Evaluation & IEP Technical Assistance Module
Overview and Instructions for Use

Module Overview

This technical assistance module is designed to provide information, guidance, resources, and examples relating to the Individuals with Disabilities Education Act (IDEA 2004) reauthorization and the Washington Administrative Code (section 392-172A). The content of the module is intended to assist special education staff in developing sufficient evaluations and properly formulated Individualized Education Programs (IEPs) that improve instruction and outcomes for students with disabilities.

Based on the results of monitoring activities conducted by the Office of Superintendent of Public Instruction (OSPI) over the last several years, certain evaluation and IEP requirements of the IDEA continue to present challenges to special education staff in our state. This module focuses on providing technical assistance related to these identified statewide challenges. Many of the examples presented in this training module were collected from actual student evaluations and IEPs reviewed during monitoring activities conducted by OSPI's Program Review Team. Please note that the samples provided in this module are for instructional and illustrative purposes. Evaluations and IEPs must be based upon the unique needs of each individual student eligible for special education services.

This module replaces the "Evaluation & IEP Technical Assistance" module initially developed by OSPI in 2008.

Module Components

The module has five components, which are described below:

1. Power Point – The power point provides an in-depth review of the major requirements of the IDEA that present the greatest challenges to our state, based on current program review monitoring data. The power point includes an overview of the regulations, supplementary information related to the identified regulation, and both compliant and non-compliant examples in many of these areas. Detailed presenter's notes are also included. The power point has an interactive table of contents – clicking on any of the topics during the slide show will take the viewer directly to the slides addressing that particular topic.
2. Sample Evaluations and IEPs – This section of the module includes a collection of eight sets of student evaluations and IEPs, gathered from districts monitored by OSPI in 2012-13, illustrating both compliant and non-compliant examples in the areas covered by the module.
3. Analysis of Samples – This document provides a detailed overview of the eight sample evaluations and IEPs, including a table outlining which

components were found to be compliant and which were found to be non-compliant within that particular evaluation or IEP, and information regarding why the component was found to be compliant or non-compliant.

4. <u>Module Index</u> – The index is an easy-to-use reference guide for the various components of the module. If an individual wanted to find information and samples regarding age-appropriate transition assessment, for example, this index would list the power point slides and specific IEP and/or evaluation samples that address that specific topic.

5. <u>IEP Review Form</u> – This IEP review form, also used by the state's Safety Net Oversight Committee, can assist staff when reviewing their own IEPs for compliance. This form can also be used in practice training activities by having staff review other IEPs, such as the sample IEPs provided in this module, for compliance.

6. <u>Evaluation Review Form</u> – This is a user-friendly evaluation review form that can assist staff when reviewing student evaluations and reevaluations for compliance. This form can also be used in practice training activities by having staff review other evaluation reports, such as the sample evaluations provided in this module, for compliance.

Instructions for Use

The components of this module are intended to be used by special education staff around the state, as well as by staff who are in charge of training personnel in the field of special education. Use of the module will depend upon the specific needs of the district. The module is designed to be user-friendly, and can be used in training a large number of staff at once, or as a resource for individuals to meet their unique needs. Some potential uses include, but are not limited to:

1. <u>Special education staff training</u> – The module could be used at an all-staff training session for special education staff. The trainer could begin by presenting the power point to the staff. After the power point, a hands-on review activity could be conducted. Possible review activities include:
   a. One or more of the eight sample IEPs could be handed out to staff, or groups of staff, to conduct a practice file review, using the IEP Review Form included in the module. Once completed, the groups (or individuals) could compare the results of their compliance review of that particular sample IEP to the compliance summary provided in the Analysis of Samples document.
   b. Have staff each bring a redacted IEP (i.e. one with the specific personally-identifiable information removed) to the training session. During the review activity, have staff review the IEP they brought, using the IEP Review Form. Another option would be to have staff exchange their IEP with a partner, review the IEP, and then provide feedback to one another.

2. <u>Targeted staff training</u> – The module could also be used to conduct several training sessions for smaller, more specific groups of staff, such as high school special education teachers, psychologists, speech pathologists, etc. The training could then focus on the specific topic(s) that relate directly to those individual staff. For example, with psychologists, the trainer could focus on the sufficiency of evaluations section of the power point, and then have staff review the sample evaluations/reevaluations included in the module, or they could review their own redacted evaluations that they brought with them to the training (similar to the activities described in number 1 above). For high school special education staff, the trainer could focus on the IEP components and spend more time discussing secondary transition. The group could then focus their review activity on just those IEP samples that contain transition (samples E, F, G, and H) or review IEPs with transition services that they bring with them to the training.

3. <u>Individual Resource Guide for Administrators, Teachers, Psychologists, and Related Services Staff</u> – At a staff meeting, provide staff with this module overview and a copy of the module index. Give staff a brief overview of the components of the module and how to locate it on OSPI's website. Staff would then be able to access the module on their own, as their individual needs arise. Staff could also be directed to go through the module by a certain time, and then conduct a follow-up discussion in a subsequent staff meeting.

Please note that the examples provided in this module are for instructional and illustrative purposes. Evaluations and IEPs must be based upon the unique needs of each individual student eligible for special education services.

Any questions or comments about the format and/or content of the module should be directed to:

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