

Family-School Partnerships 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.

Family-School Partnerships 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	The district builds and sustains collaborative partnerships with families.	The district builds and sustains collaborative partnerships with families by meeting 7/7 of the following criteria. • Gathers feedback from families about their needs, concerns, and suggestions for improvement (e.g., surveys, meetings, suggestion boxes) • Uses data/feedback to assess and refine family-school partnerships • Communicates with families the actions taken in response to their suggestions and feedback • Keeps families informed about district initiatives, programs, and supports through regular, multi-modal communication (e.g., newsletters, texts, emails, phone calls, social media) • Ensures families are supported in learning how to partner with schools • Organizes events (e.g., back-to-school nights, open houses, curriculum nights, home visits) to build shared understanding and trust with families • Creates and sustains a welcoming school environment by building staff understanding of the contexts that shape family engagement	5/7 or 6/7 criteria are met by educators	4/7 criteria are met by educators	3/7 or fewer criteria are met by educators

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2	The district engages families as partners in supporting student learning and development.	The district engages families as partners in supporting student learning and development by meeting 5/5 of the following criteria. • Ensures families receive understandable information about the curriculum, learning goals, and behavioral expectations • Ensures ongoing, two-way communication with families regarding Tiers 2 and 3 interventions to support collaborative decision making • Provides guidance to families regarding how to support Tiers 2 and 3 interventions at home • Organizes workshops to empower families to support student learning (e.g., parenting skills; academic and behavioral development; understanding data; teaching strategies; college and career readiness) • Engages with the community in which families live to better understand available resources and opportunities to support student learning	4/5 criteria are met by educators	3/5 criteria are met by educators	Fewer than 3/5 criteria are met by educators

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3	The district promotes shared leadership by actively engaging families in decision making.	The district promotes shared leadership through actively engaging families in decision making by meeting 4/4 of the following criteria. • Creates and maintains structures that enable meaningful family-school partnerships (e.g., formal decision making roles; leadership roles; input on policy and budget; involvement in school improvement planning; staff recruitment; family advisory councils) • Develops and sustains family partnership opportunities that encourage participation in school activities and collaboration with other families (e.g., volunteering; supporting school climate and safety; networking) • Ensures partnership opportunities are representative of the entire school community • Ensures materials are available and accessible to families in understandable formats, language, and literacy levels	3/4 criteria are met by educators	2/4 criteria are met by educators	Fewer than 2/4 criteria are met by educators