## Why has the most effective teaching method been ignored?

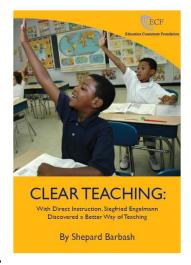
## Find out in Clear Teaching, the new book on DI by Shepard Barbash!

Written by Shepard Barbash, *Clear Teaching* introduces a systematic instructional approach called Direct Instruction (DI), which for more than 40 years has dramatically improved learning outcomes for students of all abilities and from all walks of life. The book looks at the development of DI through the early experiences of its creator, Zig Engelmann; explains the principles that underpin this approach; and looks at DI's reception in the world of teaching, where it has been effectively shunned despite a formidable research base and example after example of transformative success.

Not only does this book provide a readable introduction to Direct Instruction, it also provides additional information helpful to those considering its use in the classroom, including:

- Snapshot of a DI Class A firsthand view of what happens in a DI classroom
- Summary of Research on DI A concise yet thorough summary of key studies on Direct Instruction, with a particular focus on the Follow Through Project and a review of controversial studies

- Quotes from DI
   Teachers Firsthand
   reports from teachers
   who have used DI in
   their classrooms
- Additional Online
   Support ECF has
   put together an array
   of resources on its site
   for those interested in
   DI, including a list of
   available DI programs
   by subject, video clips of
   DI in action, a directory
   of resources and trainers,
   and links to additional
   support.



*Clear Teaching* is a must-read book for those interested in improving education outcomes for students of all backgrounds. Order your copy (or copies) using the form below.

## What teachers say about DI

This is a program that actually can deliver what it promises. It's a lifechanging experience for teachers and students. I could never give it up. I'd change jobs and take less money.

You will see changes in your kids within two weeks. Their attention is better. Kids who usually don't speak will speak and answer questions. You see these broken, beat-up kids who don't know anything and are used to being shamed. Their eyes are down, their shoulders are slumped. I've had these kids. It's joyous and fulfilling to watch them change. After one 45-minute lesson, they're on the edge of their seats. That's gold to me.

One hundred percent of our children in our classroom reading at grade level is every teacher's dream. And I wasn't getting it until I had this structure. I was always playing catch-up. I haven't seen the child yet that hasn't become successful with DI, whether they've come to school with the background knowledge or not.

DI was my savior as a teacher. It was a life vest for me. It kept me afloat.

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