**Encouraging Expected Behaviors 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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| **Encouraging Expected Behaviors Practice Profile** |
| **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 | The building leadership team has developed and provided professional learning activities to increase the likelihood that all adults consistently support a positive schoolwide environment. | Exemplary = an average of 11-12 total points *Professional learning has been developed and provided to all instructional staff on* * *the importance and impact of positive consequences on student behavior and school climate.*
* *the use of preferred adult behaviors (e.g., eye contact, smiling, use of students’ name, listening, etc.).*
* *effectively using positive specific feedback.*
 | Proficient = an average of 9-10 total points  | Close to Proficient = an average of 7-8 total points  | Far From Proficient = an average of 6 or fewer total points  |
| 2 | A schoolwide system to encourage students’ use of expected behaviors and staff use of positive specific feedback in non-classroom settings has been developed. | Exemplary = an average of 14-16 total points *The building leadership team has engaged all staff in identifying* * *the expected student behaviors in all non classroom settings that will receive consistent adult encouragement.*
* *the specific manner in which positive, specific feedback will be delivered by all staff to all students (e.g., verbal, verbal with tangibles, group contingencies, etc.).*
* *the frequency or ratio with which all staff are to deliver encouragement to all students.*
* *the manner in which the use of schoolwide encouragement will be monitored.*
 | 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  |
| 3 | The building leadership team has provided support necessary for each instructional staff member to create a classroom system for encouragement that aligns to the schoolwide system of encouragement.  | Exemplary = an average of 14-16 total points *The building leadership team has engaged all instructional staff in identifying* * *the expected student behaviors in all classroom settings that will receive consistent adult encouragement.*
* *the specific manner in which positive, specific feedback will be delivered by all instructional staff to all students in classroom settings (e.g., verbal, verbal with tangibles, group contingencies, etc.).*
* *the frequency or ratio with which all instructional staff are to deliver encouragement to all students in classroom settings.*
* *the manner in which the use of classroom encouragement will be monitored.*
 | 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  |
| 4 | The building leadership team has implemented a system to positively encourage expected behaviors of all adults (e.g., staff and family members). | Exemplary = an average of 18-20 total points The building leadership team has developed and communicated (e.g., memos, email, newsletter, website, student and/or staff handbooks) * *expectations for adult behaviors.*
* *a consistent system to encourage expected adult behaviors.*
* *the manner in which the use of encouraging adult expectations will be monitored.*

The building leadership team has implemented a consistent system to encourage expected adult behaviors (e.g., staff and families).The building leadership team monitors the implementation of the schoolwide system to encourage adult behaviors.  | Proficient = an average of 15-17 total points  | Close to Proficient = an average of 11-14 total points  | Far From Proficient = an average of 10 or fewer total points  |