Clearly defined components and practices are needed for sound implementation. This process will help you identify the core components of your evidence-based program.

List activities that show what the program would “look like” if you were to observe it being used as intended in the school or classroom. Identify each core component of the program, with some developmental and unacceptable variations of this core component. Use a separate form for each core component.

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

**Expected** - Practitioners are able to generalize required skills and abilities to a wide range of settings and contexts. They use these skills consistently and independently and sustain them over time. Practitioners in this group also continue to grow and improve in their position. Words used to describe expected activities may include “consistently, all of the time, and in a broad range of contexts.”

**Developmental -** Practitioners are able to implement required skills and abilities, but in a more limited range of contexts and settings. They use these skills inconsistently or need supervisor/coach consultation to complete or successfully apply skills. These practitioners would benefit from a coaching agenda that targets particular skills for improvement in order to move practitioners into the “expected” category. Words used to describe developmental activities may include “some of the time, somewhat inconsistently, in a limited range of contexts.”

**Unacceptable -** Practitioners 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 with how they are selecting or training staff, managing the new program model, or using data to inform continuous improvement. Words to describe unacceptable activities may include “none of the time, inconsistently.” This column may indicate large scale unmet needs related to the implementation drivers. The column also should include unacceptable activity that is beyond the absence of or opposite of activity stated in the developmental or expected categories.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Core Component | Contribution to the Outcome | Expected Use in Practice | DevelopmentalUse 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 |
|  |  |  |  |  |