

Handout 2

Practice Profile Examples

Practice Profiles identify the core components of a program, and describe the key activities that are associated with each core component. Practice profiles enable a program to be teachable, learnable, and doable in typical human service settings. NIRN Practice Profiles employ 3 rubric headings. This handout offers descriptions of the three headings, followed by examples of actual practice profiles.

Expected/ Proficient	Developmental	Unacceptable Variation
<p>Includes activities that exemplify educators* who are able to generalize required skills and abilities to wide range of settings and contexts; use these skills consistently and independently; and sustain these skills over time while continuing to grow and improve in their position. Words used to describe expected/proficient activities may include “consistently, all of the time, and in a broad range of contexts.”</p>	<p>Includes activities that exemplify educators* who are able to implement required skills and abilities, but in a more limited range of contexts and settings; use these skills inconsistently or need supervisor/coach consultation to complete or successfully apply skills; and would benefit from a coaching agenda that targets particular skills for improvement in order to move educators into the “expected/proficient” category. Words used to describe developmental activities may include “some of the time, somewhat inconsistently, in a limited range of contexts.” This column helps to define the coaching agenda.</p>	<p>Includes activities that exemplify educators* who are not yet able to implement required skills or abilities in any context. Often times, if educators’ work is falling into the unacceptable category, there may be challenges related to the overall implementation infrastructure. For example, there may be issues related to how schools or districts are selecting or training staff, managing the new program model, or using data to inform continuous improvement. Activities in the unacceptable variation may include words such as “none of the time, inconsistently.” This column may indicate deficiencies in the implementation drivers on a larger scale. The column also should include unacceptable activity that is beyond the absence of or opposite of activity articulated in the developmental or expected categories.</p>

*The term educators includes administrators, teachers and staff working in the educational system.

Practice profile, Critical Component Example: Accountability Mechanisms

Critical Component	Expected Implementation	Developmental Variation	Unacceptable Variation
Establish accountability mechanisms to support implementation efforts	Utilizes tools such as practice profiles or implementation fidelity checklists to ensure practices are being implemented as intended/designed in order to produce the desired outcomes	Works towards developing skills to utilize tools such as practice profiles or implementation fidelity checklists to ensure practices are being implemented as intended/designed in order to produce the desired outcomes	Relies solely on staff reports to ensure practices are being implemented as intended/designed in order to produce the desired outcome
	Develops a system to determine the level of use for the key features of MTSS	Observes implementation of practices to quantify the level of implementation across staff (e.g., non-use, initial implementation, full implementation) in order to differentiate supports and ensure that all staff are, at a minimum, fully implementing with fidelity	Lacks a formal process for principal observations/walk throughs/evaluations that clearly articulates the critical features of the MTSS practices

Source: MiBLSi Building Administrator Practice Profile 10/21/16, v. 1. Used with permission.

Practice Profile, Critical Component Example: Parent Involvement

Critical Component	Expected Implementation	Developmental Variation	Unacceptable Variation
Establishes school, family, community partnerships	Families and community members are included as full partners including membership on all major school committees	Family and community members are informed of meetings and activities and invited to participate on a few school committees.	Families and community members are informed but not invited to participate at decision-making points.
	A formal policy is in place to ensure family and community voice in all major decisions.	A formal policy is in place to ensure family and community voice in all major decisions.	No policy is in place regarding family and community participation
	A policy-practice feedback loop process and schedule is in place and employed with respect to school, family, community partnership	Family and community feedback is received informally	

Source: Illinois Integrated System for Student Achievement (ISSA), 11/4/09. Used with permission.

Practice Profile, Critical Component Example: Use of Data

Critical Component	Expected Implementation	Developmental Variation	Unacceptable Variation
Guide problem-solving through data-based decision making	Ensures both outcome and program quality/fidelity data are utilized in the development and review of implementation plans	Ensures both outcome and program quality/fidelity data are utilized in the development and review of implementation plans	There is no formal process for ensuring the accuracy of data collection and checks only occur when a suspected accuracy issue arises
	Develops a system to ensure data are accurate, collected in the designated time frame, and accurately entered into the data system for timely analysis and use	Works towards developing a process to ensure data are accurate, collected in the designated time frame, and accurately entered into the data system for timely analysis and use (e.g., established time frame for data collection and entry is in place and the team is developing a plan to address the accuracy of data collection)	

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