

Locator assessment for PD coordinators

(1) How would you describe your school or district's progress on integrating technology into professional development training?

- (a) General and special education teachers receive separate training, and training is focused more on technology skills and access rather than related to core instructional outcomes. *(0 points)*
- (b) Training focuses on integrating technology to improve instructional outcomes, AYP, and data management for both general and special education teachers. *(1 point)*
- (c) All teachers learn to incorporate technology as a seamless component of instruction; training focuses on universal design features and assistive technologies to tailor and optimize instruction for all students. *(2 points)*

(2) To what extent does the professional development training of your school or district focus on integrating universal design (UD) features and assistive technology (AT) to promote access to the general curriculum?

- (a) Training focuses on emerging awareness of UD and AT and is limited only to special educators. *(0 points)*
- (b) Training focuses on building awareness of UD and AT among special educators and a majority of general educators. *(1 point)*
- (c) Training focuses on the systemic adoption of universal design curriculum development strategies and seamless integration of AT to promote access to the general curriculum for all students. *(2 points)*

(3) Which of the following most closely describes the goal of your school or district's training to enhance the technology skills of educators?

- (a) The training goal is to have 10% of teachers meet ISTE or local district teacher technology competences. *(0 points)*
- (b) The training goal is to have 50% of teachers meet ISTE or local district teacher technology competences. *(1 point)*
- (c) The training goal is to have 90% of teachers meet ISTE or local district teacher technology competences. *(2 points)*

(4) How would you describe the level of support the training provides to enhance leadership skills of principals and district administrators?

- (a) Training helps principals and district administrators become aware of national standards for students, teachers, and administrators by exploring the benefits of integrating technology in instruction to improve learning outcomes for both general and special education students. *(0 points)*
- (b) Training helps principals and district administrators develop proficiency of national standards for administrators; it supports the use of technology to supplement instruction for general and special education students through identification of best practices. *(1 point)*
- (c) Training helps principals and district administrators develop a school and community culture that expects all teachers to integrate technology into

instruction; it promotes exemplary use of technology in instruction for all students through modeling and sharing of best practices. *(2 points)*

(5) How would you describe the professional development model that is being implemented in your school or district?

- (a) Skill-based training with minimal follow-up is offered to the whole group. *(0 points)*
- (b) Curriculum-based training is offered; a continuum of follow-up support, such as coaching, online content, and study groups, is available to facilitate classroom implementation. *(1 point)*
- (c) Training is offered through a variety of delivery systems, and thus is accessible at any time. *(2 points)*

Scoring Rubric:

0-3 points: Early Tech

4-7 points: Developing Tech

8-10 points: Target Tech