



Midwest Teachers Institute
Teachers Helping Teachers

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MTI 544 AT – Supporting District-level AT Services: The Role of State and Regional Leaders

Instructor Information:

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Instructor Background:	Gayl Bowser’s work as an independent consultant focuses on the integration of technology into the educational programs of students with disabilities. Ms. Bowser has a Masters of Science in Education degree from the University of Iowa and is a member of the leadership team of the Quality Indicators for Assistive Technology (QIAT) Consortium. In the public school setting she has been a general education teacher, a special education teacher and a school administrator. Currently, Ms. Bowser provides assistive technology consultation, coaching and mentoring throughout the United States and internationally.

Course Information

Course Format (distance learning, online, webinar, experiential onsite courses):	Online Course The LMS for delivering the course will be Infinitec’s <i>Engage</i> . An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation by then, please email Peggy Zegley at pzegley@ucpnet.org . Approximately 45 hours of instructional time is devoted to this course.
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	<p>An initial webinar for the course will offer an orientation to <i>Engage</i> and help you become more comfortable with the LMS.</p> <p>If you are having trouble with <i>Engage</i>, technical support is available. Email infinitecwebsupport@ucpnet.org or phone 1-800-361-0270.</p>
Prerequisites	<p>All MTI courses are designed for educators who have a minimum of a bachelor’s degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours/credits. When you register, you may choose which of our accredited university partners you would like to receive your official transcript from.</p>
Accrediting Partners	<p>For information about our accrediting partners, please visit our website at www.midwestteachersinstitute.org and click on partners to learn more about the choices available for you.</p>
Required Books and Materials	<ul style="list-style-type: none"> ● Internet access ● Device with camera and microphone for live webinar participation ● LMS- <i>Engage</i> Account and Login ● Syllabus with module descriptions

Learning Outcomes/Competencies:

At the completion of this course, the learner will be able to:

1. Describe the differences between a capacity-building model of AT services and a one-student-at-a-time model. InTASC 6
2. Identify 3 ways to differentiate the type of AT support provided based on the needs of the student’s team. InTASC 6,8
3. Identify at least three ways of documenting the AT services provided at the state/regional level that describe their impacts on local AT teams and outcomes for the state or region. InTASC 9
4. Identify at least three ways that local AT teams might report their activities to state/regional programs for the purpose of assessing state/regional AT needs. InTASC 9,10
5. Identify 4 types of administrative support and how each can help AT teams develop positive and productive working relationships with supervisors and administrators. InTASC 9,10
6. Create a plan for state/regional professional development that identifies at least four ways of providing information resources. InTASC 9,10
7. Identify at least two ways to use video-conferencing and other remote services to augment AT service delivery throughout the state/region. InTASC 1,2,9,10
8. Use a new productivity tool to create an on-demand resource that can be shared with others to build AT capacity in their agency. InTASC 2
9. Identify at least 4 key areas of state/regional outreach that can support the implementation of assistive technology. InTASC 2,9

10. Create a 3-year plan for state or regional AT program to help local AT teams upgrade AT services at district levels. InTASC 9,10

Course Description: This course a special online course for state and regional leaders who have a role in supporting school multiple district AT Teams. It is an asynchronous course consisting of 8 modules and includes four live webinars. The content has been targeted to an audience of experienced district-level AT teams working together to update and streamline their AT processes. This course has a strong focus on building district-level capacity.

The course includes videos and asynchronous discussion forums on the following topics.

- AT service models
- Differentiating AT services
- Documenting AT services
- Administrative supports
- Professional development
- Remote services
- On-demand resources
- Outreach

Learning Strategies: Professional literature analysis, personal reflection, project-based learning.

Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and work collaboratively to develop a 3-year improvement plan for their state or region based on the topics addressed in the modules. Students participate in a professional learning community of other state and regional AT leaders and will learn by doing while completing a variety of activities throughout the course.

Format of the Course and Submitting Work

This course has a total of 8 modules and each has individual assignments and activities.. You are required to complete all of the pieces with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a sixteen (16) week duration. In each module, as directed by your instructor you will have assignments and activities due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, activities and three year plan assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

Assessments		Approximate contact hours for each assessment
View Recorded Module: Weekly video of instructor lead content. Watch video, download associated handouts and complete assignments	50 points	8 hours
Answer and Discuss- Weekly Questions Posted By Instructor to Online Classroom at Engage Forum. Questions Found On Engage Classroom. One question per week for 16 weeks. 10 points per question.	160 points	8 hours
Reflect and Respond to 1 Post Weekly (16 posts total) Made By Colleagues Online at Engage Classroom Forum. 5 points per response.	80 points	16 hours
Application Assignments#1 and #2 (15 points ea)	30 points	2 hours
Three Year Plan Project- Due end of course	100 points	5 hours
Webinar attendance: Attendance in four live webinars or viewing of recorded live webinar.	80 points	6 hours
Total	500 points	45 hours
<p>Grading Scale: A (90-100%); B (80-89%) <i>*Anything below a B will not receive graduate credit and result in a failing grade of F.</i></p> <p>If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.</p>		

Answer and Discuss Rubric- 16 questions @ 10 points each

Category	Superior (4-3 pts)	Sufficient (2 pts)	Minimal (1pt)
<i>Supporting Evidence in Practice</i> ____/4	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Reflect and Response Rubric- 16 responses @ 5 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1pt)
<i>Supporting Evidence in Practice</i> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/2		All supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.

Application Rubric- 2 assignments @15 points each

Category	Superior (5-4 pts)	Sufficient (3-2 pts)	Minimal(1 pt)
<i>Supporting Evidence in Practice</i> ____/5	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/5	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/5	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Project Rubric-100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
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Understanding of web tool ____/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
Practical evidence ____/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
Completion ____/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
Grammar and Spelling ____/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
Sequencing ____/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation Rubric- 100 points				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ____/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Schedule

**All assignments must be completed the week assigned. In emergencies, please contact instructor*

MODULE 1

1a: Re-visioning the Role of AT Teams Module- Part One

Watch Video:

As state or regional leaders, after you view this video, reflect on AT service models across your districts. Are you promoting flexible models of service delivery? Are you promoting expert or capacity building models or a combination? How are you helping AT providers understand the change forces that are impacting AT teams?

Discussion:

Respond to these prompts in the online discussion area:

- How are you helping AT providers understand the ways their roles are changing and how they fit into new educational paradigms? What actions might you take to engage your AT team in activities to explore this idea?
- Do you see the increasing overlap as described in the TPAK example in your state? If so, describe this shift
- To what extent have you as a state or regional leader addressed equity of AT services that extend to students with multiple disabilities as well as students with LD, students who are struggling due to poverty, ESL, disengaged students? Do you communicate that AT can be useful for a wide range of students?

MODULE 1 (continued)

1b: Re-visioning AT Service Models Module- Part 2

Watch Video:

During this module, AT service providers are engaged in a “Do-the-Math” activity. As state leaders, we’d like you to complete this activity from a district-level perspective. Select two school districts that have been providing AT services for 4 or more years. One should be a large district and the second a small district. Do the math using this district’s demographics. The Do the Math activity examines the population of students who are served by AT teams and the efficacy of current services.

The purpose of the “Do the Math” activity is not to gauge the extent to which teams have ample staff, but to illustrate the point that using an expert model requires staffing that is typically unsustainable, and that it is important to consider how AT teams can do the job of serving more students by building capacity. Consequently, “courageous conversations” are needed to reflect on how to shift to new ways of providing AT services.

Toward the end of this video, we discuss the development of a 3-year plan. District-level AT providers are expected to develop a 3-year plan for their AT team. As state leaders, you will also

develop a 3-year plan, but one that addresses how you might help your AT teams build capacity. We will do this in stages throughout this course.

Activity: Complete the “Do the Math” activity using data from a large and small district in your state or region.

Discussion:

Respond to these prompts in the online discussion area:

- What does the *Do the Math* activities tell you about AT services in your districts?
- What is communicated to district level AT providers as to the student population they are expected to serve and how can they best accomplish this? Where do your AT teams get this kind of direction? Are AT teams only responsible for students referred with IEPs? Is there any discussion on targeting the needs of all students in the margins? What do you think about this direction?

MODULE 2

2a: Differentiating AT Services Module- Part One

Watch Video:

In the Differentiating AT Services video, AT teams are asked to consider different ways of providing support to schools. AT services do not need to be a one-size-fits-all approach. AT teams are asked to consider ways to track the services they provide. Using an Allocation Pie Chart, district AT teams are encouraged to reflect on the services they provide and how they allocate their time.

As state or regional leaders, when you view this video, consider how you help districts make decisions about the ways they allocate their time in order build efficient AT services and build capacity. Do most teams have a one size fits all model or do they differentiate services based on the needs of their school teams? Do your teams understand when to use consultation, collaboration or coaching? Do you help your AT teams know how to help schools take on more ownership of AT in the classroom? Do your teams keep data on the services they provide (e.g., reasons for requests for services, types of services provided, types of tools being used, etc.). What expectations do you communicate to AT teams about the data they might track that describes their services?

During this module, AT service providers are engaged in creating an “allocation pie chart”. As state leaders, we’d like you to complete this activity from a district’s perspective by interviewing someone from one of your district AT teams.

From a district level perspective:

Discuss the services they routinely provide and the percentage of time spent on these services in a given month. Use the allocation pie chart or list the services typically provided with time percentages. The best way to for AT teams to approach this is to consider in a typical month how many hours they spend on various AT related tasks. The pie chart resource lists the following services: assessment, school support, the development of resources, professional development,

and outreach to other departments or persons who can help address barriers. Please note that AT teams can add additional services as needed (e.g., equipment, work travel, meetings, etc.).

Ask your local AT team about the types of data they track regarding the services they provide. Also request a copy or a link to their referral form to use for part two of this module.

The purpose of this activity at the district level, is to help AT teams delineate their time. But it gives state and regional leaders a way to think about how you can help AT teams build capacity. Maybe you find that AT teams are providing little professional development and few on-demand resources to school teams. In that case, it may be useful to talk with AT teams about how these services build capacity. Maybe you can direct teams to new resources and provide strategies on professional development. Or maybe you can help develop webinars on important AT topics.

Activity: Allocation Pie Chart Interview

Discussion:

- Share the allocation categories from the Pie Chart Activity by percentage of time as reported by the AT team you interviewed. What AT services did your AT team report? Do any of the allocations seem disproportional? Is it what you expected? Explain.
- Share your thoughts about AT team time allocations. What types of AT team task allocations might seem disproportional? How do you, as state or regional AT leaders, coach AT service providers to examine the types of services they provide and make changes to improve them?
- How do AT teams provide information on the services they provide to state or regional leaders?

MODULE 2 (continues)

2b: Differentiating AT Services Module- Part Two

Watch Video:

In this video, AT teams are asked to consider current system of referral and service provision. As you view this video from the perspective of state or regional leaders, consider how your AT teams market their system of referral and service provision. Are they conveying a model of referral that communicates a one issue or one student at a time approach, or are they communicating a shared responsibility for AT in schools and classrooms from the outset. What does the team's referral process communicate? Does the AT team encourage school teams to take ownership of AT?

Teams are also asked to begin their 3-year plan, focusing on ways to improve service delivery. As you view this video, as state or regional AT leaders, we would like you to reflect on ways that you help teams align processes and services with their vision to help school teams take on more ownership of AT in the classroom. In what ways do you encourage AT teams to triage AT services and move beyond a one-size-fits-all model of service delivery?

Activity:

From a state or regional perspective, begin your 3-year plan. Develop objectives and benchmarks that will delineate ways that you can help AT teams improve service delivery. (This is the first section of the 3-year plan.) In what ways can you help teams align processes and services to encourage school teams take more ownership of AT. In what ways can you move teams away from concierge, one-size-fits all models of service delivery?

Discussion:

Respond to the following prompts in the online discussion area:

- Do AT teams' referral processes communicate an expert or a capacity building model of service delivery?
- In what ways do you help AT teams develop flexible methods of service delivery that provide appropriate support to school teams while building capacity?

MODULE 3

3a: Documenting AT Services- Part One

Watch Video:

In the “Documenting AT Services” video, we explore ways to incorporate the documentation of AT services into routine procedures. We explore the importance of AT team accountability.

As state or regional AT leaders, as you view this video, reflect on how you help AT teams examine their current model of service delivery and to what degree operating guidelines (e.g., referral, assessment, consideration, documentation, etc.) align with a more capacity building model. What do you communicate to AT teams regarding accountability and documentation. Consider how you have helped AT teams build in routine data collection to document AT services. Do your teams have ways to demonstrate how many students have been served, the most common reasons for requesting AT services, the level of support needed, the results of any trial period, AT tools are being used, and the follow up plan for implementation?

Activity:

List the types of data that AT teams could provide to state or regional leaders

Or

List the types of data you think AT teams could be documenting on a regular basis that might demonstrate the need for AT at state or regional levels.

Discussion:

Respond to the following prompts in the online discussion area:

- In what ways do you help AT teams reflect on their current model of service delivery? To what degree do the sample operating guidelines you provide (e.g., referral, assessment, consideration, documentation, etc.) align with a capacity building model?
- In what ways do you help AT teams establish routine data collection methods? Do your teams have routines in place to document how many students have been served, the most common reasons for requesting AT services, levels of support needed, AT tools being used,

outcomes of trial periods, follow up implementation plan? Are there other types of data that are being collected by AT teams?

- In what ways is AT team data communicated at regional or state levels. How might aggregated data across districts support AT at a regional or state level? What types of data might AT teams collect as part of routine procedures? Use the resource “HIAT End OF Year Report Contents” to guide you.
- What types of professional development or resources could be provided by your program to improve AT documentation and accountability at a district level?

MODULE 3 (continues)

3b: Documenting AT Services- Part Two

Watch Video

In this video, we continue to explore AT team accountability. We ask AT teams to consider the ways in which they report the work that they do, communicating their value to administrators. As part of the development of their 3-year plan, we ask teams to identify data that they can track.

As state leaders, as you view this video, consider how you help AT teams document services at the conclusion of a consultation period or at the end of the school year? Do your AT teams have an exit process to gather end of service feedback in order to improve the delivery of AT team support?

Additionally, in what ways do you set expectations for yearly accountability to help teams stay on a growth path? Do you have ways to help teams set and report on AT Team objectives? How do you help teams show the value of their work—to make their work more visible-- at the district, regional or state level?

Activity:

Complete the “Documenting AT Services” section of your 3-Year Plan. Use your 3-Year Plan to set objectives and benchmarks of activities you can use to help AT teams document AT services and report on the value of their work.

Discussion:

Respond to the following prompts in the online discussion area:

- How can you help AT teams develop better data collection methods that will communicate the value of what they do?
- Would an annual report submitted by AT teams be of value at the state or regional level? In what ways could this affect the perception of AT services at a regional or state level? Could you develop a template or reporting format to help teams provide a basic annual report?

MODULE 4

4a: Administrative Supports for AT Programs- Part One

Watch Video:

In this video on Administrative Support, we begin by discussing the research around implementation science. New initiatives take time and it is important to understand how the phases of implementation might apply to any redesign of your AT program. Additionally, we discuss what LEA administrators can do to help support AT teams.

As part of this module, AT teams are asked to create a 2nd allocation pie chart that illustrates potential changes to their AT service model. In the discussion forum, AT teams share their reallocation pie charts and consider what it will take to get there

As AT state and regional leaders watching this video, we ask you to reflect on your leadership role. AT teams need more than the basics on AT tools and the consideration process. They need help setting team objectives and they need help building a plan of action to reach their goals. As you view this video from your perspective as state/regional leaders,, consider how you help AT teams work with their administrators to build AT services. Have you surveyed your AT Teams to gauge perceptions on administrative support for AT? Implementation science provides a framework for creating systems change. In what ways have you helped your AT teams understand the process for creating change.

Additionally, how have you helped administrators in your state/region understand their roles in supporting AT teams- leadership, management, supervision and program development? What actions might you take to help AT teams and school supervisors develop stronger relationships which can, in turn, can support AT at a district level and encourage advocacy for policy and funding.

Activity: Re-allocation Pie Chart

As you view this video, from your perspective as state/regional AT leaders, use the allocation pie chart to create a model of your ideas about optimal AT service delivery in school districts. Your pie chart should reflect what you envision as the role of AT teams in the future. Because no two school districts are alike, this is a theoretical model for purposes of envisioning AT going forward and for purposes of discussion.

Discussion:

Respond to the following prompts in the online discussion area:

- How do you envision AT service models in your state/region in the future?
- How does your optimal service delivery model compare to what you know about AT teams in your districts.
- What is your role in helping teams implement changes in service delivery? In what ways have you helped your AT teams understand the process for creating change? What types of support can you provide to support implementation efforts that are aligned with educational initiatives?

MODULE 4 (continues)

4b: Administrative Supports for AT Programs- Part Two

Watch Video:

In this video, the focus is on management, supervision and program development actions that LEA administrators can take to help their AT teams provide high quality, efficient and cost effective AT services. As an activity, AT teams are asked to share the draft of their 3 year plan with their supervisor. We suggest that they share their areas of concern and possible actions going forward. In so doing, AT teams are eliciting the support of their administrators

As you view this video, from your perspective as state and regional AT leaders, we ask you to reflect on your own management, supervision and program development activities, as well as the ways you help AT teams engage the support of their local administrators. To what extent have you helped AT teams understand the roles of administrators as it relates to building AT services. How can you help you AT teams and school administrators build a model that moves them toward a more capacity building model across their district?

Activity:

Use your 3-year plan to set objectives and benchmarks on the topic of administrative support. In what ways can you help AT teams understand the role of administrators? Identify what you can do to help AT teams develop positive relationships with their administrators. Consider plans for how you can help AT Teams communicate with supervisors and district administrators. What work might you do with school administrators to help them understand their own roles as AT leaders, managers, supervisors and program designers?

Discussion:

Respond to the following prompts in the online discussion area:

- How do the concepts around leadership, management, supervision and program development apply to your relationship with your AT teams?
- In what ways can you help AT teams understand the management, supervisory and program development roles of administrators.
- What types of professional development or resources are available to school administrators to help them build positive relationships with their AT teams?

MODULE 5

5a: Expanding Options for Professional Development - Part One

Watch Video:

In the Expanding Options for Professional Development Module, we examine paradigm shifts in 21st century professional development efforts and some of the reasons for those shifts. We discuss a variety of ways to offer professional development that support a capacity building model of AT service delivery and can be more time efficient. We identify alternatives to face-to-face professional development that with a focus on just-in-time support.

As you view this video, as state and regional AT leaders, we ask you to reflect on the training tools and strategies you share with your AT teams. Are tools and strategies rooted in curriculum integration? Have you modeled digital age training strategies? Have you discussed marketing strategies with your AT teams? How have you helped districts modify their trainings for a variety of audiences (e.g., administrators, general educators, related service departments, parents)? Do you help teams consider alternatives to face-to-face professional learning, such as video conferencing and online learning? How do you model these for AT teams during your trainings? What actions have you taken to help teams understand how to effectively deliver webinars, and remote professional development?

Activity:

- Create a list of specific PD topics that you offer AT teams. Identify the trainings that model 21st century PD options and capacity building?
- List the ways that you use professional development strategies that go beyond face-to-face training and provide UDL for adult learners.

Discussion:

- Share your list of topics for PD. What topics might you add that will help AT teams go beyond 1:1 face-to-face trainings in order to reach more staff and build a library of just-in-time topics.
- How will you help teams use more 21st century tools and strategies? How can you help your AT teams become more aware of various structures or formats for providing PD? Are there ways that you can help teams with PD marketing through the use of digital tools?

MODULE 5 (continues)

5b: Expanding Options for Professional Development – Part Two

Watch Video:

In this video, we discuss alternatives to face-to-face professional development. We also present a strategy for matching audience needs to PD formats.

As you view this video, from your perspective as state and regional AT leaders, reflect on the degree to which you have modeled and provided information on options for professional learning to your AT teams. Research has demonstrated that face-to-face trainings have limited carry over into the classroom. It is important for AT teams to be able to deliver PD that engages their audience and results in classroom integration. Flipped instruction actively engages educators and the development of professional learning communities encourages job embedded learning. The provision of instructional coaching helps AT teams go beyond “stand and deliver” training.

Creating a yearly PD plan for your state or regional program should be based on the needs of district staff. A PD plan begins by analyzing topics that have already been taught. What strategies do you use to Identify state/regional professional development topics that will help to promote and enhance your vision of high quality AT services in your program? Good PD training

plans also consider audience needs. How might you develop a process for your PD plan a that matches PD formats to audience needs?

Activities:

Use the downloadable “Training Formats form”. Which of your trainings to your AT teams could be converted to on-demand formats? What new professional learning topics can you identify and can you model new ways of providing PD, that are more engaging, demonstrate instructional coaching and promote your program’s vision for your state/regional level services?

View the downloadable “Staff Development Plan: Feature Match” form and consider how you can help teams match PD to audience needs.

As a result of these activities, add objectives and benchmarks to your 3-year plan.

Discussion:

- In what ways can you help AT teams learn about PD strategies that are more engaging for adult learners.
- Given new topics of training, how can you model new professional learning strategies?

MODULE 6

6a: Remote Services – Part One

Watch Video:

In the Remote AT Services module, we explore the ways in which two-way video conferencing and other remote services can be used to augment and enhance AT services provided by your local district AT teams. We discuss ways in which AT teams might increase their use of video conferencing save time, resources , as well as increase the capacity of school teams to take ownership of AT for their students.

As you view this video, from your perspective as state and regional AT leaders, reflect on the ways that you use remote AT services to augment the work that you do with AT teams. How might you meet with teams more frequently or reduce response time when you are asked to support local AT teams? How might the use of remote supports save your program time and resources while at the same time improving the quality of the support you provide to local AT teams?

How might you also encourage your AT Teams to explore the use of remote AT support services?

Activities:

Consider how you might use a remote service model to enhance your AT services and build capacity in your agency. Include at least one goal for the use of remote AT services in your three year plan in the section on Professional Development and Remote AT services.

Discussion:

- Identify ways you might use video conferencing to save time, communicate more frequently or effectively or to follow up on services you provided in person.
 - How could remote AT services help you to support your AT teams to share information, network, and develop professional learning communities throughout your state/region?
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MODULE 7

Module 7a and 7b should be
completed by:
April 15, 2019

7a: Building On-Demand Resources – Part One**Watch Video:**

In the “Building On-Demand Resources video, we discuss ways to create and share on-demand resources in various formats. We also explore online tools readily available to learners that allow for just-in-time professional learning, as well as networking and collaboration. Being able to respond in the moment to an educator’s questions by sending them a link to the information needed is an effective way to build capacity. It avoids phone tag, traveling to and from a school to explain a straightforward “how to” and it saves time, which can be put to other uses. The first step is to prioritize the needs of school teams.

As you view this video from your perspective as state and regional leaders, we ask you to reflect on what you do to help teams build capacity through the development of online resources on frequently needed topics that are readily accessible. Have you provided AT teams with a basic list of online resources that might be useful to most of them? Do you provide professional learning on how to develop a web presence or how to conduct effective webinars? Have you helped district AT teams coordinate their efforts to create and curate a bank of resources, encouraging them to collaborate with you and collaborate across AT teams.

Activities:

Use the *Online Resources Matrix* to identify and prioritize on-demand resources that you think are needed at a state or regional level going forward. What information is most often requested by AT teams on behalf of their school teams? How can your program contribute to the bank of on-demand resources available to your teams

Discussion:

Are there some on-demand resources that *should* be developed at the state/regional level? Which types of on-demand resources should convey consistent messages from each of your local AT Teams? In what ways do you help local teams develop online, on-demand resources? Discuss ways that you can support this going forward.

MODULE 7 (continues)

7b: Building On Demand Resources – Part Two

Watch Video:

This module was designed to give AT teams an overview of a range of online tools to help network, collaborate and share information with their school teams. We present online tools readily available to educators and learners that allow for:

- Just-in-time professional learning
- Networking and collaboration
- Digital storytelling: Sharing what works

From your perspective as state and regional leaders, as you view this video, we ask you to reflect on what you do to help AT teams keep up with new technology tools that build the capacity of their school teams. Have you discussed strategies to learn new and evolving technology tools? Have you helped your AT teams learn how to screen capture, how to create short videos, and develop quick guides? Have you helped teams understand the power of digital storytelling as a way to share successful uses of AT? Have you directed them to outside resources that are already well developed that they can link to?

Activities:

Add objectives and benchmarks to your 3-year plan that address the topics of helping AT teams develop online resources and use on-demand resources that have been developed by your program.

Discussion

- How will you as state and regional leaders help AT teams stay up-to-date with tools that develop networking and professional learning?
- How can you assist your local AT teams in developing a distribution system for on-demand resources about AT?

MODULE 8

Module 8a and 8b should be
completed by:
April 29, 2019

8a: Outreach – Part One

Watch Video:

In part one of the Outreach module, we ask AT teams to explore ways to reach out to other stakeholders in order to improve student learning using technology. Teams reflect on the ways in which they currently reach out to solve problems outside of their team and learn about examples where outreach can provide an opportunity that may yield solutions to issues affecting AT users.

From your perspective as state and regional leaders, as you view this video, we ask you to reflect on two aspects of outreach. First, are there other state and regional agencies or departments to

which outreach from your program might yield results that could benefit all of your AT teams? For example, how might you collaborate with a state or regional IT program in ways that would be of benefit to both groups? Second, how can you model and assist with outreach efforts by your local AT teams? Do teams need training in how to do outreach, do they need your involvement or support in their outreach efforts?

Activities:

- Complete your own Force Field Analysis to identify the individuals or departments your state/regional program should reach out to, and the topics that need to be addressed.
- Complete the “Outreach” section of your 3-Year AT Services Plan.

Discussion:

- Discuss departmental “silos” in your agency and how conversations with them could bridge issues affecting AT.
- What are the common “silos” that your local AT teams encounter? What actions can you take in your program to help teams overcome barriers to collaboration at the local level?

MODULE 8 (continued)

8b: Outreach- Part Two

Watch Video:

In Outreach Part Two, we present examples of education stakeholders where outreach is key: instructional technology, curriculum department, home, and even agencies outside of the district. It is important that AT teams reach out to those stakeholders who may hold solutions to ongoing issues affecting the use of assistive technology.

Activities:

- Based on your Force Field Analysis, identify stakeholders who may be able to solve issues affecting the use of assistive technology. These stakeholders may hold the key to a range of issues that affect equity and access. Or these individuals may be important advocates. Moving out of your comfort zone to tackle broader issues embodies critical thought leadership. Actively seeking out opportunities to collaborate will keep your AT team abreast of critical issues in education and may lead to greater opportunities down the road. Add objectives and benchmarks to your 3-year plan that address the topic outreach at the state, regional and local levels
- Upload your final 3-year plan. Be sure to label your file with your AT team name and the date it was uploaded.

Discussion:

- As this is the final online module, reflect on the takeaways from this online course. Describe 3 things that most resonated with you as a participant in this course.

- Create a “bumper sticker” or a quotable quote about the “Changing role of AT Teams” online course.

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#).

We appreciate your help and your commitment to the profession.

Academic Honesty

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Any academic dishonesty is grounds for dismissal. Any student judged to be engaged in cheating may receive a failing grade for the course, or any other penalty, which the instructor finds appropriate. Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the Student Code of Conduct.

Acts of Dishonesty Include:

- Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication—intentional and unauthorized falsification or invention of information or citation in an academic exercise.
- Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.
- Plagiarism—the deliberate adoption or reproduction of ideas, words, or statements of another person as one’s own without acknowledgement.

Unauthorized Collaboration—intentionally sharing information or working together in an academic exercise when the course instructor does not approve such actions.

ADA Statement

The University abides by the Americans with Disability Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may affect your work in this class and for which you may require accommodations, please contact the

Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource Office.

The Disability Resource office will provide Extended Studies with documentation of the disability and any accommodations that are needed.

InTASC Principles

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.