

Direct Instruction Model

Job Description: DI Building Coordinator

In the NIFDI model, the DI Building Coordinator needs to be a full-time person. This person is critical to the implementation of Direct Instruction. The Building Coordinator ensures that teachers have adequate schedules, materials, and technical assistance. The Building Coordinator spends as much time as possible in classrooms, observing and collecting information about student performance. The Building Coordinator fulfills the role of head coach. In order to fill this role, the Building Coordinator must also teach a group of students so as to know how to achieve mastery and acceleration as well as the teachers do.

The following pages outline the role of the Building Coordinator and delineate which tasks must be coordinated with the Implementation Manager or Principal and which tasks the Building Coordinator carries out independently.

Materials

1. Order and monitor adequacy of DI program materials and DI data forms needed.*
2. Determine necessary DI programs for the site.*

Organization, Scheduling, Placement

3. Create means of organizing teaching schedules, class lists, materials, NIFDI supplements, grouping information, blank data forms, data for each classroom, testing summaries, and inservice materials.
4. Oversee beginning-of-the-year placement of students in programs. To assist in making these decisions, examine available data from the previous year.
5. Oversee placement testing for new students throughout the school year.
6. Provide placement testing for most groups before they move to a new level of the program.*
7. Establish, obtain, and update teaching schedules and class lists.*
8. Monitor ongoing adequacy of schedule and determine if teachers are following schedules. Check that amount of time students need for making progress in various DI programs is provided. Check that second reading periods are part of the schedule. Check that transition times go quickly and smoothly.*
9. Monitor numbers of students in instructional groups and total numbers of groups. Check size of high, medium, and low groups.*

Student Performance

10. Assure that data is collected and made accessible and/or posted in a uniform manner in each classroom.
11. Oversee sending complete classroom data to implementation manager and project director. Follow up with teachers if data is missing or incomplete.
12. Prepare to discuss classroom data during weekly conference call. Identify problems and be prepared to discuss what has already been done.
13. At regular intervals, identify need for regrouping and retesting.

*Starred actions are done in collaboration with or under the direction of the NIFDI implementation manager.

**Double-starred tasks are completed in cooperation with the building principal.

14. Examine data collected over time (e.g. student test summaries).*
15. Change placements of individual students or groups of students, when needed. Ask teacher for data that justifies changes.*

Feedback, Coaching, and Inservice

16. Establish plans for teachers who did not receive preservice or inservice training.*
17. Provide follow-up feedback from conference calls or on-site visits to teachers. Work with teachers outside of class/provide solutions.
18. Schedule in-class observations of student performance.
19. Identify need for inservice and select or suggest specific topics based on LPC data, classroom observations, or needs expressed by teachers.
20. Identify structure and procedures for weekly inservice training.*
21. Teach teachers what mastery looks like, how to determine satisfactory performance, and how to celebrate students' achievement.*
22. Monitor specific practices for celebrating achievement.
23. Identify positive role models for other teachers to visit.
24. Work with teachers during class/ model teaching behaviors.*
25. Observe and coach teachers in identifying problems and implementing solutions (see coaches' manuals for details).*
26. Construct solutions for problems.*

Communication

27. Determine ways to acknowledge, reinforce, and thank volunteers who work in the building to help implement DI programs.
28. Maintain desired communication with building principal.*
29. Answer parents' questions regarding the project and the data regarding their children's learning.**
30. Identify needs for improvement in the schoolwide management system.**
31. Set aside a regular time in the schedule to follow-up with teachers after conference calls, after coaching, and before the next phone call.
32. Arrange with the principal, project director, implementation manager, and coaches a weekly time for conference calls to occur.
33. Send data to NIFDI personnel so they can review it before the phone call.
34. Identify grade level or program level coaches.**
35. Make sure new coaches attend coaches' training.*
36. Check with grade level coaches for inservice suggestions.

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