

IMPLEMENTATION FIDELITY

A Guide to Getting Started



WHEN IT COMES TO IMPLEMENTATION FIDELITY (IF), I AM....

Just getting started with implementation fidelity

You are new to implementation fidelity and the creation of an implementation fidelity checklist.

Reviewing existing implementation fidelity process

You've got an existing implementation fidelity checklist that could use some editing and revising.

Happy with my implementation fidelity process, what's next?

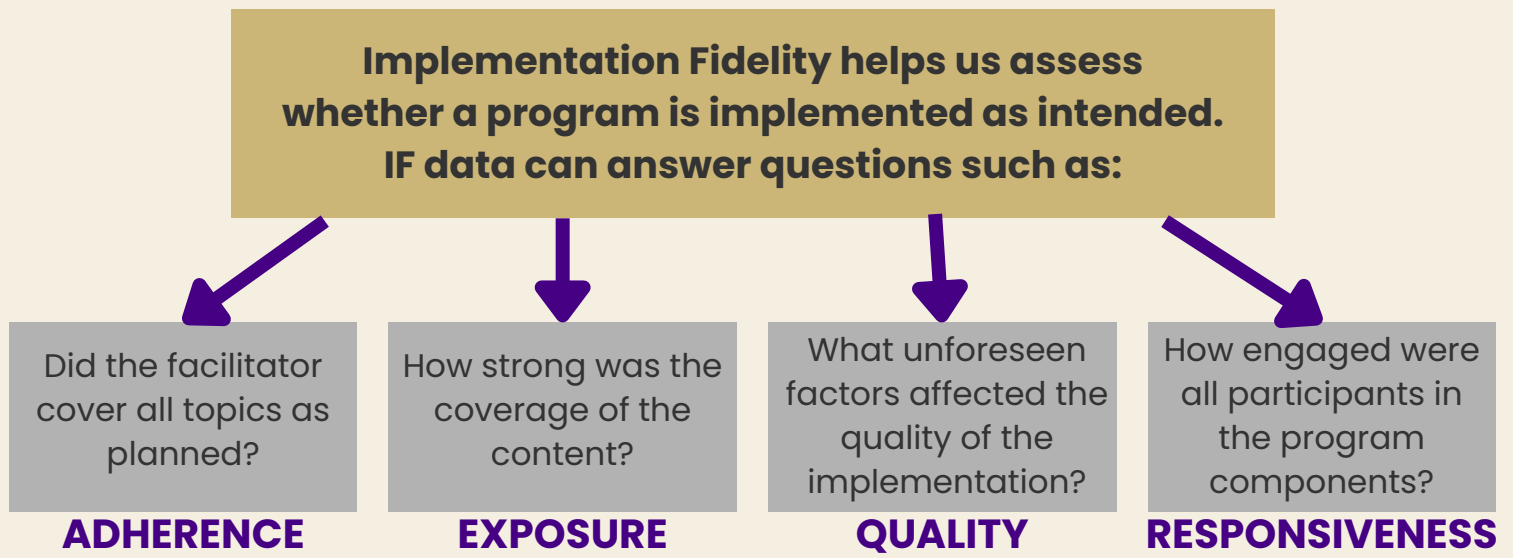
You're feeling good about your implementation fidelity checklist and don't have many revisions or edits.

Whether you are new to implementation fidelity or are experienced and already have an existing implementation fidelity checklist, there is always room for improvement and more steps to the process you can consider.

The next few pages will outline next steps for the various states you may find yourself in when working to integrate implementation fidelity into your assessment process.

GETTING STARTED WITH IMPLEMENTATION FIDELITY

A REMINDER AND RESOURCES



SASS Website Resources for Implementation Fidelity

A guide on Implementation Fidelity, it's purpose and value, and when and how to collect implementation fidelity data.



Integrating Implementation Fidelity and Learning Improvement

This resource provides an example of the practical application of Implementation Fidelity data. It also emphasizes importance of implementation fidelity data in program improvement.



QUESTIONS TO CONSIDER WHEN ENGAGING IN IMPLEMENTATION FIDELITY

1. Who will complete the Implementation Fidelity Checklist?

This could be the program facilitator OR you might consider having another staff member or non-participating student, such as a graduate student or student staff member, engage in this process.

Pros & Cons of Who Completes the Fidelity Checklist

Program Facilitator:

Pros: They understand all aspects of the program and can better speak to adherence and quality of coverage. Often most efficient and least resource intensive option.

Cons: They often complete the Checklist after the conclusion of program and must rely on memory. More subject to bias or assumptions from the facilitators.

Non-participant:

Pros: Can provide outside and real-time perspectives and details of program. Increased reliability of observations particularly if trained on collecting IF data.

Cons: Often a less efficient and more time and resource intensive option. Presence might influence audience or facilitators natural actions and tendencies, knowing they are being “observed”.

2. What barriers might you face when engaging in implementation fidelity?

Lack of general knowledge:

What is implementation fidelity?

How do you engage with the implementation fidelity process?

How can implementation fidelity impact program effectiveness?

Time, cost and staffing demands: What resources do you need to support the collection of implementation fidelity data?

IMPLEMENTATION FIDELITY CHECKLIST

The Implementation Fidelity Checklist is a tool we can use to evaluate the alignment between the program we planned and what was actually implemented.

When using an Implementation Fidelity Checklist, the goal is to see the extent to which your program components are implemented as intended and to specify any factors attributed to components meeting or not meeting expectations.

Below is an example of an Implementation Fidelity Checklist for a 2 hour Team Leadership Training

Learning Outcomes	Program Component	Features	Adherence (Y/N)	Exposure (Include time planned & actual time)	Quality (1-3)	Responsiveness (1-3)
Outcome 1 List the 4 C's for leading an effective team	"4 C's and you video"	Video introduces the 4 C's for leading an effective team and provides examples of each C being used in practice.	Yes	Planned: 30 minutes Actual Time: 30 minutes	3	1 - Students were on phones and not very engaged in the video, lights were off in the room - noticed some students dozing off
Outcome 2 Identify ways to apply the 4 C's within a team setting	Applying the 4 C's activity	Students engage in a discussion about ways they have seen the 4 C's used in the past and then brainstorm ways they might apply the 4 C's when working on a team in the future	Yes	Planned: 45 minutes Actual Time: 65 minutes	3	3 - Great conversations and participant engagement - led to going over time
Outcome 3 Increase confidence in delegating tasks on a team	"Enabling Others to Act" discussion	Presenter explains importance of delegating and students practice delegation with group and fake scenario	No - Presenter got through content but students did not have enough time to practice	Planned: 45 minutes Actual Time: 25 minutes	2	2 - Students were engaged but losing steam and did not get to the practice and discussion portion of the program component

NOW YOU TRY!

Use the below template to assist you in creating an implementation fidelity checklist.

Remember:

- Note the qualitative feedback in the above checklist. Be specific and detailed, providing a “why” behind your rating when you are able. Your fidelity results will be essential when examining the achievement of your outcomes and how implementation fidelity might impact students achievement of outcomes.

Learning Outcomes	Program Components	Features	Adherence (Y/N)	Exposure (Include time planned & actual time)	Quality (1-3)	Responsiveness (1-3)

REVIEW IMPLEMENTATION FIDELITY UTILIZING THE RUBRIC

Utilize the rubric to review and make final revisions to your existing implementation fidelity and when you're done, be sure to create your Implementation Fidelity Section in the Assessment Improvement Report Template.

Criteria	Exemplary (3)	Proficient (2)	Developing (1)	Missing (0)
Inclusion of Core Aspects of IF	IF checklist includes and specifies all core aspects: program differentiation, adherence, exposure, quality, & responsiveness	IF checklist includes but doesn't clearly specify all core aspects: program differentiation, adherence, exposure, quality, & responsiveness	IF checklist includes some, but not all, core aspects.	IF checklist does not include any core aspects of IF
Clarity of Description of IF Methods	Provides clear descriptions of methods used to collect IF (from who, with what, & when). Can replicate this data collection.	Provides descriptions of methods used to collect IF with some indication of from who, what, & when.	Provides vague descriptions of methods used to collect IF data. Cannot be replicated	Provides no descriptions of methods used to collect IF data.
Description of IF Results	For <u>all</u> outcomes, clearly specifies to what extent programming was implemented as planned, (Most, some none), noting what programming was not implemented as planned.	For <u>some</u> outcomes, clearly specifies to what extent programming was implemented as planned, (Most, some none) and noting what programming was not implemented as planned.	General statements across outcomes regarding the implementation of programming	No discussion of the IF results
Use of IF Data	IF data accurately informs evaluation of program's effectiveness and recommendations for its improvement.	IF data accurately informs evaluation of program's effectiveness	Attempts to use IF data to inform evaluation of effectiveness, not accurately or clearly interpreted	IF data was not used to inform evaluation of program's effectiveness.
Equity Centered	Examined if program components were implemented with equal fidelity across student groups, findings are articulated in report. Plans to address discrepancies are included where applicable. Students involved in IF data process.	Examined whether program components were implemented with fidelity across diverse student groups & findings are articulated in the report.	Crude data collection used to make claims about if program components were implemented with equal fidelity across student groups.	No mention of whether program components were implemented with equal fidelity

REVIEW OF IMPLEMENTATION FIDELITY UTILIZING THE RUBRIC
RATE YOUR IF CHECKLIST

Utilize the table below to rate your progress with Implementation Fidelity using the Assessment Improvement Rubric, providing justification for your rating and plans for future improvements. Be sure to consider how and when you plan to make necessary changes to the measure and who might need to be involved in these changes.

Criteria	Self Rating	Justification for current rating	Improvement Plan
Inclusion of Core Aspects of IF			
Clarity of Description of IF Methods			
Description of IF Results			
Use of IF Data			
Equity Centered			

HAPPY WITH MY IMPLEMENTATION FIDELITY PROCESS, WHAT'S NEXT? REPORTING ON IMPLEMENTATION FIDELITY

Below is an example of how you could record and report on your measure and the measures selection or design process you went through. This is a great way to get ahead of the game if you are planning to submit an Assessment Improvement Report for your program. This process will also help with replicability, growth and improvement of the program from year to year.

WHAT TO INCLUDE IN THE IMPLEMENTATION FIDELITY (IF) SECTION

Implementation Fidelity Checklist which includes:

- List of program components
- Adherence
- Exposure
- Quality
- Responsiveness

Description of the methods you used to collect IF data

- Who was involved, when and how?

Identification of programming components that were and were not implemented as planned

Use of implementation fidelity data to inform evaluation of programs effectiveness

- How does the IF data inform the achievement of the outcomes of your program?

Recommendations for improvements to IF process

- What factors occurred that you weren't anticipating? How can you mitigate those factors in the future?
- What barriers did you face with IF and what are some ways you can combat those barriers in the future?

Equity Considerations

- Disaggregate implementation data by relevant student groups to check whether program components were implemented with equal fidelity across diverse student groups.