

# Leadership for Effective Implementation of District-Wide Evidence-Based Practices (Systems Leadership) 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 (far from proficient), 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.

Leadership for Effective Implementation of District-Wide Evidence-Based Practices (Systems Leadership) 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	Leadership develops, aligns, and monitors a system-wide plan for implementation focusing on impact within a cycle of continuous improvement.	<p>There is a system-wide plan for continuous improvement that meets all of the criteria below.</p> <ul style="list-style-type: none"> <li>• Alignment with district-wide initiatives</li> <li>• A district-wide common focus with specific and attainable goals</li> <li>• Building goals aligned with the district-wide common focus</li> <li>• A mechanism for feedback from all levels</li> <li>• A year-long district-wide professional learning structure that is practice specific</li> <li>• A process for the collection of multiple sources of data to inform progress toward district and building performance goals</li> <li>• A schedule for the analysis of key performance indicators at all administrative/educator levels for the purpose of monitoring impact</li> <li>• Specific practice-based strategies focused on increasing the impact that teachers are having on students collectively across the district</li> </ul> <p>Leadership teams regularly engage in formal problem-solving using district/building-level data.</p>	<p>5/8 of the criteria for a system-wide plan for continuous improvement are met</p> <p>and</p> <p>leadership teams regularly engage in formal problem-solving using district/building level data</p>	<p>4/8 of the criteria for a system-wide plan for continuous improvement are met</p> <p>and/or</p> <p>do not have leadership teams regularly engage in formal problem-solving using district/building level data</p>	<p>Fewer than 4/8 criteria for a system-wide plan for continuous improvement are met</p> <p>and/or</p> <p>do not have leadership teams regularly engage in formal problem-solving using district/building level data.</p>

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2	Leadership sets a path for continuous improvement that is data informed and occurs within a collaborative school culture.	<p>Leadership establishes a sustainable school improvement approach that includes all of the criteria below.</p> <ul style="list-style-type: none"> <li>• A high-quality District Leadership Team as evidenced through member roles, team function, and records of meetings</li> <li>• Building Leadership Teams as evidenced through member roles, team function, and records of meetings</li> <li>• Collaborative Team structures that distribute responsibility resulting in all educators (administrators and teachers) assuming collective responsibility for the well-being of the student population</li> <li>• A process for aligning and monitoring performance goals throughout the district both across buildings and instructional levels, as well as within buildings and grade levels</li> <li>• A communication plan that provides information and data on a formal and frequent basis to communicate with district, building, and community collaborators</li> <li>• A district-wide open communication network that supports dialogue and discussion across the district about teaching and the recognition/identification of high impact practices</li> </ul>	The first 4/6 criteria are met	3/6 criteria are met	Fewer than 3/6 criteria are met

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3	Leadership models and facilitates qualities of trust and growth mindset as key to a culture of continuous improvement.	<p>A. Leadership builds an organizational culture of trust that leads to all of the criteria below.</p> <ul style="list-style-type: none"> <li>• Belief by teachers that the leadership's actions are consistent with shared values</li> <li>• Belief by teachers that the leadership follows through on commitments</li> <li>• Belief by teachers that the leadership values all staff</li> <li>• Belief by teachers that they have the ability to positively affect student learning</li> </ul> <p>B. Leadership promotes and models a growth mindset by meeting all of the criteria below. Setting both long- and short-term organizational goals</p> <ul style="list-style-type: none"> <li>• Seeking teacher feedback and input regularly</li> <li>• Providing teachers with constructive, detailed feedback</li> <li>• Creating opportunities for teachers to observe each other's classes to learn from one another</li> <li>• Discussing both successes and failures with teachers as opportunities for learning</li> <li>• Valuing effort as the path to mastery</li> </ul>	<p>3/4 criteria for A are met</p> <p>and</p> <p>4/6 criteria for B are met</p>	<p>2/4 criteria for A are met</p> <p>and</p> <p>3/6 criteria for B are met</p>	<p>Fewer than 2/4 criteria for A are met</p> <p>and</p> <p>fewer than 3/6 criteria for B are met</p>

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4	Leadership empowers educators at all levels to active engagement in continuous improvement and collective responsibility for student growth.	<p>A. Leadership builds a supportive environment by meeting all of the criteria below.</p> <ul style="list-style-type: none"> <li>• Establishment of district-wide goals that address the needs of all students</li> <li>• Selection, ongoing training, and implementation of evidence-based methods aligned with the shared district focus</li> <li>• Use of data at all levels for the purpose of establishing and addressing priority areas of emphasis</li> <li>• Design and support for a system of School-Based Implementation Coaching</li> </ul> <p>B. Leadership ensures that all of the following key components are used and supported across the district.</p> <ul style="list-style-type: none"> <li>• Collaborative Teams</li> <li>• Common Formative Assessment</li> <li>• Data-Based Decision Making</li> <li>• Developing Assessment Capable Learners with Feedback</li> <li>• Metacognition</li> </ul>	<p>3/4 criteria for A are met</p> <p>and</p> <p>3/5 criteria for B are met</p>	<p>2/4 criteria for A are met</p> <p>and</p> <p>2/5 criteria for B are met</p>	<p>Fewer than 2/4 criteria for A are met</p> <p>and/or</p> <p>2/5 criteria for B are met</p>