## Engaging Student Learners 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.

| **Engaging Student Learners**  **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 | Educator understands and plans for optimum student engagement. | **All of the following criteria are met:**   * Educator develops engaging lessons with clear learning targets and transparent success criteria. * Educator plans for a range of instructional   strategies in each lesson.   * Educator plans and implements lessons in which effective practices are used. * Educator plans lessons that that require students to persevere. * Educator implements lessons that require students to problem solve. | **4/5 criteria are met** | **3/5 criteria are met** | **Fewer than three criteria are met** |
| 2 | Educator practices techniques that foster student engagement. | **All of the following criteria are met:**   * All Design Qualities of Context are present. * One or more of the Design Qualities of Choice are evident in instruction. * Educator consistently monitors and observes levels of student engagement during instruction and makes adjustments when needed. * Educator provides opportunities for students to engage in self-assessment and reflection about their learning. | **3/4 criteria are met** | **2/4 criteria are met** | **Fewer than two criteria are met** |
| 3 | Educator assesses and reflects on student engagement. | **All of the following criteria are met:**   * Educator provides formal opportunities for student input on their levels of engagement with lessons. * Educator reflects on student engagement and plans for improvement based on observational notes. * Educator reflects on student conversations and input for plans to improve student engagement. * Educator expands on personal assessment and student input by using this information as a measure of personal growth and may share with colleagues, parents, and protégés. | **3/4 criteria are met** | **2/4 criteria are met** | **Fewer than two criteria are met** |