

# **Becoming an Instructional Leader in Your Building (Instructional Leadership) 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.

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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	A collaborative culture and climate is visible through the students, teachers, and administrators	<p>The school leadership provides a supportive environment that includes all of the proficient criteria, plus meets 3/4 of the following.</p> <ul style="list-style-type: none"> <li>• Discovering and developing the capacity in staff</li> <li>• Creating a new paradigm/vision for school culture</li> <li>• Promoting inclusion for all</li> <li>• Modeling an attitude of serving</li> </ul>	<p>The school leadership provides a supportive environment that includes 4/5 criteria.</p> <ul style="list-style-type: none"> <li>• Safe environment for all as evidenced by feelings of trust, respect, and communication</li> <li>• Teachers help each other, including on-going training</li> <li>• Teachers support all students in every classroom</li> <li>• The school is culturally responsive in a way that is multidimensional, empowering and transformative</li> <li>• A building leadership team is established and of high quality as evidenced through member roles, team function and norms, and records of meetings</li> </ul>	The school leadership has a school environment that includes at least 3/5 proficient criteria.	The school leadership has a school environment with fewer than 3/5 of the proficient criteria.
2	Leadership supports and ensures that teaching and learning practices engage all students in meaningful learning.	<p>Select and implement evidence-based effective methods that include all of the following.</p> <ul style="list-style-type: none"> <li>• Are not content related</li> <li>• Are tied to teacher standards</li> <li>• Are implemented with fidelity</li> <li>• Inform decisions of progress through regularly scheduled formative assessments selected by appropriate teams</li> </ul>	<p>Select and implement evidence-based effective methods that include all of the following.</p> <ul style="list-style-type: none"> <li>• Are not content related</li> <li>• Are tied to teacher standards</li> <li>• Are implemented with fidelity</li> <li>• Inform decisions of progress through assessment methods selected by the instructor</li> </ul>	<p>Select and implement evidence-based effective methods that include all of the following.</p> <ul style="list-style-type: none"> <li>• Are not content related</li> <li>• Are implemented with fidelity</li> <li>• Inform decisions of progress through assessment methods selected by the instructor</li> </ul>	<p>Select and implement evidence-based effective methods that include all of the following.</p> <ul style="list-style-type: none"> <li>• May or may not be content related</li> <li>• Are implemented with fidelity</li> <li>• Inform decisions of progress through assessment methods selected by the instructor</li> </ul>

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3	Leaders develop teacher capacity to use formative assessment through supportive data climates facilitating the use of formative data.	Building leaders work with teacher teams to select and/or create research-based formative assessment methods that include 4/4 of the following criteria. <ul style="list-style-type: none"> <li>• Clearly defined outcomes</li> <li>• A problem-solving model</li> <li>• Structured assessment criteria</li> <li>• Selected and constructed responses</li> </ul>	Building leaders work with teachers on research-based formative assessment methods that include 3/4 of the exemplary criteria.	Building leaders designate select teachers to develop research-based formative assessment methods that include 2/4 of the exemplary criteria.	Building leaders designate select teachers to develop research-based formative assessment methods that include 1/4 or none of the exemplary criteria.
4	Leaders initiate evidence-based decisions and processes that focus on outcomes.	Leadership teams establish systems to support frequent and regularly scheduled team-based decision making that are linked to multiple levels of data and establish priorities (such as knowledge, time, evaluation, and resources) for the school year.	Building leaders establish systems to support regular team-based decision making that are linked to multiple levels of data and establish 2 or more priorities (such as knowledge, time, evaluation, and resources) for the school year.	Building leaders oversee systems of decision making that are linked to one or more levels of data and establish priorities (such as knowledge, time, evaluation, and resources) for the school year.	There is no system in place for team-based decision making.

Evidence: Leadership Implementation Fidelity Checklist, Interviews, Observations, Lesson Plans.