Let’s Know! Curriculum Overlay (third iteration)
- Five grade levels
- Preschool, kindergarten, first, second, third grades
- Four units (seven weeks each, four lessons/week
- Two versions (instantiations)
  - Version 1 targets higher and lower level language skills
  - Version 2 targets fewer skills, but provides more practice
- Lesson format
  - 30 minutes each
  - Set, I do, We do, You do, Close
  - ...plus word review and practice (WRAP)

Fidelity (noun) /fɪˈdɛləti/
- Strict observance of promises or duties
- Loyalty
- Adherence to fact or detail
- Accuracy; exactness

Investigator’s Perspective
- It must be feasible for educators to deliver the curriculum overlay with fidelity
- Without high fidelity it is difficult to determine efficacy

Educator’s Perspective
- What are the costs?
  - Time
  - Funds
  - Effort
  - Stifling personal creativity and choice?
  - Interfering with fidelity to other curricula?

Iterative Development

Results of Third Iteration
One Seven-Week Unit on Earth Materials
- Research questions
  - To what extent...
    - are Let’s Know! lessons implemented with fidelity?
    - are there differences in implementation across versions?
    - are there differences in implementation across lesson types?
    - do students exhibit engagement during lessons
    - are there differences in engagement across versions
Administered by research staff trained to 85% reliability using video taped lessons.

Fidelity Observation Sample
Scheduled for three times per unit per teacher. Most lesson types were observed equally. Teachers knew when observations were scheduled.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Version 1</th>
<th>Version 2</th>
<th>Total</th>
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Lesson Length
Designed for 30 minutes

Fidelity to Lesson Components
by Version

Fidelity to Lesson Components
by Grade Level – Version 1

Fidelity to Lesson Components
by Grade Level – Version 2
Engagement by Lesson Types
(both versions)

Fidelity Summary
- Overall both versions were implemented with good fidelity
- Preschool was lower, especially for the Set, Close, and WRAP portions of the lessons
- Engagement appeared high across versions, lesson types, and lesson components
  - Somewhat lower for preschool

Changes
- Reduced lesson times across grades
- Increased fidelity to the Close through professional development training
- For Version 2 included more games and activities for practice lessons to increase engagement
- Because small group instruction was limited, increased 1:1 student interaction during the ‘You do’ portion of the lesson to increase engagement
- Changes are now integrated into our ongoing trial of three units this school year

Lessons Learned
- Majority of teachers worked diligently to follow the lessons, even if they didn’t particularly like them
- They wanted more hands-on activities
- They wanted scripting to help ‘less seasoned’ teachers
- They want examples rather than having to think of them themselves
- They really liked the book selections, particularly the expository books
- Many don’t understand grammar or grammatical terms
- Some preschool teachers, and particularly the ELL teachers, felt the vocabulary and books were ‘too high’ for their students
- A number of programs didn’t want to participate because they were instituting other ‘new programs’

Feasibility
- It appears that the curriculum overlay can be implemented with good fidelity
- The iterative process is critical for improving fidelity
- We are confident that we can move to the randomized controlled trials to test efficacy because teachers will implement the curriculum overlay as planned

Parting Thoughts
- What is your fidelity to your curricula or intervention?
- Does it impact student learning?