# *Quality Eligibility Determinations*

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, as a header is 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.

| **Practice Profile****Foundations present in the implementation of each essential component:** *Commitment to the success of all students and to improving the quality of instruction.* |  |
| --- | --- |
| **Quality Eligibility Determinations** |  |
| **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.)* | **Evidence** |
| 1 | Data Collection | * Data relevant to pre-referral strategies
* Data is used to determine reason to suspect
* Data collection from all members of the Review of Existing Data (RED) team
* RED data to determine individualized assessment plan
* Assessment plan is sufficiently comprehensive to identify all of child’s needs
* Best practices in assessment are followed
 |  Documentation of evidence is present for 4/4 of the indicated data collection points. |  Documentation of evidence is present for 3/4 of the indicated data collection points. | Documentation of evidence is present for 2 or less of the 4 data collection points. | * District screening measures
* District Common Formative Assessment data
* Data from evidence-based interventions on target (individual) skills
* Request for Consideration of Initial Special Education Evaluation form
* Review of Existing Data form
* Areas to Be Assessed form
 |
| 2 | Data Interpretation and Synthesis | * Assessment data is documented
* Observational notes on standardized assessments are included
* Documentation of discussion of the synthesis of date in relation to all other data is present
* Documentation of Inconsistencies in data are examined and explained

  |  Documentation of evidence is present for 4/4 of the indicated data collection points. |  Documentation of evidence is present for 3/4 of the indicated data collection points. | Documentation of evidence is present for 2 or less of the 4 data collection points. | * Evaluation Report
 |
| 3 | Data-Based Decision Making | * Multiple sources of data are examined (grades are not weighted more than other data)
* Documentation is present relevant to discussion of evidence of ADVERSE IMPACT
* Documentation is present relevant to discussion of evidence of NEED FOR SPECIAL EDUCATION and RELATED SERVICES
 |  Documentation of evidence is present for 3/3 of the indicated data collection points. |  Documentation of evidence is present for 2/3 of the indicated data collection points. | Documentation of evidence is present for 1 or less of the 3 data collection points. | * Evaluation Report
 |
| 4 | Eligibility Determinations | * Eligibility is determined using the Standards and Indicators criteria with fidelity
* Documentation is present of each eligibility considered
* Professional judgement (if used) is documented based on multiple sources of data contained within the evaluation report.
 |  Documentation of evidence is present for 2/2 of the indicated data collection points. |  Documentation of evidence is present for 1/2 of the indicated data collection points. | Documentation of evidence is present none of the data collection points. | * Evaluation Report
 |

Evidence: [insert list of data sources used as evidence for determining implementation level on the Practice Profile