

## Quality Indicators for Professional Development and Training in Assistive Technology

Quality Indicator	Variations				
	UNACCEPTABLE				PROMISING PRACTICES
<b>1. Comprehensive AT professional development and training support the understanding that AT devices and services enable students to accomplish IEP goals and objectives and make progress in the general curriculum.</b>	<b>1</b> There is no professional development and training in the use of AT.	<b>2</b> Professional development and training only addresses technical aspects of AT tools and/or is not related to use for academic achievement.	<b>3</b> Some professional development and training includes strategies for use of AT devices and services to facilitate academic achievement.	<b>4</b> Most professional development and training includes strategies for use of AT devices and services to facilitate academic achievement.	<b>5</b> All professional development and training includes strategies for use of AT devices and services to facilitate academic achievement.
<b>2. The education agency has an AT professional development and training plan that identifies the audiences, the purposes, the activities, the expected results, evaluation measures and funding for AT professional development and training.</b>	<b>1</b> There is no plan for AT professional development and training.	<b>2</b> The plan includes unrelated activities done on a sporadic basis for a limited audience.	<b>3</b> The plan includes some elements (e.g., variety of activities, purpose, levels) for some audiences.	<b>4</b> The plan includes most elements of a comprehensive plan, for most audiences.	<b>5</b> The comprehensive AT professional development plan encompasses all elements, audiences, and levels.
<b>3. The content of comprehensive AT professional development and training addresses all aspects of the selection, acquisition and use of AT.</b>	<b>1</b> There is no professional development and training on related to selection, acquisition, and use of AT.	<b>2</b> Professional development and training addresses few aspects of selection, acquisition, and use of AT.	<b>3</b> Professional development and training addresses some aspects of selection, acquisition, and use of AT.	<b>4</b> Professional development and training addresses most aspects of selection, acquisition, and use of AT.	<b>5</b> Professional development and training addresses all aspects of selection, acquisition, and use of AT.

<p><b>4. AT professional development and training address and are <u>aligned with other local, state and national professional development initiatives.</u></b></p>	<p><b>1</b> Professional development and training does not consider other initiatives.</p>	<p><b>2</b> Professional development and training rarely aligns with other initiatives.</p>	<p><b>3</b> Professional development and training sometimes aligns with other initiatives.</p>	<p><b>4</b> Professional development and training generally aligns with other initiatives.</p>	<p><b>5</b> Professional development and training consistently aligns with other initiatives as appropriate.</p>
<p><b>5. AT professional development and training include <u>ongoing learning opportunities that utilize local, regional, and/or national resources.</u></b></p>	<p><b>1</b> There are no professional development and training opportunities.</p>	<p><b>2</b> Professional development and training occurs infrequently.</p>	<p><b>3</b> Professional development and training is sometimes provided.</p>	<p><b>4</b> Professional development and training is generally provided.</p>	<p><b>5</b> Professional development and training opportunities are provided on a comprehensive, repetitive and continuous schedule utilizing appropriate local, regional and national resources.</p>
<p><b>6. Professional development and training in AT follow <u>research-based models for adult learning that include multiple formats and are delivered at multiple skill levels.</u></b></p>	<p><b>1</b> Professional development and training never considers adult learning.</p>	<p><b>2</b> Professional development and training rarely considers models for adult learning strategies.</p>	<p><b>3</b> Professional development and training sometimes considers research-based adult learning strategies.</p>	<p><b>4</b> Professional development and training generally considers research-based adult learning strategies.</p>	<p><b>5</b> Professional development and training consistently considers research-based adult learning strategies.</p>
<p><b>7. The effectiveness of AT professional development and training is <u>evaluated by measuring changes in practice that result in improved student performance.</u></b></p>	<p><b>1</b> Changes in practice are not measured.</p>	<p><b>2</b> Changes in practice are rarely measured.</p>	<p><b>3</b> Changes in practice are measured using a variety of measures but may not be related to student performance.</p>	<p><b>4</b> Changes in practice are usually measured using a variety of reliable measures linked to improved student performance.</p>	<p><b>5</b> Changes in practice are consistently measured using a variety of reliable measures linked to improved student performance.</p>