**Handout #2**

**Essential Practice Profile*:* Collaborative Teams**

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 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.

| **Collaborative Teams 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.) |
| EF1 | Teams develop a culture of shared responsibility, focused on student impact that promotes collective efficacy. | Teams develop a culture of shared responsibility that builds collective teacher efficacy by demonstrating 8/8 of the indicators:   * 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 4 criteria are met by educators |
| EF2 | Educators structure team meetings to assure authentic and effective collaboration. | Educators structure team meetings to assure authentic and effective collaboration by demonstrating / of the indicators:   * Collaborative Teams are configured multiple ways based on their purpose/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 school-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). * Teams encourage active participation of all members and intentionally share resources, perspectives, and responsibilities to promote an inclusive learning environment for all students. * Feedback is shared in a constructive and respectful manner. * The team monitors the progress of collaboration and makes adjustments as needed to ensure goals are met. | 7/8 criteria are met by educators | 5/8 criteria are met by educators | Fewer than 4 criteria are met by educators |
| EF 3 | Educators effectively use group processes for impactful collaboration | Educators effectively use group processes for impactful collaboration by demonstrating:   * Teams use agendas which include: * Team name, date, location. * Working agreements/norms. * Assigned roles * Establish clear Objectives. * Review past items. * Celebrations of accomplishments. * Next meeting date, time & location. * Consistent template for easy reference. * Team minutes & communication include: * List of the attendees. * Tasks achieved. * Consensus and decisions made. * List of actions agreed upon including to whom it was assigned and the completion 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 * Team protocols include those for examining:   + Academic and behavioral data.   + Student work.   + Instructional strategies.   + Progress monitoring. | ¾ criteria are met by educators | 2/4 criteria are met by educators | 1 criteria are met by educators |