

Figure 4.13: Continuum of Practice for Implementing a Schoolwide System of Support

Knowledge and Practice	Level of Use or Implementation			
	Limited	Emerging	Established	Strategic
Teams have developed a culture of collective responsibility for student learning.	Individual teachers are responsible for the students assigned to them. They often refer to them as <i>my</i> students.	Teams are in the early stages of accepting responsibility for all students they are assigned. While they may develop plans for support together, they are sometimes reluctant to believe another team member can effectively support students on their class lists.	Teams accept responsibility for all students they are assigned. Teams believe that any one of its members can provide the support students need to learn. Members refer to students as <i>our</i> students.	Teams accept responsibility for all students they are assigned. Teams often strategically assign a team member to work with a group of students based on the success the team member has had with student learning with specific content or those students.
Teams have designed an effective system of support across the school.	Individual teams have created and implemented plans for supporting students.	The leadership team has begun developing a system of support for the school; however, some teams are worried that this will take away their ability to make decisions. Leaders have begun to discuss the system with teams so that they understand how each piece works together.	The leadership team has designed a system of support and assigned lead responsibility for the tasks that need to be completed. All teams have understood the system and use it effectively.	The system of support is working well for students and staff. When issues arise, they are quickly resolved in a way that best supports student learning. Teams knowledgeably discuss where students are in their learning and what support they are receiving.
The master schedule allows students to receive support without missing new Tier 1 instruction.	The leadership team hasn't started working on building a master schedule with parameters that allow students to receive support without missing some Tier 1 instruction.	The leadership team has built a master schedule that generally allows students to receive support in core instructional areas; however, there are some areas of conflict that the team hasn't yet worked through.	Teams are using a master schedule developed by the leadership team that provides time for students to get support without missing Tier 1 instruction.	The leadership team routinely analyzes the effectiveness of the master schedule in providing time for support for students. Each year the leadership team makes changes to eliminate emerging conflicts.

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The school has an effective system to track student supports.	Teams are responsible for keeping track of which students have received extra support. Not all teams have found an effective way to do so.	The leadership team is gathering ideas for creating an effective tracking system. Collaborative teams have provided input to the leadership team about both ideas they've found effective and issues they've encountered in their work.	The leadership team has created a systematic way to keep track of students who are given extra time and support or enrichment. Tracking templates are easy to complete, and teams use them regularly. The tracking systems are available to all stakeholders on a shared drive.	In addition to having a systematic way to collect information about students receiving support or enrichment, the leadership team periodically goes through this information to look for any patterns that could lead to changes in scheduling, instruction, pacing, or resources.
The leadership team has developed and implemented an effective behavior system.	Some but not all teams have developed common expectations for student behavior.	The leadership team has begun to develop a positive behavior system including a plan for ensuring all teachers and students are aware of the expectations.	The leadership team has developed a schoolwide behavior system, and all teachers and students are aware of the established expectations. The system emphasizes positive relationships.	The leadership team regularly reviews the robust behavior system to make sure it's kept up to date. For example, it may add online behavioral expectations for remote instruction.