



National Institute for Direct Instruction

SCHOOL LEADER IMPLEMENTATION CALENDAR

Tasks to be completed by Assistant Principals, Building Coordinators, or other school leaders

Prior to Preservice

- _____ Establish a time to conduct a meeting between all relevant school and district leaders. This meeting should occur as early in the partnership as possible to assist in a successful set up. Review the goals and Essential Elements of an effective Direct Instruction Implementation as part of the meeting.
- _____ Work with other school leaders as needed to establish an effective DI instructional schedule. Examine the schedule for problems. Work with school leaders to adjust the schedule if necessary. Confer with your NIFDI mentor regarding problems.
- _____ After placement test results have been posted, create instructional groups based on ideal staffing. Work with other school leaders in assigning instructors to groups. Confer with your NIFDI mentor regarding problems.
- _____ Assist in creating the DI instructional material order. Connect with the McGraw-Hill representative, or other publisher's representative, to order materials.
- _____ Arrange preservice training. Work with other school leaders to verify staff are slated to attend the appropriate training sessions.

After Preservice

- _____ Review the Essential Elements checklist and determine whether any elements need to be adjusted at the school level to ensure a successful implementation of Direct Instruction (DI).
- _____ View the on-line tutorials on implementing Direct Instruction successfully, which is accessible through the home page of the National Institute for Direct Instruction (NIFDI), <https://www.nifdi.org/videos/di-tutorial.html>.
- _____ Obtain final school schedule, including schedule for resource classes (e.g., art, music, sports). Examine the instructional schedule for each classroom and determine whether all groups have sufficient time for DI. Support other school leaders in adjusting the schedule if necessary.
- _____ Confirm instructor assignments (program levels and lesson placement) and availability of instructional materials. Make sure the number of groups taught and group size is appropriate.

- _____ Check end-of-year placement plans and new initial placements.
- _____ Compare instructors' assignments to preservice sessions they attended. Make provisions for teachers who are scheduled to teach programs in which they have not been trained (change assignments, shadow another teacher, arrange training, etc.). Instructors should receive the equivalent of 12 hours of program training per program level from a qualified DI trainer as soon as possible.
- _____ Review preservice checkouts to identify instructors who need additional training. Set up the additional training and conduct rechecks before instruction begins.
- _____ Ask new instructors who are assigned to continuing groups to read earlier stories in the program to learn the content presented to students in the previous school year.
- _____ Confirm that instructors understand start-of-year firm-up procedures (See "Start-of-year Firming Procedures" handout). Confirm the lesson on which each instructor is to start.
- _____ Set expectations with the staff that teaching, in particular strategies to promote instructional behaviors, should begin on the first day of school and the full teaching schedule should be implemented by the third day of school.
- _____ Set expectations with the staff regarding lesson rehearsal sessions, with feedback, and establish a schedule.
- _____ Check to make sure that instructors have access to these supplementary materials available in the following Dropbox link:
https://www.dropbox.com/sh/tuw0c4z9ug1nym9/AAAbiXpZrWYC8M_cFegsjAHKa?dl=0:
 - Quiet Independent Work
 - Novel Studies
 - Sentence Copying
 - RM Science and Social Studies Booklet
 - Program Reference Chart
- _____ Check to make sure that you have access to these forms:
 - 2-Minute Observation Principal
 - 5 Minute Observation Form
 - Problem Solving Summary Template
 - Independent Work Summary (IWS) Form
 - Lesson Progress Chart (LPC) Booklet & Form
 - Monthly Summary Form

Percentage Charts
Start-of-year Procedures
Student Test Summary (STS) Directions & Forms
Technical Assistance Form (TAF)
Thermometer Charts

- _____ Familiarize yourself with the *Reading Mastery Setup and Training Series* of videos available from NIFDI at <https://www.nifdi.org/videos/reading-mastery-training-series.html>, also known as the Palfreman videos. Determine which videos can be used for practice sessions, and which can be used for other purposes, such as parent meetings (*Why is Reading so Hard?*, the second video in the series).
- _____ Arrange for training on strategies to promote instructional behaviors for those instructors who did not receive the training as part of preservice.
- _____ Review procedures for keeping and posting performance data (thermometer charts, mastery tests, cumulative tests, and STS/LPC completion) with the instructional staff. Organize paper/pencil or online procedures for recording and sharing group data with leaders. Share deadlines and recording expectations with staff.
- _____ If you were not at the preservice training, get feedback about the training from other school personnel who attended. Make notes to fill identified gaps during inservices. Also note changes to make in preservice the following year.

First Week of School

- _____ Set clear expectations regarding how coaches will work with the staff and the responsibilities of instructors following observations. Utilize the NIFDI inservice video, *Introduction to NIFDI Coaching*, to share the expectations with instructors. You can view the video at the following link:
https://www.dropbox.com/s/6p5fdic528x51m5/Intro_to_NIFDI_Coaching_102021.m4v?dl=0
- _____ Conduct 2-Minute Observations starting the first day of instruction to determine whether all students are engaged in instruction.
- _____ Ensure that all instructors are consistently obtaining clear and clean choral responses. Instructors should call on different subgroups of students within the group (front row/back row, left side/right side, etc.) to eliminate coat tailing of responses. Conduct observations to ensure that teaching and practicing of routines continue until students can demonstrate the desired instructional behaviors.

- _____ Conduct observations to ensure that instructors are following the daily schedule as specified and teach in the required organizational structure for each subject (small group versus large group).
- _____ Check on the physical arrangement in all classrooms and confirm instructors have access to all instructional materials. Document on Section 1 of the Routines and Expectations follow-up form.
- _____ If you've attended Critical Components of a Direct Instruction Implementation or attended the Administrator Institute, review the Implementation Priority Pyramid and the session follow-up plan you created.
- _____ Place new students in the lowest groups of their kind until specific placements can be determined later. Place test students. Confer with mentor regarding next steps and student placement.
- _____ After start-of-the-year firm-up procedures have been followed for a minimum of three days, ask instructors to identify children who might be misplaced. Confirm need for regrouping by observing these children during instruction. Confer with mentor regarding next steps and student placement.
- _____ As needed, review with your mentor how to use the NIFDI observation forms (Five-Minute Observation form and directions booklet, Monthly Summary form, Routines and Expectations follow-up form, and Technical Assistance Form [TAF]).
- _____ Complete one Five-Minute Observation of each instructor by the tenth day of school. (Ask the principal to participate.) Summarize and analyze the Five-Minute Observations. Use them to identify immediate problems that must be solved.
- _____ Submit an Initial Site Summary Form to your NIFDI mentor.
- _____ Submit a problem-solving session summary, if applicable.
- _____ Attend Coaching Academies 1 and 2. Submit videos or data for mentor to review application of skills covered in the academies.
- _____ If you have successfully completed Coaching Academies 1 and 2 and are effectively applying coaching skills from those two levels, schedule training for Coaching Academies 3, 3 Plus and 4.
- _____ Develop a plan for ongoing inservice training for instructors on DI programs.

First Month

- _____ Set goals of expected ending lessons (at mastery) for each instructional group in each subject area. Confer with mentor regarding expectations.
- _____ Observe and record the level of first-time correct responses of critical groups.
- _____ Invite your mentor to attend one or more of the weekly leadership problem-solving sessions. Confer with mentor regarding specific remedies for student performance problems.
- _____ Continue to monitor implementation of strategies to promote instructional behaviors. Utilize the follow-up forms for each instructional behavior as needed to identify specific areas of need. Provide support to ensure that all instructors have all components in place.
- _____ Begin extended observations and follow-ups. Each person who observes keeps a monthly summary of visits. (Note: Monthly Summaries are an excellent way of insuring that all instructors and groups are observed.)
- _____ Establish a common location where copies of all observers' observation feedback and instructor assignments are maintained (e.g., binder with instructor sections, file folders, online access point, etc.). Before observing each instructor, identify current goals and use as reference during observation.
- _____ For instructional groups of concern and new teachers, request teachers to prepare Show-off Lessons to be observed within the first four weeks of instruction. Arrange observations for within one week of assignments. For each observation, identify problems and assign remedies. Document on TAF. Confer with mentor regarding specific remedies for student performance problems.
- _____ Conduct fidelity check of mastery test and fluency checkout administration. Observe instructors as they administer assessments to confirm accurate procedures. Provide training as needed.
- _____ When meeting with the principal, review:
 - teaching schedule
 - any concerns about instructors, groups, etc.
 - status of implementation of strategies to promote instructional behaviors
 - observations and reporting procedures
 - preservice checkout forms and status of instructors
 - procedures and schedule for problem solving sessions
 - coaching plan, including how peer coaches will be released from teaching
 - training for leaders, coaches, and instructors

- inservice/practice session plan
- acknowledgments and celebrations of academic success
- acknowledgments of student attendance
- acknowledgments of appropriate student conduct

_____ Implement inservice/practice session plan. Incorporate video inservices, especially the videos on error corrections. (If applicable, use additional videos from the Palfreman series). Instruct leaders on how to use follow-up forms and ensure forms are being utilized to track implementation of practiced skills.

_____ Schedule Data Analysis training for the new staff in November.

_____ Begin reviewing data weekly and involve others (principal, peer coaches) in reviewing the data.

_____ Identify problems and provide remedies weekly.

_____ Make sure that follow-ups for remedies become routine.

_____ Arrange coaching training for peer coaches as needed.

_____ Identify any training needs that cannot be met in house. For these needs, arrange for staff members to attend the National Direct Instruction Conference or arrange for on-site training by NIFDI.

_____ Develop a system for announcing and celebrating student success in individual classrooms and schoolwide.

_____ **Identify redline and red flag problems and determine remedies.**

October

_____ Meet with the principal and peer coaches to examine September observations, September Monthly Summary forms, and instructor follow-up on assignments. Determine priority classroom observations for this month.

_____ Video record instructors as an observation and coaching tool.

_____ Use observations to verify the following implementation details:

- instructors follow schedules
- instructors teach to mastery
- instructors implement strategies to promote instructional behaviors
- grouping and placement of all children are appropriate
- teaching assignments are appropriate
- instructional materials are adequate
- physical arrangements are effective
- teachers monitor student progress

_____ **Identify redline and red flag problems and determine remedies.**

_____ Complete and discuss the School Leader Capacity Building Checklist with the NIFDI mentor after both of you have had a chance to fill out the checklist.

November

_____ **Examine instructional groups and regroup as needed. Confer with mentor. Establish updated group lists and classroom schedules.**

_____ Conduct behavioral assessment if needed.

_____ Hold Data Analysis training for the entire staff.

_____ Conduct a quarterly review of lesson progress at mastery across the school. Using Excel or another spreadsheet application, compare a projection of expected ending lessons (at mastery) with the goals for each instructional group in each subject area. Develop a plan of action to address gaps in projected performance.

_____ Provide end-of-term celebrations for students who are on track to meet end-of-year goals.

January

_____ Assign show-off lessons as needed to check mastery after break. **Check show-off lesson data and provide necessary remedies.**

_____ Hold Coaching Level A training for grade-level coaches who have not had coaches' training.

_____ Develop a plan for test preparation, which should begin approximately two months before the designated testing dates. Determine the exact schedule and duration of test preparation sessions for each grade level. Establish a kick-off date for test preparation to begin and inform teachers of this date.

February

_____ Continue to assign show-off lessons as needed. Check show-off lesson data and provide necessary remedies.

_____ Look at all instructional groups and regroup as needed. Establish updated group lists and classroom schedules.

_____ Conduct a quarterly review of lesson progress at mastery across the school. Using Excel or another spreadsheet application, compare a projection of expected ending lessons (at mastery) with the goals for each instructional group in each subject area. Develop a plan of action to address gaps in projected performance.

March

_____ Provide end-of-term celebrations for students who are on track to meet end-of-year goals.

May-June

_____ Assign show-off lessons for any groups whose mastery is in question. Check Show-off Lesson data and provide necessary remedies.

_____ Follow end-of-year procedures to test, place, and group students for fall. (See “End-of-year Procedures” handout.)

_____ Inventory and reorder books. Use group information from school databases and LPCs to help determine needs. Remember to also order materials for new programs that will be implemented the following year.

_____ Administer placement tests for any new programs that will be implemented the following year.

_____ Conduct an end-of-year review of lesson progress at mastery across the school. Compare the actual ending lessons (at mastery) with the goals for each instructional group in each subject area. Develop a plan of action to address gaps in projected performance over the summer or the following year.

_____ Review and discuss the School Leader Capacity Building Checklist with the NIFDI mentor after both of you have had a chance to update the checklist.

_____ Provide end-of-year celebrations for students who meet end-of-year goals! Recognize all students who steadily worked to reach goals.

Every month

_____ Provide remedies weekly. Example types of remedies:

- design and implement training remedies
- conduct inservices for instructors with common problems (if applicable, incorporate video inservices and Palfreman videos) and collect follow-up data in the classrooms
- assign diagnostic show-off lessons
- conduct in-class demonstrations or interventions

- pair instructors for classroom demonstrations and/or rehearsals with feedback
- design and implement structural remedies (modifying physical arrangement, etc.)

_____ Make sure that follow-ups for remedies become routine.

_____ Validate and calibrate data: Ask priority instructors to retest 1-2 students on a previous MT or CO while you observe and track student responses. Calibrate procedures as needed. Do this weekly as needed until all data are reliable.

_____ Examine LPCs for groups that are about to finish programs. Check students for mastery before approving movement to next level. Arrange to have available all placement tests and instructional materials that instructors will need for upcoming programs.

_____ When meeting with the principal and other leaders, be sure to review:

- problems and solutions including any concerns about instructors, groups, etc.
- LPCs and mastery data
- status of implementation of strategies to promote instructional behaviors
- coaching plan, including how coaches will be supported to do their coaching
- upcoming training for leaders, coaches, and instructors
- inservice/practice sessions plan (if applicable, incorporate video inservices and Palfreman videos)
- instructor follow-ups on assignments
- how well methods of reporting problem solving actions are working
- acknowledgments and celebrations of academic success, positive behaviors and attendance
- availability of video as a coaching tool