

Developing Assessment Capable Learners (DACL) 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 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.

| Developing Assessment Capable Learners (DACL) 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) |
| 1 | Educators teach students to determine "Where am I Going?" | <p>When teaching students to develop learning goals, 5/5 criteria occur.</p> <p>Educator</p> <ul style="list-style-type: none"> Writes daily targets using student-friendly language, using "I can _____" or "I know _____" statements Creates daily opportunities for students to use or interact with learning targets Develops rubric or scoring guide for appropriate assignments and provides multiple opportunities for students to use/interact with the rubric/scoring guide during the learning Analyzes sample work with the students using strong and weak examples and asking students to justify their analyses (an ongoing task throughout learning to clarify misconceptions) Asks students to set daily goals in relation to the learning targets | <p>When teaching students to determine learning goals, 4/5 criteria occur and must include the following.</p> <p>Educator</p> <ul style="list-style-type: none"> Writes daily targets using student-friendly language, using "I can _____" or "I know _____" statements Creates daily opportunities for students to use or interact with learning targets Asks students to set daily goals in relation to the learning targets | <p>When teaching students to determine learning goals, 3/5 criteria occur and must include the following.</p> <p>Educator</p> <ul style="list-style-type: none"> Writes daily targets using student-friendly language, using "I can _____" or "I know _____" statements Creates daily opportunities for students to use or interact with learning targets | <p>When teaching students to determine learning goals, fewer than 3/5 criteria occur.</p> |

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| 2 | Educators teach students to determine “Where am I Now?” | <p>When teaching students to self-evaluate learning progress, 5/5 criteria occur.</p> <p>Educator</p> <ul style="list-style-type: none"> Provides descriptive task feedback to all students throughout their learning that clearly links to learning goal and success criteria Provides feedback about strengths and offers information to guide actionable improvement to all students multiple times throughout the learning process Paces instruction to allow for frequent, descriptive feedback to all students and allows time for students to act on the feedback received Asks students to self-regulate by assessing their own progress and justifying their assessments multiple times throughout the learning process Instructs students to set personal goals based on feedback and self-assessment | When teaching students to self-evaluate learning progress, 4/5 criteria occur. | When teaching students to self-evaluate learning progress, 3/5 criteria occur. | When teaching students to self-evaluate learning progress, fewer than 3/5 criteria occur. |

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| 3 | Educators teach students to determine “How do I Close the Gap?” | <p>When teaching students to identify next steps in learning, 4/4 criteria occur.</p> <p>Educator</p> <ul style="list-style-type: none"> Assists each student in determining what might be some of the next instructional steps for the individual Paces instruction to allow for the feedback loop and focused student revision Provides opportunities for students to self-reflect and document their learning Provides opportunities for students to share their learning | When teaching students to identify next steps in learning, 3/4 criteria occur. | When teaching students to identify next steps in learning, 2/4 criteria occur. | When teaching students to identify next steps in learning, fewer than 2/4 criteria occur. |