# Using Technology to Support Collaborative Work 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.

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| **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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| **Using Technology in Classroom Instruction** |
| **Essential Function** | **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 | The teacher uses appropriate technology tools to meet the instructional needs of students. | All criteria are met.1. Appropriate for selected age group.
2. Appropriate for desired learning outcomes.
3. Appropriate level of rigor is built in to assignment.
4. Appropriate rubric or scoring guide is used for assessment.
 | Teacher meets three of the four criteria regularly and often meets all four criteria | Teacher struggles to meet more than 2 of the criteria on a regular basis | Teacher only meets 1 or none of the criteria on a regular basis |
| 2 | The teacher models and demonstrates proficiency in using instructional technology tools.  | All criteria are met.1. An example is shown to students.
2. A brief “tutorial” or explanation of how to use the application is provided for students.
3. Support and problem-solving is available as needed.
 | Teacher meets all three criteria on a regular basis | Teacher struggles to meet more than 2 of the criteria on a regular basis | Teacher only meets 1 or none of the criteria on a regular basis |
| 3 | The teacher monitors the effectiveness of technology tools being used in learning and makes alterations as needed | All criteria are met.1. Formatively assess students’ progress
2. Identifies students struggling with the use of the tech tool
3. Alters expectations based on performance
 | Teacher meets all three criteria on a regular basis | Teacher struggles to meet more than 2 of the criteria on a regular basis | Teacher only meets 1 or none of the criteria on a regular basis |