# Early Warning Systems 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

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.

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| **Early Warning Systems 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.* | | | | | |
| **Early Warning Systems** | | | | | |
| **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 | **Establish roles and responsibilities for an Early Warning Systems team.** | Formed a team that has all roles and responsibilities established. | Formed a team with several roles and responsibilities established. | FF Formed a team but have no roles and responsibilities established. | NN No team established. |
| 2 | **Use of available data and validated indicators of risk to identify students who are at risk of not graduating,** | Have identified students who are at risk by using indicators and have begun to look at the data. | H Have identified students who  are at risk, but have not met to look at the data. | Have looked at the indicators for students who are at risk but have not begun the process, | Have not identified students or looked at the indicators. Have gathered no data. |
| 3 | **Review and interpret the data to identify, monitor and increase graduation rates.** | Have reviewed the data collected to monitor and increase graduation rates and have moved forward to intervening. | Have reviewed the data collected, but have not moved forward to closely monitor the student(s) or increase graduation. | Have reviewed the data collected, but have not moved forward to intervening. | Have done nothing to review the data collected or moved forward to intervene. |
| 4 | **Assign and implement intensive evidence-based methods to increase social, emotional, or behavioral outcomes. Establish and review the strategies for engagement of ALL students and review the intervention used.** | Teams have identified the intervention to be used and have established a process to engage all students and review its effectiveness . | Teams have identified the intervention to be used but have not established a process to engage all students and review its effectiveness . | Teams have identified the intervention to be used and have established a process to engage all students but have not review its effectiveness . | Teams have not identified the intervention to be used and have not established a process to engage all students and review its effectiveness . |
| 5 | **Embrace a philosophy of partnership that empowers families and communities.** | The team has developed a partnership with the families of students who are at risk. | The team has made contact with parents, but has not embraced parent support. | The team has made little effort to contact parents and provide support . | The team has not contacted the parents to seek their support. |
| 6 | **Monitor students and interventions. Meet to discuss the student’s progress and note changes to the interventions. Repeat the process.** | The team has monitored the students and the interventions for effectiveness. | The team has monitored the students, but not the interventions for effectiveness. | The team has looked at interventions, but has yet to monitor or use the interventions. | The team has done nothing to monitor or identified the interventions. |