

FRAMEWORK OF SUPPORT: CLASSROOM-LEVEL PRACTICE PROFILE

The *Framework of Supports* are a set of Practice Profiles that serve as an implementation overview of Support for Personalized Learning (SPL). Practice Profiles are available for the classroom, school, district and regional level. Each Practice Profile describes what SPL looks like across the 6 components of SPL (*i.e., teams and processes, curriculum, assessment, leadership, family & community partnerships and school climate & culture*) and across 4 growth stages (*i.e., emerging, developing, operationalizing, optimizing*). The Classroom-Level Practice Profile also includes professional development and data management

The purpose of the Practice Profile is to:

1. serve as an informational resource (*i.e., blueprint of SPL implementation*)
2. measure integrity of SPL implementation
3. assist with planning for an action plan or school improvement plan

Growth stages:

- **Emerging**- The goal of this stage is to build consensus and buy-in for SPL implementation.
- **Developing**- This stage involves designing the infrastructure to implement the SPL framework.
- **Operationalizing**- During this stage, the school implements the structures that were designed during the Developing stage and works to build consistency and integrity.
- **Optimizing**- Within this stage, the model is embedded and done with integrity. Schools now focus on how effective the model is and make changes based on data to ensure it is effective.

Directions:

1. Determine if you're going to focus on one component, several or all of them.
2. Read the rows and columns to get a sense of the scope of the component.
3. Using existing data, work your way through the profile and highlight or circle the cells that describe your site.
4. Once you have completed a profile, mark the growth stage your district is in on the Scoring Summary.
5. Identify desired level of implementation.
6. Compare the gap between desired level and current level.
7. Create an action plan for next steps.
8. Check on progress throughout the school year.

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Scoring Summary:

Place an X along the continuum to indicate your site's level of implementation. Date when you reviewed the Practice Profile and use a different color for each date reviewed.

Date	Emerging	Developing	Operationalizing	Optimizing
Leadership				
School Climate and Culture				
Teams and Processes				
Family and Community Partnerships				
Assessment				
Curriculum and Instruction				
Professional Development (PD)				
Data Management				

This profile is designed to serve as a general blueprint of what SPL looks like at the classroom-level. All 6 components of SPL (*leadership, school climate and culture, teams and processes, family and community partnerships, assessment, curriculum and instruction*) are described across the 4 growth stages (*emerging, developing, operationalizing, optimizing*). Each row or column can be read to gain an understanding of the major pieces of SPL at the classroom-level.

Key Anchors and Guiding Questions:	Emerging*: Establishing Consensus	Developing: Building Infrastructure	Operationalizing: Gaining Consistency	Optimizing: Innovating and Sustaining
Leadership:	<p>I understand that SPL is a 3-5 year process of implementation.</p> <p>I understand why SPL is being implemented, and commit to the implementation process.</p>	<p>I am aware of an avenue to give input or to provide feedback to leadership as it prepares for implementation.</p>	<p>I collect data on implementation to provide feedback to leadership.</p> <p>I individually or with my grade-level/content-team communicate with leadership via a clear process for feedback.</p>	<p>I collect data on implementation and work collaboratively with leadership to refine and improve the SPL.</p>
School Climate and Culture:	<p>I have examined the current school climate within my class(s) and have identified potential areas for growth.</p>	<p>I have had representation or input with the leadership team as it develops structures for a more positive school climate, such as:</p> <ul style="list-style-type: none"> • expectations across settings • lesson plans for teaching expectations • safety & crisis plan(s) • referral systems • levels of support • social & emotional needs <p>I examine my classroom management strategies and systems to determine strengths and areas for development.</p> <p>I have representation as the leadership team identifies and develops classroom management expectations, strategies and resources.</p>	<p>I promote a positive school climate by:</p> <ul style="list-style-type: none"> • teaching expectations • using a classroom reinforcement system • following safety & crisis plan(s) • using a structure for reducing challenging behavior • having activities to create a positive classroom climate • following the referral process • partnering with families <p>I work with coaches and leadership to build effective classroom management systems and strategies into my classroom (e.g., corrective feedback, clear routine, conducive layout, etc)</p>	<p>I regularly analyze data on the effectiveness of my classroom climate structures (e.g., referrals, attendance, student feedback, etc.) and make appropriate adjustments.</p> <p>I work collaboratively to make adjustments based on student needs.</p> <p>I determine the effectiveness of my classroom management systems and structures using current data and self-assessments on an ongoing basis.</p> <p>Adjustments are made accordingly to increase effectiveness and efficiency.</p>

*Each phase of implementation includes and extends the prior phase.

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Teams and Processes:	<p>I have an initial understanding of the problem-solving model and why it is best practice.</p> <p>I reflect on how problems were identified and resolved vs. how problems are defined and addressed within a problem-solving model.</p>	<p>I have agreed to participate on a PS team(s) to address needs for individual students and for grade-level/content.</p> <p>My grade-level/content team has representation on a school-level problem-solving team.</p>	<p>I regularly meet with colleagues to examine data for individual students and for groups of students.</p> <p>I participate in, or am represented on, the school-level PS team to examine and discuss the effectiveness and recommendations for efficiency of instruction and to make improvement.</p>	<p>I collect data and provide feedback to school teams on the effectiveness of the problem-solving process and instruction.</p>
Family and Community Partnerships:	<p>I have given input or had discussions around current partnering practices and understand the need for effective partnering.</p>	<p>I have identified ways to build partnerships within my classroom and grade-level/content-team.</p> <p>I understand the process and parameters for providing learners with more intense levels of support and am able to articulate the process with families.</p>	<p>I implement the agreed-upon partnering practices and work to build consistency with practices. I help collect data that is used to determine effectiveness of partnering.</p> <p>I actively partner with families and students as part of the problem-solving process (including goal-setting and sharing progress monitoring data with students and families).</p> <p>I collaborate consistently with families and community members when extended needs for support are indicated.</p>	<p>I, or my grade-level/content-team examine the data collected as a means for refining partnering practices.</p> <p>I have embedded culturally-responsive practices with families.</p> <p>I partner with families regarding each student's learning. Data is analyzed to adjust practices and to refine the process for partnering with families.</p>

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Assessment:	<p>I understand the differences between the 5 types of assessments including a clear understanding of their purposes:</p> <ul style="list-style-type: none"> • Screening/Interim Assessments • Formative/Classroom Assessments • Progress Monitoring Assessments • Diagnostic Assessments • Summative Assessments 	<p>I understand how assessment informs instruction and examine current assessment tools to judge their ability to inform instruction.</p> <p>I know how to use necessary assessments tools and the data-management system.</p>	<p>I use:</p> <ul style="list-style-type: none"> • screening data to identify students in need of additional support • diagnostic and formative data to plan/adjust CORE, group and individual instruction • current data to set and monitor progress • summative assessments to identify outcomes mastered and need for instructional adjustment 	<p>I use assessment tools and give feedback to school leadership regarding their usefulness.</p> <p>I continually refine my use of assessment processes to ensure they provide useful information.</p> <p>I work with colleagues to incorporate new assessment tools and processes that can offer useful information about student learning.</p> <p>I continue to look for new ways to use data to inform and adjust instruction.</p>
Curriculum and Instruction:	<p>I have had input into examining the alignment of the school's curriculum and instruction</p> <p>I understand the framework of CORE, TARGETED, and INTENSIVE levels of instruction</p> <p>I know the 21st century skills and Next Generation Standards</p> <p>I am aware that the quality of instruction provided to students needs to be monitored and adjusted accordingly.</p>	<p>My grade-level/content team is represented within the school leadership team as it develops:</p> <ul style="list-style-type: none"> • alignment of curriculum & instruction • instructional levels of support • ways to embed 21st century skills into instruction • ways to monitor the quality of instruction <p>My grade-level/content-team has representation with school team(s) as it examines and makes decisions about the relevance of instructional practices and about ways to infuse the use of research-based/evidence-based practices to better meet students' needs.</p>	<p>I work collaboratively with colleagues and use information from assessments to provide needs-based levels of support for students.</p> <p>I work with various teams to ensure all students have access to grade-level curriculum and appropriate support.</p> <p>My grade-level/content team works together and with school leadership to incorporate high-quality instructional practices that align with student needs.</p>	<p>I regularly examine data to determine if the supports available are appropriate, and to maximize their effectiveness.</p> <p>I adjust instruction as indicated by student needs and performance.</p> <p>I work collaboratively with colleagues and school leadership to examine data to make sure instructional strategies are effective and useful.</p>

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Professional Development (PD):	I identify personal needs for professional development and/or technical assistance either through self-assessment or through collaboration with school leadership.	I have an outline of PD/TA opportunities that includes: <ul style="list-style-type: none"> • assessment administration and processes and use of data to inform instruction • collection of relevant data • understanding of the problem-solving model • explanation/overview of SPL • curriculum alignment and materials • research-based and/or evidence-based instructional practices • management of behavioral escalation • partnering skills and practices • other areas as identified by school 	I engage in PD/TA and am provided with ongoing coaching and feedback. I work to apply skills proficiently, relevantly and efficiently. I work collaboratively to support my colleagues with implementation of skills and processes.	I examine data to identify my relative strengths and weaknesses after participating in PD/TA. I work to close gaps in my knowledge, understanding and implementation, and I continue to learn relevant and applicable skills. I work with school leadership to learn skills to meet the specific/unique needs of my student population.
Data Management:	I understand the value of systematically collecting and documenting evidence of students' progress.	I have participated in training on the data-management systems being used for academics, behavior and social-emotional areas.	I am able to enter, summarize and interpret data for academic, social-emotional and behavior skills. I know how to access technical assistance and expertise for data-management issues.	I analyze and use data reports to inform decisions and recommendations I make about student instruction. I am capable of resolving most data management issues for myself and my colleagues.

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