

1. Special Education Annual Needs Assessment

As a recipient of federal funds, Mid-Valley Special Education Cooperative (MVSEC) and its member districts, Batavia, Geneva, St. Charles, Central and Kaneland, conduct an annual needs assessment of general and special education staff, administrators, and parents. The results of the needs assessment may be used to improve the delivery of service to students who receive special education services and their families, and to provide direction for support and professional development.

We would like your feedback regarding how well we address the special education needs of students and how we can support and improve our professional development efforts. Your input is important. All surveys are anonymous. The survey information will be collected by MVSEC and the results will be shared with individual districts.

The survey is organized into 3 parts: Information about your position and your students; professional development topics; and, special education programs and services.

The survey window will be open from January 7th, 2015 through February 6th, 2015. Please take about 15 minutes of your valuable time to provide us with your input and ideas.

Thank you!

*1. My Employer is:

- MVSEC D101 D301 D302 D303 D304

*2. Age Range of Students (Check all that apply.)

- Preschool Elementary Primary Elementary Intermediate Middle School High School Post High School

*3. My position is (Primary responsibility):

- Assistive Technology Facilitator Paraprofessional – General Education School Psychologist
 General Education Administrator Paraprofessional – Special Education School Social Worker
 General Education Teacher Physical Therapist Self-Contained Special Education Teacher
 Hearing Itinerant Registered/Certified School Nurse Special Education Administrator
 Inclusion Facilitator Resource Special Education Teacher Speech & Language Pathologist
 Occupational Therapist RTI Coach/Interventionist Vision Itinerant

Other (please specify)

Underlined = updates / revisions from 13-14

2. Professional Development Topics

In order to create a comprehensive professional development plan, please provide us with information about your professional learning interests and needs.

1. Please identify your top 3 priorities for professional learning:

- | | | |
|--|--|--|
| <input type="checkbox"/> Assessment and Data | <input type="checkbox"/> Best Practice Instructional Strategies | <input type="checkbox"/> IEP's/Student Records/Procedures/Legal Updates/Compliance |
| <input type="checkbox"/> Autism Spectrum Disorders | <input type="checkbox"/> Multi-Tiered Systems of Support | <input type="checkbox"/> Collaboration and Teaming |
| <input type="checkbox"/> Behavior/Social Emotional Development | <input type="checkbox"/> Integration of Technology into Classroom Instruction | <input type="checkbox"/> Working with Families |
| <input type="checkbox"/> Curriculum Materials for use with a variety of learners | <input type="checkbox"/> Technology Tools (intervention or assistive technology tools) | <input type="checkbox"/> Preschool Programming |
| <input type="checkbox"/> Supporting English Lanugage Learners | <input type="checkbox"/> Secondary Transition Planning and Programming | |

Other (please specify)

2. Within the topic of Assessment/Data Topics I would be interested in (Select up to five.)

- | | |
|---|---|
| <input type="checkbox"/> Assessment of behavior/social emotional skills | <input type="checkbox"/> Assessments to use with non-verbal students |
| <input type="checkbox"/> Assessment of reading skills | <input type="checkbox"/> Assessments for students with significant disabilities |
| <input type="checkbox"/> Assessment of math skills | <input type="checkbox"/> Curriculum-Based Evaluation (CBE) for problem analysis |
| <input type="checkbox"/> Using data to plan interventions & instruction | <input type="checkbox"/> Using assessment information to improve programming |
| <input type="checkbox"/> Assessment of writing skills | <input type="checkbox"/> Conducting functional analysis/behavior plans |
| <input type="checkbox"/> Using data in special education | <input type="checkbox"/> Data collection tools and progress monitoring |
| <input type="checkbox"/> Managing behavior data | <input type="checkbox"/> PARCC Assessment and Accommodations |
| <input type="checkbox"/> Using data to write goals | <input type="checkbox"/> Creating Common Assessment through PLCs |

Other (please specify)

3. Within the topic of Autism Spectrum Disorders I would be interested in (Select up to five.)

- | | |
|--|---|
| <input type="checkbox"/> Understanding Autism Spectrum Disorders | <input type="checkbox"/> Instructional strategies in writing for students on the spectrum |
| <input type="checkbox"/> Intervention planning for students with ASD | <input type="checkbox"/> Instructional strategies in reading comprehension for students on the spectrum |
| <input type="checkbox"/> Meeting the sensory needs of students with ASD | <input type="checkbox"/> Supporting language needs across the curriculum |
| <input type="checkbox"/> Promoting social thinking | <input type="checkbox"/> Preventing and reacting to challenging behavior |
| <input type="checkbox"/> Assessment of students on the spectrum from diagnostic to classroom based | <input type="checkbox"/> Facilitating student independence |
| <input type="checkbox"/> Structuring inclusion for success | <input type="checkbox"/> Alternative therapies |

Other (please specify)

4. Within the topic of Behavioral/Social Emotional Development I would be interested in (Select up to five.)

- | | |
|---|--|
| <input type="checkbox"/> How to manage difficult students in the classroom | <input type="checkbox"/> Preventing school violence and responding to threat |
| <input type="checkbox"/> Improving student motivation | <input type="checkbox"/> Bullying prevention programs |
| <input type="checkbox"/> Developing Tier 2/3 behavior interventions | <input type="checkbox"/> Character education curricula |
| <input type="checkbox"/> Addressing sensory needs | <input type="checkbox"/> Teaching students effective social skills |
| <input type="checkbox"/> Setting up systems of Positive Behavior Support | <input type="checkbox"/> Suicide Prevention/Intervention |
| <input type="checkbox"/> Teaching to the social/emotional learning standards | <input type="checkbox"/> Classroom Management, routines and structures |
| <input type="checkbox"/> Behavior support in integrated settings and in the community | <input type="checkbox"/> <u>Mental Health</u> |

Other (please specify)

5. Within the topic of Curriculum I would be interested in (Select up to five.)

- | | |
|---|---|
| <input type="checkbox"/> Tier 2/3 math intervention programs | <input type="checkbox"/> Disability awareness curricula |
| <input type="checkbox"/> Guided Reading and Daily 5 Cafe | <input type="checkbox"/> Early childhood curricula |
| <input type="checkbox"/> Tier 2/3 writing intervention programs | <input type="checkbox"/> Skills for School Success |
| <input type="checkbox"/> Tier 2/3 reading intervention programs | <input type="checkbox"/> Reading Mastery |
| <input type="checkbox"/> Tier 2/3 SEL and Behavior programs | <input type="checkbox"/> Corrective Reading |
| <input type="checkbox"/> Language! | <input type="checkbox"/> Wilson or Wilson Foundations |
| <input type="checkbox"/> Language for Learning | <input type="checkbox"/> Adapting the Common Core for Students with Special Needs |

Other (please specify)

6. Within the topic of English Language Learners I would be interested in (Select up to five.)

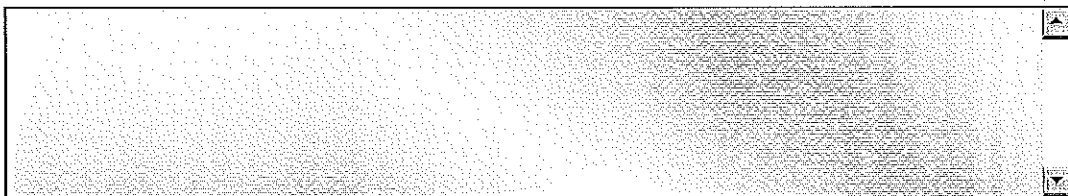
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|---|--|
| <input type="checkbox"/> Differentiating instruction | <input type="checkbox"/> ELL and identifying Learning Disabilities |
| <input type="checkbox"/> Improving literacy skills | <input type="checkbox"/> Meaningful and effective parent involvement |
| <input type="checkbox"/> Progress monitoring and ELL | <input type="checkbox"/> Bilingual education as it interfaces with special education |
| <input type="checkbox"/> Promoting language proficiency | |

Other (please specify)

7. Within the topic of Instruction I would be interested in (Select up to five.)

- Adaptations and modifications
- Effective utilization of teaching assistants
- Understanding "scientifically-based" "research supported",
Instruction
- Universal design for learning
- Peer assisted learning strategies
- Direct Instruction
- Differentiated Instruction Techniques
- Reading skills
- Writing skills
- Math skills
- Vocabulary
- 21st century instruction
- Study skills
- Assignment/homework completion
- Instruction for students with significant disabilities
- Service Learning
- Project-based learning
- Toilet training
- Effective interventions and accommodations for students with
ADHD or Executive Functioning Needs
- Effective inclusion techniques
- Brain Based Learning

Other (please specify)



8. Within the topic of Multi-Tiered Systems of Support, I would be interested in (Select up to five.)

- Using data to drive instruction and intervention
- Assessment within a multi-tiered system - Universal Screening, diagnostic assessment, progress monitoring
- Tier 1 intervention strategies (academic)
- Tier 2 intervention strategies (academic)
- Tier 3 intervention strategies (academic)
- Tier 1 Intervention strategies (behavior)
- Tier 2 intervention strategies (behavior)
- Tier 3 intervention strategies (behavior)
- How other schools and districts are implementing MTSS
- Data management systems
- How eligibility for special education is determined within MTSS
- How to determine intervention implementation integrity
- How to build a Multi-Tiered System of Support for behavior/social emotional
- How to identify scientifically-based instruction and intervention
- How staff members' roles and responsibilities change
- Creative strategies for utilizing existing resources
- Utilizing the problem solving process at all tiers
- Effective teaming practices
- Integrating MTSS with other building initiatives (e.g., PLC's)
- MTSS and ELL
- MTSS and related services

Other (please specify)

9. Within the topic of Classroom Based Technology I would be interested in (Select up to five.)

- How to integrate the internet and internet based tools into classroom instruction
- Using technology to support writing instruction
- Using Web 2.0 tools (e.g., blogs, Wiki's, Podcasts, You Tube, etc.) to support classroom instruction
- Using technology to support math instruction
- Using technology to support reading instruction
- How to use technology to enhance productivity and professional practice
- Understanding social, ethical and legal issues surrounding the use of technology
- The use of technology to support Universal Design
- Using technology to support formative assessment

Other (please specify)

10. Within the topic of Technology Tools I would be interested in (Select up to five.)

- | | |
|---|--|
| <input type="checkbox"/> Inspiration/Kidspiration | <input type="checkbox"/> Intellikeys |
| <input type="checkbox"/> Boardmaker | <input type="checkbox"/> Classroom Sulte |
| <input type="checkbox"/> CoWriter Write Outloud | <input type="checkbox"/> Write Outloud |
| <input type="checkbox"/> Microsoft Word, Excel, Publisher | <input type="checkbox"/> Lexia |
| <input type="checkbox"/> Kurzweil | <input type="checkbox"/> Reading Plus |
| <input type="checkbox"/> Microsoft Power Point | <input type="checkbox"/> Unique Learning Systems |
| <input type="checkbox"/> Pixwriter/Picture It | |

Other (please specify)

11. Within the topic of Post Secondary Transition I would be interested in (Select up to five.)

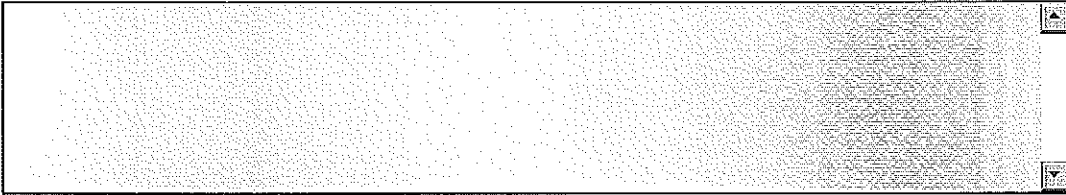
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|---|--|
| <input type="checkbox"/> Legal requirements for transition planning and assessment within the IEP Process | <input type="checkbox"/> Supporting transition at the middle school level |
| <input type="checkbox"/> Supporting transition at the elementary level | <input type="checkbox"/> Transitioning to high school – better articulation meetings |
| <input type="checkbox"/> Student participation in the IEP/transition planning process | <input type="checkbox"/> College/post-high school learning opportunities for students with special needs |
| <input type="checkbox"/> Writing a meaningful transition plan | <input type="checkbox"/> Integration of academic and functional curriculum |
| <input type="checkbox"/> Fostering self-determination | |

Other (please specify)

12. Within the topic of IEPs/Student Records/Procedural Safeguards/Legal/Compliance I would be interested in (Select up to five.)

- Implementing IEP goals in the general education classrooms
- IEP Goals that Reflect the Common Core Standards
- Understanding Section 504 procedures and regulations
- Understanding the special education eligibility criteria (entrance and exit) for the various disabilities
- Writing IEP goals and awareness of IEP procedures
- Rules pertaining to Discipline of Special Education Students
- How to avoid a special education due process hearing
- Confidentiality/Student Records
- Compliance

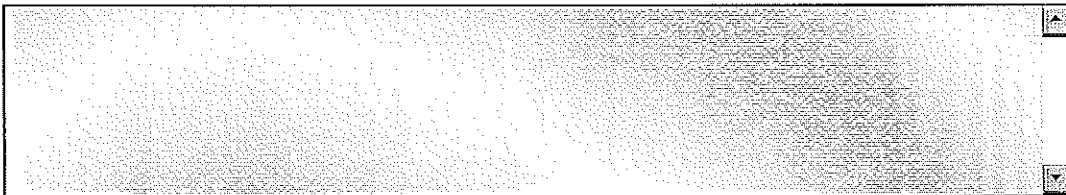
Other (please specify)



13. Within the topic of Collaboration I would be interested in (Select up to five.)

- Strategies for effective collaboration between special and regular education teachers
- Improving teacher and teacher assistant (TA) collaboration
- Improving collaboration within special education team in your building (e.g. team building)
- Co-teaching strategies, structures, and supports
- Effective training of regular education staff of special education goals
- Establishing positive relationships between home and school

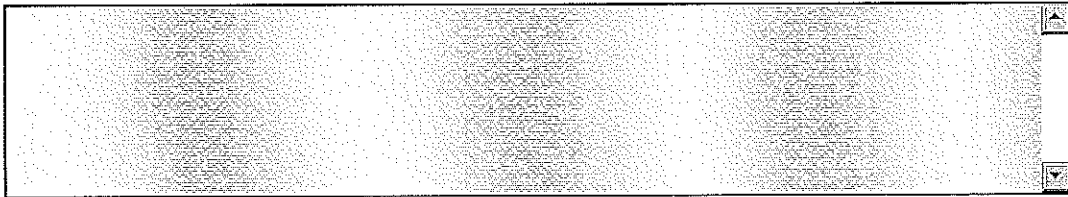
Other (please specify)



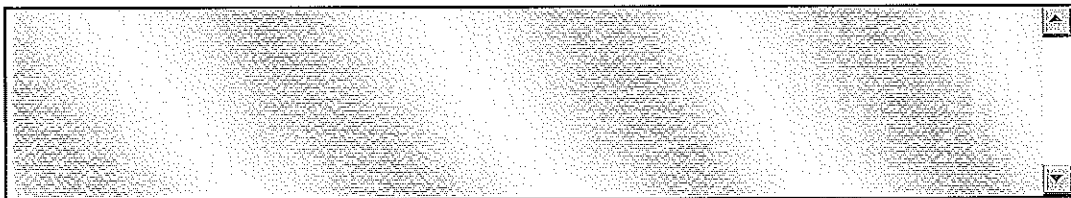
14. Within the topic of Working with Families I would be interested in (Select up to five.)

- Developing constructive and positive relationships with parents
- Working with culturally diverse students and families
- Developing family support and parent education groups
- Promoting family involvement with schools
- Understanding family systems including alternative family systems
- Developing supports for multi-generational families (e.g. grandparents raising grandchildren)
- Wraparound

Other (please specify)



15. Preschool: Please suggest topics.



3. Special Education Programs and Services

Please consider the programs and services in your district or Mid-Valley Special Education Cooperative and mark the following areas as additional program need, current level of support is sufficient or no opinion.

At the end of the section, you may provide suggestions or comments for any of the related questions.

1. Integrated services including Speech/Language, Psychological, Vision, Hearing, Social Work, Occupational Therapy, Physical Therapy

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

2. A continuum of services (consultation, resource, self-contained, day schools).

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

3. Consultative and/or technical assistance services to teachers from direct one-to-one services to services on a group basis.

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

4. Specialized curriculum such as adapted academics, therapeutic, community based and/or instructional technology.

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

5. Services of a specialized nature (i.e., feeding, augmentative communication, communication, bilingual).

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

6. Specialized materials and equipment.

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

7. Diagnostic services including Psychological, Social Work, OT, PT, Adapted PE, Vision, Hearing, Speech/Language, Bilingual, Assistive Technology, and Vocational.

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

8. Diagnostic services for Twice Exceptional.

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

9. Specialized outside evaluation (e.g., neurological, psychiatric).

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

10. Nurses, health plans and consultations that coordinate the various health/medical needs of students with special education needs.

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

11. Enhanced instruction through the use of technology.

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

12. A diversified preschool program for children 3-5 years of age.

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

13. Information on new trends, issues, legislation, and legal information relative to special education.

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

14. Training and support for Problem Solving.

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

15. Training and support for Multi-Tiered Systems of Support.

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

16. Training and support for behavior management interventions and programs.

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

17. Career education and vocational training programs.

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

18. Training and technical support for paraprofessional staff

- Improved programming/services needed
- Current level of programming/services sufficient
- Not Applicable

19. Programs to support parent education.

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

20. Wrap Around Services. (A system of building supports for the entire family.)

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

21. Coordination of community networks as identified in the school's transition planning process.

- Improved programming/services needed Current level of programming/services sufficient Not Applicable

22. Other comments or suggestions for programs and services: