

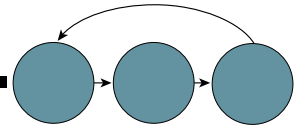
# SECTION 18: PRIORITIZATION



Administrator Leadership Institute  
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# Calendar for Full Implementation of Direct Instruction (DI)

Focus	August	September	October	November	December	January	February	March	April	May	June	July
<b>SETTING EXPECTATIONS</b>												
2 Student performance expectations	—————											
3 Staff Roles	—————											
4 Scheduling and Materials	—————											
5 Assessment, Placement, and Grouping	■■■■■			—————	■■■■■	—————	■■■■■	—————	■■■■■	—————		
6 Setup and materials management	■■■■■											
7 Measuring mastery	—————											
8 Student behavioral expectations	—————											
<b>MONITORING INSTRUCTION</b>												
9 Problem-solution orientation	—————											
10 Preservice checkouts: initial DI delivery skills	—————											
11 Practice sessions: preparing to teach to mastery	■■■■■											
12 In-service sessions: targeting critical skills		—————		■■■■■	■■■■■	■■■■■	■■■■■	■■■■■	■■■■■	■■■■■		
13 Collected data: check on mastery and progress	—————											
14 2-Minute/5-Minute observations	—————											
15 Extended observations	—————											
<b>RESPONDING ACTIVELY</b>												
16 Problem solving sessions using data	■■■■■				—————							
17 Remedies		—————		—————								
18 Prioritization: which problems take precedence?	—————											
19 Overall assessment: taking stock				—————			—————			—————		
20 Using resources	■■■■■											



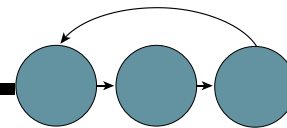
## Prioritizing Problems and Remedies

In any schoolwide implementation, there are always ways in which the implementation can improve through the identification and remediation of problems of student performance. In fact, numerous problems of learning and teaching may exist in any grade or any classroom at one time.

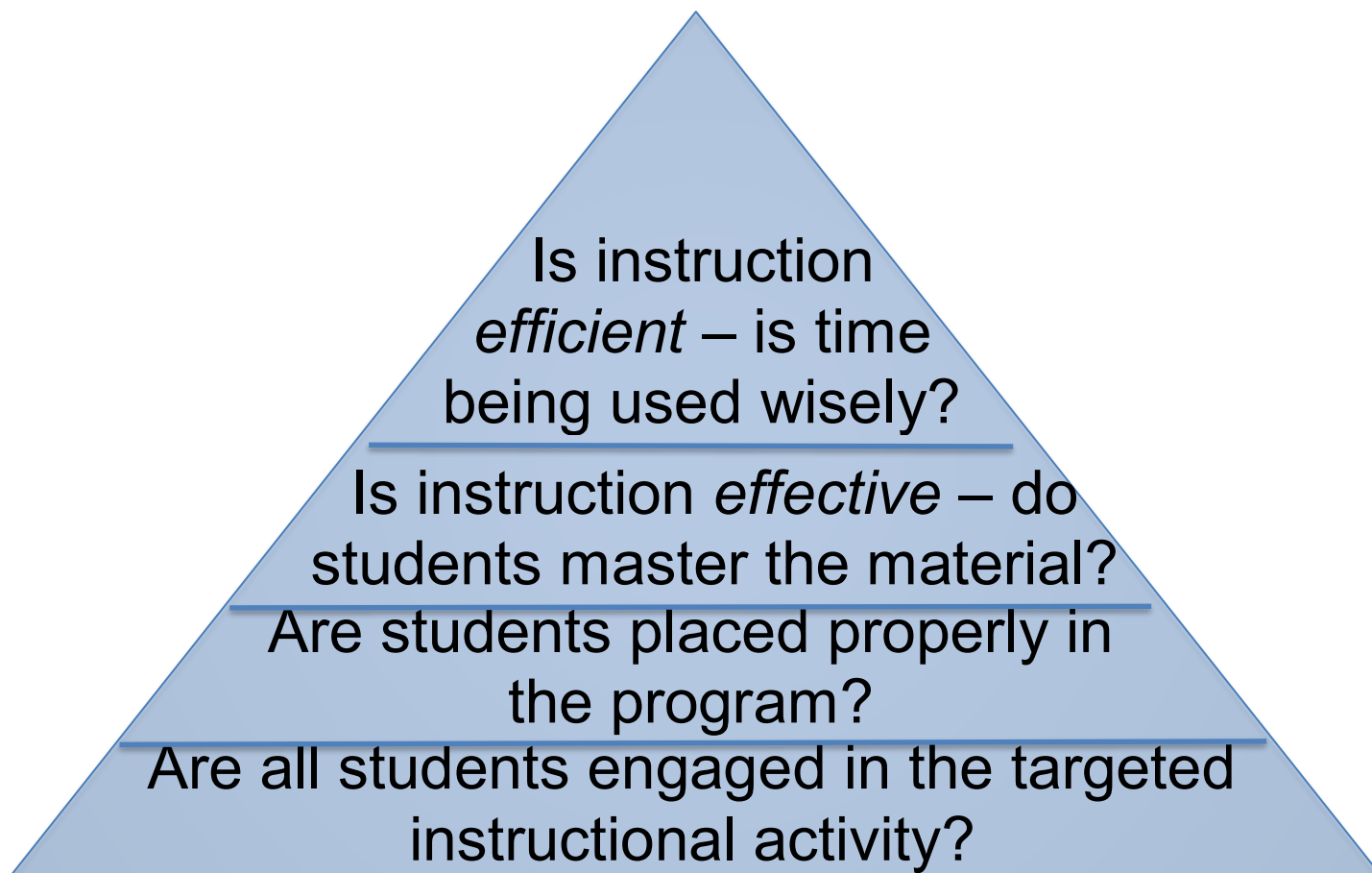
As discussed previously, teachers and support staff can get overwhelmed if they attempt to address too many problems at the same time. Support staff should limit the feedback to teachers to three suggestions or fewer during any feedback session so teachers can focus on the techniques or procedures that will have the greatest impact on student performance.

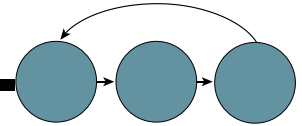
Problems need to be prioritized to provide teachers and administrators with a manageable task load. There is a particular order for prioritizing problems for the following reasons:

- **Some things need to be in place for other things to occur.** More fundamental aspects of teaching and learning must be in place for more advanced activities to take place.
- Example: all students need to be able to see the presentation book before they can respond appropriately.
- “Building castles on sand” takes place when more fundamental things are out of place.

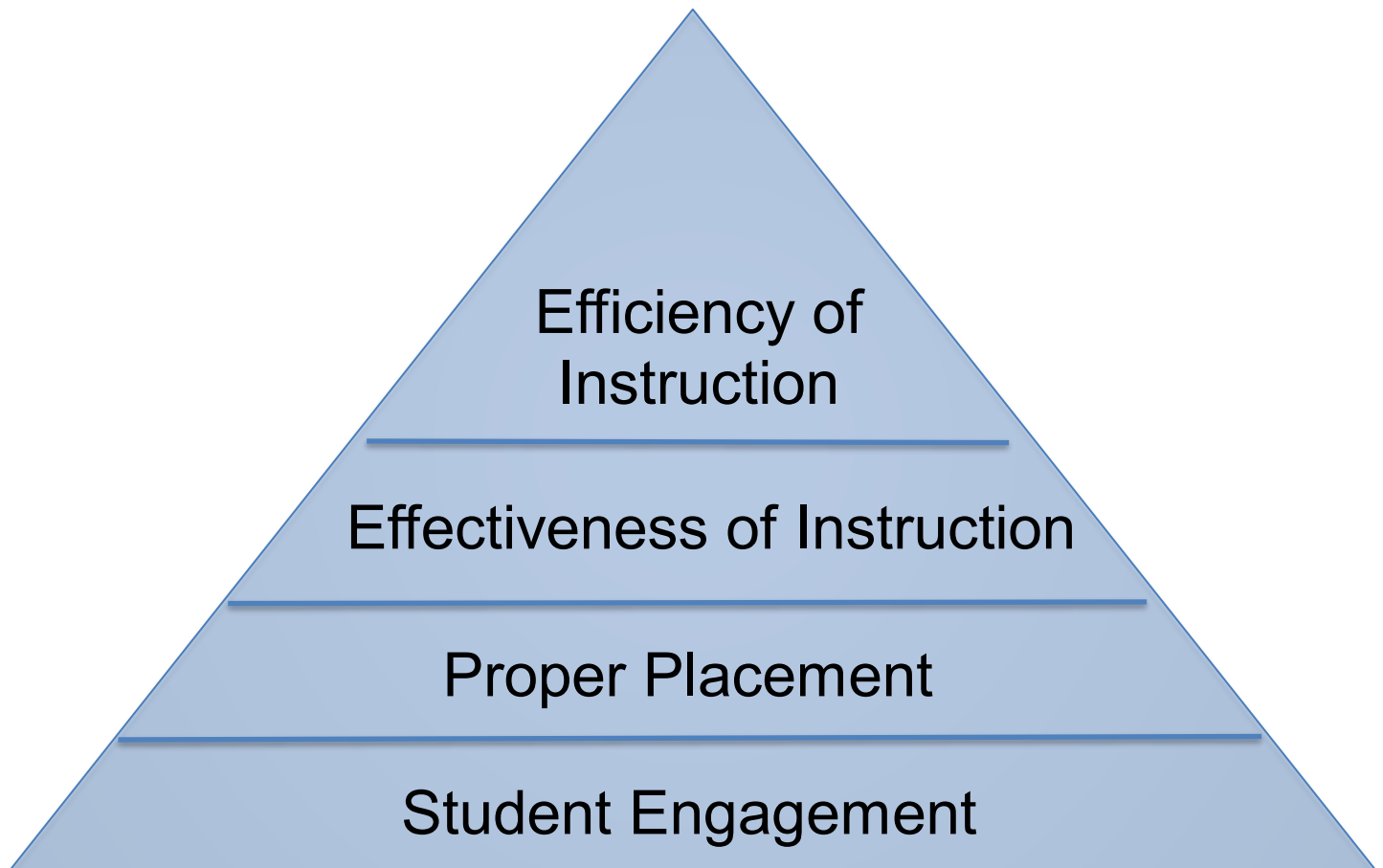


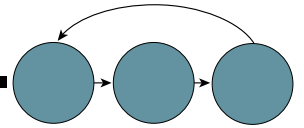
## Implementation Priority Pyramid





## Implementation Priority Pyramid





## Prioritizing Mastery and the Use of Time

### Mastery before acceleration

Some sayings regarding the *effectiveness* of instruction coming first:

- Lesson progress without mastery is not progress at all.
- Accuracy (in reading, math facts, etc.) before fluency.
- Student mastery of lessons now provides for accelerated learning later.

### Time is precious!

Some sayings regarding the *efficiency* of instruction:

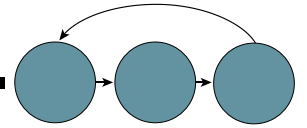
- Every minute that passes cannot be used again.
- Every minute that is used for setup or transition is a minute **not** used for instruction.
- When a child learns a skill or concept quickly, more time is available to teach that child something new.

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## Characteristics of the Prioritization Pyramid

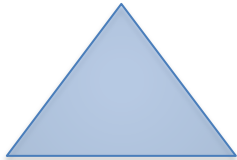
The Implementation Priority Pyramid is

- **student-focused** – all four categories are defined in terms of their effect on student performance;
- **complete** – the four categories contain all aspects of the full immersion Direct Instruction model;
- **a guide for teachers and coaches** – the four categories indicate which aspects of teaching and learning must be in place first before other, more advanced activities can take place.



# Implementation Priority Activity

**What can teachers and administrators do to promote the following in your school?**



Efficiency of Instruction

Teachers

Administrators



Effectiveness of Instruction

Teachers

Administrators



Proper Placement

Teachers

Administrators



Student Engagement

Teachers

Administrators