

Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity

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, third in a series of three, examines how to evaluate whether an evidence-based practice is effective for the young children or students with whom you are working (est. completion time: 2 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:** As an educator, your main goal is to improve the learning outcomes of the infants, young children, students, or young adults with whom you work. Recently, you identified, selected, and implemented an evidence-based practice or program, commonly known as an EBP, and you're eager to see some progress.

Notes

Initial Thoughts

- What is the process for evaluating the effectiveness of an EBP with your children or students?
- How do you measure infant, child, or student performance?
- How do you know whether you are correctly implementing an EBP?
- How do you know whether an EBP is effective with your children or students?

Notes

Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity

Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
 - Monitor and evaluate child or student progress
 - Monitor and evaluate fidelity of implementation
 - Examine the relation between student outcomes and fidelity of implementation to make decisions regarding an evidence-based practice or program
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: Evaluating the Effectiveness of an Evidence-Based Practice

- Implementing an evidence-based practice or program (EBP) increases the likelihood that...
- To judge a program's effectiveness, you should... [bullet points]
- If fidelity is high...
- Audio: Bryan Cook discusses the importance of collecting both progress monitoring data and implementation fidelity data
- Audio: Bryan Cook explains why an EBP might not be effective for all students
- Audio: Sam Odom adds some thoughts as to why an EBP might not be effective for all students
- In this module's sections, you will learn how to... [bullet points]

Notes

❖ Page 2: Identifying a Progress Monitoring Measure

- Link: progress monitoring [definition]
- General outcome measures are... [bullet points]
- Audio: Tom Kratochwill identifies two reasons why progress monitoring is important
- The first step in progress monitoring is to...
- Infant and Toddler Progress Monitoring Measures
 - IGDI measures are available for the following developmental areas... [bullet points]

Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity

- Sample Infant and Toddler GOM Resources
 - Link: Individual Growth and Development Indicators
- Example
- Audio: Jay Buzhardt describes the IGDs in more detail
- Early Childhood Progress Monitoring Measures
 - Measures are available for the following areas [bullet points]
 - Sample Early Childhood GOM Resources
 - Link: MY IGDs
 - Link: Preschool Early Literacy Indicator
 - Link: M-Class: Circle
 - Link: C-PALLS
 - Example
 - Audio: Scott McConnell discusses progress monitoring for preschool children in more detail
- K–12 Progress Monitoring Measures
 - Measures and procedures are well established in these areas [bullet points]
 - K–12 CBM Resources
 - Link: National Center on Intensive Intervention
 - Link: View a sample progress monitoring probe
 - Audio: Pam Stecker discusses progress monitoring measures, specifically curriculum-based measurement
 - Audio: Lynn Fuchs adds her thoughts about curriculum-based measurement

Notes

❖ Page 3: Monitoring Progress

- Once you have identified a progress monitoring measure...
- Progress monitoring steps
 - Collect baseline data
 - Identify the benchmark
 - Link: benchmark [definition]
 - For Your Information
 - Collect a graph
 - Link: goal line [definition]
 - Link: median [definition]
 - Administer and score probes
 - Link: View a sample probe

Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity

- Graph scores
- Sample student progress monitoring graph for reading fluency
- To learn more about this process, view the IRIS following IRIS Modules
- Audio: Jay Buzhardt describes the challenge of conducting authentic infant-toddler progress monitoring assessments
- Activity: Use the graph to plot Lucia's reading fluency data

Notes

❖ Page 4: Evaluating Progress

- To get a reliable estimate of how a child or student is responding to an EBP, you need to...
- If most of the points are on or above the goal line...
- If most of the points are below the goal line...
- Audio: Pam Stecker, Scott McConnell, and Bryan Cook discuss analyzing progress monitoring data
- Without information about whether the EBP was implemented with fidelity, it is unclear whether... [bullet points]
- If an individual's data are below the line...

Notes

❖ Page 5: Identifying a Fidelity Measure

- Recall that fidelity of implementation means that... [bullet points]
 - Link: Key Components of Fidelity of Implementation
 - To learn more about implementing an EBP with fidelity, view the following IRIS Module
- To determine whether an EBP is effective with your children or students...
 - Step 1: Conduct a task analysis of the EBP procedures
 - Link: Sample task analysis
 - Step 2: Develop an observational checklist
 - Link: Sample observational checklist
- Sample fidelity checklist for dialogic reading

Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity

- Audio: Sam Odom offers more information on monitoring fidelity of implementation

Notes

❖ Page 6: Monitoring Fidelity of Implementation

- When educators initially implement an EBP, they often...
- Research Shows
- Research on implementation fidelity indicates [bullet points]
- Fidelity is best measured through the use of observational data
- Audio: Tom Kratochwill and Lisa Sanetti discusses ways in which educators can assess their fidelity of implementation
- Video: Learn how to collect observational data

Notes

❖ Page 7: Evaluating Fidelity of Implementation

- A four-step process for calculating the percentage of steps or activities implemented correctly [numbered steps]
- Example: PALS Observational Data
 - Link: View the observational data form
- Audio: Scott McConnell and Tom Kratochwill discuss considerations for determining an acceptable level of fidelity
- If your fidelity score is below the criteria, you might need to...
 - Link: Training Formats
 - Link: corrective feedback [definition]
- After reviewing the manual or receiving support, you will need to be observed soon
- Audio: Lisa Sanetti discusses how training is important for maintaining high fidelity
- Research Shows
- Remember, you will continue to monitor your fidelity of implementation even after...
- Activity: Calculate the middle school teacher's fidelity

Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity

- Link: Activity feedback

Notes

❖ Page 8: Evaluating the Relation Between Outcomes and Fidelity

- Now that you have both progress monitoring data and fidelity data, you can...
- The relation between two sets of data [bullet points]
- The table below describes the instructional decision for each case
- When fidelity is low... [bullet points]
- By examining both progress monitoring and fidelity data, you can...
- Audio: Tom Kratochwill elaborates on how the combination of progress monitoring data and fidelity data can inform instructional decisions
- Audio: Lisa Sanetti explains why educators should be concerned about low fidelity even when learner outcomes are improving

Notes

❖ Page 9: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 10: Credits

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

Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity

Wrap Up

- Summary of the Module
- Audio: Lisa Sanetti summarizes how to make informed instructional decisions by assessing learner outcome data along with an educator's fidelity data
- 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

Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity

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](#)]