# SYLLABUS
## The Changing Role of AT Teams
Spring 2021

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This course is offered by Gayl Bowser and Denise DeCoste in collaboration with Infinitec, Tinley Park, Il.  For more information about Infinitec: http://www.myinfinitec.org/about-infinitec

**REGISTRATION:**  Use the form sent to you to register and pay for this online course. Once Infinitec has processed your registration, you will receive an invitation and sign-in information to access the *Engage* course management system. The cost of the course is $495.00 per participant.

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**CONTACT INFORMATION:**
Course Instructor: Gayl Bowser gaylbowser@gmail.com
Course Instructor: Denise DeCoste drdcdecoste@gmail.com
Infinitec facilitator: pzegley@ucpnet.org

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**COURSE DESCRIPTION**
This course entitled *The Changing Role of AT Teams* is an online course for district-level AT Teams.  It is an asynchronous course consisting of 8 modules and includes four live webinars. The Winter, 2020 online course will run from January 6, 2021 to April 28, 2021

The course includes videos, activities, asynchronous discussion forums and webinar meetings on the following topics:
- AT service models
- Differentiating AT services
- Documenting AT services
- Administrative supports
- Professional development
- Remote services
- On-demand resources
- Outreach

Four live webinars are included as part of the course to address questions, and discuss ideas concerns with other AT team members.

*NOTE: Most of the modules have 2 parts. We recommend that you set aside at least 2 hours per module for each of the 8 modules.*  If you are taking the class with other members of your AT team, you may want to plan to meet regularly to work together on the modules to complete the activities.

**Compliance with National Board for Professional Teaching Standards (NBPTS)**
NBPTS standards represent the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards), which cover five aspects of professional educational practice: (1) commitment to students and their learning, (2) knowledge of subject matter and instructional strategies, (3) management and monitoring of student learning, (4) systematic reflection about the teaching profession to learn and grow from experience, and (5) collaborative participation in the educational learning community. This course is in compliance with all of the 5 NBPTS Core Propositions.

## COURSE OBJECTIVES
Following the completion of this course, the participant should be able to:
1. Describe the differences between a capacity-building model of AT services and a one-student-at-a-time model.
2. Identify 3 ways to differentiate AT support.
3. Identify at least three ways of documenting AT services.
4. Identify 4 types of administrative support and how they can help AT teams develop positive relationships with supervisors and administrators.
5. Create a plan for professional development that identifies at least four ways of providing information resources.
6. Identify at least two ways to use video-conferencing and other remote services to augment AT service delivery.
7. Use a new productivity tool to create an on-demand resource that can be shared with others to build AT capacity in their agency.
8. Identify at least 4 key areas of outreach that can support the implementation of assistive technology.
9. Create a 3-year plan for upgrading AT services at the district level.

## REQUIRED TECHNOLOGY
Participants must have Internet access to interact with course materials and a device with a camera and microphone (computer, tablet or smart phone) to participate in webinars. An *Engage* learning management account will be provided after the student registers. Participants may want to have a Google account where they can share and receive feedback on their 3-year plan.

**OPTIONAL GRADUATE CREDIT INFORMATION**

**Credits:** 3 hours from Colorado State University- Pueblo through the Midwest Teachers Institute

**Price:** $475
**info@midwestteachersinstitute.org**

**Requirements for Taking Courses through Midwest Teachers Institute**
All MTI courses are designed for educators who have a minimum of a bachelor's degree. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.

**Graduate Course Grading**
- A= 200-125 points relative to completion of videos, course assignments as well as participation in online discussion and webinars.
- B=100-85 points relative to completion of videos, course assignments as well as participation in online discussion and webinars.
- See rubric at the end of this document.

**CLASS SEQUENCE**

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

> Module 1a and 1b should be completed by:
> January 20, 2021

**Watch Video:**
Reflect on the AT service models in your districts. Are you promoting flexible models of service delivery? Are you promoting expert or capacity building models or a combination?

**Discussion:**
1. Introduce yourself and tell us about your AT team. (e.g., how long has the team been together, the make up of the team, etc.)
2. During the past school year, did you deliver AT services as more of an expert model or as a capacity building model?

**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. The 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.  AT providers are expected to develop a 3-year plan for their AT team. We will do this one segment at a time, in stages across the course.

**Activity for this Discussion Thread:**
> Complete the "Do the Math" activity

**Discussion:**
> Based on the "Do the Math" activity, who do you serve? What student ratio would you need to serve your targeted population? How realistic is this in your work setting? Apart from adding new staff, what ideas do you have about this?

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## MODULE 2

### 2a: Differentiating AT Services Module- Part One

**Watch Video:**

> Module 2a and 2b should be completed by:
> February 3, 2021

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.

**Activity for this Discussion Thread:**
Allocation Pie Chart:
During this module, AT service providers are engaged in creating an "allocation pie chart".   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.).

**Discussion:**
1. What are your AT service categories?
2. What percentage of time do you spend on each type of service?

**MODULE 2 (continued)**

**2b: Differentiating AT Services Module- Part Two**

**Watch Video:**

In this video, AT teams are asked to consider current systems of referral and service provision. 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.

**Activity for this Discussion Thread:**

**3-Year plan- Service Delivery**

Begin your 3-year plan. Develop objectives and benchmarks that will delineate ways that you can help AT teams improve service delivery and build capacity. (This is the first section of the 3-year plan.) In what ways do you encourage school teams take more ownership of AT. In what ways can you move away from concierge, one-size-fits all models of service delivery in order to ensure equitable services to all learners who can benefit from AT?

**Discussion:**
1. Which of the ideas presented in this module could help your team to differentiate the ways that you provide AT services based on the needs of your constituents?
2. How will you incorporate these ideas into your 3- year plan?
3. Respond to at least one other colleague. In your responses to colleagues, build on their answers.

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**MODULE 3**

| Module 3a and 3b should be completed by: February 17, 2021 |

**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 you view this video, reflect on to what degree operating procedures (e.g., referral, assessment, consideration, documentation, etc.) align with a more capacity building model. Consider how you can build in routine data collection to document AT services. Does your team have ways to demonstrate the following: how many students have been served, what are the most common reasons for requesting AT services, what level of support was needed, what were the results of any trial period, what AT tools are being used, and what is the follow up implementation plan? What other types of data do you track?

**Discussion**
1. Reflect on the ways in which you document what you do. Provide examples.
2. Discuss "AT accountability." Why is this important? Provide at least 2 reasons.
3. Respond to at least one other colleague. In your responses to colleagues, build on their answers.

**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, and making your work more visible. As part of the development of their 3-year plan, we ask teams to identify data that they can track and report.

**Activity for this Discussion Thread:**
3-year plan – Document AT Services section
List the data that you could build into a yearly report to share with your supervisor and other administrators.

**Discussion:**
1. Reflect on the ways in which you share your successful efforts and convey your future plans. Provide at least 2 examples of how an annual report could support AT in your district.
2. Share this information in the discussion forum for this module.
3. Respond to at least one other colleague. In your responses to colleagues, build on their answers.

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**MODULE 4**
## 4a: Administrative Supports for AT Programs- Part One

Module 4a and 4b should be completed by:
March 3, 2021

**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. Understanding the role of administrators can help AT teams develop stronger relationships with school supervisors, who in turn, can support AT at a district level to advocate for policy and

funding.

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.

**Activity for this Discussion Thread:**
Allocation Pie Chart
1. During this module, AT service providers are asked to create a future allocation pie chart. Rework your vision of what you want to accomplish as a team (realistically within 3 years) by revising your AT pie chart of services. Decide on a "re-allocation" of services.
2. Upload your PowerPoint file with your initial allocation and re-allocation pie charts. Be sure the files are listed with the name of your team and date of upload. E.g., Smith County AT 6-12-18

**Discussion**
- How did you re-work your AT team's allocation of effort pie chart to reflect the types of changes you would like to make in your service delivery model?
- Respond to at least one other colleague. In your responses to colleagues, build on their answers.

**MODULE 4 (continued)**

**4b: Administrative Supports for AT Programs- Part Two**

**Watch Video:**
In this video, the focus is on management, supervision and program development. These administrative actions can help 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 you share your areas of concern and possible actions going forward. In so doing, AT service providers are eliciting the support of their administrators.

**Activity for this Discussion Thread:**
**3-year Plan- Administrative Support section**
- Use the 3-year plan to set objectives and benchmarks on the topic of administrative support. In what ways could your administrator help you move toward a more capacity building model across the district?
- Share your 3- year plan with your supervisor.
- Upload the current draft of your 3-year plan as an attachment in the  4b Discussion Forum. Include the name of your team and the date it was uploaded in the title. Be sure the name of your AT team is on the 3-year plan document.

**Discussion**

- Describe the conversations that you had with your administrator regarding your 3-year plan and reallocation pie charts.

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## MODULE 5

### 5a: Expanding Options for Professional Development - Part One

Module 5a and 5b should be completed by:
March 17, 2021

**Watch Video:**
In the Expanding Options for Professional Development Module, we examine paradigm shifts in 21$^{st}$ 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. We identify alternatives to face-to-face professional development that will provide just-in-time support.

**Activity for this Discussion Thread:**
**Training Formats form**
- On this form, list topics you already provide face-to-face training on.  To build just-in-time training resources, indicate what other formats these topics could take?  Feel free to adapt the form to your purposes.

**Discussion:**
- How will you change your approach to PD based on the information that you learned in this module?
- What PD formats did you decide to add to your list of AT offerings?
- Which PD topics will you add to your 3-year plan?


### MODULE 5 (continued)

### 5b: Expanding Options for Professional Development – Part Two

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


**Activity for this Discussion Thread:**
**Staff development plan-feature match form**
- Identify a specific topic for which you will offer professional development in order to increase your agency's capacity to provide AT.
- Use the Staff Development Plan-Feature Match form to match the needs of your audience to the content and formats you offer.

Upload this document.  Be sure to label the file with your teams name and date of upload.

**Discussion:**
- Why is it important to adjust your PD to different audiences?
- What new audiences would you like to reach and why?

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## MODULE 6

### 6a: Remote Services

**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 your AT services. We discuss ways in which you might increase your use of video conferencing to enhance AT services.

**Activity for this Discussion Thread:**
**3-year Plan- Professional Development**
1. Complete the Professional Development and Remote Services section of your 3-year plan to set objectives and benchmarks. To build capacity, in what ways can improve/expand your professional development services? Consider ways to use remote services to enhance AT service options.
2. Upload your updated 3-year plan to the 6a Discussion Forum. Include the name of your team and the date uploaded in the title.  Feedback will be provided by the course instructors.

**Discussion**:
- How do you currently use video conferencing in your practice?
- How might you use video conferencing…
    - To save time?
    - To communicate more often?
    - To include more people?
    - To follow up technical assistance?
    - Other

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## MODULE 7

### 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
- Networking and collaboration
- Digital story telling: Sharing what works

**Activity for this Discussion Thread:**
**Online Resources Matrix form**

> For this module, use the Online Resources Matrix form to begin to build a list of on-demand resources that you hope to locate or develop to share with the people that you support. These resources can be posted on your team's web page. If you don't have a webpage, you can share them in Google Drive folders or whatever type of file sharing your agency uses. For now, we're just asking you to plan for the things you need. Which software applications or accessibility features do people ask about most often? What kinds of videos, tip sheets or step-by-step instructions can you provide that might help the people you support be more independent and build their own capacity to provide AT supports?

- Open the "Online Resources Matrix" file and list resources that you think should be developed going forward
- Set a priority for each resource. (At team meetings, members of the AT Team should commit to completing prioritized resources by a targeted date to gradually build online, on-demand resources.)

**Discussion:**

- What are some of the on-demand resources that your team is looking for?
- On the discussion forum, if a team identifies a resource that you already have created or know about, respond to that team and share the information.

**MODULE 7 (continued)**

**7b: Building On Demand Resources – Part Two**

**Watch Video:**

This module was designed to give you an overview of a range of online tools to help you network, collaborate and share information. We present online tools readily available to educators and learners that allow for:
- Just-in-time professional learning
- Networking and collaboration
- Digital story telling: Sharing what works

**Activity for this Discussion Thread:**

**3-year plan- On Demand Resources**
>Complete the Building On Demand Resources section of your 3-year plan to set objectives and benchmarks for locating and creating new online resources.

**Discussion:**
- Discuss the issue of "time" (i.e., time expenditure /time saving) relative to developing and curating on-demand resources.
- Describe ways that you can collaborate with others (on and off the AT Team) to create and curate these resources.
- Respond to at least one colleague. In your responses to colleagues, build on their answer to take the discussion deeper.

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## MODULE 8

### 8a: Outreach – Part One

> Module 8a and 8b should be completed by:
> April 28, 2021

**Watch Video:**
In part one of the Outreach module, we explore ways to reach out to stakeholders in order to improve student learning via technology. Reflect on the ways in which you currently reach out to solve problems outside of your team. We will present examples of education stakeholders where outreach is an opportunity that may yield solutions to issues affecting AT users.

**Activity for this Discussion Thread:**
1. Conduct a force field analysis
   - Identify the driving forces and the restraining forces affecting the use of AT for all learners. The driving forces help you identify those you can partner with in the near term. The restraining forces help you strategize on short and long term outreach efforts. (This activity is best completed with your AT team.)
2. Match force field information to leaders/departments outside your AT team
   - Identify the individuals or departments you should reach out to, and the topics that need to be addressed to ensure equity and improve access to learning for students in the margins.
3. Use a graphic organizer or traditional outline that links these forces to various leaders and departments.
   - Upload this document. Be sure to label the file with your team's name and date of upload.

**Discussion:**
- Discuss departmental "silos" in your agency and how conversations with them could bridge issues affecting AT.
- Respond to at least one colleague. In your responses to colleagues, build on their answer to take the discussion deeper.

**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 your 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.

**Activity for this Discussion Thread:**
**3-Year Plan- "Outreach"**
- 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.  Develop objectives and benchmarks for this section of your 3-year plan.

- Upload your final 3-year plan to the 8b Discussion Forum. 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 take-aways 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.

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**Final Three-Year Plans are Due April 28, 2021**
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**COURSE SCHEDULE**

**Webinar schedule**
- Webinar 1: January 6, 2021          12:00 PM Eastern time
- Webinar 2: February 17, 2021       12:00 PM Eastern time
- Webinar 3: March 17, 2021          12:00 PM Eastern time
- Webinar 4: April 21, 2021          12:00 PM Eastern time

**Module due dates**

| Module | Topic | Completion Date | Webinar dates |
|---|---|---|---|
| | | | January 6<br>Pre-class Webinar |
| Module 1a and 1b | AT service models | January 20, 2021 | |
| Module 2a and 2b | Differentiating AT services | February 3, 2021 | February 17, 2021 |
| Module 3a and 3b | Documenting AT services | February 17, 2021 | |
| Module 4a and 4b | Administrative supports | March 3, 2021 | March 17, 2021 |
| Module 5a and 5b | Professional development | March 17, 2021 | |
| Module 6 | Remote services | March 24, 2021 | April 21, 2021 |
| Module 7a and 7b | On-demand resources | April 7, 2021 | |
| Module 8a and 8b | Outreach | April 21, 2021 | |
| | Final 3 year plan due | April 28, 2021 | |

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**Rubric**

A= 200-125 points

B=100-85 points

| Category | Superior | Sufficient | Below Standard |
|---|---|---|---|
| Points | 50 points | 25 points | 10 points |
| Video completion | All videos are completed | Most videos completed | A few or no videos completed |
| Activity completion | All activities are completed and are thoughtful and meaningful | All activities are completed but with minimal quality | Some activities were not completed |
| Discussion | Response shows strong evidence of ideas and insights from this course and How they are applied to the improvement of AT services | Response shows moderate evidence of ideas and insights from this course and how they are applied to the improvement of AT services | Response shows minimal evidence of ideas and insights from this course and how they are applied to the improvement of AT services |
| Webinar participation | Actively participates in all webinars | Participates in some webinars | Little to no participation in webinars |