Grant Wood Area Education Agency
Professional Development Course Proposal

Course Title: Assistive Technology Academy for School Professionals: AT 101 & Reading/Writing Supports

Number of credit hours: 1 credit hour

This course addresses the following Iowa Teacher Standards:

__X__	Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals
__x__	Demonstrates competence in content knowledge appropriate to the teaching position
__x__	Demonstrates competence in planning and preparation for instruction
__x__	Uses strategies to deliver instruction that meets the multiple learning needs of students
_____	Uses of variety of methods to monitor student learning
_____	Demonstrates competence in classroom management
__x__	Engages in professional growth
__x__	Fulfills professional responsibilities established by the school district

This course addresses the following Iowa Standards for School Administrators

__X__	Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community
__x__	Advocating, nurturing and sustaining a school culture, and instructional program conducive to student learning and staff professional development
_____	Ensuring management of the organization, operations, and resources for safe, efficient and effective learning environments
__x__	Collaborating with families and community members, responding to diverse community interests, and needs and mobilizing community resources
__x__	Acting with integrity, fairness, and in an ethical manner
_____	Understanding, responding to and influencing the larger political, social, economic, legal, and cultural context

Instructor(s):
Vita on file   Yes _____   No _____   (If no, please attach)

Course Description: This introductory AT Academy course is intended to equip professionals working in the K-12 school environment with a solid understanding of the Assistive Technology Consideration process as it relates to the selection of appropriate AT accommodations. In addition, course instruction will broaden the awareness and understanding of participants regarding available assistive technology services and tools to support students with learning disabilities who struggle in the areas of reading and writing including the provision of accessible instructional materials.

Target Audience: LEA Special Education/General Education Teachers; AEA Support Staff

Indicators of Quality (Ch. 17 IA Admin. Code, Renewal of Licenses)

- The course assists teachers in improving teaching evidenced through the adoption or application of practices, strategies, and information. Participants will be able to improve their ability to adapt for individual learning differences and provide appropriate accommodations based on appropriate data to guide their decision-making process.

Rationale/Research:
- OSEP 2010 & 2012 National Survey Data for the Provision of AIM indicates that significant work is still needed to raise awareness of AIM and the provision of accessible instructional materials for students who need it. http://aim.cast.org/learn/policy/stateresources/statestatus2012#.U9lj6eNdWyU
- 2008-2009 ICATER Iowa State Needs Assessment Regarding Assistive Technology Services & Supports: https://drive.google.com/file/d/0B-JuvNUllj2CT0tqN2MtZTF4WDRXTXp6TXd4dGRmbUFWaTk0/edit?usp=sharing

Alper, S. & Raharinirina, S. (2006). Assistive Technology for Individuals with Disabilities: A Review and Synthesis of the Literature. *Journal of Special Education Technology, 21(2)*, 47-64.

Bausch, M.E., Jones Ault, M., Evmenova, A.S., Behrmann, M.M. (2008). Going Beyond AT Devices: Are AT Services Being Considered? *Journal of Special Education Technology, 23*(2), 1-16.

Cullen, J., Richards, S.B. & Frank, C.L. (2008).Using Software to Enhance the Writing Skills of Students with Special Needs. *Journal of Special Education Technology, 23, 2*, 33-44.

Lee, Y., & Vail, C. O. (2005). Computer-based reading instruction for young children with disabilities. *Journal of Special Education Technology, 20*(1), 5-18.

MacArthur, C.A. (2009). Reflections on Research on Writing and Technology for Struggling Writers. *Learning Disabilities Research & Practice, 24, 2,* 2009.

Sorrell, C. A., Bell, S. M., & McCallum, R. S. (2007). Reading rate and comprehension as a function of computerized versus traditional presentation mode: A preliminary study. *Journal of Special Education Technology, 22*(1), 1-12.

Wanzek, J., Vaughn, S., Wexler, J., Swanson, E.A., Edmonds, M., & Kim, A. (2006). A Synthesis of Spelling and Reading Interventions and Their Effects on the Spelling Outcomes of Students With LD. *Journal of Learning Disabilities, 39(6)*, 528-543.

Outline of Course Content:

Assistive Technology Academy for School Professionals: AT 101 & Reading/Writing Supports

Module 1: Introduction of Course & Participants

Module 2: What is Assistive Technology & Is It Important? (2.0 hrs. content/ .75hr of related activities)

- Quiz: Pre-assess, Define what you think is AT? ONE question quiz. Not graded except for presence/absence
- Read: Unit 1 Intro slide: resistance to AT...
- View Video of AT: Cast Against AT
- View Iowa Common Core: Common core and special ed. video from Don Johnston website: (Part 1) http://www.youtube.com/watch?v=0Uv1DfFaahU&feature=youtu.be
- Read: Legal Definition of AT
- Read: Intro to AT continuum
- Review: AT Continuum (Sweeny)
- Review GPAT Continuum
    - http://archives.doe.k12.ga.us/DMGetDocument.aspx/Assistive_Technology_Resource_Guide.pdf?p=6CC6799F8C1371F6D3B6B31946FD0F5CB73AF088936932AD79C7D16213A3A250&Type=D
- Respond and Reply - FORUM - How did the resources listed make you reconsider what you thought you knew about Assistive Technology? Were there any additional AT tools/supports that you are using that you weren't aware could be considered AT? Consider and comment on the Low-High Tech AT Continuums shared; respond about the Pros/Cons of starting with Low Tech options before moving to High Tech alternatives? Add your original post and provide a thoughtful reply to at least 2 of your peers. (4 points possible for original post and 2 points each for quality reply: total 8 points)

Module 3: Universal Design for Learning (2.5 hrs. content and 1.5 hrs. related activities)

- Intro: What Is UDL? Universal Design for Learning is a set of principals for curriculum development that give all individuals equal opportunities to learn. (www.cast.org, "CAST: About UDL"). In this section you will get a brief overview of Universal Design for Learning to provide a greater understanding of the need to differentiate your instruction and a framework to assist you in this process. (add clipart one size fits all)
- View CAST video on UDL (4:37 min): http://www.youtube.com/watch?v=bDvKnY0g6e4&feature=share&list=TLBk-XlS7KY5E
- Read: CAST UDL guidelines
- Explore: HIAT UDL Tool Finder: http://www.montgomeryschoolsmd.org/departments/hiat/toolfinder/
- Explore: UDL Toolkit
- Assignment: UDL or AT? You Decide! The following four relationships between UDL & AT were identified by LInda Bastiani Wilson (AT Specialist) and Lisa Norris (Media Specialist) from Montgomery County Public Schools in Maryland:

1. UDL mitigates the need for AT because the tools are provided at the outset instead of after the fact.

2. The same tool/strategy can be AT for one student and UDL for others.

3. AT can help create UDL if it is provided to all students as a choice instead of only given to those who qualify.

4. It's not the tool; it's how it's used that matters.

Reflect on these relationships and the impact the provision of AT and/or UDL can have on the other. Now consider the following list of items and then respond in 1-2 pages your answer to this question: Are these items AT, UDL or potentially both? Give clear examples and detailed rationale for your response.

Module 4: Iowa Common Core/MTSS & AT (1.0 hr of content and .75 hrs. of related activities)
- View: AT & Common Core (4:10 min)
- RTI: Is there a Place for AT? http://www.setp.net/articles/article0903-1.html
- Respond and Reply - FORUM: RTI & AT Thinking about RTI, when would you consider utilizing assistive technology to support student learning and performance? Add your own original post and then provide a thoughtful reply to at least two of your peers. (8 points)

Module 5: AT Consideration & Assessment (4.0 hrs. of content and 1.5 hrs. of related activities)
- Read Remediation vs. Compensation (Edyburn)
- WATI AT Assessment Guides (Chapters 4-7)
- View video on ATGWAEA website for SETT (3 min 14 sec)
- Read: Using the SETT Framework http://www.joyzabala.com/uploads/Zabala_SETT_Leveling_the_Learning_Field.pdf
- Read: SETT Case Study Intro
  - Review Case Example SETT
  - Download GWAEA SETT Framework
  - ACTIVITY: Your assignment for this module will be to download and complete the first 3 columns of the SETT framework for for one student, you currently work with or have served in the past who struggles in the area of reading and/or writing. Complete the SETT using the Guiding Questions provided on the second page of the SETT. For this assignment you are to exclude making specific AT tool recommendations (this will be done as part of a future assignment so keep a copy of the incomplete SETT for yourself) and submit the partially completed SETT for grading.

Module 6: AIM (3.0 hrs. of content and 1.5 hrs. of related activities)
- Intro: AIM slide
- Simpy AIM: http://aim.cast.org/learn/accessiblemedia/allaboutaim (3:42 min)
- Intro Slide: True AIM
  - Read About True AIM
  - Read Legal Requirements
  - Read Eligible Students

- Read Acquisition of AIM
- Read FAQ
- Read District/LEA Quality Indicators for Provision of AIM
- ACTIVITY: After review of the AIM Quality Indicators, summarize in a 1-2 page paper how your district would score and then identify next steps you would like to see your district take in order to improve in the provision of AIM. (20 points)
- Enrichment: http://aim.cast.org/learn

Module 7: Decision-making Steps for Reading Accommodations (4.0 hrs. of content and 2.5 hrs. of related activities)
- Intro Slide: now looking at three specific areas of AT Consideration: Reading...start by addressing how to use data to guide the selection of AT for students with reading difficulties.
- Read: Screening Questions for Reading Accommodations. These questions are used to assist building teams with determining who to consider Reading Accommodations for.
- Read: Next Steps: Requirement Review This document outlines suggested steps to consider after the Screening Questions.
- View PAR webinar (1hr 4min.) You will need to provide basic contact info in order to view this free webinar.
- Download the PAR.
- View the PAR in Action (4:44 minutes)
- Independence and AT Accommodations
    - View AT Independence Graph
- Review sample PAR Summary sheet.
- ACTIVITY: Administer the PAR to another individual/teacher. Submit a completed PAR Summary Sheet and include recommended reading accommodations if appropriate that might be trialed with the student based on those results. Be sure to explain your rationale for your selection of the reading accommodations.

Module 8: Selection of Reading Accommodations (2.0 hrs. of content and 1.0 hrs of related activities)
- Intro Slide: once you have determined the "type" of reading accommodation you want to provide to support reading, you need to have access to possible options. This section will provide to you several resources to consider.
- Transition Slide: the following are possible resources to locate appropriate reading accommodation tools
    - View ATGWAEA website for Reading Supports/Tools RECORDED WEBINAR
    - Tech Matrix
- Respond and Reply: After reviewing the above two sources of possible AT accommodations for reading, share your impression of having access to this list of possible reading supports and how you might disseminate/share these resources with others. Add your post and provide a thoughtful reply to 2 of your peers.

Module 9: Decision-making Steps for Writing Accommodations (3.0 hrs. of content and 2.0 hrs. of related activities)

- Struggling Writers: Powerpoint
  https://docs.google.com/presentation/d/1net0yMI12YfDd3wcFr1O7L4VmpXpadv
  pvMr4dyy-NZk/edit?usp=sharing
- View :ATGWAEA/TATN module: Writing
  http://www.texasat.net/default.aspx?name=trainmod.writing
- Read: "How Computers Change the Writing Process"
- Written Productivity Profile (ATGWAEA Youtube Broadcast 3:00 min) ...other
  DeCoste content)
- Activity: Administer the WPP to one student and analyze the results. Submit a
  one page summary of the WPP and your initial impressions of the tool and
  possible use with other students.

Module 10: Selection of Writing Accommodations (3.0 hrs. of content and 1.5 hrs. of related activities)

- Read: Intro to module
  - Review: Writing Tools Continuum (desktop doc)
  - Review: Glenda's AT Information & More Blogspot: Methods & Materials to
    Support Handwriting http://atclassroom.blogspot.com/2009/12/supporting-
    mechanics-of-writing.html
  - View: Ginger Software https://www.youtube.com/watch?v=d7QAttWf9oY (1:11
    min)
  - View: Smartpen: http://youtu.be/9m6zCCJmdQM (1:37 min)
  - Forum: Based on strategies and tools you have been introduced to within this
    module and others, please list and describe one tool to support/accommodate for
    each step of the writing process for struggling writers: 1) prewriting/organization
    2)composing (motor aspects), 3) composing (spelling/grammar) and editing.

Module 11: Mobile Technology & Chrome Browser Apps and Extensions to Support Reading & Writing (3.5 hrs. of content and .75 hrs. or related activities)

- Read: Intro slide
- Review: App Evaluation Rubrics:
  http://static.squarespace.com/static/50eca855e4b0939ae8bb12d9/50ecb58ee4b
  0b16f176a9e7d/50ecb593e4b0b16f176aa974/1330908312793/Vincent-App-
  Rubric.pdf
  - https://docs.google.com/a/gwaea.org/viewer?a=v&pid=sites&srcid=Z3dhZ
    WEub3JnfGd3YWVhLWlwYWQtcHJvamVjdHxneDozYmI2NzlhNDVkMmJl
    ZjI5
  - Read & Explore: Spectronics Apps for Literacy Supports:
    http://www.spectronicsinoz.com/apps-for-literacy-support
  - Read & Explore: http://appitic.com/
  - Read: Chrome Browser Apps and Extensions
  - Read & Explore: tinyurl.com/bbchrome Chrome Apps

- Respond and Reply: From the apps or extensions introduced above, select one
  app or extension to download and try yourself. Post the tool you trialed, tell about
  your experience and describe how you might use that app/extension to support
  student learning. Respond to the posts of two of your peers.

Module 12: SETT Completion & Final Project (3.5 hrs. of related activities)

- Assignment: Completion of the SETT form for YOUR student from Module IV. Indicate possible AT Tools to be considered. On a separate document, include the rationale for your choice of tools to trial with the student.

- Assignment: Case study of LD student...what would your team do?

Objectives/Outcomes, Course Design, Evaluation

Each participant will be able to…
1. Demonstrate an understanding of thoughtful and appropriate consideration of Assistive Technology supports and services.

The course design and the instructor methods to accomplish this objective are…
Introduction of the SETT Framework including samples of completed SETT forms for student review. Provision of various resource materials (handouts, video explanation, etc.) of the use of the SETT Framework when considering Assistive Technology for students.

Participants will demonstrate they know and understand this objective by…
Completion of the SETT framework for a student they have worked with and for a Case Study student example given as homework.

Each participant will be able to…
2. Participants will determine appropriate AT accommodations for reading based difficulties using data sources to select appropriate reading accommodations.

The course design and the instructor methods to accomplish this objective are…
A five-step process to screen and identify students who might benefit from accessible instructional materials will be introduced. The use of the Protocol for Accommodations for Reading (PAR) tool will be introduced to facilitate this consideration.

Participants will demonstrate they know and understand this objective by…
Administration of the PAR to another individual and utilize results gathered to select possible reading accommodations to trial. Rationale will also be provided as part of an assignment.

Each participant will be able to…
3. Participants will consider, select and provide appropriate AT as writing supports for students who exhibit writing difficulty.

The course design and the instructor methods to accomplish this objective are…
Introduction of a 5-Step Process to select appropriate writing supports will be introduced. Various tools and resources to support students with writing difficulties will be explored.

Participants will demonstrate they know and understand this objective by…
Particpants will use the 5-step process introduced to select and provide appropriate AT for writing for students. Assignments/forums will encourage the sharing of the rationale for specific tools selected.

Course Requirements:
Completion of assigned forums, activities and assignments will be required by the dates specified throughout the course.

Course Materials:
Provided via the Canvas Online Course at no cost to participants.

Application /Implementation:
Forums, assigned activities and the final project are designed to provide opportunities for participants to integrate their learning in applied ways to demonstrate and increase their understanding of course material.

Follow-up: GWAEA AT Regional Team members will provide follow-up and continued support as requested by class participants.

Attendance/Make-Up Policy:
Requests for extensions to course deadlines must be made in ADVANCE of the stated deadlines or the participant's grade is lowered by one grade level for each day late. After two days late "0" credit is assigned.

Participant Evaluation/Grading Rubric:

1. <u>Discussions</u> – Throughout the course there will be two types of discussion you are expected to participate
    a) Respond/reply – these forums will ask you to respond to a question posed by the instructor about the content covered, asking you to reflect on your understanding and learning. These posts should be original and demonstrate comprehension of course content. You will also be asked to "reply" to the posts of at least two of your peers within each of these forums. Your reply should be no less than THREE sentences and contain reflective thought. You will receive a maximum of 4 points for your original post and up to 2 points for each quality reply with a maximum 8 points per Respond/Reply discussion post.

        Grading of the original posts will be based on the discussion rubric

0	1	2	3	4
*Student response is minimal, does not incorporate content into knowledge base *Student does not respond	*Student responds but does not connect content to question posed.	Student responds and connects content but does not bring in any other original knowledge base or connect comment to content.	*Student responds and connects content and another original knowledge base, but the connection is not clear	*Student response is connected to the content and another original knowledge base.

        Grading for "Reply" responses to post of peers.

0	1	2
*Did not reply	*Reply posted but did not contain at least three sentences. *Student did not demonstrate original thought.	*Posted reply to peer of three or more sentences and demonstrated original thought.

    b) Forum Post – This forum type will ask you to respond to a specific question via the online forum to post your response. After posting you are free to view the posts of your peers to add to your learning. Grading of the Forum Post will follow this grading rubric: 8 Points possible

0	2	4	6	8
*Student response is	*Student responds	Student responds and	*Student responds	*Student response

minimal, does not incorporate content into knowledge base *Student does not respond	to Forum question but does not connect response to question posed and or does not provide detailed rationale to support remarks.	connects content to Forum Question but does not include rationale or specific examples to support remarks.	and connects Forum Question and another original knowledge base, but the connection is not clear	is connected to the content and another original knowledge base.

2. <u>Activities</u> – Six activities will be assigned as follows:

    a) **UDL Assignment:** Describe the relationship between UDL & AT. 1-2 page paper.

Grading Rubric for UDL Assignment:

Relationship between AT/UDL	Clear description of the relationship between AT & UDL and impact the provision of each can have on one another 4 pts	Description of AT & UDL does not include information related to impact 3 pts	Description and impact related to either AT or UDL provision, but not both 2 pts	Description and or impact of AT &/or UDL is listed but not clear 1 pts	No reference to AT or UDL and its impact 0 pts
Speech to text	Clear rationale for STT as UDL, AT or both 4 pts	Rationale for STT as UDL, AT or both but not clear 2 pts	No reference to STT as AT or UDL 0 pts		
E-text	Clear rational for e-text as UDL, AT or both 4 pts	Rational for E-text as UDL/AT or both but not clear 2 pts	No reference to E-text as UDL or AT 0 pts		
iPad	Clear rationale for iPad as UDL, AT or both 4 pts	Rational for iPad as UDL/AT or both is not clear 2 pts	No reference to iPad as UDL or AT 0 pts		
Writing and organization	Demonstrate facility with conventions of writing, making the meaning clear and	Uses most of the necessary conventions of writing but has some major errors in sentence	Writing contains major errors and readability is		

	easy to understand. The information is presented in a logical, engaging and easy to follow sequence. 4 pts	structure and/or mechanics that are distracting and impair readability. Information lacks a complete structure that causes the reader to struggle moving through the text. 2pts	significantly impaired. 0 pts		

b) **SETT framework-Partial**: complete SETT framework worksheet for one student; complete columns 1-3 of the form. Final completion of this form will occur in later assignment. 10 points possible

	10points	7 points	4 points	2 points	0 points
AT Consideration SETT Framework Content	Specific information is documented in all three columns for the SETT planning guide content.	Specific information is documented for the SETT planning guide in at least two of the three consideration columns.	Specific information is documented in one column for the SETT planning guide.	Information provided is not tied or is vaguely tied to the SETT framework questions and content needed	Information is not tied to the SETT Framework.

c) **AIM Quality Indicators Review**: score your district according to the Quality Indicators and write a 1-2 page paper.

	10points	7 points	4 points	2 points	0 points
AIM Quality Indicator Ratings and Action Plan	A specific summary of the AIM Quality Indicator ratings for district is provided. An detailed action plan is included that includes three specific action steps to propose to building team to improve provision and consideration of AIM.	Specific information is documented for the SETT planning guide in at least two of the three consideration columns.	Specific information is documented in one column for the SETT planning guide.	Information provided is not tied or is vaguely tied to the SETT framework questions and content needed	Information is not tied to the SETT Framework.

AIM Indicators (10 points)	Specific information is documented and included to describe at least four strengths and four weaknesses of your district in regards to AIM. **(10 points)**	Specific information is documented and included to describe at least three strengths and three weaknesses of your district in regards to AIM. **(7 points)**	Specific information is documented and included to describe at least two strengths and two weaknesses of your district in regards to AIM. **(4 points)**	Information provided is not specific and/or does not include at least two strengths and weaknesses of your district in regards to AIM **(2 points)**	Information provided does not address any strengths or weaknesses of your district in regards to AIM **(0 points)**
AIM Action Plan (10 points)	At least five action steps are included with detailed steps, timelines and specific personnel needed to accomplish this plan Indicators of success to measure how you will know if each step is also included **(10 points)**	At least three action steps are included with detailed steps, timelines and specific personnel needed to accomplish this plan. Indicators of success to measure how you will know if each step is also included. **(7 points)**	At least three action steps are included with detailed steps, timelines however non-specific information is included to describe the personnel and/or indicators of success to measure how you will know if each step has been accomplished. **(4 points)**	Less than three action steps are included and/or steps to indicate success of the plan are not included. **(2 points)**	Information does not include at least three action steps. No indicators are included to measure success of the plan. **(0 points)**

d. **Administer PAR to another individual**. Record data and specify rationale for specific reading accommodation selected. (30 points possible)

	15 points	10 points	5 points	0 points
PAR Summary Sheet	Detailed completion of the PAR Summary Sheet. All fields are completed.	The PAR summary sheet is completed in detail however 1-2 fields are missing information.	The PAR summary sheet has been submitted however more than 4 fields are missing information. Data provided is non-specific.	No submission received and/or data submitted is inaccurate based on the results reported.
PAR Recommendations & Rationale	Recommendation(s) made to accommodate for reading difficulties	Recommendation(s) made to accommodate for reading difficulties	Recommendations made to accommodate for reading	Recommendations do not align with the results reported on the

	based on the results of the PAR are specific, with supporting rationale that is appropriate for student profile. Optional conditions to assess later are also included as appropriate.	are based on the results of the PAR however the rationale provided for specific accommodations in non-specific or incomplete.	difficulties is partially aligned with the results of the PAR submitted or are non-specific in terms of rationale for selecting stated accommodation.	PAR summary sheet.

d) Administer the WPP to one student and analyze the results. Submit a one page summary of the WPP and the AT tools you would recommend for use with student. (30 points possible)

	15 points	10 points	5 points	0 points
WPP Summary Sheet	Detailed completion of the WPP Summary Sheet. All fields are completed.	The WPP summary sheet is completed in detail however 1-2 fields are missing information.	The WPP summary sheet has been submitted however more than 4 fields are missing information.

Data provided is non-specific. | No submission received and/or data submitted is inaccurate based on the results/recommendations reported. |
| WPP Recommendations & Rationale | Appropriate recommendation(s) made to accommodate for writing difficulties based on the results of the WPP. Supporting rationale and additional information is included for three or more areas including: motor, spelling, grammar, semantics, organization and composition abilities as it relates to the student profile.. | Appropriate recommendation(s) made to accommodate for writing difficulties are based on the results of the WPP however the supporting rationale includes 1-2 additional areas of information: for three or more areas including: motor, spelling, grammar, semantics, organization and composition abilities as it relates to the | Recommendations made to accommodate for writing difficulties are partially aligned with the results of the WPP submitted.

Rationale does not include at least one area of additional information as related to writing: motor, spelling, grammar, semantics, organization and composition | Recommendations do not align with the results reported on the WPP summary sheet. |

		student profile..	abilities as it relates to the student profile.. .	

e) Completion of the SETT framework (from earlier assignment activity. Include one page paper including the rationale for your choice of AT tools to trial. (20 points)

	10points	7 points	4 points	2 points	0 points
AT Consideration SETT Framework Content	Specific information is documented in all three columns for the SETT planning guide content.	Specific information is documented for the SETT planning guide in at least two of the three consideration columns.	Specific information is documented in one column for the SETT planning guide.	Information provided is not tied or is vaguely tied to the SETT framework questions and content needed	Information is not tied to the SETT Framework.
SETT Tool Selection	AT Tools listed provide an array of appropriate low-high tech assistive technology options. Specific recommendations are included and supported by rationale provided.	AT tools listed provide an array of appropriate low-high tech assistive technology options. Recommendations made are not supported by detailed and/or appropriate rationale.	AT tools listed do not include low-high tech assistive technology options. Recommendations made are not supported by detailed and/or appropriate rationale.	AT tool options provided are limited and do not include an array of low-high tech options. Supporting rationale is vague.	No appropriate AT recommendation were made. Rationale was absent.

3. FINAL: Case review One paper thoroughly assessing information provided in a case narrative (as well as any additional information the student obtains from questioning the instructor related to the case) and incorporating the use of the SETT framework content. This case will provide the student an opportunity to utilize data provided in the case example as well as integrate information obtained during the course and any previous experiences to:
    a) Summarize the problem using the SETT framework
    b) Analyze the case example provided to identify possible AT solutions/tools. Be sure to include AT services that may also be of benefit to the student/team.
    c) Develop an AT intervention plan which includes AT goals, instructional tasks and objectives, identify professionals and others to be involved with the implementation of the intervention, and define the criteria that will constitute a successful implementation of the AT intervention.

Grading Rubric for Final Assignment:

Final: Case Scenario—30 points possibleStudent: Total
Points:

Category	8 points	6 points	4 points	2 points	0 points
AT Consideration Planner or SETT Framework Content	Specific information collected for one of the SETT planning guides for considering AT is used to frame the response.	Most of the information from one of the planning guides for considering AT is used to frame the response.	Some of the information from one of the planning guides for considering AT is used to frame the response.	Information provided is not tied or is vaguely tied to one of the planning guides for considering AT.	Information is not tied to the SETT Framework.
Tools	Information from the Student, Environment and Tasks is used to generate an extensive list of tool options (low tech to high-tech). Rationale is included to support selection of each tool.	Information from the Student, Environment and Tasks is used to generate a list of tool options, although the list does not include the range of low tech to high-tech. Rationale is included to support selection of most tools.	Information from fewer than 3 areas is used to generate a list of tool options. Rationale is vague and non-specific.	Information from Student, Environment and Tasks areas is not used to generate a list of tool options. Limited technology tools and strategies are listed as options. Rationale is also limited.	List of tools is unclear. Rationale for AT tool selection is omitted.
Strategies and Data	Strategies and data collection methods clearly match technology tool features with student needs.	Strategies and data collections methods reflect some consideration of matching technology tool features with student needs.	Some strategies match technology tool features with student needs.	Strategies and data collection methods do not match technology tool features with student needs, are vague or sketchy, or are missing.	Strategies and data collection methods are not included.
	6 points	3 points	0 point		
Writing and Organization	Demonstrates facility with conventions of writing making the meaning clear and the writing easy to read and understand. The information is presented in a logical,	Uses most of the necessary conventions of writing but has some major errors in sentence structure and/or mechanics that are distracting and impair readability.	Writing conventions, including spelling/grammar are poor and does not clearly convey thoughts and ideas presented.		

	engaging, and easy-to-follow sequence, thus holding the reader's attention.	Information lacks a complete structure that causes the reader to struggle moving through the text.			

Points assigned to specific student performance

Forum posts — 40 points
- Respond/reply (8 points X 4 posts)
- Forum Post (8 points X 1 posts)

Activities/Assignments — 130 points
- UDL (20 points)
- SETT Partial (10 points)
- AIM Indicators (20 points)
- PAR (30 points)
- WPP (30 points)
- SETT Completion (20 points)

FINAL: Case Scenario — 30 points
- Apply information from this course, including the SETT Framework components, as you consider student needs and possible AT solutions. (30 points)

Total   200 points

B.   GRADING PROCEDURE

Please refer to above for a breakdown of how and where points are earned.
All assignments must be completed before course ends for credit.

Course Grading Equivalents:
There are 200 points total for course percent and their grade equivalents.

Course Grades, Points and Percentages

Satisfactory/A grade:
Satisfactory/B grade:
C grade:
D grade:
Unsatisfactory/F grade: less than 160 points

RECERTIFICATION credit:

Must receive a course grade of B or above in order to receive recertification credit.