

SPECIAL EDUCATION



OSDE

TECHNICAL ASSISTANCE AND PROFESSIONAL DEVELOPMENT OVERVIEW

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.

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)

WEBPAGE

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



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.).

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.



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

- 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).

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.

PD MODULES

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



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

PD MODULES

Webpage



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.

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)

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.

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.



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.

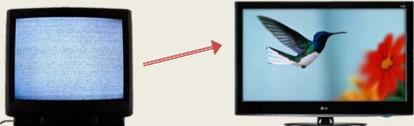
SELF-ASSESSMENTS

- "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



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.



SELF-ASSESSMENT DEVELOPMENT

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

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

FOR TEACHERS, ADMINISTRATORS, SCHOOLS, TEAMS

Accommodations

Universal Design for Learning

Assistive Technology

Co-Teaching

Behavioral Interventions

Academic Interventions

Dispute Resolution/Conflict Prevention

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.

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. IEPs are completed at the IEP meeting. Parents are aware of the option to invite other individuals to participate in meetings.

SELF-ASSESSMENT TARGETED PD

- Provides PD options for each component.

Component 1: Assessment of Students with Disabilities

- **Electronic Code of Federal Regulations (34 CFR §100.157 & 34 CFR §100.160)**
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.](#)

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.

**SIR TEAM IMPROVEMENT PLAN
FOR SPECIAL EDUCATION**

OSDE-SES

SCHOOL DISTRICT/AGENCY:

SCHOOL YEAR:

CRITICAL QUESTION/AREA:

DATE:

Improvement Plan			
<small>Current Areas of Strength</small>	Areas of Strength		
<small>Improvement Areas</small>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; color: red; font-weight: bold;">Improvement Area</td> <td style="width: 50%; text-align: center; color: red; font-weight: bold;">Barriers</td> </tr> </table>	Improvement Area	Barriers
Improvement Area	Barriers		
<small>SMART GOAL (Specific, Measurable, Achievable, Relevant, Time-Bound)</small>	SMART Goal		
<small>Action Steps/Activities</small>	Action Steps		
<small>Person(s) Responsible</small>	Persons Responsible		
<small>Timeline</small>	Timeline		
<small>Expected Outcomes</small>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; color: red; font-weight: bold;">Expected Outcomes</td> <td style="width: 50%; text-align: center; color: red; font-weight: bold;">OAM</td> </tr> </table>	Expected Outcomes	OAM
Expected Outcomes	OAM		

TECHNICAL ASSISTANCE DIRECTORY

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



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

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.

Self-Assessments

- Academic Interventions
- Accommodations
- Assistive Technology
- Behavioral Interventions
- Co-Teaching
- Dispute Resolution & Conflict Prevention

Universal Design for Learning (UDL)

Request Technical Assistance

[Improvement Plans for Special Education](#)

Dispute Resolution & Conflict Prevention

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





Multiple Year Plans **Team or Individual** **SIR Team**

The Self-Assessment may potentially be used for TLE OAMs.

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

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

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.

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

Fill out steps 5 and 6 on the worksheet.

TLE/OAMS

■ **Option 2:** Improvement Plan for documentation

Documenting OAMs on the OSDE-SES Improvement Plan Template

Identifying an Academic Area of Focus	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".
Selecting a Pre-Assessment	The Self-Assessment serves as the pre-assessment. For example, "Indicator 3: Participation and Performance on Statewide Assessments".
Select an Other Academic Measure	The Self-Assessment is also the Other Academic Measure, under the category "Miscellaneous". For example, "Indicator 3: Participation and Performance on Statewide Assessments".
Select a SMART Goal	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.
Establish a 5-Point Rating Scale	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.

QUESTIONS/COMMENTS



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