

AT	What surveys/info collection activities are being done to assess the training needs to support the fidelity of school-based support?	What capacity building activities have been done in these areas?	What types of activities are needed to support the fidelity of school based support?
		<i>Task</i>	
AT	<ul style="list-style-type: none"> • District wide survey • Questionnaires • Needs assessments • Action plans • PD evaluations • PD follow up • Classroom visits • Interviews • Surveys to staff with dedicated AT in classroom • Collaboration with FDLRS, FIN, TLC/MTSS & Project 10 	<ul style="list-style-type: none"> • District adoption of AT Consideration Checklist • Develop pre referral forms • Develop support materials/resources • Onsite technical assistance/modeling • AT Team/LATS Training • Parent Training • Team trainings are part of a series (3/4 days) with video feedback & coaching • PD: Online & Face to Face • PDA: AT • Attending ATIA • District awareness night • Scheduled monthly AT exploration & consultation from LATS team • Website & emails of “AT Tips” • Delivery of equipment/software • Camp • Demonstrations • Presentations at state & national conferences • Teaming with district programs: Pre-K ESE, SLP’s, VE, Multi to plan training and identify needs 	<ul style="list-style-type: none"> • Training/PD/PLCs CCSS & AAC, integration, AAC, consideration, strategy implementation, AT options for reading & writing • Mandated awareness training for all administrative, instructional and support staff recertification • Mandated AAC training for staff who administer FAA • Systemic plan to build capacity at school level • Basic AT tools, devices & software at all schools • Engineered classrooms • Training time for teachers to prepare materials and integrate strategies • Defined way to assure school teams have considered AT • Understanding implications if AT is not considered and implemented • Support staff/coaches to assist teachers in implementing AT • PD time during school day



			<ul style="list-style-type: none"> • Training modules for IEP teams • Resources • Coaching/Modeling • Identify needs district & school level • Funds
AIM	What surveys/info collection activities are being done to assess the training needs to support the fidelity of school-based support?	What capacity building activities have been done in these areas? <i>Task</i>	What types of activities are needed to support the fidelity of school based support?
AIM	<ul style="list-style-type: none"> • Surveys • Needs assessment • PD Evaluations • ESE IEP data for NIMAS and Accommodations • Action plans • Information gathered at student level when referred for assessment • Needs assessment to district administrators • Quarterly needs assessment – LATS • Grant implementation • Collaboration with FDLRS, FIN, TLC/MTSS 	<ul style="list-style-type: none"> • Training collaboration with FDLRS • Collaboration with district administration and program specialist to develop awareness and understanding • Workshop on available resources • Autism Conference • PAR training for ESE teachers • Training for district adopted software available to schools • Technical assistance to classroom teachers • Provided video supports in use of software and web based tools • District staff training • Flipped training, resources and 	<ul style="list-style-type: none"> • State guidelines, policies, language and resources for obtaining AIM • Better understanding of how to provide AIM at school, district and state level • State adoption of PALM • Increase understanding by compliance staff on who needs AIM and how to obtain • Training for state, region and district general education staff • Modeling to school based teams • PAR training • District and school follow up training • Change in copyright law



	& Project 10	<p>handouts, video and then face to face training with district placement specialist</p> <ul style="list-style-type: none"> • Participate on various committees and meetings to establish common language for including AIM across curriculum in general education and ESE classes • Develop district procedures for AIM/NIMAS • Collaborate with Instructional Materials Administrator and district staff to develop core understanding of AIM 	<ul style="list-style-type: none"> • Common sense legislation • Better technology for FCAT accommodations • Funding for accessible materials • More collaboration between discretionary projects
UDL	What surveys/info collection activities are being done to assess the training needs to support the fidelity of school-based support?	<p>What capacity building activities have been done in these areas?</p> <p><i>Task</i></p>	What types of activities are needed to support the fidelity of school based support?
UDL	<ul style="list-style-type: none"> • Needs assessment • Questionnaires • PD evaluations • PD follow up activities to see strategies in practice • Meet with LATS quarterly • Grant implementation • Classroom visits • Collaboration with 	<ul style="list-style-type: none"> • PD on principals of UDL • Support to 2 counties in the FDDC grant for UDL projects • SMART board training and technical assistance • Training to general education and ESE teachers on integrating technology, unpack standards and align smart notebook activities and iPad apps & curriculum 	<ul style="list-style-type: none"> • Adoption of regulations to require all local districts to use UDL in the development of curriculum and selection of instructional materials • State adoption of PALM (Purchase Accessible Learning Materials) Initiative – communicated to districts & publishers/vendors • State and district policies need to include “UDL” language in all policies and expectations



Region 3

	<p>FDLRS, FIN, TLC/MTSS and Project 10</p>	<ul style="list-style-type: none"> • District wide training on UDL and Differentiated Instruction • District license for Premier • School based training • UDL concepts and language incorporated in all PD • Presentations at district, local and national conferences • Teacher based support to incorporate UDL tech tools in the classroom • Collaboration with FDLRS center on PD 	<ul style="list-style-type: none"> • State assessments need to reflect UDL principles when determining student progress and mastery of skills • UDL training for district and state Bureau of K-12 Assessment office • Mandated training for ALL district and school administrative, instructional and support staff • Awareness trainings at state, district, school, classroom and community • Expanded training, beyond awareness • Ongoing coaching and technical assistance • Availability of tools for classroom teachers • Needs assessment at school level to identify staff concerns and needed supports • Priority for funding for technology for all students
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