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. The RESA-Level Practice Profile is designed to assist in development of an action plan.

The purpose of the Practice Profile is to:

1. build regional consensus to support SPL
2. develop regional infrastructure to support SPL
3. address regional SPL implementation

Continue to keep the six components of Support for Personalized Learning in mind as you consider each action:

Leadership: Leadership at the state, district and building level is crucial to the fidelity of SPL implementation. SPL is a significant change that affects the entire educational system. These changes must be championed and monitored by leaders at all levels.

Curriculum & Instruction: The SPL framework is a three-level system designed to meet the needs of ALL students. Curriculum, based on the state standards and quality instruction are essential for student success. CORE instruction includes high quality, evidence-based curricula and instructional strategies that support the district's curriculum guidelines. TARGETED instruction offers supplemental instruction in addition to the standards-based curriculum received in CORE. INTENSIVE instruction includes more explicit instruction that is focused on a specific skill need, whether that be an accelerated need or a remedial need.

Teams and Processes: The purpose of the problem-solving process is to assist the classroom teacher and parents in designing and selecting strategies for improving student academic and/or behavioral performance. Furthermore, it provides a structure for addressing the academic and/or behavioral concerns identified by teachers or parents. A problem-solving process requires full collaboration among a team of professionals along with parents to identify a specific, measurable outcome and to design evidence-based interventions to address the concerns.

Assessment: A major feature of the SPL framework is its use of data to drive the decision-making process—at the individual student, classroom and school levels. To support SPL's fluid approach, reliable and ongoing information must be available to: identify academic and behavioral needs of individual students; inform the problem-solving process; design and modify instruction to meet student needs; evaluate the effectiveness of instruction at different levels of the system (e.g., classroom, school, district).

School Climate and Culture: The core principles of a multi-level SPL model support and embrace positive school climate within all school settings. Positive school climate depends on four essential elements: (1) creating a caring school community; (2) teaching appropriate behavior and social problem-solving skills; (3) implementing positive behavior support components; and (4) providing rigorous academic instruction.

Parent and Community Partnership: When families, schools and communities work together, students are more successful in school and schools improve. Effective partnerships include parents, families, students, community members and educators. Indicators of an effective partnership include: (1) sharing information; (2) problem-solving; and (3) celebrating student successes.

Directions:

1. Read the columns to get a sense of the Action Steps.
2. Indicate the extent to which an item is placed using the rating scale below.
   RATING SCALE:
   0 = No evidence available or no work has been done to start implementation
   1 = Some evidence that work has started to implement and is ongoing
   2 = Action/Step fully implemented and in place
3. Compare the gap between the desired level and current level.
4. Create an action plan for next steps.
5. Check on progress throughout the school year.

Adapted From RTI Implementation Rubric: RESA-Level, Colorado Department of Education, 2010

FRAMEWORK OF SUPPORT:
CONSENSUS BUILDING

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Action 1: Develop an action plan to facilitate sharing information and building regional consensus to support SPL.		
Step 1: Develop an action plan to identify stakeholders in the region, share information and gain consensus to support SPL.		
Action 2: Provide information to stakeholders about SPL.		
Step 1: Provide information about SPL practices. These include educational activities containing information on the following: the definition of SPL; components of SPL; research on SPL; benefits of implementing SPL; barriers to implementing SPL; changes to be expected when implementing SPL; required commitments and resources needed to implement SPL; and examples of exemplars of SPL implementation.		
Step 2: Establish the rationale for regional adoption of SPL practices. Demonstrate how SPL systematically connects to the Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), etc. Analyze and demonstrate how SPL systematically connects and is interdependent with existing regional goals, mission, priorities and initiatives. Make connections to the potential impact on regional values and beliefs.		
Step 3: Identify partners who have a vested interest in SPL.		
Step 4: Develop a communication plan: identify who will provide the information; how the information will be shared; and when the information will be communicated.		

FRAMEWORK OF SUPPORT:
CONSENSUS BUILDING

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Action 3: Examine and define regional structures to support your SPL initiative.		
Step 1: Identify roles and responsibilities of each district.		
Step 2: Define the leadership structures, roles and responsibilities of regional resources needed to implement SPL and modify the current system as needed.		
Step 5: Identify funding sources that may be used to support SPL.		
Step 6: Define the decisions to be made at the regional level versus the district level (e.g., training needs, curriculum resources).		
Action 3: Build consensus and support from regional and district stakeholders.		
Step 1: Discuss the resources and commitments necessary to build consensus.		
Step 2: Identify the level of agreement or consensus needed to proceed with SPL.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Action 1: Form a regional leadership team.		
Step 1: Form a regional leadership team that is representative of all districts.		
Step 2: Identify how the team will function (e.g., meeting dates and times, meeting processes, roles/functions within the team).		
Action 2: Identify the roles that the regional team will play in assisting districts implementing SPL.		
Step 1: Define the role(s) of the regional leadership team in assisting districts implementing SPL.		
Action 3: Develop an action plan to guide the implementation of SPL.		
Step 1: Integrate SPL with regional training plans and other regional initiatives.		
Step 2: Develop and deploy an integrated professional development plan across personnel (e.g., administrators,staff, parents) and across content domains.		
Step 3: Develop a plan for coaching support to build capacity and sustain support to sites that builds on the professional development plan.		
Step 4: Develop a vehicle for feedback and problem-solving support (e.g., where to go for information and whom to call with concerns).		
Step 5: Develop a systemic and thoughtful communication plan and schedule to follow as SPL is implemented; identify the nature, amount and frequency of information needed by various stakeholders.		

Step	Implementation Rating (0, 1, 2)	Action Planning and Activities
Action 1: Develop a multi-year (at least 3-5 year) action plan to address implementation.		
Step 1: Specify, in writing, procedures for robust implementation of SPL.		
Step 2: Define, develop and provide professional development tailored to regional needs and experiences.		
Step 3: Develop a plan to build capacity at the regional and district levels.		
Step 4: Identify meeting times and structures for SPL support meetings.		
Step 5: Include a plan to address the on-going dissemination and sharing of implementation progress and outcome data.		
Step 6: Develop a plan to address attrition or succession of training personnel.		
Action 2: Implement the SPL professional development plan.		
Step 1: Identify a regional training model.		
Step 2: Train district level teams.		
Action 3: Maintain the implementation of SPL.		
Step 1: Schedule regular meetings for the regional leadership team to: review progress of sites; review evaluation data; manage project resources; troubleshoot any issues that arise; and adjust implementation plans as needed based upon the evaluation information.		
Step 2: Implement the communication plan as designed		