**Common Philosophy and Purpose: 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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| **Common Philosophy and Purpose Leadership Team Practice Profile** | | | | | |
| **Essential Function** | | **Exemplary Implementation** | **Proficient** | **Close to Proficient**  *(Skill 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 professional learning that provides an overview of the positive, proactive approach in Schoolwide Positive Behavior Support (SW-PBS) schools and districts that includes:* | Exemplary = an average of 18-20 total points   * *Dialog around their current collective beliefs regarding students today.* * *Dialog around the scope of challenges in education today in general and within their school.* * *Dialog around the benefits of a unified, proactive, preventative approach to discipline such as SW-PBS.* * *Development of a list of proactive beliefs that all staff can support.* * *Strategic steps to engage students, families and communities to revisit their beliefs around education.* | Proficient = an average of 15-17 total points | Close to Proficient = an average of 11-14 total points | Far From Proficient = an average of 10 or fewer total points |
| 2 | *The building leadership team has engaged all staff in professional learning that provides an overview of the positive, proactive approach in Schoolwide Positive Behavior Support (SW-PBS) schools and districts that includes:* | Exemplary = an average of 14-16 total points   * *Revisiting the school* ***mission statement*** *which answers “Why do we exist? What do we do?” to document if it includes social/emotional/behavioral competence of students.* * *Revisiting the school* ***vision statement*** *which answers “What do we want to create?” to document if it includes the whole student (i.e., social/emotional/behavioral competence).* * *Updating the school* ***mission and vision statement****s to ensure they include social/emotional/behavioral competence, as needed.* * *Strategic steps to engage students, families and communities to revisit their agreement with updated* ***mission and vision statement****s that include social/emotional/behavioral competence.* | Proficient = an average of 12-13total points | Close to Proficient = an average of 9-11 total points | Far From Proficient = an average of 8 or fewer total points |
| 3 | *The building leadership team has engaged all staff in documenting specific steps that demonstrate a commitment to SW-PBS including:* | Exemplary = an average of 11-12 total points   * *Participation in learning activities to engage in co-creation of a new schoolwide approach to discipline.* * *Participation in learning activities to grow knowledge and skills of best practices for creating a positive schoolwide climate (e.g. defining, teaching, and encouraging expected behaviors, effectively discouraging unexpected behaviors, etc).* * *Participation in learning activities to grow knowledge and skills of best practices for creating a positive classroom climate (e.g. effective teaching and learning practices for the classroom such as defining, teaching, and encouraging expected behaviors, effectively discouraging unexpected behaviors, etc).* | 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 |