Promoting scientifically-based, effective instructional practices that move students to proficiency and beyond.

Engage and empower students with purposeful, focused, efficient direct instruction strategies.

“The purpose of the school is to see to it that all students learn at high levels, rather than merely be taught at high levels.”

Richard DuFour, 2005
Professional Development for District/School Leadership Teams

**Prerequisite:** Administrators concurrent enrollment in RSDSS Instructional Leadership Series:
- Shaping a Collaborative School Culture
- Supporting Through Observation

**RSDSS Direct Instruction Institute**
A 2-Year Institute Focused on the Effective Implementation of State Curriculum Adoptions and the RSDSS, Region 6, Collaborative Peer Coach Model

Co-Presented by RSDSS Region 6 Consultants, Regional Experts of Instruction for English Learners and Regional Certified Coaches of Direct Instruction

**Year 1:**
- Education Services Center, Burwood 2, 8:30 a.m.—3:00 p.m. (Breakfast at 7:45 a.m.)

<table>
<thead>
<tr>
<th>Day 1 &amp; 2: October 10-11, 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing the California Content Standards</td>
</tr>
<tr>
<td>Aligning Learning Objectives and Independent Work</td>
</tr>
<tr>
<td>Increasing Time-on-Task</td>
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<tr>
<td>Phases of Direct Instruction</td>
</tr>
<tr>
<td>Using EL Strategies Effectively</td>
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<tr>
<td>Checking for Student Understanding</td>
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<tr>
<td>Providing Effective Feedback to Students</td>
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<tr>
<td>Increasing Student Engagement</td>
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<tr>
<td>Developing the Teacher as a Good Decision Maker</td>
</tr>
<tr>
<td>Identify a Coach who will Earn Certification in Direct Instruction</td>
</tr>
<tr>
<td>RSDSS Classroom Observation of Team Members (October 2006)</td>
</tr>
<tr>
<td>RSDSS Classroom Observation of Team Members (November 2006)</td>
</tr>
<tr>
<td>RSDSS Classroom Observation of Team Members (February 2007)</td>
</tr>
</tbody>
</table>

**Year 2:**
- Education Services Center, Burwood 1, 8:30 a.m.—3:00 p.m. (Breakfast at 7:45 a.m.)

<table>
<thead>
<tr>
<th>Day 1 &amp; 2: September 12-13, 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phases of Direct Instruction</td>
</tr>
<tr>
<td>Using EL Strategies Effectively</td>
</tr>
<tr>
<td>Developing Specific and Higher-Order Questions</td>
</tr>
<tr>
<td>Activating Prior Knowledge</td>
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<tr>
<td>Teaching Concept Development (The Big Idea)</td>
</tr>
<tr>
<td>Understanding Structured and Guided Practice</td>
</tr>
<tr>
<td>Modeling to Enhance Student Learning</td>
</tr>
<tr>
<td>Coach Earns Certification in Direct Instruction</td>
</tr>
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</tbody>
</table>

**Prerequisite:** Successful Completion of RSDSS Direct Instruction Institute, Year 1

**Year 2:**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>RSDSS Schoolwide Baseline Observational Survey &amp; Report (March 2007)</td>
</tr>
<tr>
<td>Data Collection Completed by RSDSS Team</td>
</tr>
</tbody>
</table>

RSDSS, Region 6, will provide ongoing site-based technical support for Certified Coaches of direct instruction through the RSDSS, Region 6, Collaborative Peer Coach Network

**Register Online for the RSDSS Direct Instruction Institutes at www.sjcoe.org/rsdss**

**RSDSS 2007 Summer Institute**
Supporting a Coaching Model Focused on Direct Instruction and Collaboration

<table>
<thead>
<tr>
<th>Day 1 &amp; 2: July 9-12, 2007</th>
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</thead>
<tbody>
<tr>
<td>Implementing the RSDSS, Region 6, Collaborative Peer Coach Model</td>
</tr>
<tr>
<td>Role of the Coach</td>
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<tr>
<td>Role of the Administrator</td>
</tr>
<tr>
<td>Key Components of a Professional Learning Community</td>
</tr>
<tr>
<td>Education Services Center, Burwood 2</td>
</tr>
<tr>
<td>8:30 a.m.—3:00 p.m. (Breakfast at 7:45 a.m.)</td>
</tr>
</tbody>
</table>

**Register Online for the RSDSS Summer Institute 2007 at www.sjcoe.org/rsdss**
Required Reading: Getting Started: Reculturing Schools to Become Professional Learning Communities, Eaker, & DuFour

Shaping a Collaborative School Culture

- Measuring Current School Culture
- Transforming Schools into Professional Learning Communities
- Priorities of a Professional Learning Community
  - Focusing on Learning
  - Focusing on a Collaborative Culture
  - Focusing on Results

September 19-20, 2006
Education Services Center, Kingston
8:30 a.m.-11:45 a.m. (Breakfast at 7:45 a.m.)

Register Online for the RSDSS Instructional Leadership Institutes at www.sjcoe.org/rsdss

Supporting Through Observation

- Focusing on Student Learning
- Aligning Observed Lessons to California Content Standards
- Recognizing Effective Time-on-Task
- Walkthroughs that Compliment Peer Coaching

December 7, 2006
February 1, 2007
May 2007 (TBA) School Site Visit
Education Services Center, Emerson
8:30 a.m.-11:45 a.m. (Breakfast at 7:45 a.m.)

Register Online for the RSDSS Instructional Leadership Institutes at www.sjcoe.org/rsdss

RSDSS Online Book Study
San Joaquin County Office of Education Live Web Cast

On Common Ground: The Power of Professional Learning Communities
ASCD 2005 Publication
Authors: Barth, DuFour, Eaker, Eason-Watkins, Fullan, Lezotte, Reeves, Saphier, Schmoker, Sparks, Stiggins

Five 1—Hour Sessions
Beginning September 2006

Register Online for the RSDSS Online Book Study at www.sjcoe.org/rsdss

RSDSS Bulletin Board for Region 6 Administrators
Focused on Direct Instruction and the Implementation of the RSDSS Collaborative Peer Coach Model
**Premiering—September 2006**

For Region 6 Administrators who Embrace the Implementation of the RSDSS Collaborative Peer Coach Model

Register Online for the RSDSS Administrator Bulletin Board at www.sjcoe.org/rsdss
ELIGIBILITY REQUIREMENTS:
RSDSS DIRECT INSTRUCTION INSTITUTE & RSDSS SUMMER INSTITUTE

The training will be presented at the San Joaquin County Office of Education, Education Services Center. Participating teams will be on time and complete the full-day of training. Each District/School Leadership Team (DSLT) shall:

TEAM COMPOSITION

- Teams are limited to no more than six people. Each participant should be chosen based on their potential to engage teachers at the school site on the research-based strategies promoted in the series and model their effectiveness in the classroom.
  (Note: RSDSS staff will conduct classroom visitations using observation survey tools to assist the school in establishing important baselines and growth measurements.)
- Teams must be comprised of a District Administrator, Principal, Coach (if have one), Special Education teacher and EL specialist (if under-performing subgroups).
- RSDSS reserves the right to request the addition/substitution of any participating team members or to recommend the designation of the Districts/Schools Certified Coach.

DISTRICT LEADERSHIP

- A district designee will attend all sessions in support of the school’s effort to implement the instructional strategies at their school sites.
  (Note: RSDSS staff will be scheduling periodic appointments to share school survey results and assist districts in focusing their technical assistance on areas in need of improvement).

SCHOOL LEADERSHIP

- School site leadership will support the school wide implementation of direct instruction by:
  ♦ Creating opportunities for teachers to give each other feedback on written and delivered lessons.
  ♦ Attempting to establish a full or partial release coach that can receive ongoing professional development from RSDSS to successfully implement the instructional practices promoted in the series.
  ♦ Overseeing the completion of all assignments in-between sessions.
  ♦ Actively participating in the required concurrent sessions entitled, “Shaping a Collaborative School Culture,” and “Supporting Through Observation.”

COACH

- Act as a school-based resource for teachers implementing direct instruction strategies. The coach provides ongoing feedback during pre and post conferences on written and observed lessons that incorporate direct instruction strategies.
- Attends all professional development opportunities offered by the San Joaquin County Office of Education (RSDSS) in support of the implementation of the RSDSS Collaborative Peer Coach Model at the school site.

The Professional Development Offered in this catalogue is fully funded by a grant award from the California Department of Education to the Regional System of District & School Support Office, Region 6. There is no cost to regional participants. Priority will be given to Region 6 Program Improvement Schools and Districts by Level of PI Year.

Register Online for RSDSS 2006-2007 Professional Development

www.sjcoe.org/rsdss

or Call Gerry Howze, Administrative Assistant at (209) 468-9056 for additional information.
RSDSS, Region 6, 
Credits the Work of the 
Following Researchers

Alan M. Blankstein
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Barak V. Rosenshine
Beverly Showers
Bonnie J. Grossen
Bruce Joyce
David C. Berliner
Douglas W. Carnine
Douglas B. Reeves
Edward J. Kame’enui
Jeanne S. Chall
Jere Brophy
Jerry Silbert
Marcy Stein
Michael Fullan
Mike Schmoker
Pam Robbins
Peter M. Senge
Richard DuFour
Robert Eaker
Robert J. Garmston
Robert J. Marzano
Roland S. Barth
Russell Gersten
Sara G. Tarver
Sigfried Engelmann
Silvia Ybarra
Thomas Keating

What is Direct Instruction?

It is an approach to teaching that emphasizes an academic focus, a high degree of teacher direction, and high expectations for student learning. A major goal of direct instruction is to maximize learning time. Students are taught new concepts or skills in small steps with student practice after each step. Continual checking for student understanding with corrective feedback ensures that all students experience a high level of success.

Effective teachers ask more questions that check for student understanding than less-effective teachers (Rosenshine, 1985).

Phases of Direct Instruction

♦ Orientation
  The purpose is to orient the students to the new material by clarifying the purpose before the learning experience.
  ♦ Lesson Objective
  ♦ Activate Prior Knowledge
  ♦ Provide Overview of Lesson

♦ Presentation
  New instruction of the concept or skill begins.
  ♦ Material Presented in Small Steps
  ♦ Varied Examples Provided
  ♦ Modeling
  ♦ Re-explaining Difficult Points

♦ Structured Practice

♦ Guided Practice

♦ Independent Practice

Sources:
RSDSS 2006-2007 Direct Instruction Institute
Registration Form

ELIGIBILITY REQUIREMENTS:

(A check mark (✓) in each box signifies agreement of terms)

The training will be presented at the San Joaquin County Office of Education, Education Services Center. Participating teams will be on time and complete the full-day of training. Each District/School Leadership Team (DSLT) shall:

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Please check only one:

☐  RSDSS Direct Instruction Institute - Year 1
☐  RSDSS Direct Instruction Institute - Year 2

District: ____________________________________________
School: ____________________________________________
Phone: ______________________
Fax: ______________________
Email: ______________________

District/School Leadership Team:
Principal/Administrative Designee: ______________________
District Administrator/Advocate: ______________________
Instructional Coach (If applicable): ______________________
EL Specialist/Teacher: ______________________
Teacher: ______________________
Teacher: ______________________

Please register by: August 30, 2006

Fax to: Gerry Howze at (209) 468-9232
Mail to: Gerry Howze, Administrative Assistant
Regional System of District and School Support
P.O. Box 213030
Stockton, CA  95213-9030

Questions, please call Gerry Howze at (209) 468-9056