

Collaborative Teams (CT) Practice Profile

Implementation with fidelity requires clearly described implementation criteria. The Practice Profile framework was 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 is anchored by the essential functions. Moving from left to right across the template are the essential functions of the practice, implementation performance levels, and criteria/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. Four levels of implementation are described for each teaching/learning objective: exemplary, proficient, close to proficient, and far from proficient. The professional development provider should review 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 of the implementation criteria and is also aligned with the fidelity checklists and the electronic practice profile self-assessment tool. These sources provide data regarding further training or coaching.

Collaborative Teams (CT) Practice Profile					
Essential Function		Exemplary Implementation	Proficient	Close to Proficient <i>(Skill is emerging, not yet proficient, coaching recommended)</i>	Far from Proficient <i>(Professional development and coaching are critical)</i>
1	Teams develop a culture of shared responsibility, focused on student impact that promotes collective efficacy.	<p>Teams develop a culture of shared responsibility that builds collective teacher efficacy by demonstrating 8/8 of the following criteria.</p> <ul style="list-style-type: none"> • Build relational trust through modeling of mutual respect, transparency, and risk taking • Identify common purposes and goals to improve student outcomes for academics and behavior • Believe they are able to impact change • Engage in cycles of data-based decision making • Identify students needing varying levels of support • Align instructional practices to academic standards and behavioral expectations • Implement evidence-based instructional practices • Establish effective, consistent, and reciprocal communication amongst all stakeholders 	7/8 criteria are met by educators	5/8 criteria are met by educators	Fewer than 5/8 criteria are met by educators

Collaborative Teams (CT) Practice Profile					
Essential Function		Exemplary Implementation	Proficient	Close to Proficient (Skill is emerging, not yet proficient, coaching recommended)	Far from Proficient (Professional development and coaching are critical)
2	Educators structure team meetings to assure authentic and effective collaboration.	<p>Educators structure team meetings to assure authentic and effective collaboration by demonstrating 6/6 of the following criteria.</p> <ul style="list-style-type: none"> • Collaborative Teams are configured multiple ways based on their purpose and goals (grade level, course-alike, vertical, intervention, leadership, behavior, text-book selection, CARE teams). • Teacher teams meet at least weekly for 45-60 minutes or more of dedicated/protected time for collaboration. • Leadership teams meet at least monthly for 60-90 minutes or more to guide, support, and monitor building-wide collaborative teams. • Team members agree on and accept roles that are purposeful, clearly described, and align with their skills. • Educators intentionally use collaborative skills during team meetings (problem solving and sharing; pausing; paraphrasing; posing questions; putting ideas on the table; providing data; paying attention to self and others; presuming positive intentions). • All members of the team are active participants, intentionally sharing resources, perspectives, and responsibilities to promote effective learning. 	5/6 criteria are met by educators	4/6 criteria are met by educators	Fewer than 4/6 criteria are met by educators

Collaborative Teams (CT) Practice Profile					
Essential Function		Exemplary Implementation	Proficient	Close to Proficient (Skill is emerging, not yet proficient, coaching recommended)	Far from Proficient (Professional development and coaching are critical)
3	Educators effectively use group processes for impactful collaboration.	<p>Educators effectively use group processes for impactful collaboration by demonstrating 3/3 of the following criteria.</p> <ul style="list-style-type: none"> Teams use agendas which include the following. <ul style="list-style-type: none"> Team name, date, location Working agreements/norms Assigned roles Establish clear objectives Review past items Celebrations of accomplishments Next meeting date, time, and location Consistent template for easy reference Team minutes and communication include the following. <ul style="list-style-type: none"> List of the attendees Tasks achieved Consensus and decisions made List of actions agreed upon including to whom it was assigned and the completion due date Centrally stored notes with easy access for all participants to provide updates and comments Minutes distributed to all stakeholders Teams will effectively establish and use norms for effective and productive collaboration. 	2/3 criteria are met by educators	1/3 criteria are met by educators	None of the criteria are met by educators