# Student Practice: 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. 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, 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 as to the implementation criteria and is also aligned with the fidelity checklists.

| **Missouri Collaborative Work Practice Profile**  **Foundations present in the implementation of each essential component:** *Commitment to the success of all students and to improving the quality of instruction.* | | | | |
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| **Spaced Practice: In the Context of Learning** | | | | |
| **Essential Function** | **Exemplary proficiency**  **Ideal Implementation** | **Proficient** | **Close to Proficient**  *(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* | **Far from Proficient** *(Follow-up professional development and coaching is critical.)* |
| Contain or address essential elements. | The practice sessions I design for students contain/address at least six essential elements listed below.  The practice sessions…   1. address changes that need to be made to the learning environment to help students feel safe and valued. 2. describe how to help students make personal connections to what is being practiced. 3. describe the “phases” needed to build the knowledge or skill base necessary for practice. 4. are “spaced” over a time span. 5. specify whether practice is “blocked” or “interleaving” or both. 6. are deliberate (target criteria for improvement). 7. are dynamic (challenging, novel, and/or in varied contexts). | The practice sessions I design for students contain/address five of the essential elements. | The practice sessions I design for students contain/address three or four essential elements. | The practice sessions I design for students contain/address fewer than three essential elements. |

Evidence: [insert list of data sources used as evidence for determining implementation level on the Practice Profile