# Practice Profile HO #10

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 checklists

Handout #10

| **Foundations present in the implementation of each essential component:** *Commitment to the success of all students and to improving the quality of instruction.* | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Understanding Essential Elements** | | | | | |
| **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 | Examine data to determine where student is functioning relative to the grade level Essential Element. | Uses multiple sources of data…   * Review of previous IEP goals * Use progress monitoring results and other sources of data * Use the student’s grade of record to choose Essential Elements * Collaborate with grade level team to determine Essential Elements in relation to the priorities of grade level or course * Use DLM linkage levels to determine to where student is functioning | | At least 3 of the components. | Fewer than 3 of the components are included. |
| 2 | Develop present level of academic achievement and functional performance reflecting strengths and needs with consideration of the Essential Elements. | PLAAFP includes…   * Baseline academic achievement information for the student. * Student’s current functional performance. * How the student’s disability affects involvement/progress in the general education curriculum. * The unique educational needs of the student related to access and progress in the general education curriculum. * How the student’s social and behavioral development affects their academic progress. | | At least 3 of the PLAAFP components are included. | Fewer than 3 of the PLAAFP components are included. |
| 3 | Educator creates SMART IEP goals based upon the student’s PLAAFP. | SMART IEP goals…   * Are Specific and based upon the students PLAAFP. * Are Measureable with progress objectively determined at frequent data points. * Are Attainable and related to the most critical student needs. * Are Results oriented and developed with a specific connection to a standard’s outcome. * Are Time-bound with clearly defined beginning and ending dates | | At least 3 of the SMART goal components are included. | Fewer than 3 of the SMART goal components are included. |
| 4 | Educator includes ongoing monitoring that is inclusive of benchmark or short-term objectives. | As mandated for all MAP-A students…   * Benchmarks or short-term objectives are included for all goals * All related services must have benchmarks/objectives * Benchmarks or short-term objectives align with SMART goals | | Benchmarks or short-term objectives are included on at least 80% of goals. | Benchmarks short-term objectives are not included in the IEP. |