

Implementation Fidelity when the Intervention is Locally Defined



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Background

SETTT for Success is a system for designing and delivering effective professional development. It features technology-based supports for trainers who provide professional development to teachers of students with significant cognitive disabilities. The project's ultimate goal is to support change in teaching practice in order to improve the quality of academic instruction for students with the most significant cognitive disabilities -- those who take statewide alternate assessments.

"Implementation fidelity" usually means that a program or intervention is delivered as intended.

In SETTT for Success, there is a lot of variability by design:

- The academic content
- The goals for teacher change
- What, how, when, and where of teacher professional development
- How trainers learn the SETTT for Success approach and collaborate
- How sites configure and support implementation

This poster describes how we think about **Fidelity with Flexibility**.

SETTT for Success PD cycle: Trainers Use ADDIE SETTT Go!

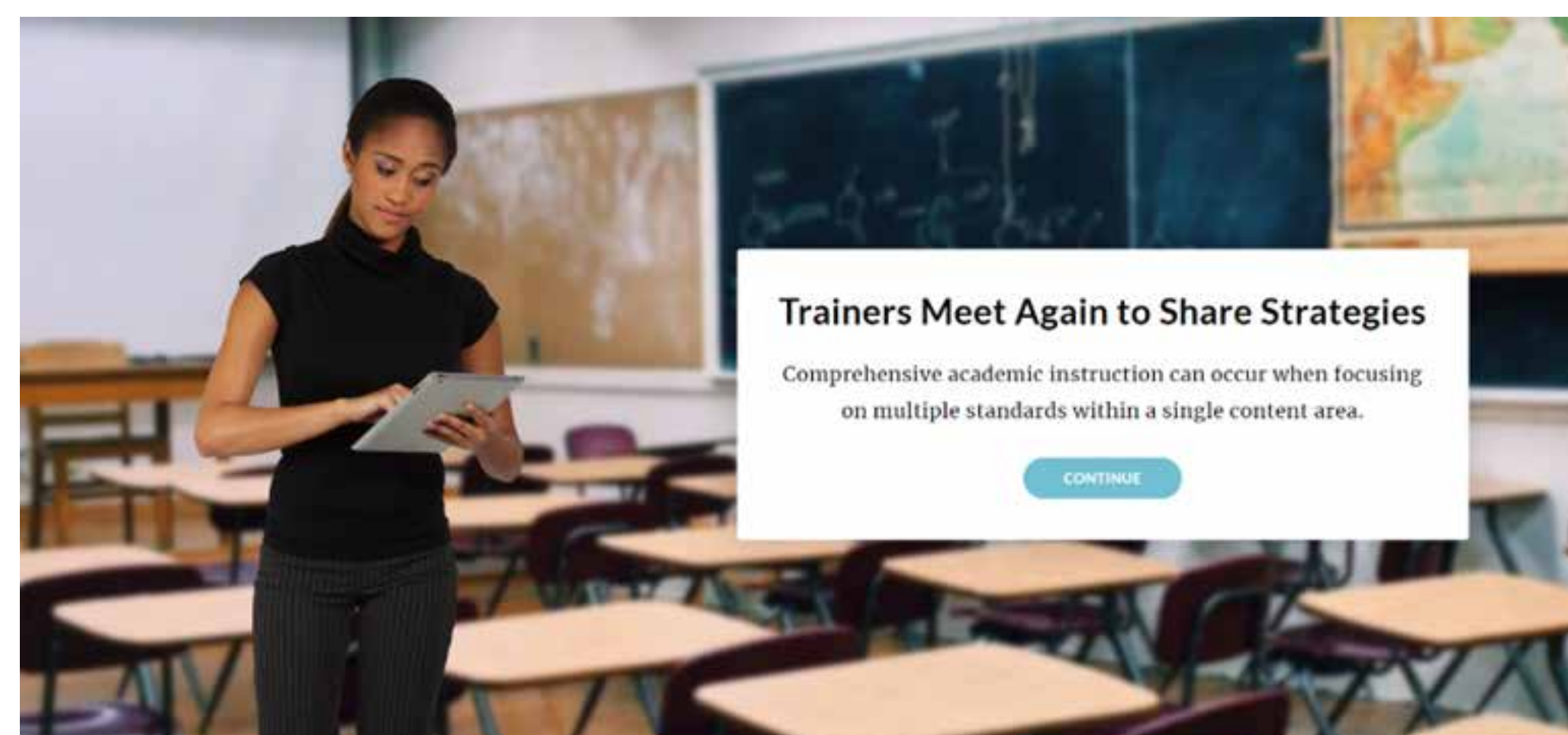
Analyze
» Use student assessment data to understand student needs » Evaluate local constraints and opportunities
Design
» Draft and refine teacher PD goals » Determine how to evaluate the effectiveness of the PD
Develop
» Create effective, academic-focused teacher PD » Plan learning activities that address teacher PD goal
Implement
» Deliver the PD
Evaluate
» Interpret post-PD data to evaluate the effectiveness of the PD

Fidelity with Flexibility

- Trainers may work independently or collaborate as a local site team
- Teacher learning goals might include knowledge, attitudes, skills, aspirations, or behaviors; PD evaluation is based on the goals and methods
- Trainers set their own learning goals and self-evaluate at the end of the cycle
- The PD cycle might cover a single workshop, a sustained professional learning community, or anything in between
- Trainers may be more skilled at some steps than others. They will grow from *developing*, to *practicing*, and *perhaps to excelling*, at "uneven" rates across the phases.

Trainer Supports

- A curated, open-access **resource collection** that supports trainers' own learning, teacher PD, and resources that teachers may use with their students
- Nine self-directed **learning modules** for trainers to learn how to design, develop, implement, and evaluate PD
- Virtual **coaching** for additional support in all PD cycle phases
- A **community of practice** (COP) to share their learning and grow their expertise



Screenshot from a SETTT self-directed module

Fidelity with Flexibility

- In the first cycle, trainers complete self-directed modules in a sequence. They complete worksheets to support application of what they learn, with support from a coach.
- In later cycles, coaches reduce their support and trainers rely more on the COP.

Site Configuration

Fidelity with Flexibility

- A "site" might be a single school, district, region, or other unit where trainers are responsible for developing teachers.
- Sites tailor implementation plans based to their local needs and contexts
- Sites create different types of project leadership teams depending on local staffing
- Trainers may hold a range of professional positions
- Sites might impose some constraints on the PD trainers can pursue

Measuring and Evaluating Fidelity

Implementation fidelity is part of project evaluation. For example:

- To what extent is SETTT implemented as intended?
- How does site context and implementation drivers influence the relationship between trainers' FoI and educators' PD outcomes?

Our thinking has evolved during the project.

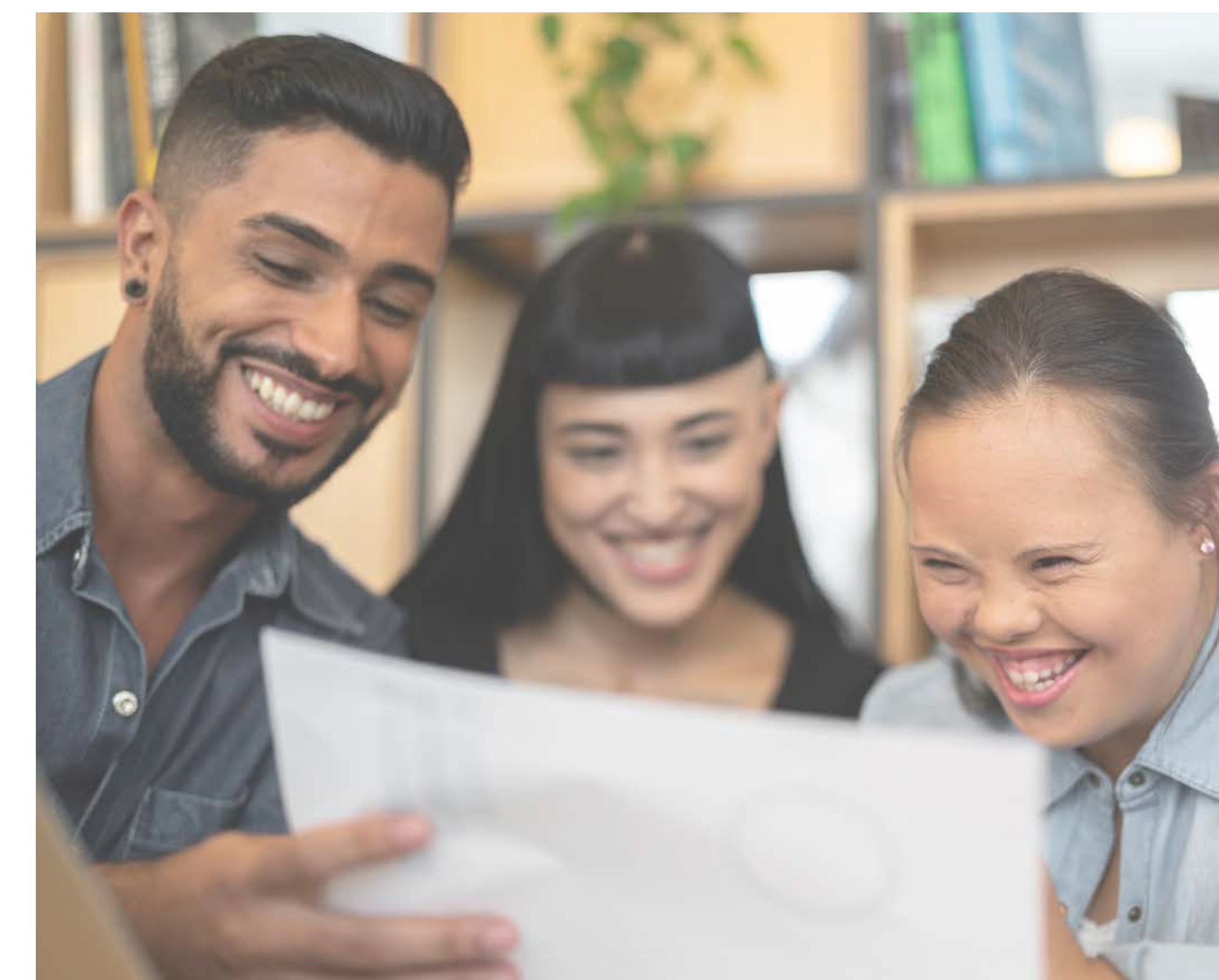
Version 1: Granular and Quantifiable

- Identify multiple indicators per dimension, roughly mapped onto PD cycle
 - » Teacher Learning Goals and PD Design Elements
 - » Monitoring Success and Progress
 - » PD Delivery
 - » PD Evaluation
- Use source documents (teacher artifacts, coaching notes) to rate
- Quantify and sum ratings

Examples:

Rating scale for items: 0 (not apparent), 1 (emerging), 2 (evident)

1. Teacher PD learning goals consider what knowledge, attitudes, skills, aspirations, or behaviors (KASABs) need to change for teachers to improve academic instruction.
 - Evident (2):** Goals fully consider KASAB influences and changes.
 - Emerging (1):** Artifacts from the PD sessions partially align with the PD plan; some components were missing or were not ultimately covered during the session.
2. Trainers delivered PD sessions as specified in the PD plan.



Version 2: Rubric to Classify Trainer Development Over Time

- Used the KASAB framework to organize competencies at each phase.
- Trainers may also be able to use the rubric to self-evaluate progress and set goals

Example Trainer Classifications

	Develop	Implement
Developing trainers can...	<ul style="list-style-type: none"> » With support from a coach, use recommended resources to design PD learning activities (skills) » With support from a coach, develop a PD plan (behavior) 	<ul style="list-style-type: none"> » Describe strategies to keep adult learners engaged and on track to meet PD goals (knowledge)
Practicing trainers can...	<ul style="list-style-type: none"> » Choose vetted resources to anchor PD learning activities and align to PD goals (behavior) » Write a PD plan with clear connections to evaluation questions and teacher PD goals (behavior) 	<ul style="list-style-type: none"> » Keep fidelity to PD plan and agenda (behavior)
Excelling trainers can...	<ul style="list-style-type: none"> » Find and use resources that are vetted and support development of learning activities that reflect teacher PD goal(s), aligned KASAB category, and evaluation (behavior) » Write a PD plan with clear connections to short-term and long-term goals that incorporates a PD series (e.g., PLC topic with asynchronous activities that informs another PLC) (behavior) 	<ul style="list-style-type: none"> » Adapt in the moment to address challenges or build on teacher discussion while meeting PD goal(s) (behavior)

Implications

When interventions aren't standardized and sites vary:

- ✓ Plan for variability but don't pre-define a limited set of options. See what participants adapt, tailor, or create on their own because of their circumstances.
- ✓ Identify the critical components. What is essential to achieve the intended outcomes?
- ✓ Determine how critical components are measured. Balance the need for meaningful measures with sensitivity to change.

Additional Information



SETTT website
 settt.atlas4learning.org



Accessible PDF



Office of Special Education Programs
 U.S. Department of Education

This project is supported by the Office of Special Education programs, U.S. Department of Education, through Grant H327S200015 to University of Kansas. The opinions expressed are those of the authors and do not represent views of the U.S. Department of Education.