# 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 checklist

| **Foundations present in the implementation of each essential component:** *Commitment to the success of all students and to improving the quality of instruction.* | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Special Education Process** | | | | | |
| **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.)* |
| 1 | Educators follow all steps in the SPED process to ensure compliance. | The Special Education Process includes. . .   * Entry steps: Referral, Evaluation & Eligibility * Ongoing processes: Individualized Education Program and Instruction & Monitoring * Notification of procedural safeguards within five school days upon receipt of parent referral * Eligibility is determined within 60 calendar days * IEP team and goals are established, implemented, reviewed, etc. * Annual Review | | While elements of the process are followed, there are gaps to the extent to which best practices are followed (for example, referral and evaluation may be missing critical elements of data) | Not following the process |
| 2 | Educators utilize effective communication and data based decision making with parents and family members about the sped process and their rights. | Effective communication and data based decision making throughout the SPED process includes…   * Implementing effective communication and use of data at entry steps, ongoing processes, annual review and transition practices * Verbal and written communication is in the families’ native language * Review of existing data within 30 days of referral * Data reviewed regarding child’s strengths and needs is comprehensive (may include description of speech, language, hearing, motor skills, social/emotional/cognitive development, etc., as well as information from the parents) | | While elements of effective communication and data based decision making is implemented, there are gaps to which best practices are followed (for example, referral data may be missing comprehensive information of child’s strengths and needs) | Not using effective communication and data based decision making; or data is insufficient |
| 3 | Educators implement transition planning and services to ensure compliance. | Transition planning and services for students includes   * Timely considerations for transition planning occurs particularly when the student is approaching age 16, or at the appropriate age. * Planning addresses student’s education, training, future employment, and independent living skills when appropriate | | While elements of effective transition planning and services for students is present, there are gaps in the process related to best practices. | Not using effective implementation of transition planning and services. |

Evidence: SPED Process Fidelity Checklist