

MEASURING ADULT BEHAVIOR

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Wai's Perspective

- ▶ National Center on Education Research (NCER) within Institute of Education Sciences (IES)
- ▶ Teaching, Teachers, & Education Workforce Topic within Education Research Grants Program (84.305A)
- ▶ K-12 Teacher Recruitment & Retention Policy Center within Education Research & Dev Center Program (84.305C)

Ecosystem/Policy:
Funding, infrastructure,
licensure, accreditation,
HR

PD, coaching,
resources for
teachers

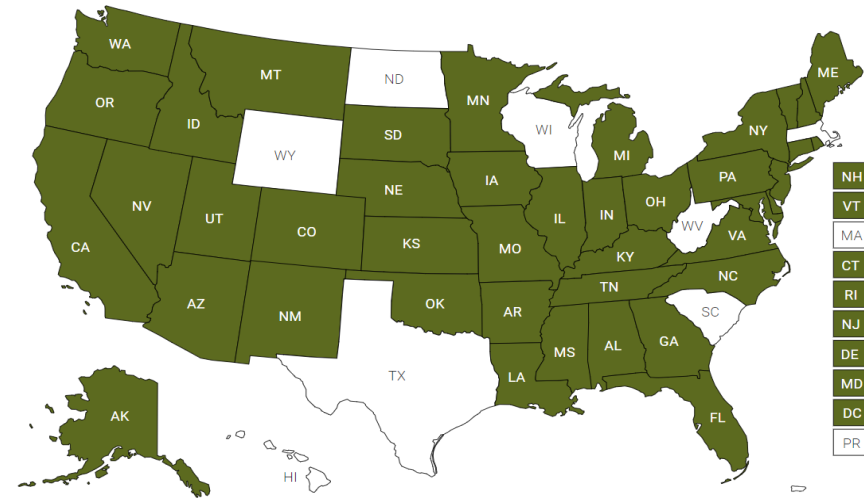
K-12 Teacher
Outcome

K-12 Student
Academic
Outcome

Jennifer's Perspective

- ▶ State Personnel Development Grants (SPDG) = *Effective Professional Learning*
- ▶ State Implementation and Scaling Up of Evidence-based Practices TA Center (SISEP) = *Implementation Supports Statewide*

SPDG Grantees



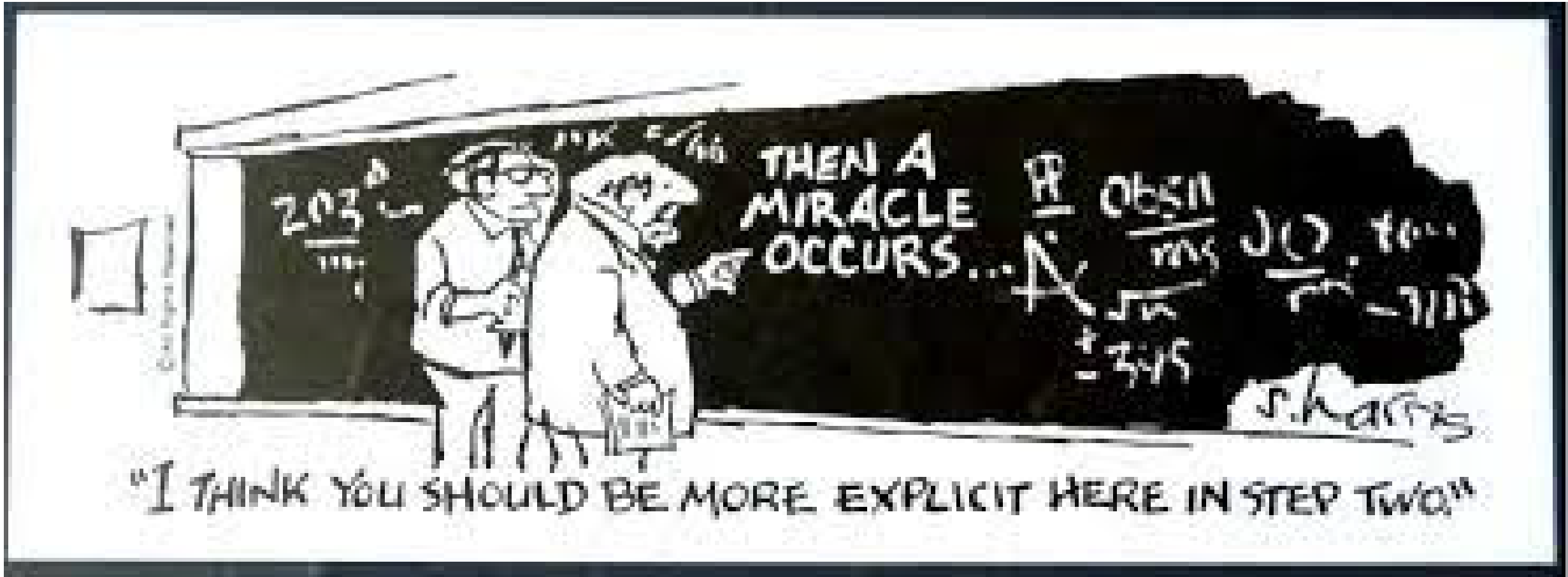


Change is
great...

...you go first!

A Macro Perspective

Adult Behavior Creates the “Miracle”



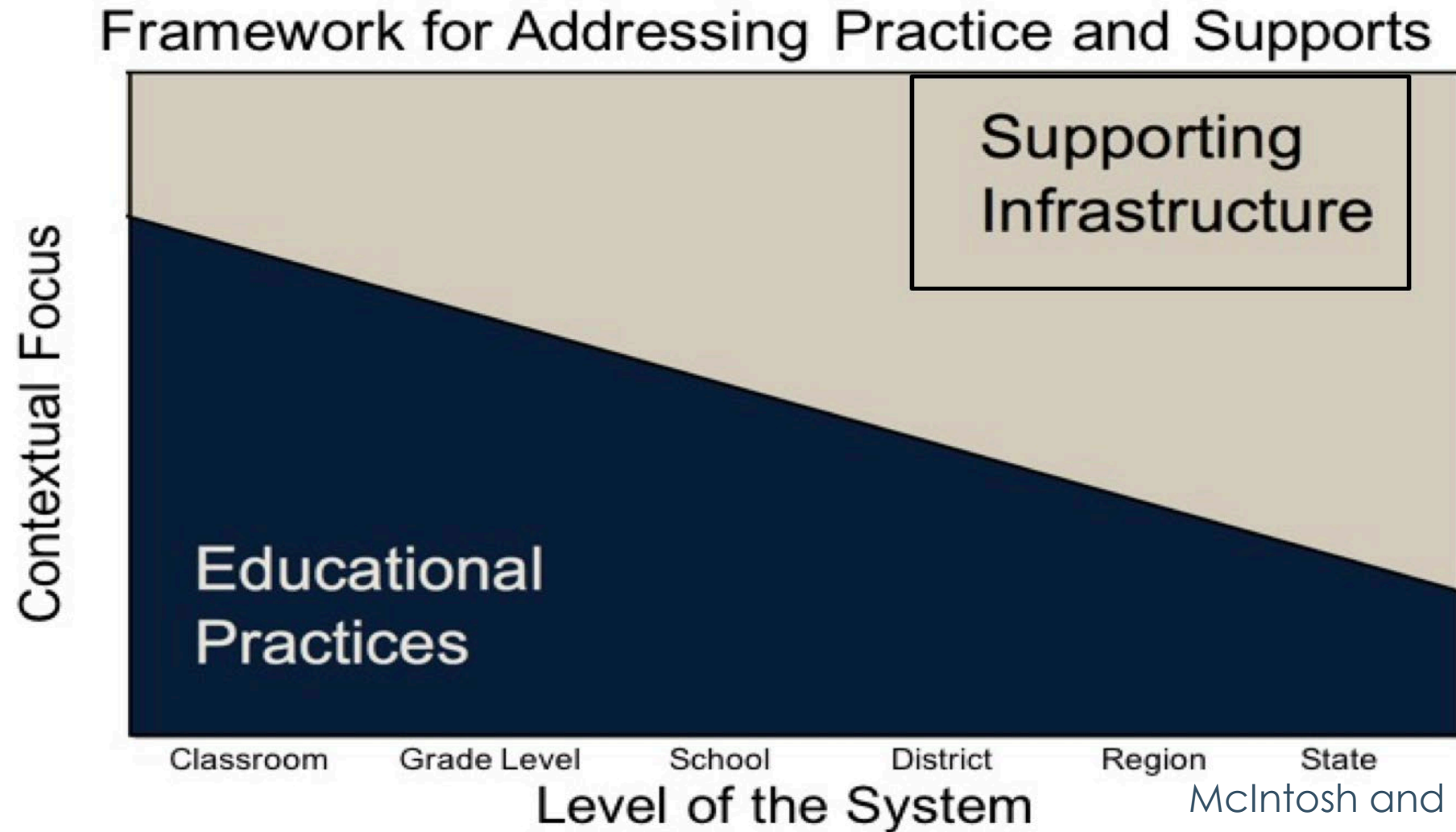
- Diffusion / Dissemination of information
- Training
- Passing laws / mandates / regulations
- Providing funding / incentives
- Organization change / reorganization

Does not lead to use of practices / innovations as intended



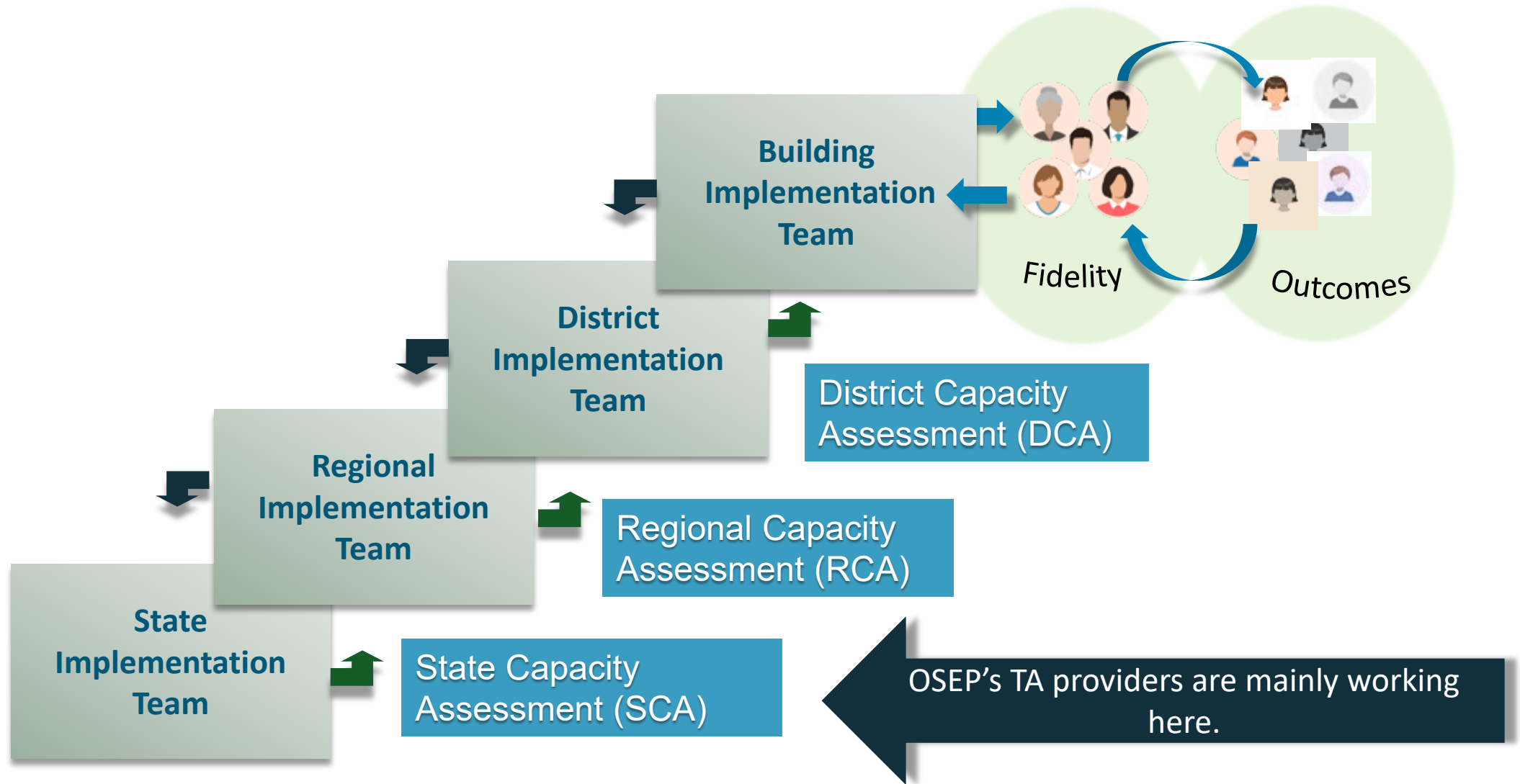
Return on Investment: 5-15% (Nutt, 2002)

Where are your grantees in the educational system?

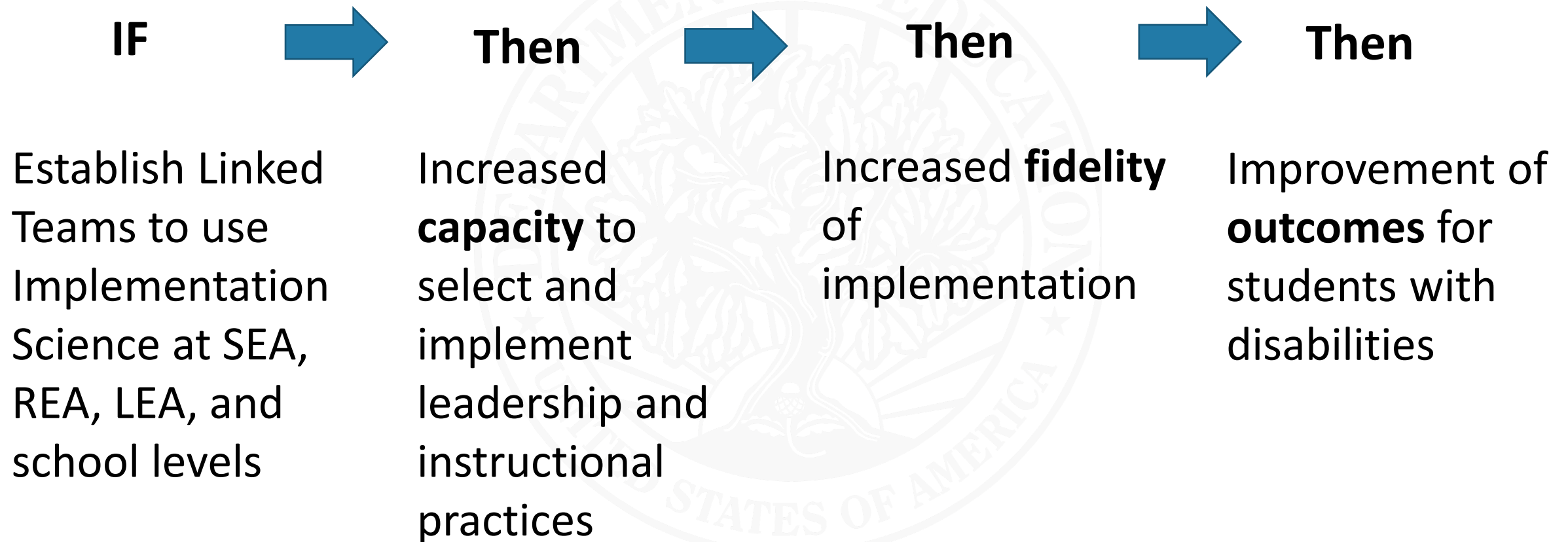


McIntosh and Goodman (2016)

Growing Capacity at Each Level



Theory of Action



ZEROING IN ON FIDELITY



Fidelity v. Outcomes: Questions to Ponder

- ▶ Who is the direct recipient of the intervention?
 - Students? (e.g., curriculum)
 - Teachers? (e.g., PD/PLC)
 - Leaders? Instructional leaders? Administrators? Human resources administrators? Pre-service program decision-makers?
- ▶ Who is the deliverer of the intervention?
 - Who facilitates the workshops/PLCs? Who provides the coaching?
 - Who provides training, support, and technical assistance?
- ▶ If adequate fidelity, but inadequate outcomes, what does it mean about the intervention itself?

Fidelity of Implementation

What are the key ingredients and processes of the intervention?

To what extent were these delivered as intended?

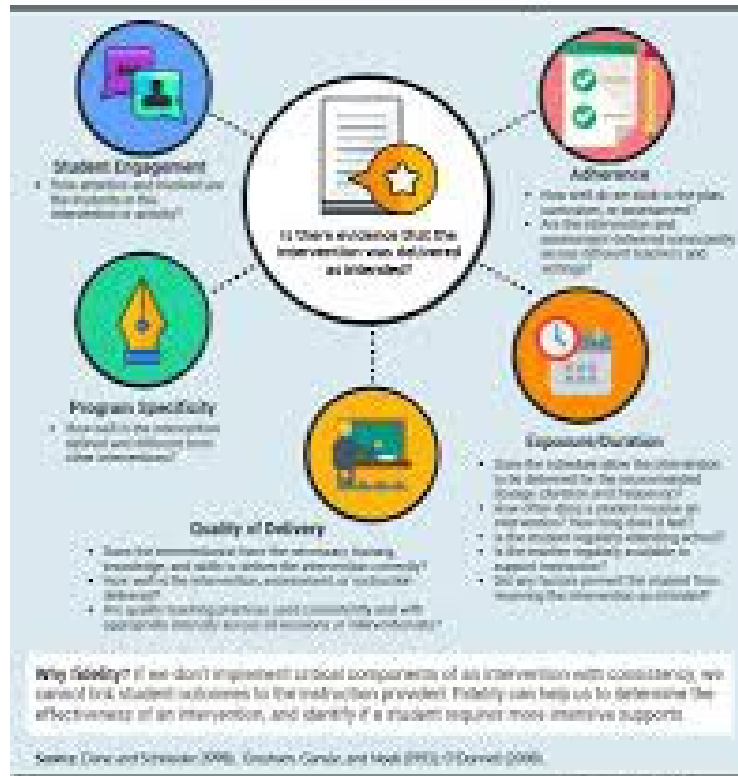
How are you measuring it?

To get you started...
Adherence



Fidelity – A Deeper Look

Considerations for Effective Implementation 5 Elements of Fidelity



- ▶ Adherence
- ▶ Exposure/Duration
- ▶ Quality of Delivery
- ▶ Program Specificity
- ▶ Student Engagement

What questions do you have about implementation fidelity?

See if any of these questions match yours.

Effective
Practice

Effective
Implementation

Enabling
Context



- How does implementation progress over time?
- How do we build sustainable infrastructure to support implementation and achieve fidelity?
- How do we use data to communicate about and improve our work?
- How do we transition supports – build capacity internally?

What questions do you have about how the environment can support implementation?

See if any of these questions match yours.

Effective
Practice

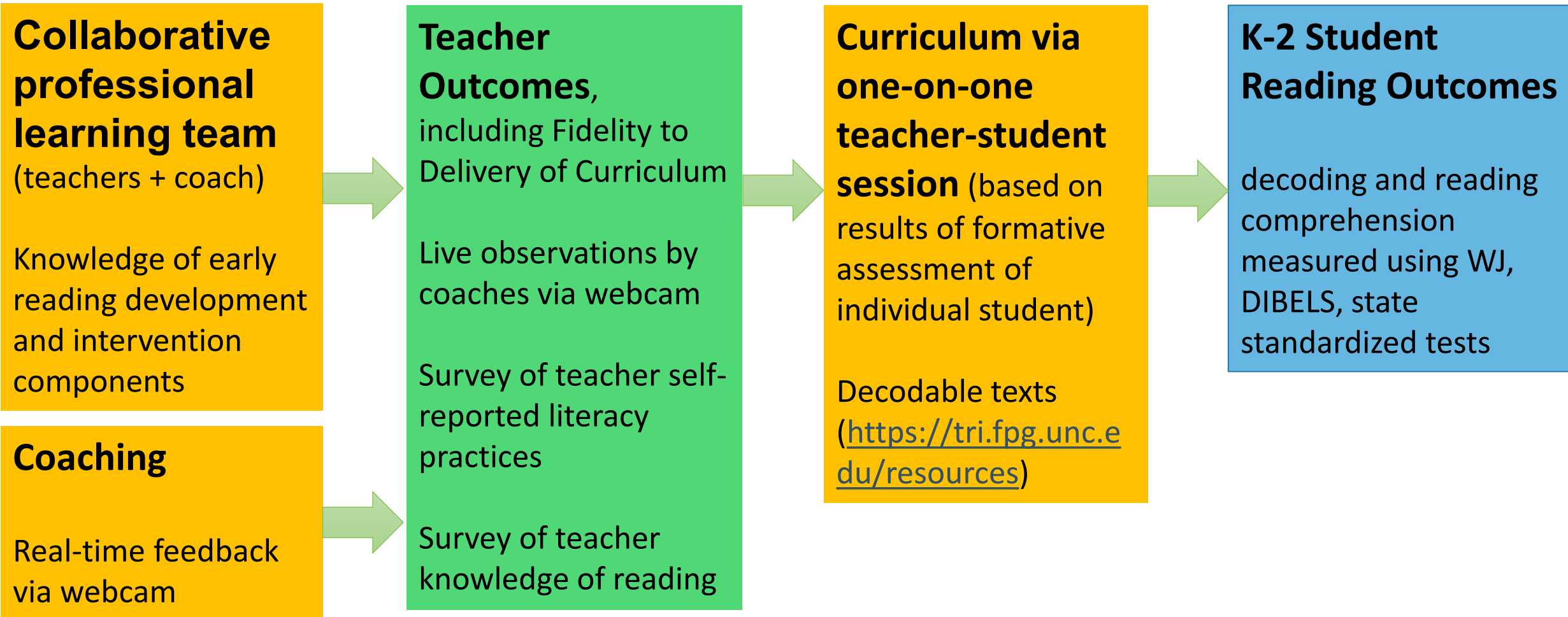
Effective
Implementation

Enabling
Context



- How are stakeholders engaged in supporting implementation?
- How is data used for improvement and learning?

Example: Targeted Reading Instruction (TRI)



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- **Readiness**
 - Internet and WIFI
 - WIFI-capable device (e.g., phone, tablet, laptop)
 - Buy-in from teacher, school administrator, district leaders
 - Continuing education credits
- **Fidelity of implementation: Live Observations & Coaching**
 - Observations of teacher-student sessions & coaching sessions
 - Rubrics for coding adherence and quality

Example: Cognitively Guided Instruction (CGI)

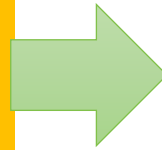
Two-year intervention:

- 2 summer institutes
- 2 sets of follow-up days

Use categorization scheme for types of math problems and for intuitive student thinking about math problems

Practice writing problems for particular populations

During SY, teachers interview students, discuss student work and thinking, and apply knowledge from summer institutes.

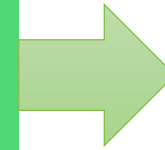


Teacher Outcomes

PCK (math knowledge of teaching, knowledge of CGI framework and student thinking processes)

Perceptions of school culture, instructional practice, and team-level instructional practice

Instructional practice via classroom observations



Grade 1-2 Student Math Outcomes

math learning measured using word problems assessment, *Iowa Test of Basic Skills*, and state standardized tests

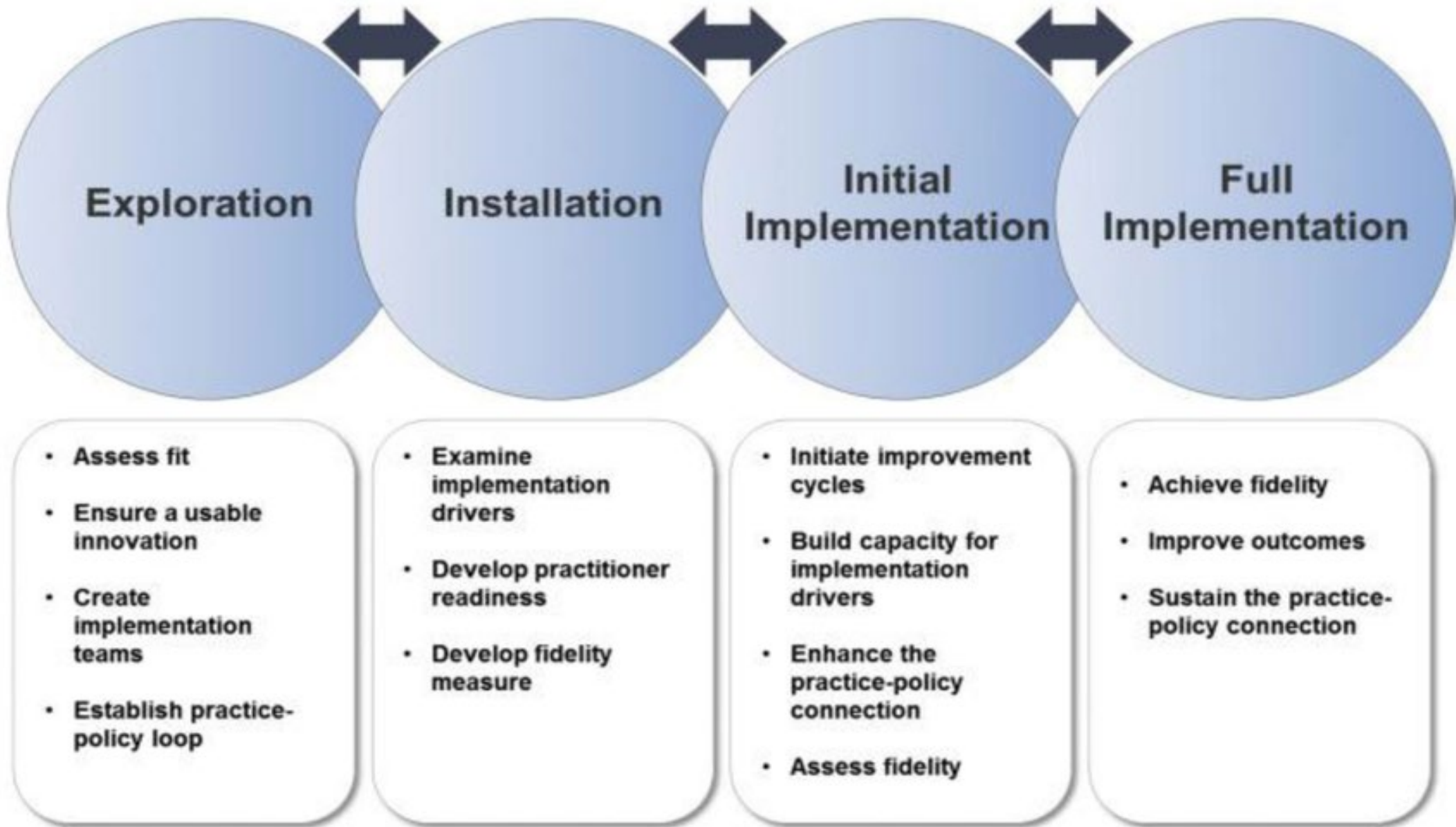
Example: Cognitively Guided Instruction (CGI)

- **District readiness**
 - District documenting in-service credits
 - District coordinator and principals for location, date, start/end times
 - Internet, projector, screen, speakers at workshop location
 - Communication with teachers about time, location, etc.
- **Fidelity of implementation: Summer institutes & follow-up days**
 - Observer/coordinator trained and arranged to be onsite
 - Detailed agenda and associated fidelity checklist
 - Teacher evaluation feedback forms



What pieces need to be in place for an intervention to be successful?

Implementation Stages & Drivers



Resources for You!

- ▶ [Active Implementation Hub](#)
- ▶ [Implementation Stages Planning Tool](#)
- ▶ [Hexagon Tool](#)
- ▶ [Determining the core features of your intervention](#)