**Teaching Expected Behavior 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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| **Teaching Expected Behavior 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 a process of writing lesson plans to teach expected behavior in the social behavioral curriculum.  | Exemplary = an average of 14-16 total points ***The building leadership team has engaged all staff in*** * learning about the need for teaching of schoolwide behavioral expectations.
* prioritizing the order in which lessons will be written.
* learning about the difference between acquisition and booster lesson plans.
* establishing a schedule for writing lesson plans.
 | 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  |
| 2 | The building leadership team has developed a set of lesson plans to initially teach acquisition of expected behavior in the social behavioral curriculum. | Exemplary = an average of 7-8 total points ***The building leadership team has engaged all staff in*** * understanding the critical components of an ***acquisition*** lesson:
	+ the expectation
	+ the specific rule or procedure
	+ the context in which the rule is applied
	+ tell-show-practice
	+ generalization (pre-correct/remind, supervise, & feedback)
	+ re-teaching as needed
* drafting an **acquisition** lesson plan that includes critical components.
 | 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 developed a set of booster lessons for maintenance of expected behavior in the social behavioral curriculum. | Exemplary = an average of 7-8 total points ***The building leadership team has engaged all staff in*** * understanding the critical components of an ***booster*** ***or maintenance*** lesson:
	+ the expectation
	+ the specific rule or procedure
	+ the context in which the rule is applied
	+ generalization (pre-correct/remind, supervise, & feedback)
	+ re-teaching as needed
* drafting a ***booster or maintenance*** lesson plan that includes critical components.
 | 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  |
| 4 | The building leadership team has a schedule for teaching expectations in the social behavioral curriculum. | Exemplary = an average of 14-16 total points ***The building leadership team has created a year-long schedule for schoolwide teaching of expected behavior rules and procedures*** * including beginning of the year teaching for all students.
* Including orientation teaching for new students.
* Including booster lessons as needed (e.g., after holiday breaks or before testing).
* Including open times strategically planned to allow a rapid response to schoolwide data indicating opportunities for improvement.
 | 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  |