## Effective Teaching/Learning Practice: Universal Design for Learning 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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| Universal Design for Learning Practice Profile |
| **Essential Function** | **Exemplary proficiency****Ideal Implementation** | **Proficient** | **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.)* |
| 1 | Educators deliver instruction through multiple means of representation.  | All criteria are met. * Plans for instructional representations based on students’ strengths
* Presents lessons/activities using multiple modalities (e.g., audio, visual, or hands-on)
* Presents lessons/activities in a flexible format that may be adjusted or revisited by the learner (font size, volume, rate of speech, visual layout)
* Offers students multiple representations of symbolic and expressive content (i. e., clarifies and connects new mathematical, language, or scientific symbols to prior knowledge)
* Consistently plans for the instructional needs of English Language Learners
* Supports and scaffolds students’ comprehension of learning
 |  5 out of 6 criteria are met | 4 of the criteria are met | 3 or less of the criteria are met |
| 2 | Educators provide students opportunities to demonstrate learning through multiple means of action and expression.  | All criteria are met. * Plans for modes of action and expression based on students’ strengths
* Provides alternatives to navigate the physical environment (i.e., large or small motor movements to manipulate materials)
* Provides students with varied ways in which they may communicate, represent or demonstrate their learning
* Uses scaffolds to support student learning (i.e., educator presents a model or example of an alternative approach others used to reach the learning goal)
* Guides student learning with learning guides, checklists, etc.
* Clearly posts goals and objectives for the instructional activity
 | 5 out of 6 criteria are met | 4 of the criteria are met | 3 or less of the criteria are met |
| 3 | Educators provide students with multiple means of engagement. | All criteria are met.* Plans multiple ways to engage and sustain students’ efforts based on students’ strengths
* Goals and objectives are authentically connected to students’ lives and real-world applications are clearly presented
* Provides choice and autonomy
* Uses procedures, structures and pacing to create a safe, predictable learning environment (i.e., learning agendas, visible timers, variations for independent, dyad and collaborative work groups)
* Provides varied levels of challenge within open-ended activities
* Provides students feedback to foster reflective, goal-oriented learners
 | 5 out of the 6 criteria are met | 4 out of the 6 criteria are met. | 3 or less of the criteria are met.  |

Evidence: Universal Design for Learning Fidelity Checklist, lesson plans, classroom observation