

West Virginia Support for Personalized Learning

Essential Components of the SPL Framework

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The West Virginia Support for Personalized Learning (SPL) framework is a state-wide initiative that suggests flexible use of resources to provide relevant academic, social/emotional and or behavioral support to enhance learning for all students. SPL is characterized by seamless system of high quality instructional practices allowing all students to sustain significant progress, whether they are considered at-risk, exceeding grade-level expectations or at any point along the continuum.

Component	Description
Leadership	Leadership is critical for effective implementation. Success will be determined, to a great extent, by the degree to which district and school leaders are able to move the focus from philosophical understanding to actual practice by: <ul style="list-style-type: none">• Understanding and embracing essential components;• Prioritizing resource allocation; and• Guiding the implementation.
School Climate & Culture	A positive school climate provides the foundation on which instruction will occur and all students will be engaged in learning and depends on four essential elements: <ul style="list-style-type: none">• Creating a caring school community;• Teaching appropriate behavior and social problem-solving skills;• Consistent support for use of positive behavior practices; and• Providing rigorous academic instruction.
Teams & Processes	The purpose of the problem-solving process is to assist educators, parents and service providers in selecting and/or designing strategies that have high probability for success in maximizing the academic and behavioral performance of students by: <ul style="list-style-type: none">• Providing structure to address individual needs;• Requiring full collaboration between a team of professionals and parents; and• Ensuring interventions are implemented responsively.
Family & Community Partnerships	Central to effective partnership is the recognition of shared responsibility and ownership of student challenges and successes by parents, families, students, community members and educators. Effective partnerships include: <ul style="list-style-type: none">• Sharing information;• Problem solving; and• Celebrating student successes.
Assessments	Effective use of assessments provides data to drive the decision making process at the individual student, classroom and school levels. Reliable and ongoing information must be available to: <ul style="list-style-type: none">• Identify academic and behavioral needs of individual students;• Inform the problem solving process;• Design and modify instruction to meet student needs; and• Evaluate the effectiveness of instruction at different levels of the system.

Component	Description
CORE Instruction	<p>CORE Instruction must be viable, rigorous, relevant, NxG standards and characterized by teachers:</p> <ul style="list-style-type: none"> • Scaffolding flexibly to include accommodations or modifications; • Using a variety of supports as soon as a student begins to struggle; • Using strategies that may include small groups, differentiated instruction for application of skills, processes and concept formation, re-teaching, enrichment and acceleration; • Emphasizing student responsibility and accountability; and • Emphasizing 24/7 learning.
TARGETED Instruction	<p>TARGETED Instruction is characterized by evidenced-based instructional strategies and strengths-based interventions that are developed based on the student’s specific learning and/or behavioral needs. Targeted Instruction serves a two-fold purpose and is used to:</p> <ul style="list-style-type: none"> • Remediate specific deficits of students. For this purpose it needs to be explicitly matched to individual needs and aligned with Core Instruction and • Enhance the education of students who have demonstrated mastery. This Targeted Instruction needs to contain sufficient depth, breadth and complexity to increase individual student skills.
INTENSIVE Instruction	<p>INTENSIVE Instruction is intended for students with significant and/or chronic deficits as well as for students with significant underachievement. Intensive Instruction is used to provide:</p> <ul style="list-style-type: none"> • Interventions for students who have not responded adequately to Targeted Instruction; • Enrichment and/or advancement in a specific area of study; and • Training on student-specific learning needs.