

Technical Assistance and Professional Development Overview

Oklahoma State Department of Education
Special Education Services



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Introduction

Technical Assistance (TA) and Professional Development (PD) are an important part of the Oklahoma General Supervision System (for more details see: <http://ok.gov/sde/compliance>). As part of this system, the OSDE-SES provides information, professional development and professional development resources, and technical assistance to guide Local Education Agencies (LEAs), schools, and parents in the implementation of the Individuals with Disabilities Education Act (IDEA) and the provision of special education services.

Webpage

Our webpage (<http://ok.gov/sde/special-education>) includes information and resources covering a broad spectrum of special education topics. We use this page to post the most recent and relevant information for all stakeholders. We encourage all stakeholders to familiarize themselves with the webpage. Please call (405) 521-3351 or contact us at Special.Ed@sde.ok.gov if you have any trouble navigating the page or have information you would like posted (e.g. materials, events, etc.).

A Note on Materials

All of the TA and PD materials offered by the OSDE-SES are available for use by LEAs, schools, and teachers as part of their own evaluation regarding the provision of special education services.

Requests for Technical Assistance and Professional Development

Requests for technical assistance and professional development from the OSDE-SES can be made through the web address listed below (or by clicking the red button on our webpage). Submitting requests through this form helps us more efficiently track requests and determine areas of need.

<https://docs.google.com/forms/d/180uAq5FDpsVBeZaIsHEnsS2IdCFtQFUQOJl6u4htJ2Y/viewform>



CLICK → GO

OSDE Special Education Services | Technical Assistance Request

Please fill out the form below to request support. Your request will be submitted to the appropriate provider.

*** Required**

1. Name *

2. Title *

3. Name of District, Private School, or Co-Op *

4. Email *

5. Phone Number *

Technical Assistance *
Describe the type of support you are requesting:

Professional Development

Professional development (PD) ranges from a basic level of providing general information to targeted and intensive PD, which is focused on data driven school improvement in LEAs, schools and classrooms. Successful research based PD involves system-wide commitment to a multi-year process of improvement. Although PD may be requested, the OSDE-SES may also suggest various PD or PD resources based on various concerns.

We offer professional development in three ways:

- 1) As requested by LEAs, school sites, teachers, or other interested stakeholders.
- 2) By providing professional development resources for use by LEAs, school sites, teachers, or other interested stakeholders.
- 3) As part of the Targeted Technical Assistance Process (described in the next section).

Professional Development Modules

The OSDE-SES offers many PD resources through our webpage. In addition, we have created Professional Development Modules for use by LEAs, school sites, and other interested stakeholders. These modules are intended for use in a workshop or other professional development setting [e.g. faculty meeting or Professional Learning Community (PLC) meeting].

Each packet includes relevant background information, activities/materials, and a scripted PowerPoint presentation for a particular topic area. Presenters are free to utilize the modules in whichever way they choose. For example, a presenter might spend more time on part of a presentation depending on whether the audience is a group of special education teachers, general education teachers, or administrators. If an LEA has specific procedures for a topic discussed, those procedures should be added to the presentation. You can find the PD Modules here: <http://ok.gov/sde/professional-development-directory>.

Targeted Technical Assistance (TTA) Process

Technical Assistance (TA) provides a framework for LEAs to assess and evaluate their special education programs. Basic TA includes providing documentation of evidence-based practices and disseminating examples of success to assist others in planning, implementation and use of tools to achieve positive outcomes. TA ranges from general levels to providing *Targeted Technical Assistance (TTA)*. TTA includes a purposeful and planned series of activities that result in changes to policy, program, or operations that support increased capacity for the provision of special education services. TTA normally occurs through the general supervision process as part of an integrated monitoring activity (i.e. tiered compliance review, selective review, or systemic improvement review).

Whether TTA is requested by an LEA or is conducted through an integrated monitoring activity, the process begins with a collection and examination of data. Once a broad area of inquiry is identified, a collaborative team conducts a self-assessment (found here: <http://ok.gov/sde/ses-tech-assistance>) to identify areas of need. Potential PD resources are then matched to the area(s) of need. These PD resources may be used to develop the improvement plan and/or become part of the improvement plan (i.e. action steps). An improvement plan is completed to promote thoughtful, relevant activities resulting in changes to policy, program, or operations.

The OSDE-SES's role in this process is to:

- Provide data and information as requested.
- Provide technical assistance and professional development.
- Provide guidance on the development and implementation of improvement plans.
- Ensure compliance with the IDEA and State regulations regarding the provision of special education services.

Targeted Technical Assistance Process Diagram



Self-Assessments

The use of self-assessments is an important part of the TTA process described above. They are also an important part of improving teaching and learning in schools. According to authors Ross and Bruce, “Self-assessment is a mechanism for professional growth that provides avenues for peers and change agents to influence teacher practice”.¹ The self-assessments provided by the OSDE-SES are meant to give an accurate picture of district, school and teacher practice supported by documentation. Honest self-assessment lays the groundwork for reflective practice that is focused on improving outcomes.

Some LEAs will be required to conduct self-assessments related to Office of Special Education Programs (OSEP) [Indicators](#) or other areas of special education. However, the OSDE-SES encourages all LEAs, schools, and teachers to use the self-assessments.

Each self-assessment was created to build coherence surrounding best practices for special education. As part of the development process, self-assessments related to OSEP indicators were posted in draft form in May 2014 for review and comment by interested stakeholders. From May to July 2014, several LEAs completed self-assessments as part of a pilot project. In addition, some self-assessments were created in partnership with other organizations, such as [Oklahoma ABLE Tech](#), the [National Center on Dispute Resolution in Special Education](#) (CADRE), the [Oklahoma Parents Center](#) (OPC), and the [Early Childhood Technical Assistance Center](#) (ECTA). Although the self-assessments are now in “final” form, we will continue to seek guidance from all stakeholders regarding the appropriateness and efficacy of each self-assessment. We welcome any suggestions for future revisions. For examples of the documents described below and a full list of self-assessments, please view this page: <http://ok.gov/sde/ses-tech-assistance>.

Self-Assessment Outline

Each self-assessment has corresponding instructions and targeted PD resources. Most of the self-assessments follow the same format, with the exception of Assistive Technology and Dispute Resolution/Conflict Prevention.

Instructions

The Self-Assessment Instructions give specific information on how to fill out the self-assessment for the chosen area. The instructions list items helpful in completing the self-assessment and offer guidance in determining specific ratings. This document should be used throughout the self-assessment process.

¹ Ross, J.A., & Bruce, C.D. (2007). Teacher self-assessment: a mechanism for facilitating professional growth. *Teaching and Teacher Education*, 23(2), 146-159.

Rubric

The rubric addresses specific components related to a specific area. Teams or individuals² filling out the self-assessment will determine their stage of practice for each component. For most of the self-assessments, the stages of practice are:

- 0) None
- 1) Exploring
- 2) Partial
- 3) Adequate
- 4) Best

“Best Practice” identifies a practice that goes above and beyond what is required. Observable/measurable evidence must be available for determinations of adequate and best practice. The self-assessment is an objective way to measure current practices and to identify specific components of an area that should be improved upon. The rubrics should be filled out with integrity.

Targeted PD Resources

The targeted PD resources page is meant to assist in selecting resources for improving components that are rated below adequate practice. Resources are separated by each component of the specific area. Teams or individuals conducting the self-assessment should utilize the PD resources to inform the development of the improvement plan or include the resources as part of the improvement plan. However, other resources may be used.

The targeted PD resources page is open to suggestion. If you know of, or have created, a resource that would be useful for a particular component and wish to share with other LEAs, school sites, or teachers, please let us know via phone: (405) 521-3351 or email: Special.Ed@sde.ok.gov.

Improvement Plans

The OSDE-SES has created two improvement plan templates intended for use with the self-assessments and as part of the general supervision system. You can access them at: <http://ok.gov/sde/ses-tech-assistance>.

The improvement plan templates identify current areas of strengths, improvement areas, barriers, a SMART goal, action steps, person(s) responsible, a timeline for completeness, and expected outcomes.

² While a team *must* fill out some self-assessments, others are geared toward individuals.
Revised: 10/2/14

TLE/Other Academic Measures (OAMs)

Other Academic Measures comprise fifteen percent of the teacher/leader total evaluation score under the TLE system. They are intended to serve as additional alternative instruments that ensure a robust evaluation and capture unique facets of effective teaching. The self-assessments developed by the OSDE-SES may be used as an Other Academic Measure under the category “Miscellaneous”.

Districts, schools, and teachers are free to use the OSDE-SES Self-Assessments however they wish as part of their TLE/OAMs requirements. For example, they may choose to only utilize self-assessments for pre-assessments/OAMs and utilize the [OAM sample worksheet](#) or a district’s online submission format for documentation. In these cases, it is not necessary to use the OSDE-SES Improvement Plan template.

The self-assessment process may be a required component for an LEA as part of an OSDE-SES integrated monitoring activity. If this is the case, individuals or teams may choose (depending on district policy) to utilize the required OSDE-SES Improvement Plan template as documentation for the TLE/OAMs. This allows participants to use improvement plans for multiple purposes.

There are two ways for individuals or teams to use the OSDE-SES Improvement Plan template, if district policy allows. They can either use both, as described in (1) or use only the OSDE-SES Improvement Plan template, as described in (2).

- 1) Using both the OAM worksheet and the OSDE-SES Improvement Plan template: Since steps 1-4 are covered on the Improvement Plan, simply cross out those areas on the OAM worksheet and only use it for steps 5 and 6. Then attach both documents. Example:

These components are already in the OSDE-SES Improvement Plan template. Cross these areas out (but make sure to attach the template).

Other Academic Measure Sample Worksheet
Based on Recommended Procedures

TEACHER/LEADER'S NAME _____ POSITION _____ SCHOOL YEAR _____

SCHOOL/DISTRICT _____ SCHOOL _____

PART A: To be completed within the first nine weeks of school or as set by district policy.

STEP 1: Identify an Academic Area of focus

STEP 2: Identify the Pre-Assessment Chosen and results of the Pre-Assessment

STEP 3: Select an Other Academic Measure

Check One	Identify Specific Selection
<input type="checkbox"/> State Assessments	
<input type="checkbox"/> Value-Added Model (VAM) scores	
<input type="checkbox"/> "CPI" the SAMP Assessment	
<input type="checkbox"/> A-F Report Card Component	
<input type="checkbox"/> Surveys	
<input type="checkbox"/> Student Competition	
<input type="checkbox"/> Miscellaneous	
<input type="checkbox"/> Other (Only allowable if there are not two options in the approved OAM list that are related to the job duties of the educator)	

STEP 4: Establish a SMART Goal

STEP 5: Establish a 5-Point Rating Scale

5
4
3
2
1

DATE COMPLETED _____

EDUCATOR'S SIGNATURE _____

ADMINISTRATOR'S SIGNATURE _____
*Signatures indicate that the educator and administrator agree to the goal and scoring rating scale that will be used in the final evaluation.

PART B: To be completed at the end of the school year or after instruction in the academic area of focus is complete.

STEP 6: Evaluation

OAM Rating Score	Evidence or Comments

DATE COMPLETED _____

EDUCATOR'S SIGNATURE _____

ADMINISTRATOR'S SIGNATURE _____
*Signatures indicate that the educator and administrator agree to the factual findings of the rating assigned.

Fill out steps 5 and 6 on the worksheet.

- 2) The following chart details how an OSDE-SES Improvement Plan template completed as part of an integrated monitoring activity can serve as documentation TLE/OAMs:

Documenting OAMs on the OSDE-SES Improvement Plan Template	
1) Identifying an Academic Area of Focus	<p>This is the area you have selected for the Self-Assessment.</p> <p>Example: If the Indicator 3 Self-Assessment is selected “Assessment and Students with Disabilities” can serve as the Academic Area of Focus. This section should then document the particular component of Indicator 3 that is in need of improvement, e.g. “Assessment Accommodations”.</p>
2) Selecting a Pre-Assessment	<p>The Self-Assessment serves as the pre-assessment. For example, “Indicator 3: Participation and Performance on Statewide Assessments”.</p>
3) Select an Other Academic Measure	<p>The Self-Assessment is also the Other Academic Measure, under the category “Miscellaneous”. For example, “Indicator 3: Participation and Performance on Statewide Assessments”.</p>
4) Select a SMART Goal	<p>The SMART Goal is identified on the OSDE-SES Improvement Plan template.</p> <p>Individual team members may use the team’s SMART Goal for their OAM, or choose a separate, but related, SMART Goal. If they choose to do so, they will need to use option 1 above.</p>
5) Establish a 5-Point Rating Scale	<p>On the OSDE-SES Improvement Plan template, the “Expected Outcomes” box also contains space for establishing a 5-Point ratings scale. The 5-Point Rating Scale should align to the expected outcomes.</p> <p>Individual team members may use the team’s 5-Point Rating Scale for their OAM, or choose a separate, but related, 5-Point Rating Scale. If they choose to do so, they will need to use option 1 above.</p>