# Metacognition 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. Four levels of implementation are described for each teaching/learning objective: exemplary, proficient, close to proficient, and far from proficient. The professional development provider should review 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 of the implementation criteria and is also aligned with the fidelity checklists and the electronic practice profile self-assessment tool. These sources provide data regarding further training or coaching.

| **Metacognition**  **Practice Profile** | | | | | |
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| **Essential Function** | | **Exemplary Implementation** | **Proficient** | **Close to Proficient**  *(Skill is emerging, but not yet to proficiency. Coaching is recommended.)* | **Far from Proficient**  *(Follow-up professional development and coaching are critical.)* |
| 1 | Developing metacognition in learners | When developing metacognition in learners 5/5 criteria occur:   * When presenting students with a task, the teacher promotes a metacognitive environment by talking about thinking and learning in general and specifically talking about one’s own thinking and learning. * When presenting students with a task, the teacher models metacognitive practices before, during and after learning. * When presenting students with a task, the teacher provides opportunity for students to think about the best way to approach the task or accomplish the learning target and connect to prior experiences. * When presenting students with a task, the teacher provides opportunity for students to monitor progress in relation to learning target and success criteria. * When presenting students with a task or skill, the teacher provides students opportunity to determine if learning target was met and reflect on what went well what did not go well and what to do differently next time. | When developing metacognition in learners 4/5 criteria occur. | When developing metacognition in learners 3/5 criteria occur. | When developing metacognition in learners 2/5 criteria occur. |