: General and Special Education Teachers with students performing at second-grade level

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W This session will provide instructional staff with strategies that target student deficits emerging early in the *Reading Mastery* program as well as difficulties that surface when completing program checkouts. The first part of the session is designed to provide intervention and remediation for students who may require more phonemic awareness and additional practice with continuous blending. Hands-on activities that specifically reinforce the *Reading Mastery* Word Attack formats and program scaffolding will be provided for participants. The second part of the session will provide *Reading Mastery* I, II, III, and *Corrective Reading Decoding* B1 and B2 teachers with a generic five-day plan for intervention and remediation lessons, a five day plan for introducing the activities to the students, and specific teaching scripts to ensure consistency with the Reading Mastery and Decoding programs.



B SESSIONS—MONDAY & TUESDAY MORNINGS



B1) Reading Mastery Plus III & IV/Signature Grades 2 and 3 Reading ♦ Randi Saulter

Intended Audience: Teachers of students performing at Grade Levels 3 & 4

These programs present a careful sequence for teaching comprehension and decoding skills to students who have mastered beginning reading skills. *Reading Mastery Plus* encompasses a full range of comprehension and decoding objectives. Participants will learn how to use management systems to monitor student progress and presentation techniques to teach all component skills (vocabulary, rules, information, and map skills) needed for students to completely understand the fact and fiction selections presented in the programs. This training also covers skills and scope of *Horizons C–D*.



Past participants say...

I cannot say enough what a valuable experience this has been. I feel as if my time has been well spent and that I have learned extremely valuable information. I am leaving with much more confidence in my abilities to perform my coaching role. This is by far the best training I have been to in years. Thank you!



I did not know what to expect when I came. What I have received will be a tremendous help to me as well as the teachers I work with, as well as the students. Thanks for all the information you gave me.



B2) Managing the Cycle of Serious Acting Out Behavior ♦ Brenda Williams

Intended Audience: Teachers K–12, Administrators, Assistants

This session will present specific procedures for analyzing behavior patterns of students who exhibit severe behavior problems. Participants will learn strategies that are designed to break up these patterns and to teach replacement behaviors that are more acceptable in public school settings. Special emphasis will be given to the prevention of serious acting-out and escalating behavior through the application of instructional principles.



B3) Research On and Myths About Direct Instruction ♦ Tim Slocum

Intended Audience: Open

This session will describe the research base of Direct Instruction. It will include examination of studies relevant to the general Direct Instruction approach, Project Follow Through, and other research on specific Direct Instruction programs. This session will also look at research that is unfavorable towards Direct Instruction.



B4) Bringing it Home—Redelivering Inservices ♦ Robert Harris

Intended Audience: Open

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This session is designed to provide school-based staff developers with a concrete action plan and skills to effectively redeliver knowledge and content acquired at off-site conferences and other trainings.

As the role of school-based staff developer (aka coach aka consultant aka facilitator, etc.) has become more firmly ingrained in the educational landscape, the need for specific training in general staff development knowledge and skills has become apparent.

The content of the session includes critical factors for effective professional development, effective follow-up strategies, securing administrative support, and the characteristics of adult learners. Participants will leave with an action plan ready to put into place in their school or district.



B5) Effective Administration of Schools Implementing Direct Instruction Programs ♦ Don Crawford

Intended Audience: Principals and other administrators who want to improve achievement in a DI implementation

Principals of DI schools don't need to be DI coaches, but they do need to be knowledgeable about Direct Instruction programs and how the programs are effectively implemented. The relationship with teachers is different and the data assumes much greater importance in a DI school. This session will teach you how to have an effective problem-solving approach so you can maximize the academic progress of your whole school. You will be given practice actually doing what is necessary to answer the following questions: How do you keep track of the important variables in the whole school without becoming overwhelmed? How do you know when you have a real problem? How do you keep track of the problems you've uncovered? How do you know when problems have been effectively solved? How do you ensure maximum progress of all groups? How do you make certain that all students are at mastery? How do you effectively encourage and support teachers? How do you involve teachers in guaranteeing that all students continue to make progress? How do you become a truly data-driven school?



Get Your Lunch in a Hurry—

A new feature this year is the option to purchase a meal ticket in advance. The Hilton is offering the option to prepurchase their popular and tasty Patio Lunches. Save time waiting in line to pay and the hassle of collecting receipts. Meal tickets are \$35.00 for Sunday through Thursday or \$30.00 for Monday through Thursday. Check the Prepurchase meals box on the registration form.



C SESSIONS—WEDNESDAY & THURSDAY MORNINGS



C1) Reading Mastery Plus V & VI/Signature Grades 4 and 5 Reading ♦ Randi Saulter

Intended Audience: Teachers of students performing at Grade Levels 5 & 6

These programs present a careful sequence for teaching comprehension and decoding skills to students who have mastered beginning reading skills and encompass a full range of comprehension and decoding objectives. Participants learn how to use management systems to monitor student progress and presentation techniques to teach all component skills (vocabulary, rules, information, and map skills) needed for students to completely understand the fact and fiction selections presented in the program.



C2) Essentials for Algebra ♦ Bernadette Kelly

Intended Audience: Teachers or Administrators at the middle- or high-school level.

Essentials for Algebra is a newly published Direct Instruction Math program for middle or high school students who are at risk of failing exit requirements for high school graduation. This session provides an overview of the program content (pre-Algebra and beginning Algebra), and also includes some practice in presenting selected exercises. The design of *Essentials* makes it possible to teach content that is typically difficult for at-risk students to learn. The program content includes strategies for solving probability problems, work on the coordinate system, signed numbers, various multi-step algebra problems, and presents unique strategies for solving rate, ratio and proportion problems.



C3) Sensible Sequences ♦ Janet Fender

Intended Audience: Open

This session will help to sort out the issues and considerations of when to use which DI program. *Horizons, Reading Mastery Classic and Plus, or Corrective Reading? Language for Learning, Language for Thinking, Language for Writing or Reasoning and Writing Levels A–F? Connecting Math Concepts or Corrective Math?* Issues related to combining DI programs for more intensive interventions will also be addressed.



C4) Establishing and Maintaining Leadership Teams ♦ Doug Blancero

Intended Audience: School-based instructional leaders (i.e., administrators, teacher leaders, facilitators/coaches, etc.)

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W The purpose of this session is to provide administrators and other school leaders with a blueprint and action plan for developing, maintaining, and evaluating a school leadership team that drives innovation and success in academic, behavioral, fiscal, and community spheres.

Participants will learn principles of effective teams, ideal roles, critical background content, and leave with an action plan with specific items ready to put into place in their schools.



C5) Spoken English—A Direct Instruction Program ♦ Zig Engelmann, Owen Engelmann, Dan Johnston, Jerry Silbert

Intended Audience: Any person who needs to teach spoken English to students grades 4 through adult.

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W This session describes a new program that is appropriate for non-English speaking students who have at least the skills of a 9-year-old in their native language. The program is designed for students who know absolutely no English.

The teacher presents all material in English and does not need to know the native language of the students. The program teaches only spoken language, not reading or writing. There are 100 ninety-minute lessons. Lessons must be scheduled daily.

Students learn a vocabulary of about 1000 words and how to use these words correctly in various tenses, with appropriate syntax. Field-tryout results suggest that students who complete



the program are more proficient at speaking and understanding English than students who receive 4 years of traditional English instruction.

The session presents information about presenting the program effectively, the program's design, rationale for specific design details, and strategies for correcting non-English speakers efficiently.



D SESSIONS—MONDAY—THURSDAY AFTERNOONS

D1) Reading Mastery Classic I/Signature Grade K Reading ♦ Tami BeBee

Intended Audience: Teachers K–2, Regular and Special Education

This session focuses on teaching beginning reading skills using *Reading Mastery I* and *Reading Mastery Fast-Cycle* as well as the reading component of *Reading Mastery Signature, Grade K*. Participants learn the basic information and skills needed to implement these programs—placing, accelerating, scheduling, grouping, and presenting lessons to students who are not yet readers. (Note: This session is also offered as an A session.)



D2) Reading Mastery Plus, Levels K & I ♦ Maria Vanoni

Intended Audience: Teachers K–2, Regular and Special Education

Reading Mastery Plus is a Direct Instruction program for teaching reading and language arts skills. More than a revision of *Reading Mastery*, this series integrates the careful sequence of *Reading Mastery* with important writing skills such as planning, proofreading, and revising their own work as well as a spelling component. Participants learn the basic information and skills needed to implement these programs—placing, accelerating, scheduling, and grouping.



D3) Reasoning and Writing A & B ♦ Anayezuka Ahidiana

Intended Audience: Teachers K–2

These programs, which teach higher-order thinking skills, are appropriate for children who have basic language concepts. Children learn about story grammar, answer literal and interpretive questions, make interpretations and predictions about characters, sequence and classify information, make deductions, follow instructions, and construct sentences and stories. Examples and ideas for extension activities will be presented. The *Reasoning and Writing* series is designed according to Direct Instruction principles while being less teacher-intensive than other Direct Instruction programs.



D4) Connecting Math Concepts C–F ♦ Bernadette Kelly

Intended Audience: Teachers of students performing at Grade Levels 3–6

This session provides training for teaching *Connecting Math Concepts* Levels C, D, E, and F and the *Bridge to Connecting Math Concepts*. Level C builds upon concepts taught in earlier levels—measurement, time, money, geometry, estimation and place value—and gives special emphasis to problem-solving. Levels D and E develop more complex problem-solving strategies and provide a thorough grounding in fractions, decimals and percents, ratios and proportions, and basic geometry. *The Bridge* is suitable for sixth-grade students who have not had earlier levels of *Connecting Math Concepts*, or for remedial junior high/middle school students. The session includes a content overview and practice in effective presentation techniques.



D5) Horizons Reading A and B ♦ Owen Engelmann

Intended Audience: Regular Education Teachers of students in Grades 1–3

This session will provide information and training on the *Horizons Reading Series*—Levels A and B and Fast Track A–B. *Horizons A* and *Fast Track A–B* are appropriate for children in Grade 1 of average to above-average ability who have letter-name knowledge. It is also appropriate for children in Grades 2 and above who are nonreaders or who have poorly developed decoding





skills. Level B is appropriate for second- and third-grade students. This series features regular orthography, integration of spelling, and colorful student materials. This session will train participants to use *Horizons A, B, and Fast Track A–B* and will expose participants to *Funnix* instructional CDs, which are an adaptation of *Horizons*.



D6) Corrective Reading, Comprehension ♦ Sheri Wilkins and Patrice Riggin

Intended Audience: Teachers of students with reading problems in Grades 3–12

Training on the 2008 edition of the *Corrective Reading, Comprehension A–C* programs. These programs present a careful sequence for teaching comprehension skills to students in Grades 3 through 12 who have not been successful in other reading programs. These programs build vocabulary, develop reasoning skills, and teach how to read with understanding from a variety of materials including books, newspapers, and magazines. *Note: This session will be divided into participants that have not been trained and those that have received prior training.*



D7) A Full Immersion Model for Implementing DI ♦ Vicky Vachon, Zig Engelmann, and Kurt Engelmann

Intended Audience: Principals, Coordinators, and Teachers interested in a full school implementation of DI

Using Siegfried Engelmann’s guidelines for a full-scale implementation of Direct Instruction, this session will provide a framework for assuming accountability for every child in a school or district. Presenters will describe a problem–solution approach to scheduling, placement and grouping, training and coaching teachers, monitoring student performance, and deploying personnel. This session will also address some of the pitfalls that can hamper a large-scale implementation and prevent student achievement from reaching an optimal level, and suggest solutions.



D8) Meaningful Independent Work—Work Stations in a Reading Mastery Classroom ♦ Cary Andrews

Intended Audience: Teachers of Reading Mastery K-2

NEW This session is designed to provide participants with meaningful work for those students who are not engaged in the teacher-directed *Reading Mastery* lesson. Utilizing the word attack lists and stories, participants will be provided with specific student work stations that provide meaningful, consistent practice with the *Reading Mastery* content. Work stations will include activities that target decoding deficits, promote fluency, and increase comprehension. Participants will be provided with sample management systems and recommendations for the physical arrangement of the classroom. Afterwards, the participants will be given a detailed plan for explicitly teaching the work station expectations, procedures, and daily activities. Finally, common management obstacles will be addressed and plans developed for ensuring student success in work stations.



E SESSIONS—MONDAY & TUESDAY AFTERNOONS



E1) Overview of Language for Thinking and Language for Writing ♦ Janet Fender

Intended Audience: Teachers K–2

Language for Thinking builds upon the concepts, vocabulary, and statement patterns introduced in *Language for Learning*. Carefully organized sequences of activities, exceptional vocabulary development, extensive practice, sequencing and retelling exercises, and inference activities set the stage for reading comprehension and the grammatical analysis of written language.

Language for Writing leads students towards independence as writers. This revision and expansion of *Distar Language III* teaches not only writing skills, but also the vocabulary, sentence, and organizational skills that underpin good writing.

Ongoing exercises support the development of specific writing skills by showing students how to write narratives; use specific words; make precise comparisons; summarize and retell; and proofread for punctuation, grammar, and usage.



E2) Advanced Direct Instruction Delivery Techniques ♦ Donna Dressman

Intended Audience: Teachers, Supervisors, and Administrators experienced in teaching DI programs

The session is designed for the experienced teacher of Direct Instruction materials, including teachers, supervisors, and administrators. Information presented will include strategies and practice of effective correction and firming procedures, interventions and modifications for chronic errors, and analysis of student data. Illustrations and examples will be taken from a variety of curriculum areas. Participants are encouraged to bring information from their own case studies for problem-solving discussions.



E3) Fluency and Direct Instruction ♦ Anne Desjardin, Tim Slocum, Cathy Watkins

Intended Audience: Open

For many academic skills, accurate performance is not enough. To be most useful in a wide variety of situations, these skills must be fluent. Fluency is the combination of accuracy, speed, and ease of performance. In this session, participants will learn strategies and tactics to promote fluency of key skills taught in Direct Instruction programs. The session will (a) explore the importance of fluency, (b) teach the use of the Standard Celeration Chart for monitoring fluency, (c) identify skills for which fluency is important, and (d) recommend specific fluency-building procedures that can be used to supplement Direct Instruction programs.



E4) Classroom Management Systems: Strategies and Best Practices ♦ Brenda Williams

Intended Audience: Open

One of the most undisputed beliefs regarding teaching and learning is the strong relationship between teacher expectations, student achievement, and behavior. This workshop will provide information and training on the critical features of a well managed classroom. The primary focus will be on how to establish desirable behavior and how to minimize problem behavior in the classroom.

The critical features of a classroom management system to be addressed are designing the physical space of the classroom, teaching expectations, establishing classroom routines, using consequences effectively, precorrecting problem behavior, managing interactions, and defusing situations.



E5) Applying DI Principles to Content Area Texts ♦ Don Crawford

Intended Audience: Open

Participants will learn 10 steps for adapting content area textbooks for more effective teaching. Participants will learn from a segment of the *Understanding U.S. History* text, which was designed using these principles. Then the principles will be explained. These steps will help identify the big ideas and build test items around them, to enable a more direct instruction approach to teaching from those texts. The reasons for using essay questions will be explained. Ways to structure effective practice using graphic organizers, paired oral practice, and even (gasp!) game formats will be explored. Creating vocabulary instruction and challenge questions will be demonstrated and practiced. Participants will get an opportunity to try the adaptations with content text to be provided.

Special Events

SRA Social Hour, Sunday, July 20 (6:30 pm)

Enjoy door prizes and fun, provided by SRA.

Get Acquainted Picnic, Monday, July 21 (5:00 pm)

Enjoy a meal with participants and trainers.

Annual Membership Meeting, Tuesday, July 22 (7:45 am)

Special breakfast meeting for ADI members

Excellence in Education Awards, Wednesday, July 23 (5:30 pm)

ADI honors pioneers of Direct Instruction and excellence in the field.

F SESSIONS—WEDNESDAY & THURSDAY AFTERNOON



F1) Reading Success—Extending Comprehension Skills ♦ Robert Harris

Intended Audience: Teachers of students performing at Grade Levels 3–6

Reading Success is a supplementary reading comprehension program published by Classical Learning. There are four levels: *Reading Success: Foundations*, for students who read at approximately a beginning third-grade level, and Levels A–C of *Reading Success*, for students who read at beginning fourth-, fifth-, and sixth-grade levels. This session overviews the scope and sequence of topics taught in *Reading Success*, explains how the program is used, and provides some training on techniques for getting the most out of the program. Although *Reading Success* is not a test preparation program *per se*, this session can be useful for raising the test scores where experienced *Reading Mastery* and *Horizons* teachers don't always see student achievement adequately reflected in test results.



F2) Reading Extensions for Primary Grades ♦ Cyndi Caniglia

Intended Audience: Teachers using *Reading Mastery* Levels I, II, or *Fast Cycle*

This session will provide information and training on utilizing a wide range of supplemental materials linked to *Reading Mastery* Levels I, II, and *Fast Cycle*. These supplements include material published by SRA (Library Series, Independent Readers), J/P Associates (Readers Club, Home-School Connection), and other nonpublished supplements. Sample materials will be distributed. There will also be opportunities for sharing among participants of activities that reinforce skills taught in the programs.



F3) Extension Activities for Grades 3–6 ♦ Anne Desjardin

Intended Audience: Teachers of students in Grades 3–6

This session will present games and activities that can supplement and enrich concepts taught in the *Reading Mastery*, *Reasoning and Writing*, and *Corrective Reading Decoding* programs. Participants will receive a booklet of activities presented and other sample materials. Information and training will also be provided on the *Learning Through Literature* (novel studies), *Language Through Literature*, and *Readers and Writers* programs. Participants will be introduced to the *Reading Mastery Literature Collections* and *Projects Across the Curriculum* guide.




F4) Building a Team Environment ♦ Carolyn Schneider

Intended Audience: Experienced Coaches who have at least 1 year of experience in classroom coaching

N This session is not intended to provide the specifics in coaching the Direct
E Instruction programs, but is intended to examine the psychology of coaching. The session
W will focus on how to create positive strategies for working with teachers and principals. The attributes of effective leaders will be studied. The coach will learn how to stay emotionally detached and still develop an effective team.

Steps for working with administrators will be a significant part of this workshop. Participants in this session will learn more about the important aspect of understanding how difficult change can be for the teachers and administrators. The coaches will learn how to approach challenging situations. The session, through role playing and small group activities, will explore and practice techniques for handling common problems.



Literacy coaches and facilitators must learn how to identify teaching strengths and characteristics that will contribute to a teaming environment. One of the goals is to enable the coach to help teachers understand that they have more to gain by teaching Direct Instruction programs than they have to “give up”.

Build Your Professional Library at the DI Store!

The Direct Instruction Store, located in the registration area, provides the most complete collection of Direct Instruction texts and supplements. Purchase videos of past and current keynotes. Buy directly from the store, pick up order forms, or simply browse, but be sure to visit the DI Store during the conference.

INSTITUTE DESCRIPTIONS



These 5-day institutes address issues related to Direct Instruction in more detail. The sessions run from Sunday through Thursday. Enrollment in these institutes is limited. To register fill out the registration form on page 20.

Becoming an Effective Direct Instruction Trainer ♦ Tracey Hall & Kathy Jungjohann

A key component of successful Direct Instruction implementations is proper training. This intensive 5-day session is for experienced DI teachers interested in learning how to train teachers to use DI programs. This session is ideal for schools or districts wanting to train a staff development specialist in Direct Instruction.

In the Sunday session, participants will learn effective teacher-training techniques, including how to:

- present a succinct program overview
- sequence and present training tasks
- organize and manage practice sessions
- provide functional feedback to trainees



A critical feature of this session involves participants working as an assistant trainer with a conference presenter in a specific program-training session Monday through Thursday mornings. Trainees will then attend afternoon trainers' sessions to receive feedback on morning work, continue training, discuss their experience, and plan their own future training opportunities.

Note: Participants in this institute must fill out a supplemental registration form. See page 20 for details.



Implementation Strategies and Issues in Supervision of Direct Instruction Programs

♦ Ed Schaefer

In the first part of this institute, participants will receive an overview of all Direct Instruction programs. Program content and sequencing will be highlighted, as will information on placement, grouping, and scheduling (both classroom and schoolwide). Next, the research base for schoolwide implementation of effective instructional programs—what works and what doesn't—will be analyzed. Additionally, participants will learn the nuts and bolts of a schoolwide Direct Instruction implementation. Topics covered will be budget planning, decisions on specific school policies, pre-implementation strategies, assessment of students, in-program testing, staff development, accelerating students, staff monitoring, and an overview of strategies to train, coach, and supervise classroom teachers to use Direct Instruction programs effectively.



Essentials of Coaching ♦ Meralee Hoffelt, Molly Blakely

Participants in this session will attend all day Sunday. Then you will have your choice to attend the session either in the morning or afternoon on Monday through Thursday, allowing participants to attend regular conference sessions in either the mornings or afternoons.

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This session is designed for Lead, Mentor, or Master Teachers and Consultants whose role is to serve as a staff development resource.

Coaches are the mainspring of successful implementations. The coach, in concert with the principal and other instructional leadership personnel (e.g., project coordinator, consultants), oversees all facets of the implementation—the schedule, the placement of children, the setting, and the teaching.

In this session, participants will learn how to:

- communicate with peers in order to increase instructional effectiveness
- arrange and rearrange classrooms based on student performance
- provide in-class coaching, demonstrations, and individual training to teachers
- conduct inservice sessions and team meetings
- analyze lesson progress and mastery data to evaluate student achievement

Diagnosis of student problems, teaching techniques, management, and basic direct remedies will also be presented. Procedures for data collection, evaluation, intervention, and feedback techniques will be demonstrated and practiced. Examples will be provided through video demonstrations and strategies practiced.





REGISTRATION INFORMATION

Where and When

The Hilton Eugene Hotel and Conference Center, 66 East 6th Avenue in downtown Eugene, Oregon. Preconference sessions and Institutes begin at 9:00am on Sunday, July 20. Conference sessions begin on Monday, July 21 at 9:00am and conclude at 3:15pm on Thursday, July 24.

How to Register

1. Complete the registration form.
2. Enclose registration form with Visa/Mastercard/Discover information, check, or institutional purchase order for the proper fee.
3. Send completed form and fee to the Association for Direct Instruction at PO Box 10252, Eugene, OR 97440.

A confirmation will be sent for all registrations received by July 1, 2008. Space may be limited in each session, so be sure to register early!

Fees and Discounts

Please note: The member and group discounts cannot be used together. Choose the discount that will benefit you or your group the most. Fee includes all training material, coffee each morning, hors d'oeuvres at the SRA reception on Sunday, and the Get Acquainted Picnic dinner on Monday.

Status	Discount	Savings	Fee
<i>Non-Member</i>			
Preconference only	0%	none	\$175.00
Conference only	0%	none	\$550.00
Both	0%	none	\$600.00
Conference Institute	0%	none	\$650.00
<i>ADI Members</i>			
Preconference only	20%	\$35.00	\$140.00
Conference only	20%	\$110.00	\$440.00
Both	20%	\$120.00	\$480.00
Conference Institute	20%	\$130.00	\$520.00
<i>Student Members</i>			
Preconference only	40%	\$70.00	\$105.00
Conference only	40%	\$220.00	\$330.00
Both	40%	\$240.00	\$360.00
Conference Institute	40%	\$260.00	\$390.00
<i>Group Rates</i>			
Group 6–10	10%	will vary	will vary
Group 11–20	20%	will vary	will vary
Group 21+	Contact ADI	will vary	will vary

at 1-800-995-2464

Early Bird Discount—Save \$20

Preregistrations accompanied by prepayment (check) and received by May 15, 2008, may take \$20 off their conference fee.



Refunds and Cancellations

A 100% refund will be issued if a written request is postmarked by July 3, 2008. After that date a 75% refund will be given. A written request must be received in our office before any refunds will be made.



Lodging

ADI has negotiated with several hotels for special rates during the Eugene Conference. Information is as follows:

Hotel	Single	Double	Concierge upgrade
Hilton Eugene 66 East 6th Avenue Eugene, OR 97401 1.800.937.6660	\$125.00	\$125.00	\$20.00 (per person)
Valley River Inn 1000 Valley River Way Eugene, OR 97401 1.800.543.8266	\$115.00– \$125.00	\$130.00– \$140.00	\$10.00 (per person)
Holiday Inn Express 2117 Franklin Blvd Eugene, OR 97401 541.342.1243	\$114.00	\$114.00	NA
Phoenix Inn Suites 850 Franklin Blvd Eugene, OR 97401 541.342.1243	\$119.00	\$129.00	NA



Rates do not include room tax (10.5%). Be sure to mention that you are with the ADI group to receive the discounted room rates. *Please note:* The listed hotels are holding a limited number of rooms for our participants at these special rates until June 19, 2008. After that date, the hotels will continue to honor the discounted room rate; however, reservations will be accepted on a first-come, first-serve basis. We will provide a free shuttle service from the overflow hotels to and from the Hilton.

Travel

ADI recommends using Lee World Travel for your travel arrangements. Their highly qualified staff will be able to assist you in making air and car reservations. Call Kathy or Virginia at 1.866.344.5001 and let them know you are with the ADI group.



College Credit

An optional 1 or 2 quarter hours of graduate (SPED 508) or undergraduate (SPED 408) level credit is available through the University of Oregon Summer Session for a fee of approximately \$65.00 per credit. (Price will be set by the University of Oregon in late spring.) Grading is Pass/No Pass. **Information, registration, and fee payment will take place Monday morning at the conference.** Those enrolling must attend a mandatory meeting with the instructor following the Monday afternoon session and attend a minimum of four morning and afternoon sessions. *DO NOT SEND ANY COLLEGE CREDIT MONEY TO THE ASSOCIATION.*



**Space is Limited!
Register Early!**



CONFERENCE SESSION SCHEDULE

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
AM					
PM	<p>PRECONFERENCE SESSIONS (ALL DAY SUNDAY)</p> <p>P1 CHAMPS—Proactive Behavior Management System</p> <p>P2 Dynamic Vocabulary</p> <p>P3 REWARDS</p> <p>P4 REACH System</p> <p>P5 Introduction to Direct Instruction</p> <p>P6 Response to Intervention</p> <p>P7 Language for All</p> <p>P8 Reading Mastery Signature Edition—Language Strand</p> <p>P9 Show Me the Money—Grant Writing</p>	<p>A SESSIONS (MONDAY–THURSDAY AM)</p> <p>A1 Reading Mastery Classic I/Signature Grade K Reading</p> <p>A2 Reading Mastery Classic II/Signature Grade 1 Reading</p> <p>A3 Reading Mastery Plus II</p> <p>A4 Corrective Reading, Decoding</p> <p>A5 Connecting Math Concepts A & B</p> <p>A6 Reasoning and Writing C–F</p> <p>A7 Language for Learning</p> <p>A8 Designing Intervention and Remediation Lessons</p> <p>B SESSIONS (MONDAY & TUESDAY AM)</p> <p>B1 Reading Mastery Plus III & IV /Signature Grade 2 & 3 Reading</p> <p>B2 Managing the Cycle of Serious Acting Out Behavior</p> <p>B3 Research On and Myths About DI</p> <p>B4 Bringing it Home—Redelivering Inservices</p> <p>B5 Effective Administration</p>	<p>C SESSIONS (WEDNESDAY & THURSDAY AM)</p> <p>C1 Reading Mastery Plus V & VI/Signature Grade 4 & 5 Reading</p> <p>C2 Essentials for Algebra</p> <p>C3 Sensible Sequences</p> <p>C4 Establishing and Maintaining Leadership Teams</p> <p>C5 Spoken English—A Direct Instruction Program</p>	<p>D SESSIONS (MONDAY–THURSDAY PM)</p> <p>D1 Reading Mastery Classic I/Signature Grade K Reading</p> <p>D2 Reading Mastery Plus K, I</p> <p>D3 Reasoning and Writing A & B</p> <p>D4 Connecting Math Concepts C–F</p> <p>D5 Horizons Reading</p> <p>D6 Corrective Reading, Comprehension</p> <p>D7 A Full Immersion Model for Implementing DI</p> <p>D8 Meaningful Independent Work</p> <p>E SESSIONS (MONDAY & TUESDAY PM)</p> <p>E1 Language For Thinking & Writing Overview</p> <p>E2 Advanced DI Delivery Techniques</p> <p>E3 Fluency / Automaticity</p> <p>E4 Classroom Management Strategies and Best Practices</p> <p>E5 Applying DI Principles to Content Area Texts</p>	<p>F SESSIONS (WEDNESDAY & THURSDAY PM)</p> <p>F1 Reading Success</p> <p>F2 Reading Extensions for Primary Grades</p> <p>F3 Extension Activities for Grades 3–6</p> <p>F4 Building a Team Environment</p>
	<p>INSTITUTES (SUNDAY–THURSDAY, ALL DAY)</p> <p>Becoming an Effective DI Trainer</p> <p>Implementation Strategies and Issues in Supervision of Direct Instruction Programs</p> <p>Essentials of Coaching</p>				

CONFERENCE REGISTRATION FORM



Please fill out this registration form completely and mail to ADI. Early registration is recommended. Make checks payable (U.S. funds only) to the Association for Direct Instruction.

Name _____

Address _____

City _____ St _____ Zip _____

Phone _____

E mail _____

Position _____

Agency Affiliation _____



Session Registration

I wish to attend: (circle selections)

1) **Preconference workshop** P1 P2 P3 P4 P5 P6 P7 P8 P9

2) Select your Monday–Thursday Morning schedule.

A Session (select 1 session, all 4 mornings) A1 A2 A3 A4 A5 A6 A7 A8

OR B/C Session (select 1 B and 1 C) B1 B2 B3 B4 B5
C1 C2 C3 C4 C5

3) Select your Monday–Thursday Afternoon schedule.

D Session (select 1 session, all 4 afternoons) D1 D2 D3 D4 D5 D6 D7 D8

OR E/F Session (select 1 E and 1 F) E1 E2 E3 E4 E5
F1 F2 F3 F4



Payment Information:

Early Discount (If mailed with purchase order or payment by May 15) –20.00

Conference fee (see chart, page 16) _____

Materials fee (session P1)) _____

Awards Dinner (\$20.00 per conference participant) _____

Lunch Ticket (\$35.00 five days, \$30.00 four days) _____

Total _____



I have enclosed a ___ check or ___ purchase order in the amount of \$_____.

Please bill my ___ Visa ___ Mastercard ___ Discover

Card # _____ Exp Date _____

Signature _____

For office use: Eug _____ ck _____ po _____ chg _____ by _____





INSTITUTE REGISTRATION FORM

Please fill out this registration form completely and mail to ADI. Early registration is recommended. Make checks payable (U.S. funds only) to the Association for Direct Instruction.

Name _____
 Address _____
 City _____ St _____ Zip _____
 Phone _____
 E mail _____
 Position _____
 Agency Affiliation _____



I will attend the following week-long Institute:

- Implementation Strategies and Issues in Supervision of DI Programs
- Essentials of Coaching Morning track ___ Afternoon track ___
A or D Session Choice _____
- Becoming an Effective DI Trainer*

*Complete the Supplemental Application questions below for this session.



Payment information:

Early Discount (If mailed with purchase order or payment by May 15)	-20.00
Institute fee (see chart, page 16)	_____
Awards Dinner (\$20.00 per conference participant)	_____
Lunch Ticket (\$35.00 five days, \$30.00 four days)	_____
Total	_____

I have enclosed a ___ check or ___ purchase order in the amount of \$ _____.
 Please bill my ___ Visa ___ Mastercard ___ Discover
 Card # _____ Exp Date _____
 Signature _____



**SUPPLEMENTAL APPLICATION FOR BECOMING AN EFFECTIVE DI TRAINER

This 5-day Institute is designed for the educator experienced in teaching Direct Instruction programs. To ensure appropriate attendance and prepare the session leaders, we would like some background information about each participant. Please complete this form and return it to ADI by May 30. Enrollment is limited. Applicants will be selected by the session leaders. Not all applicants may be accepted. Notification will be made by June 15.

Part 1. Current education position: _____

Number of years experience teaching using DI Programs: _____

Please list the Direct Instruction programs and levels you have had experience teaching: _____

Part 2. On a separate sheet of paper, please answer the following questions:

Why are you interested in this session?

How do you plan on using this training in your work situation?



For office use: Eug _____ ck _____ po _____ chg _____ by _____