

The Roger Bacon Academy

DIRECT INSTRUCTION

Philosophy:

Direct Instruction is an intensive instructional method based on the theory that learning can be greatly accelerated if instructional presentations are clear, rule out likely misinterpretations, and facilitate generalizations (Northwest Regional Education Laboratory, 1998). Over 50 instructional programs have been developed based on this teacher-directed, linear approach to learning. The developers of Direct Instruction believe certain basic skills and knowledge must be learned and mastered, especially if students are to advance to higher-order thinking skills.*



The underlying assumptions of Direct Instruction include:

- (a) *all children can be taught;*
- (b) *the learning of basic skills and their application in higher-order skills is essential to intelligent behavior and should be the main focus of an instructional program; and*
- (c) *disadvantaged students must be taught at a faster rate than typically occurs if they are to succeed in school (Engelmann et al., 1988; Block, et al., 1995).*

Methodology:

The keys to the correct implementation of Direct Instruction include: academic skills communicated with logical precision in discrete, child-sized bits; careful measurement of mastery; rapid correction of mistakes; an early emphasis on phonics and computation; and incessant review to integrate old skills with new.

Goals:

The primary goal of Direct Instruction is to accelerate students' learning and equip them to compete with their more advantaged peers (Engelmann et al., 1988). Direct Instruction aims not only to increase the amount of learning, but also its quality by systematically developing important background knowledge and applying and linking it to new knowledge (Block, et al., 1995).

While the focus is on academic achievement, Direct Instruction also seeks to improve students' social behavior and emotional well being by helping them succeed in their core content work.

***The research base for Direct Instruction is unusually solid. Basic research and evaluation studies carried out by various methods, in several settings, and over a period of more than 25 years, show that Direct Instruction has strong, positive effects on children's achievement in reading, as measured by tests of decoding skills, reading comprehension, and attitudes toward reading." Direct Instruction and the Teaching of Early Reading, Wisconsin Policy Research Institute Report, March 2001.*



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