# Becoming an Instructional Leader in Your Building 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Becoming an Instructional Leader in Your Building 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.* | | | | | |
| **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 | A collaborative culture and climate is visible through the students, teachers, and administrators. | The school leadership provides a supportive environment that includes all of the proficient criteria, plus meets 3/4 of the following:   * discovering and developing the capacity in staff * creating a new paradigm/vision for school culture * promoting inclusion for all * modeling an attitude of serving | The school leadership provides a supportive environment that includes 4/5 criteria.   * Safe environment for all as evidenced by feelings of trust, respect, and communication. * Teachers help each other, including on-going training. * Teachers support all students in every classroom. * The school is culturally responsive in a way that is multidimensional, empowering and transformative. * A building leadership team is established and of high quality as evidenced though member roles, team function and norms, and records of meetings. | The school leadership has a school environment that includes at least 3/5 proficient criteria. | The school leadership has a school environment with fewer than 3 of the proficient criteria. |
| 2 | Leadership supports and ensures  that teaching and learning practices engage all students  in meaningful learning. | Select and implement evidence- based effective methods that:   * are not content related, * are tied to teacher standards, * are implemented 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, * are tied to teacher standards, * are implemented 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, * are implemented with fidelity, and * inform decisions of progress through assessment methods selected by the *instructor*. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | Leaders develop teacher capacity to use formative assessment through supportive  data climates facilitating the use of formative data. | Leaders work with teacher teams to select and/or create research- based formative assessment methods that include:   * clearly defined outcomes, * a problem-solving model, * structured assessment criteria, and * selected and constructed responses. | Leaders work with teacher’s on research-based formative  assessment methods that include 3/4 criteria:   * clearly defined outcomes, * a problem-solving model, * structured assessment criteria, and * selected and constructed responses. | Leaders designate select teachers to develop research-based formative assessment methods that include 2/4 of the following:   * clearly defined outcomes, * a problem-solving model, * structured assessment criteria, and * selected and constructed responses. | Leaders have little understanding and knowledge of formative assessment methods that include one or none of the following:   * clearly defined outcomes, * a problem-solving model, * structured assessment criteria, and * selected and constructed responses. |
| 4 | Leaders initiate evidence-based decisions and processes  that focus on outcomes. | Leadership teams establish systems to support frequent and regularly scheduled team- based decision-making that are linked to multiple levels of data and establish priorities (such as  knowledge, time, evaluation, and resources) for the school year. | Leaders establish systems to support regular team-based decision-making that are linked to multiple levels  of data and establish 2 or more priorities (such as knowledge, time, evaluation, and resources) for the school year. | Leaders oversee systems of decision-making that are linked to one or more levels of data and establish priorities (such as  knowledge, time, evaluation, and resources) for the school year. | There is no system in place for team-based decision- making. |

Evidence: Leadership Implementation Fidelity Checklist, Interviews, Observations, Lesson Plans.