

**Reaching Potential through Recommended Practices (RP²)¹
 Benchmarks of Quality for Classroom-Based Programs²**

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Program Name _____ Location _____ Date _____

Team Members _____

Critical Elements	Implementation Components	Check One		
		Not in Place	Partially In Place	In Place
Establish Leadership Team	1. Team has broad representation that includes at a minimum an administrator, a teacher, and a member who will serve as an internal coach. Other team members might include a parent, a teaching assistant, related-service specialists, and other program personnel.			
	2. Team has administrative support. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of increasing child engagement, provides clerical support as needed, and is visibly supportive of the implementation of Division for Early Childhood (DEC) Recommended Practices (RP) to promote child engagement. Administrator ensures budgeting and professional development opportunities are available to result in high-fidelity implementation of RP program-wide.			
	3. Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team-member attendance is consistent. Team establishes meeting ground rules and other logistics for effective team meetings.			
	4. Team has established a clear mission/purpose related to high-fidelity implementation. The team purpose or mission statement is written. Team members are able to communicate clearly the purpose of the Leadership Team.			

¹DEC Recommended Practices, <http://www.dec-sped.org/recommendedpractices>.

² Note. Adapted with permission from the Early Childhood Program-Wide PBS Benchmarks of Quality by Lise Fox, Mary Louise Hemmeter, and Susan Jack (2010). University of South Florida.

Critical Elements	Implementation Components	Check One		
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	5. Team develops implementation goals that include all critical elements. A written action plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure achievement of implementation and sustainability goals.			
	6. Team reviews and revises the action plan for implementing RP and increasing child engagement at least annually.			
Staff Readiness and Buy-In	7. Staff members are aware of the need for program-wide implementation of RP. The Leadership Team provides staff with information on the importance of increased child engagement. Through a short staff meeting, all staff members understand the long-term personal responsibilities of program-wide implementation of DEC RP and the potential increase in positive outcomes for all children.			
	8. Staff members are supportive of program-wide implementation of Recommended Practices. A process is used to establish that program staff have buy-in and agree with a focus on program-wide implementation.			
	9. Staff input and feedback are obtained throughout the implementation process. The Leadership Team provides updates on the process, data, and outcomes of the implementation to program staff on a regular basis.			
Family Engagement	10. Family input is solicited as part of the planning process. Families are informed of the program-wide goals for increasing child engagement and asked to provide feedback on adoption and mechanisms for promoting family involvement in the implementation.			
	11. There are multiple mechanisms for sharing the implementation goals with families including narrative documents, parent handbook, and parent meetings to ensure that families are informed of the implementation.			
	12. Families are encouraged to team with program staff in the development of individualized plans of support for children including the development of strategies that may be used in the home and community.			
Program-Wide Action Plan	13. A program-wide Action Plan is developed by the Leadership Team to guide the implementation process. Data are used to guide the development of the Action Plan.			
	14. Specific action steps are identified to ensure achievement and sustainability of the implementation goals.			

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	15. All program staff members are aware of and regularly review the implementation goals.			
All Classrooms Demonstrate Implementation of Evidence-Based Practices	16. The Leadership Team's effort to improve the implementation of RP is visible throughout the program within program materials and practice guidance.			
	17. Teachers and program staff have strategies to promote positive relationships with children, each other, and families in place and use those strategies on a daily basis to facilitate an engaging learning environment for all.			
	18. Teachers and program staff have arranged environments, materials, and curriculum in a manner that promotes and guides increased engagement for all children.			
	19. Teachers and program staff are proficient at teaching skills within daily activities in a manner that is meaningful to children and promotes engagement and skill acquisition.			
	20. Teachers and program staff respond to individual children's needs by appropriately using evidence-based approaches to promote engagement and learning outcomes.			
Procedures for Responding to Individual Children	21. Strategies for individualizing classroom supports are developed. Teachers use evidence-based approaches to respond to individual children's needs in a manner that promotes child engagement and learning.			
	22. A process for problem solving with other teachers, the internal coach, or other professionals in the program around individualizing support is developed. A process or processes are established for teachers to collaborate with colleagues in developing ideas for addressing intensive support within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session, etc.).			
	23. Strategies for partnering with families when there are concerns are identified. Teachers have strategies for initiating parent contact and partnering with the family to develop strategies to promote appropriate skill acquisition.			
Staff Capacity-Building and Support	24. A plan for providing ongoing, in-classroom coaching on the implementation of Recommended Practices with fidelity is developed and implemented.			
	25. Staff responsible (i.e., internal coach) for facilitating classroom coaching and support processes (e.g., community of practice) are identified and trained.			

Critical Elements	Implementation Components	Check One		
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	26. The coach uses needs-assessment data, implementation-fidelity checklists, classroom observations, and interviews to collaboratively identify implementation goals with teaching staff.			
	27. A process for training new staff members is developed and has been implemented.			
Monitoring Implementation and Outcomes	28. Data are collected, summarized with visual displays, and reviewed by the leadership team on a regular basis			
	29. The program leadership team monitors implementation fidelity of the components of program-wide implementation and uses data for decision-making about their implementation goals.			
	30. The program measures implementation fidelity of the use of RP by classroom teachers and uses data on implementation fidelity to make decisions about professional development and coaching support.			
	31. The program monitors child outcomes and uses child-outcome data to make decisions about intervention and instructional support.			
	32. Program-level data are summarized and shared with program staff and families on a regular basis.			



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