



ESSENTIAL ELEMENTS OF A SUCCESSFUL IMPLEMENTATION

THE FULL IMMERSION DIRECT INSTRUCTION MODEL

NIFDI's mission is to produce schools that replicate the high levels of student achievement that have occurred when the comprehensive Direct Instruction (DI) model is fully implemented and to promote lasting systemic change that allows schools to continue to function at a high level independently after a three to five year initial implementation period. We have observed that the following elements need to be in place in each school in order to accomplish these goals:

Ensuring Fidelity of Implementation

- Only DI programs in use in the school(s) for agreed-upon grade levels and subject areas. The model generally focuses on reading and language together in the first year of implementation.
- Implementation of NIFDI-supplied test preparation materials a few hours per week for up to a month and a half prior to administration of high stakes assessments.
- Two full reading periods a day for a) all students in Kindergarten and 1st grade and b) below-grade learners in grades two and above, with sufficient time scheduled for other academic subject areas.

Reacting to Student Needs

- Student placement for instruction by skill level and a commitment to regrouping students as needed.
- A commitment to supply NIFDI with student progress and student mastery data in a timely fashion and to follow the advice of NIFDI consultants.
- An understanding that any factor interfering with student performance or progress, such as a lack of cooperation or performance on the part of a teacher, will be treated with urgency and followed up until resolved.

Participation of Personnel

- Full participation of the entire staff in support of the model. This includes following schedules, using DI techniques and curricula, incorporating advice of NIFDI consultants, and submitting required data in a timely manner.
- An academic kindergarten with reading and language instruction.
- Aides in grades K-2 at least to ensure necessary student:teacher ratios.
- A full-time, on-site (building) coordinator in each school employed by the district to facilitate the implementation. The coordinator functions as the lead coach with teaching responsibilities for at least the first year.
- Principal leadership as demonstrated through participation in meetings and conference calls, visiting classrooms, and setting priorities that support the implementation of the model.
- Practice/in-service sessions scheduled twice weekly and more often as needed for all teaching staff.

Budget

- A budget that supports release time for DI training and other elements of the NIFDI program, including training staff members who missed the initial preservice program training.

Kindergarten Sample Schedule

Full day Kindergarten classroom with one teaching assistant

	Time	Teacher	Teaching Assistant	Independent Workers**
Morning	8:15-8:30	Opening Routines		
	8:30-9:00	Group A: <i>RMSE</i> Reading K*	Group B: <i>RMSE</i> Language K	Group C: Quiet Independent Work
	9:00-9:30	Group C: <i>RMSE</i> Reading K*	Group A: <i>RMSE</i> Language K	Group B: Quiet Independent Work
	9:30-10:00	Group B: <i>RMSE</i> Reading K*	Group C: <i>RMSE</i> Language K	Group A: Quiet Independent Work
	10:00-10:15 (later fall)	<i>Reading Mastery</i> Kit Spelling (starts after <i>RMSE</i> Language K, lesson 50)		
Afternoon	10:15-1:30	Other Kindergarten activities: Lunch, Recess, Science, Social Studies, Math, PE, Art, etc.		
	1:30-1:50	Group A: <i>RMSE</i> Reading K*	Group B: Continue <i>RMSE</i> Language K	Group C: Quiet Independent Work
	1:50-2:10	Group C: <i>RMSE</i> Reading K*	Group A: Continue <i>RMSE</i> Language K	Group B: Quiet Independent Work
	2:10-2:30	Group B: <i>RMSE</i> Reading K*	Group C: Continue <i>RMSE</i> Language K	Group A: Quiet Independent Work
	2:30-2:45	Clean-up and Dismissal		

* Until students finish Lesson 40 *Reading Mastery Signature Edition Language K*, they do *RMSE Language K* lessons during this time slot.

** NIFDI-supplied independent work ideas and routines



1st Grade Sample Schedule

For groups in *Reading Mastery Signature Edition (RMSE)*
Reading/Language K-1 and have a teaching assistant morning and afternoon

	Time	Teacher	Teaching Assistant	Independent Workers**
Morning	8:15-8:30	Opening Routines		
	8:30-9:00	Group A: <i>RMSE</i> Reading K or 1*	Group B: <i>RMSE</i> Language K or 1	Group C: <i>RMSE</i> Workbook, Sentence Copying, etc.
	9:00-9:30	Group C: <i>RMSE</i> Reading K or 1*	Group A: <i>RMSE</i> Language K or 1	Group B: <i>RMSE</i> Workbook, Sentence Copying, etc.
	9:30-10:00	Group B: <i>RMSE</i> Reading K or 1*	Group C: <i>RMSE</i> Language K or 1	Group A: <i>RMSE</i> Workbook, Sentence Copying, etc.
	10:00-1:00	Other 1st grade activities: Lunch, Recess, Science, Social Studies, Math, PE, Art, etc.		
Afternoon	1:00-1:15	<i>Reading Mastery</i> or <i>RMSE</i> Spelling (whole class)		
	1:15-1:35	Group A: <i>RMSE</i> Reading K or 1*	Group B: <i>RMSE</i> Language K or 1	Group C: <i>RMSE</i> Take-home, Seat-work, etc.
	1:35-1:55	Group C: <i>RMSE</i> Reading K or 1*	Group A: <i>RMSE</i> Language K or 1	Group B: <i>RMSE</i> Take-home, Seat-work, etc.
	1:55-2:15	Group B: <i>RMSE</i> Reading K or 1*	Group C: <i>RMSE</i> Language K or 1	Group A: <i>RMSE</i> Take-home, Seat-work, etc.
	2:15-2:30	Clean-up and Dismissal		

* Until students finish Lesson 40 *Reading Mastery Signature Edition Language K*, they do *RMSE Language K* lessons during this time slot.

** NIFDI-supplied independent work ideas and routines

2nd, 3rd & 4th Grade Sample Schedule

For groups in *Reading Mastery Signature Edition (RMSE)*
Reading/Language 2 with no teaching assistant

	Time	Teacher
Morning	8:00-8:15	Opening Routines
	8:15-9:45	Reading: <i>RMSE 2</i>
	9:45-10:00	Recess
	10:00-11:00	Language: <i>RMSE Language 2</i>
	11:00-12:00	Math
Afternoon	12:00-12:30	Lunch
	12:30-1:30	Science/Social Studies/PE
	1:30-2:30	Reading: Most of another <i>RMSE 2</i> lesson
	2:30-2:45	Clean Up and Dismissal



IN-SERVICE SESSIONS

PRIMARY FIRST YEAR IN-SERVICES

Throughout the year, NIFDI provides staff development through in-service and practice sessions for schools implementing Direct Instruction. Ongoing professional development will consist of two types of sessions – planned in-service topics and practice sessions. Every other week, schools should schedule (a) a 1-hour in-service session; and (b) a practice session that is at least 30 minutes. On the opposite weeks, schools should schedule two practice sessions (at least 30 minutes each).

Practice Sessions

Practice sessions will focus on preparing teachers to present upcoming lessons and will always include an emphasis on appropriate pacing, use of pause and punch, and application of correction procedures. The Implementation Manager (IM) or Building Coordinator (BC) – and later peer coaches – will facilitate each practice session. Following the practice sessions, the IM and BC will target the skills in the classroom to ensure that teachers are applying the skills covered during the practice sessions.

In-service Sessions

Each in-service session will focus on a particular topic. The IM or BC will present the designated topic at each session (see list below). The week following each in-service session, the IM or BC will conduct follow-up observations of all instructors to ensure that skills learned are applied in the classroom setting. The IM or BC will document application of in-service skills by each instructor in the classroom on a follow-up form provided by NIFDI. The completed follow-up observation forms will be submitted to the Project Consultant (PC) following each round of observations and included as part of the 45-day, 90-day, and end-of-year reports submitted to NIFDI.

In-Service Topics in Order of Introduction:

- Good Work Ticket System with Specific Positive Praise
- Transitions
- Teacher/Student Game
- Conducting Mastery Tests (MTs) and Checkouts (COs) and Providing Remedies
- Group Story Reading Procedures
- Individual Turns
- Active Monitoring
- One-day Data Training
- Conducting Teacher Directed Workchecks
- Thermometer Charts
- Full Correction Procedure for Verbal Tasks
- Correcting Errors in Comprehension
- Vocabulary Firing Strategies
- Building Background Knowledge
- Application of Vocabulary/Concepts
- End of Year Procedures/Preview Start-of-Year Procedures