



Continuing QIAT Conversations

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Protocol for the call

- Keep phone muted unless you want to talk- and you are **very welcome** to ask questions or provide input, so just unmute!
- Can also use chat box to ask questions or provide feedback.



Quality Indicator Areas

- Consideration
- Assessment
- Including in the IEP
- Implementation
- Evaluation of Effectiveness
- Transition
- Administrative Support
- Professional Development

BAD professional development

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"OK, I'm now going to read out loud every single slide to you, word for word, until you all wish you'd just die."

ICM for Professional Development

Quality Indicator	Variations				
	UNACCEPTABLE ←				PROMISING PRACTICES →
	1	2	3	4	5
1. Comprehensive AT professional development and training <u>support the understanding that AT devices and services enable students to accomplish IEP goals and objectives and make progress in the general curriculum.</u>	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.
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 for AT professional development and training.</u>	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.
3. The comprehensive AT professional development and training <u>content addresses all aspects of the selection, acquisition and use of AT.</u>	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.

Continued

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



Common Strategies for PD in AT

- Workshops and lectures
- Hands-on learning opportunities
- Web-based training opportunities
- Book study
- Product demonstrations
 - Considerations for product demonstrations
 - Side by side?
 - Vendor bias?
 - User opinion?



Why Professional Development?

- Some Poor reasons....
 - Correct bad practice
 - Mandated attendance
- Better reasons
 - Build capacity
 - Improve practice
 - Just in time training
 - Because you just love it....



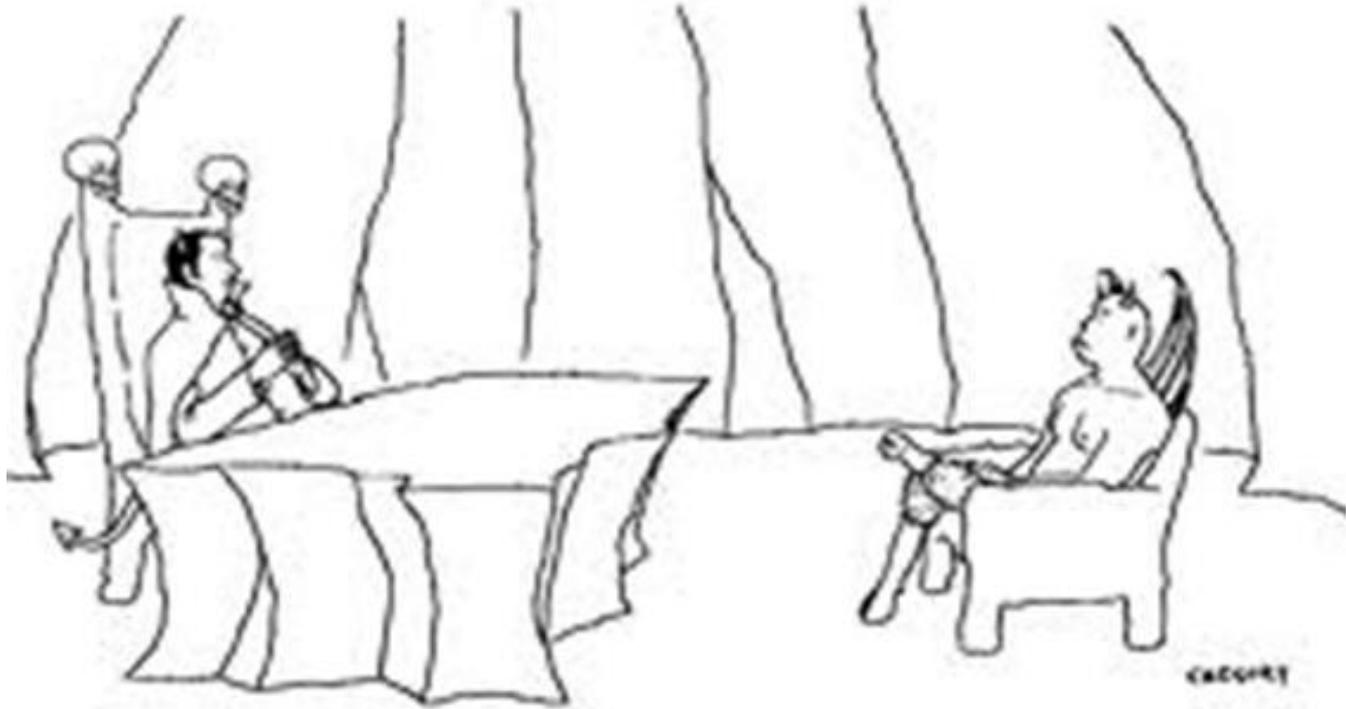
Adults need

- What they need, when they need it
- Adults need to know why they are asked to be engaged in learning
- Adults need to apply their learning immediately
- Adults need to engage in learning in multiple ways



Input from a local team...

Adult Learning- Harder Than it Looks



I need someone well versed in the art of torture. Do you know powerpoint?



PLC as a Strategy:

- **5 attributes of Professional Learning Communities**
 1. supportive and shared leadership,
 2. collective creativity,
 3. shared values and vision,
 4. supportive conditions, and
 5. shared personal practice.

PLC can focus on....

- A specific skill (evaluation, data management)
- An educational area (transition)
- Learning about products (word prediction software)

One example

- Book study on Protocol for Accommodations in Reading (PAR),
 - developed by Denise DeCoste, Ed.D., and Linda Bastiani Wilson, MA
 - Available for download on <http://donjohnston.com/paronline/>
- Repeatable and systematic method that compares student reading outcomes with no accommodations to either human or text reader accommodations

Resources Included

- **Protocol**—guides you in collecting data to compare independent reading, reading with a human reader and a text reader
- **Reading Samples**—provides eight reading passages and vocabulary questions for grades 3 through 10
- **Quizzes**—contains comprehension quizzes for each reading
- **Multiple Formats**—reading passages are available in Word, HTML and ePUB
- **Training materials**
 - Powerpoint
 - Video
- **Online community**



Community of strangers

- QIAT.org
- Facebook communities
 - Assistive technnology (see the mis-spelling)
 - Oklahoma ABLE Tech

Other initiatives

- **AT Tip a Day**
- **Twitter**
 - **@Iowa_ICATER**
 - Iowa Center for Assistive Technology Education and Research, ICATER was created to increase capacity for AT– related research, training, education and service.
- **Hard copy**
 - Loudon County Schools in Va- AT Strategy-A-Day
 - Your challenge- scan the QR code!

The image shows a software interface for 'Ticker Tape'. On the left, there is a QR code and the text 'Grab their attention with a Ticker Tape Message moving across your Promethean Board (no flipchart needed)'. Below this, there are four red buttons: 'Important reminders', 'Customize size of font and speed', 'Student of the week', and 'Link to More Tools'. On the right, there is a date display 'March Wednesday 5' and a window titled 'TickerTape' showing a message 'Happy Birthday Sally' with a 'Send' button. At the bottom, there is a URL: <http://bit.ly/tickertapevideo>.

Questions?

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