**Clarifying Expected Behaviors Practice Profile**

Implementation with fidelity requires clearly described implementation criteria.  The Practice Profile framework has 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 is anchored by the essential functions. Moving from left to right 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 professional learning module. 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. 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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| **Clarifying Expected Behaviors Practice Profile** |
| **Essential Function** | **Exemplary Implementation** | **Proficient** | **Close to Proficient** *(System is emerging, but not yet to proficiency.* ***BLT*** *Coaching is recommended.)* | **Far from Proficient***(Follow-up* ***BLT*** *professional development and coaching are critical.)* |
| 1 | The building leadership team has engaged all staff in defining schoolwide **expectations** *(guiding principles), and* **rules** *(observable behaviors).* | Exemplary = an average of 11-12 total points *The building leadership team has engaged all staff in** *defining 3-5 positively stated schoolwide* ***expectations*** *(guiding principles)*
* *defining positively stated specific schoolwide* ***rules*** *(observable behaviors) for use in* ***all*** *settings,*
* *documenting expectations and rules in a* ***schoolwide******matrix****.*
 | Proficient = an average of 9-10 total points  | Close to Proficient = an average of 7-8 total points  | Far From Proficient = an average of 6 or fewer total points  |
| 2 | The building leadership team has engaged all staff in defining *non-classroom* ***procedures*** *(clear steps for how things get done).* | Exemplary = an average of 7-8 total points *The building leadership team has engaged all staff in** *defining positively stated specific schoolwide* ***rules*** *(observable behaviors) for use in* ***non-classroom*** *settings (e.g., hallways, cafeteria, commons, or playground).*
* *defining positively stated specific schoolwide* ***procedures*** *(clear steps for how things get done) for use in* ***all non-classroom*** *settings (e.g., hallways, cafeteria, commons, or playground).*
 | Proficient = an average of 6 total points  | Close to Proficient = an average of 5 total points  | Far From Proficient = an average of 4 or fewer total points  |
| 3 | The building leadership team has implemented systems to support all teachers in developing positive and proactive classroom environments.  | Exemplary = an average of 11-12 total points *The building leadership team has engaged all teachers in* * *defining positively stated classroom* ***expectations*** *and* ***rules.***
* *creating, posting and utilizing a* ***classroom matrix*** *to support expected student behaviors.*
* *defining positively stated classroom* ***procedures*** *and* ***routines****.*
 | Proficient = an average of 9-10 total points  | Close to Proficient = an average of 7-8 total points  | Far From Proficient = an average of 6 or fewer total points  |

\*BLT = Building Leadership Team