Common Guidelines
(IES & NSF, 2013)

Type of Research	Focus of Implementation Research
Design and development	Develop measures with evidence of technical quality for assessing the implementation of the intervention in an authentic education delivery setting Develop evidence demonstrating the project's success in implementation (feasibility of implementation)
Efficacy, impact, and scale-up	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. 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).

Panelists

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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.

Studying Implementation

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