



Direct Instruction Model Job Description: DI Building Coordinator

In the Full Immersion model, the DI Building Coordinator needs to be a full-time person except in the case of small schools (< 100 students). 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 fulfill these responsibilities, the Building Coordinator must also teach a group of students for a half year to know how to achieve mastery and acceleration as well as the teachers do. This teaching requirement may be waived if the Building Coordinator has prior DI teaching experience. The experience must include teaching a lower level program (e.g., Sigs K Language, RMSE K, etc.).

The following pages outline the role of the Building Coordinator and delineate which tasks must be coordinated with the external support provider (ESP) or principal and which tasks the Building Coordinator carries out independently.

The following actions must be coordinated with the actions of the **External Support Provider (ESP)**:

Materials

1. Order and monitor adequacy of DI program materials and DI data forms needed.
 - tell staff how much advance notice to give when asking for more materials or the next level of the program.
 - keep extra workbooks on hand for new students.
 - order, copy, and organize Reading Mastery Signature Edition (RMSE) Grade K and 1 independent work.
 - provide lesson progress charts (LPCs) and test summary forms to each teacher; provide thermometer charts for each classroom for every subject area.
2. Determine necessary DI programs for the site.

- Order sufficient materials throughout the year well enough in advance so instructional groups can continue to make progress.

Organization, Scheduling, Placement

3. Provide placement testing for most groups before they move to a new level of the program.
4. Establish and update teaching schedules and class lists. The building coordinator must collect and organize scheduling and roster documents for easy access by the ESP throughout the school year. These documents should be revised whenever a change occurs.
5. Monitor ongoing adequacy of schedules and determine if teachers are following schedules. Check that the amount of time students need for making progress in various DI programs is provided. Check that second reading periods are provided for all students below benchmark. Check that transition times between instructional activities go quickly and smoothly.
6. Monitor numbers of students in instructional groups and total numbers of groups. Check size of high, medium, and low groups. Check numbers of groups against the schedule and the number of people available to teach.

Student Performance

7. Examine data collected over time (e.g. mastery test summaries).
8. Change placements of individual students or groups of students, when needed. Ask teacher for data that helps justify these changes.

Feedback, Coaching, and In-service

9. Establish plans for teachers who did not receive pre-service or in-service training.
10. Identify structure and procedures for weekly in-service training.
11. Teach teachers what mastery looks like, how to determine satisfactory performance, and how to celebrate students' achievement.
12. Work with teachers during class/ model teaching behaviors.
13. Construct solutions for problems.

Communication

14. Maintain desired communication with building principal.
15. Make sure new coaches attend coaches' training.

The following tasks are completed in cooperation with the **building principal**:

1. Answer parents' questions regarding the project and the data regarding their children's learning.
2. Identify needs for improvement in the school-wide management system.
3. Identify grade-level or program-level coaches.
4. Ensure that teachers and paraprofessionals receive the training they need to be successful.
5. Observe and coach teachers on identifying problems and implementing solutions.
6. Discuss classroom data during the conference call with the ESP.
7. Provide follow-up feedback from conference calls or site visits to teachers.
8. Implement solutions for problems.

The following tasks are the sole responsibility of the **building coordinator**:

Organization, Scheduling, Placement

1. Create means of organizing teaching schedules, class lists, materials, grouping information, blank data forms, data for each classroom, testing summaries, and in-service materials.
2. Oversee beginning-of-the-year placement of students in programs. To assist in making these decisions, examine available data from the previous year.
3. Oversee placement testing for new students throughout the school year.

Student Performance

4. Assure that data is collected and made accessible and/or posted in a uniform manner in each classroom.
5. Oversee sending complete classroom data to the ESP. Follow up with teachers if data is missing or incomplete.
6. Prepare for the weekly conference call with the ESP by identifying potential problems. Be prepared to discuss what has already been done.
7. At regular intervals, identify need for regrouping and communicate with the ESP.

Feedback, Coaching, and Inservice

8. Work with teachers outside of class.
9. Schedule in-class observations of student performance.
10. Identify need for inservice based on student performance data, classroom observations, or needs expressed by teachers.
11. Monitor specific practices for celebrating achievement.
12. Identify positive role models for other teachers to visit.
 - identify teachers who manage positively and effectively

Communication

13. Determine ways to acknowledge, reinforce, and thank volunteers who work in the building to help implement DI programs.
14. Set aside a regular time in the schedule to follow-up with teachers after conference calls, after coaching, and before the next phone call.
15. Arrange with the principal, coaches and the External Support Provider a weekly time for conference calls to occur.
16. Send data enough in advance for the External Support Provider to review the data before the phone call.
17. Check with grade level coaches for in-service suggestions.