

## **Data-Based Decision Making 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 is anchored by the essential functions. Moving from left to right are the essential functions of the practice, implementation performance levels, and lastly, 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 professional learning module. 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. 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.



Data-Based Decision Making Practice Profile				
Essential Function	Exemplary Implementation	Proficient	Close to Proficient <i>(Skill is emerging, but not yet to proficiency. Coaching is recommended.)</i>	Far from Proficient <i>(Follow-up professional development and coaching are critical.)</i>
1	<p>Educators establish collaborative process for collecting data.</p> <p>Meet 9/9 criteria. <i>Collaborative data team process</i></p> <ul style="list-style-type: none"> <li>Establish a data team with members sharing a common interest (content, grade level, etc.).</li> <li>Meet at regularly scheduled predetermined times to collaborate on student data.</li> <li>Define and use roles to improve meeting effectiveness and efficiency.</li> <li>Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction.</li> <li>Use a system for sharing and storing team documents (i.e. agenda, minutes, etc.).</li> <li>Hold team accountable for individual and team review of data.</li> </ul> <p>Data collection process</p> <ul style="list-style-type: none"> <li>Collect student data in relation to learning targets and behavioral expectations.</li> <li>Collect data describing instructional processes.</li> <li>Organize academic, behavioral and implementation data in preparation for review and analysis.</li> </ul>	<p>7/9 criteria are met. <i>Collaborative data team process</i></p> <ul style="list-style-type: none"> <li>Establish a data team with members sharing a common interest (content, grade level, etc.).</li> <li>Meet at regularly scheduled predetermined times to collaborate on student data.</li> <li>Define and use roles to improve meeting effectiveness and efficiency.</li> <li>Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction.</li> </ul> <p><i>Data collection process</i></p> <ul style="list-style-type: none"> <li>Collect student data in relation to learning targets and behavioral expectations.</li> <li>Collect data describing instructional processes.</li> <li>Organize academic, behavioral and implementation data in preparation for review and analysis.</li> </ul>	<p>4/9 criteria are met. <i>Collaborative data team process</i></p> <ul style="list-style-type: none"> <li>Establish a data team with members sharing a common interest (content, grade level, etc.).</li> <li>Meet at regularly scheduled predetermined times to collaborate on student data.</li> <li>Use agendas that clearly outline team meeting goals with an emphasis on using data to inform instruction.</li> </ul> <p><i>Data collection process</i></p> <ul style="list-style-type: none"> <li>Collect student data in relation to learning targets and behavioral expectations.</li> </ul>	<p><b>Fewer</b> than 4/9 of any of the criteria occur.</p>



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2	Educators implement a process for examining and interpreting data.	Meet 6/6 criteria. <ul style="list-style-type: none"> <li>• Use purposeful data analysis system to guide effective data analysis.</li> <li>• Consistently use protocol for data analysis.</li> <li>• Identify a common problem that is related to a learning goal.</li> <li>• Reflect on how instruction has previously impacted the common problem.</li> <li>• Predict a link to teacher practice.</li> <li>• Organize and track the data-informed decisions made by the team in order to be available for future problem-solving discussions.</li> </ul>	5/6 criteria are met. <ul style="list-style-type: none"> <li>• Use purposeful data analysis system to guide effective data analysis.</li> <li>• Consistently use protocol for data analysis.</li> <li>• Identify a common problem that is related to a learning goal.</li> <li>• Reflect on how instruction has previously impacted the common problem.</li> <li>• Predict a link to teacher practice.</li> </ul>	4/6 criteria are met. <ul style="list-style-type: none"> <li>• Use purposeful data analysis system to guide effective data analysis.</li> <li>• Consistently use protocol for data analysis.</li> <li>• Identify a common problem that is related to a learning goal.</li> <li>• Reflect on how instruction has previously impacted the common problem.</li> </ul>	<b>Fewer</b> than 4/6 of any of the criteria occur.
3	Educators determine instructional action steps.	Meet 6/6 criteria. <ul style="list-style-type: none"> <li>• Select instructional change that addresses the causal link between teacher practice and student outcomes.</li> <li>• Develop a written instructional action plan (IAP) including all parts: Learning Goal, Evidence of Learning, Instructional Change, Method for Examining Instruction, and Impact Analysis.</li> <li>• Design a lesson or set of lessons addressing the learning goal.</li> <li>• Schedule and deliver instructional change (lesson or set of lessons).</li> </ul>	5/6 criteria are met. <ul style="list-style-type: none"> <li>• Select instructional change that addresses the causal link between teacher practice and student outcomes.</li> <li>• Develop a written instructional action plan (IAP) including all parts: Learning Goal, Evidence of Learning, Instructional Change, Method for Examining Instruction, and Impact Analysis.</li> <li>• Design a lesson or set of lessons addressing the learning goal.</li> </ul>	3/6 criteria are met. <ul style="list-style-type: none"> <li>• Develop a written instructional action plan (IAP) including all parts: Learning Goal, Evidence of Learning, Instructional Change, Method for Examining Instruction, and Impact Analysis.</li> <li>• Design a lesson or set of lessons addressing the learning goal.</li> <li>• Schedule and deliver instructional change (lesson or set of lessons).</li> </ul>	<b>Fewer</b> than 3/5 of any of the criteria occur.



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	<ul style="list-style-type: none"> <li>Collect evidence of learning outlined in the IAP.</li> <li>Outline how engaging students in review of learning data will inform design or delivery of instructional change.</li> </ul>	<ul style="list-style-type: none"> <li>Schedule and deliver instructional change (lesson or set of lessons).</li> <li>Collect evidence of learning outlined in the IAP.</li> </ul>		
4	<p>Educators use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly.</p> <p>Meet 7/7 criteria.</p> <ul style="list-style-type: none"> <li>Review previously created data analysis system and improve it as necessary to determine instructional impact.</li> <li>Analyze evidence of learning and evidence of instructional change implementation collected during and after plan implementation.</li> <li>Include time in data team meetings to reflect on and discuss what worked, what did not work and why.</li> <li>Determine if/how instructional change targeted student learning goal.</li> <li>Incorporate review of student data into instruction and gain feedback on student learning from students.</li> <li>Schedule time to reflect on the outcome of the instructional change.</li> <li>Adjust instructional action plan to reflect findings.</li> </ul>	<p>6/7 criteria are met.</p> <ul style="list-style-type: none"> <li>Review previously created data analysis system and improve it as necessary to determine instructional impact.</li> <li>Analyze evidence of learning and evidence of instructional change implementation collected during and after plan implementation.</li> <li>Include time in data team meetings to reflect on and discuss what worked, what did not work and why.</li> <li>Determine if/how instructional change targeted student learning goal.</li> <li>Incorporate review of student data into instruction and gain feedback on student learning from students.</li> <li>Schedule time to reflect on the outcome of the instructional change.</li> </ul>	<p>4/7 criteria are met.</p> <ul style="list-style-type: none"> <li>Review previously created data analysis system and improve it as necessary to determine instructional impact.</li> <li>Analyze evidence of learning and evidence of instructional change implementation collected during and after plan implementation.</li> <li>Include time in data team meetings to reflect on and discuss what worked, what did not work and why.</li> <li>Determine if/how instructional change targeted student learning goal.</li> </ul>	<p><b>Fewer</b> than 4/7 of any of the criteria occur.</p>

