

DIRECT INSTRUCTION

A VISUAL SUMMARY OF SHEPARD BARBASH'S 2012 BOOK, **CLEAR TEACHING**

Ben Gordon | @mathsmrgordon & Oliver Caviglioli | @olivercaviglioli



Siegfried Engelmann

For 50 years, Engelmann has offered to bet anyone \$100,000 that he or anyone trained to use his programs could out-teach anyone else using any other approach. No one has ever taken the bet.

5 RULES



1 BE CLEAR

Order your presentation of examples so that a rule can be developed and generalised. All other possibilities need to be ruled out. It is important that the student doesn't develop any *misrules*, as these misunderstandings hinder future learning.

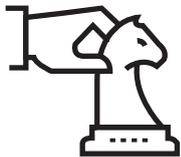
The lower performing your children the more likely they are to pick up on unintended interpretations. The intelligent variation of examples and non-examples designed to teach a concept show the full range, as well as the limitations, of the concept.



2 BE EFFICIENT

Direct Instruction programs are designed to teach pupils in less time and at less cost. Examples and algorithms are taught so students can learn, organise, generalise and remember, as well as connect lots of information.

A carefully designed script of examples and questions helps me to develop concepts like never before. The clarity and economy of language allows me to devote my energy to focus on responding to the learning cues that students give me.



3 TEACH TO MASTERY

Only 15% of the content in each session is new. 85% is reviewed, built upon and applied to another context using intelligent variation of questions. DI pioneered the *Model-Lead-Test* technique using tests that are designed to assess mastery.

*Students are rarely given enough practice to master skills. Practice makes permanent. Perfect practice makes perfect. **How** students practice matters just as much as **how much** students practice.*



4 CELEBRATE SUCCESS

Engelmann knew that "*achievement often leads to motivation but motivation doesn't always lead to achievement.*" Constant formative assessment through high frequency, diagnostic questioning allows teachers to praise students and mean it.

Empty encouragement is no encouragement at all. DI programs make it easier to sincerely praise more often because they generate such high rates of success. This helps to change pupil views from the 'pointless and hard' to the 'easier and worthwhile'.



5 BEWARE INTUITION

Engelmann is highly self-critical and evidence driven. "*Self-perception is not the same as independent assessment based on science.*" His programs are rigorously tried and tested until his benchmark of 90% student success is achieved.

It is deeply humbling to follow a DI program. I know that they have been forged and proven by scientific method that allows me to gauge more honestly how my students are learning against clear benchmarks.

