

Supervisor's Tip Sheet for Assessing Staff Performance in Relation To AT

1. Prior to formal observation:

- Find out which students in a teachers' classroom have AT on their IEP and what that AT is.
- If time, note for what goals the AT is needed
- Note: If IEPs are computerized, see if a staff person can pull that information from individual IEPs and create a form for you that lists all of the above information.
- Know who to contact when you have a question about AT

2. During formal observation:

- Schedule observation when you have the best chance to see students using their AT, e.g. Language Arts
- Look for indicators that the students know when and how to access and use their AT.
- Look to see that the AT is readily available, in good working order, and has content student needs. e.g. Is it turned on and ready? Can the student independently go to it and start using it, or if that is not appropriate, is there someone who helps the student get started? Does the student appear to know what to do? Does the student work independently on the assigned task?
- Look for specific procedures for set up and use that are known and followed by student and staff.
- Comment on teacher's interaction with students who use AT.
- If you want to know more about a specific type of AT, ask to have a specific student demonstrate his/her use of AT.

3. During informal contact with teachers:

- Listen for positive comments or appropriate questions about AT.
- Ask how things are going with the AT implementation.
- Listen for statements that indicate awareness of: (1) resources for help with AT questions or problems, (2) his/her role in managing AT use, and (3) need to plan for effective transition for the coming year.

4. During staff meetings:

- Ask for a volunteer to demonstrate effective AT use at staff meeting or board meeting.
- Compliment staff who are successfully implementing AT use in their classrooms
- Ensure that AT is included when discussing school goals, training needs, IT issues, and other school wide topics.