

Preservice Personnel Preparation Quality Indicators

- To what extent was the instruction you provided coordinated with a state personnel development plan?
- To what extent were certification or licensure credits available to students who participated in the instruction provided?
- In providing this instruction, to what extent did you work as part of an interdisciplinary instructor team?
- To what extent did family members of children with disabilities (consumer of services) participate as part of the instructor team?
- To what extent was the audience interdisciplinary (two or more disciplines were well represented)?
- To what extent were experiential activities and modeling / demonstration opportunities provided as part of the instruction?
- To what extent were instructional strategies used for embedding / applying the ideas in the workplace?
- To what extent were instructional strategies varied and sequenced to support students with different learning needs and styles?
- To what extent was the instruction individualized according to the needs of students?
- To what extent did students identify specific ideas / practices to try in their clinical experiences (an action plan)?
- To what extent was ongoing support, monitoring or technical assistance provided to students after the course or program ended?
- To what extent was actual impact of instruction on practices measured or evaluated?
- To what extent was content related to cultural and linguistic diversity infused into coursework and / or practicum experiences?
- To what extent was a family-centered philosophy infused into coursework and / or practicum experiences?

Adapted from: Catlett, C. & Winton, P.J. (1997). Putting it all together: The nuts and bolts of personnel preparation. Originally published in P.J. Winton, J.A. McCollum, & C. Catlett (Eds.), *Reforming personnel preparation in early intervention: Issues, models, and practical strategies*. Available online at: http://www.fpg.unc.edu/~scpp/pages/reforming_book.cfm