

## Implementation Practice Profile: District Level

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 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 district implementation objectives (see Implementation Checklist and the Step-by-Step Guide). For each district implementation 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. When implementation is reported at the far from proficient level, follow-up training and coaching are recommended.

Implementation Practice Profile: District Level				
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 District leaders maintain a collaborative culture and climate at the district level and with building leaders.	<p>District Leadership Team (DLT) and district contacts address all criteria indicated as proficient.</p> <p>Participation of DLT in monthly meetings is consistent. The meetings are well-documented examples of proficient implementation.</p> <p>Communication protocols are consistently followed and shared district wide.</p> <p>As new DLT members are brought on board, they receive professional development about district-level implementation and district-level roles.</p>	<p>District leaders have accomplished all of the following criteria.</p> <ul style="list-style-type: none"> <li>District-level contact person is identified and acts as the primary contact for reciprocal communication with the Coaching Support Team (CST) facilitator</li> <li>DLT is in place, comprised of members with expertise in the following areas: instruction, curriculum, assessment, technology, special education, pre-K, elementary, middle, and high school</li> <li>DLT meets monthly to collaborate and shape participation</li> <li>DLT has developed an ongoing partnership with CST</li> <li>Technology (i.e., virtual meetings, document sharing) is used for timely and consistent sharing of information and support from the CST</li> </ul> <p>Communication protocols result in consistent understanding of participation in all buildings.</p> <ul style="list-style-type: none"> <li>Building-level contacts identified</li> <li>A consistent district-wide plan for communicating with building-level contacts is established</li> <li>Building-level contacts use a protocol to regularly disseminate information to all staff</li> </ul> <p>The DLT collaborates with building leaders to define building-level expectations, develop action plans, collect data, and monitor progress toward improving instruction leading to student learning.</p>	<p>The following describes level of implementation.</p> <ul style="list-style-type: none"> <li>District-level contact person is identified, but communication and partnership with CST is inconsistent</li> <li>DLT is in place, but not all areas of expertise are represented</li> <li>DLT meets quarterly or less</li> <li>Use of technology is sporadic, if at all</li> <li>Communication protocols are not established</li> <li>Building-level contacts are identified for some buildings, but not all</li> <li>Information about implementation is inconsistently shared with building-level educators</li> <li>Action plans are developed, but have gaps in key components</li> </ul>	<p>Implementation is as follows.</p> <ul style="list-style-type: none"> <li>District-level contact person is identified, but communication and partnership with CST does not occur</li> <li>DLT is not in place</li> <li>Technology is not used for sharing information, meeting, or collaboration</li> <li>Building-level contacts are not identified</li> <li>Information is not shared with building-level educators</li> <li>Action plans are not developed</li> </ul>

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2	District leaders demonstrate commitment to school improvement through participation in coaching, training, and data-driven action to improve instructional practice.	<p>An action plan with implementation timeline, aligned with existing Comprehensive School Improvement Plan (CSIP) and district professional development plan, is developed and used. This action plan addresses all items listed as proficient.</p> <p>Progress on the action plan is monitoring monthly by the DLT. Based on progress monitoring, modifications to the action plan are collaboratively identified by the DLT and communicated across the district.</p>	<p>An action plan with implementation timeline, aligned with existing Comprehensive School Improvement Plan (CSIP) and district professional development plan, is developed and used. This action plan...</p> <ul style="list-style-type: none"> <li>• Is informed by implementation and outcome data (e.g., SAPP, CWIS)</li> <li>• Provides for training and coaching on effective teaching and learning practices</li> <li>• Creates structures and processes for collaborative problem-solving using data</li> <li>• Creates structures and processes for school-based coaching</li> <li>• Incorporates virtual coaching and technology to enhance quality and timeliness of coaching</li> <li>• Includes annual benchmarks and outcomes aligning areas of foci across district priorities</li> <li>• Builds in opportunities for progress monitoring and revisiting action plan annually</li> </ul> <p>This plan contains the following.</p> <ul style="list-style-type: none"> <li>• Prioritized goals</li> <li>• Annual measurable goals and outcomes matched to data sources</li> <li>• Identified data elements (e.g., CWIS, SAPP), which are reviewed at least annually for data-driven discussions</li> </ul>	<p>An action plan with implementation timeline is developed; however, there are gaps in recommended items, data, and review processes as listed in the proficient column.</p> <p>Of the 10 recommendations listed, at least 6 are addressed fully.</p>	An action plan does not exist OR fewer than 6 items are addressed fully.

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3	District leaders review district-level and building-level instruction and learning outcomes data and provide support based on data.	<p>A system for supporting and monitoring fidelity and implementation of progress is established, used, and revisited annually. This system includes a data review cycle consisting of items listed as proficient.</p> <p>Based on implementation of the data review cycle, district leaders receive professional development (or refresher professional development) to maintain proficient implementation of the data elements and the review cycle.</p>	<p>A system for supporting and monitoring fidelity and implementation of progress is established, used, and revisited annually. This system includes a data review cycle which promotes the following actions.</p> <ul style="list-style-type: none"> <li>• Determine district-wide and building-level status and needs for professional development using CWIS, SAPP, and other data</li> <li>• Determine focus areas of need and set benchmarks for improvement</li> <li>• Provide for training and coaching (including use of the virtual learning platform) to address needs for improved instruction and build on strengths</li> <li>• Provide opportunity for educator reflection on the acquisition and application of new instructional knowledge and skills</li> <li>• Monitor implementation through observations and walkthroughs</li> <li>• Provide educators with descriptive feedback and support for improvement</li> <li>• Review school-wide data and identify ways of continuing to improve instruction and outcomes</li> <li>• Share data and collaborate with building leaders</li> <li>• Use data at all levels to guide professional development</li> </ul>	<p>The district engages in a data review cycle; however, there are missing steps or minimal levels of implementation.</p> <p>Of the 9 recommended steps listed, at least five are addressed fully.</p>	<p>The district does not conduct a data review cycle OR fewer than 5 items are addressed fully.</p>

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4	District leaders align expectations and requirements across the district in order to improve efficiency, consistency, and effectiveness of instruction.	<p>The DLT uses an established protocol for review of all district work, initiatives, and programs to assure current and ongoing alignment with the district CSIP. The protocol consists of all items indicated as proficient.</p> <p>Review of the protocol, informed by data, occurs at least twice annually. Detailed notes of the review are taken and used to inform modifications to the CSIP.</p>	<p>The DLT uses an established a protocol for review of all district work, initiatives, and programs to assure current and ongoing alignment with the district CSIP. The protocol consists of the following.</p> <ul style="list-style-type: none"> <li>• A schedule of taking inventory of all district initiatives in a manner that identifies redundancies and inconsistencies</li> <li>• A process for assuring alignment as new initiatives or programs are added to district/building expectations</li> <li>• Persons designated with responsibility for following the protocol and communicating to district/building leaders how alignment can/should occur</li> </ul>	The DLT has established a protocol addressing all recommended items; however not all recommendations are implemented.	The DLT has an established protocol; but it does not contain all recommended items OR a protocol has not been established.