Fidelity and Beyond: Developing and Using Implementation Evidence in Research and Development Projects
### Common Guidelines (IES & NSF, 2013)

<table>
<thead>
<tr>
<th>Type of Research</th>
<th>Focus of Implementation Research</th>
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<tr>
<td><strong>Design and development</strong></td>
<td>Develop measures with evidence of technical quality for assessing the implementation of the intervention in an authentic education delivery setting</td>
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<td>Develop evidence demonstrating the project’s success in implementation (feasibility of implementation)</td>
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<td><strong>Efficacy, impact, and scale-up</strong></td>
<td>Study reports should document implementation of both the intervention and the counterfactual condition in sufficient detail for readers to judge applicability of the study findings.</td>
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<td>Identify the organizational supports, tools, and procedures that were key features of the intervention implementation. If no evidence of a favorable impact is found, the project should examine possible reasons (e.g., weaknesses in implementation, evidence that raises questions about particular aspects of the logic model).</td>
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Panelists

Bill Penuel (Moderator)
*University of Colorado Boulder*

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Why “Beyond Fidelity”? 

• Fidelity addresses the question, “Is it possible?”
• If the answer is “no,” then it is difficult to know why, if implementation research focuses only on whether teachers implemented.
  – Needed are methods for identify the learning problems local actors face
  – Needed are theories relevant to different levels of organization in schools.
Policy and implementation research offer multiple lenses for studying implementation:

- **Individual-Personal** (self-efficacy, knowledge for teaching, stages of concern)
- **Interpersonal** (social norms, informal collegial interactions)
- **Organizational** (alignment, competing institutional goals and priorities)
Informing Design

• Design supports to help teachers address some of the challenges to implementing innovations that can be anticipated based on past evidence (Weinbaum & Supovitz, 2010).

• Adapt professional development on the basis of variation in implementation (Harris, Phillips, & Penuel, 2012).
Your Questions
For More Resources

http://researchandpractice.org

http://learndbir.org