



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.