

## AT Leadership Self-Rating

Use this form to rate your own AT leadership efforts. (1=initial AT efforts to 4 = consistently addressed). Invite other AT leaders in your program(s) to also rate their efforts. Use the information gained from the compiled self-rating to make personal action plans.

Leadership for AT Services	Self-Rating
Know what AT is and how it can benefit students with disabilities.	1 2 3 4
Know who the AT leaders are in the agency and work with them directly to develop, maintain, and improve AT services.	1 2 3 4
Know the legal definitions of AT, the requirements to provide AT for students with disabilities, and the implications for my program.	1 2 3 4
Help staff, students, and families develop a vision for AT use and communicate that vision widely.	1 2 3 4
Support faculty and staff in using AT to improve the education of students with disabilities.	1 2 3 4
Develop a culture where AT devices and services are valued and used.	1 2 3 4
Facilitate and support collaboration between departments to improve learning for student with disabilities through the use of AT.	1 2 3 4
Ensure equity of access to AT devices and services for students of all ages, disabilities, and school placements.	1 2 3 4

Management for AT Services	Self-Rating
Develop, implement, and monitor policies and written operating guidelines for providing AT services.	1 2 3 4
Ensure that written guidelines include processes for AT consideration during the IEP meeting, AT assessment, and implementation of AT plans.	1 2 3 4
Ensure that all appropriate employees know how to respond to a parent's request for AT.	1 2 3 4
Require that staff use data to make AT decisions.	1 2 3 4
Make available planning time, funds, and human resources for the provision of AT services.	1 2 3 4
Upgrade the AT inventory as needed.	1 2 3 4
Monitor AT services to ensure they are provided in a cost effective and efficient manner.	1 2 3 4

<b>Supervision for AT Services</b>	<b>Self-Rating</b>
Assess staff AT knowledge, skills, performance, and training needs.	1 2 3 4
Recruit individuals with AT skills.	1 2 3 4
Ensure that all staff, including general education teachers have the necessary understanding of AT to fulfill their role in supporting the use of AT by students with disabilities in their classes.	1 2 3 4
Demonstrate interest and support for making AT available and usable by students as part of staff evaluation and supervision.	1 2 3 4
Ensure that all staff members who serve a child with a disability implement the IEP, including any use of AT, in a legal and ethical manner.	1 2 3 4
Foster a school environment that has a low level of conflict and assist in conflict resolution including conflict around AT.	1 2 3 4
Support teams as they work to make AT available to students with disabilities by providing structure and clear expectations.	1 2 3 4

<b>Advocacy and Program Improvement for AT Services</b>	
Advocate for AT services and resources at school board meetings, administrative staff meetings, community forums, parent organizations, and in professional organizations.	1 2 3 4
Develop, implement, and monitor a long-range and system wide AT plan.	1 2 3 4
Use research-based program improvement strategies, including the Plan-Do-Study-Act cycle.	1 2 3 4
Conduct ongoing evaluation of AT services in the same way as other services are evaluated.	1 2 3 4
Integrate AT into strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.	1 2 3 4