



**SPECIAL EDUCATION**

**TECHNICAL ASSISTANCE AND  
PROFESSIONAL DEVELOPMENT  
OVERVIEW**

**OSDE**

2014-2015

# OVERVIEW

- 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 Oklahoma State Department of Education, Special Education Services division (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.

*Read slide*

# AGENDA

- **Webpage**
- **Requests for Technical Assistance (TA) and Professional Development (PD)**
- **Professional Development**
  - **PD Modules**
- **Targeted Technical Assistance (TTA)**
  - **TTA Process**
- **Self-Assessments**
- **Technical Assistance Directory**
- **TLE Other Academic Measures (OAMs)**

In this overview we'll start with the basics. The most important medium we use to communicate is our webpage. Some reports you'll find there are required to be posted by the United States Department of Education Office of Special Education Programs (OSEP), such as our district data profiles. All of our materials related to technical assistance (TA) and professional development (PD) can be found on the webpage. TA or PD can also be requested through the webpage. Importantly, all the materials we've developed are free to use. After covering the basics, we'll describe the various ways TA and PD are provided to districts, including how and why particular tools or resources were developed.

# WEBPAGE

- <http://ok.gov/sde/special-education>
- Information and resources



Please call 405-521-3351 or contact us at [Special.Ed@sde.ok.gov](mailto: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.).

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 stakeholders. We encourage stakeholders to familiarize themselves with the webpage. Please call (405) 521-3351 or contact us at [Special.Ed@sde.ok.gov](mailto: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.).

## REQUESTS FOR TA/PD

- Requests for technical assistance and professional development from the OSDE-SES can be made by clicking the red button on our webpage.
- Once you click the button, you'll be taken to a Google form to submit your request.
- Submitting requests through this form helps us more efficiently track requests and determine areas of need.



Requests for technical assistance and professional development from the OSDE-SES can be made by clicking the red button on our webpage. This button also appears as a blue box on the technical assistance directory. Submitting requests through this form helps us more efficiently track requests and determine areas of need.

## PROFESSIONAL DEVELOPMENT

- *Professional development (PD)* ranges from a basic level of providing general information to a more in-depth level of providing information.
- Although PD may be provided upon request, the OSDE-SES may also offer PD or suggest PD resources based on various situations – concern-specific, monitoring, or technical assistance requests.

*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 offer PD or suggest PD resources based on various concerns.

# PROFESSIONAL DEVELOPMENT

■ Professional development is provided 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; and
- 3) As part of the Targeted Technical Assistance Process (described in the next section).

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- 1) As requested by LEAs, school sites, teachers, or other interested stakeholders;
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- 3) As part of the Targeted Technical Assistance Process (described in the next section).

## PD MODULES

- For use by LEAs, schools, and other interested stakeholders.
- Developed to efficiently meet the PD needs of LEAs and schools.
- Intended to build coherence around best practices.

The OSDE-SES offers many PD resources through our webpage. In addition, we have created Professional Development Modules for use by LEAs, schools, and other interested stakeholders. These modules are intended for use in a workshop or other professional development setting (e.g. faculty meeting, PLC meeting). We developed these modules to efficiently meet the PD needs of LEAs and schools. When LEAs or schools identify a particular PD need for special education, they can easily access these modules and provide the PD in a timely fashion. Importantly, these modules are intended to build coherence around best practices for the provision of special education services. If you have any suggestions for future revisions of these modules or additional modules, please let us know.

# PD MODULES

- **Contents:**

- **Overview (contents/timeframe/audience)**
- **Materials (activities/resources/information)**
- **PPT Notes**



Each module includes relevant background information, activities/materials, and a scripted PowerPoint presentation for a particular topic area. Presenters are free to use the modules in any 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, administrators, or parents. If an LEA has specific procedures for the topic being discussed, those procedures should be added to the presentation.

Some PD modules can be presented in at least two time formats. For example, the Special Education 101 module can be presented in 2.5 hours, 1.5 hours, or 45 minutes. The PD module identifies which slides and activities to use with each shorter format. Presenters are also free to modify the modules to best fit their timeframe and needs.

## PD MODULES

Complete (9/5/14)	In Process
Special Education 101	Behavior Interventions
Accommodations	Co-Teaching
Early Childhood Outcomes	Formative Assessments
Policies, Handbook, Process	Alternate Assessments
Secondary Transition	FBA/BIP
Academic Interventions	Disability Categories
Universal Design for Learning	Confidentiality/FERPA
Assistive Technology	Section 504

The column on the right shows the current modules available on our webpage. Others are in process and will be posted as they become available.

# PD MODULES

## ■ Webpage

### PROFESSIONAL DEVELOPMENT

OKLAHOMA STATE DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION SERVICES

This page is designed to improve teacher instruction and enable administrators to become more effective leaders. The resources below are intended to equip educators with the knowledge and skill required to address the learning needs of today's student.

#### Professional Development Modules

Professional development modules developed by the Oklahoma State Department of Education, Special Education division are intended to assist local educational agencies (LEAs) in providing professional development for educators. Each module includes relevant background information, activities/materials, and a scripted PowerPoint presentation for a particular topic area. These modules are intended for use in a workshop or other professional development setting (e.g. faculty meeting, PLC meeting). Presenters are free to use the modules in whichever way they choose.

#### Contents of Page

- [Academic Interventions](#)
- [Accommodations](#)
- [Assistive Technology](#)
- [Early Childhood](#)
- [Secondary Transition](#)
- [Special Education 101](#)
- [Special Education Policies, Handbook and Process Guide](#)
- [Universal Design for Learning \(UDL\)](#)

All of the modules are posted to the professional development page.

## TARGETED TECHNICAL ASSISTANCE

- TA provides a framework for LEAs to assess and evaluate their special education programs and system of providing special education services in a variety of educational settings.
- 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.
- 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.

*Technical Assistance (TA)* provides a framework for LEAs to assess and evaluate their special education programs and system of providing special education services in a variety of educational settings.

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. Importantly, the TTA process is in place to help LEAs and schools reflect on their own practices, knowing that identifying needs and determining capacity for improvement is best accomplished in the field with necessary support from the state level.

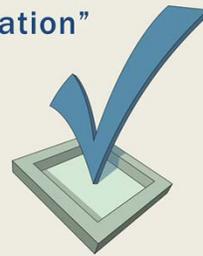
## TTA PROCESS

- **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; and
  - Ensure compliance with the IDEA and State regulations regarding the provision of special education services.

The OSDE-SES helps facilitate the success of the TTA process by providing data and information, TA and PD, and guidance on the development and implementation of improvement plans. We also help to ensure compliance with the IDEA and State regulations regarding the provision of special education services.

# SELF-ASSESSMENTS

- “Self-assessment is a mechanism for professional growth that provides avenues for peers and change agents to influence teacher practice” (Ross and Bruce, 2007, p. 146).
- Developed in response to two concerns:
  - “We have a problem with special education”
  - Checkbox compliance

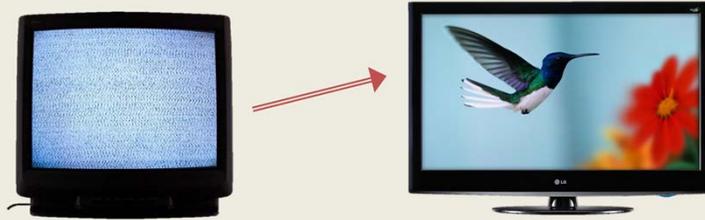


The OSDE-SES began developing self-assessments in response to two concerns. First, many calls for assistance begin with the statement, “We have a problem with special education”. Special education, as we all know, has many components. Teaching, learning, forms, compliance, testing, etc. One of the most difficult parts of providing TA and PD is knowing exactly what the problem is. Identifying that area of need means that we must first identify where we stand. Second, ensuring compliance with the IDEA and State regulations for special education services has mostly been done through “checking a box”. However, checking a box doesn’t mean that quality, or compliant, special education services are being provided. The use of self-assessments is intended to help all stakeholders dig deeper into their practice through self-reflection (as a group or individually), identify where they stand, and help chart a course for where to go.

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

# SELF-ASSESSMENTS

- Intended to give an accurate picture of district, school and teacher practice supported by documentation.
- An honest self-assessment lays the groundwork for reflective practice that is focused on improving outcomes.



Of course, the self-assessment is only a first step in the TTA process. The self-assessments provided by the OSDE-SES are meant to give an accurate picture of district, school and teacher practice supported by documentation. An honest self-assessment lays the groundwork for reflective practice that is focused on improving outcomes. Once that honest and accurate picture is in full view, LEAs, schools, and teachers can move forward towards improving outcomes for students with disabilities.

## SELF-ASSESSMENT DEVELOPMENT

- **Building coherence:**
  - Drafted May to July 2014
  - Pilot Project
  - Partnerships with
    - [Oklahoma ABLE-Tech](#)
    - [National Center on Dispute Resolution in Special Education \(CADRE\)](#)
    - [Oklahoma Parents Center \(OPC\)](#)
    - [Early Childhood Technical Assistance \(ECTA\) Center](#)
  - Summer 2015 work groups

The self-assessments are also intended 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 (ECTA) Center (LINK ALL). Although the posted 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. We plan to host work groups in the Summer of 2015 to review and revise the self-assessments as necessary. 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-ASSESSMENTS

## ■ OSEP Indicators

### ■ Critical Questions Framework

#### Indicator Self-Assessments

Indicators 1 and 2: Graduation and Drop Out Rates

Indicator 3: Participation and Performance on Statewide Assessments

Indicator 4: Suspension/Expulsion (Behavior)

Indicator 5: Least Restrictive Environment

Indicator 6: Early Childhood Environments

Indicator 7: Early Childhood Outcomes

Indicator 8: Parent Involvement

Indicator 12: Early Childhood Transition

Indicators 13 and 14: Secondary Transition and Post-School Outcomes

Self-Assessments were created for each Office of Special Education Programs Indicator in questions 1-3 of our Critical Questions Framework. You can find out more about the framework in our General Supervision System found at <http://ok.gov/sde/compliance>. Although these self-assessments are intended for the LEA level, schools will also benefit from using them.

# SELF-ASSESSMENTS

FOR TEACHERS, ADMINISTRATORS, SCHOOLS, TEAMS



Self-Assessments have also been created for these areas. For some areas, there are separate self-assessments for administration (or school level) and teacher. Others are specific to teachers or schools as a whole.

# SELF-ASSESSMENTS

- **Each self-assessment includes:**

- Rubric (self-assessment)
- Instructions
- Targeted PD Resources



- **Most of the self-assessments follow the same format, with the exception of Assistive Technology and Dispute Resolution/Conflict Prevention.**

Each self-assessment includes a rubric, 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.

SELF ASSESSMENT MOCK-UP					
Indicator 8: Parent Involvement					
STAGES of PRACTICE					
Components	None	Exploring	Partial	Adequate	Best
Parent Participation in IEP Meetings ↓	Parents are not given the opportunity to participate at IEP meetings. Parents are unaware of the option to invite other individuals to participate in meetings.	Parents are given the opportunity to participate at IEP meetings but are not provided with any information prior to the meeting.	Parents are given the opportunity to participate at IEP meetings and are provided with information prior to the meeting on an inconsistent basis.	Parents are given the opportunity to participate at IEP meetings. Information is provided to them prior to the meeting and input from them is sought prior to the meeting. Parents are aware of the option to invite other individuals to participate in meetings.	Parents fully participate at IEP meetings. Information is provided to them prior to the meeting and input from them is sought prior to the meeting. <i>IEPs are completed at the IEP meeting.</i> Parents are aware of the option to invite other individuals to participate in meetings.

Here is a mock-up, for easier viewing, of a self-assessment rubric. Please note that this is just one of the components for parent involvement. Each Self-Assessment has several components that are rated according to stages of practice: none, exploring, partial, adequate, and best. Teams or individuals filling out the self-assessment will determine their stage of practice for each component. “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. In order to get an accurate picture of current practice, the self-assessments should be filled out with integrity. Importantly, while a team *must* fill out some self-assessments, others are geared toward individuals.

Indicator 3: Participation and Performance on Statewide Assessments Self-Assessment				OSDE-SES
Component 1: Assessment of Students with IEPs				RATING: 0
None 0	Exploring 1	Partial 2	Adequate 3	Best 4
<ul style="list-style-type: none"> <li>Students with disabilities are not included in state and district wide assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Students with disabilities are included on state-wide assessments, but not district wide assessments.</li> </ul>	<ul style="list-style-type: none"> <li>All students with disabilities, except for students with significant cognitive disabilities, are assessed on state and district wide assessments according to grade level content standards or alternate achievement standards aligned to grade-level content standards.</li> </ul>	<ul style="list-style-type: none"> <li>All students with disabilities are assessed on state and district wide assessments according to grade level content standards or alternate achievement standards aligned to grade-level content standards.</li> </ul>	<ul style="list-style-type: none"> <li>All students with disabilities are assessed on state and district wide assessments according to grade level content standards or alternate achievement standards aligned to grade-level content standards, <i>ensuring that assessment decisions are made on an individual basis.</i></li> </ul>
Comments/Documentation:				
Adequate and Best Practice ratings require a) observable/measurable evidence and b) documentation of consistent use.				



Here is an image of the self-assessment.



The Self-Assessment Instructions give specific information on how to fill out the self-assessment for the chosen area. The instructions provide guidance for completing the self-assessment and determining specific ratings. This document should be used throughout the self-assessment process. If a team is completing the self-assessment, they should be identified here.

Indicator 3: Participation and Performance on Statewide Assessments | OSDE-  
Self-Assessment Instructions | SES

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**Component** → 1) Assessment of Students with IEPs

**Measures** →

**Examples** →

**Best Practice:** All students with disabilities are assessed on state and district wide assessments according to grade level content standards or alternate achievement standards aligned to grade-level content standards, ensuring that assessment decisions are made on an individual basis.

**Measures:**

- Students with disabilities participate in district wide assessments.
- Students with disabilities participate in state wide assessments.
- All students with significant cognitive disabilities are assessed through state and districtwide assessments.
  - Ex. Student enrollment is compared to testing rosters.
- State and districtwide assessments align to grade level content standards or grade level alternate standards.
  - Ex. Grade level on student enrollment forms align with grade level tests administered.
- Alternate assessment decisions are based on the criteria from the *Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments*.
  - Ex. *Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments* has been completed for all students being assessed with the alternate assessment.

Comments/Documentation:

**Comments/Documentation**

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4 | EDUCATION | Created 4/11/2014

After providing overview information and listing team members, the instructions document provides “measures” and “examples” for each component. These are intended to help clarify what each stage of practice entails for a particular component. In essence, it lets you know what something “looks like” in practice. The examples will help to give you an idea of the kinds of documentation sufficient for a rating of adequate or best practice.

Some instructions also include optional surveys that could be used to gather data on the area.

# SELF-ASSESSMENT TARGETED PD

## ■ Provides PD options for each component.

### Component 1: Assessment of Students with Disabilities

- **Electronic Code of Federal Regulations (34 CFR §300.157 & 34 CFR §300.160)**

This resource lists the federal requirements for assessing students with disabilities.

[CLICK HERE TO VIEW.](#)

LINK

- **Oklahoma Alternate Assessment Program (OAAP) Frequently Asked Questions (FAQ)**

The OAAP FAQ addresses the federal law requiring that all students are assessed in all state or district wide assessments, the criteria for utilizing the OAAP Portfolio assessment, and the purposes for assessing students with significant cognitive disabilities.

[CLICK HERE TO VIEW.](#)

- **Toolkit on Teaching and Assessing Students with Disabilities**

The Toolkit brings together information, including research briefs and resources designed to improve instruction, assessment, and accountability for students with disabilities in a format that is easy to access and understand.

[CLICK HERE TO VIEW.](#)

The intent of the Targeted PD Resources document is to help identify a specific PD resource for the components of an area, instead of having to search the internet and browse webpages looking for a resource that will help improve practice. Teams or individuals conducting the self-assessment should use the PD resources to inform the development of an improvement plan or include the resources as part of an improvement plan's activities. However, other resources may be used. The targeted PD resources page is also open to suggestion. If you know of, or have created, a resource that would be useful for a particular component, please let us know.

# IMPROVEMENT PLAN

- An improvement plan should be created to address any areas below “adequate practice”.
- Template: <http://ok.gov/sde/ses-tech-assistance>.
- Identifies:
  - current areas of strengths,
  - improvement areas,
  - barriers,
  - a SMART goal (specific, measurable, attainable, relevant, and time-bound),
  - action steps,
  - person(s) responsible,
  - timeline for completeness,
  - and expected outcomes.

An improvement plan should be created to address any areas below “adequate practice”. The OSDE-SES has created an improvement plan template intended for use with the self-assessments and as part of the general supervision system. You can access it at: <http://ok.gov/sde/ses-tech-assistance>. The improvement plan template identifies current areas of strengths, improvement areas, barriers, a SMART goal (specific, measurable, attainable, relevant, and time-bound), action steps, person(s) responsible, timeline for completeness, and expected outcomes. A section for the TLE Other Academic Measures (OAM) 5-Point Ratings Scale is also on the template.

		<b>SIR TEAM IMPROVEMENT PLAN FOR SPECIAL EDUCATION</b>		<b>OSDE-SES</b>
SCHOOL DISTRICT/AGENCY:		SCHOOL YEAR:		
CRITICAL QUESTION/AREA:		DATE:		
<b>Improvement Plan</b>				
Current Areas of Strength				
<b>Areas of Strength</b>				
Improvement Areas	<b>Improvement Area</b>	Barriers	<b>Barriers</b>	
SMART GOAL (Specific, Measurable, Achievable, Relevant, Time-Bound)				
<b>SMART Goal</b>				
Action Steps/Activities				
<b>Action Steps</b>				
Person(s) Responsible				
<b>Persons Responsible</b>				
Timeline				
<b>Timeline</b>				
Expected Outcomes		OAM 5-Point Rating Scale (optional)		
<b>Expected Outcomes</b>		<b>OAM</b>		
		5		
		4		
		3		
		2		
		1		

Here is the template with highlighted areas.

# TECHNICAL ASSISTANCE DIRECTORY

- Self-Assessments
- Instructions
- Target PD Resources
- Improvement Plan  
Template



<http://ok.gov/sde/ses-tech-assistance>

All of the documents related to the self-assessments are located on the Technical Assistance Directory.

# SPECIAL EDUCATION TECHNICAL ASSISTANCE DIRECTORY

OKLAHOMA STATE DEPARTMENT OF EDUCATION • SPECIAL EDUCATION SERVICES



Each area below includes information and professional development resources meant to guide LEAs, schools, and parents in the implementation of the IDEA and the provision of special education services.

**Request Technical Assistance**

[Improvement Plans for Special Education](#)

## Self-Assessments

- [Academic Interventions](#)
- [Accommodations](#)
- [Assistive Technology](#)
- [Behavioral Interventions](#)
- [Co-Teaching](#)
- [Dispute Resolution & Conflict Prevention](#)
- [Universal Design for Learning \(UDL\)](#)

### Dispute Resolution & Conflict Prevention

- [Instructions](#) 
- [Self-Assessment](#) 
- [Targeted Resources](#) 

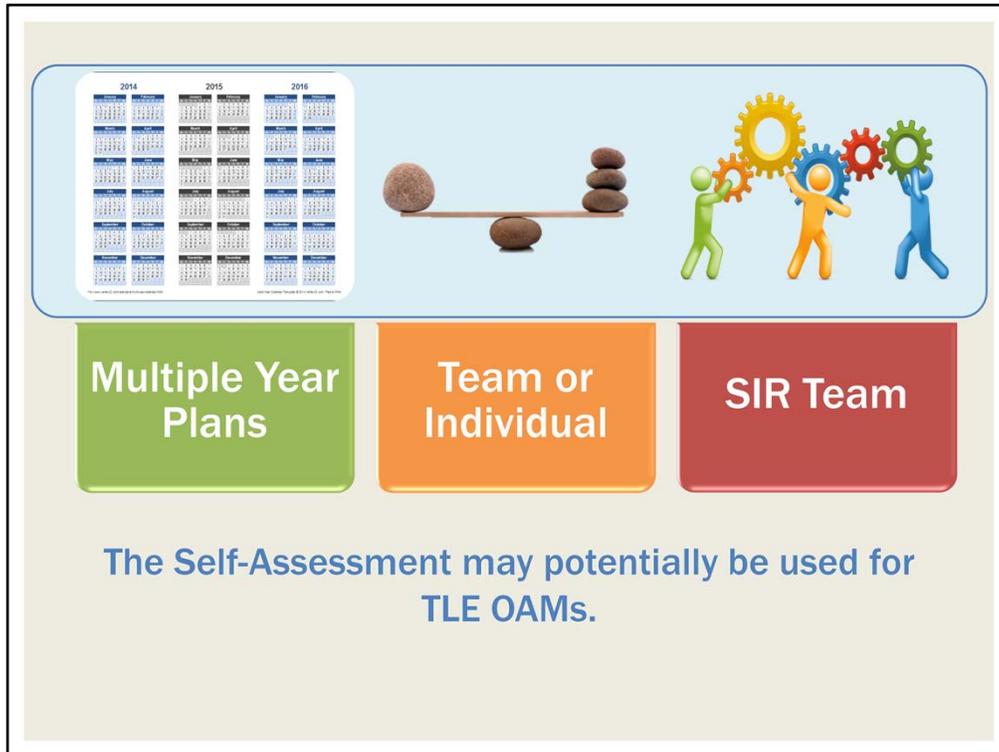
When you get to the page, you will see a list of the each area, the technical assistance button, and a link to the improvement plan template. Once you click an area, a drop down menu will reveal the instructions, self-assessment, and targeted PD resources.

## TLE/OAMS

- The Teacher/Leader Effectiveness system uses Other Academic Measures (OAMs) as 15% of evaluation scores.
- OAMs are intended to serve as additional alternative instruments that ensure a robust evaluation and capture unique facets of effective teaching.



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 may also be used for TLE/OAMs. This can be done as a multiple year plan, a team or individual, or as part of a Systemic Improvement Review team through the monitoring process.

## TLE/OAMS

- OAM category for Self-Assessments – Miscellaneous
- LEAs and schools can use the self-assessments as they wish.
- For example
  - Use a self-assessment as the pre-assessments and for the OAMs and
  - Use the [OAM sample worksheet](#) or a district’s online submission format for documentation.
  - Improvement Plan template is not necessary

The self-assessments fall 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.

## TLE/OAMS

- LEAs using the self-assessment as part of an integrated monitoring activity from OSDE-SES may allow the team or individuals (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 options:
  - 1) Using both the OAM worksheet and improvement plan template
  - 2) Using only the 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 the OAM worksheet and the improvement plan template or use the improvement plan template by itself.

## TLE/OAMS

- **Option 1:** Both forms for documentation
  - 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.
  - See the next slide for an example.

*Read slide.*

**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 (do more than one if allowed by district policy)	Identify Specific Selection
<input type="checkbox"/> State Assessments	
<input type="checkbox"/> Value-Added Model (VAM) scores	
<input type="checkbox"/> "Off the Shelf" Assessments	
<input type="checkbox"/> A-F Report Card Components	
<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 on the approved OAM list that are relevant 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 5-point 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 actual findings of the rating assigned.

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

Fill out steps 5 and 6 on the worksheet.

*Read slide.*

# TLE/OAMS

## ■ Option 2: Improvement Plan for documentation

### Documenting OAMs on the OSDE-SES Improvement Plan Template

<b>Identifying an Academic Area of Focus</b>	This is the area you have selected for the Self-Assessment. 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".
<b>Selecting a Pre-Assessment</b>	The Self-Assessment serves as the pre-assessment. For example, "Indicator 3: Participation and Performance on Statewide Assessments".
<b>Select an Other Academic Measure</b>	The Self-Assessment is also the Other Academic Measure, under the category "Miscellaneous". For example, "Indicator 3: Participation and Performance on Statewide Assessments".
<b>Select a SMART Goal</b>	The SMART Goal is identified on the OSDE-SES Improvement Plan template. 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.
<b>Establish a 5-Point Rating Scale</b>	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. 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.

*Read through chart.*

# QUESTIONS/COMMENTS



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