Introduction to the QIAT Self-Evaluation Matrices

The QIAT Self-Evaluation Matrices were developed in response to formative evaluation data indicating a need for a model that could assist in the application of the Quality Indicators for Assistive Technology Services in Schools (Zabala, et. al, 2000). The QIAT Matrices are based on the idea that change does not happen immediately, but rather, moves toward the ideal in a series of steps that take place over time. The QIAT Matrices use the Innovation Configuration Matrix (ICM) developed by Hall and Hord (1985) as a structural model. The ICM provides descriptive steps ranging from the unacceptable to the ideal, that can be used as benchmarks to determine the current status of practice related to a specific goal or objective and guide continuous improvement toward the ideal. It enables users to determine areas of strength that can be built upon as well as areas of challenge in need of improvement.

When the QIAT Matrices are used to guide a collaborative self-assessment conducted by a diverse group of stakeholders within an agency, the information gained can be used to plan for changes that lead to improvement throughout the organization in manageable and attainable steps. The QIAT Matrices can also be used to evaluate the level to which expected or planned-for changes have taken place by periodically analyzing changes in service delivery over time.

When completed by an individual or team, the results of the self-assessment can be used to measure areas of strength and plan for needed professional development, training, or support needed by the individual or team. When the QIAT Matrices are used by an individual or team, however, it is important to realize that the results can only reasonably reflect perceptions of the services in which that individual or team is involved and may not reflect the typical services within the organization. Since a primary goal of QIAT is to increase the quality and consistency of assistive technology services to <u>all</u> students throughout the organization, the perception that an individual or small group is working at the level of best practices may still indicate a need to increase the quality and consistency of services throughout the organization.

The descriptive steps included in the QIAT Matrices are meant to provide illustrative examples and may not be specifically appropriate, as written, for all environments. People using the QIAT Matrices may wish to revise the descriptive steps to align them more to closely for specific environments. However, when doing this, care must be taken that the revised steps do not compromise the intent of the quality indictor to which they apply.

The QIAT Matrices document is a companion document to the list of Quality Indicators and Intent Statements. Before an item in the QIAT Matrices is discussed and rated, groups must read the entire item in the list of Quality Indicators and Intent Statements so that the intent of the item is clear.

References

Hall, G. E. and Hord, S. M. (1987) *Change in Schools: Facilitating the Process.* Ithaca: State University of New York Press

QIAT Consortium. (2002). The QIAT Self-Evaluation Matrices. Retrieved from http://www.qiat.org.

Zabala, J. S., Bowser, G., Blunt, M., Carl, D. F., Davis, S., Deterding, C., Foss, T., Korsten, J., Hamman, T., Hartsell, K., Marfilius, S. W., McCloskey-Dale, S., Nettleton, S. D., & Reed, P. (2000). Quality indicators for assistive technology services. *Journal of Special Education Technology, 15* (4), 25-36.

Zabala, J.S., & Carl, D.F. (2005). Quality indicators for assistive technology services in schools. In D.L. Edyburn, K. Higgins, & R. Boone (Eds.), *The handbook of special education technology research and practice* (pp. 179-207). Whitefish Bay, WI: Knowledge by Design, Inc.

Quality Indicators for <u>Consideration</u> of assistive Technology Needs

Quality Indicator	Variations				
	UNACCEPTIBLE ⟶				PROMISING PRACTICES
1. Assistive technology devices and services are considered for all students with disabilities regardless of type or severity of disability.	**1** AT is not considered for students with disabilities	**2** AT is considered only for students with severe disabilities or students in specific disability categories	**3** AT is considered for all students with disabilities but the consideration is inconsistently based on the unique educational needs of the student	**4** AT is considered for all students with disabilities and the consideration is generally based on the unique educational needs of the student	**5** AT is considered for all students with disabilities and the consideration is consistently based on the unique educational needs of the student.
2. During the development of the individualized educational program, the IEP team consistently uses a <u>collaborative decision-making process</u> that supports systematic consideration of each student's possible need for assistive technology devices and services.	**1** No process is established for IEP teams to use to make AT decisions.	**2** A process is established for IEP teams to use to make AT decisions but it is not collaborative.	**3** A collaborative process is established but not generally used by IEP teams to make AT decisions.	**4** A collaborative process is established and generally used by IEP teams to make AT decisions.	**5** A collaborative process is established and consistently used by IEP teams to make AT decisions.
3. IEP team members have the <u>collective knowledge and skills</u> needed to make informed assistive technology decisions and seek assistance when needed.	**1** The team does not have the knowledge or skills needed to make informed AT decisions. The team does not seek help when needed.	**2** Individual team members have some of the knowledge and skills needed to make informed AT decisions. The team does not seek help when needed.	**3** Team members sometimes combine knowledge and skills to make informed AT decisions. The team does not always seek help when needed.	**4** Team members generally combine their knowledge and skills to make informed AT decisions. The team seeks help when needed.	**5** The team consistently uses collective knowledge and skills to make informed AT decisions. The team seeks help when needed.

4. Decisions regarding the need for assistive technology devices and services **are based on the student's IEP goals and objectives, access to curricular and extracurricular activities, and progress in the general education curriculum.**	**1** Decisions about a student's need for AT are not connected to IEP goals or the general curriculum.	**2** Decisions about a student's need for AT are based on either access to the curriculum/IEP goals or the general curriculum, not both.	**3** Decisions about a student's need for AT sometimes are based on both the student's IEP goals and general education curricular tasks.	**4** Decisions about a student's need for AT generally are based on both the student's IEP goals and general education curricular tasks.	**5** Decisions about a student's need for AT consistently are based on both the student's IEP goals and general education curricular tasks.
5. The IEP team gathers and analyzes data about the student, customary environments, educational goals, and tasks when considering a student's need for assistive technology devices and services.	**1** The IEP team does not gather and analyze data to consider a student's need for assistive technology devices and services.	**2** The IEP team gathers and analyzes data about the student, customary environments, educational goals or tasks, not all, when considering a student's need for assistive technology devices and services.	**3** The IEP team sometimes gathers and analyzes data about the student, customary environments, educational goals and tasks when considering a student's need for assistive technology devices and services.	**4** The IEP team generally gathers and analyzes data about the student, customary environments, educational goals and tasks when considering a student's need for assistive technology devices and services.	**5** The IEP team consistently gathers and analyzes data about the student, customary environments, educational goals and tasks when considering a student's need for ssistive technology devices and services.
6. When assistive technology is needed, the IEP team explores a range of assistive technology devices, services, and other supports that address identified needs.	**1** The IEP team does not explore a range of assistive technology devices, services, and other supports to address identified needs.	**2** The IEP team considers a limited set of assistive technology devices, services, and other supports.	**3** The IEP team sometimes explores a range of assistive technology devices, services, and other supports.	**4** The IEP team generally explores a range of assistive technology devices, services, and other supports.	**5** The IEP team always explores a range of assistive technology devices, services, and other supports to address identified needs.
7. The assistive technology consideration process and results are documented in the IEP and include a rationale for the decision and supporting evidence.	**1** The consideration process and results are not documented in the IEP.	**2** The consideration process and results are documented in the IEP but do not include a rationale for the decision and supporting evidence.	**3** The consideration process and results are documented in the IEP and sometimes include a rationale for the decision and supporting evidence.	**4** The consideration process and results are documented in the IEP and generally include a rationale for the decision and supporting evidence.	**5** The consideration process and results are documented in the IEP and consistently include a rationale for the decision and supporting evidence.

Quality Indicators for <u>Assessment</u> of Assistive Technology Needs

Quality Indicator	Variations				
	UNACCEPTIBLE ————————————————————▶				PROMISING PRACTICES
1. <u>Procedures</u> for all aspects of assistive technology assessment are clearly defined and consistently applied.	**1** No procedures are defined.	**2** Some assessment procedures are defined, but not generally used.	**3** Procedures are defined and used only by specialized personnel.	**4** Procedures are clearly defined and generally used in both special and general education.	**5** Clearly defined procedures are used by everyone involved in the assessment process.
2. Assistive technology assessments are conducted by a <u>team with the collective knowledge and skills needed</u> to determine possible assistive technology solutions that address the needs and abilities of the student, demands of the customary environments, educational goals, and related activities.	**1** No procedures are defined.	**2** Some assessment procedures are defined, but not generally used.	**3** Procedures are defined and used only by specialized personnel.	**4** Procedures are defined and used only by specialized personnel.	**5** Clearly defined procedures are used by everyone involved in the assessment process.
3. All assistive technology assessments include a functional assessment in the student's <u>customary environments</u>, such as the classroom, lunchroom, playground, home, community setting, or work place.	**1** No component of the AT assessment is conducted in any of the student's customary environments.	**2** No component of the AT assessment is conducted in any of the customary environments, however, data about the customary environments are sought.	**3** Functional components of AT assessments are sometimes conducted in the student's customary environments.	**4** Functional components of AT assessments are generally conducted in the student's customary environments.	**5** Functional components of AT assessments are consistently conducted in the student's customary environments.

4. Assistive technology assessments, including needed trials, are completed within reasonable timelines.	1 AT assessments are not completed within agency timelines.	2 AT assessments are frequently out of compliance with timelines.	3 AT assessments are completed within a reasonable timeline and may or may not include initial trials.	4 AT assessments are completed within a reasonable timeline and include at least initial trials.	5 AT assessments are conducted in a timely manner and include a plan for ongoing assessment and trials in customary environments.
5. Recommendations from assistive technology assessments are **based on data** about the student, environments and tasks.	1 Recommendations are not data based.	2 Recommendations are based on incomplete data from limited sources.	3 Recommendations are sometimes based on data about student performance on typical tasks in customary environments.	4 Recommendations are generally based on data about student performance on typical tasks in customary environments.	5 Recommendations are consistently based on data about student performance on typical tasks in customary environments.
6. The assessment provides the IEP team with clearly **documented recommendations** that guide decisions about the selection, acquisition, and use of assistive technology devices and services.	1 Recommendations are not documented.	2 Documented recommendations include only devices. Recommendations about services are not documented.	3 Documented recommendations may or may not include sufficient information about devices and services to guide decision-making and program development.	4 Documented recommendations generally include sufficient information about devices and services to guide decision-making and program development.	5 Documented recommendations consistently include sufficient information about devices and services to guide decision-making and program development.
7. Assistive technology needs are reassessed any time changes in the student, the environments and/or the tasks result in the student's needs not being met with current devices and/or services.	1 AT needs are not reassessed.	2 AT needs are only reassessed when requested. Reassessment is done formally and no ongoing AT assessment takes place. .	3 AT needs are reassessed on an annual basis or upon request. Reassessment may include some ongoing and formal assessment strategies.	4 AT use is frequently monitored. AT needs are generally reassessed if current tools and strategies are ineffective. Reassessment generally includes ongoing assessment strategies and includes formal assessment, if indicated.	5 AT use is frequently monitored. AT needs are generally reassessed if current tools and strategies are ineffective. Reassessment generally includes ongoing assessment strategies and includes formal assessment, if indicated. .

Quality Indicators for Including Assistive Technology in the IEP

Quality Indicator	Variations				
	UNACCEPTIBLE ———————————▶				PROMISING PRACTICES
1. The education agency has <u>guidelines for documenting</u> assistive technology needs in the IEP and requires their consistent application.	**1** The agency does not have guidelines for documenting AT in the IEP.	**2** The agency has guidelines for documenting AT in the IEP but team members are not aware of them.	**3** The agency has guidelines for documenting AT in the IEP and members of some teams are aware of them.	**4** The agency has guidelines for documenting AT in the IEP and members of most teams are aware of them.	**5** The agency has guidelines for documenting AT in the IEP and members of all teams are aware of them.
2. All <u>services</u> that the IEP team determines are needed to support the selection, acquisition, and use of assistive technology devices are designated in the IEP.	**1** Assistive Technology devices and services are not documented in the IEP.	**2** Some AT devices and services are minimally documented. Documentation does not include sufficient information to support effective implementation.	**3** Required AT devices and services are documented. Documentation sometimes includes sufficient information to support effective implementation.	**4** Required AT devices and services are documented. Documentation generally includes sufficient information to support effective implementation.	**5** Required AT devices and services are documented. Documentation consistently includes sufficient information to support effective implementation.
3. The IEP illustrates that assistive technology is a <u>tool to support achievement of goals</u> and progress in the general curriculum by establishing a clear relationship between student needs, assistive technology devices and services, and the student's goals and objectives.	**1** AT use is not linked to IEP goals and objectives or participation and progress in the general curriculum. .	**2** AT use is sometimes linked to IEP goals and objectives but not linked to the general curriculum. .	**3** AT use is linked to IEP goals and objectives and sometimes linked to the general curriculum.	**4** AT is linked to IEP goals and objectives and is generally linked to the general curriculum.	**5** AT is linked to the IEP goals and objectives and is consistently linked to the general curriculum.

4. IEP content regarding assistive technology use is written in language that describes how assistive technology contributes to achievement of <u>measurable and observable outcomes</u>.	**1** The IEP does not describe outcomes to be achieved through AT use.	**2** The IEP describes outcomes to be achieved through AT use¸ but they are not measurable.	**3** The IEP describes outcomes to be achieved through AT use¸ but only some are measurable.	**4** The IEP generally describes observable¸ measurable outcomes to be achieved through AT use.	**5** The IEP consistently describes observable¸ measurable outcomes to be achieved through AT use.
5. Assistive technology is included in the IEP in a manner that provides a clear and complete description of the devices and services to be provided and used to address student needs and achieve expected results.	**1** Devices and services needed to support AT use are not documented.	**2** Some devices and services are documented but they do not adequately support AT use.	**3** Devices and services are documented and are sometime adequate to support AT use.	**4** Devices and services are documented and are generally adequate to support AT use.	**5** Devices and services are documented and are consistently adequate to support AT use.

Quality Indicators for Assistive Technology <u>Implementation</u>

Quality Indicator	Variations				
	UNACCEPTIBLE ⟶				PROMISING PRACTICES
1. Assistive technology implementation proceeds according to a <u>collaboratively developed plan</u>.	**1** There is no implementation plan.	**2** Individual team members may develop AT implementation plans independently.	**3** Some team members collaborate in the development of an AT implementation plan.	**4** Most team members collaborate in the development of AT implementation plan.	**5** All team members collaborate in the development of a comprehensive AT implementation plan.
2. Assistive technology is <u>integrated</u> into the curriculum and daily activities of the student across environments.	**1** AT included in the IEP is rarely used.	**2** AT is used in isolation with no links to the student's curriculum and/or daily activities.	**3** AT is sometimes integrated into the student's curriculum and daily activities.	**4** AT is generally integrated into the student's curriculum and daily activities.	**5** AT is fully integrated into the student's curriculum and daily activities.
3. Persons supporting the student across all environments in which the assistive technology is expected to be used <u>share responsibility</u> for implementation of the plan.	**1** Responsibility for implementation is not accepted by any team member. .	**2** Responsibility for implementation is assigned to one team member.	**3** Responsibility for implementation is shared by some team members in some environments.	**4** Responsibility for implementation is generally shared by most team members in most environments.	**5** Responsibility for implementation is consistently shared among team members across all environments.
4. Persons supporting the student provide opportunities for the student to use <u>a variety of strategies–including assistive technology</u>–and to learn which strategies are most effective for particular circumstances and tasks.	**1** No strategies are provided to support the accomplishment of tasks.	**2** Only one strategy is provided to support the accomplishment of tasks.	**3** Multiple strategies are provided. Students are sometimes encouraged to select and use the most appropriate strategy for each task.	**4** Multiple strategies are provided. Students are generally encouraged to select and use the most appropriate strategy for each task.	**5** Multiple strategies are provided. Students are consistently encouraged to select and use the most appropriate strategy for each task.

5. <u>Training</u> for the student, family and staff is an integral part of implementation.	1 AT training needs have not been determined.	2 AT training needs are initially identified for student, family, and staff, but no training has been provided.	3 Initial AT training is sometimes provided to student, family, and staff.	4 Initial and follow-up AT training is generally provided to student, family, and staff	5 Ongoing AT training is provided to student, family, and staff as needed, based on changing needs.
6. Assistive technology implementation is initially based on assessment <u>data</u> and is adjusted based on performance data.	1 AT implementation is based on equipment availability and limited knowledge of team members, not on student data.	2 AT implementation is loosely based on initial assessment data and rarely adjusted.	3 AT implementation is based on initial assessment data and is sometimes adjusted as needed based on student progress.	4 AT implementation is based on initial assessment data and is generally adjusted as needed based on student progress.	5 AT implementation is based on initial assessment data and is consistently adjusted as needed based on student progress.
7. Assistive technology implementation includes management and <u>maintenance of equipment</u> and materials.	1 Equipment and materials are not managed or maintained. Students rarely have access to the equipment and materials they require.	2 Equipment and materials are managed and maintained on a crisis basis. Students frequently do not have access to the equipment and materials they require.	3 Equipment and materials are managed and maintained so that students sometimes have access to the equipment and materials they require.	4 Equipment and materials are managed and maintained so that students generally have access to the equipment and materials they require.	5 Equipment and materials are effectively managed and maintained so that students consistently have access to the equipment and materials they require.

Quality Indicators for <u>Evaluation of the Effectiveness</u> of Assistive Technology

Quality Indicator	Variations				
	UNACCEPTIBLE ⟶				PROMISING PRACTICES
1. Team members share <u>clearly defined responsibilities</u> to ensure that data are collected, evaluated, and interpreted by capable and credible team members.	**1** Responsibilities for data collection, evaluation, or interpretation are not defined.	**2** Responsibilities for data collection, evaluation, or interpretation of data are assigned to one team member.	**3** Responsibilities for collection, evaluation and interpretation of data are shared by some team members.	**4** Responsibilities for collection, evaluation and interpretation of data are shared by most team members.	**5** Responsibilities for collection, evaluation and interpretation of data are consistently shared by team members.
2. Data are collected on specific student achievement that has been identified by the team and is <u>related to one or more goals.</u>	**1** Team neither identifies specific changes in student behaviors expected from AT use nor collects data.	**2** Team identifies student behaviors and collects data, but the behaviors are either not specific or not related to IEP goal(s).	**3** Team identifies specific student behaviors related to IEP goals, but inconsistently collects data.	**4** Team identifies specific student behaviors related to IEP goals, and generally collects data.	**5** Team identifies specific student behaviors related to IEP goals, and consistently collects data on changes in those behaviors.
3. Evaluation of effectiveness includes the <u>quantitative and qualitative</u> measurement of changes in the student's performance and achievement.	**1** Effectiveness is not evaluated.	**2** Evaluation of effectiveness is based on something other than student performance, such as changes in staff behavior and/or environmental factors.	**3** Evaluation of effectiveness is based on subjective information about student performance.	**4** Evaluation of effectiveness is generally based on objective information about student performance from a few data sources. .	**5** Evaluation of effectiveness is consistently based on objective information about student performance obtained from a variety of data sources.

	1	2	3	4	5
4. Effectiveness is evaluated <u>across environments</u> including during naturally occurring opportunities as well as structured activities.	Effectiveness is not evaluated in any environment. .	Effectiveness is evaluated only during structured opportunities in controlled environments (e.g. massed trials data).	Effectiveness is evaluated during structured activities across environments and a few naturally occurring opportunities.	Effectiveness is generally evaluated during naturally occurring opportunities and structured activities in multiple environments.	Effectiveness is consistently evaluated during naturally occurring opportunities and structured activities in multiple environments.
5. Data are collected to provide teams with a means for <u>analyzing student achievement and identifying supports and barriers</u> that influence assistive technology use to determine what changes, if any, are needed.	No data are collected or analyzed.	Data are collected but are not analyzed.	Data are superficially analyzed. .	Data are sufficiently analyzed most of the time.	Data are sufficiently analyzed all of the time.
6. <u>Changes are made</u> in the student's assistive technology services and educational program when evaluation data indicate that such changes are needed to improve student achievement.	Program changes are never made.	Program changes are made in the absence of data.	Program changes are loosely linked to student performance data.	Program changes are generally linked to student performance data.	Program changes are consistently linked to student performance data.
7. Evaluation of effectiveness is a dynamic, responsive, <u>ongoing process</u> that is reviewed periodically.	No process is used to evaluate effectiveness.	Evaluation of effectiveness only takes place annually, but the team does not make program changes based on data.	Evaluation of effectiveness only takes place annually and the team uses the data to make annual program changes.	Evaluation of effectiveness takes place on an on-going basis and team generally uses the data to make program changes.	Evaluation of effectiveness takes place on an on-going basis and the team consistently uses the data to make program changes.

Quality Indicators for Assistive Technology Transition

Quality Indicator	Variations				
	UNACCEPTIBLE ⟶				PROMISING PRACTICES
1. <u>Transition plans address the assistive technology needs</u> of the student, including roles and training needs of team members, subsequent steps in assistive technology use, and followup after transition takes place.	**1** Transition plans do not address AT needs.	**2** Transition plans rarely address AT needs, critical roles, steps or follow-up.	**3** Transition plans sometimes address AT needs but may not include critical roles, steps or follow-up.	**4** Transition plans always address AT needs and usually include critical roles, steps or followup.	**5** Transition plans consistently address AT needs and all team members are involved and knowledgeable about critical roles, steps and follow-up.
2. Transition <u>planning empowers the student</u> using assistive technology to participate in the transition planning at a level appropriate to age and ability.	**1** Student is not present.	**2** Student may be present but does not participate or input is ignored.	**3** Student sometimes participates and some student input is considered.	**4** Student participates and student input is generally reflected in the transition plan.	**5** Student is a full participant and student input is consistently reflected in the transition plan.
3. Advocacy related to assistive technology use is recognized as critical and planned for by the teams involved in transition.	**1** No one advocates for AT use or the development of student's self-advocacy skills.	**2** Advocacy rarely occurs for AT use or the development of student self-advocacy skills.	**3** Advocacy sometimes occurs for AT use and the development of student self-advocacy skills.	**4** Advocacy usually occurs for AT use and the development of student self-advocacy skills. .	**5** Advocacy consistently occurs for AT use and the development of student self-advocacy skills.
4. <u>AT requirements in the receiving environment</u> are identified during the transition planning process.	**1** AT requirements in the receiving environment are not identified.	**2** AT requirements in the receiving environment are rarely identified	**3** AT requirements in the receiving environment are identified, some participants are involved and some requirements are addressed.	**4** AT requirements in the receiving environment are identified, most participants are involved and most requirements are addressed.	**5** AT requirements in the receiving environment are consistently identified by all participants.

5. Transition planning for students using assistive technology proceeds according to an __individualized timeline__.	1 Individualized timelines are not developed to support transition planning for students using assistive technology.	2 Individualized timelines are developed, but do not support transition planning for students using assistive technology.	3 Individualized timelines are sometimes developed and support transition planning for students using assistive technology.	4 Individualized timelines are generally developed and support transition planning for students using assistive technology.	5 Individualized timelines are consistently developed and support transition planning for students using assistive technology.
6. Transition plans address specific __equipment, training and funding__ issues such as transfer or acquisition of assistive technology, manuals and support documents.	1 The plans do not address AT equipment, training and funding issues.	2 The plans rarely address AT equipment, training and/or funding issues.	3 The plans sometimes address AT equipment, training or funding issues.	4 The plans usually address AT equipment, training and funding issues. .	5 The plans consistently address AT equipment, training and funding issues.

Quality Indicators for Administrative Support of Assistive Technology

Quality Indicator	Variations				PROMISING PRACTICES
	UNACCEPTIBLE ⟶				
1. The education agency has <u>written procedural guidelines</u> that ensure equitable access to assistive technology devices and services for students with disabilities, if required for a free and appropriate public education (FAPE).	**1** No written procedural guidelines are in place.	**2** Written procedural guidelines for few components of AT service delivery are in place. (i.e. assessment or consideration)	**3** Written procedural guidelines that address several components of AT service delivery are in place.	**4** Written procedural guidelines that address most components of AT service delivery are in place.	**5** Comprehensive written procedural guidelines that address all components of AT service delivery are in place.
2. The education agency <u>broadly disseminates</u> clearly defined procedures for accessing and providing assistive technology services and supports the implementation of those guidelines.	**1** No procedures disseminated and no plan to disseminate.	**2** A plan for dissemination exists, but has not been implemented.	**3** Procedures are disseminated to a few staff who work directly with AT.	**4** Procedures are disseminated to most agency personnel and generally used.	**5** Procedures are disseminated to all agency personnel and consistently used.
3. The education agency includes appropriate assistive technology responsibilities in <u>written descriptions of job requirements</u> for each position in which activities impact assistive technology services.	**1** No job requirements relating to AT are written.	**2** Job requirements related to AT are written only for a few specific personnel who provide AT services.	**3** Job requirements related to AT are written for most personnel who provide AT services but are not clearly aligned to job responsibilities.	**4** Job requirements related to AT are written for most personnel who provide AT services and are generally aligned to job responsibilities.	**5** Job requirements related to AT are written for all personnel who provide AT services and are clearly aligned to job responsibilities.

4. The education agency employs **personnel with the competencies** needed to support quality assistive technology services within their primary areas of responsibility at all levels of the organization.	1 AT competencies are not considered in hiring, assigning or evaluating personnel.	2 AT competencies are recognized as an added value in an employee, but are not sought.	3 AT competencies are recognized and sought for specific personnel. .	4 AT competencies are generally valued and used in hiring, assigning and evaluating personnel.	5 AT competencies are consistently valued and used in hiring, assigning and evaluating personnel.
5. The education agency includes **assistive technology in the technology planning and budgeting process.**	1 There is no planning and budgeting process for AT.	2 AT planning and budgeting is a special education function that is not included in the agency-wide technology planning and budgeting process.	3 AT is sometimes included in the agency-wide technology planning and budgeting process, but is inadequate to meet AT needs throughout the agency.	4 AT is generally included in agency-wide technology planning and budgeting process in a way that meets most AT needs throughout the agency.	5 AT is included in the agency-wide technology planning and budgeting process in a way that meets AT needs throughout the agency.
6. The education agency provides access to **ongoing learning opportunities about assistive technology** for staff, family, and students.	1 No learning opportunities related to AT are provided.	2 Learning opportunities related to AT are provided on a crisis-basis only. Learning opportunities may not be available to all who need them.	3 Learning opportunities related to AT are provided to some individuals on a pre-defined schedule. .	4 Learning opportunities related to AT are provided on a pre-defined schedule to most individuals with some follow-up opportunities. .	5 Learning opportunities related to AT are provided on an ongoing basis to address the changing needs of students with disabilities, their families and the staff who serve them.
7. The education agency uses a **systematic process to evaluate** all components of the agency-wide assistive technology program.	1 The agency-wide AT program is not evaluated.	2 Varying procedures are used to evaluate some components of the agency-wide AT program.	3 A systematic procedure is inconsistently used to evaluate a few components of the agency-wide AT program.	4 A systematic procedure is generally used to evaluate most components of the agency-wide AT program.	5 A systematic procedure is consistently used throughout the agency to evaluate all components of the agency-wide AT program.

Quality Indicators for Professional Development and Training in Assistive Technology

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

	1	2	3	4	5
4. AT professional development and training address and are aligned with other local, state and national professional development initiatives.	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.
5. Assistive technology professional development and training include ongoing learning opportunities that utilize local, regional, and/or national resources.	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.
6. Professional Development and Training in assistive technology follow research-based models for adult learning that include multiple formats and are delivered at multiple skill levels.	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.
7. The effectiveness of assistive technology professional development and training is evaluated by measuring changes in practice that result in improved student performance.	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.