



Center on  
Inclusive Technology  
& Education Systems

# The Center on Inclusive Technology & Education Systems (CITES) at CAST:

## Resources for Partners

Presented by Krystle Merry, MS. Ed., NBCT., RBT  
CEC DADD January 17, 2024

FREEBIE: Digital and Printable Token Boards

[krystlemerry.com/freebies/](https://krystlemerry.com/freebies/)

## Mission:

CAST leads, inspires and convenes a global community to design equitable, inclusive learning experiences through our Universal Design for Learning framework.

## Vision:

We envision a world where all learning experiences in school, the workplace, and life are intentionally designed to elevate strengths and eliminate barriers so everyone has the opportunity to grow and thrive.

# Accessibility Commitment

## Understandable

- Clear structure and layout
- Consistent formatting
- Effective use of images

## Robust

- Checked for accessibility using an accessibility check **built into PowerPoint**

## Perceivable

- Alt text on images
- High color contrast
- Readable font

## Operable

- Distinct slide titles
- Shortened links with descriptive back-halves

# Creative Commons



Resource created by [The Center on Inclusive Technology & Education Systems](#) at [CAST](#) and licensed under a [Creative Commons Attribution 4.0 International License](#). All other rights reserved related to third party content. Resource contact(s): [Maggie Pickett](#).

# Session Facilitator



Ph.D. Candidate and Instructor in Special Education Curriculum and Instruction at the University of Arkansas

CITES at CAST Intern 2022 & Contract Qualitative Researcher in 2023

## [Internship Opportunities at CAST](#)

Department of Education Office of Special Education Programs (OSEP) Intern in 2023

## [An Introductory Guide and Resources for Creating Accessible Documents and Presentation Materials](#)

14 years of experience in education, 8 years in special education

Research in inclusive technology systems and special education services in virtual and online learning environments.

National Board-Certified Teacher (NBCT) – Exceptional Needs Specialist

# OSEP Technology Grant Funding

Office of Special Education  
Programs (OSEP) Upcoming Grants



Office of Special Education  
Programs (OSEP) Technology  
Grants



# CITES Follow-Up Interest and Questions



Maggie Pickett, CITES Project Director  
Senior Technical Assistance Specialist  
[mpickett@cast.org](mailto:mpickett@cast.org)




Christine Fox, VP of Operations at CAST  
CITES Co-Project Director  
Senior Technical Assistance Specialist  
[cfox@cast.org](mailto:cfox@cast.org)

# Our Partner Organizations



Pioneers in the development of Universal Design for Learning, CAST's mission is to reduce barriers and build opportunity for all learners to succeed. CAST achieves this by helping educators and organizations apply insights from the learning sciences and leading-edge practices to educational design and implementation.

Visit CAST 



Evergreen Evaluation & Consulting works collaboratively to develop evaluation strategies that provide ongoing formative and summative feedback that informs teams of progress and ensures the quality, relevance, and usefulness of products.

Visit EEC 




CoSN is the premier membership organization designed to meet the needs of K12 education technology leaders, representing over 13 million students in school districts/systems nationwide and continues to grow as a powerful and influential voice in K-12 education. CoSN's resources support the entire IT team in a school system/district and offers members the opportunity to access their peers, thought leadership, and participate in local chapters.

Visit CoSN 



The Center for Parent Information & Resources (CPIR) is a hub of information and products for the national network of federally funded Parent Training and Information Centers (PTIs) and Community serving families of children with disabilities.

Visit CPIR 




The Assistive Technology Industry Association (ATiA) is the global leader in assistive technology (AT) education and research and the premier organization for AT manufacturers, sellers and providers. The ATiA's mission is to serve as the collective voice of the assistive technology industry to help ensure that the best products and services are delivered to persons with disabilities.

Visit ATiA 

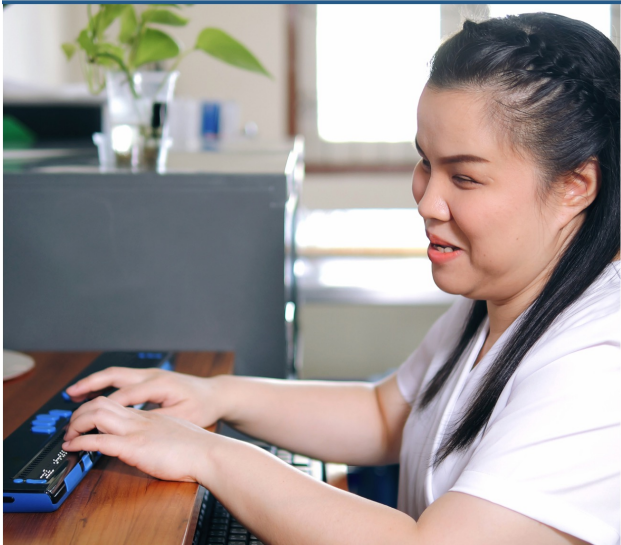
# New OSEP Funded Resources

## Rhonda Weiss Center Accessible Data



**RHONDA WEISS CENTER**  
FOR ACCESSIBLE IDEA DATA

[Home](#) [About](#) [Team](#) [Events](#) [Resources](#) [Newsletter](#)




### Improving state capacity to make data accessible.

The Rhonda Weiss Center for Accessible IDEA Data assists states in meeting their data demands. Our technical support promotes dynamic, accessible data formats. This results in improved educational outcomes for the communities we serve.

Learn More →

<https://www.weissta.org/>

## DCMP Sign Language Captioning



Described and Captioned  
Media Program

Search

[Media Center](#) [Learning Center](#) [eLearning](#) [Partners](#) [About DCMP](#)

Described and Captioned  
Media Program


Search

Browse 13

Account

[Media Center](#) [Learning Center](#) [eLearning](#) [Partners](#) [About DCMP](#)

### Meet the Helpers: Paramedic



Learn more about how paramedics serve communities and neighborhoods. They respond to medical emergencies by assessing patients. Part of the "Meet the Helpers" series.

Drag to Position

Greater Accessibility Through DCMP's ASL Pop-Up

We're adding American Sign Language translation to hundreds of videos with our upgraded ASL Pop-up!

Learn More







### Resources for School Personnel, Families, Students, and Content Creators

DCMP provides a streaming library of [accessible education videos](#), teaching tools, and [professional development opportunities](#). We [partner](#) with educational content creators to provide high-quality [captioning](#), audio description, and American Sign Language (ASL) translation.

Families and school personnel who have at least one early learner-Grade 12 child with a disability qualify for free DCMP membership. Educational professionals in training also qualify.

Professional development opportunities are available to members, and many eLearning resources are available to everyone.

<https://dcmp.org/>



@CAST\_UDL | #CITES

[krystlemerry.com/presentations](https://krystlemerry.com/presentations)

# This Session's Objectives

Begin our **QUEST** towards inclusive technology systems in our schools, districts, and communities.

- Define **inclusive technology**.
- Locate implementation guides based on **your role** to support your inclusive technology quest on [cites.cast.org](https://cites.cast.org)
- Understand how to use the **guides** to begin working toward inclusive technology systems in their district.
- Complete a practice **self-assessment** in Teaching or Leadership
- Understand how to use the self-assessment **as a team** to build **inclusive** technology systems

# What is a Quest?

**By definition, a quest is**

- A journey to achieve a goal or complete a task.
- A long and difficult effort to find or do something.
- A search or pursuit made to find or obtain something.
- An adventurous expedition undertaken to secure or achieve something.

# CITES at DADD 2024 Treasure Map



Link to Home Base  
Word Doc  
View Only  
Download Copy

The "[treasure map](#)" or home base document is your one-stop-shot to all session materials and summaries of content.

Scan the **QR Code** and bookmark and save this site for the remainder of the presentation.

## CITES at DADD 2024 Treasure Map – Home Base

### Agenda

1. Welcome and Logistics
2. An overview of CITES.
3. Define inclusive technology.
4. CITES' guides based on role.
5. CITES' self-assessment based on role.
6. Resources, resources, resources
7. Next steps

### Main Presentation Resources

- Slide deck
- [Checkpoints 1-5](#) (view only, download copy to edit)
- [CAST Website](#)
- [CITES Website](#)
- [Building a Foundation for Inclusive Technology Systems Video Series](#)
- [Get Started with the CITES Framework](#)
- [CITES Community of Practice](#)

### Speaker

[Krystle Merry, University of Arkansas, CAST](#)

### Program Directors

[Maggie Pickett, CAST](#)

Maggie Pickett, CITES Project Director

Senior Technical Assistance Specialist

[mpickett@cast.org](mailto:mpickett@cast.org)

[Christine Fox, CAST](#)

Christine Fox, VP of Operations at CAST

CITES Co-Project Director

# Where do you start **your** quest?



# CITES at DADD Checkpoints 1-5

See the printout for today or in the Home Base document for a digital copy to download.

Complete each Checkpoint on "your map" as we go throughout the session.

Sharing is caring! Please feel free to share your thoughts and responses throughout the session.

## CITES at DADD 2024 Checkpoints

**Checkpoint 1:** How would you describe inclusive technology? What does it look, feel, or sound like?

**Checkpoint 2:** After viewing the video, how would you now describe inclusive technology or what would you add or change to your definition.

**Checkpoint 3:** What are some of the "silos" in your district or school related to inclusive technology? or

What are some ways your district or school have broken silos to improve inclusive technology?

**Checkpoint 4:** If your district or school was to participate as a Knowledge Development district, which area would you recommend to your team and why?

If you don't work for a district or school, what area are you most interested in exploring and why?

**Framework Components:** Leadership, Teaching, Assessment, Infrastructure, Learning, or Families

**Checkpoint 5:** What are your next steps? How do you plan to use today's session in any capacity moving forward?

# Checkpoint 1

How would you describe inclusive technology?  
What do it look, feel, or sound like?



Link to Home Base

# The What and Why of Inclusive Technology



Inclusive Technology Series

 CITES

## Checkpoint 2

After viewing the video, how would you now describe inclusive technology, or what would you add or change to your definition?



Link to Home Base

# What are inclusive technology systems?



A balanced and inclusive technology system examines assistive technology (AT), educational technology (EdTech), and information technology (IT) as part of a technology ecosystem.

CITES at CAST



## Center on Inclusive Technology & Education Systems

- CITES 1.0 (2018-2023)
- CITES 2.0 (2024-2029)
- **Technical Assistance** and Dissemination Center
- Help districts and schools build inclusive technology **systems**

**Bonus Question: What is a "system" in education?**

# The goal of CITES

Empower districts to **create and sustain inclusive technology ecosystems** that **foster intentional collaboration between**

- EdTech & Instructional Tech,
- Assistive Tech, and
- InfoTech

to benefit students with disabilities and all students.



# Creating Inclusive Technology Systems

## Current Reality

Technology systems have separate values, data, and knowledge, but helping children learn in different ways.



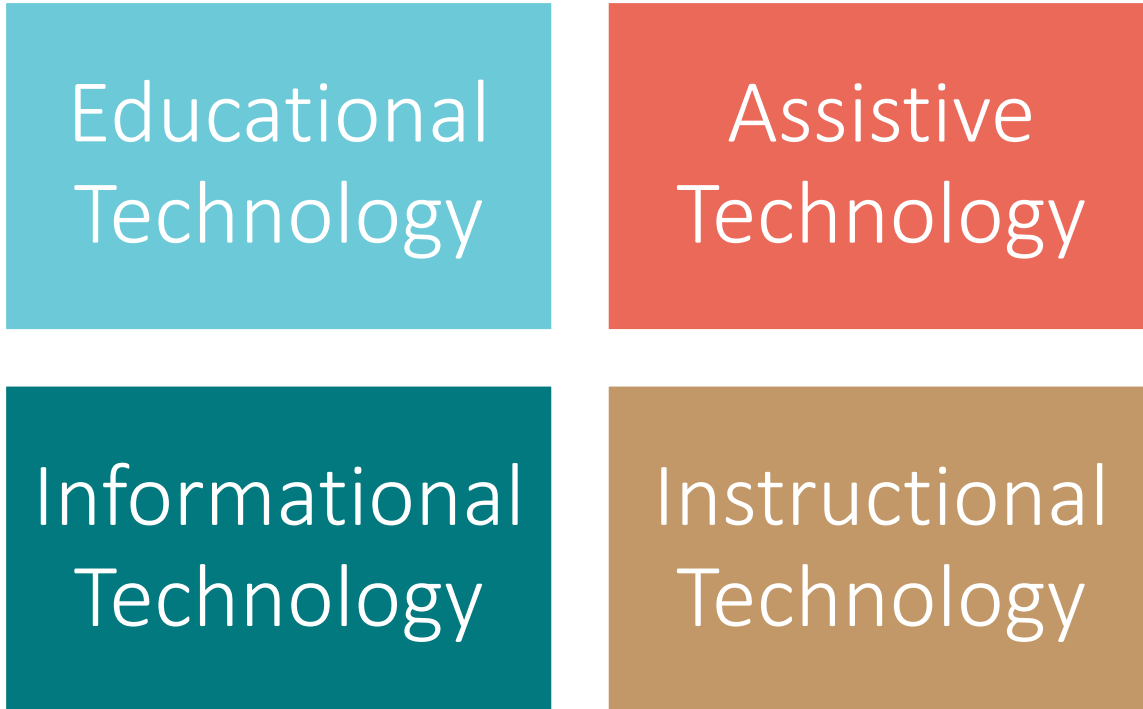
## Our Goal

A supported system of collaboration across technology departments with shared values, data, and knowledge. Helping **all** children learn.

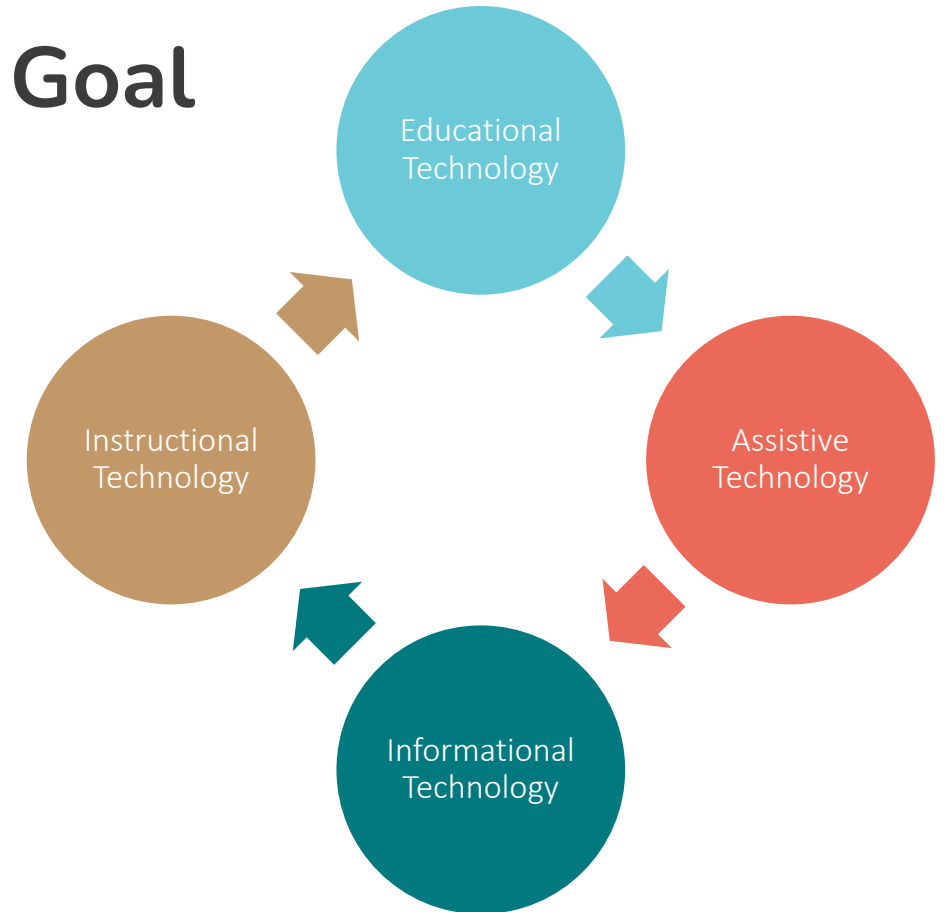


# Creating Inclusive Technology Systems

## Current Reality



## Our Goal

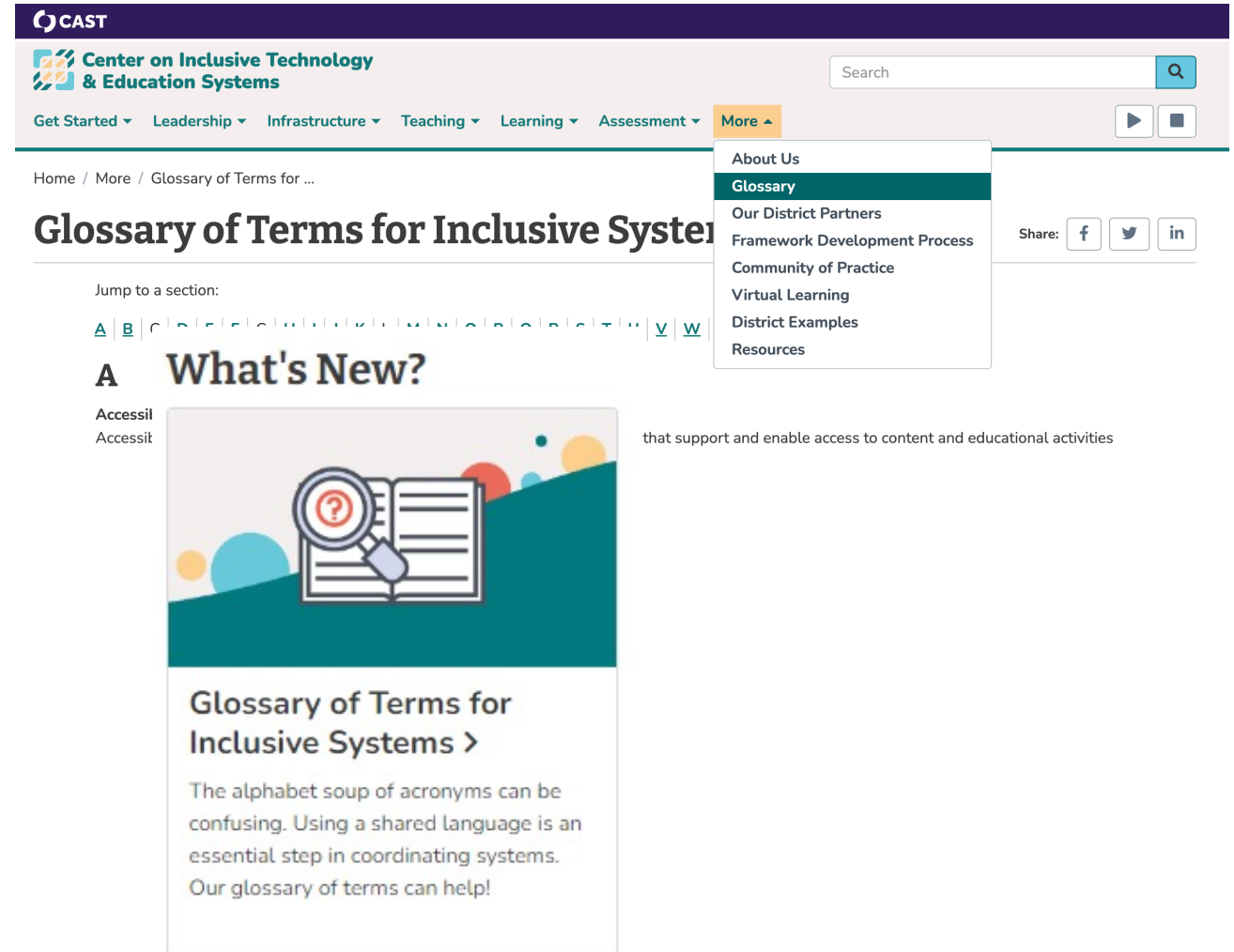


# Glossary of Terms for Inclusive Systems

Create a cohesive and **inclusive technology-enhanced language**.

- Assistive Technology
- Educational Technology
- Informational Technology

Using a shared language is an essential step in coordinating systems. The glossary of terms can help create a uniform terminology.



## Building a Foundation for Inclusive Technology Systems



# Cultivating a Culture of Inclusive Practices



Center on  
Inclusive Technology  
& Education Systems

## Checkpoint 3

What are some of the "silos" in your district or school related to inclusive technology?

OR

What are some ways your district or school have broken silos to improve inclusive technology?



Link to Home Base

# An Overview of the CITES Framework

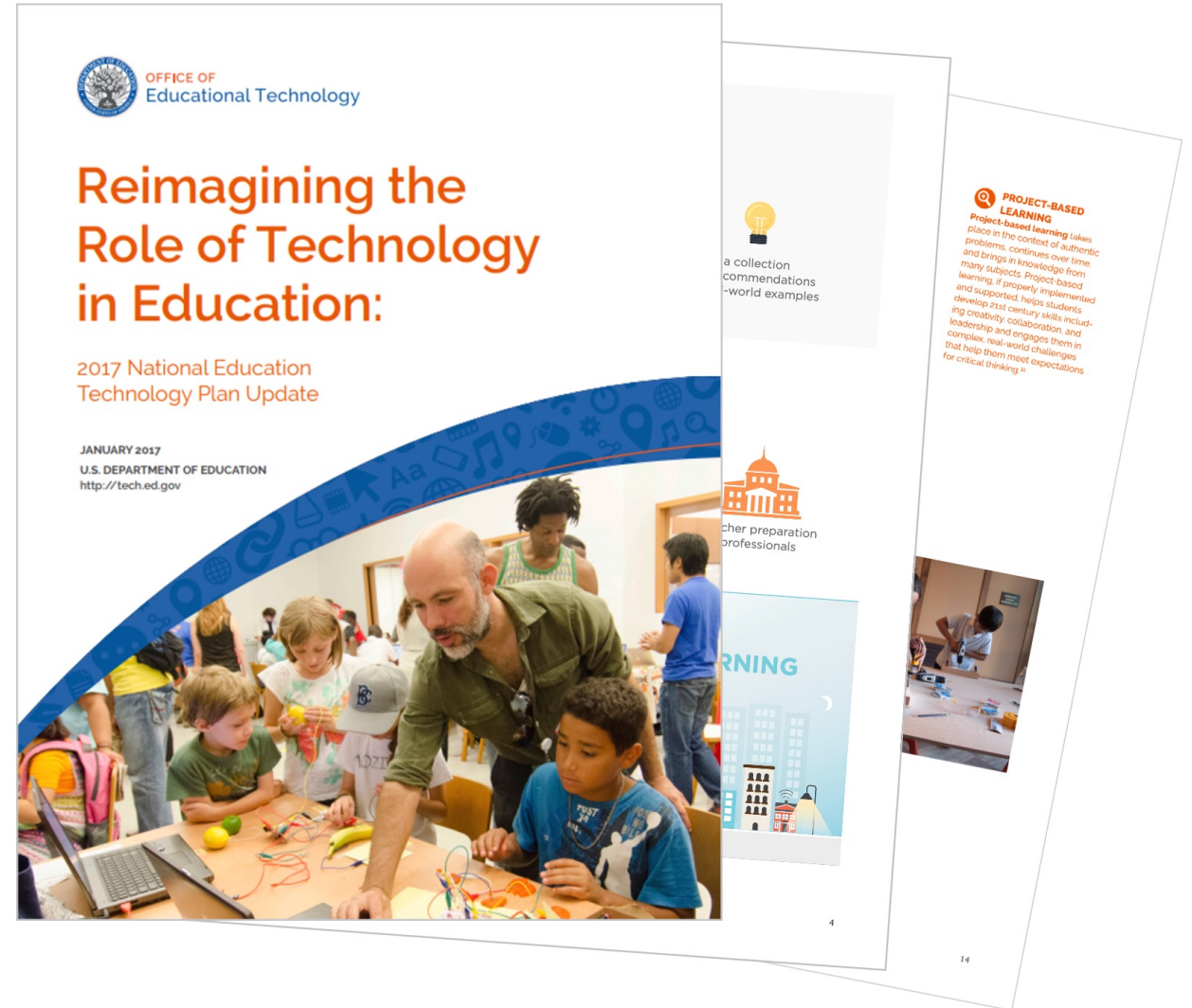
Where did we start **our** quest?



# Enhancing the NETP

## National Education Technology Plan

\*\*2024 NETP to be  
released the week of  
January 22.



# The CITES Framework



**Leadership**



**Infrastructure**



**Teaching**



**Learning**



**Assessment**



**Family**

# Building a Foundation for Inclusive Technology Systems



## The CITES Framework



Center on  
Inclusive Technology  
& Education Systems

# CITES Framework Overview

## CITES Framework Overview Document

- Overview,
- Practices,
- Essential Questions, and
- Action Steps

Teaching	When districts set expectations for educators to create learner-centered experiences using technology, including accessible educational materials (AEM) and assistive technologies (AT), they meet the needs of all students.	<a href="#">Develop Technology Competencies</a> <a href="#">Design Learner-Centered Experiences</a> <a href="#">Enhance Technology Skills</a> <a href="#">Engage Families in Teaching Practices</a>	<ul style="list-style-type: none"><li>• Are there measurable technology competencies established with embedded growth and networking opportunities for educators?</li><li>• Does the district provide training opportunities for educators, students, and families in accessible educational materials and assistive technologies?</li><li>• Does the district provide opportunities for educators to collaborate in the design and delivery of learning experiences through technology?</li></ul>	<p>The district provides guidance for educators to encourage families to advocate for re.</p> <p>e district provides guidance to educators to support families and students with a e students' transitions to becoming self-advocates and self-determined young</p>
----------	---	--	--	---

### Teaching

#### Develop Technology Competencies

- **Establish technology competencies:** Technology competencies for educators are established as part of the evaluation.
- **Provide opportunities to work toward competencies:** Educators work toward the technology competencies established by the district.
- **Provide training on accessible educational materials:** Educators are provided opportunities to learn how to design learning experiences using accessible educational materials.
- **Provide training on assistive technology (AT):** Educators are provided opportunities to learn how to support the use of AT during learning experiences, as aligned to the district's technology competencies.

#### Design Learner-Centered Experiences

- **Provide opportunities to design and deliver:** The district provides opportunities for educators to learn how to proactively design and deliver learner-centered experiences using technology.
- **Provide opportunities to collaborate:** The district provides opportunities for educators to proactively collaborate across special and general education in the design and delivery of learning experiences.
- **Provide opportunities to use AT:** The district provides opportunities for educators to proactively collaborate across special and general education in the design and delivery of learning experiences.

#### Enhance Technology Skills

- **Provide job-embedded growth opportunities:** The district provides educators with job-embedded professional learning and growth opportunities to enhance technology knowledge and skills for designing and delivering accessible, learner-centered experiences.
- **Provide networking opportunities:** The district provides educators opportunities to participate in meaningful professional learning communities or networks to enhance inclusive technology knowledge and skills for designing and delivering accessible, learner-centered experiences.

#### Engage Families in Teaching Practices

- **Provide guidance for communicating with families:** The district provides educators guidance for engaging in regular communication regarding instruction with families of students with disabilities using bi-directional and familiar means (i.e., text message, email, etc.).
- **Provide guidance for engaging families in accommodation planning:** The district encourages educators to include families in a collaborative planning process to help inform educational accommodations and support for their child's

# Framework Development Process

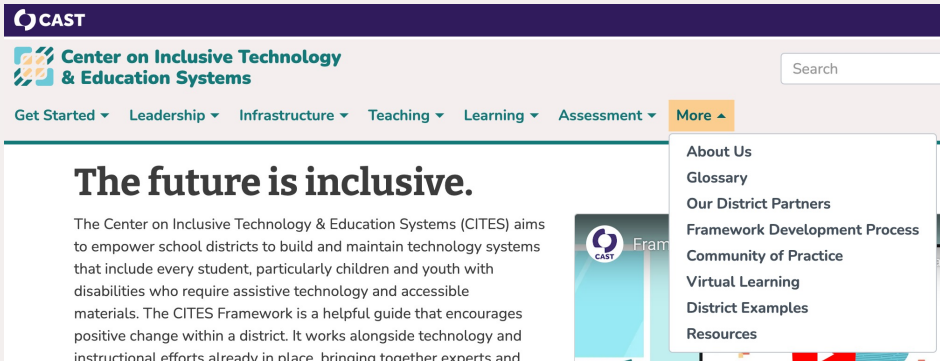
1. Knowledge Development
2. Framework Development
3. Evidence Review across each Practice
4. Recurring Adaptation to Framework

Learn more at  
[bit.ly/FrameworkDevelopment](https://bit.ly/FrameworkDevelopment)



# Framework Development Districts

- Florence One Schools
- Grossmont Union High School District
- Hayward Community School District
- Jenks Public Schools
- Laramie County School District
- Wethersfield Public Schools



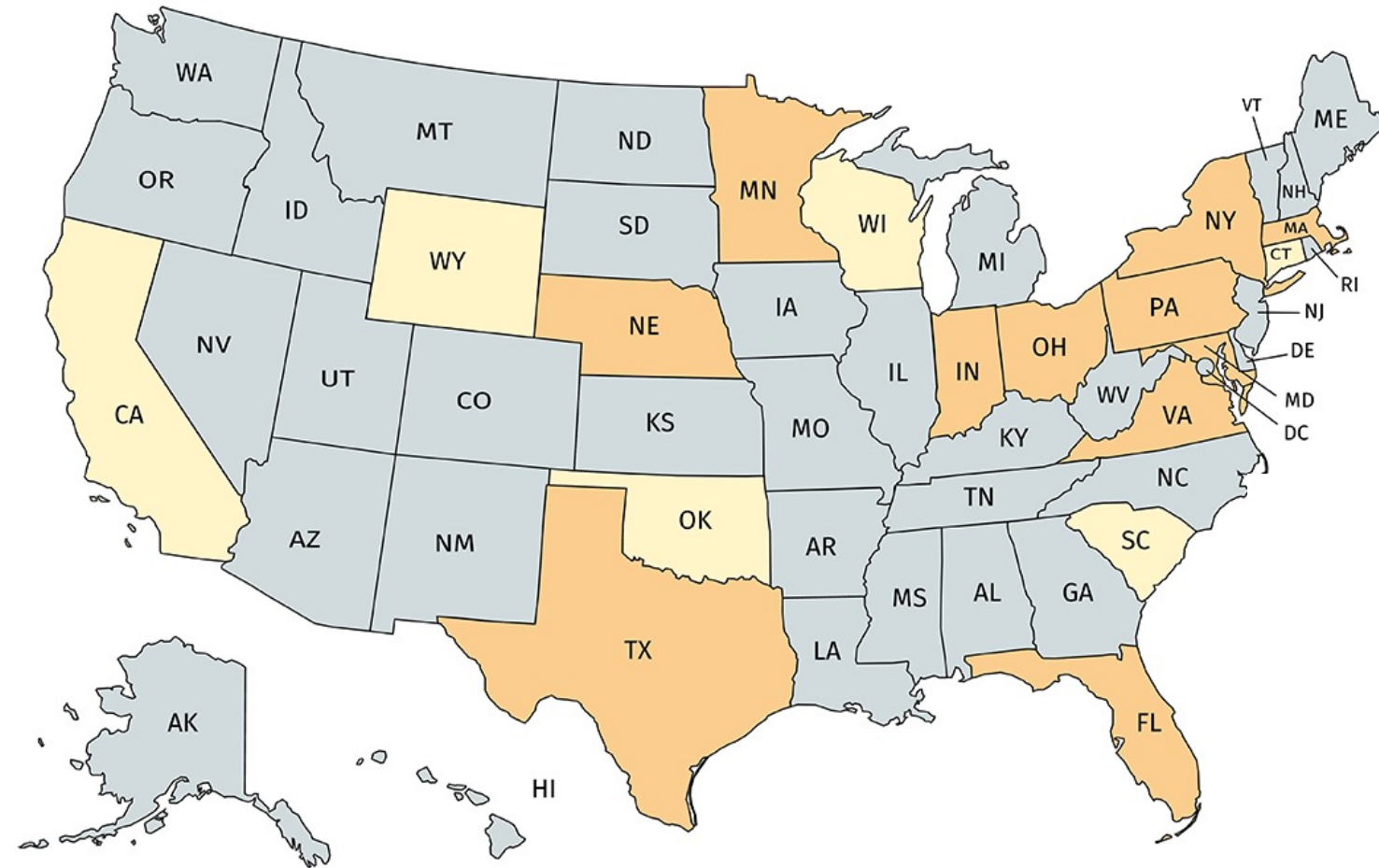
**CAST**  
Center on Inclusive Technology & Education Systems

Get Started ▾ Leadership ▾ Infrastructure ▾ Teaching ▾ Learning ▾ Assessment ▾ More ▾

### The future is inclusive.

The Center on Inclusive Technology & Education Systems (CITES) aims to empower school districts to build and maintain technology systems that include every student, particularly children and youth with disabilities who require assistive technology and accessible materials. The CITES Framework is a helpful guide that encourages positive change within a district. It works alongside technology and instructional efforts already in place, bringing together experts and

- About Us
- Glossary
- Our District Partners
- Framework Development Process
- Community of Practice
- Virtual Learning
- District Examples
- Resources



**CITES Partner Districts**

- Framework Development
- Knowledge Development (California is both)

# Knowledge Development Districts

## Teaching, Learning, & Assessment

- Baltimore County Public Schools: Baltimore, Maryland
- Brazosport ISD: Clute, Texas
- Bristol Township School District: Bucks County, Pennsylvania
- Commonwealth Charter Academy: Online, Pennsylvania
- Fridley Public Schools: Fridley, Minnesota
- Loudoun County Public Schools: Ashburn, Virginia
- NYC Public Schools: New York, New York
- Sheldon ISD: Houston, Texas
- Ysleta Independent School District: El Paso, Texas

## Leadership

- Bartholomew Consolidated School Corporation: Columbus, Indiana
- Bellevue Public Schools: Bellevue, Nebraska
- Bethlehem Central School District: Bethlehem, New York
- Cincinnati Public Schools: Cincinnati, Ohio
- Intermediate District 287: Plymouth, Minnesota
- Levy County School District: Bronson, Florida
- Newburgh Enlarged City School District: Newburgh, New York
- Olentangy Local Schools: Lewis Center, Ohio
- Poway Unified School District: San Diego, California
- Tomball Independent School District: Tomball, Texas
- Weymouth Public Schools: Weymouth, Massachusetts

# Knowledge Development Districts

## Virtual

- Eschool Garnet Valley: Glen Mills, PA
- Fairfax County Public Schools: Fairfax, VA
- Fort Smith Schools: Fort Smith, AR
- Greater Commonwealth Virtual School: Greenfield, MA
- North Carolina Virtual Public School: Raleigh, NC
- Mountain Heights Academy: West Jordan, UT
- Virtual Learning Academy Charter School: Exeter, NH

## Infrastructure

- Bartholomew Consolidated School Corporation: Columbus, IN
- Fairfax County Public Schools: Fairfax, VA
- Francis Howell School District, St. Charles County, MO
- Garnett Valley School District: Glen Mills, PA
- Hampton Township: Allison Park, PA
- Special School District of St. Louis County: St. Louis, MO
- Tigard Tualatin School District, Tigard Tualatin, OO

## Family Engagement

- Hampton Township: Allison Park, PA
- Vermont Virtual Learning Cooperative: Springfield, VT
- Orting School District: Orting, WA

# Interested in Becoming a Knowledge or Framework 2.0 Development District?

## Grossmont's Story

Home / Grossmont Union Hig...

### Grossmont Union High School District's Story

Share: [f](#) [t](#) [in](#)



Throughout the [CITES framework development process](#), Grossmont consistently looked forward to the district's future as a leader in inclusive technology and continually created opportunities for procurement, training, and building infrastructure, centered around the current and anticipated needs of students, educators, and families. This included a "technology roadmap," with detailed short- and long-term goals, benchmarks, timelines, district self-assessments, and progress and performance reviews.

#### Planning for Procurement



## Jenk's Story

### Jenks' Public Schools Story

Share: [f](#) [t](#) [in](#)



Since 2020, Jenks' leadership team has been actively committed to creating and sustaining a more inclusive technology system through collaboration across all technology departments, including educational technology (EdTech), information technology (IT), and assistive technology (AT). Jenks has consistently shown exceptional, innovative progress across all practices in leadership, infrastructure, teaching, learning, and assessment frameworks.

#### Developing a Comprehensive Technology Plan

Throughout the district's work with CITES and the CITES self-assessments, one of the most



# Interested in Becoming a Knowledge or Framework 2.0 Development District?

## District Examples

### Multiple District Examples

#### Across:

- Leadership
- Teaching
- Learning
- Assessment

The screenshot shows the CITES website with a navigation bar including links for 'Get Started', 'Leadership', 'Infrastructure', 'Teaching', 'Learning', 'Assessment', and 'More'. A dropdown menu is open under 'More', listing 'About Us', 'Glossary', 'Our District Partners', 'Framework Development Process', 'Community of Practice', 'Virtual Learning', 'District Examples' (highlighted), and 'Resources'. The main content area is titled 'District Examples' and includes an introductory paragraph about district partner stories. Below this, there are two 'Case Story' boxes: 'Building an Inclusive Technology Ecosystem' for BCSC and 'Supporting Inclusive Remote Learning for All' for Tomball Independent School District. At the bottom, a 'Leadership Vignettes' section lists 'Poway Unified's Story' and 'Intermediate District 287's Story'.

Center on Inclusive Technology & Education Systems

Get Started ▾ Leadership ▾ Infrastructure ▾ Teaching ▾ Learning ▾ Assessment ▾ More ▾

Home / More / District Examples

## District Examples

Throughout the CITES framework, we've sprinkled stories from our district partners to show how they've implemented the framework. Access the [leadership](#), [infrastructure](#), [teaching](#), [learning](#), and [assessment](#) examples below the vignettes to explore the CITES framework from a district perspective.

### Leadership

Case Story

#### Building an Inclusive Technology Ecosystem

The Bartholomew Consolidated School Corporation (BCSC) implemented a technology plan grounded in the Universal Design for Learning (UDL) framework so that technology helps to remove barriers and addresses individual learning needs of each student.

[Download BCSC's Story](#) ▾

Case Story

#### Supporting Inclusive Remote Learning for All

Based on data, the Tomball Independent School District leadership laid the foundation for an inclusive technology ecosystem so that struggling students could benefit from accessible technology resources even if they did not have an individualized education program (IEP) or 504 plan.

[Download Tomball's Story](#) ▾

### Leadership Vignettes

- [Poway Unified's Story](#)  
Poway Unified School District | San Diego, CA  
The EdTech, AT and IT teams worked together to have streamlined technology integration and improved efficiency in the delivery of instruction for teachers and students.
- [Intermediate District 287's Story](#)  
Intermediate District 287 | Plymouth, MN

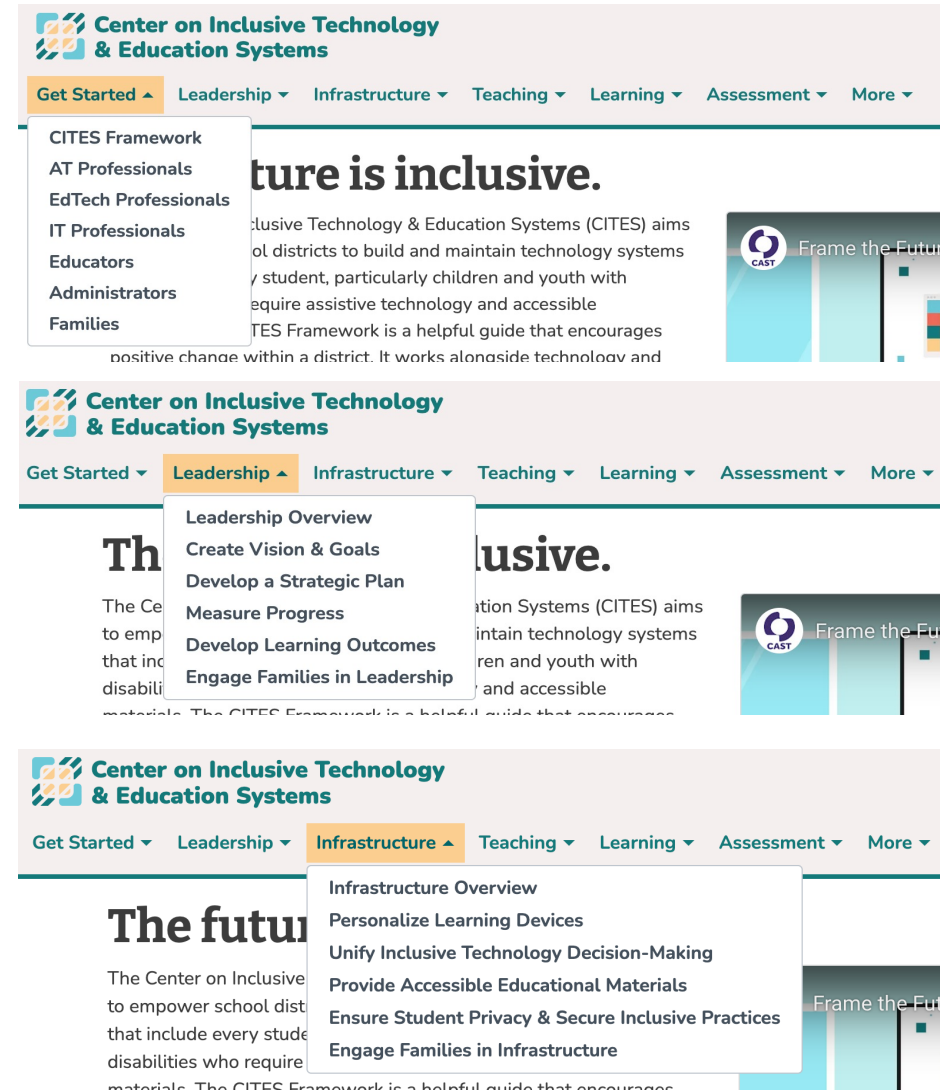
# Families are at the center.

Meaningful family involvement is fostered when **students, parents, and families** are at the **center** of the district's technology systems. CITES involves **parent and caregiver feedback** in all aspects of our work.



# Families in CITES

- Getting Started for Families
- Engaging Families in Leadership
- Engaging Families in Infrastructure
- Engaging Families in Teaching
- Engaging Families in Learning
- Engaging Families in Assessment



## Building a Foundation for Inclusive Technology Systems



# Inclusive Technologies in MTSS



Center on  
Inclusive Technology  
& Education Systems

## Checkpoint 4

If your district or school was to participate as a Knowledge Development district, which area (Leadership, Teaching, Assessment, Infrastructure, Learning, or Families) would you recommend to your team?

If you don't work for a district or school what area are you most interested in exploring?



Link to Home Base

# Let's dive into some guides and assessments.



# Resources

## For Leadership:

- [Leadership Guide](#)
- [Leadership Self-assessment](#)

## For Educators:

- [Teaching Guide](#)
- [Teaching Self-assessment](#)

Center on Inclusive Technology & Education Systems

Get Started ▾ Leadership ▾ Infrastructure ▾ Teaching ▾ Learning ▾ Assessment ▾ More ▴

Home / More / Resources

## Resources

Our resources are developed with our [Framework Development and Knowledge Development](#) evidence-based practices for creating and sustaining inclusive technology ecosystems in schools.

Download our Literature Review on Teaching, Learning, & Assessment Practices for Inclusive Technology and Education Systems

Download our Literature Review on Family Engagement ▾

### CITES Framework Field Guides

[Save](#)

**CITES Framework Field Guide for Leadership**

This downloadable guide will walk individuals and teams through building effective **leadership structures** that promote inclusive technology and education systems.

[Download the Leadership Guide ▾](#)

[Download the Leadership Self-Assessment ▾](#)

**CITES Framework Field Guide for Teaching**

This downloadable guide will walk individuals and teams through building effective **teaching practices** that promote inclusive technology and education systems.

[Download the Teaching Guide ▾](#)

[Download the Teaching Self-Assessment ▾](#)

# Roles

## For Leadership:

**Examples:** District and building administrators, AT leads, Directors of EdTech, Directors of Teaching and Learning, Chief Information Officers, or anyone interested.

- [Leadership Guide](#)
- [Leadership Self-assessment](#)

## For Teaching:

**Examples:** District and Building Administrators, Assistive Technology Specialists or Special Education Technologists, Education Technologists, or Digital Learning Specialists, Directors of Teaching and Learning, and/or Curriculum Directors, Teacher Leaders or Instructional Coaches, Teachers, Chief Information Technology Officers, or anyone interested.

- [Teaching Guide](#)
- [Teaching Self-assessment](#)

# Guides & Self-Assessments

The guides and self-assessments are also great for integration into:

- Professional development
- Professional learning
- PLCs
- School Team Meetings
- Individual Reflection



# Self-Assessments

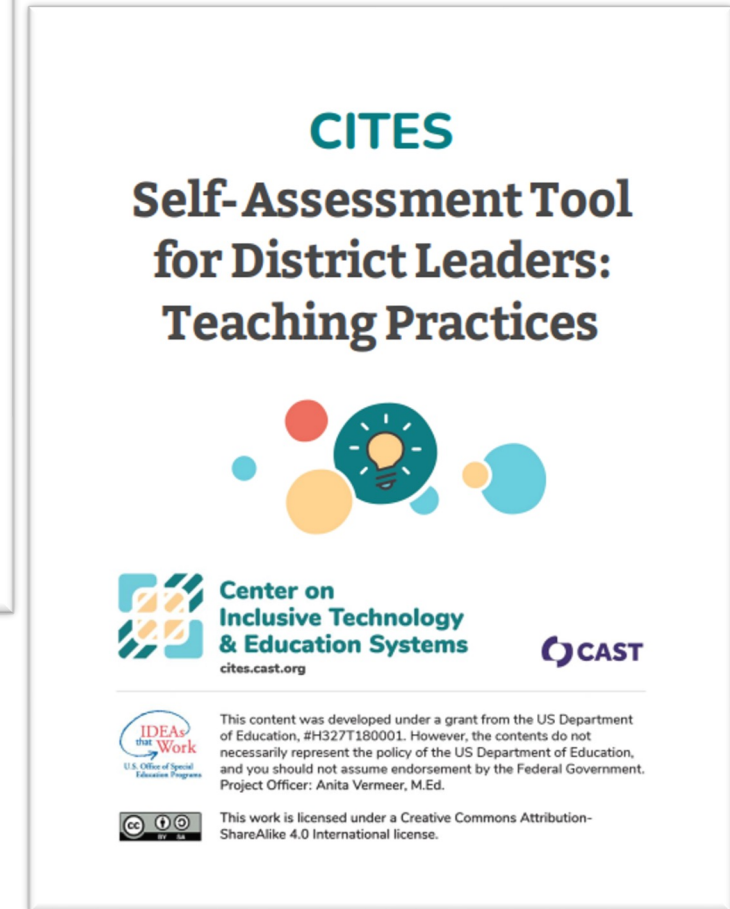
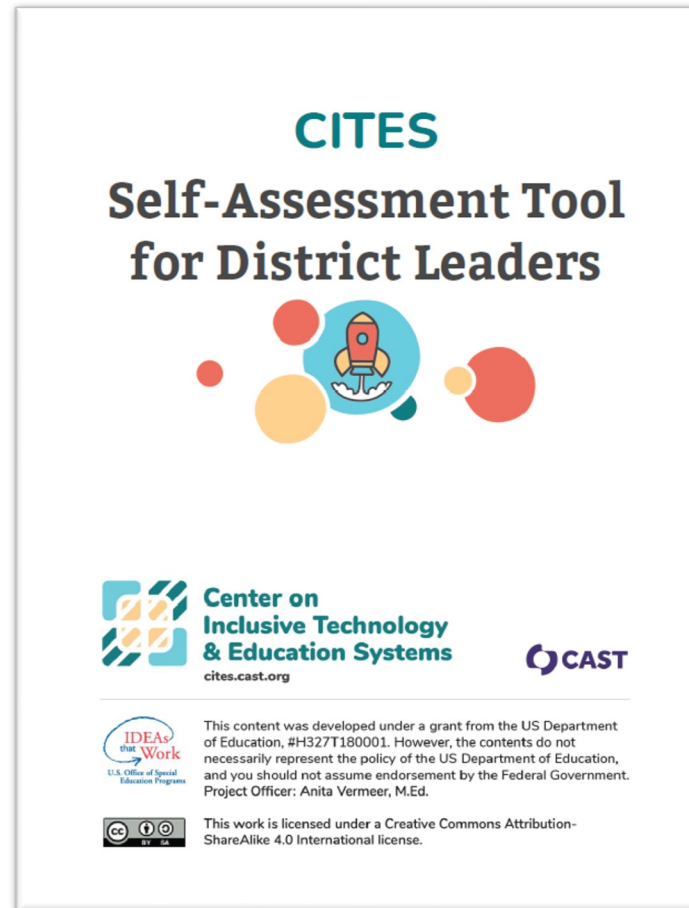
Let's review the teaching and leadership self-assessments!

Collect **informal data** about an inclusive technology ecosystem as part of a continuous improvement process.

It is preferred that **teams do this** together, but for today you can complete for practice.

The **baseline data** will be used to set goals and to measure progress toward those goals.

**Teams** will use the tool to measure continued progress at regular and identified intervals.



# Next Steps

## Follow the Steps on your Printout.

1. Pick the self-assessment tool that **best fits your role** or that you are interested in (Leadership or Teaching).
2. Select **one –three practice areas** (on average about 5-10) questions and answer the questions based your experiences and include a short 1-2 sentence rationale.
3. Create one or more **goals or next steps** for that area once completed.
4. Be **ready to share** with shoulder partner, group, or table.
5. **Ask questions** any time during the timed session.

## Practice Self-Assessment

**Best practice:** Each team member completes the assessment **individually from their own perspective**. The district or school team then convenes to discuss and build a consensus on the baseline score. As a team, review and reflect on the score to identify areas that are strong and areas where improvement is needed, then set goals that focus on improvement.

**Scoring:** Use the 40-point scale rating system from “not started” to “achieved” to select your choice under each assessment area. Average your total score across all the questions once complete.

- Not Started (0)
- Emerging (1-10)
- Partly (11-20)
- Almost (21-30)
- Achieved (31- 40)

### Individual Self-Assessment Steps:

1. **Select one** area under Teaching or Leadership that you are most interested in:

#### Teaching

- Develop Technology Competencies
- Support Student-Centered Learning
- Enhance Technology Skills

#### Leadership

- Create a community-wide vision
- Develop a Strategic Technology Implementation Plan
- Measure Progress for Continuous Growth
- Develop Clear Outcomes for Professional Learning
- Take Ownership of Infrastructure Development

Go to the [Teaching](#) or [Leadership](#) Self-Assessment.

2. Complete the **one practice or area you selected by the scoring** based on the ratings above (about 5-10 questions each). Provide a **rationale** for your scoring(s).

3. **Reflect on your answers.** What might be a **goal** to get you to the next level?

# What if we aren't ready for the full framework self-assessments?

It does not matter how  
slowly you go as long as  
you do not stop.

Confucius

Take time to deliberate, but  
when the time for action comes,  
stop thinking and go in

Napoleon Bonaparte

# How can I begin to support this effort in my district?

# Get Started Pages

Implementing inclusive technology systems requires knowledgeable professionals with a variety of experiences all bringing their ideas to the discussion.

Explore what you can bring to the table to make an impact:

- [Assistive Technology Professionals](#)
- [Educational Technology Professionals](#)
- [Information Technology Professionals](#)
- [Educators](#)
- [Administrators](#)
- [Families](#)

The screenshot shows the CAST website header with the logo and navigation menu. The main heading is 'Assistive Technology Professionals'. Below it, there is a paragraph explaining the role of AT professionals and a list of specific ways they support an inclusive technology system. The page is divided into three sections: Leadership, Infrastructure, and Teaching, each with a list of bullet points and an icon. The Leadership section includes icons for a rocket and a lightbulb. The Infrastructure section includes an icon for a laptop with a gear. The Teaching section includes an icon for a lightbulb.

**CAST**  
Center on Inclusive Technology & Education Systems

Get Started Leadership Infrastructure Teaching Learning Assessment More

Home / Get Started / Assistive Technology ...

## Assistive Technology Professionals

Share:

Assistive technology (AT) professionals are vital leaders within education systems. By using best practices for acquiring and using AT and accessible educational materials (AEM), they play a crucial role in ensuring that all learners, including those with disabilities, have access to the appropriate tools and materials they need to succeed academically and socially.

Below are specific ways that AT professionals support an inclusive technology system.

### Leadership

AT professionals work collaboratively to establish effective technology leadership that promotes the development of a balanced and inclusive technology plan that considers AT, educational technology (EdTech), and information technology (IT) as critical parts of an inclusive technology ecosystem.

AT professionals help to:

- [Create a community-wide vision](#) by sharing AT knowledge and insights regarding how technology supports a broad range of learner needs, particularly for children and youth with disabilities, to enhance student learning and participation in the classroom.
- [Develop a strategic technology plan](#) by sharing ideas for how all educators can support the implementation of inclusive technology by identifying accessibility and AT policy under IDEA, Section 504, and Section 508.
- [Measure progress for continuous improvement](#) by identifying ways to monitor the availability and use of accessible materials and assistive technologies, as well as various types of evidence of change that will illustrate growth toward an inclusive technology ecosystem.
- [Develop a professional learning system](#) by bringing accessibility and AT insights to collaboratively identify inclusive technology strategies the district can promote across various roles and responsibilities as part of a robust professional learning system.
- [Partner and communicate with families](#) by working with communications team members and other district leaders to design and share accessible communications through various means (e.g. audio, written, video).

### Infrastructure

AT professionals contribute to an inclusive technology infrastructure by ensuring safe and equitable access to assistive technologies and accessible content to support all learners, including those with disabilities.

AT professionals help to:

- [Personalize learning devices](#) by collaboratively identifying and implementing customizable accessibility features and assistive technologies.
- [Unify inclusive technology decision-making](#) by providing insights on the accessibility and interoperability of proposed purchases.
- [Provide accessible educational materials \(AEM\)](#) by providing insights on proposed learning management systems and curricular materials regarding the accessibility and interoperability of the products with AT.
- [Ensure student privacy and secure inclusive practices](#) by adhering to student privacy and security policies and procedures when setting up and maintaining AT devices and accessibility features, and informing educators, students, and their families about the privacy and security of AT devices.
- [Provide families access](#) by ensuring special educators supporting AT are aware of ways families can obtain access to digital tools and the necessary information to support their child to access their learning.
- [Provide technical support to families](#) by providing training and support to IT help desk staff so they are able to provide technical support on the most common assistive technologies being used. And identify a procedure for requests that involve less common assistive technologies.

### Teaching

By helping educators take a proactive approach to broadening personal technology skills, AT professionals can more effectively offer support to help educators identify and remove barriers to learning with technology.

AT professionals help to:

- [Develop technology competencies](#) by collaboratively identifying inclusive technology knowledge and

# Virtual Learning

## [Virtual Learning Project Summary](#)

This document includes overviews of five virtual school programs. For each school the overview provides details related to the overall school mission, demographics, delivery model, curriculum and professional learning practices.

Specific to students with disabilities there are sections on Assistive Technology (AT)/Accessible Educational Materials, IEP/504 plans, special education supports and the school's accessibility statement.

- Garnet Valley School District, Glen Mills, Pennsylvania
- Mountain Heights Academy, Utah
- North Carolina Virtual Public School, North Carolina
- Virtual Learning Academy Charter School, New Hampshire
- Greater Commonwealth Virtual School, Massachusetts

## CITES | Virtual Learning Project Virtual Learning Considerations for Students with Disabilities



**Center on  
Inclusive Technology  
& Education Systems**

[cites.cast.org](https://cites.cast.org)



This content was developed under a grant from the US Department of Education, #H327T180001. However, the contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer: Anita Vermeer, M.Ed.



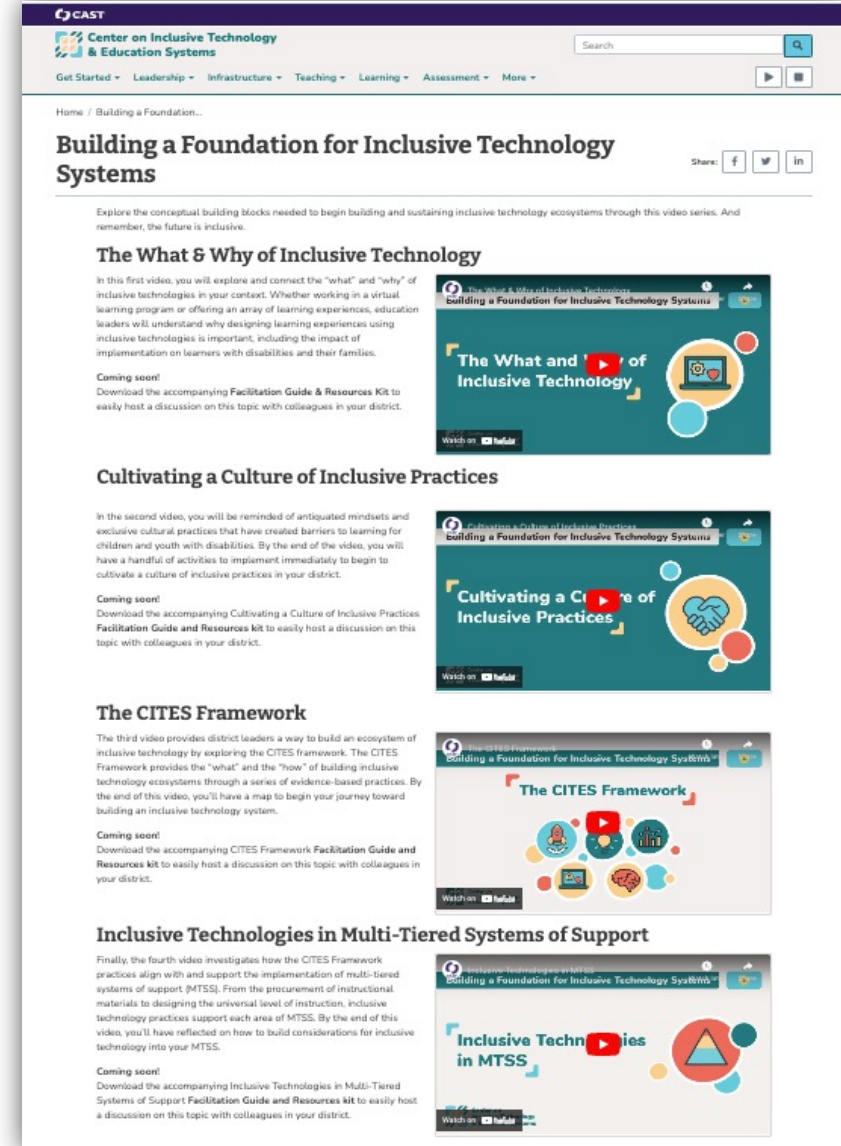
This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International license.

# Building a Foundation for Inclusive Technology Systems

Explore the conceptual building blocks needed to begin building and sustaining inclusive technology ecosystems.

Use the **Facilitation Guide & Resources Kit** to easily host a discussion on this topic with colleagues in your district.

Access Video library for PD.



# Research and Development

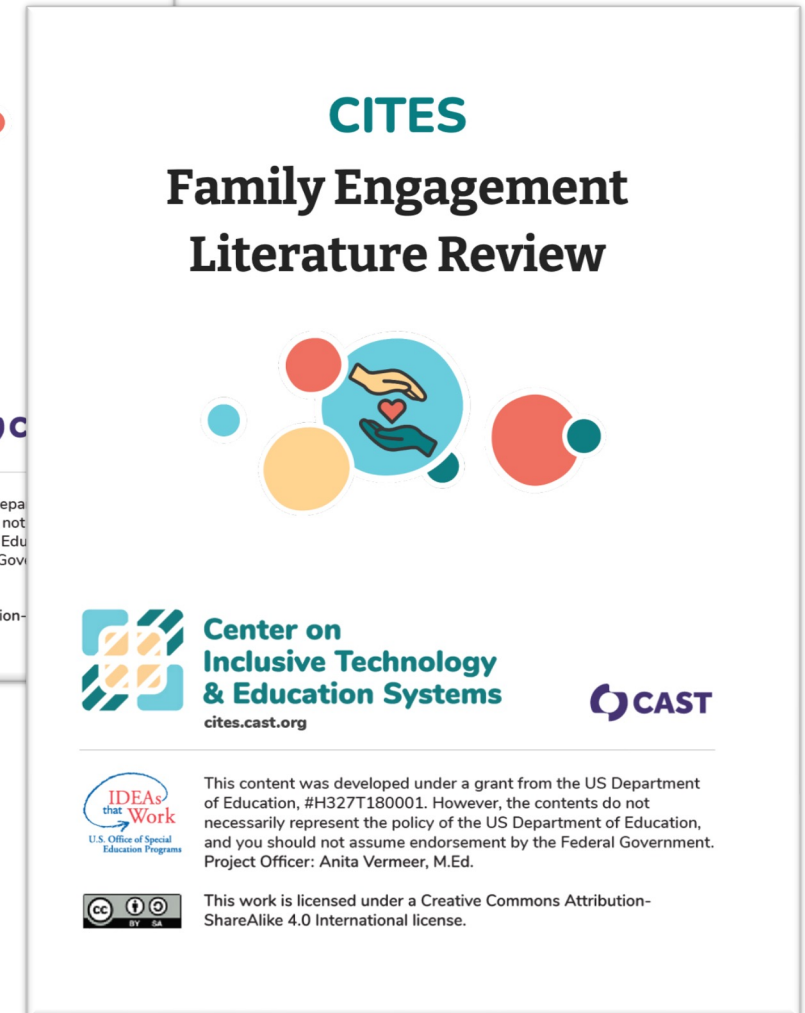
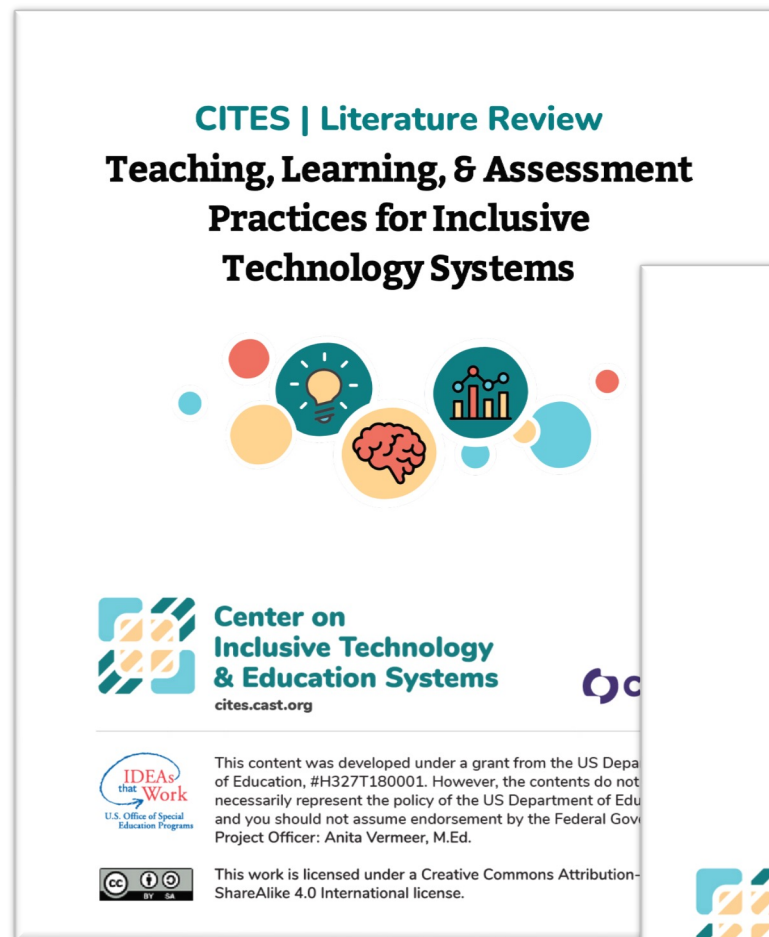
Tons of assessments, tools, guides, literature reviews, and resources available.

Use of CITES Framework in research and exploration.

CITES Virtual Learning Resources for Systems in Dissertation on Special Education Systems in Virtual Schools

Doctoral students:

[Internship Opportunities at CAST](#)



# CITES Community of Practice

## Join the conversation:

- Quarterly open **community meetings** via zoom
- **Slack channel** discussions
- **Social media** networking



Would you like to invite others to the CITES Community of Practice?

Please do! Here is an invitation link to share.

[cites.cast.org/more/community-of-practice](https://cites.cast.org/more/community-of-practice)

# Checkpoint 5

What are your next steps?

How do you plan to use  
today's session in any  
capacity moving forward?



Link to Home Base

# Thank you! Stay connected.

🌐 Website: [cites.cast.org](https://cites.cast.org)

Professional Learning: [castpl.org](https://castpl.org)

Books & Media: [publishing.cast.org](https://publishing.cast.org)

✉ Email: [cites@cast.org](mailto:cites@cast.org)

📞 Phone: (781) 245-2212

📍 50 Salem St.  
Building B, Ste 303  
Lynnfield, MA 01940

# Disclaimer

This content was developed under a grant from the US Department of Education, #H327T180001. However, the contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer: Anita Vermeer, M.Ed.