**Data-Based Decision Making 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.

| **Data-Based Decision Making 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 | Educators establish collaborative process for collecting data. | Meet 9/9 criteria.  *Collaborative data team process*   * Establish a data team with members sharing a common interest (content, grade level, Building or District Leadership, etc.). * Meet at regularly scheduled predetermined times to collaborate on data related to desired student outcomes. * Define and useroles to improve meeting effectiveness and efficiency. * Use agendas that clearly outline team meeting goals with an emphasis on using data to inform action planning (i.e., Instructional Action Plan, School Improvement Plan, Solution Plan. * Use a system for sharing and storing team documents (i.e. agenda, minutes, etc.). * Hold team accountable for individual and team review of data   *Data collection process*   * Collect student data in relation to learning and/or behavioral targets. * Collect data describing plan implementation. * Organize data in preparation for review and analysis. | 7/9 criteria are met.  *Collaborative data team process*   * Establish a data team with members sharing a common interest (content, grade level, Building or District Leadership, etc.). * Meet at regularly scheduled predetermined times to collaborate on data related to desired student outcomes. * Define and use roles to improve meeting effectiveness and efficiency. * Use agendas that clearly outline team meeting goals with an emphasis on using data to inform action planning (i.e., Instructional Action Plan, School Improvement Plan, Solution Plan.   *Data collection process*   * Collect student data in relation to learning and/or behavioral targets. * Collect data describing plan implementation. * Organize data in preparation for review and analysis. | 4/9 criteria are met.  *Collaborative data team process*   * Establish a data team with members sharing a common interest (content, grade level, Building or District Leadership, etc.). * Meet at regularly scheduled predetermined times to collaborate on data related to desired student outcomes. * Use agendas that clearly outline team meeting goals with an emphasis on using data to inform action planning (i.e., Instructional Action Plan, School Improvement Plan, Solution Plan.   *Data collection process*   * Collect student data in relation to learning and/or behavioral targets. | ***Fewer*** than 4/9 of any of the criteria occur. |
| 2 | Educators implement a process for examining and interpreting data. | Meet 6/6 criteria.   * Identify a common problem that is related to an important student outcome goal. * Use purposeful data analysis system to guide effective data analysis. * Consistently use protocol for data analysis. * Reflect on how adult activities have previously impacted the common problem. * Predict a link between student outcome and teacher activity. * Organize and track the data-informed decisions made by the team in order to be available for future problem-solving discussions. | 5/6 criteria are met.   * Identify a common problem that is related to an important student outcome goal. * Use purposeful data analysis system to guide effective data analysis. * Consistently use protocol for data analysis. * Reflect on how adult activities have previously impacted the common problem. * Predict a link between student outcome and teacher activity. | 4/6 criteria are met.   * Identify a common problem that is related to an important student outcome goal. * Use purposeful data analysis system to guide effective data analysis. * Consistently use protocol for data analysis. * Reflect on how adult activities have previously impacted the common problem. | ***Fewer*** than 4/6 of any of the criteria occur. |
| 3 | Educators determine action steps. | Meet 4/4 criteria.   * Develop a written action plan including all parts: Goal, Evidence of Goal Attainment, Action Steps, Individual Responsible, Results Indicators (implementation and outcome) and plan implementation/goal achievement deadlines (i.e., Instructional Action Plan, Solution Plan, Action Plan). * Schedule and implement plan. * Collect evidence of progress toward goal. * Engage stakeholders in data review, and identification of next steps. | 3/4 criteria are met.   * Develop a written action plan including all parts: Goal, Evidence of Goal Attainment, Action Steps, Individual Responsible, Results Indicators (implementation and outcome) and plan implementation/goal achievement deadlines (i.e., Instructional Action Plan, Solution Plan, Action Plan). * Schedule and implement plan. * Collect evidence of progress toward goal. | 2/4 criteria are met.   * Develop a written action plan including all parts: Goal, Evidence of Goal Attainment, Action Steps, Individual Responsible, Results Indicators (implementation and outcome) and plan implementation/goal achievement deadlines (i.e., Instructional Action Plan, Solution Plan, Action Plan). * Schedule and implement plan. | ***Fewer*** than 2/4 of any of the criteria occur. |

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| 4 | Educators use implementation and student outcome data to determine next steps. | Meet 7/7criteria.   * Review previously created data analysis system and improve it as necessary to determine impact on desired student outcomes. * Analyze evidence of impact on desired student outcomes collected during implementation of plan. * Include time in data team meetings to reflect on and discuss what worked, what did not work and why. * Determine if/how action steps targeted student outcome goal. * Share outcome data with stakeholders, and gather feedback on action plan from these stakeholders. * Schedule time to reflect on the outcome of the action plan. * Adjust action plan to reflect findings. | 6/7 criteria are met.   * Review previously created data analysis system and improve it as necessary to determine impact on desired student outcomes. * Analyze evidence of impact on desired student outcomes collected during implementation of plan. * Include time in data team meetings to reflect on and discuss what worked, what did not work and why. * Determine if/how action steps targeted student outcome goal. * Share student outcome data with staff and students, and gather feedback on action plan from staff and students. * Schedule time to reflect on the outcome of the action plan. | 4/7 criteria are met.   * Review previously created data analysis system and improve it as necessary to determine impact on desired student outcomes. * Analyze evidence of impact on desired student outcomes collected during implementation of plan. * Include time in data team meetings to reflect on and discuss what worked, what did not work and why. * Determine if/how action steps targeted student outcome goal. | ***Fewer*** than 4/7 of any of the criteria occur. |