

FIDELITY OF IMPLEMENTATION: SELECTING AND IMPLEMENTING EVIDENCE-BASED PRACTICES AND PROGRAMS

CHALLENGE

- **Media:** In today’s classrooms, teachers are expected to use evidence-based practices and programs. “Evidence-based” means that research has proven those practices and programs to be effective. It’s something that teachers should keep in mind as they identify and select their instructional methods and materials—a task they do frequently. (movie)

INITIAL THOUGHTS

- How can school personnel identify and select evidence-based practices or programs?
- How can school personnel effectively implement evidence-based practices or programs?
- How can school personnel determine that they have effectively implemented evidence-based practices or programs?

PERSPECTIVES AND RESOURCES

- Module Objectives (box)
 - o After completing the entire Perspectives and Resources section and reviewing the accompanying activities, you should:
 - Understand how to identify and select an evidence-based practice or program
 - Recognize the importance of fidelity of implementation
 - Know how to promote the fidelity of implementation of an evidence-based practice or program
 - Understand how to monitor the fidelity of implementation of an evidence-based practice or program
 - Be able to identify and select high-quality professional development activities
 - Be able to evaluate the quality of professional development training

Page 1: Determine School Needs

- *Link:* “evidence-based practices” (definition)
- *Link:* “evidence-based programs” (definition)
- One way in which school personnel can conduct a needs assessment...
 - o Step 1 (bulleted list)
 - *Link:* Commonly used methods for collecting information
 - *Link:* Examples of needs assessment surveys
 - o Step 2 (bulleted list)
 - o Step 3 (bulleted list)
 - *Link:* “baseline” (definition)
 - *Link:* Data sources
- **Media:** Mel Riddile discusses the importance of using data to determine the needs of a school (audio)

- FYI (box)
- Click each logo below to learn how Paige Elementary, Grafton Middle, and DuBois High conduct their needs assessment and to view their findings (box with links)
 - o *Link:* Paige Elementary
 - o *Link:* Grafton Middle
 - o *Link:* DuBois High

Page 2: Identify School Resources

- Available Resources (box with bulleted lists)
 - o Personnel
 - o Materials
 - o Funding
 - *Link:* ARRA funding
 - *Link:* Professional development funding
 - o Title I, Part A, funds
 - o IDEA (Part B)
 - o Enhancing Education Through Technology Recovery Plan
 - o IDEA (Part B)
 - o Time
 - o Facilities
 - o Equipment
 - o Technical assistance
- Click each of the logos below to discover the resources identified by each school (box with links)
 - o *Link:* Paige Elementary
 - o *Link:* Grafton Middle
 - o *Link:* DuBois High

Page 3: Select an Evidence-Based Practice or Program

- *Link:* Web-based resources for determining whether a practice is evidence-based
- *Link:* Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide (pdf)
- Research Shows (box)
- Student Characteristics (box with bulleted list)
- Implementation Factors (box with bulleted list)
- *Link:* Episode 6: Selecting an Evidence-Based Practice or Program (IRIS Podcast)
- U.S. Department of Education Resources (book graphic with links)
 - o *Link:* Introduction
 - o *Link:* Behavior
 - o *Link:* Early Childhood
 - o *Link:* Math
 - o *Link:* Reading
 - o *Link:* Science
 - o *Link:* Technology
 - o *Link:* Transition
- Expert Panel (box with media)
 - o **Media:** Larry Wexler (audio)
 - o **Media:** Lynn Fuchs (audio)
 - o **Media:** George Sugai (audio)
- *Link:* Memo from the Secretary of Education, Arne Duncan

- Click the logos below to discover the resources identified by each school (box with links)
 - o *Link:* Paige Elementary
 - o *Link:* Grafton Middle
 - o *Link:* DuBois High
- **Activity:** Help the staff at Truman Elementary School to identify a program that is evidence-based and will best match their needs (box with bulleted lists and links)
 - o *Link:* What Works Clearinghouse Web site
 - o *Link:* About the What Works Clearinghouse (movie)
 - o *Link:* Feedback

Page 4: Understand Fidelity of Implementation and Its Importance

- To implement a practice or program with fidelity... (bulleted list)
- Research Shows (box)
- Expert Panel (box with media)
 - o **Media:** Larry Wexler (audio)
 - o **Media:** Mel Riddile (audio)
 - o **Media:** Joseph Torgesen (audio)
- Promoting Fidelity of Implementation
 - o Factors Associated with High Implementation Fidelity (box with bulleted lists)
 - Practice or Program Characteristics
 - Organizational Characteristics
 - Teacher Characteristics
 - Training
- These actions can increase the likelihood that educators will implement practices or programs with fidelity (bulleted list)

Page 5: Establish an Implementation Team

- The team may perform a number of tasks... (bulleted list)
- **Media:** Mel Riddile discusses the importance of creating an implementation team (audio)
- Click the logos below to learn how each school established an implementation team (box with links)
 - o *Link:* Paige Elementary
 - o *Link:* Grafton Middle
 - o *Link:* DuBois High

Page 6: Provide Training

- When seeking high-quality PD, school personnel should... (bulleted list)
- Training Is Provided by Knowledgeable Professionals
 - o Helpful questions to ask when selecting a qualified trainer (bulleted list)
 - o **Media:** Mel Riddile discusses using data to determine the needs of a school (audio)
- FYI (box with bulleted list)
- Training Addresses Skill Development
 - o Presenting information
 - o Demonstrating the skill or concept
 - o Providing opportunities to practice
- Research Shows (box)
- Evaluating PD Training
 - o Evaluation Types and Purposes (table with bulleted lists and links)
 - Pre-training assessment
 - Post-training assessment

- Overall training evaluation
 - Follow-up assessment
- *Link:* Tools for identifying and evaluating professional development (table with links)
- Click the logos below to learn how each school investigates and evaluates professional development (box with links)
 - o *Link:* Paige Elementary
 - o *Link:* Grafton Middle
 - o *Link:* DuBois High

Page 7: Provide Ongoing Supports

- A teacher's newly learned skills generally are... (bulleted list)
- *Link:* "drift" (definition)
- Ongoing support may involve one or more of the following (table with drop-down boxes)
 - o Re-training initial providers
 - o Refining skills
 - o Training new staff
 - o Providing emotional support
- *Link:* Types of training formats (definitions)
- **Media:** Watch a portion of a coaching session (movie)
 - o Notice how the coach in the video... (graphic with bulleted list)
- Research Shows (box with link)
 - o Benefits of peer coaching
- Expert Panel (box with media)
 - o **Media:** Larry Wexler (audio)
 - o **Media:** Lynn Fuchs (audio)
 - o **Media:** Joseph Torgesen (audio)

Page 8: Use Implementation Guidelines and Supports

- FYI (box with bulleted list)
- **Media:** Watch a demonstration of how to identify the steps for effectively teaching a writing strategy (movie)
- The implementation manual may address other information related to implementation... (bulleted list)
- The implementation team may want to develop supplemental guidelines that address issues such as... (bulleted list)
- Click the school logos below to learn about the specific implementation guidelines used by each school (box with links)
 - o *Link:* Paige Elementary
 - o *Link:* Grafton Middle
 - o *Link:* DuBois High
- **Activity:** Help to identify and list the steps necessary for effectively implementing PALS (box with numbered list and links)
 - o *Link:* PALS summary
 - o *Link:* Feedback

Page 9: Develop a System for Monitoring Fidelity

- As they develop a system for monitoring fidelity... (bulleted list)
- Research Shows (box)
- Identify Methods, Measures, and Sources
 - o Methods

- o Methods
- o Measures
 - *Link*: Establishing reliability of measures
 - *Link*: Establishing validity of measures
 - **Media**: Learn how the step-by-procedures from the POW writing strategy were used to create a fidelity measure (movie)
 - **Activity**: Help the team create an observation form (box with links)
 - o *Link*: Step-by-step procedures for PALS 2–6
 - o *Link*: Feedback
- o Sources
 - Methods, Measures & Sources (table)
 - **Media**: Daryl Mellard explains the benefits and drawbacks of several types of commonly used methods and measures for assessing fidelity of implementation (audio)
- Establish a Data Collection Plan
 - o Learn more about several types of information that the plan can include (table with drop-down boxes)
 - Who collects data?
 - Frequency of data collection
 - Fidelity criteria
 - Procedures to be followed when people are found to be lacking fidelity
- Train Data Collectors
 - o *Link*: “inter-observer reliability” (definition)
- Click the school logos below to learn how each school develops a system to monitor fidelity of implementation (box with links)
 - o *Link*: Paige Elementary
 - o *Link*: Grafton Middle
 - o *Link*: DuBois High

Page 10: Collect Data and Evaluate Fidelity of Implementation

- Data must be saved, preferably in a spreadsheet program, so that... (bulleted list)
- *Link*: Calculate an individual’s fidelity of implementation
- **Media**: Join a classroom observer as she completes a fidelity checklist on a teacher implementing the POW writing strategy (movie)
 - o *Link*: POW observer checklist
- **Activity**: Observe PALS implementation (box with media, numbered questions, and links)
 - o **Media**: Observation 1 (movie)
 - **Media**: Devin Kearns offers feedback on the video (audio)
 - *Link*: PALS observation form
 - o **Media**: Observation 2 (movie)
 - **Media**: Devin Kearns offers feedback on the video (audio)
 - *Link*: Feedback
 - *Link*: Feedback
 - o **Media**: Observation 3 (movie)
 - **Media**: Devin Kearns offers feedback on the video (audio)
 - *Link*: Feedback
 - *Link*: Feedback
- Ensure the Practice or Program Was Implemented as Intended
 - o **Media**: George Sugai discusses how schools can overcome one of the challenges related to collecting fidelity data (audio)

- Detect and Correct Implementation Errors Early
 - **Media:** Daryl Mellard explains the benefits and drawbacks of several types of commonly used methods and measures for assessing fidelity of implementation (audio)
- Evaluate the Relation Between Fidelity and Student Outcomes
 - If fidelity is low, student outcome data cannot be interpreted with confidence because... (bulleted list)
- FYI (box)
- Click the school logos below to learn about the process each school uses to collect data and evaluate fidelity of implementation (box with links)
 - *Link:* Paige Elementary
 - *Link:* Grafton Middle
 - *Link:* DuBois High

Page 11: Promote Sustainability

- Expert Panel (box with media)
 - **Media:** Joseph Torgesen (audio)
 - **Media:** Lynn Fuchs (audio)
 - **Media:** Daryl Mellard (audio)
- Learn more about some of the factors that help to sustain a practice or program (table with tabs and windows)
 - Classroom feasibility
 - Ongoing support
 - Materials availability
 - Required change
 - Visible benefits
 - Student enjoyment
 - Conceptual knowledge
- Expert Panel (box with media)
 - **Media:** Joseph Torgesen (audio)
 - **Media:** George Sugai (audio)
 - **Media:** Daryl Mellard (audio)
- FYI (box)
- Click the school logos below to learn how each school develops a system to monitor fidelity of implementation (box with links)
 - *Link:* Paige Elementary
 - *Link:* Grafton Middle
 - *Link:* DuBois High

Page 12: References, Additional Resources and Information

- References
- Additional Resources and Information

Page 13: Credits

- Content Experts
- Module Developers
- Module Production Team
- Module Production Support Team
- Media Production Team
- Media

- Expert Interviews

ASSESSMENT

- “Please complete the items below” (numbered questions)

WRAP UP

- There are a number of actions school personnel can take to increase the likelihood that they will implement the new practice or program with high fidelity (bulleted list)
- Click on each of the logos below for the conclusion of that school’s first year of implementing a new program and how fidelity influenced student outcomes (box with links)
 - o *Link:* Paige Elementary
 - o *Link:* Grafton Middle
 - o *Link:* DuBois High