QIAT Webinars

**A series of webinars focusing on
Quality Assistive Technology Services**

AT Professional Development

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1. Consideration

2. Assessment

3. Documentation in the IEP

4. Implementation

5. Evaluation of Effectiveness

6. Transition

7. Professional Development

8. Administrative Support

Poll #1

What is your professional background or
   perspective?

Poll #2

What is your experience with the Quality Indicators?

___I'm familiar with them and use them

___I'm familiar but don't use them

___Not familiar with them at all

Quality Professional Development

1. **Comprehensive assistive technology professional development and training <u>support the understanding that assistive technology devices and services enable students to accomplish IEP goals and objectives and make progress in the general curriculum</u>.**

<u>Intent</u>: The Individuals with Disabilities Education Act (IDEA) requires the provision of a free and appropriate public education (FAPE) for all children with disabilities. The Individualized Education Program (IEP) defines FAPE for each student. The use of AT enables students to participate in and benefit from FAPE. The focus of all AT Professional Development and training activities is to increase the student's ability to make progress in the general curriculum and accomplish IEP goals and objectives.

1. Comprehensive AT professional development and training <u>support the</u> <u>understanding that AT devices and services enable students to accomplish IEP goals and objectives and make progress in the general curriculum.</u>

1 Unacceptable	2	3	4	5 Promising Practice
There is no professional development and training in the use of AT.	Professional development and training only addresses technical aspects of AT tools and/or is not related to use for academic achievement.	Some professional development and training includes strategies for use of AT devices and services to facilitate academic achievement.	Most professional development and training includes strategies for use of AT devices and services to facilitate academic achievement.	All professional development and training includes strategies for use of AT devices and services to facilitate academic achievement.

Quality Professional Development

2. The education agency has an AT professional development and training <u>plan that identifies the audiences, the purposes, the activities, the expected results, evaluation measures and funding</u> for assistive technology professional development and training.

<u>Intent</u>: The opportunity to learn the appropriate techniques and strategies is provided for each person involved in the delivery of assistive technology services. Professional development and training are offered at a variety of levels of expertise and are pertinent to individual roles.

2. The education agency has an AT professional development and training plan that <u>identifies the audiences, the purposes, the activities, the expected results, evaluation measures and funding</u> for AT professional development and training.

1 Unacceptable	2	3	4	5 Promising Practice
There is no plan for AT professional development and training.	The plan includes unrelated activities done on a sporadic basis for a limited audience.	The plan includes some elements (e.g. variety of activities, purpose, levels) for some audiences.	The plan includes most elements of a comprehensive plan, for most audiences.	The comprehensive AT professional development plan encompasses all elements, audiences, and levels.

Quality Professional Development

3. The content of comprehensive AT professional development and training <u>addresses all aspects of the selection, acquisition and use</u> of assistive technology.

<u>Intent:</u> AT professional development and training address the development of a wide range of assessment, collaboration and implementation skills that enable educators to provide effective AT interventions for students. The AT professional development and training plan includes, but is not limited to: collaborative processes; the continuum of tools, strategies and services; resources; legal issues; action planning; and data collection.

3. The comprehensive AT professional development and training <u>content addresses all aspects of the selection, acquisition and use</u> of AT.

1 Unacceptable	2	3	4	5 Promising Practice
There is no professional development and training on related to selection, acquisition, and use of AT.	Professional development and training addresses few aspects of selection, acquisition, and use of AT.	Professional development and training addresses some aspects of selection, acquisition, and use of AT.	Professional development and training addresses most aspects of selection, acquisition, and use of AT.	Professional development and training addresses all aspects of selection, acquisition, and use of AT.

Quality Professional Development

4. **AT professional development and training address and are <u>aligned with other local, state and national professional development initiatives</u>.**

Intent: For many students with disabilities, assistive technology is required for active participation in local, state and national educational initiatives. Content of the professional development and training includes information about how the use of assistive technology supports the participation of students with disabilities in these initiatives.

4. AT professional development and training address and are <u>aligned with other local, state and national professional development initiatives.</u>

1 Unacceptable	2	3	4	5 Promising Practice
Professional development and training does not consider other initiatives.	Professional development and training rarely aligns with other initiatives.	Professional development and training sometimes aligns with other initiatives.	Professional development and training generally aligns with other initiatives.	Professional development and training consistently aligns with other initiatives as appropriate.

Quality Professional Development

5. **Assistive technology professional development and training include <u>ongoing learning opportunities that utilize local, regional, and/or national resources</u>.**

<u>Intent</u>: Professional development and training opportunities enable individuals to meet present needs and increase their knowledge of AT for use in the future. Training in AT occurs frequently enough to address new and emerging technologies and practices and is available on a repetitive and continuous schedule. A variety of AT professional development and training resources are used.

5. AT professional development and <u>training include ongoing learning opportunities that utilize local, regional, and/or national resources.</u>

1 Unacceptable	2	3	4	5 Promising Practice
There are no professional development and training opportunities.	Professional development and training occurs infrequently.	Professional development and training is sometimes provided.	Professional development and training is generally provided.	Professional development and training opportunities are provided on a comprehensive repetitive and continuous schedule utilizing appropriate local, regional and national resources.

Quality Professional Development

6. Professional Development and Training in assistive technology follow <u>research-based models for adult learning</u> that include multiple formats and are delivered at multiple skill levels.

<u>Intent:</u> The design of professional development and training for AT recognizes adults as diverse learners who bring various levels of prior knowledge and experience to the training and can benefit from differentiated instruction using a variety of formats and diverse timeframes (e.g., workshops, distance learning, follow-up assistance, ongoing technical support).

6. Professional development and training in AT follow <u>research-based models for adult learning</u> that include multiple formats and are delivered at multiple skill levels.

1 Unacceptable	2	3	4	5 Promising Practice
Professional development and training never considers adult learning.	Professional development and training rarely considers models for adult learning strategies.	Professional development and training sometimes considers research-based adult learning strategies.	Professional development and training generally considers research-based adult learning strategies.	Professional development and training consistently considers research-based adult learning strategies.

Quality Professional Development

7. The effectiveness of assistive technology professional development and training is <u>evaluated by measuring changes in practice that result in improved student performance</u>.

<u>Intent</u>: Evidence is collected regarding the results of AT professional development and training. The professional development and training plan is modified based on these data in order to ensure changes in educational practice that result in improved student performance.

7. The effectiveness of AT professional development and training is <u>evaluated by measuring changes</u> in practice that result in improved student performance.

1 Unacceptable	2	3	4	5 Promising Practice
Changes in practice are not measured.	Changes in practice are rarely measured.	Changes in practice are measured using a variety of measures but may not be related to student performance.	Changes in practice are usually measured using a variety of reliable measures linked to improved student performance.	Changes in practice are consistently measured using a variety of reliable measures linked to improved student performance.

Key Takeaways

Quality AT Professional Development:

- Is always related to student progress
- Is aligned to current initiatives
- Addresses skill level of participants
- Uses a variety of ways to deliver training (blogs, chats, moodles, wiki, podcasts, videos, webinars)
- Uses a variety of resources (local education, state conferences, online internet modules)

Resources from QIAT in Action

www.qiat.org>Resources

QIAT Guiding Document for Professional Development

Compiled list of resources for each indicator area.

Professional Development and Training in Assistive Technology Resources

Websites:

- ATIA Conference – Orlando, Florida – www.atia.org

- ATSTAR — www.atstar.org

- Closing the Gap Conference, Minneapolis, Minnesota – www.closingthegap.com

- The Iris Center for Training Enhancements, module on AT — iris.peabody.vanderbilt.edu/at/chalcycle.htm

- Quality Indicators for Assistive Technology (QIAT) — www.qiat.org

- SET—BC, *Learning Centre* — www.setbc.org

- Technology and Persons with Disabilities, California State University Northridge (CSUN) Conference, San Diego, California – www.csun.edu/cod/

Items to download from Websites

- North Central Regional Educational Laboratory, *Critical issue: providing professional development for effective technology use,* www.ncrel.org/sdrs/areas/issues/methods/technlgy/te1000.htm

- Reed, P., Bowser, G., & Kaplan, M. (2009). *Assistive Technology Trainer's Handbook*. Roseburg, OR: National Assistive Technology in Education Network (NATE). www.natenetwork.org

- Texas Assistive Technology Network, *Assistive Technology in Texas Schools Series* Training Modules. www.texasat.net

Commercially Available Materials
- *An Administrator's Perspective on Assistive Technology* (2006) Training video featuring Gayl Bowser and Penny Reed. Available in Video tape or CD. Minnesota Department of Education. contact: kursten.dubbels@state.mn.us

- Guskey, T. (2000). Evaluating Professional Development. Thousand Oaks, CA: Corwin Press, Inc.

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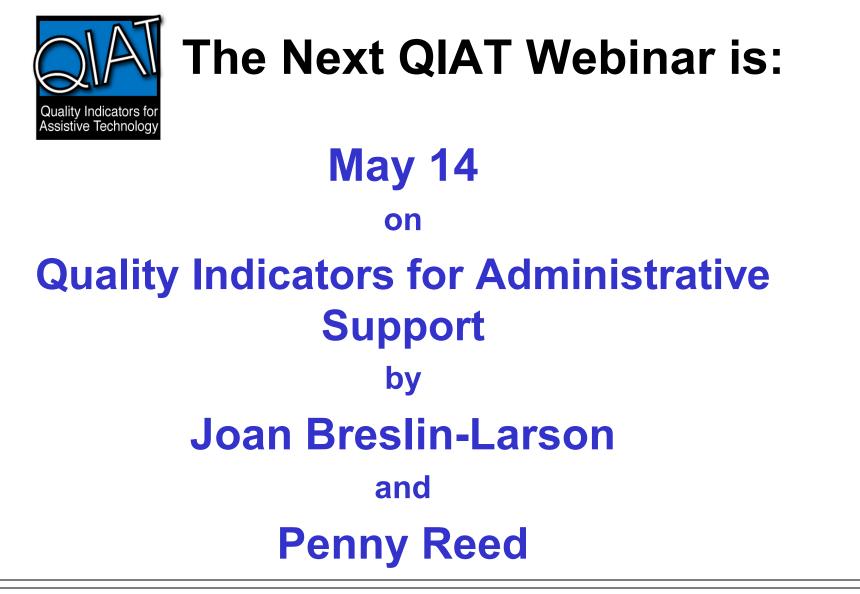
Resources from QIAT in Action

www.qiat.org>Resources>ResourceBank

Tips sheets for training on specific items

How to's

Feature lists

Let's Hear from You

- Questions

- Comments

- Suggestions

The Next QIAT Webinar is:

May 14

on

Quality Indicators for Administrative Support

by

Joan Breslin-Larson

and

Penny Reed

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