# 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. 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

| **Foundations present in the implementation of each essential component:** *Commitment to the success of all students and to improving the quality of instruction.* | | | | | |
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| **Standards Based IEP** | | | | | |
| **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 | Educator creates Present Levels of Academic Achievement and Functional Performance (PLAAFP) that are based on data identified student learning needs. | PLAAFP consistently includes specific  examples of . . .   * 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. | All PLAAFP components are included with several specific examples. | All PLAAFP components are included with some specific examples. | Some PLAAFP components are not included, with few examples. |
| 2 | Educator creates SMART IEP goals based upon the student’s PLAAFP. | Standards Based IEP goals…   * Are specific and based upon the students PLAAFP. * Are measureable with progress objectively determined at frequent data points. * Are achievable 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. * Clearly defines the components: who (student name), behavior (will do what), criterion (to what level or degree), and the conditions under which it will be measured. * At the high school level, post-secondary outcomes are addressed. | SMART goal components are included. | At least 4 of the SMART goal components are included. | Fewer than 4 of the SMART goal components are included. |
| 3 | Educator includes accommodations and/or modifications necessary to support student access and progress in the general education curriculum. | Accommodations and/or modifications. . .   * Are clearly matched with the needs of the student. * Are appropriate to increase access to instruction and assessment at grade level. * Address the where, when, how and who. | Accommodations and/or modifications. . .   * Are matched with the needs of the student. * Increase access to instruction and assessment at grade level. * Address components of the where, when, how and who. | Accommodations and/or modifications. . .   * Are matched with the needs of the student. * Partially increase access to instruction and assessment at grade level. * Address some components of the where, when, how and who. | Accommodations and/or modifications. . .   * Are not matched with the needs of the student. * Do not increase access to instruction and assessment at grade level. * Do not address the where, when, how and who. |
| 4 | Educator includes ongoing monitoring of progress (monitor, reflect, adjust, repeat). | Assessment plan. . .   * Includes specific methods for directly measuring student’s progress. * Directly measures the progress needed to close the gap between current functioning and grade-level. * Clearly aligned to the targeted grade-level outcomes. | Assessment plan. . .   * Includes methods for measuring student’s progress. * Measures the progress needed to close the gap between current functioning and grade-level. * Is aligned to the targeted grade-level outcomes. | At least 2 of the assessment plan components are included. | Fewer than 2 of the assessment plan components are included. |

Evidence: Standards Based IEP Fidelity Checklist