

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 evaluate the effectiveness of accommodations for their students, a helpful tool to consider is the Oklahoma Accommodations Guide¹ 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 teacher 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. A teacher's stage of practice should be informed by these measures.

Stages of Practice

The self-assessment is intended to identify a teacher's stage of practice in the area of accommodations and provide guidance for teachers 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

A teacher may assess its practice as "Best" if the teacher 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) **Collaboration on Selection of Accommodations**
- 2) **Provision of Accommodations**
- 3) **Instruction/Assessment Alignment**
- 4) **Professional Development**

Self-Assessment Team

The self-assessment may be completed by an individual teacher or group of teachers (such as a grade level). If a group of teachers is completing the self-assessment, list the team here.

Name	Role	Signature/Date

Components

1) Collaboration on Selection of Accommodations

Best Practice: Teacher provides feedback prior to the selection of accommodations and seeks student input on current or proposed accommodations. Accommodations are suggested based on individual student need. The teacher actively communicates the effectiveness of accommodations and methods of provision to other staff assigned to the student.

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

Measures:

- Teacher provides feedback prior to the selection of accommodations when considering current or proposed accommodations.
 - Ex. All relevant teachers input is sought on the current or proposed accommodations.
 - Ex. Teacher communicates with student/parent(s) prior to the IEP meeting.
 - Ex. New accommodations are considered.
 - Ex. Previous accommodations are evaluated for effectiveness/changed accordingly.
 - Ex. Teacher shares all relevant input regarding proposed accommodations with the IEP team during the IEP meeting.

- Parent, teacher, and student 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 or Local Education Agency (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. Evaluation data provides meaningful feedback on the disability and the student's strengths and weaknesses.
 - Ex. The present levels of academic and functional performance section of the IEP addresses the student's strengths and weaknesses.
 - 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.
- Chosen accommodations are appropriate to the student's need and promote student independence.
- Ex. Chosen accommodations promote access, not advantage.
 - Ex. Accommodations challenge students, rather than create dependency (i.e. read aloud for all work rather than working on the skill of learning to read).
- The teacher actively communicates the effectiveness of accommodations and methods of provision to other staff assigned to the student.
- Ex. A written LEA policy is followed to communicate accommodations to all relevant teachers.
 - Ex. Teacher has written procedures to communicate accommodations to all relevant teachers.
 - Ex. Teacher follows 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).

Documentation/Comments:

2) Provision of Accommodations

Best Practice: Students are provided accommodations as identified on the IEP. Teacher seeks support or resources for accommodations that are unfamiliar. Communication occurs between teachers to monitor the effectiveness of accommodations and methods of provision.

To determine your level of practice, consider the following points. Information for these questions should be gathered by reviewing classroom/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

- The teacher has specific procedures in place to ensure students are taught self-advocacy skills regarding accommodations in the instructional and assessment setting.
 - Ex. The student has knowledge of the accommodations listed on the IEP.
 - Ex. The student has been trained on how to use/set-up his/her accommodation.
 - Ex. The student knows which assessment accommodations will be provided prior to the date of any test.
 - Ex. The student knows the individual to contact in the event that accommodations have not been provided.

- Teacher seeks support or resources for accommodations that are unfamiliar.
 - Ex. Teacher consults with site or district personnel with expertise in the provision of an accommodation type (i.e. working with a copier to enlarge text, Boardmaker) or technical support for an assistive technology device (i.e. PECS, talking word processor, screen reading software, iPad, etc.).
 - Ex. Teacher attends professional development, conducts research (books, articles, internet), or seeks additional support from existing agencies (i.e. ABL Tech).

- Communication occurs between teachers to monitor the effectiveness of accommodations and methods of provision.
 - 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
- Teacher assists students in the completion of an evaluation to ensure effectiveness in the administration of accommodations offered
- Ex. Accommodation Effectiveness Evaluation (student perspective) (See Appendix 1 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 classroom/school-wide procedures and LEA practices.

Measures:

- Teacher evaluates effectiveness of accommodations across multiple settings.
 - Ex. Effectiveness of Accommodations Across Multiple Settings (See Appendix 2)
- Periodic checks are made to ensure accommodations included in the IEP are offered in all instructional settings.
 - Ex. Special education personnel monitor students in the general education classroom. Question for consideration: Are accommodations listed in the IEP offered in the instructional setting?
 - Ex. Special education personnel 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 are conducted to consider the effectiveness of specific accommodations.

- Ex. Staff monitor student's progress in the general education classroom and have on-going communication to the special education teacher or other related staff.
- 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 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: Teacher has participated in multiple professional development activities and has accessed materials on accommodations. Teacher applies the knowledge gained in classroom practice and seeks new strategies for providing access through a variety of accommodations. Teacher evaluates the effectiveness of accommodations for a variety of classroom activities. Teacher expresses his/her needs to administration related to accommodations.

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

Measures:

- Teacher has participated in multiple professional development activities and has accessed materials on accommodations.
 - Professional Development Title/Date: _____
 - Professional Development Title/Date: _____
 - Material Accessed/Format/Date: _____
 - Material Accessed/Format/Date: _____

- Teacher applies the knowledge gained in classroom practice
 - Ex. Teacher can reference an accommodation technique in the classroom acquired from a related professional development experience.
 - Ex. Teacher changes accommodations offered for students each year and is open to new ideas.

- Teacher seeks new strategies for providing access through a variety of accommodations.
 - Ex. Teacher participates in professional development, school or LEA meetings, or seeks out support from colleagues regarding the accommodations offered for students with specific needs.
 - Ex. Teacher actively seeks information from the State department website regarding State approved accommodations on the Oklahoma State Testing Program.
 - Ex. Teacher reviews information provided in the Oklahoma Accommodations Guide.

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- Teacher evaluates the effectiveness of accommodations for a variety of classroom activities.
 - Ex. Teacher elicits student input on accommodation effectiveness.
 - Ex. Teacher elicits teacher input on accommodation effectiveness.
 - Ex. Teacher monitors accommodations provided in other classes through classroom observations for effectiveness.
 - Ex. Specific tool or template is used to document observations of effectiveness.
 - Ex. Classroom grades are considered for accommodation effectiveness.

 - Teacher expresses his/her needs to administration related to accommodations.
 - Ex. Teacher actively engages in conversations during Professional Learning Communities (PLCs) occur to elicit teacher input.
 - Ex. Teacher reports to their department chair or committee representative regarding upcoming professional development.
 - Ex. Teacher participates during all-staff meetings related to meaningful professional development to be scheduled for the year.
 - Ex. Teacher addresses administrator to indicate specific needs (i.e. maintain or acquire assistive technology).

Documentation/Comments:

**Accommodation Effectiveness Evaluation: Student Perspective
(Appendix 1)**

A teacher 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: *“I would like your input regarding accommodations offered to you according to your IEP. Could you provide answers to six questions?”*

Student: _____ Evaluator: _____ Date: _____

	Criteria	Yes	No	Comments
1.	Do you know which accommodations are provided for you?			
2.	Are the accommodations are offered 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:

Effectiveness of Accommodations Across Multiple Settings (Appendix 2)

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.	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	
2.	All relevant 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	
4.	The provision of accommodations across multiple settings is continuous (i.e. access to assistive technology).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5.	Provisions are in place at the school to ensure that accommodations listed in the student's IEP are offered to the student on a regular basis.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6.	Accommodations offered on assessments are also made available to students in the instructional setting.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7.	Accommodations are evaluated for effectiveness.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8.	All relevant staff participate in ongoing collaboration, including communicating concerns related to accommodations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment Accommodations			
9.	Procedures are in place to communicate to all related staff (teacher, test administrator, building test coordinator, building administrator, special education teacher, related personnel) identifying the accommodations provided for students on and prior to test day.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10.	Student understands his/her accommodations on test day.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11.	A specific plan is in place to afford assessment accommodations to students in the event of teacher absence on the scheduled test day.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Additional Comments: