

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

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **Module Description:** This module discusses the importance of selecting evidence-based practices and programs. It also examines actions that school personnel can take to increase the likelihood that the practice or program is implemented as it was designed (est. completion time: 3 hours).
- **STAR Legacy Cycle**
- **Related to This Module**
 - Link: Module Outline
 - Video: Navigating an IRIS STAR Legacy Module
 - Link: IRIS and Adult Learning Theory
 - Wrap-Around Content Map

Challenge

- **Video:** 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.

Notes

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?

Notes

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Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & 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
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ 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...
 - Step 1 [bullet points]
 - Link: Commonly used methods for collecting information
 - Link: Examples of needs assessment surveys
 - Step 2 [bullet points]
 - Step 3 [bullet points]
 - Link: baseline [definition]
 - Link: Data sources
- Audio: Mel Riddile discusses the importance of using data to determine the needs of a school
- FYI
- Click each logo below to learn how Paige Elementary, Grafton Middle, and DuBois High conduct their needs assessment and to view their findings
 - Link: Paige Elementary
 - Link: Grafton Middle
 - Link: DuBois High

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Notes

❖ Page 2: Identify School Resources

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

Notes

❖ 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

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- Student Characteristics [bullet points]
- Implementation Factors [bullet points]
- Link: Episode 6: Selecting an Evidence-Based Practice or Program [IRIS Interview]
- U.S. Department of Education Resources
 - Link: Introduction
 - Link: Behavior
 - Link: Early Childhood
 - Link: Math
 - Link: Reading
 - Link: Science
 - Link: Technology
 - Link: Transition
- Expert Panel
 - Audio: Larry Wexler
 - Audio: Lynn Fuchs
 - Audio: George Sugai
- Link: Memo from the Secretary of Education, Arne Duncan
- Click the logos below to discover the resources identified by each school
 - Link: Paige Elementary
 - Link: Grafton Middle
 - 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
 - Link: What Works Clearinghouse Website
 - Link: About the What Works Clearinghouse [video]
 - Link: Feedback

Notes

❖ Page 4: Understand Fidelity of Implementation and Its Importance

- To implement a practice or program with fidelity... [bullet points]
- Research Shows
- Expert Panel
 - Audio: Larry Wexler

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- Audio: Mel Riddile
- Audio: Joseph Torgesen
- Promoting Fidelity of Implementation
 - Factors Associated with High Implementation Fidelity
 - Practice or Program Characteristics
 - Organizational Characteristics
 - Teacher Characteristics
 - Training
- These actions can increase the likelihood that educators will implement practices or programs with fidelity [bullet points]

Notes

❖ Page 5: Establish an Implementation Team

- The team may perform a number of tasks... [bullet points]
- Audio: Mel Riddile discusses the importance of creating an implementation team
- Click the logos below to learn how each school established an implementation team
 - Link: Paige Elementary
 - Link: Grafton Middle
 - Link: DuBois High

Notes

❖ Page 6: Provide Training

- When seeking high-quality PD, school personnel should... [bullet points]
- Training Is Provided by Knowledgeable Professionals
 - Helpful questions to ask when selecting a qualified trainer [bullet points]
 - Audio: Mel Riddile discusses using data to determine the needs of a school
- FYI [bullet points]
- Training Addresses Skill Development
 - Presenting information

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- Demonstrating the skill or concept
- Providing opportunities to practice
- Research Shows
- Evaluating PD Training
 - Evaluation Types and Purposes
 - Pre-training assessment
 - Post-training assessment
 - Overall training evaluation
 - Follow-up assessment
- Link: Tools for identifying and evaluating professional development
- Click the logos below to learn how each school investigates and evaluates professional development (box with links)
 - Link: Paige Elementary
 - Link: Grafton Middle
 - Link: DuBois High

Notes

❖ Page 7: Provide Ongoing Supports

- A teacher's newly learned skills generally are... [bullet points]
- Link: drift [definition]
- Ongoing support may involve one or more of the following [drop-down boxes]
 - Re-training initial providers
 - Refining skills
 - Training new staff
 - Providing emotional support
- Link: Types of training formats [definitions]
- Video: Watch a portion of a coaching session
 - Notice how the coach in the video... [bullet points]
- Research Shows
 - Link: Benefits of peer coaching
- Expert Panel
 - Audio: Larry Wexler
 - Lynn Fuchs
 - Joseph Torgesen

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❖ Page 8: Use Implementation Guidelines and Supports

- FYI [bullet points]
- Video: Watch a demonstration of how to identify the steps for effectively teaching a writing strategy
- The implementation manual may address other information related to implementation... [bullet points]
- The implementation team may want to develop supplemental guidelines that address issues such as... [bullet points]
- Click the school logos below to learn about the specific implementation guidelines used by each school
 - Link: Paige Elementary
 - Link: Grafton Middle
 - Link: DuBois High
- Activity: Help to identify and list the steps necessary for effectively implementing PALS
 - Link: PALS summary
 - Link: Feedback

Notes

❖ Page 9: Develop a System for Monitoring Fidelity

- As they develop a system for monitoring fidelity... [bullet points]
- Research Shows
- Identify Methods, Measures, and Sources
 - Methods
 - Measures
 - Sources
 - Link: Establishing reliability of measures

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- Link: Establishing validity of measures
- Video: Learn how the step-by-procedures from the POW writing strategy were used to create a fidelity measure
- Activity: Help the team create an observation form
 - Link: Step-by-step procedures for PALS 2–6
 - Link: Feedback
- Sources
 - Methods, Measures & Sources (table)
 - Audio: Daryl Mellard explains the benefits and drawbacks of several types of commonly used methods and measures for assessing fidelity of implementation
- Establish a Data Collection Plan
 - Learn more about several types of information that the plan can include [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
 - Link: inter-observer reliability [definition]
- Click the school logos below to learn how each school develops a system to monitor fidelity of implementation
 - Link: Paige Elementary
 - Link: Grafton Middle
 - Link: DuBois High

Notes

❖ Page 10: Collect Data and Evaluate Fidelity of Implementation

- Data must be saved, preferably in a spreadsheet program, so that... [bullet points]
- Link: Calculate an individual's fidelity of implementation
- Video: Join a classroom observer as she completes a fidelity checklist on a teacher implementing the POW writing strategy
 - Link: POW observer checklist
- Activity: Observe PALS implementation
 - Video: Observation 1
 - Audio: Devin Kearns offers feedback on the video

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- Link: PALS observation form
- Video: Observation 2 (movie)
 - Audio: Devin Kearns offers feedback on the video
 - Link: Feedback
 - Link: Feedback
- Video: Observation 3
 - Audio: Devin Kearns offers feedback on the video
 - Link: Feedback
 - Link: Feedback
- Ensure the Practice or Program Was Implemented as Intended
 - Audio: George Sugai discusses how schools can overcome one of the challenges related to collecting fidelity data
- Detect and Correct Implementation Errors Early
 - Audio: Daryl Mellard explains the benefits and drawbacks of several types of commonly used methods and measures for assessing fidelity of implementation
- Evaluate the Relation Between Fidelity and Student Outcomes
 - If fidelity is low, student outcome data cannot be interpreted with confidence because... [bullet points]
- FYI
- Click the school logos below to learn about the process each school uses to collect data and evaluate fidelity of implementation
 - Link: Paige Elementary
 - Link: Grafton Middle
 - Link: DuBois High

Notes

❖ Page 11: Promote Sustainability

- Expert Panel
 - Audio: Joseph Torgesen
 - Audio: Lynn Fuchs
 - Audio: Daryl Mellard
- Learn more about some of the factors that help to sustain a practice or program
 - Classroom feasibility
 - Ongoing support

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- Materials availability
- Required change
- Visible benefits
- Student enjoyment
- Conceptual knowledge
- Expert Panel
 - Audio: Joseph Torgesen
 - George Sugai
 - Daryl Mellard (audio)
- FYI
- Click the school logos below to learn how each school develops a system to monitor fidelity of implementation
 - Link: Paige Elementary
 - Link: Grafton Middle
 - Link: DuBois High

Notes

❖ Page 12: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 13: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
- 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

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- Link: Paige Elementary
- Link: Grafton Middle
- Link: DuBois High
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

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Notes

You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]