Implementation Science
Evidence-Based Professional Development Implementation Practices

Implementation Driver	Description
Selection (S1)	District/school selection criteria and expectations are clear.
Selection (S2)	Participant selection criteria and expectations are clear.
Selection (S3)	Trainers' selection criteria and expectations are clear.
Selection (S4)	Coaches' selection criteria and expectations are clear.
Training (T1)	Training delivery plan is clear.
Training (T2)	Lead person identified to be in charge of training/trainers.
Training (T3)	Trainings are of high quality (i.e., are skill-based & incorporate adult learning principles).
Training (T4)	Trainings cover identified learning targets.
Training (T5)	Training participants increase knowledge & skills.
Training (T6)	Trainers are trained.
Training (T7)	Trainers are coached.
Training (T8)	Trainers are observed.
Coaching (C1)	Coaching delivery plan is clear.
Coaching (C2)	Lead person identified to be in charge of coaching.
Coaching (C3)	Coaches are trained.
Coaching (C4)	Coaches are observed and coached.
Coaching (C5)	Coaches provide high-quality coaching.
Facilitative Admin. (FA1)	Administrators are trained appropriately and know how to support implementation.
Facilitative Admin. (FA2)	Barriers and successes are used by administrators to improve implementation.
Facilitative Admin. (FA3)	Barriers and successes are used by project to improve implementation.
Performance Assess. (PA1)	Practice profile or fidelity measure provides standards for effective implementation.
Performance Assess. (PA2)	Schools/participants implement the practice with fidelity.
Performance Assess. (PA3)	Fidelity data is used by schools/participants to improve implementation.
Performance Assess. (PA4)	Fidelity data is used by project to improve training and coaching.
Performance Assess. (PA5)	Data collection & reporting requirements are clear.
Performance Assess. (PA6)	**Implementation results in improved student outcomes.**