

**SCR 22 Education Technology Task Force**  
*Assistive Technology*

**Goal:** *Review the current condition of technology in the public education classrooms and educational settings of the State and prepare a plan to outline actions that support Delaware becoming the premier state for utilizing technology in pre- kindergarten to grade 12 education.*

**As a result of the work of this subcommittee, we will :**

- (g) Recommend a phased plan for the implementation of the State educational technology plan;**
- (h) Recommend a funding plan for the implementation of the State educational technology plan;**
- (i) Recommend a plan to track and assess progress in the implementation of goals set forth in the State Educational Technology Plan.**

**Subcommittee Members**

**Blakey, Dusty (Chair) - Absent**

Dallas, Patricia

**Jackson, Michael - Absent**

Korobkin, Matthew

Mineo, Beth

# SCR 22 Education Technology Task Force

## Assistive Technology

**Goal:** Review the current condition of technology in the public education classrooms and educational settings of the State and prepare a plan to outline actions that support Delaware becoming the premier state for utilizing technology in pre- kindergarten to grade 12 education.

**Essential Question:** How can we determine the current use of educational technology, assistive technology and instructional materials for students with special needs and incorporate, as appropriate, the work from the Department of Education’s comprehensive review of the delivery of special education services, including assistive technology, authorized by Section 307 of the FY 2015 budget epilogue?

**Leading Ideas**

- Matt Korobkin (Special Education Officer) is conducting a statewide assessment of all SPED PD, including PD on AT which can help inform this work.
- Beth Mineo (Director of UD CDS and DATI) has DATI data, CDS data, AIM data, and ACCESS data to inform this work.
- Beth Mineo has survey data on district AT use and has the surveys which could possibly be administered to determine needs

### Analysis

**Collective Knowledge**

*What we already know?*

- District Data Gathering - QIAT Indicators
  - students access to assistive technology
  - Identifying different types of assistive technology
  - Professional Development
  - Outside Sources
  - Formal Evaluation (IDEA)
- Overall # of students
- Connecticut Assistive Technology Documents
- ACCESS to the assessment
- Previous Surveys as a template to create a new survey
- Using explicit language in the classroom to ensure that it shows how great assistive technology could be for every student
- DATI utilization data (data is by lifespan but can pull data by age)
- Virginia – does assistive technology well

**Additional Knowledge Needed**

*What more do we need to know?*

- How are we defining students with disabilities?
- How do students who don't used assistive technology are trained to work with student who are using assistive technology?
- Survey for teachers on assistive technology (QIAT Indicators/Educators Knowledge of Law and Policy/ Awareness of Technology)
- IEPs that include AIM/ assistive technology versus what actually plays out in the classroom?
- At what point do we know assistive technology is needed (Birth – 5 years of age); threshold varies greatly at a younger age?
- Staffing – cases/qualifications
- One-stop shop for information
- What services we offer to help educate parents about what currently exist?

### Decision Points

- Send Educator Surveys (Previous Years) – Beth Mineo; To review and develop as a new tool
- States doing assistive technology well - Virginia, Wisconsin, Indiana (Connecticut)
  - Identify lessons learned
  - What they did well
- DATI (Delaware Assistive Technology Initiative) Utilization Data by Age/ Need/ Type of Tech (Beth Mineo)
- QIAT Templates (Matthew Korobkin by September)
- AT Staffing Data – Matthew Korobkin
- IDEA Law (Reg) – Mathew Korobkin

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**Essential Question:** How can we recommend strategies and goals for improving and equalizing access to and use of educational technology and assistive technology in all public school systems across the State, including State-run schools?

### Leading Ideas

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### Analysis

**Collective Knowledge**  
*What we already know?*

**Additional Knowledge Needed**  
*What more do we need to know?*

### Decision Points

- TBD – Tabled until next subcommittee meeting based on the data collected from the previous EQ

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### *Assistive Technology*

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**Essential Question:** How can we determine the need for improved ongoing professional development in the integration of technology, assistive technology, and the utilization of the State educational technology standards, in teaching?

#### **Leading Ideas**

- Matt Korobkin is conducting a PD assessment of all districts and will be able to isolate AT related PD
- Beth Mineo has information on CDS related PD
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### Analysis

#### **Collective Knowledge**

*What we already know?*

- Every school district in the state has been asked to provide a PD inventory all PD provided to their educators; MK can filter out assistive technology

#### **Additional Knowledge Needed**

*What more do we need to know?*

- Opportunity for personalized consults for teachers encountering new assistive technology
- The role of paraprofessional – areas they in the mix in PD

### Decision Points

- Every school district in the state has been asked to provide a PD inventory all all PD provided to their educators; MK can filter out assistive technology (included paraprofessionals)
- DATA - SPEACS Initiative, UDL, DATI PD, AIM PD, ACCESS Project (Adapting books)
- Early Childhood Data - Beth Mineo
- Inclusion Conference (Beth)
- AT PD – ATIA/ ABLE
- Trish provide analysis on advocacy group and PD relates to them

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### *Assistive Technology*

**Goal:** Review the current condition of technology in the public education classrooms and educational settings of the State and prepare a plan to outline actions that support Delaware becoming the premier state for utilizing technology in pre- kindergarten to grade 12 education.

**Essential Question:** How can we determine the current readiness of staff to teach using educational technology in the State’s public education classrooms and education settings and determine the need for improved ongoing professional development in the integration of assistive technology in teaching and utilization of the State educational technology standards?

**Leading Ideas**

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### Analysis

**Collective Knowledge**

*What we already know?*

- How can you determine the readiness- survey
- Kinds of AT – describe comfort level (survey suggestion)
- Teacher council – survey on personalized learning
- Absence of guidance stalls the systems – guidance docs would empower teachers the make decisions
- Explore the idea of key informant interviews
- Review State technology standards (Trish)

**Additional Knowledge Needed**

*What more do we need to know?*

- How accessible are the curriculums that come to us?
- Has staff every had formal training (through a credit barring course) – via survey
- Are teachers aware of the state technology standards?

### Decision Points

- Inventory/ Procurement – how are we tracking what already exists in our districts

# SCR 22 Education Technology Task Force

## Assistive Technology

### Wrap-Up

#### Major Decision Points

*Please combine decision points from previous pages/*

EQ 1

- States doing assistive technology well - Virginia, Wisconsin, Indiana (Connecticut)
  - Identify lessons learned
  - What they did well
- Districts with strong systems – Dusty Blakey (Colonial Best Practices)

### Deliverables

What	Who	When
<i>Example: Teacher Survey</i>	<i>Example: Subcommittee Chair Person</i>	<i>Example: By next Sept. Meeting</i>
Review and assess Educator Surveys	Beth Mineo	To review and develop as a new tool
Gather and review DATI (Delaware Assistive Technology Initiative) Utilization Data by Age/ Need/ Type of Tech	Beth Mineo	
Share QIAT Templates	Mathew Korobkin	By September
Share IDEA language on AT	Matthew Korobkin	
Trish to review Connecticut Assistive Technology Docs to review EC	Subcommittee	By Next Meeting
Matt and Beth contact out of state assistive technology liaisons	Matt & Beth	
Early Childhood Data	Beth	
Inclusion Conference	Beth	

**As a result of the work of this subcommittee, we will:**

- (j) Recommend a phased plan for the implementation of the State educational technology plan;**
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