



Figure 8. Proposed USOE-SES PD/TA Model

## **Summary of Model Framework – USOE–SES PD/TA System**

Figure 8 provides a graphic of the proposed model framework for the USOE–SES PD/TA system and summarizes TAESE’s proposed process for improving results for students with disabilities in the state of Utah. Regardless of USOE–SES established priorities based on results-driven accountability and compliance, this model incorporates all of the Essential Professional Development/Technical Assistance Elements described in the RFP.

Specifically, the USOE–SES PD/TA model framework identifies the component parts of the proposed PD/TA system, including the need for tiered supports at universal, targeted, and intensive levels. Beginning at the top of the model, we provide a brief summary description of how the model operates.

1. Using SPP/APR/SSIP/monitoring data and advice from the PD/TA Advisory Board and stakeholders, the USOE–SES leadership set PD/TA priorities.
2. The PD/TA Core Team—in collaboration with the USOE–SES—organizes priority-driven PD/TA for all LEAs, recognizing that all LEAs receive universal-level PD/TA.
3. LEAs request PD/TA support associated with identified PD/TA priorities or needs specific to their respective LEA using the “single point of entry” internet-based request system. They click on a “need assistance” button and fill out a brief form, including contact information.
4. Shortly, a PD/TA Core Team member contacts the person requesting assistance to discuss their needs and direct them to an approved provider.
5. Systematically-screened approved providers to whom persons or groups requesting assistance can be directed to include all groups identified.
6. LEAs receive varying levels of support based on results and compliance data.
7. The coordinated system of PD/TA improves results for students with disabilities.
8. Internal evaluation is continuously conducted for the quality, relevance, and fidelity of PD/TA events.
9. External evaluation of the entire PD/TA system is conducted annually to determine if the project is addressing identified goals.
  - a. “Sustainable, positive developmental, academic, socially, and behaviorally competent outcomes for all students with disabilities that will result in

attainment of the skills necessary to achieve successful post-school activities.”

b. “Fewer stakeholders, including LEAs, in need of higher intensity supports.”

10. At all levels, the system provides continuous feedback to the USOE–SES leadership on the performance of the LEAs with regard to results for students with disabilities and adherence to compliance requirements.