

Accommodations offered to students in instructional and assessment settings support students with disabilities in accessing grade level curriculum. Including students with disabilities in the educational experience is a provision offered for students with disabilities under the Individuals with Disabilities Act (IDEA) Part B.

By definition, special education is “specially designed instruction” (§300.39).

(3) *Specially designed instruction* means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

(i) To address the unique needs of the child that result from the child’s disability; and

(ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children [§300.39(b)(3)].

As teachers and Local Education Agencies (LEAs) evaluate the effectiveness of accommodations for their students a helpful tool to consider is the Oklahoma Accommodations Manual¹ which is based on the Accommodations Manual (2nd Edition, 2005) authored by Thompson, Morse, Sharpe, and Hall and developed by the Council of Chief State School Officers. The manual consists of five steps on the provision of accommodations.

1. Set high expectations for students with disabilities to achieve grade-level academic content standards.
2. Learn about accommodations for instruction and assessment
3. Select appropriate accommodations for instruction and assessment for individual students.
4. Effectively administer accommodations during instruction and assessment.
5. Evaluate effectiveness of accommodations use.

Instructions

Prior to beginning the self-assessment, the LEA may need to gather and review educational records, processes, information and documents related to **the provision of accommodations**.

This information may include:

- 1) **Written policy and procedures on accommodations**
- 2) **Assessment data: students with accommodations/types of accommodations provided**
- 3) **Individualized Education Programs (Select few)**
- 4) **LEA/site inventory list of resources/Assistive Technology equipment**

¹ <http://ok.gov/sde/documents/2014-08-07/oklahoma-accommodations-guide>

- 5) **Sample documents used to communicate student accommodations between teachers**
- 6) **Student/teacher interviews on the provision of accommodations in the general education environment**

Each component and best practice description is followed by a list of measures and examples of those measures. An LEA's stage of practice should be informed by these measures.

Stages of Practice

The self-assessment is intended to identify an LEA's stage of practice in the area of accommodations and provide guidance for LEAs in improving their practice. The Oklahoma State Department of Education, Special Education Services division (OSDE-SES) envisions stages of practice along this continuum:

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

An LEA may assess its practice as "Best Practice" if the LEA has measurable/observable evidence of the practice and documentation of consistent use.

Components

For the area of **accommodations**, the OSDE-SES has identified 4 components which provide a comprehensive description of **accommodations**.

- 1) **Provision of Accommodations**
- 2) **Professional Development**
- 3) **Selection of Accommodations**
- 4) **Instruction/Assessment Alignment**

Accommodations: Administrator Self-Assessment Instructions

Self-Assessment Team

The self-assessment should be completed by a team of at least 3-5 individuals. The Self-Assessment Team may include:

- 1) Director of Special Education Services
- 2) Special Education Teacher(s)
- 3) General Education Teacher(s)
- 4) Principal(s)/Assistant Principal(s)
- 5) Counselor(s)
- 6) Related Services Personnel
- 7) Parent(s)
- 8) School psychologist

List the team here:

Name	Role	Signature

Components

1) Selection of Accommodations

Best Practice: Parent, teacher and student feedback is considered when selecting accommodations. Accommodations are selected based on individual student need (according to evaluation data) and consideration of special factors. Changes are communicated to staff assigned to the student. Students are taught self-advocacy skills regarding accommodations in the instructional and assessment setting.

To determine your level of practice, consider the following statements. Information for these items should be gathered by reviewing school-wide procedures, documentation, school/classroom observations, and staff/parent/student interviews.

Measures:

- Parent, teacher, and students have opportunities to be active participants at the IEP meeting. Their input is sought on the selection of the appropriate classroom and assessment accommodations.
 - Ex. Conversations regarding accommodations with student/parent is documented.
 - Ex. Conversations with relevant teachers have occurred prior to IEP meeting.

- Accommodations are selected based on individual student need; according to evaluation data and consideration of special factors.
 - Ex. Accommodations are based on individual student need rather than previous practice, LEA or school-wide policy.
 - Ex. Accommodations provided are appropriate to the needs of the student rather than equipment availability or funding restrictions.
 - Ex. Evaluation data is current (i.e. within the last three years).
 - Ex. Classroom observation data is current (i.e. within the last 9 weeks).
 - Ex. The consideration of special factors section of the IEP addresses the needs of the student's disability.

- A policy is in place to communicate accommodations (and any changes) for students to all relevant teachers.
 - Ex. A written LEA policy is followed to communicate accommodations to all relevant teachers.
 - Ex. Teachers have written procedures to communicate accommodations to all relevant teachers.

- Ex. Teachers follow specific procedures at the beginning of each school/quarter/semester, after each IEP meeting, and for all move-in students to communicate accommodations to all relevant teachers. (i.e. email notice, copy of IEP, accommodation summary sheet).
 - All relevant teachers know the provision of accommodations prior to the test day. (i.e. database of which accommodations afforded to whom, written communication where Johnny will go to receive testing in a small group setting, test administrator and test monitor previously arranged).
- The LEA has specific procedures in place to ensure students are taught self-advocacy skills regarding accommodations in the instructional and assessment setting.
- The student has knowledge of the accommodations listed on the IEP.
 - The student has been trained on how to use/set-up his/her accommodation.
 - The student knows which assessment accommodations will be provided prior to the date of the test.
 - The student knows the advocate to contact in the event that accommodations have not been provided.

Documentation/Comments:

2) Provision of Accommodations

Best Practice: Students are provided accommodations as identified on the IEP, across all classroom settings. Accommodations are evaluated on an on-going basis for effectiveness and scaffolded to promote student independence.

To determine your level of practice, consider the following points. Information for these questions should be gathered by reviewing school-wide procedures, site observations, and discussions with students.

Measures:

- Accommodations offered for students are documented in the student’s IEP.
 - Ex. Special Factors
 - Ex. Supplementary Aids and Services
 - Ex. Participation in Assessment

- Accommodations listed in the IEP are offered on a regular basis by all staff who provide accommodations for the student.
 - Ex. A policy is in place to ensure all staff have been provided the information included in the student’s IEP related to accommodations (instruction and assessment).
 - Ex. All relevant staff support the student in the current placement (intervention strategies, classroom accommodations, supports, universal design for learning, differentiated instruction, student interests/strengths, or other data) to ensure success in the student’s least restrictive environment.

- Accommodations are provided across all classroom settings. Regular and best practice includes every class the student receives instruction.
 - Ex. The physical education teacher assesses students’ knowledge of volleyball terminology through a written assessment. The student does not typically need the accommodation of a pencil grip and tape to secure the test in place in the physical education class, but the student is provided this accommodation since it is listed in the IEP for this occurrence.

- Accommodations are evaluated for effectiveness.
 - ___ Annual ___ Quarterly ___ On-going

- Chosen accommodations are appropriate to the student’s need and promote student independence.

- Staff assist students in the completion of an evaluation to ensure effectiveness in the administration of accommodations offered
 - Ex. School-wide accommodation implementation (student perspective) (See Appendix 1 for Evaluation Tool)
 - Ex. School-wide accommodation implementation (teacher perspective) See Appendix 2 for Evaluation Tool)

Documentation/Comments:

3) Instruction/Assessment Alignment

Best Practice: Accommodations provided during assessment are also provided during instruction, across all settings. Alignment is documented on the IEP. Accommodations are evaluated on an on-going basis for effectiveness and scaffolded to promote student independence.

To determine your level of practice, consider the following checklist. Information for these items should be gathered by reviewing school-wide procedures and LEA practices.

Measures:

- Periodic checks are made to ensure accommodations included in the IEP are offered in all instructional settings.
 - Ex. Staff (Administrator(s) or special education personnel) monitor students in the general education classroom through unannounced visits. Question for consideration: Are accommodations listed in the IEP offered in the instructional setting?
 - Ex. Staff monitor the accommodation for a student in each of his/her classes. Questions for consideration: Is the accommodation offered in a similar manner in each class? Is one teacher failing to offer the needed accommodation?
- A policy is in place to continually monitor and track IEP/assessment accommodation alignment.
 - Ex. A report generated prior to the assessment lists all accommodations offered for each student. The master schedule of appropriate accommodations for all students (i.e. all students needing separate location for 5th grade math) is compared with each student's IEP to ensure accuracy.
 - Ex. A person at the school is responsible for the provision of accommodations on assessments according to student IEPs (i.e. test administrator ensures student access to his/her assistive technology communication device).
- Students/teachers are contacted on an on-going basis for the effectiveness of the selected accommodations. Accommodations are changed accordingly based on the current need.
 - Ex. Student/Teacher interviews effectiveness of specific accommodation.
 - Ex. Staff monitor student's progress in the general education classroom.
 - Ex. Assessment data is used to determine accommodation effectiveness.

— Accommodations promote student independence.

- Ex. Accommodations are evaluated for effectiveness towards meeting the student's needs.
- Ex. Accommodations are documented for initial need and reviewed throughout the year.
- Ex. Accommodations allow progress towards goals stated in the IEP
- Ex. Accommodations promote access, not advantage
- Ex. Accommodations challenge students rather than create dependence (read aloud for all work, rather than work on the skill of learning to read).

Documentation/Comments:

4) Professional Development

Best Practice: Staff are provided materials and training from multiple sources regarding accommodations at least twice annually. Professional development is developed and evaluated based on teacher need. Staff evaluates the effectiveness of accommodations across multiple settings.

To determine your level of practice, utilize the following checklist. Information for this should be gathered by reviewing school-wide procedures, site observations, and through self-evaluation tools completed by staff.

Measures:

- A staff development program is offered for all teachers on an ongoing basis.
 - Ex. The staff development program is relevant, meaningful, and based on research-based strategies to address the use of accommodations.
 - Ex. Multiple opportunities for participation in the professional development program are available for all teachers.
 - Ex. A sign in sheet of staff attending the trainings is maintained.

- Teachers have input on professional development related to accommodations.
 - Ex. Conversations during Professional Learning Communities (PLCs) occur to elicit teacher input.
 - Ex. Teachers are provided an opportunity to report to their department chair or committee representative regarding upcoming professional development.
 - Ex. Consensus is developed during an all-staff meeting related to meaningful professional development to be scheduled for the year.
 - Ex. Teachers participate in an anonymous accommodations pre-test. Administrators develop/coordinate professional development appropriately to address the weaknesses of the staff.

- Professional development opportunities are available for staff regarding the difference between accommodations and modifications.

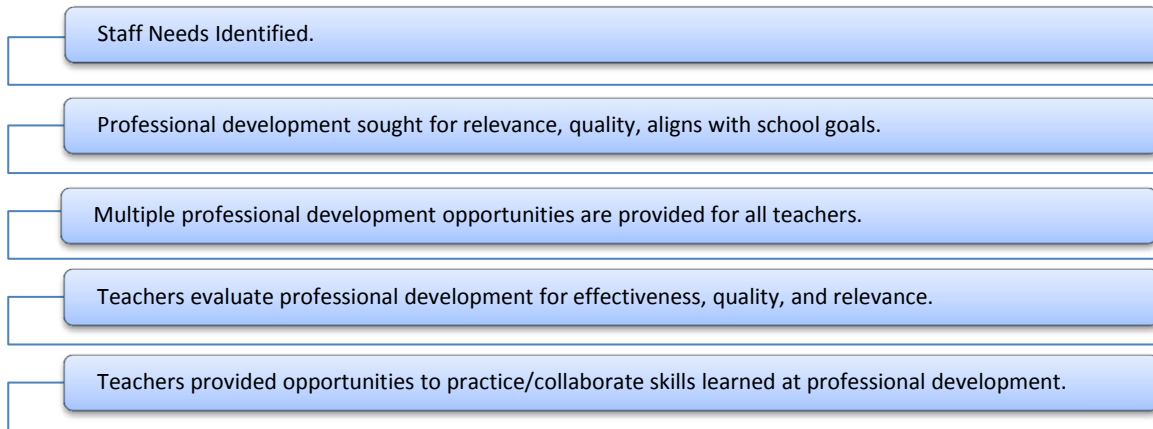
- Staff are provided materials and trainings from multiple sources.
 - Ex. Title, date, and description of trainings/resources offered for staff are documented.

- Participants complete an evaluation to ensure high quality trainings are offered.
 - Ex. Questions for a self-evaluation tool (See Appendix 3 for Evaluation Tool)

—Staff evaluate effectiveness of accommodations across multiple settings.

- Ex. Effectiveness of Accommodations Across Multiple Settings (See Appendix 4)

Quality Professional Development Consideration Process



Documentation/Comments:

School-Wide Accommodation Implementation: Student Perspective (Appendix 1)

A school representative may use this tool to poll student responses. One copy of this form is used for each student. The evaluator uses check marks to acknowledge student feedback regarding student perspective of the use of accommodations. The comments column is used to clarify responses.

Statement to student: *“We are conducting a survey for our school regarding accommodations in our school. Please provide your feedback to the following questions.”*

Site: _____ Evaluator: _____ Date: _____

	Criteria	Yes	No	Comments
1.	Do you have accommodations provided for you? If, so do you know what they are?			
2.	Are the accommodations listed in your IEP, offered to you in each of your classes?			
3.	Are the accommodations helpful to you to learn the curriculum?			
4.	Are the accommodations for assessments offered to you on a regular basis in the general education classroom?			
5.	Do your teachers ask you whether your accommodations are helpful to you?			

Additional Comments:

School-Wide Accommodation Implementation: Teacher Perspective (Appendix 2)

Please provide your input regarding the provision of accommodations for students with disabilities.

Site: _____ Evaluator: _____ Date: _____

	Criteria	Yes/No	Comments
1.	Is a list of the accommodations for students in each of your classes provided to you on an annual basis?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2.	Are all changes to accommodations communicated to you throughout the year?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3.	Are you invited to provide input for the classroom and assessment accommodations at students IEP meetings?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4.	Are you contacted for the effectiveness of the accommodation chosen for the student?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5.	Are procedures in place for you to communicate concerns you have related to accommodations?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6.	Are accommodations offered for students in all classes (i.e. transfer/availability of assistive technology equipment)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7.	Do you have knowledge of the different accommodation types available for students?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8.	Do you know the difference between an accommodation and a modification?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9.	Are trainings/materials related to accommodations made available to you?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10.	Are accommodations offered on assessments also made available to students in the instructional setting?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Additional Comments:

Accommodations: Administrator Self-Assessment Instructions

Staff Development Program Evaluation (Appendix 3)

Please provide your input regarding the effectiveness of the staff development program to address student behavior.

Site: _____

Date: _____

Criteria	Yes/No	Comments
District Opportunities	Check one	
1. Is professional development offered to you on an ongoing basis with multiple opportunities for participation?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Professional Development Content		
2. Are research-based strategies addressed as part of professional development activities?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Is a clear distinction made between accommodations and modifications?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Relevance		
4. Do you find the information meaningful and relevant?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Are tools provided that you would be able to use with your students?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Are multiple examples of accommodation types addressed (timing, setting, response, scheduling)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Meaningful Experience		
7. Would you recommend the professional development to someone else?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Is the information meaningful to a new teacher?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Is the information meaningful to an experienced teacher?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Is the professional development offered a good use of your time?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11. Is the professional development offered appropriate for your level of expertise?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Additional Comments:

Accommodations: Administrator Self-Assessment Instructions

Effectiveness of Accommodations Across Multiple Settings (Appendix 4)

Please provide your input regarding the provision of accommodations for students with disabilities. *This tool may be completed as a team or completed individually and compiled.*

Site: _____ Evaluator: _____ Date: _____

Criteria	Yes/No	Comments
1. A policy is in place to ensure all staff have been provided the information included in the student's IEP related to instruction and assessment accommodations (annual and ongoing).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. All relevant staff are encouraged to provide input in the classroom and assessment accommodations at students IEP meetings.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Procedures are in place to ensure the smoothness of accommodations offered across settings (i.e. access to assistive technology).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. A policy is in place for the evaluation/effectiveness of the accommodation chosen for the student.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Procedures are in place for staff to communicate concerns related to accommodations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. A document is available for staff consisting of equipment availability for the provision of certain types of accommodations (Braille reader, wedge, etc.).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Accommodations offered on assessments are also made available to students in the instructional setting.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Provisions are in place at the school to ensure that assessment accommodations align with accommodations listed in the student's IEP.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Staff are provided ongoing, meaningful, and relevant professional development/materials related to accommodations. (Types of accommodations, Difference between modification and accommodations).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Staff are provided collaboration opportunities to discuss new strategies for providing access through a variety of accommodations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Additional Comments: