Question 2.6.2: How has the EPP continued to improve its efforts to assure fairness, accuracy and consistency of its assessments?

The broader context and challenge for teacher education institutions implementing programmatic or evaluation interventions is by looking at the fidelity of implementation (FOI) to ensure that the interventions support candidate success. Additionally, it is critical that faculty members are doing their part in moving from a normed implementation of negotiated accountability, to a fidelity of understanding the context, compliance, and competence related to each intervention to limit the possibility of tainting the results. Key faculty members engaged in the Pirate CODE implementation are leading the effort to measure and improve the FOI of the innovations. The goal is to create a model of FOI that can be applied to educational innovations in the higher education setting.

In July 2014, faculty members attended a full-day workshop on developing, measuring and improving program fidelity. The workshop was facilitated by Dr. Karen Blasé of the National Implementation Research Network (NIRN). The initial challenge was to develop the measures needed to assess the current level of FOI for ISLES and the edTPA. These measures include the context (the prerequisites that must be in place for a program or practice to operate), compliance (the extent to which the practitioner uses the core intervention components prescribed by the evidence-based program or practice), and competence (the level of skill shown by the therapist in using the core intervention components as prescribed while delivering the treatment).

In addition to measuring the levels of FOI for ISLES and the edTPA, the faculty members are developing a research agenda to determine the most effective techniques for improving FOI. The research agenda will be presented at the 2015 AACTE conference.