

## Webinar Transcript

### Fidelity of Implementation: Selecting and Implementing Evidence-Based Practices and Programs

**Julie:** I'm officially going to begin the Webinar today. So welcome, everyone. We're very excited you could take the time out of your busy schedule to join us for this Webinar on fidelity of implementation. We're very excited to have partnered with the IRIS Center for Training Enhancements around this and to bring you this Webinar today. My name is Julie Duffield from SchoolsMovingUp, which is a part of a WestEd. And I just want to quickly go over some housekeeping for you today.

If you need any technical assistance, again, please email us at eventhelp, one word, @wested.org, or if you're in the room, on the right-hand side of the screen, click on *SchoolsMovingUp*. If for any reason your screen doesn't move forward, a quick refresh is to hit the *Lobby* button on the right-hand side of the screen and go to *SchoolsMovingUp* and come back into the room. So we have been reviewing before the start of the event some of the ways that we'll interact with you today. The main way is the chat area, which is on the bottom-left side of your screen, and we'll be doing some quick polling and we practiced some of this. A quick poll is the *Yes/ No* button, and I'll show you that again. And we have the question on the screen now—"Have you participated in SchoolsMovingUp Webinars before?"—as a quick practice. We'll have a multiple choice, where instead of the slide you'll see a choice, and you hit whatever one applies and hit the *Submit* button. And, of course, we'll be breaking during the presentation to reflect on your questions and comments, and we have voices of experienced practitioners

here to reflect on the information, as well, and that will happen via open response poll. Again, if you have questions and you're just on the PowerPoint only, eventquestion one word, @wested.org. We have an action-packed agenda, so we're shortly going to hand [it] over to Dr. Wexler, who'll give us an overview quickly of the federal perspective, and then we'll have staff from the IRIS Center at Vanderbilt go over the model, the Fidelity module, and a little background. We also sent you out yesterday a video clip, if you had a chance to preview that. The main part of the presentation will be the content and practice piece, and we have my colleague Sylvia DeRuvo, and we have the practitioner who will be presenting this with her. And we'll be reviewing this information, and then we have the Next Step. So I want to go over the chat area quickly on the bottom-left side of the screen if you already haven't done an introduction. We reviewed the quick poll, which is on the right-hand side, bottom-right-hand side of your screen. If you could, hit the *Check* button if you've just entered the room and let us know if you have participated, and hit the *Cross* button if no.

So thank you, everybody, for typing into the chat area. I want to do a quick poll about your role, so if you could take thirty seconds and choose which one is most appropriate and then hit the *Submit* button, this will help our presenter today know who's on the call. So, presenters, can you see that very quickly? I'll give you twenty more seconds to fill in. If none of them apply, please use the chat area and type it in.

I thank you. Some other roles here, WRIC, technical assistance provider, health specialist, independent consultant. Thank you. So if you haven't hit the *Submit* button,

I'm about to publish that now for our presenters. Wow. So, for those who are presenting, we have, it's pretty spread evenly across lots of different roles here. Can you see those Sylvia in all?

**Sylvia:** Yeah. It's Great!

**Julie:** Great. And thank you for typing into the chat. Another quick background poll is we would like a little, ask you if you have attended previous SchoolsMovingUp Webinars that were based on the IRIS Center Webinar. We did one on response to intervention and one on the other important modules that have [been] posted on the IRIS Center's site. If you've reviewed the Center's site, let us know, and if you've used any of the modules in your work, please let us know. You can choose any of these that apply, and we'll give you thirty seconds to submit that.

Okay, thank you, everybody. I'm going to... I thought, oh, it's fifty percent. I'm just going to publish that now. Give you another ten seconds. Please hit the *Submit* button. So we're real excited; we had lots of people who've actually previewed the Web site in advance. That's really wonderful and helpful. And then we have at least, you know, twenty-six percent of the people who actually use the modules in their own work. So we really invite you to contribute to the chat today and share about your experiences and how you've been doing that. And we have over half the people, nearly half, lots of people who attended the previous Webinar. So, without any further ado here, I am going to introduce you to the first part of our agenda, which is...we have Dr. Larry Wexler, the

director of the Research-to-Practice Division of the U.S. Department of Education, the office of Special Education Programs. We'll have, now Lula who's the associate director of high school services, Naomi and Kim from the IRIS Center at Vanderbilt, and Silvia DeRuvo. So with Larry I want to thank you so much for taking time out of your very busy schedule and being with us today. And we'll ask you to take it away from here and give some overview of the federal perspective on this. So, Larry, I'm handing it over to you. As for those who are following on the PowerPoint only, we're on slide ten. And if you want to button-in Larry, you just hit star 6.

**Larry:** There we go. Thank you. Can you hear me?

**Julie:** Yes. Thank you.

**Larry:** Okay.

**Julie:** Welcome.

**Larry:** Thank you and welcome, everyone. I guess what happened was a year and half ago the Department of Education received a hundred billion dollars—and that's with a "B"—to give out to states to support education in this country and, you know, we recognized that an awful lot of that money was going to be spent on professional development and was going to be spent on a lot of products, a lot of interventions. And we developed a paper, which was an IDEA use-of-funds document, and for the first time,

we really as a department addressed the issue of using evidence-based practices, evidence-based interventions, as well as the issue of fidelity. And I think, you know, to really put it in a nutshell: There's no point in purchasing research-based interventions, putting the time, effort, into training and then not ensuring it's implemented as researched. We know through study after study that fidelity makes a difference. You know, if you look at it from a medical perspective, if you were to get a flu vaccine and the research showed you needed five milligrams of the vaccine, and because of budget cuts they decided to only give you one milligram, it's unlikely that the outcome would be as it was researched. And this is really the crux of what drives the whole issue of fidelity: That research-based intervention are research-based, and that if you don't use the intervention in the way it was researched, there's no reason to believe you're going to see the kind of results that the research saw.

So what is fidelity? We see it as using the intervention as it was researched and planned. And the kind elements we're talking about is using it as frequently as it was planned. If it were researched to be done four times a week in your classroom, and you do it once a week, it's unlikely you'll get the result. In groups sizes, if it was researched in groups of three-to-five and you do it with a group of twenty-one, again, the outcome is unlikely to be positive. The characteristics of the students: If it was an elementary literacy program that worked fantastic with elementary-age children and you're using it in high school, again, unlikely to get you the results that you want. The length of sessions: If the session was researched at thirty-minutes a session three times a week, and you're doing it for five minutes a session for once a week, again, this is implementing it without fidelity. So,

again, the point of this and why it's important to us is that when you invest your resources in research-based interventions, if you don't implement them as researched you won't get the result. What we know is in terms of making fidelity happen is you make it happen when you monitor it, and you can monitor it a number of ways. You can do it through self-reporting. You can do it through direct observation by a third party. Or you look at products, or direct evidence that the intervention was done. And there's some great research out there about those different approaches.

I and the Institute of Educational Sciences, our research branch in the Department of Education, has done a number of studies around the use of evidence-based products. There was a first-grade study that required thirty-minutes per week before a program. And what they found when they looked at the fidelity of implementation and see that we averaged about twenty minutes a week, and it was only implemented in twenty-four of forty weeks. Wickstrom did a study where they taught an intervention and trained thirty-three teachers on implementing the intervention. And when they did observations of the teachers, when they did fidelity checks, less than ten percent implemented it with fidelity. But when they asked the teachers, who self-report, did they implement the training with fidelity, one hundred percent—thirty-three of thirty-three—actually said that they had done it. And there are other studies.

We did a study in terms of teachers implementing a computer intervention and found that of the 2,600 students that it was suppose to be implemented for, only 1,000 of them had

the implementation. So, again, if we're looking at fidelity, if we don't monitor fidelity, we don't get fidelity.

So which method is best? The issue with self-reporting is that it's really difficult for people to report accurately when they lack fidelity. Now, it's not to say it can't be done, because if you follow the positive behavior intervention and support work that George Sugai and Rob Pointer have done, among others, is they do have self-reporting of PBIS that has worked fairly well. But they may actually be the exception.

**Julie:** Larry?

**Larry:** Yes.

**Julie:** Sorry for interrupting, but I've been asking folks to send you some questions, because I know your time is limited. I've got two of them I'd like to just ask you very quickly...

**Larry:** Okay.

**Julie:** ...to address. Because you can see that we have about forty...eighty-seven have just come in. I'm just selecting two. "How do schools find the resources to provide evidence-based practices and programs?" is the first one. That seems a commonly asked question that's being sent in.

**Larry:** My suggestion for that is the first place you should look is the Institute of Educational Science's practice guides. If you Google "Institute of Educational Sciences," that'll take you into the Web site, and just search "Practice Guides." There's currently about twenty-five practice guides on things like response to intervention, behavior, literacy, science. There's quite a few a different ones there, and they are done by the absolute preeminent experts in the field. Those of you who are in university programs—whether it's doctoral or masters programs right now—if your professors are not using those practice guides as well as the IRIS Modules, I might add, if they're not using them, they're cheating you, so to speak. These are absolute, elegant guides that will tell you what actually works, based on various levels of research rigor.

**Julie:** Okay, this other question says, "How does fidelity fit within the RTI framework?" And I think, in light of time, this might be the last question.

**Larry:** Okay. I think that the things to think of when you talk about RTI is the "I," the intervention. The whole foundation of response to intervention or any kind of multi-tiered support is that the sort of universal instruction is research-based instruction. So the whole foundation of RTI is the use of research-based instruction in the classroom. And in order to ensure that you're doing it right, that's where the fidelity checks come in.

**Julie:** Well, thank you so much. And last thing I'm going to say, folks who send in all those other questions, these are excellent questions that people have sent in, and, Larry, we wish you could have more time with us, but we'll have to invite you back or to comment throughout the Webinar. I think you have to leave, though, right?

**Larry:** No, no, no, I'm okay. Are you kicking me off?

**Julie:** No, no, no, but I have a 105 questions here that have come your way. So what I will do, I will publish those. Those of you who haven't already, submit one. Please hit the *Submit* button, and we will collect these and we can a post them as part of the frequently asked questions. It seems that a lot of those will get answered throughout the Webinar, and we will get on because we have some great content here for you today. And please keep posting it. Larry will see the questions coming into the chat, and as the presenters move on they will also be monitoring the chat. So here's some of the other ones that we can address at another time, or I'm sure will get addressed during the presentation.

**Larry:** Do you want me...I had a few more things to say.

**Julie:** Yes, well, definitely, if you want to say some things then I'm going to hit over to Naomi in about two more minutes. Is that fine?

**Larry:** It will be. Yes.

**Julie:** Okay.

**Larry:** So, you know, I guess that the bottom line here is why don't people do fidelity checks? Generally, because they don't have to. And that, while we'd like to assume that people are always going to do the right thing, you really need to have a system in place to support your fidelity of implementation.

And I think, in terms of final thoughts, why is fidelity important? You want to always begin with research-proven procedures. When people believe it works they're more likely to commit to the process. You need to train your folks thoroughly, and you have to expect high fidelity and expect positive outcomes, but monitor because what gets measured gets done and you treasure what you measure. So I wish ya'll well. I'll stay on for a little while and monitor the questions, and I'll turn it back to a Julie and Naomi, and I do want to say, having had a little bit to do with the IRIS Module on fidelity, this is an excellent piece of work and I strongly, strongly recommend that folks pay attention to it. They'll support whatever kind of research practice you want to implement. I'll turn it over to you, Julie.

**Julie:** Thank you, and I'm actually going to turn it over quickly to Naomi Tyler, who's the co-principal investigator at the IRIS Center. Naomi, I'll put up slide thirty for those of you who are following along with the PowerPoint only.

**Naomi:** Okay. Well, hello, everyone! On behalf of the IRIS team, I'd like to thank you for your interest in our work, and for attending this Webinar. Before we start discussing the IRIS fidelity module, I would like to take a quick poll to see how many of you were able to work through this module before today's Webinar. I realize that we had a holiday weekend, and this module's a lot larger than our others—for those of you familiar with IRIS Modules—so there's a possibility that not everyone was able to work it through. We're going to use the little checkmark and X box down at the bottom of your screen. If you were able to work through the module, if you could please hit the checkmark, and if you weren't able to please hit the X. And that will also help the rest of us as we go through, kind of, gauge your prior level of experience with this module. So if you could do that now, I'll go ahead and keep talking.

**Julie:** So I see a majority say no.

**Naomi:** Okay.

**Julie:** But there were fifteen people have said yes. So it...

**Naomi:** Well, that's good.

**Julie:** Yeah.

**Naomi:** So let's get started. In the instructions for this Webinar, you were all given the direct link to the fidelity module. I'm going to show you another way to find it, in fact how to find any resource that is posted on the IRIS Web site. The screen that you're looking at right now is our IRIS Resource Locator, the IRL. Its Web address is posted at the top of the screen. You can also find this from our homepage, iriscenter.com, just by clicking on our green *Resources* link, which takes you to our green IRIS Resource Locator page.

For those of you that are familiar with IRIS's page, it may look slightly different than what you're use to. We made a big, well, a slight change to it yesterday so that it would work on iPads. Those of you who have iPads know the issues with Flash and some of those other programs. So this now works on an iPad as well.

**Julie:** Wow, congratulation. That's no mean feat.

**Naomi:** Thank you. And our Web master is listening, so I'm glad you said that. It is no mean feat. He's a miracle worker.

So the left-hand column lists all of the topical areas for our materials. It's alphabetized, so if you look down close to the bottom, you'll see the "School Improvement/Leadership" topic area. When you click on that link, the links in the middle column then indicate the number and type of resources we have. So, for example, under "School Improvement/ Leadership," we have eight modules, one case study, zero activities,

sixteen information briefs, and so on. We won't always have all of the resources available in all the topic areas. We hope to eventually, but we don't at this point. When, what you're looking at here, we click on the *Modules* link, a drop-down menu appears listing each module title and providing a brief annotation about its content. That way you get an idea of what's covered in it without having to work all the way through it. These are also alphabetized and you can see the *Fidelity of Implementation* module there, with the red letters that say "New," indicating that's it's a new module.

When you click on the title, it takes you to the module, which is built using the *STAR Legacy* framework. Julie could you go... There we go.

All IRIS Modules are case-based, and each one starts with a short video clip that presents a typical school scenario or *Challenge*. So to begin the module, you click the *Challenge* button up at the top. And once you click that it takes you to the *Challenge* video. We're not going to play the *Challenge* video now since so many of you have already, well, some of you have worked through the module. We're going to put the Challenge link into the chat room so that if you're interested you can watch it later. But, Julie, can you go to the next slide please?

**Julie:** Yes, and we sent out to folks the link yesterday, as well.

**Naomi:** That's right. So in this particular video, the *Challenge* is that classroom teachers are required to use evidence-based practices and programs, but selecting those can be

difficult. Most commercially-available programs are advertised as being evidence-based, but teachers don't always see the positive results they would anticipate once they begin implementing them. So some believe that the advertising was misleading, while others wonder if they could implemented the practice or program differently.

So, anyway, the video plays on. At the end of every *Challenge* video, a series of questions come up that focus the learner's attention to the task at hand. Sylvia will go through these questions in more detail in a moment, but it's important that you do discuss them or reflect on them, at the very least. Once that's done, you move on to the *Perspectives and Resources* section of the module. And what you're looking at here are the objectives for the module, clearly laid out, so that every learner knows exactly what's expected of them when they finish the module. In the *Perspectives and Resources* section, clearly the *Resources* part of it provide the information that will help the learner address the *Challenge* and answer the *Initial Thoughts* questions. The *Perspectives* portion enhances this section by providing insight from experts in the field. These can be researchers, practitioners, policy makers. We also include examples of how this might look in an actual school setting. This particular module includes quite a few perspectives and three fictional schools as examples. And Kim Skow, one of our module developers, is going to talk a little more about those.

**Julie:** Okay. So we're on slide 17 with the school examples. Kim?

**Kim:** Okay. Well, in this module, we presented content on how to identify and select evidence-based practices and programs and then how to implement them with fidelity. And to help demonstrate the processes, Naomi mentioned, we decided to use three fictional schools. And this allowed us to highlight typical practices and programs at the elementary, middle, and high-school levels. It also allowed us to demonstrate three typical evidence-based practices or programs that schools use: progress monitoring, an evidence-based reading program, and then PBIS, which is the framework that relies on a lot of an evidence-based practice. And because the three examples are quite extensive, we don't really expect participants to examine each example, but we thought that they would be able to view the example or the examples that are most relevant. So if you're a high-school practitioner you may want to look at the DuBois High School example, or if you're implementing a program at the high-school level that one of the other [schools] is using then you might want to look at both.

Okay, Julie can you go to the next slide. Thank you.

Okay, well because fidelity of information is just starting to be explored in the research and it's somewhat difficult to find a lot of relevant information on it in the educational literature, we were fortunate to draw on the expertise of policy makers, prominent researchers, and school leadership professionals as we developed this module. And to begin with, we had two policymakers that we consulted, and one was Larry Wexler, that you just met, and Larry's our boss. And like was mentioned before, he is the director of the Research to Practice Division at the U.S. Dept. of Ed. in the Office of Special

Education Programs. And he really provided guidance on how school personnel can use Recovery Act funds and kept reminding us that these funds can be used to buy evidenced-based programs, to provide a PD on how these programs are used.

And then we had Mel Riddile, who is the associate director of High School Services at the National Association of Secondary School Principals (NASSP). And Mel is also a former principal-of-the-year. So we were really fortunate to be able to talk to him and he provided really great audio interviews to supplement the content. He also reviewed the module, was able to provide us with feedback on what school leaders really need to understand about fidelity. And it was really great to have his perspective not only from a policymaker's perspective but also from a practitioner's perspective.

Okay, Julie, can you go...thank you. Okay, and then we feature several different researchers throughout this module. And they were really able to provide us with a lot of information on fidelity, but we also consulted with each of these three experts who helped us develop the examples that we used.

Lynn Fuchs is from the National Center on Response to Intervention, and she is an expert on progress monitoring and RTI, which is highlighted in our Paige Elementary School example.

George Sugai is the co-director at the Center on Positive Behavioral Interventions and Supports, and we commonly refer to this as the PBIS Center, and he was able to guide us

as we developed the high-school example, which was implementing PBIS.

And then Joseph Torgesen is from the Florida Center for Reading Research. He provided information and little anecdotes on schools where he is implementing an evidence-based reading program with fidelity, and that is featured in our Grafton Middle School example. And then we also thought it would be important to include the voices of school leaders.

Because one of the target groups for this module is principals and school administrators, we turned to Cynthia Alexander who is a NIUSI LeadScape principal. And NIUSI stands for the National Institute of Urban School Improvement. She is at Evans Elementary School in Memphis, Tennessee, and she just had wonderful descriptions of how she was able to promote fidelity of implementation at her school. She explained how she used data to assess her school's needs and then she discussed factors that she considered when selecting PD and then that coaching to support all the training the teachers had received.

And then, finally, Brenda Williams is a professor in the department of educational policy, planning, and leadership at the College of William and Mary, and she provided us with information about the importance of collecting and using data to assess a school's needs and then how you take that information and look at your students and their needs, match it with a good evidence-based practice or program. And then, again, we were very fortunate to have such a wonderful group of experts guiding us as we developed this module.

**Julie:** Thank you, Kim. And if you have any questions about these modules, the chat area is available, and, please, Naomi and Kim will be answering them as we go along. And I'm handing it over to you, Silvia and Mel, for the next part of the presentation.

**Silvia:** Okay, well...

**Julie:** And we're on slide number, for those of you who are following along, twenty-one.

**Silvia:** Okay, slide number twenty-one. Oh, something weird just happened on my screen. So I'll just keep moving.

**Julie:** And I'll push them out for you, if you want me to, Silvia. I'm now moving to slide twenty-two, which is the format. We'll go over how you define a section.

**Silvia:** Okay, the content of this module is extremely deep. And, you know, I think the fifteen people that have been through it spent several hours in this module that is, as Larry mentioned, so extremely important, and so I think as we look at this that we broke it up into the three sections that go back to those *Challenge* questions. And so the format as we go through the content today—and, again, we will not be able to really go deep into the content—the goal is really to allow you to see how you might use the content for professional development, for training your staff. And I see this as being ideal for ongoing professional development. So the format is really to begin looking at *Challenge*

questions, be able to hear the voice of experience from Mel, and then to be able to take a quick break to be able to answer your question.

So we're going to move through it quickly because, again, we can't get into the content because it is so deep. But we are going to spend some time looking at the interactive nature of this module and how you might use it in ongoing professional development at your site. I see it as a great tool for PLCs. Before we begin, though, I think we need to really make sure that we have a common understanding of what we're talking about when we're talking about fidelity and evidence-based practices. And so when you look at fidelity—as it was mentioned it is implementing that program or practice based on the research findings—we cannot expect the outcome to be the same if not implemented with fidelity. And if the evidence-based practices have been proven effective through the research—and I agree with Larry that, you know, this is a big difference—we aren't just choosing something to implement based upon, you know, how nice the publisher may have presented to us. And the voices of experience talk about that. And so it's so important to spend the time listening to those audio clips because the voices of experience within this module have been there and have done these things.

The Webinar *Challenge* question presented in that very early *Challenge* video are around how do we identify those programs? And so the module pages aligned to that are pages one through three. And so, as I see this broken down into the professional development—and I know we have a number of professional development providers and administrators

on this Webinar today—I mean, you could plan your professional development throughout the year based upon how this is broken down. So, you can see, module Web pages one through three cover the first question. Web pages four through nine cover how do we implement? Now that we've identified a program, how do we implement? And pages ten through eleven really look at how we determine the effectiveness of that implementation. So as we move into this very first section we want to look at the question. Okay, there we are.

So which of these *Challenge* questions would you like to learn most about today? And I think we'll probably have a broad range on how to do this. You know, we're going to look at, you know, how can school personnel identify and select those evidence-based programs and then how do we implement them and how do we best monitor those. So Julie how do we want them to respond?

**Julie:** How familiar are people with this? You know, what do we like? I think what we want people to do is actually type into the chat area.

**Silvia:** Okay, okay.

**Julie:** Which of these questions they would like. I thought we had a poll here.

**Silvia:** Yeah.

**Julie:** Yeah, and it hasn't been activated. So I would like you to say question one, question three.

**Silvia:** Okay, great!

**Julie:** So questions one, two, three.

**Silvia:** Wonderful, wonderful.

**Julie:** Lots of threes and ones here.

**Silvia:** Threes and ones, okay! Well, excellent! And the module is going to cover these questions and many of those questions that were brought up to Larry in the beginning. You will find the content of this module will cover those particular questions. Let's go ahead to the next slide, Julie.

**Julie:** So can we just say the slide number? So this is slide 26, for those people who are following along with the poll only. Thank you.

**Silvia:** Okay. And so, when you look at the topics covered, the steps in the fidelity of implementation, we will be going through these specific steps. It's, you know, how do we determine a school's needs, how will we identify those resources? How do you select an evidence-based program? And then what are those first steps to implementation and

developing the team, providing the training and support, and then developing that system for monitoring, which is through data collection and the evaluation that Larry was talking about? And then, lastly, how do we promote sustainability? Again, these are the topics covered in the contents of the module. We don't have time to go into the topics in-depth. But what we really want to do today in this Webinar is to allow you to see the tools and processes that cover these areas. So let's take a look at the first *Challenge* question on slide 27. And this one we are going to do a quick poll. And that is simply click the check button or...if you have used...you know, how can schools personnel identify and select evidence-based practices or programs? I mean, how many of you have already used the needs assessment in making decisions around evidence-based practices or programs?

**Julie:** So if you have, please hit the check button.

**Silvia:** How many of you have used the needs assessment in a determining an evidence-based, the identification of evidence-based practices at your school site?

**Julie:** So check. We have...I'm showing, there's some checks here coming in. I'm just quickly scrolling down.

**Silvia:** Oh, yeah. Quite a few. Excellent.

**Julie:** And if you have and you'd like to share, please share how you've used them in the practice in the chat area as Silvia goes through this information.

**Silvia:** Excellent. Thank you.

**Julie:** So I say we have sixty-one people said “yes” to that response.

**Silvia:** And if you don't have experience, on slide number 28 is an example of three different types of needs assessments that are covered in the particular Webinar, and as Kim mentioned, you know, at the elementary, middle, and high school we have examples of each. So depending on what level, you know, level at your building you would be able to go to that particular school example and look at their model of their needs assessments. Well, we can see the ranking system, the rating system, and the multiple-choice. And again, I think, you know, every site or every building would need to develop their own needs assessment but here are some models or examples for you to use. And if you go to slide 29, you see the high-school example, and this one is an example of a rating, um, model of a needs assessment. But the other two are also provide through the other school. So, again, as you build your own, here are some models or examples that you will be able to use. The step one is determining the school's needs. And these needs assessments will help identify those. If we go...sorry, Julie, we can go to the next slide. The second question, and I saw a lot questions about identifying resources. And this module is very thorough in looking at what are we talking about when we are talking about resources? It is about personnel, it is about materials, it is about funding, and time. Also, facilities. It's also about equipment and technical assistance and training. And so, in this module, there are examples of different tools used to identify the available resources. It's one of those

infrastructures steps before moving ahead into implementing evidence-based practices.

Recognizing what we have and what we need. And so here's an example from one of the schools, and as Larry mentioned there is thorough information in here about the use of RF funding, use of Title 1, Title 2 Part A funding, IDEA Part B funding, and enhancing education through tech technical recovery plans to fund a lot of the professional development that is needed in order to truly implement an evidence-based practice.

So here's another example of what you would find for the middle school. This is the middle-school example within this module. And then the next page is just another example of, you know, what they found, what was required, what was available, and what were areas of need. And I think this is a great process for decision making as schools move forward in implementation. It's one of those pre-implementation steps. Step three really is the selection of an evidence-based program, and that's on slide 32 as we look at that. This is incredibly thorough and many of the IEF guides that Larry mentioned, the links are found within this selection of topics. So in this module you would simply click on introduction or click on behavior and that will open up an entire page of resources, of questions, of checklists that as you're making decisions about selecting an evidence-based practice in a very objective way, the tools are there inside each of those binders to help schools make those decisions. In addition, we have the voices of the experts that have been through this process, that recognize the importance of choosing evidence-based programs that align with specific population of each school building or school site. And I think that's an extremely important point that's made within this particular section. This is a very, very deep section. The content is incredible,

and the research that went into this will benefit any school site that's looking at identifying an evidence-based practice.

The next slide is actually an example of how the interactive nature of this particular module allows teachers to use the skills or allows staff to use the skills they've learned within the module and actually apply them immediately in making these decisions. So it's time to...

**Julie:** Silvia, would you like to introduce Mel? I just felt that I've done that earlier. Hi, Mel.

**Mel:** Hi, how are you? Glad to be here.

**Julie:** Great.

**Silvia:** And Mel is our practitioner, and so, Mel, you've been through this. You were part of the development of this. If you'd like to field some of these questions and answer some of the questions that have been fielded that would be great.

**Mel:** Will do.

**Julie:** So there were some comments here, I think. You are probably previewing the chat area about some best practice and selection. Someone says, “Why do we have to do our own needs assessment? Just in general.” That was one of the questions I saw come up.

**Mel:** Well, I can answer that. One of the things schools have, each school has its own DNA. They’re all a little bit different, and when you try to put an out-of-the-box type program into a school, you usually get a lot of rejection because people immediately want to want to believe that that we’re unique.

The other thing is that sometimes the needs of the school aren’t the same. I worked in two schools that were just a few miles apart. Even though we had a similar type of theme, we had to approach it quite differently and our needs assessment was what really told us. In one level you find out your, the patient has a temperature and the next level you have to find out why this patient has a temperature before you can treat the patient. So just finding out that your students have a reading problem, for example, doesn’t really tell you how to address it. And there’s where the needs assessment really comes in.

**Julie:** Thank you. And I’m just looking, someone was saying, well, my question was more about out-of-the-box needs assessment. That can’t be applied, I think Ellen is writing. So, Silvia or Mel, do you have a comment that’s related to questions about why an out-of-the-box needs assessment can’t be applied?

**Mel:** Well, I think it can, but I think before I do the needs assessment I have some conversations. And we really took it on a couple levels. One is start with conversations, develop an initial questionnaire or needs assessment, and then maybe use one that maybe is more structured or commercially produced. And differentiate the approach rather than rely on one tool. Use multiple tools. And I think that's a key throughout the module. We ask teachers to differentiate their approach with students, and we have to really differentiate our approach, also, in terms of how we approach change in implementation.

**Julie:** Thank you! Those of you who are typing any questions or response in the frame above, I am going to publish that in ten seconds so please hit the *Submit* button now. We'll answer two more before we move on. Sylvia, do you see anything in the chat that you want to pay attention or ask me all about?

**Sylvia:** Well, I mean there was the question, you know, what about evidence-based practices for English learners? And I think it is important as you go through this module to recognize those that have the research-based on English learners and the National RTI Center is one place that that really looks at tools that are out there that are effective for use with English learners. Many states have identified those, as well. Someone else had mentioned, you know, there is a limited list here or there. The Florida Reading Research Center also has done an extensive review of many of the supplemental reading programs, many of the comprehensive, more replacement-type reading programs. And I have found that personally to be a tremendous resource in looking at practices that are used for reading and then looking at the evidence and the research behind it.

**Julie:** Thank You! I think we'll move on, but we'll still be previewing and perusing questions in the chat and thank you for those who've shared your own experiences, too, because we want you to also share what your experiences have been. I'd also ask people to let me publish their comments because I think it just disappeared from my screen. So if you could let me push them out, presenters. Thank you.

So I think we're up to slide 35, the *Challenge* question for this section. Thank you, Mel! I know that Mel is also looking and reading the chat area, and thank you everyone for sharing.

**Sylvia:** The second *Challenge* question presented in that *Challenge* video in the beginning, is, you know, now we have identified the research based programs that we want to implement, but how do we move ahead with implementation? And that really is a very involved process, and so it's essential that these steps...and you'll hear me mention infrastructure because these really are the infrastructure steps before we can say we have truly implemented with fidelity. So if we look at slide 36, I think...

**Julie:** Do you want to do the quick poll? If you have developed a process, a system for monitoring the implementation of fidelity, please just hit the "yes" button. And then we'll move on to slide 36. So Mel says...thank you...Mel says "yes," and Irene puts her hand up. And if you can expand in the chat...so a lot of people who have commented, some have, sixteen have said "yes," and many have said "yes," so that's great!

**Sylvia:** Okay, that's great! And so, please, you know, if you have processes that you've used type those into the chat area so we can share those with each other. And I think when we talk about understanding fidelity and its importance, this is just so important. Because Larry kind of talked about this at the beginning. Discovering what works doesn't really solve that problem. Once the models are identified, it's how do we implement them and implement them properly? Because it is that poorly implemented program, those that he talked about not being implemented with the time, not being implemented in the numbers that the research conditions are not being replicated, and then people throw up their hands and go, "Oh, gosh, what a waste of money. That didn't work." And so it's really looking at implementing with fidelity, because when not implemented with fidelity there is going to be failure.

And so it is so essential that it isn't just choosing the program and leaving the box in the teacher's room and then saying, "Okay, now go ahead and do this," but that these pieces that are addressed within this module actually occur as the implementation steps move forward. So, Julie, as we go on to the next...

**Julie:** Slide 37.

**Sylvia:** Yes, slide 37. Establishing an implementation team is step 5, and then providing and training ongoing support are steps 5 and 6. And, Mel, since you are the expert that

speaks to this slide, you want to share a little about your practice in establishing that implementation team?

**Mel:** Well, the key there is to...and I'm going to put it as simple as possible...work with the willing. You want to ask for volunteers, but you need to select those volunteers carefully. Don't try to include people that really don't want to be included and don't have a personal interest or a professional interest in what you're doing. Another point is to really look at starting small. Don't try to involve too many people. Maybe eight to twelve is probably a good number, in terms of group-dynamics. And the other thing is to use that implementation team or that team that you begin with to begin the implementation, and those should be the test pilots for whatever you're doing. They will be the future leaders in terms of communicating. So these are important people. They should be a diverse group, represent different parts of the school, different interests. You want to tap into the collective intelligence of the staff so you can begin to build the collective capacity of your entire staff.

**Sylvia:** And I think when you...Julie, if you go on to slide 38...I think in looking at who it is that you would choose on that team, I think it's all in making those decisions, the roles that they will play. And so that they will be playing, they will be part of professional development. They will be providing corrective feedback. They will be working and training, training new teachers, doing observations, gathering data, and so it's looking at team members that are well respected by others, that others look up to, that

see their colleagues in a positive light so that this type of activity, the purpose of the team, can actually be implemented.

**Mel:** And I think the key here is that people become members of the team, not because of who they are and how long they've been in the school, but what they bring to the team, the strengths that they bring. And it's important, not just to have all new people, all experienced people, but have a mix, try to have a mix so that you really have a variety of perspectives.

**Sylvia:** Yeah, and providing training and ongoing support, step six on slide 39. Mel, do you want to just talk a little bit about how you have done that in your work? And then I think it is important that that people would take the time to click on that little briefcase.

**Julie:** Yes, if you are on the site. Right.

**Mel:** Well, most people look at implementation, they try to do it too fast. They try to move too fast, announce what they are going to do, and expect everybody to do it.

**Sylvia:** Right.

**Mel:** And that's the great weakness. And I always say, work with the willing, and I've already said that. And start small and start slow. And that means looking at this as a long-term effort, not just indicate what you want to accomplish in the short run, but also look

at maybe a one, two-to-three year goal. It's about continuous, incremental improvement over time, not about rushing and hurrying up. Because that's what where most schools that I've found get into a lot of trouble.

The key thing that we used was to really use our own people to provide professional development to our staff and then to divide into teams and have people observing each other and giving each other feedback. What we were trying to do, as I said before, build collective capacity rather than work one-to-one with each person, really try to build the group, the capacity of our entire staff, to deliver what it was we were trying to do. And if it were a literacy program we chose a simple...a few...number of strategies that we felt that they could accomplish. We had our own people doing the training and then teachers observed each other implementing those and we didn't continue to move on until we were certain that our people mastered what it was we want them to master. Sort of like, much like we asked teachers to teach students in the classroom, we have to approach teachers in terms of their professional development.

**Sylvia:** Right. Okay.

**Mel:** So we would outline where we wanted to be at the end of the first semester, at the end of the first year, and then we would reevaluate, reassess, and then go into our second year. So it was a growing, developing program, ongoing, content-specific, and job-embedded. And the key there is job-embedded.

**Sylvia:** Right, right. And I think as schools look at laying out that training and ongoing support, sometimes the message is best heard from within, and sometimes it's best heard from without. And again that's that DNA that you talked about, that each school site has this particular DNA, even as to who they would accept the message from. And so if you are, you know, identifying outside sources to do your professional development, this module provides you some tools as to how to assess the effectiveness of those professional development providers. And so within this module there're several tools that you can use to assess the reaction of the participants, what they really did learn from the professional development. And so if you have, if you currently use assessments in conjunction with professional development, let's just do a quick poll, Julie, and see how many people actually do that piece of evaluating the effectiveness of the professional developments that they are receiving.

**Julie:** So the question is, please hit the check "yes" box if you have a process in place for assessing the effectiveness of your professional development. And do you see those results, Sylvia?

**Sylvia:** Yeah, looks like so...looks like some are. And if you are one of those x's that are not, again this module has many, many examples and models in it that you could use to really look at that piece.

**Julie:** There's a really good distinction, as Peggy writes here. "What are we asking, feedback or assessment of?"

**Sylvia:** “Feedback or assessment of?” I’m not quite sure I...

**Julie:** I think she means what...is that there is a distinction asking for feedback about the professional development or doing the assessment of the professional development?

**Julie:** Well, I think the feedback will help you determine...and, you know, once it’s already happened, okay, you can’t go back and redo it...but if the decision is involved would you have this person come back and do ongoing professional development? So in that sense it is feedback that determines was that effective and would we want to continue to receive that type of professional development, or professional development also from that particular individual or entity? So that’s part of that process, and as you click on the examples you will see some of the questions are directed more towards what, how effective was the learning? And more towards would you want this person to continue to provide you professional development?

I think the next slide is another example of the coaching piece. So it isn’t just the training, but it’s the ongoing support piece. So here’s the video example of support through coaching. And, in addition, there’s a checklist, so as participants watch this particular clip, they identify, you know, when does the coach make positive comments? When does the coach, you know, do that positive feedback piece that is so important to the training and the ongoing support in order to actually learn and use the evidence-based practice with fidelity? So again this is a very interactive way for teachers to be able to use this

module, for professional development providers to use this module to teach each other how to do the coaching piece. And now you mentioned, you know, you have teacher teams learn this process so that they were comfortable with each other doing that coaching. And the module provides that type of training and modeling for...

**Mel:** That's right. We wanted them to develop a commitment to each other.

**Sylvia:** Right.

**Mel:** And not to be worried about looking over their shoulder about who was inspecting what they were doing.

**Sylvia:** Exactly.

**Mel:** We spent a lot a time up front talking about why we were doing what we were doing. And I find a lot a schools don't do that, and as a result people feel like they are going through the motions instead of really understanding the compelling reasons behind what it is they're doing and why they're doing it. And the other thing somebody mentioned in a question here, going slow leaves people behind. Actually, it doesn't. Change is counterintuitive. When you try to hurry, you create a lot of resistance and create a lot of messes. Most people spend a lot of time cleaning up the problems they created by trying to force feed people too quickly. Actually, we want this thing, we want that whatever we're working on—let's say it's a literacy initiative—we really want it to

go viral. We want people to adopt it. It goes one-to-one, person-to-person, but spreads throughout the school quickly. And you can't do that by announcing something and announcing and dictating who's going to work with who when, and the key thing is to really look at it as long-term, and by doing that you actually move faster.

**Silvia:** So it's using standardized materials and insuring that the quality and instruction is following the implementation manuals, and when you look at the Dixon Research that really looks at effective implementation practices this initial standardization, step-by-step procedures of implementation is essential to beginning the fidelity process. Later on, you can make some changes in adaptation, but initially this is extremely important that the guidelines be followed. And when you look at step eight, developing the system for monitoring, and I saw slide 43. I saw a lot of questions up front about this piece. How do we monitor fidelity and so there really are different methods, measures, and sources, and these all three of these need to be taken into consideration when making decisions about how you develop the monitoring system. Observational data is vast, and as Larry mentioned, you know, the self-review is one way to do that. But observational data is essential, and, Mel, what you've talked about is, you know, teachers being okay about observing each other, really, is that process that we do have people go in and observe. That's the method, and then the measures that might be used, the checklist that might be used, and then the sources. Who are the people? And in the module itself you actually get to watch teachers implement lessons, and then get to observe them, and if you look at the next line, line 44, this is an example of a teacher teaching and then using a checklist to determine, you know, did they do the things identified? Did they use the correct amount

of time? Did it last the correct number of minutes? Did they did they follow the script? So this is an example of a method of measuring the fidelity, and there are numerous examples within the step 8 on this particular page that will really help you develop a system for monitoring. So let's take a few minutes to reflect and review on the questions that have come up. And, Mel, you've already addressed a number of them. But I think in developing a system for monitoring is that something that your staff did together or who provided the leadership for that.

**Mel:** Well, the staff really developed the plan and t we decided on the approaches. But here's, ironically, where I wanted to bring an outsider in and really help with the what I call program audit. I brought somebody in who each year, once in the spring, to look at our literacy program to make sure that we were actually doing what we say we were doing. And I think Larry talked about that. We have blind spots to our own behavior sometimes, and we need somebody from the outside to say, "This is what you say you want to do. Are you actually doing it?" So I actually, this is the one area that I wanted some objective opinion to say are we really following our plan.

**Silva:** And that I think that is really helpful. Every school does have its blind spots. And so having someone from the outside come in does make a huge difference, and I think again as you look at this whole section, the implementation steps, I agree with you that the going slow to go fast is really truly, truly important, that these inter-structure steps

need to be in place prior to really saying, “Okay, here we are really implementing. Let’s set goals and try to meet those goals,” and that the baby steps are very, very important.

**Mel:** Yeah, think about it. This is really about changing the culture.

**Silvia:** Right.

**Mel:** In the mindsets of people in the school...and you just don’t do that by turning a switch. As you as you develop the culture and as you mature in terms of the process then you can implement little nuances much more quickly because you have everybody understanding why they’re doing what they’re doing, and they’re working in a consistent way so tweaks and little changes can be done quickly after you lay a strong foundation. That takes, many times takes a couple years to do that.

**Silva:** Right.

**Julie:** I’m just going to post the questions now. Come up and see if you want to select any or comment on any of these that will come up in the section now. Also, folks, hit the *Submit* button. There’s lots of great discussion happening, and so we really thank you for sharing amongst each other as well, because we’re all learners together around these issues. So someone a quick question from here, Silvia or Mel. Someone says, “How did the school board get involved in the process?” I think that’s for you, Mel.

**Mel:** Well, it's important for people to get by and at all levels. And the issue of school and district and school alignment is critical to successful implementation, and it can also undermine implementation. If districts just give schools programs or directives, that usually doesn't work out too well. They have to work in the partnership. Just like schools have to work, develop partnerships within the school, we have to reach out to develop partnerships up the line with our district, but also with our feeder schools so that we're all working together toward a common goal. And that...I came to understand that our hearts were always in the right place, but we had to get our heads together in order to be on the same page.

**Julie:** Silvia, do you think... Thank you, Mel. Silvia, do you want to select or comment on one of these that just came up or any others before we move on, in light of time?

**Silvia:** This, you know, "Have you made or have you had more or less success with readymade checklists, or should you personalize all checklists with stakeholders?" I mean, I have found personalization, of course, makes it a little more real. And, again, as Mel mentioned, you know every school does have its own DNA, and there are things already in place that have been implemented well and don't need a lot of change, and I think those need to be celebrated. And that doesn't always show up in a, you know, purchased checklist, and so I do think it is important to recognize the strengths of each school staff and personalize it in such a way that it there are some celebrations happening while we also look at the glaring things that need to be changed.

**Mel:** Yeah, and I talked about before, about starting conversations, and I think too that I know in any [garbled] feed we use a case survey that's a comprehensive school environment, and it really is a conversation starter. It really doesn't try to go down to the granular level of what specifically is a problem, but really looking at overall mindsets, beliefs, expectations, so people can start examining that and then drill down. So there's a couple of ways to do it. Just start at a more granular level and build up or really start at a more general level and have the conversations then lead to something more specific. It really depends on the context of the school. There's a lot of schools out there right now are under a lot of pressure to produce results very quickly. So they're going to have to pick an approach that really matches the needs of their students, and the needs and desires of their community, and the expectations of their school board and district style.

**Julie:** So a lot of comments have been shared about the culture of change, and are there any final comments about the culture of change? Change in school culture or change culture in general, Mel or Silvia, that you want to make a final response?

**Silvia:** I think one thing that Greg Roberts from the Center on Instruction had mentioned in one of the previous Webinars was, you know, change takes time, and that when you start with that vanguard group you celebrate their successes, and those that are reluctant to change are slow to change. And that usually is the result of them being burned somewhere in the past that they will slowly come along. And I think you can't push people, but that they will see the success. They will see the people working smarter, not harder. They will see the data that is the most convincing, that, yes, this is working when

implemented with fidelity, that change will come to the resisters over time. We just need to give them that time.

**Mel:** The other thing, you understand, is many people in our schools have had a really bad experience with change. To them, change is one fad after another, year after year.

**Silvia:** Right.

**Mel:** And so we have to prove to them that this is not a fad, that the collaboration, the professional community that we're trying to develop is not going to go away. And that does take some time to do that, and it's really critical that we spend the time listening to people, talking to people, and that we have a sense of urgency but not panic. And that's a gray area there. Too many people come in and want to get some quick wins and then they're gone. They fly in, make a lot of noise, and fly out again, and that's what Kim Blanchard calls seagull leadership. We don't want to gauge it that. This is about a commitment to people, relationships, and building a culture with a focus on students. So it's a collection of professionals gathered together to improve performance of each and every student in our school. That's a different paradigm that many of us had when we went to school or even when we started our careers. So we have to really be sensitive to the fact that too many people have a bad history, so to speak, with change, and we have to change their minds and prove to them that this will work, that working together is a much better way than working individually and autonomously.

**Julie:** Thank you, everyone. Thank you, Mel and Silvia. I'm just, in light of time, I'm just moving us to slide 26, which is the final *Challenge* question.

**Silvia:** Okay, and really the question was, "How can school personnel determine that they've effectively implemented evidence-based practices or programs?" And we know that it is it is going to take data in order to determine have they been implemented with fidelity and so, you know, that's kind of our quick poll here. Are you currently collecting implementation data? And so if you just want to do a quick yes or no on that, and then in this, in these last pages of this module when we look at sustainability it is essential that data collection becomes a part of this. How do we collect data and evaluate the effectiveness so it looks like several actually have used different data collection techniques? And, you know, do share those in the chat box. That would be really helpful to schools who are looking at this last piece, and someone just in the chat box mentioned the difficulty with the sustainability, so Julie let's go on to the seventh point.

**Julie:** Line 47?

**Silvia:** Yes, and this is exactly what Mel was talking about, that implementation checks are about improving the quality of the kid outcomes. And it's not about evaluation or accountability or good or bad teaching. And I thought this quote from George Sugai was really important, and I think if you have these beginning conversations this needs to be a driving point...is that it's about kids, it's about kids, it's about kids. And so when we come into the room to do this data collection, it's about kids. It's not evaluating you as a

good or bad teacher, and this module really helps in looking at tools that you can use in doing this type of evaluation in the most objective way possible. This module gives you the practice of watching lessons to see, you know, is the program being implemented with fidelity? And there's a checklist that participants use as they watch the lesson to see what the process is. That it is about, you know, are the research-based facets of the particular program being implemented, yes or no? And I think this is one way to kind of lower that affective filter on the teacher's part to see what this process is like. So I think this particular example in the module is extremely important to begin those conversations about this is what the data collection and evaluation will look like, and that there are multiple ways to collect the data and to evaluate the fidelity.

And if you look at slide 49, as the IRIS people, we work together on which were the important slides. We all felt this was so important. You know, it's a numerical calculation. It's objective, it's not subjective. How many yes's were there? How many no's were there? It's not saying, you know, we like you, you're a good teacher. We're really just looking at were the pieces implemented with fidelity, yes or no. And I think as teachers see that it is more about just implementing the way it's suppose to be and not about me personally this practice becomes easier. And then, Mel, you know, I'm sure you've been through the difficult part of this so any insights that you want to share on this piece.

**Mel:** Yeah let me go back to the previous slide 49. The key thing there is really you shouldn't be surprised at your summative evaluation because you were doing a lot of formative assessments on the way.

**Silvia:** Right.

**Mel:** Data's something that you start collecting at the beginning, and you don't stop observing and collecting information and data the entire process. So it permeates everything. Data is the fuel that drives the engine of change in a school. It puts the focus on students and takes the focus off of adult opinions.

**Silvia:** Right

**Mel:** If you have transparent data in your school, everybody should know what's going on everywhere, and there's no secrets. So you build trust by the more you use data, the more you build trust, and the more you fire the sense of urgency in your staff to want to improve. It's not about what my opinion was. It was about what our kids' and our students' needs are.

**Silvia:** And I think, you know, when it does come back to kids, I mean, everyone went into teaching because of kids. That's a way to bring it back around to not be reflective on the teachers. If we look at step 10—and so, Julie, that's slide 50—the information, you know, in this section is so important because as Mel said, you know, we don't want this

to be something that comes and goes. And it's another change that left teachers worn out. And so we have to really intentionally plan for sustainability and that you know to recognize that that these factors can get in the way of sustainability. Recognizing those and creating plans that would meet um these specific factors in order to be proactive in insuring the sustainability occurs.

And, you know, I think changes in staffing is when people are constantly being faced with the time and funding constraints. The leadership that stays as well to be able to continue this process over time. In dealing with you know an emphasis on high stake testing and resistance to change are all things that can get in the way of sustainability. And if you go to slide 151, you'll see that you know within this module there are many different ways that you can do that intentional planning to support sustainability and tools and resources that are available to each building and looking at how they can do that. And, again, we can't go into the content here, but these are excellent tools that will help you walk through this particular process. So, Julie, let's go to this open-response poll.

**Julie:** Yeah, thank you. We just don't have a lot of time. We've got about ten minutes left, so there are, I think, questions that have been coming to the set. I know you both have a few, you know. So these, and based on the information or the work you have done with the modules please share, you know, how you will take what you have learned today and maybe apply it in your own work. And if you have any last comments or thoughts, please also share those with us. And I'll invite Mel and Silvia to make any final

comments on this, as well, as you've seen posted in the chat. Mel, do you see anything you'd like to respond to now? It's moving fast, that chat. I can't keep up with it.

**Mel:** It is.

**Julie:** So, folks, if you haven't and you want to ask questions, type it in and it'll come up really quickly in the main window. I was seeing...

**Mel:** In terms of building sustainability, it's really important to grow leaders. You shouldn't have one leader when you talk about your initiative. You should have multiple leaders throughout the school and that takes conscious effort on the part of everybody to really to...I used to say train your replacement...but really I ask the question is who would attend a meeting if you weren't able to do it. And that's the person you need to make sure who is the next leader. So that you're never short of leadership, and that way you sustain the culture. It's when there's only one of two people working on the change that it's not sustainable.

**Julie:** Thank you, and how do you sustain training in evidence-based practices in monitoring fidelity as districts make budget cuts? I think Dan...that was a question from Dan.

**Mel:** Well, the key thing is most schools that I come across have, they're working on too many things at one time. They're really going to have to figure out their high leverage-

points. For our school, one of the high leverage points was literacy, so we really had to refine what we were doing, why we were doing it, and what we wanted people to accomplish. It's more important today than ever. If you have fewer people and fewer resources, you have to make them more productive. And that means you have to really be clear, get them more involved, and it puts more of an imperative to do exactly what this module teaches people to do. So that's the very reason we're really doing this is people are facing resource challenges, and they really need to get really good at what they're doing so they get more out of it.

**Julie:** Thank you. Silvia, do you have any comments about this? I'm watching these go by. They're so...they're going by so quickly.

**Silvia:** You know, I think that the sustainability piece is very similar to the needs assessment. I mean, what would sustain a specific staff is going to be different. I think it is interesting that, you know, when just looking back it's like fifty-one. You know, positive outcomes for students are not enough to sustain its use of an evidence-based program. That, you know, we need to recognize the fatigue factor. We need to recognize and celebrate successes. Let's also insure that we're providing teachers with the ongoing resources that they need. And, having worked with many teachers, probably the most valuable resource is time and giving them time to do the type of planning that they need to do in order to do the evidence-based practice with fidelity. And I don't know, Mel, if you've found that to be the same thing, but teachers appreciate time more than anything else.

**Mel:** Well, I think I do think that they appreciate input into what we were doing. They felt like they didn't want to miss a meeting because they didn't want to...they wanted to be a part of decision making. And I think when I ask teachers, I ask leaders the same things that I used to ask teachers: Would you want control or would you rather have cooperation? Most teachers say I want cooperation, because if I have cooperation I don't need control. And I saw one of the people in the chat use the word "control." This isn't going to work if it's about control. What we need to do is have the cooperation of our staff, and that's where culture change, that attitude, taking the time to explain why we are doing it, really addressing the mindsets of our staff and really taking the time to look at data, have open discussions. You mentioned time, so there's time right there. But really taking time so that we don't have to take time later on to clean up messes that we've created because we tried to hurry too much.

**Silvia:** Right. Julie, did we get...how close did we get?

**Julie:** Thank you, everybody, for typing your responses. I'm going to publish those now, and we'll do a quick reflection if you are typing into the polling about you'll use this information in your own work or, you know, enhance what you were already doing. I'm just going to publish that now, so could you please hit the *Submit* button. We're running out of time here, so thank you so much, everybody and presenters and to participants for all the rich sharing and information sharing today. So those are some of the questions, some of the responses, how people are going to plan to use some of these pieces.

**Silvia:** Well, I'm glad to see, you know, people are going to use the IRIS Modules in their technical assistance activities. Because, again, the research that has gone into these modules, the depth of practice, I mean, it's good instruction. We have modeling, we have interaction, we have opportunities for teachers to watch other teachers teach. And it all happens in one place. They don't have to go listen to the experts somewhere else and then bring that back to their practice at all. It can happen in the same room, so as you know professional development provider I see this module as something that can be used across an entire year actually in the whole infrastructure and planning process for implementation of evidence-based practices with fidelity. So I'm really glad to see that many people plan on using these materials.

**Julie:** And, Mel, do you have a final comment before we head back over to Naomi?

**Mel:** Well, I agree with what was just said and that is the fact that there's a lot here. And we need to go back to Larry, and what Larry initially talked about was our greatest weakness. Our greatest strength is coming up with a lot of good ideas about how to help students. Our greatest weakness is implementing those ideas consistently over time. And so this module really is designed to help people do that. It's really about the *how* of change. And that's really where we are right now. Most school leaders have a lot of what that they want to accomplish, but it comes down to the how. How do we actually do it, and how do we actually accomplish it within our school?

**Julie:** Thank you, and I'm heading back to you, Naomi, to talk a little bit about just final wrap up about those who might know about IRIS, and then we'll talk about next steps how to access the archive and the chat log and where you can send any follow-up questions and engage in this work. Back to you, Naomi.

**Naomi:** Okay, well, once again I just want to thank everybody for participating in this Webinar. For those of you who haven't heard of what IRIS is, we are a center that is funded by the U.S. Department of Education, the Office of Special Ed programs, and we are funded to develop free online resources working with struggling learners and students disabilities in inclusive settings. We have forty-one other modules besides this fidelity module, and a host of other resources that if you'll take a look at on our Web site, and if you have any questions about any of our work on the screen right now. We've got three different components of the work. Here at Vanderbilt, we develop the materials, and then training and dissemination is handled through Claremont Graduate University, and then our partnership for...I mean our center that handles partnerships is out of Washington, DC, and that's how we got hooked up with Mel for starters, and we're very appreciative of him and all the work that he's done on this module.

**Julie:** There was a question that someone said this is a great example of support for RTI. You have a whole module on RTI as well, right, Naomi?

**Naomi:** Actually we have six modules. We have a six-module series on RTI so thank you, Julie, for cuing that.

**Julie:** And then I also, we also thank you. I'm cuing myself here. We have done some Webinars in collaboration with the IRIS Center about the online professional development modules for RTI and then the other one which was tried too was the modules and resources for implementation. So thank you, everyone, for joining us today. I think that I should...want to wrap up with Next Step. This Webinar will be archived where you signed up for the Webinar. We'll be putting up notes and the chat and the MP3. We would really love to get your feedback, so I know my colleague Anna has posted already on SchoolsMovingUp the link to the survey. And I'll be pushing out that shortly. But before we go, I was wondering if, Larry, if you are on the call, if you want to end any comments. I don't know whether you're still with us.

**Larry:** I am still on the call.

**Julie:** Would you like to finish up the presentation today?

**Larry:** I just wanted to say thanks to everyone, and thank you to IRIS in particular, who do just an absolute terrific job of taking the research and turning it into instructionally relevant training materials that are actually useful in the classroom. And that's what, frankly, that's what we fund them for, and that's what the Department of Education exists for. So we thank everyone, and I wish everyone well. I'll turn it back to you, Julie.

**Julie:** Thank you, and our presenters, I want to thank you all. Do you have any parting thoughts before I push out the survey? We have two more minutes, and I want to ask you if you one final thought or reflections. Mel?

**Mel:** Just the idea that this is about really doing the right things the right way and to make sure that we give people a lot of reasons to do them.

**Julie:** Thank you, and, Silvia, I know that you do a lot of technical assistance out in the field around school improvement. Do you have any parting comments or thoughts?

**Silvia:** I just, I mean, I want to thank the IRIS Center and Larry for funding them to put this together because in the work in the field out in schools and district, and I see how many district administrators and site administrators and staff development specialists we have on the call, how important tools like this are to insuring that their school improvement and their RTI implementation does move ahead with success. And so I'm glad IRIS has worked with us in the California Comprehensive Center in order to be able to get these very important tools and very powerful tools into the hands of the practitioners, so I appreciate this opportunity, IRIS and Larry.

**Julie:** So thank you all. On behalf of SchoolsMovingUp, we really appreciate you all taking time out of your busy schedules and hope you can enjoy the rest of your summer, and again if you have any questions or comments [eventhelp@wested.org](mailto:eventhelp@wested.org), and the Webinar will be archived, and thank you all for your hard work, and I'm officially ending

up the Webinar today, so thanks to everyone, and I'm pushing out the survey link. You could take a minute or so to give us your valuable feedback so we can keep bringing you Webinars like this and getting your feedback as we do. Thank you, everyone, and have a great day. I'm officially ending the Webinar. Bye.

**Sivia:** Bye.

**Naomi:** Thanks, Julie.