# Practice Profile

Implementation with fidelity requires clearly described implementation criteria.   The Practice Profile framework has recently been developed by the National Implementation Research Network (NIRN) as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (NIRN, 2011). According to NIRN, the Practice Profile emerged from the conceptualization of the change process outline in the work of Hall and Hord’s (2006) Innovation Configuration Mapping (NIRN, 2011).

The Practice Profile template includes four pieces and is anchored by the essential functions. First, as a header is the foundation of implementation that philosophically grounds implementation. Then moving from left to right across the template are the essential functions of the practice, implementation performance levels, and lastly, evidence which provides data or documentation for determining implementation levels.

How to Use the Practice Profile

The essential functions align with the teaching/ learning objectives for each learning package. For each teaching/learning objective are levels of implementation. For some essential functions, proficient and exemplary implementation criteria are the same and in others, criteria differ. Close to proficient levels of implementation suggest the skill or practice is emerging and coaching is recommended for moving toward more proficient implementation. When implementation is reported at the unacceptable variation level, follow-up professional development in addition to coaching is recommended. The professional development provider should walk through the practice profile with the educator-learners, referring to the data and artifacts listed as suggested evidence. It is an important tool for self-monitoring their own implementation because it serves as a reminder as to the implementation criteria and is also aligned with the fidelity checklists

| **Missouri Collaborative Work Practice Profile**  **Foundations present in the implementation of each essential component:** *Commitment to the success of all students and to improving the quality of instruction.* | | | | | |
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| **Direct Instruction** | | | | | |
| **Essential Function** | | **Exemplary Proficiency**  **Ideal Implementation** | **Proficient** | **Close to Proficient**  *(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* | **Far from Proficient** *(Follow-up professional development and coaching is critical.)* |
| 1 | Learning Intention | Evidence of clear learning intentions—Teachers and students know what the students should be able Know, Do, and Understand because of the teaching. Evidence is observed in classrooms and in written lesson plans. | Evidence of clear learning intentions—Teachers and students know what the students should be able to Know, Do and Understand because of the teaching. Evidence is observed in classrooms but not in written lesson plans. | Teachers can explain what the students should Know, Do & Understand, but students do not. | Neither teachers nor students can explain the learning intention. |
| 2 | Success Criteria | The teacher and students can explain the scoring criteria prior to instruction and they know when students will be held accountable. Evidence is observed in classrooms and in written lesson plans. | The teacher and students can explain the scoring criteria prior to instruction and they know when students will be held accountable. Evidence is observed in classrooms but not in written lesson plans. | The teacher (not the students) knows what criteria will be expected for success and when students will be held accountable. | Neither teacher nor students have success criteria prior to instruction. |
| 3 | Hook | Evidence of grabbing students’ attention (the “hook”) to put students in a receptive frame of mind. Hook is tied to learning intention. Evidence observed in classroom and in written lesson plans. | Evidence of grabbing students’ attention (the “hook”) to put students in a receptive frame of mind. Hook is tied to learning intention. Evidence observed in classroom but not in written lesson plans. | Hook does not put the students in a receptive  frame of mind. Hook is not tied to learning intention. | The hook is not evident. |
| 4 | Lesson Presentation | Evidence of input, modeling, and checking for understanding. Evidence observed in classrooms and in written lesson plans. | Evidence of input, modeling, and checking for understanding. Evidence observed in classrooms but not in written lesson plans. | Input with modeling or checking for understanding but only one is present. | Input is evident, but neither modeling nor checking for understanding is evident. |
| 5 | Guided Practice | Opportunity for student to demonstrate his/her understanding of new learning under supervision of teacher. Feedback guides student progress. Evidence is observed in classroom and in written lesson plans. | Opportunity for student to demonstrate his/her understanding of new learning under supervision of teacher. Feedback guides student progress. Evidence is observed in classroom but not in written lesson plans. | Students have time for guided practice; however, feedback is not evident. | Guided practice is not evident. |
| 6 | Closure | Actions or statements that bring the lesson to an appropriate conclusion. Reviewing and clarifying key points of the lesson. Evidence is observed in classroom and in written lesson plans. | Actions or statements that bring the lesson to an appropriate conclusion. Reviewing and clarifying key points of the lesson. Evidence is observed in classroom but not in written lesson plans. | Learning targets are restated, but not clarified. | No evidence of closure is present. |
| 7 | Independent Practice | Provide reinforcement practice on a repeating schedule.  Evidence of students generalizing new learning in multiple contexts. Evidence is observed and in written lesson plans. | Provide reinforcement practice at the end of the unit.  Evidence of students generalizing new learning in multiple contexts. Evidence is observed but not in written lesson plans. | Repeated independent practice without mastery or transfer is evident. | No evidence of repeated independent practice. |

Evidence: Direct Instruction Fidelity Checklist