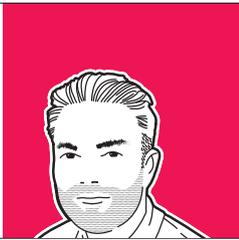


BEN GORDON

ASSISTANT PRINCIPAL
(MATHS TEACHING &
LEARNING),
MATHS SLE,
BLACKPOOL

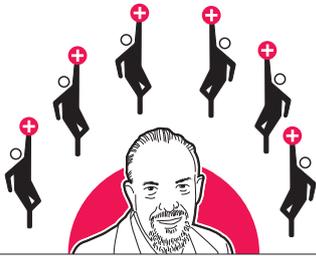


4: ENGELMANN'S DIRECT INSTRUCTION

One of the forms of direct instruction that Barak Rosenshine identified in his research behind effective teachers was Siegfried Engelmann's Direct Instruction. Have you ever wondered what are its key features?

1 BELIEFS AND VALUES

Engelmann believed that all children can learn and develop a positive self-image. He saw failure to learn as faulty curriculum and instructional design, not *faulty children*.



2 MINIMAL NEW CONTENT EACH LESSON

Only 15% of content in each lesson is new. 85% is prior content through review, practice, application and testing, often the opposite of most traditional lessons.



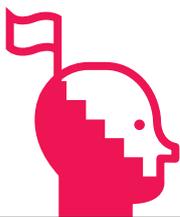
3 STRAND CURRICULUM

Each lesson is organized around multiple skills or topics rather than around a single skill or topic. Skills are then intelligently distributed into future lessons through review, practice, application and testing.



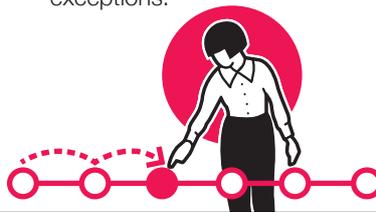
4 MASTERY STAIRWAY

Students begin with basic concepts that develop in complexity of application over time. Students do not move up the stairs if they are not ready to do so and are re-grouped if necessary.



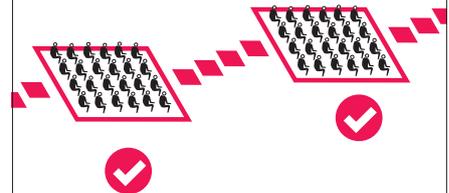
5 SEQUENCING

A great deal of thought goes into the sequencing of examples, task chaining and series of lessons. Principles include separating confusing concepts in time and teaching consistent instances of a strategy before exceptions.



6 HOMOGENOUS GROUPINGS

Ensuring that students are placed in the correct grouping depending on their level of mastery, not pre-conceived ability, in the unit is vital.



7 FAULTLESS COMMUNICATION

Engelmann has extremely specific requirements for what constitutes faultless communication so that students do not form "misrules". The use of scripts is prevalent to integrate consistency.



8 HIGHLY INTERACTIVE

Teaching new content may occur for 6-12 minutes of a lesson. The rest of the lesson is application with high frequency questioning and feedback, often using choral response.



9 GENERALISATION

The goal of a DI programme is to teach the concepts and strategies that can be applied to the greatest possible range of contexts. First, specific instances of a concept are taught followed by a sequence of generalizable instances.

