

Assistive Technology in Texas Schools Series

Providing Assistive Technology Services: An Administrator's Perspective



The Assistive Technology Balanced Scorecard for Administrators

Assistive Technology in Texas Schools Series



Providing Assistive Technology: An Administrator's Perspective is a professional development module that was collaboratively developed by:

- Texas Assistive Technology Network led by Region 4 Education Service Center
- Texas Education Agency



Providing Assistive Technology: An Administrator's Perspective is a training module in the *Assistive Technology in Texas Schools Series* developed by the Texas Assistive Technology Network (TATN). Assistive technology is a decentralized function of the Texas Education Agency (TEA) with leadership provided by Region 4 Education Service Center (ESC). The network consists of representatives from each of the twenty educational service centers and TEA. For more information or to download the training modules, visit the TATN website at www.texasat.net. The Balanced Scorecard for Administrators is a self-evaluation tool to be used as a supplement to the training module.

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The Balanced Scorecard

What is the Balanced Scorecard?

The Balanced Scorecard (Kaplan & Norton, 1991) supports internal and external examination of various factors at play in an organization's progress toward meeting its mission. After a clear mission is developed for the organization, the Balanced Scorecard approach is used to examine the mission and consider factors that influence overall performance from four different points of view: Customer, Stakeholder, and Implementer Perspective; Internal Process Perspective; Financial Perspective; and, Learning, Growth, and Innovation Perspective. For each perspective, objectives related to the mission are identified and measures are developed that can be used to keep track of progress and show areas in which change is needed. A basic assumption of the Balanced Scorecard is that there is direct relationship between the four perspectives and that attention to all is required in order to provide a complete picture of what needs to be done to accomplish the mission. What happens or fails to happen in one perspective will impact each of the others.

- **Customer, Stakeholder, and Implementer Perspective** focuses on what an organization must be doing well to achieve the mission from the customer's perspective.
- **Internal Process Perspective** focuses on what an organization must be doing well internally to meet the customer's needs.
- **Financial Perspective** focuses on ensuring adequate funding and resources to sustain and improve the internal process.
- **Learning, Growth and Innovation Perspective** focuses on how an organization is innovating, improving, and learning in order to support success.

The Assistive Technology Balanced Scorecard for Administrators

The Assistive Technology Balanced Scorecard for Administrators is based on the following mission which was collaboratively developed by the team of AT providers and administrators who helped develop this resource guide:

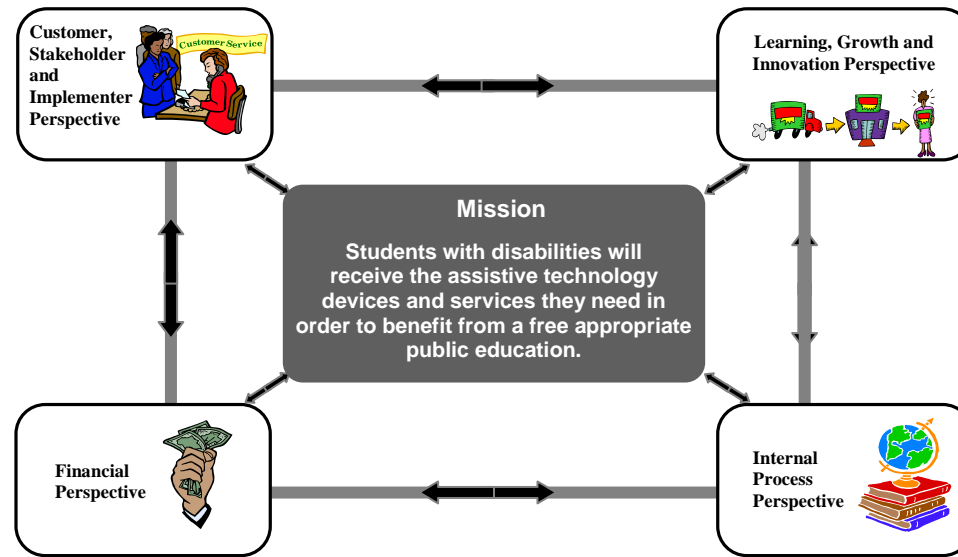
Students with disabilities receive the AT devices and services needed to participate in educational programs and benefit from FAPE.

Objectives related to this mission have been identified for each perspective. The objectives answer the question, "What is most important, from this perspective, to achieving the overall mission of assistive technology services in Texas schools?"

The following Administrators' Balanced Scorecard presents the objectives and measures for assistive technology developed from each perspective.

Reference:

Kaplan, R. & Norton, D. (1991), The balanced scorecard-measures that drive performance, Harvard Business Review, January-February, 71-79.



The Assistive Technology Balanced Scorecard: Five Stages of Capability

The Administrators' Balanced Scorecard for Assistive Technology Services was developed with five general ratings or stages of development that are used to rate progress toward each objective.* The ratings are broad generalizations, but can be used to identify the places where an Administrator may want to focus improvement efforts. Ratings are as follows:

Not Evident – No action has yet been taken. There is no strategy to address the objective. No measures have been identified to indicate progress.

Emergent - An objective that has a need for attention and improvement. The emergent objective is in the beginning stages on a developmental continuum. Measures may not yet be in place that can indicate progress toward the objective.

Islands – Measures indicate that an objective has isolated areas of excellence, but still needs attention and improvement. Some effective practices are in place, but they are not systemic in nature.

Integrated – Measures indicate that the objective is being met in many parts of the agency. Improvements are recommended, but they are limited in nature.

Exemplary – Measures indicate that the objective is being met in an outstanding fashion. Few improvements are necessary. Needed improvements will target refinements to existing activities.

*The basis of the rating system was adopted from the work of the International Society for Technology in Education's *Technology Support Index*, available at <http://tsi.iste.org/techsupport>.

Name: _____ District: _____ Campus: _____

Administrators' Balanced Scorecard Assistive Technology Services

Customer, Stakeholder and Implementer Perspective						
Objectives	Measures	Not Evident	Emergent	Islands	Integrated	Exemplary
Climate:		Variation #				
<ul style="list-style-type: none"> Promote high expectations for students with disabilities who use assistive technology (AT) 	<ul style="list-style-type: none"> Students who use AT show continuous improvement as measured by IEP goals, curriculum assessment measures and district and state assessment measures 	1	2	3	4	5
<ul style="list-style-type: none"> Develop and maintain a climate of collaboration, communication and continuous improvement 	<ul style="list-style-type: none"> Opportunities for collaboration, communication and continuous improvement are an established part of AT processes and operations 	1	2	3	4	5
<ul style="list-style-type: none"> Foster a school environment that has a low level of conflict and uses conflict resolution strategies when conflict arises 	<ul style="list-style-type: none"> The number of complaints and difficult IEPs that involve AT is reduced 	1	2	3	4	5
Collaboration:		Variation #				
<ul style="list-style-type: none"> Promote student and family involvement with AT devices and services 	<ul style="list-style-type: none"> The input of family members and students is solicited, recorded and used 	1	2	3	4	5
<ul style="list-style-type: none"> Coordinate AT services with other educational services and agencies 	<ul style="list-style-type: none"> There is documented evidence of ongoing AT collaboration with instructional technology, outside agencies and other AT providers 	1	2	3	4	5
<ul style="list-style-type: none"> Collaborate and plan with instructional technology (IT) on an ongoing basis 	<ul style="list-style-type: none"> The input of IT school personnel is solicited, recorded and used 	1	2	3	4	5
Advocacy:		Variation #				
<ul style="list-style-type: none"> Ensure equity of access to IT and AT 	<ul style="list-style-type: none"> Students with a wide variety of disabilities and skill levels have access to the IT and AT they need to receive FAPE 	1	2	3	4	5
<ul style="list-style-type: none"> Advocate for AT concerns at local, state and national levels 	<ul style="list-style-type: none"> Administrators' involvement in planning groups, committees, etc. where AT issues are addressed is documented 	1	2	3	4	5
Comments:						

Internal Process Perspective

Objectives	Measures	Not Evident	Emergent	Islands	Integrated	Exemplary
Legal Issues:		Variation #				
<ul style="list-style-type: none"> Ensure campus/district has clearly defined AT guidelines and processes 	<ul style="list-style-type: none"> The educational agency has written operating guidelines that are legal, ethical and written in accordance with district policies and state and federal statutes 	1	2	3	4	5
<ul style="list-style-type: none"> Ensure operating guidelines are broadly disseminated, understood and used 	<ul style="list-style-type: none"> Written guidelines are disseminated to all staff and ongoing training is provided as appropriate 	1	2	3	4	5
<ul style="list-style-type: none"> Ensure staff has knowledge of AT legal issues 	<ul style="list-style-type: none"> Ongoing training opportunities are provided 	1	2	3	4	5
Instructional Leadership:		Variation #				
<ul style="list-style-type: none"> Ensure AT processes are consistently used for all students 	<ul style="list-style-type: none"> There is documented evidence that written operating guidelines are used to ensure equitable access to AT devices and services for all students 	1	2	3	4	5
<ul style="list-style-type: none"> Ensure AT devices and services in the IEP are implemented for each student 	<ul style="list-style-type: none"> Progress reports to parents from teachers, related service providers, etc. show evidence of AT implementation 	1	2	3	4	5
<ul style="list-style-type: none"> Ensure use of AT is integrated into the curriculum 	<ul style="list-style-type: none"> There is evidence that students are using AT functionally and in customary environments 	1	2	3	4	5
<ul style="list-style-type: none"> Ensure staff supports student use of AT 	<ul style="list-style-type: none"> Staff's ability to support the use of AT is incorporated in staff evaluations and supervision 	1	2	3	4	5
Human Resource:		Variation #				
<ul style="list-style-type: none"> Ensure recruiting, hiring and retaining of a range of personnel with AT competencies 	<ul style="list-style-type: none"> Staff members are able to identify and fulfill their job responsibilities as they relate to AT knowledge and skills 	1	2	3	4	5
<ul style="list-style-type: none"> Include clear performance requirements for all personnel who provide AT services 	<ul style="list-style-type: none"> Written descriptions of job requirements that include knowledge, skills and responsibilities for staff members who provide AT services 	1	2	3	4	5
Comments:						

Financial Perspective

Objectives	Measures	Not Evident	Emergent	Islands	Integrated	Exemplary
Resources Provision:		Variation #				
<ul style="list-style-type: none"> Ensure sufficient human resources are available to meet student needs in a timely manner 	<ul style="list-style-type: none"> Student records indicate AT services were provided as indicated in the IEP 	1	2	3	4	5
<ul style="list-style-type: none"> Ensure sufficient physical resources are available to meet student needs 	<ul style="list-style-type: none"> AT devices are available to students who need them as indicated in the IEP 	1	2	3	4	5
<ul style="list-style-type: none"> Ensure sufficient time is available to school personnel to provide AT services to meet student needs 	<ul style="list-style-type: none"> Time needed to provide AT services is factored into determining staff workloads 	1	2	3	4	5
Fiscal Accountability:		Variation #				
<ul style="list-style-type: none"> Ensure AT services are cost-effective 	<ul style="list-style-type: none"> AT decisions are based on data collection and evidenced-based practices 	1	2	3	4	5
<ul style="list-style-type: none"> Ensure resources are managed efficiently 	<ul style="list-style-type: none"> IT and AT have integrated planning processes and integrated budgeting to the extent appropriate District/campus has a tracking system for equipment, repairs and maintenance 	1	2	3	4	5
Comments:						

Learning, Growth and Innovation Perspective

Objectives	Measures	Not Evident	Emergent	Islands	Integrated	Exemplary
Planning:		Variation #				
<ul style="list-style-type: none"> Ensure long-range goal development for the improvement of AT services 	<ul style="list-style-type: none"> There is a documented long-range plan for AT services with continuous monitoring of the implementation of the plan 	1	2	3	4	5
<ul style="list-style-type: none"> Ensure planning is ongoing and collaborative 	<ul style="list-style-type: none"> AT is integrated into instructional technology plans and district/campus improvement plans 	1	2	3	4	5
<ul style="list-style-type: none"> Ensure planning addresses the needs of all stakeholders 	<ul style="list-style-type: none"> There is documented evidence that all stakeholders including staff, families and students are involved in planning 	1	2	3	4	5
Program Improvement:		Variation #				
<ul style="list-style-type: none"> Ensure accountability for student progress 	<ul style="list-style-type: none"> The AT program is evaluated on a regular basis to determine the impact in terms of student learning results 	1	2	3	4	5
<ul style="list-style-type: none"> Implements evidence-based practices in AT services 	<ul style="list-style-type: none"> The results of the use of evidence-based practices are included in program evaluation 	1	2	3	4	5
Professional Development:		Variation #				
<ul style="list-style-type: none"> Ensure all staff has appropriate levels of AT knowledge and skills for individual job responsibilities 	<ul style="list-style-type: none"> There is evidence of a variety of ongoing professional development opportunities regarding AT devices and services for all staff 	1	2	3	4	5
<ul style="list-style-type: none"> Ensure all staff has appropriate levels of knowledge of AT legal issues, policies, procedures and guidelines 	<ul style="list-style-type: none"> There is evidence of ongoing professional development opportunities regarding legal issues, policies, procedures and guidelines 	1	2	3	4	5
Comments:						

Assistive Technology Balanced Scorecard for Administrators Summary Sheet

Directions: After variations are identified for each measure, transfer numbers to this summary sheet. Enter variation numbers to the right of the appropriate measure. All sections should be completed.

Name: _____ District: _____

Campus: _____

Customer, Stakeholder and Implementer Perspective	
Measures	Variation #
Students who use AT show continuous improvement as measured by IEP goals, curriculum assessment measures and district and state assessment measures	
Opportunities for collaboration, communication and continuous improvement are an established part of AT processes and operations	
(3) The number of complaints and difficult IEPs that involve AT is reduced	
(4) The input of family members and students is solicited, recorded and used	
There is documented evidence of ongoing AT collaboration with instructional technology, outside agencies and other AT providers	
(6) The input of instructional technology educators is solicited, recorded and used	
Students with a wide variety of disabilities and skill levels have access to the IT and AT they need to receive FAPE	
(8) Administrator's involvement in planning groups, committees, etc. where AT issues are addressed is documented	
(9) Comments:	
Internal Process Perspective	
Measures	Variation #
The educational agency has written operating guidelines that are legal, ethical and written in accordance with district policies and state and federal statutes	
(2) Written guidelines are disseminated to all staff and ongoing training is provided as appropriate	
(3) Ongoing training opportunities are provided	
There is documented evidence that written operating guidelines are used to ensure equitable access to AT devices and services for all students	
Progress reports to parents from teachers, related service providers, etc. show evidence of AT implementation	
(6) There is evidence that students are using AT functionally and in customary environments	
(7) Staff evaluations document assessment of staff members' AT skills	
Staff members are able to identify and fulfill their job responsibilities as they relate to AT knowledge and skills	
Written descriptions of job requirements that include knowledge, skills and responsibilities for staff members who provide AT services	
(10) Comments:	

Financial Perspective

Measures	Variation #
(1) Student records indicate AT services were provided as indicated in the IEP	
(2) AT devices are available to students who need them as indicated in the IEP	
(3) Time needed to provide AT services is factored into determining staff workloads	
(4) AT decisions are based on data collection and evidenced-based practices	
(5) IT and AT have integrated planning processes and integrated budgeting to the extent appropriate District/campus has a tracking system for equipment, repairs, and maintenance	
(6) Comments:	

Learning, Growth and Innovation Perspective

Measures	Variation #
(1) There is a documented long-range plan for AT services with continuous monitoring of the implementation of the plan	
(2) AT is integrated into instructional technology plans and district/campus improvement plans	
(3) There is documented evidence that all stakeholders including staff, families, and students are involved in planning	
(4) The AT program is evaluated on a regular basis to determine the impact in terms of student learning results	
(5) The results of the use of evidence-based practices are included in program evaluation	
(6) There is evidence of a variety of ongoing professional development opportunities regarding AT devices and services for all staff	
(7) There is evidence of ongoing professional development opportunities regarding legal issues, policies, procedures and guidelines	
(8) Comments:	