# Teacher-Student Relationships 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. Four levels of implementation are described for each teaching/learning objective: exemplary, proficient, close to proficient, and far from proficient. The professional development provider should review 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 of the implementation criteria and is also aligned with the fidelity checklists and the electronic practice profile self-assessment tool. These sources provide data regarding further training or coaching.

| **Teacher-Student Relationships**  **Practice Profile** | | | | | |
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| **Essential Function** | | **Exemplary Implementation** | **Proficient** | **Close to Proficient** *(Skill is emerging, but not yet to proficiency. Coaching is recommended.)* | **Far from Proficient** *(Follow-up professional development and coaching are critical.)* |
| 1 | Teacher develops effective elements for building strong relationships with students into classroom practice to develop students’ socially appropriate behaviors. | **All of the following criteria are met:**   * Teacher demonstrates knowledge about each student’s interests and emotional strengths. * Teacher shows pleasure and enjoyment in every student. * Teacher interacts in a responsive and respectful manner towards all students. * Teacher does not show irritability or aggravation toward students. | **3/4 criteria are met** | **2/4 criteria are met** | **Fewer than 2/4 criteria occur** |
| 2 | Teacher is a reflective practitioner and continually assesses the effects of choices and actions on students. | **All of the following criteria are met:**   * Teacher actively seeks opportunities to grow professionally in order to improve learning for all students. * Teacher uses various forms of self-reflection to monitor and build on opportunities to increase teacher-student relationships. * Teacher always acts as a responsible professional in building teacher-student relationships. | **2/3 criteria are met** | **1/3 criteria is met** | **None of the criteria occur** |
| 3 | Teacher develops effective methods for promoting strong relationships with students into classroom practice to improve students’ academic achievement. | **All of the following criteria are met:**   * Teacher demonstrates knowledge about each student’s background, strengths and academic levels. * Teacher offers each student help (e.g., answering questions in timely manner, offering support that matches the children's needs) in achieving academic and social objectives. * Teacher helps all students reflect on their thinking and learning skills on a frequent basis. | **2/3 criteria are met** | **1/3 criteria is met**. | **None of the criteria occur** |