



Special Services/SELPA
MEMORANDUM

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**Staff Development Three Year Plan for
Accommodations and Modifications**

- Goal 1:** All staff will receive systematic training to increase the understanding and appropriate use of accommodations and modifications specific to student needs and to enable maximum access to the curriculum for all students.
- Goal 2:** All sites will select Site Support Teams to train and consult with teachers in the development and use of accommodations and modifications. Site Support Teams will include both general and special educators and will complement the collaborative efforts of general educators, special educators and specialized instructors (ex. English Language Learner teachers and GATE teachers).
- Goal 3:** The use of accommodations and modifications will positively impact student achievement as measured by California Standards Test (CST) scores.

General Information

1. The district will select a consultant who will train a District Support Team and Site Support Teams. The **District Support Team** is a district level team of educators who will receive enriched training to support site teams. They will facilitate small group work during training sessions with the consultant. Members of this team will also function in a consultant capacity to sites. **Site Support Teams** are site level teams who will participate in training with the consultant and will provide training and support to sites.
2. A series of trainings over three years facilitated by the consultant will be provided to District Support Teams and Site Support Teams. Training for administrators will also be offered through the Leadership Academy. There will be four training sessions the first year. This is a trainer of trainers model.
3. The District Support Team will be comprised from the following disciplines: Special Education Teachers, Psychologists, Speech and Language Therapists, Program Specialists, and Specialist teachers. The District Support Team represents the elementary, middle and high school levels and the Curriculum, Instruction and Assessment Department.

4. Each site or combination of sites will select a team of three which will include at least one general educator, one special educator and it is recommended one administrator. The team will participate in the project and represent the site as a Site Support Team. The site teams will attend all training sessions.
5. Site administrators will set the tone and clarify the expectations at the site level to support the project.
6. The Site Support Teams and a member from the District Support Team (if necessary) will provide ongoing training and support to the sites.
7. The actual training schedule at the site will be determined by the site. It is expected that elementary sites will use some of the 220 minutes allocated for training.
8. Certificated staff will learn the elements of research validated Intervention Plans for general education students who require more support than accommodation/modification plans.

Year One 2006-07 School Year

First year objective: Increase staff ability to develop and implement well-designed accommodations and modifications for all students.

Training schedule

First Quarter

The Site Support Teams and District Support Team will participate in two successive days of training. CIA Department representatives and Leaders will work with the consultant for two additional hours each training day.

Second and Third Quarter

During the second and third quarters, the District Support Team and the Instructional Support Team return for another day of training. The District Support Team will again work with the consultant for an additional two hours on each training day.

Activities

1. The District Support Team and the Professional Development Coordinator will meet prior to the training date to prepare for training with the consultant. Information related to the training needs of the district will be submitted to the consultant.
2. District Support Teams and Site Support Teams will be given an assignment at each training session and will report on the assignment at the following training.
3. The Site Support Teams will provide information and resources to site staff regarding accommodations and modifications related to the Instructional Cycle of Inquiry. Staff members will select focal students and apply accommodation and/or modification strategies and measure the effectiveness.
4. Site Support Teams will develop a plan to provide training to selected para-educators at their sites by the end of the 06-07 school year, as appropriate.
5. Members of the District Support Team will be available to consult with sites and may assist with training as time allows. There will be a \$1,000.00 allocation for substitutes or adjunct pay for this purpose.
6. Site and district needs related to the use of accommodations and modifications and interventions will be evaluated to determine the impact on student achievement.

Year Two 2007-08 School Year

Second year objective: Increase competencies in developing and implementing highly effective accommodations, modifications, instructional strategies and interventions.

Training Schedule

During the first three school quarters, Site Support Teams and the District Support Team will participate in one training day each quarter from the consultant. Members of the District Support Team will again work an additional two hours with the consultant. Participants will be given homework and will be prepared to report on the assignment at the following training session.

Activities

1. District Support Teams and the Professional Development Coordinator will meet to prepare for the upcoming training sessions. The consultant will be provided the information necessary to tailor the training to district needs.
2. After the first training day, the District Support Team will meet with site Instructional Support Teams and develop a plan for each site to build on teacher/student support techniques.
3. After the last training each site team will assess the needs of the site and develop a site plan for focal students.
4. The evaluation data related to the effectiveness of accommodations and modifications will be used to determine how to guide the training sessions for the following year.

Year Three 2008-09 School Year

Third year objective: Increase all staff member's expertise to design and implement accommodation, modification and intervention plans and to demonstrate outcomes of improved student achievement and proficiency.

Training Schedule

Site Support Teams and the District Support Team will participate in one training day during the first and third quarter from the consultant. The District Support Team will again work an additional two hours with the consultant after each training session. Participants will be given homework at the first session and will report on the homework at the second training session.

Details

1. The District Support Team and Professional Development Coordinator will meet to prepare for the training sessions for the year.
2. The Leaders and Instructional Support Teams will meet to analyze the student data from prior years and determine site needs for training and support.
3. Stakeholders will determine if another cohort of Site Support Teams should receive the three year cycle of training.