Benchmarks of Quality for Classroom-Based Programs[1] (Implementing Recommended Practices Edition)

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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, a member who provides practice-based coaching, and a family member. Other team members might include 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, provides clerical support as needed, and is visibly supportive of the implementation of the selected Recommended Practices (RPs). Administrator ensures budgeting and professional development opportunities are available to result in high-fidelity implementation of the selected practices.			
	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.			

[1] 1 Adapted with permission from the Early Childhood Program-Wide PBS Benchmarks of Quality by Lise Fox, Mary Louis Hemmeter, and Susan Jack (2010), University of South Florida.

Critical Elements	Implementation Components	Check One		
		Not in Place	Partially In Place	In Place
	5. The team has developed procedures for sustainability of leadership team and changes in membership or membership role (e.g., change in administrator, adding new members to leadership team, leadership team terms of service)			
Staff Readiness and Buy-In	6. Staff members are aware of the need for program-wide implementation of the selected RPs. Through a short staff meeting, all staff members understand the long-term personal responsibilities of program-wide implementation of the selected RPs and the potential increase in positive outcomes for all children.			
	7. Staff members are supportive of program-wide implementation of the selected practices. A process is used to establish that program staff have buy-in and agree with a focus on program-wide implementation.			
	8. 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	9. Family input is solicited as part of the planning process. Families are informed of the program-wide goals for using and sustaining the selected RPs. Families are asked to provide feedback on adoption and mechanisms for promoting family involvement in the implementation.			
	10. 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.			
	11. 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	12. 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.			
	13. Team develops implementation goals that include all critical elements. The team reviews the action plan and updates their progress at each meeting.			

Critical Elements	Implementation Components	Check One		
		Not in Place	Partially In Place	In Place
	14. Program action plan includes the development of procedures for sustainability of leadership team and turnover in membership.			
	15. Specific action steps are identified to ensure achievement and sustainability of the implementation goals.			
All Classrooms Demonstrate Implementation of Evidence-Based Practices	16. Team completes the Benchmarks of Quality and revises the action plan for implementing the selected RPs at least annually.			
	17. All program staff members are aware of and regularly review the implementation goals.			
	18. The Leadership Team's effort to improve the implementation of the selected RPs is visible throughout the program within program materials and practice guidance.			
Procedures for Responding to Individual Children	19. Strategies for individualizing classroom supports are developed. Teachers use evidence-based approaches to respond to individual children's needs in a manner that promotes positive child outcomes			
	20. A process for problem solving with other teachers, the 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.).			
	21. Strategies for partnering with families when there are concerns are identified. Teachers have strategies for initiating parent contact and partnering with the family based on approaches that are positive, sensitive to family values, culture and home language to develop strategies to promote appropriate skill acquisition using evidence-based practices.			
Staff Capacity-Building and Support	22. A plan for providing ongoing, in-classroom coaching on the implementation of selected RPs with fidelity is developed and implemented.			
	23. Staff responsible for facilitating practice-based classroom coaching and support processes (e.g., community of practice) are identified and trained.			

Critical Elements	Implementation Components	Check One		
		Not in Place	Partially In Place	In Place
	24. The practitioner coach uses needs-assessment data, implementation-fidelity checklists, classroom observations, and interviews to collaboratively identify implementation goals with teaching staff.			
	25. A process for training new staff members (administrative and classroom) has been developed and implemented to ensure implementation fidelity and sustainability.			
Monitoring Implementation and Outcomes	26. Data are collected, summarized with visual displays, and reviewed by the leadership team on a regular basis.			
	27. The program leadership team monitors implementation fidelity of the components of program-wide implementation and uses data for decision-making about their implementation goals.			
	28. The program measures implementation fidelity of the use of selected RPs by classroom teachers and uses data on implementation fidelity to make decisions about professional development and coaching support.			
	29. The program monitors child outcomes and uses child-outcome data to make decisions about intervention and instructional support.			
	30. Program-level data are summarized and shared with program staff and families on a regular basis.			

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