« **Universal Design**, continued

while others might choose to listen to audio, while still other might choose to play an interactive game or watch a video. Of course, some learners may choose to experience content in more than one way as well. The role of the professional developer of an online course is to provide learners with as many options as possible to experience the content and express what they have learned. When an online course is developed and executed using the principles of Universal Design for Learning, the result becomes something that transcends the traditional learning experience. Participants leave the course with a sense that the experience was customized to their unique styles of learning, which ultimately results in a more internalized synthesis of the content.

Chris Bugaj is an author for The International Society for Technology in Education (ISTE) and also facilitates an online course in Assistive Technology. ISTE is the premier membership association for educators and education leaders engaged in improving learning and teaching by advancing the effective use of technology in PK–12 and teacher education. ISTE represents more than 100,000 education leaders and emerging leaders throughout the world and informs its members regarding educational issues of national and global scope. ISTE is home to the NETS, the leading digital age education standards in the U.S. and many countries. ◗

Chris Bugaj

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Digital Student Profiles

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Peterborough Victoria Northumberland Clarington Catholic District School Board

The Team
- CODE Special Education Team – John Fauteux and Michelle Forge
- HP (Hewlett-Packard) – Joan Rocha and Kim Hammond
- ISTE (International Society of Technology Education) – Janice Krause and Susan Brooks Young
- PVNC CDSB (Peterborough Victoria Northumberland Clarington Catholic District School Board) – Deb Heslinga, Nicole Simpson, and Gerard Winn

This dynamic partnership worked on a variety of projects that examined the Special Education Leader's role in relation to technology. It included research-based strategies, online training, and methods of integrating technology to improve teaching and learning. One successful project from this initiative was the development of a Digital Student Profile. HP and ISTE provided support through consultation, online conferencing, and the CD resource titled The Digital Briefcase for Administrators. This support assisted us in acquiring the necessary skills to develop and design templates to meet our needs. This student profile was originally developed for consultants to use at School Resource Team meetings but has grown into an effective tool for all administrators.

Education for All (2005) initiated the importance of student profiles, and *Learning for All (2009)* reinforced this practice to provide more personalization and precision.

> *"Developing class profiles and student profiles can help teachers plan daily instruction that enables every student to learn and achieve success—instruction that is **necessary for some and good for all"***
>
> Learning for All

What is a student profile?
- Provides one-page summary of critical student information
- Provides outline of formal and informal student assessment data
- Provides overview of background information including strengths, needs, and learning style
- Provides information gathering prior to and throughout IEP development
- Summarizes accommodations, DI strategies, and services provided
- Provides information about health services and agency support and assessments
- Provides synopsis of report card data and additional academic information

Who develops and uses a student profile?
- Classroom teachers
- Special Education Resource Teachers
- Administrators
- Special Education Consultants
- Specialized Assessment Staff (SLP, Psychology)

How to use student profile?
- Created from a teacher OSR search
- To track differentiated instruction and assessment
- To share information at a School Resource Team Meeting
- To develop programs based on student strengths and needs
- To assist teachers in developing student groupings by ability, learning style, and interest
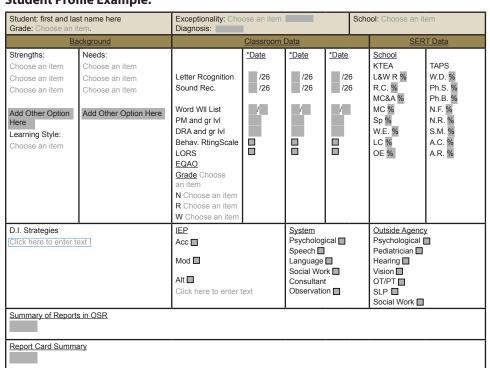- To provide a gap analysis for targeted instruction

A student profile will:
- Identify gaps in learning
- Help drive further programming
- Determine if additional assessments are required
- Investigate outside services or agency involvement

Benefits of digital student profile application:
- Pull-down menus (for school names, strengths and needs, exceptionalities, etc.)
- Date picker
- Expandable boxes
- Checkboxes
- Easy storage and retrieval

Student Profile Example:

The Digital Student Profile created summarizes student data on one page. This information can be recorded once, while allowing updates. The digital format saves staff time and provides a visual representation of a student that can be stored centrally for administrative access. Thanks are due to CODE, ISTE, and HP, who assisted our team in developing a Digital Student Profile that can be used by our consultants and administrative staff to record data in a streamlined professional manner and that will assist us in providing and recording interventions in an effective and timely manner. ◗

✉ Comments about this article? Email dheslinga@pvnccdsb.on.ca

HP-ISTE Professional Development Program

Michelle Forge, Co-Chair, CODE Special Education Project
John Fauteux, Co-Chair, CODE Special Education Project

The Council of Ontario Directors of Education (CODE) has supported the 72 district school boards in projects focused on transforming the delivery of special education programs and services throughout the province. Much of our work was to develop processes for knowledge transfer and mobilization of key lessons learned from these projects.

CODE dialogued with HP and discussed endeavours that might support the transfer of knowledge and professional development of staff in matters related to assistive technology. Together we agreed to pilot a program in two district school boards focusing on the individual needs of the boards and their leaders in special education. The outcome of this agreement was that Hewlett-Packard Development Company (HP) partnered with International Society for Technology in Education (ISTE) to provide professional services for 12 consultants and/or coordinators. CODE asked two district school boards—the Bluewater DSB, and the Peterborough, Victoria, Northumberland and Clarington Catholic DSB (PVNCC)—to pilot the activity

As stated in the HP-ISTE Professional Development Program Evaluation Report 2011, "The objective of this joint partnership was to coach the consultant/coordinators who focus on special education and curriculum and provide pedagogical and instructional support to classroom teachers on their mentoring of the teachers they support, on the integration of technology in their classrooms. The program is not about adding technology; it's about transforming teacher practice and increasing student achievement, with the aid of technology tools such as assistive technology. ... With this project, HP will partner with CODE to explore broadening the use of assistive technology for all learners in the classroom. In addition, the scalability of the program could mean positive ramifications for all of the 72 English school boards in Ontario." (HP-ISTE Professional Development Program Evaluation, 3/24/2011)

In this edition of Chronicles, you will find details of both the Bluewater DSB and the Peterborough, Victoria, Northumberland and Clarington Catholic DSB (PVNCC) projects and a response regarding the success of this practice. We invite you to read the details of their projects and contact the board leads to uncover more strategies that work and that could be helpful to your board as you plan for future learning opportunities for staff.