

Practice Profile Planning Tool

Clearly defined components and practices are a pre-requisite for sound implementation. This process will help you identify the core components or essential functions of your evidence based program.

Operationally define what the program would “look like” if you were to observe the instructional or behavioral practices being used as intended in the school or classroom. Identify each core component of the program, with some developmental variations of this core component, and finally identify any unacceptable variations of this component. Use a separate form for each core component.

Here are operational definitions of the *use in practice* headings for your reference:

- **Expected/ Proficient** - includes activities that exemplify practitioners who are able to generalize required skills and abilities to wide range of settings and contexts; use these skills consistently and independently; and sustain these skills over time while continuing to grow and improve in their position. Words used to describe expected/proficient activities may include “consistently, all of the time, and in a broad range of contexts.”
- **Developmental** - includes activities that exemplify practitioners who are able to implement required skills and abilities, but in a more limited range of contexts and settings; use these skills inconsistently or need supervisor/coach consultation to complete or successfully apply skills; and would benefit from a coaching agenda that targets particular skills for improvement in order to move practitioners into the “expected/proficient” category. Words used to describe developmental activities may include “some of the time, somewhat inconsistently, in a limited range of contexts.” This column helps to define the coaching agenda.
- **Unacceptable variation** - includes activities that exemplify practitioners who are not yet able to implement required skills or abilities in any context. Often times, if practitioners’ work is falling into the unacceptable category, there may be challenges related to the overall implementation infrastructure. For example, there may be issues related to how they are selecting or training staff, managing the new program model, or using data to inform continuous improvement. Activities in the unacceptable variation may include words such as “none of the time, inconsistently.” This column may indicate deficiencies in the implementation drivers on a larger scale. The column also should include unacceptable activity that is beyond the absence or opposite of activity articulated in the developmental or expected categories.

Core Component	Contribution to the Outcome	Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
Description of this component	Describe why this core component is important to achieving the outcome	Description of practitioner behavior	Description of practitioner behavior	Description of practitioner behavior