

School-Based Implementation Coaching (SBIC) Practice Profile

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 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.

School-Based Implementation Coaching (SBIC) 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	Educators develop and maintain coaching relationships.	<p>Educators meet 5/5 criteria for developing and maintaining coaching relationships.</p> <ul style="list-style-type: none"> • Create reciprocal partnerships • Communicate about coaching purpose and practices • Allow teachers to identify needs and to choose coaching support • Acknowledge and address differences • Build teacher leadership capacity 	4/5 criteria are met by educators	3/5 criteria are met by educators	Fewer than 3/5 criteria are met by educators
2	Educators provide effective feedback.	<p>Effective feedback provided by educators meets 6/6 criteria.</p> <ul style="list-style-type: none"> • Provide informal positive feedback immediately after the session • Use specific, descriptive, and actionable verbal feedback • Use specific, descriptive, and actionable written feedback • Start with positive feedback focusing on specific examples that indicate strengths of practice • Reaffirm the positive and then mutually address growth elements with specific language and examples • Celebrate growth within the practices 	5/6 criteria are met by educators	4/6 criteria are met by educators	Fewer than 4/6 criteria are met by educators
3	Educators develop a strategic and differentiated coaching plan.	<p>Coaching plans developed by educators meet 5/5 criteria.</p> <ul style="list-style-type: none"> • Align coaching plan focus to school building/district vision and goals • Support educators in self-assessment using the Practice Profile of the effective educational practice(s) • Support educators in development of growth goal. • Establish methods of data collection for indicators of progress • Share a plan for gradual release of responsibility 	4/5 criteria are met by educators	3/5 criteria are met by educators	Fewer than 3/5 criteria are met by educators

School-Based Implementation Coaching (SBIC) 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>
4	Educators use solution dialogue.	<p>Solution dialogue meets 7/7 criteria.</p> <ul style="list-style-type: none"> • Facilitate conversation about what has gone well and where more support is needed • Facilitate conversation about relevant data • Respond to ideas for improvement by validating, adding suggestions, and providing rationale for changes in practice • Support suggestions for change in practice by modeling examples of the content/practice in use • Provide opportunity for reflection and clarification of recommendations • Offer opportunity or resources for guided practice • Facilitate identifying next steps 	6/7 criteria are met by educators	5/7 criteria are met by educators	4/7 criteria are met by educators
5	Educators progress monitor implementation of effective educational practices.	<p>Educators progress monitor implementation of effective educational practices meeting all 3/3 criteria and four modes of gathering evidence.</p> <ul style="list-style-type: none"> • Gather evidence to monitor progress toward growth goal plan using four modes <ul style="list-style-type: none"> ○ Observation ○ Video recording themselves ○ Student evidence (classroom discourse, student work) ○ Journaling • Reflect on evidence to determine growth toward goal • Determine next steps 	3/3 criteria are met by educators	2/3 criteria are met by educators	Fewer than 2/3 criteria are met by educators