## Effective Teaching/Learning Practice: Accommodations and Modifications Practice Profile

Implementation with fidelity requires clearly described implementation criteria.   The Practice Profile framework has recently 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 template includes four pieces and is anchored by the essential functions. First, the header contains the foundation of implementation that philosophically grounds implementation. Then moving from left to right across the template 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 learning package. 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, referring to the data and artifacts listed as suggested evidence. 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.

| **Missouri Special Education Learning Package Practice Profile** Foundations present in the implementation of each essential function: *Commitment to the success of all students and to improving the quality of instruction.* | | | | |
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| Accommodations and Modifications Practice Profile | | | | |
| **Essential Function** | | **Proficient**  **Ideal Implementation** | **Close to Proficient**  *(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* | **Far from Proficient** *(Follow-up professional development and coaching is critical.)* |
| **Accommodation & Modifications** | | | | |
| 1 | Educators determine an accommodation and/or modification to support individual student learning on a targeted goal. | All of the following criteria are met:   * Educators (members of the IEP team) conduct analysis of student data (i.e., educator team observations, assessments, student work samples) to identify specific learning needs of the student * Educator team members select a specific accommodation (and/or modification\*) to support the identified student learning needs * Educator team members align the accommodation (and/or modification) with present level of performance and Missouri learning standards * Accommodation (and/or modification) includes specific components about the implementation: where, when, how and who is involved | 3 of the criteria are met. | 2 of the criteria are met. |
| \*In many circumstances, a modification would be determined after multiple accommodations have been implemented. In some instances however, the IEP team may determine modifications are necessary (i.e., a student has multiple disabilities or is significantly delayed). | | | | |
| 2 | Educators implement the planned accommodation and/or modification. | All of the following criteria are met.   * Accommodation (and/or modification) is implemented in the context of instruction with the targeted learning objective. * Accommodation (and/or modification) is consistently implemented in all settings (general classroom, other school classrooms, home) * All educator team members document the implementation of the accommodation (and/or modification) through expected formats (chart, table, anecdote, IEP form) | 2 of the criteria are met | 1 of the criteria is met. |
| 3 | Educators assess the effectiveness of the accommodation and/or modification. | All of the following criteria are met.   * Accommodation (and/or modification) has clearly defined success criteria (i.e., rubric) used to assess its effectiveness * Educator team members analyze student and teacher data (student work before and after the accommodation/modification; teacher documentation of the accommodation/modification) to determine how the accommodation (and/ or modification) has impacted student learning * Based on analysis of the implementation, educator team members determine whether to continue use, make changes to, or discontinue the accommodation (and/or modification) * IEP team members work as a collaborative team throughout the process of selection, implementation and evaluation of the accommodation (and/or modification) process | 3 of the criteria are met. | 2 of the criteria is met |

Evidence: IEP documentation, Accommodations and Modifications Fidelity Checklist, lesson plans