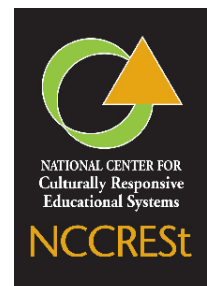
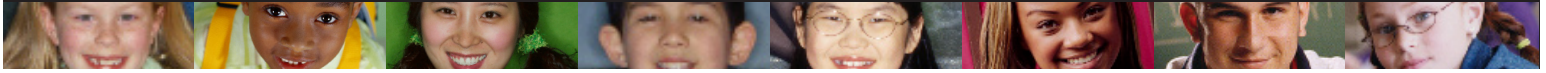


Technical Assistance and Professional Development Planning Guide



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Purpose

This TA/PD guide structures a five step process for the development of Technical Assistance-and Professional Development Plans for SEAs and LEAs. The purpose of the guide is to ensure our consistency in designing high quality Technical Assistance and Professional Development that accomplish the following:

- Reflect accurately the needs of the SEAs and LEAs
- Specify how the teams will support the state or district strategy for addressing needs
- Identify areas of impact that will be affected by technical assistance
- Assist states and districts with identifying the network of organizations and agencies that may receive benefit from or assist with intervention
- Design specific and outcome-oriented technical assistance activities
- Determine a budget for each activity
- Design specific and meaningful evaluation for each activity and impact arena

WHAT IS A TECHNICAL ASSISTANCE/ PROFESSIONAL DEVELOPMENT PLAN?

A TA/PD plan is an agreement between the SEA or LEA and the Center for Culturally Responsive Educational Systems to deliver a variety of technical assistance supports that will help the agency meet emerging issues and deal with problems that have persisted over time. A TA/PD plan helps us and make sure that the activities that we're engaged in support states and districts in reaching their long-term goals for improving services to students and monitoring the

quality of educational programming provided to all students.. We can't predict all of the forms that technical assistance takes, since each technical assistance and professional development plan is custom-developed for each state/district. However, Table 1 lists some possible TA/PD activities that can be planned and negotiated using the planning process described in this manual. Further, the state director or district superintendent is the final arbiter of technical assistance and professional development and therefore our TA/PD plan must be signed by the director prior to initiating any activity in that state or district.

WHAT'S IN A TECHNICAL ASSISTANCE AGREEMENT?

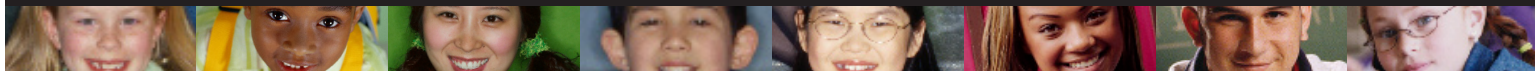
A Technical Assistance and Professional Development Plan has the following elements:

- Analysis of Data by a state or district team
- Mapping of Networks
- Needs and Outcome Statement based on review of all data by the team
- TA and PD activities to address need identified
- Outcomes of Technical Assistance and Professional Development activities
- Evaluation on outcome to state or district capacity
- Outcomes on students, families, & schools

In order to develop an effective TA/PD plan we follow a process for assisting the SEA director or Superintendent and a team of stakeholders in determining needs and how those needs impact policies, practices, and services. The following guidelines and forms present a picture of the TA/ PD development process provided by the National Center staff.

TABLE 1: MENU OF TECHNICAL ASSISTANCE ACTIVITIES

PROCESSES	CONTENT	SERVICES
<ul style="list-style-type: none"> • Meeting Facilitation • Needs Assessments • Strategic Planning Process • Developing RFPs for discretionary funds • Needs Analysis • Future Trend Analysis • Project Management • Develop indicators of effective practice in areas such as transitions, early intervention, reading, family support, serving culturally diverse populations • Model effective technology applications in data management, assistive technology, computer-assisted instruction • Grant Writing • Pilot Site Development 	<ul style="list-style-type: none"> • Skill Building Workshop, i.e., Positive Behavior Support, Early Intervention, Literacy, UDL, and Culturally Responsive Practices • Topical Forum, i.e., Analyzing Data at the LEAs • Development of Research Projects • Management of Research Efforts • Technical Assistance Documents • Policy Analysis • Documentation for Processes, New Practices • Include universities in opportunities to develop new skills in emerging areas • Student Outcomes measures • Evaluation Studies • Technology Updates 	<ul style="list-style-type: none"> • Topical Updates • Information Packets • Technical Assistance Documents • Grant Writing Workshops • Developing Media Packets • Data Interpretation • Developing Media Spots • Data Analysis • Electronic Networks • Networks with other state, regional, and national technical assistance networks • Conference Planning • Network school reform policy makers • Facilitate mentoring among SEAs and LEAs • Database Sharing • CSPD networking and certification planning • Web-based data storage



HOW IS A TA/PD PLAN DEVELOPED?

The process includes five steps. Each step is accompanied by tools to assist in the planning and development.

- 1 Analyze Current Data;
- 2 Map the Network;
- 3 State the TA/PD Needs and Outcomes;
- 4 Detail the Activities; and
- 5 Plan the Evaluation.

- 1 Asking probing questions about student learning and teacher practice;
- 2 Checking assumptions against evidence; and
- 3 Consulting outside research and multiple data sources to understand student achievement and equity and the ways to improve it.

Data worksheets 1, 2, and 3 will guide analysis of the data on representation of culturally and linguistically diverse students in special education. Use data worksheet 1 to make statements about the data and identify the evidence for each statement. Possible questions to ask about the data may include:

- 1 What data sources will we use?
- 2 What does our data tell us about the quality of student learning?
- 3 Which students have benefited from our policies/practices/ interventions?
- 4 Are there particular groups of students who are not achieving as well as other groups?
- 5 Are findings consistent across data sources?
- 6 What questions do we have that cannot be answered by this data?
- 7 What additional data do we need to answer our questions?

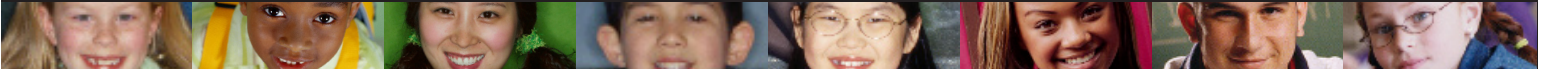
Step One: Analyze the Data

Analyzing the data demands collaboration, reflection, and input from the educational community. Eventually inquiry becomes habit, such that all members of the team are:

DATA WORKSHEET 1: STATEMENTS AND EVIDENCE

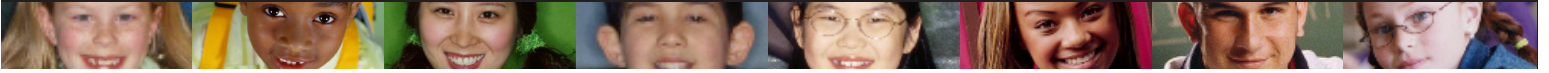
STATEMENT(S) ABOUT DATA	EVIDENCE SUPPORTING STATEMENT

THESE STATEMENTS ABOUT THE DATA REVEAL PATTERNS. USE THESE STATEMENTS TO DETERMINE THE SUCCESSES, CHALLENGES, AND NEEDS IN DATA WORKSHEETS 2 AND 3.



DATA WORKSHEET 2: PATTERNS OF EVIDENCE

PATTERNS OF SUCCESS	FACTORS (POLICY, PRACTICES, OR BEHAVIORS) LEADING TO SUCCESS	EVIDENCE THAT THE FACTORS LED TO SUCCESS

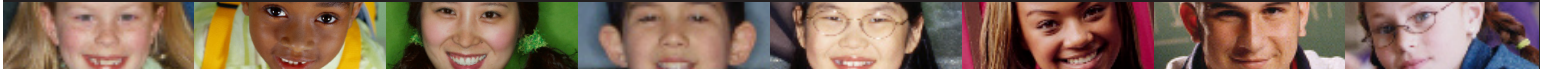


DATA WORKSHEET 3: PATTERNS OF EVIDENCE

PATTERNS THAT CHALLENGE US

FACTORS (POLICY, ETC.) LEADING TO CHALLENGES

EVIDENCE THAT THE FACTORS LED TO THE CHALLENGE



HIGH LEVERAGE ANALYSIS QUESTIONS

Ask the following questions about the challenges identified in order to select a priority need for the year. Record the priority need to address below.

CONTROL: To what degree is this something we have control to change or address?

IMPACT: How likely are we to make a significant difference for students by addressing this challenge?

TREND: Based on the data, is this challenge likely to get worse, stay the same or get better? What is the potential cost of not addressing it now?

SCOPE: What is the breadth and depth of benefits of addressing this challenge? How many students would benefit if you addressed this challenge? Which students would benefit?

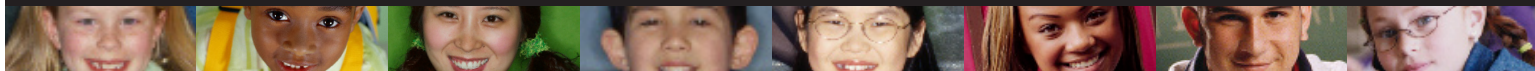
URGENCY: What relevance does this challenge have to your school's current goals or needs?

PRIORITY: How would students/family/community members rank this challenge in terms of priority?

PRACTICALITY: What is the likelihood of success? Does your team have access to known solutions? Is there expertise or support available to address this challenge?

BIG PICTURE: To what extent will addressing this challenge prepare your state to take on more systemic or long-term goals?

OUR PRIORITY NEED FOR THIS SCHOOL YEAR IS:



Step Two: Map the Network

After selecting the impact areas, ask the team to identify the intermediary agencies that will be impacted by this TA/PD plan, or that might collaborate on achievement of identified outcomes and needs. Highlight those agencies on your network map.

ANTICIPATED CHAIN OF IMPACT:

- 1 Identify organizations who are directly affected by outcome.
- 2 Identify anticipated change in SEA or LEA capacity.
- 3 Show logical link between capacity and program delivery.

The purpose of this network map is to identify organizations in the state or district that are involved in work on issues of disproportionality, and to think about the ways in which the work that other organizations are doing might connect with state needs and outcomes.

The team should consider resources available via the SEAs, LEAs, IHEs, professional organizations, advocacy groups, allied services (such as school

psychologists, physical and occupational therapists, social service agencies), and other technical assistance providers.

STEPS IN ASSETS MAPPING:

- 1 Identify “who” within the state or district has been involved in this issue,
- 2 Identify who hasn’t, but should be,
- 3 Identify what the organization is doing, and
- 4 Think “how does this connect to our needs?”

KEEP IN MIND FACTORS THAT INFLUENCE CAPACITY, SUCH AS

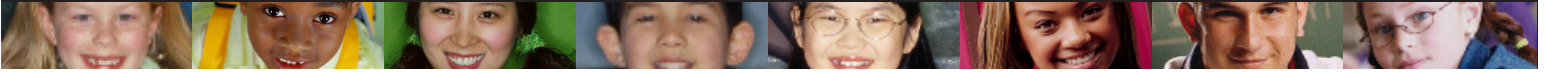
- Policy Environment
- Resource Allocation
- Personnel
- Information Systems
- Linking Organizations
- Programs and Projects

AND, CONSIDER THE OUTCOMES ON

- 1 Students
- 2 Families
- 3 Schools

PATTERNS OF EVIDENCE

WHO?	IS DOING WHAT?	CONNECTIONS TO IDENTIFIED OBJECTIVES?



Step Three: State the Needs and Outcomes

The priority challenge identified earlier by the team is the statement of need for current planning. This statement should address at least one of the issues that the team has identified, and should include three parts: (1) specification of a service, practice, or policy; (2) identification of how that service, practice, or policy will be refined, changed or initiated, and (3) identification of ways that change, refinement or initiative will support services to families and students with disabilities.

EXAMPLE:

TA/PD challenge: Behavioral problems are more likely to be staffed and sent to out of district placements. TA activity: Develop a rural outreach assistance team that can develop and support school wide positive behavior supports, including classroom, individual and early intervention supports.

Second, using the networking map determine what members of the network will do to support the state or district strategies for addressing current and emerging needs. You need to know what resources the state or district has for technical assistance. Work with the team to assemble a calendar of your current TA/PD efforts. For example, you might find out that the local IHE provides training in functional analysis during a summer institute. While the tools for developing intervention plans are available, the development of skills around collaboration in rural areas may not be available. The RRC might provide that training or, alternatively find another resource in the state to provide that assistance. Also funding for the outreach team might be a problem. The RRC might provide consultation on creative ways for supporting the outreach team. In any event, the support activities must be specified.

EXAMPLE:

The National Center will provide the following support: topical updates, networking for training, development of an outreach manual, consultation with the state team leader.

Last, there are three levels of outcomes that must be identified. Identify how 1) schools, 2) students, and 3) families, might be affected by these proposed activities.

EXAMPLE:

- 1 Rural LEAs will decrease the number of out-of-district placements as a result of the efforts of the rural outreach team.
- 2 Students will participate in the development of school wide behavior support plans.
- 3 Families will be included in decision making processes around intervention planning and implementation.

Step Four: Activity Planning

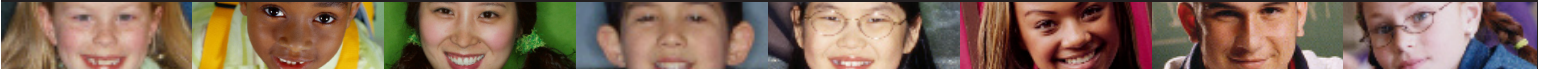
For each activity identified in Needs and Outcomes, a separate activity planning form must be developed. To plan an activity, you must specify the activity (should be lifted exactly from the Needs and Outcome Sheet). Specify the activity objectives. Identify the members of the activity team. Assign responsibilities and timelines. Assign a team leader. The team leader must be responsible for overseeing the following.

- Team meetings
- Progress evaluation
- Adequacy of the original plan
- Team timelines
- Client satisfaction
- Need for Adaptation
- Assurances that the activity is in alignment with the Team's mission

Step Five: Evaluation Plan

The final step in completing a TA/PD plan is to develop the evaluation plan. The purpose of the evaluation plan is to structure information collection and reporting about the success of the technical assistance planned in the TA/PD. Each evaluation plan addresses four broad areas: design, implementation, outcomes, and impact of the technical assistance. In each of these four areas, developing the evaluation plan involves deciding, together with the state director or district director of Special Education:

- 1 What specific questions should be asked about the planned technical assistance? A menu of possible questions is provided in the following evaluation planning form.
- 2 How the questions will be asked. For example, will a questionnaire, interview, or observation be used? Will this involve an existing instrument, or will a measure be developed specifically for this purpose?
- 3 Who will collect the information? Will this be done by the technical assistance provider, the state or district staff, or someone else?
- 4 How, when, and to whom will the results be reported? What use will be made of the results?



IN COMPLETING THE EVALUATION PLAN, A SYSTEM FOR COLLECTING DATA ON EACH OF THE QUESTIONS MUST BE DESIGNED, OR A REASON GIVEN FOR NOT ANSWERING THE QUESTION.

GOAL:

STEP 3: NEEDS AND OUTCOMES

Needs Statement:

What the SEA or LEA will do to address need:

What the National Center will do:

Outcomes - Students, Families, Schools:

STEP 4: ACTIVITY PLANNING

Activity Components:

Responsibility:

Resources Needed:

Completion Date:

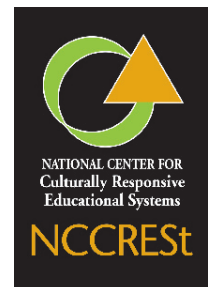
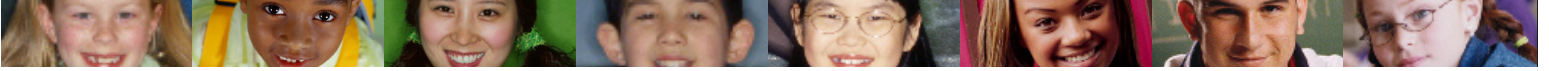
STEP 5: EVALUATION PLAN

DESIGN

- Do the proposed activities address the identified needs?
- Is proposed assistance integrated with other SEA or LEA activities?
- Does the TA reflect state-of-the-art info on delivery of special education, related services, and infant intervention?

IMPLEMENTATION

- Does technical assistance delivery build ownership of the problem and goals for the assistance?
- Does technical assistance build on existing capacity in target area?



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