SETTT for Success:

Implementation Fidelity when the Intervention is Locally Defined

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Description

The SETTT for Success project supports trainers of teachers of students with extensive support needs (ESN) in planning academic-focused professional development (PD). In this poster, we will describe how fidelity is measured when implementation is flexible.

Define implementation fidelity for SETTT for Success

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

In SETTT for Success, there is no single way the intervention is delivered. 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

This poster describes how we think about **fidelity with flexibility**.

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

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

Fidelity with Flexibility

- Trainers may work independently or collaborate as a local site team
  - » A "site" might be a single school, district, region, or other unit where trainers are responsible for developing teachers.
- Teacher learning goals might include knowledge, attitudes, skills, aspirations, or behaviors (KASAB); 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 of the PD cycle.

For More Information

Please visit **settt.atlas4learning.org** or follow the QR codes

SETTT website

ADDIE SETTT Go Self-Evaluation Tool

Trainer PD Artifact Rubric

This Poster

Setting Teacher PD Learning Goals and Designing PD

Example Site 1

Teacher leaders paired with a district staff member to deliver PD to examine what it means to presume competence of all learners in instruction.

Example Site 2

One trainer designed a series of PD sessions to build teacher understanding of the key components of UDL.

Example Site 3

One site designed several PD sessions focused on data-based decision-making and conducted classroom observations and teacher interviews to determine teacher implementation.

Measuring and Evaluating Fidelity

Implementation fidelity is part of project evaluation. For example:

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

We have developed two approaches to measuring and evaluating fidelity. Each has a different purpose.

Approach 1: Granular and Quantifiable Rubric for Program Evaluation

- Identify multiple indicators per PD cycle phase to evaluate specific criteria across the phases
- Use source documents (PD artifacts, coaching notes) to rate
- Rate using these options: 0 (not apparent), 1 (emerging), 2 (evident), 9 (can't evaluate)
- Use to summarize overall fidelity within the cycle and program-wide fidelity to each criterion (across sites and cycles)
  - » Helps staff see where trainers aren't yet reaching evident (which could point to program improvements)

Example rubric dimensions

Design Phase

Component	Not Apparent (0)	Emerging (1)	Evident (2)
• The teacher's learning goals consider what knowledge, attitudes, skills, aspirations, or behaviors (KASABs) need to change for teachers to improve academic instruction.	• Goals do not consider KASAB influences and changes.	• Goals only partially consider KASAB influences and changes.	• Goals fully consider KASAB influences and changes.

Implement Phase

Component	Not Apparent (0)	Emerging (1)	Evident (2)
• Trainers delivered the sessions as specified in the PD plan.	• Artifacts from the PD sessions do not algin with the PD plan.	• Artifacts from the PD sessions partially align with the PD plan; some components may be missing or were not ultimately covered during the session.	• Artifacts from the PD sessions align with the PD plan. All the session's planned design features were implemented, or a rationale was provided if a feature was not implemented.

Approach 2: Rubric to Classify Trainer Development Over Time

- Use the KASAB framework organize competencies at each PD cycle phase
- Trainers and coaches use the rubric to self-evaluate progress and set goals
  - » Helps trainers build their fidelity over time without using granular checklists

Examples for Classifying Trainer Implementation at Selected Phases in the PD Cycle

	Developing trainers can…	Practicing trainers can…	Extending trainers can…
Analyze	• With coach support, identify data sources to determine student and teacher needs (knowledge) and interpret assessment data (skills) • With coach support, identify PD priorities (behavior) • With coach support, identify their own professional learning goal (behavior)	• Identify PD priorities that are informed by data, including evaluation data in the previous cycle, and that reflect local opportunities and constraints (behavior) • Identify their own professional learning goal and the steps needed to reach the goal; the goal will support their ability to implement the PD in this cycle (behavior)	• Identify additional data that could be collected and paired with evaluation data in previous cycles to determine new PD priorities (behavior)
Design	• With coach support, use KASAB framework to classify PD goals (skills) • With coach support, write teacher PD goals from identified needs and priorities (behavior) • With coach support, write an evaluation plan that includes the required evaluation question, data sources, and how and when to analyze data sources (behavior)	• Write teacher PD goals that can be classified using KASAB and that address identified needs and priorities (behavior) • Write at least one additional evaluation question that measures a teacher learning goal in an evaluation plan (behavior)	• Write a long-term teacher PD goal for teacher change and a series of objectives that support progress to the long-term goal and build through KASAB (behavior) • Create additional evaluation questions aligned to short-term objectives and a long-term goal in a PD cycle (behavior)
Evaluate	• With coach support, summarize PD results using the evaluation plan (skills) • With coach support, interpret each result (skills) • With coach support, reflect on results to produce ideas for future PD and trainer learning (behavior)	• Summarize PD results accurately and completely using the evaluation plan (skills) • Interpret each result (skills) • Reflect on results to produce ideas for future PD and trainer learning that are reasonable next steps (behavior)	• Interpret and reflect on PD data to evaluate progress toward ultimate student and teacher goals; adjust long-term plans as needed (behavior) • Use PD results and evidence of teacher change to inform local decisions (create broader change; 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.

IDEAs that Work
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