# Effective Teaching/ Learning 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 function:** *Commitment to the success of all students and to improving the quality of instruction.* |
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| **Effective Teaching & Learning Practices** |
| **Essential Functions** | **Exemplary****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.)* | **Evidence** |
| 1 | Educators maintain an effective instructional environment. | Establish and teach clearly articulated academic and behavioral classroom rules and procedures; implement consistently, and demonstrate methods to assure all students understand how and when to use them. | Establish and teach clearly articulated academic and behavioral classroom rules and procedures; implement consistently, and can describe methods of assuring all students understand how and when to use them. | Establish and teach clearly articulated academic and behavioral classroom rules and procedures; implement them at beginning of year, and can describe methods of assuring all students understand how and when to use them. | Academic and behavioral classroom rules and procedures are not established or are established but not taught. | Academic and behavior instruction artifactsLesson plans of rules taughtStudent data |
| 2 | Educators implement appropriate effective instructional practices. | Select and implement evidence-based effective methods that are not content related, implement with fidelity and inform decisions of progress through regularly scheduled formative assessments selected by appropriate teams. | Select and implement evidence-based effective methods that are not content related, implement with fidelity and inform decisions of progress through assessment methods selected by the instructor. | Select and implement evidence-based effective methods that are not content related, state are implemented with fidelity, and inform decisions of progress through assessment methods selected by the instructor | Select and implement evidence-based effective methods that may or may not be content related, state are implemented with fidelity and inform decisions of progress through assessment methods selected by the instructor | See evidence of data-based decision-makingStudent dataPractice-specific fidelity checklists |
| 3 | Educators use data to assess progress implementing effective instructional practice. | Select research-based formative assessment methods that include clearly defined outcomes, a problem-solving model , structured assessment criteria, and selected & constructed responses | Select research-based formative assessment methods that include outcomes, a problem-solving model , structured assessment criteria, and selected & constructed responses | Select research-based formative assessment methods that include outcomes, a problem-solving model , assessment criteria, and selected & constructed response | Select research-based formative assessment methods that include outcomes, a problem-solving model , assessment criteria, and a selected responses | Practice-specific fidelity checklistsStudent data |
| 4 | Educators collaborate with stakeholders.  | Establish systems to support frequent & regularly scheduled team-based collaboration throughout the implementation and ongoing use of effective instructional practices; along with active administrative participation | Establish systems to support frequent & regularly scheduled team-based collaboration throughout the implementation and ongoing use of effective instructional practices; along with active administrative support | Establish systems to support regularly scheduled collaboration throughout the implementation and ongoing use of effective instructional practices; along with active administrative support | Establish systems to support regularly scheduled collaboration throughout the implementation of effective instructional practices; along with administrative support | See evidence supporting collaborative data teams. |