

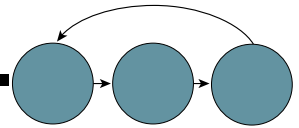
# SECTION 19: OVERALL ASSESSMENT



Administrator Leadership Institute  
Kurt Engelmann/Tara Davis

## Calendar for Full Implementation of Direct Instruction (DI)

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## Overall Assessment: Taking Stock

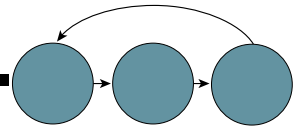
It is important to perform an overall assessment of the fidelity of the Direct Instruction (DI) implementation and the effect it is having on student performance. With a schoolwide implementation, there are many small (but important) problems that can divert an administrator's attention from the bigger picture of student performance across grades and/or schools. So *a planned, intentional date for examining the fidelity of the implementation* will ensure that a school's or district's leadership "step back" to see the bigger picture.

### Timing of the assessment

An overall assessment of the DI implementation should occur several times a year. Three possible times for assessing the implementation are as follows:

- after the 45<sup>th</sup> day of instruction;
- after the 90<sup>th</sup> day of instruction;
- after the last day of instruction;

Assessing the implementation after the 45<sup>th</sup> day allows for an opportunity to correct serious problems early in the school year. Assessing the implementation after the 90<sup>th</sup> day still allows time for a course correction before the end of the school year. And assessing the implementation after the last day of instruction allows for the summer to be used for making changes to the implementation of DI before the next school year starts. These dates also correspond closely with the schoolwide regrouping that should occur three times a year.



## **Focus on student performance**

As always, the focus should be on student performance in these assessments.

First, determine whether instruction is *effective*:

- Are students meeting the mastery criteria on in-program tests and checkouts?

Next, determine where students will end the school year:

- Are students progressing through the program (at mastery) at a reasonable rate? Is instruction *efficient* as well as *effective*?
- Are students projected to finish the level of the program that corresponds to their grade level by the end of the school year?

These assessments should be made across classrooms for each grade level.

## **Other fidelity indicators**

The assessment should look at other indicators of fidelity, such as the indicators used in the instrument shown in the appendix.

## **Specific action plans**

Each schoolwide assessment should lead to a concrete action plan detailing specific actions that staff members can take to improve the DI implementation.



## ESSENTIAL ELEMENTS CHECK-OFF FORM FOR IMPLEMENTING DIRECT INSTRUCTION

### 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, expanding to include mathematics and spelling in the second year.
- ☐ An academic kindergarten with reading and language instruction.
- ☐ Two literacy periods a day (90 and 60 minutes) for a) all students in kindergarten and first grade and b) below grade level learners in grades two and above. Sufficient time scheduled for other DI programs, according to program requirements.
- ☐ A commitment to begin DI instruction the first week of school and teach instructional groups until the end of the school year. Suspension of DI groups for test preparation and administration will be kept to a minimum.

#### **Reacting to Student Needs**

- ☐ Student placement for instruction by skill level and a commitment to regrouping students based on student performance as indicated by NIFDI consultants.
- ☐ A commitment to supply NIFDI with student progress and student mastery data in a timely manner 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 an instructor, 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 (weekly).
- ☐ Instructional 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 half-year of implementation. The coordinator accompanies NIFDI consultants when they are on site and takes notes about key action steps.

- ❑ Principal and district leadership as demonstrated through participation in meetings and weekly problem-solving calls, accompanying NIFDI consultants when they visit classrooms of concern, conducting in-class observations when NIFDI consultants are not on site, and setting priorities that support the implementation of the model.
- ❑ Lesson practice sessions scheduled twice weekly and more often as needed for all teaching staff. Sessions are monitored by the coordinator and NIFDI personnel to provide targeted practice and feedback on skill development. In-service sessions scheduled every other week.
- ❑ Development of peer coaches to assist the coordinator and support instructional staff.

### **Initial and On-going Professional Development**

- ❑ Participation by a testing team in a full-day training on administering initial program assessments (placement tests) to each student. This includes sending the protocols for the completed placement tests to NIFDI to help form initial instructional groups based on student performance, not grade level or age.
- ❑ Full participation of the entire staff (teachers, aides and leaders) in:
  - Initial preservice program training. This includes completion of the lesson checkout process by all instructors and the building coordinator before beginning instruction with students or providing coaching to staff.
  - *Routines and Expectations Road to Success: Keys to Developing a Positive Learning Environment*
  - A one-day training on data collection and analysis. Instructional staff and leaders attend other in-service sessions as indicated by NIFDI consultants.
- ❑ Attendance by the building coordinator at the Coaching Academies over multiple years of implementation or the Coaching Institute at the National Direct Instruction Conference.
- ❑ Attendance by the school and district leadership at the Administrator Institute at the National Direct Instruction Conference prior to the implementation of the Direct Instruction model.

### **Budget**

- ❑ A budget that supports:
  - Release time for DI training and other elements of the model, including training staff members who missed the initial preservice program training.
  - Funding of all instructional materials needed for teaching students at their instructional levels across the school year.

## Overview Checklist for DI Implementations

- Begin intensive instruction in **kindergarten**. Teach the entire first levels of the reading and language program in kindergarten.

\_\_\_ Fully implemented    \_\_\_ Mostly Implemented    \_\_\_ Partially Implemented    \_\_\_ Not Implemented

- Devote the necessary **time** for instruction. In kindergarten through second grade, 90 minutes of reading instruction in A.M. and at least 60 minutes of reading instruction in P.M. Daily extra reading periods for children not likely to meet desired progress with one period a day. Arrange activities so that instruction occurs on at least 175 days of school year.

\_\_\_ Fully implemented    \_\_\_ Mostly Implemented    \_\_\_ Partially Implemented    \_\_\_ Not Implemented

- Place and maintain students based on **mastery criteria** of 70% first time correct on new material. Students are initially placed with other students performing at a comparable instructional level. Placements in groups are altered throughout the school year based on student performance.

\_\_\_ Fully implemented    \_\_\_ Mostly Implemented    \_\_\_ Partially Implemented    \_\_\_ Not Implemented

- Arrange staffing and time allocations so that the **grouping and scheduling** criteria of the program can be implemented. Students with greater instructional needs are placed in smaller groups.

\_\_\_ Fully implemented    \_\_\_ Mostly Implemented    \_\_\_ Partially Implemented    \_\_\_ Not Implemented

- **Monitor** student progress and performances systematically and frequently. Schedule meetings (every week): a) to inspect the number of lessons each group is covering and compare the progress to projections of lessons needed to reach desired achievement level, and b) to inspect the results of student performance on in-program mastery tests and compare student performance to desired performance standards.

\_\_\_ Fully implemented    \_\_\_ Mostly Implemented    \_\_\_ Partially Implemented    \_\_\_ Not Implemented

- Treat with **urgency** any situation in which a teacher is not covering an adequate number of lessons or in which too many students in a group are not performing at an acceptable mastery level. Provide help (in the form of in-class coaching and/or supplementary inservice) to the teacher daily until the problem is solved. Monitor performance of teacher receiving the assistance on a daily basis until the problem is solved. Visit classroom frequently. Check teacher and student performance.

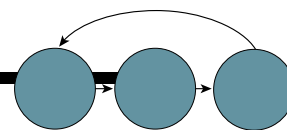
\_\_\_ Fully implemented    \_\_\_ Mostly Implemented    \_\_\_ Partially Implemented    \_\_\_ Not Implemented

- Provide sufficient **staff development** to bring all teaching personnel to acceptable levels in presentation techniques. Provide inservice training of 4-5 days before teachers begin the program. Schedule continued inservice training during the school year during which teachers learn and practice new techniques. Weekly inservices during the first month or two of the school year and then each second week thereafter. Provide extra inservice if this amount is not sufficient. Arrange for frequent in-class coaching to teachers provided by a person proficient in teaching DI and versed in DI coaching techniques (15 - 30 hours per teacher during the school year).

\_\_\_ Fully implemented    \_\_\_ Mostly Implemented    \_\_\_ Partially Implemented    \_\_\_ Not Implemented

- Have adequate **management procedures** for motivating students and eliminating undesirable behaviors.

\_\_\_ Fully implemented    \_\_\_ Mostly Implemented    \_\_\_ Partially Implemented    \_\_\_ Not Implemented



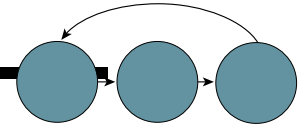
## Activity: Developing an Action Plan Based on a Schoolwide Assessment

In this activity you will develop a specific set of actions to improve the implementation of Direct Instruction in your school or district at the start of the school year. It is based on the Implementation Priority Activity in Section 18 in which you generated lists of actions that teachers and administrators can do to promote the components of the Implementation Priority Pyramid.

### Procedure:

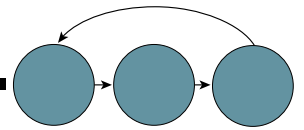
1. For each category in the Implementation Priority Pyramid, select one or two specific actions that will have *the most impact on ensuring a strong start* with Direct Instruction in the fall in your school or district.
2. Fill in the information on the specific actions in the table below – who, what and when. Note that the “pyramid” is reversed in the table with the most fundamental component – student engagement – at the top. An additional category dealing with organization is at the bottom.
3. Be prepared to share one of the actions your school/district will take in each category and explain why it is critical for the success of your students.





## Action Plan for Start of the Year

| <i>Implementation<br/>priority category</i>                                  | <i>Actions to be taken (list 1-2)</i>  | <i>Who will<br/>implement it?</i> | <i>When?</i> |
|--|--|-----------------------------------|--------------|
| Student Engagement   | 1. _____<br>_____<br>2. _____<br>_____ |                                   |              |
| Proper Placement   | 1. _____<br>_____<br>2. _____<br>_____ |                                   |              |
| Effectiveness of Instruction   | 1. _____<br>_____<br>2. _____<br>_____ |                                   |              |
| Efficiency of Instruction  | 1. _____<br>_____<br>2. _____<br>_____ |                                   |              |
| Schoolwide Organization<br>(of materials,<br>data binders,<br>rosters, etc.) | 1. _____<br>_____<br>2. _____<br>_____ |                                   |              |



# Start-of-the-year Flow Chart

