

Facilitation Guide: *Use Practice Fidelity and Outcome Data to Check Yourself*

Introduction

This facilitation guide accompanies the *Use Practice Fidelity and Outcome Data to Check Yourself* professional learning session. The goal of this session is to support educators use of fidelity and outcome data to check themselves—that is, to collect and use data to guide adjustments (maintain or modify) and continuously improve their practice.

By intentionally partnering with families, integrating culturally sustaining approaches, and implementing safe and inclusive practices, educators can intentionally collect and use data to create and enhance classrooms where all students thrive (Payno-Simmons, 2021; Riddle, 2014; Santiago-Rosario et al., 2022; Simonsen et al., 2024).





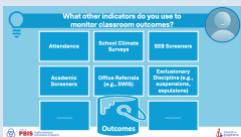
This session invites educators to:

- Reflect on their current data routines and assumptions.
- See practical examples of data tools and build data routines to collect and use fidelity and outcome data.
- Develop an actionable plan using a plan–do–check–reflect approach.

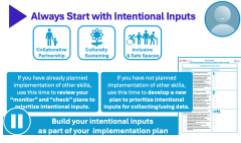



The professional learning session is built around a **20-minute video presentation**. The facilitation guide is designed to **intentionally extend the learning**, *with structured pauses, reflection prompts, and discussion activities* that can **adapt to your available professional development time**, allowing for deeper engagement depending on your context. These activities help make the learning active, collaborative, and directly applicable to participants' classrooms.

By the end of this professional learning, participants will have identified one or more actionable steps they can take immediately to strengthen their collection and use of data to improve their positive and proactive classroom practices.

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	Key Content	Activity	Facilitator Notes
<p>Intro (Before Video)</p> 	<p>Intro & Purpose</p> <p>Remind staff of their progress in PD series, and intro today’s focus on <i>Use Practice Fidelity and Outcome Data to Check Yourself</i> for your context</p>	<p>Reflect (Quick Write)</p> <p>“Think about your classroom. Consider how you collect and use data to guide your practice. Identify a few data sources you review regularly.”</p>	<p>Facilitate</p> <p>Encourage participants to jot 1–3 examples; share with a partner if time allows. Frame this as a baseline connection point.</p>
<p>Pause after Slide 5</p>  <p>(If this is the group’s first skill-building session of the series, consider engaging in this item. Otherwise, feel free to skip it.)</p>	<p>Intentional Inputs</p> <p>Collaborative partnership, culturally sustaining approach, and inclusive and safe spaces</p>	<p>View, Reflect, & Discuss</p> <p>Watch/read the “Kickoff” video/transcript excerpt, note two “aha” moments and why they stood out, share in triads, and discuss as a whole group why these intentional inputs matter.</p>	<p>Facilitate</p> <p>Prompt participants to identify why each “aha” stood out, relate it each intentional input and share concrete examples in triads before discussing as a whole group.</p>
<p>Pause after Slide 8</p> 	<p>Why?</p> <p>Pause for a brief discussion of the question in the slide</p>	<p>Think–Pair–Share</p> <p>“Why is it important to collect data on classroom implementation?”</p>	<p>Facilitate</p> <p>Prompt participants to share examples of how data inform their practice.</p>
<p>Pause after Slide 21</p> 	<p>How?</p> <p>Discuss other approaches folks have used to monitor fidelity.</p>	<p>Apply</p> <p>Give participants time to review the hyperlinked table (from <i>Supporting and Responding</i>) and explore linked resources.</p>	<p>Facilitate</p> <p>Prompt participants to share examples of tools they identified to monitor fidelity of their practice.</p>
<p>Pause after Slide 24</p> 	<p>How?</p> <p>Discuss other approaches folks have used to monitor outcomes.</p>	<p>Apply</p> <p>Give participants time to review the hyperlinked table (from <i>Supporting and Responding</i>) and explore linked resources.</p>	<p>Facilitate</p> <p>Prompt participants to share examples of tools they identified to monitor outcomes of their practice.</p>

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	Key Content	Activity	Facilitator Notes
<p>Pause after Slide 38</p> 	<p>Plan Intentional Inputs</p> <p>Review intentional inputs and introduce planning document</p>	<p>Pause & Apply</p> <p>Provide time for staff to identify specific action steps to plan intentional inputs</p>	<p>Facilitate</p> <p>Prompt previous content (i.e., assess preferences, script preferred praise, & differentiate praise)</p>
<p>Pause after Slide 39</p> 	<p>Plan to Implement</p> <ul style="list-style-type: none"> Assess current data collection & use Identify gaps Plan for continuous improvement Celebrate successes 	<p>Pause & Apply</p> <p>Provide time for staff to identify specific action steps to plan to implement</p>	<p>Facilitate</p> <p>Prompt previous content (see dot points on left) and support staff in setting reasonable goal(s) and developing an action plan for implementation</p>
<p>Pause after Slide 40</p> 	<p>Plan to Reflect</p> <ul style="list-style-type: none"> Think backward Think forward Think inward Think outward 	<p>Pause & Apply</p> <p>Provide time for staff to identify when and how they will build reflection into their routines</p>	<p>Facilitate</p> <p>Prompt previous content (see dot points on left)</p>
<p>After Video</p> 	<p>Close with Next Steps</p> <p>Recap key messages and describe next steps to support implementation in your context (e.g., share copy of action plan with coach, and share self-collected data with coach or peer at the end of each week)</p>	<p>Closing Commitment</p> <p>Provide additional time to complete the planning document, if needed, and share with peer or coach, if applicable</p>	<p>Facilitate</p> <p>Encourage sharing with a partner or coach (or submitting anonymously) to build accountability</p>

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References

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