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. In the past, each district has undertaken the needs assessment in different ways. For the 2013-2014 school year planning, this survey is developed for all districts and MVSEC in a similar format.

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 14th, 2013 through February 15th, 2013. 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

○ General Education Administrator

○ General Education Teacher

○ Hearing Itinerant

○ Inclusion Facilitator

○ Occupational Therapist

○ Paraprofessional – General Education

○ Paraprofessional – Special Education

○ Physical Therapist

○ Registered/Certified School Nurse

○ Resource Special Education Teacher

○ RtI Coach/Interventionist

○ School Psychologist

○ School Social Worker

○ Self-Contained Special Education Teacher

○ Special Education Administrator

○ Speech & Language Pathologist

○ Vision Itinerant

2. Professional Development Topics

In order to create a comprehensive professional development plan, please provide us with information about your interest in the following topics. Mark your five choices that you (or those you supervise) would like to have further information. If you have topics that are not mentioned, describe them in the comment sections.

1. Asssessment/Data Topics (Select five.)

☐ Assessment of behavior/social emotional skills   ☐ Using data to write goals

☐ Assessment of reading skills   ☐ Assessments to use with non-verbal students

☐ Assessment of math skills   ☐ Assessments for students with significant disabilities

☐ Using data to plan interventions & instruction   ☐ Curriculum-Based Evaluation (CBE) for problem analysis

☐ Assessment of writing skills   ☐ Using assessment information to improve programming

☐ Using data in special education   ☐ Conducting functional analysis/behavior plans

☐ Managing behavior data   ☐ Data collection tools and progress monitoring

Other (please specify)

2. Autism Spectrum Disorders (Select five.)

☐ Understanding Autism Spectrum Disorders   ☐ SCERTS: Social Communication, Emotional Regulation and Transactional Support

☐ Intervention planning for students with ASD

☐ Meeting the sensory needs of students with ASD   ☐ Preventing and reacting to challenging behavior

☐ Promoting social competence   ☐ Reducing prompt dependency

☐ Structuring inclusion for success   ☐ Alternative therapies

☐ Diagnosing Autism Spectrum Disorders

Other (please specify)

3. Behavior, Social-Emotional Skills (Select five.)

☐ How to manage difficult students in the classroom

☐ Improving student motivation

☐ Tier 2/3 behavior interventions

☐ Addressing sensory needs

☐ Setting up systems of Positive Behavior Support

☐ Teaching to the social/emotional learning standards

☐ Behavior support in integrated settings and in the community

☐ Preventing school violence and responding to threat

☐ Bullying prevention programs

☐ Character education curricula

☐ Teaching students effective social skills

☐ Suicide Prevention/Intervention

Other (please specify)

4. Curriculum (Select five.)

☐ Tier 2/3 math intervention programs

☐ Guided Reading

☐ Tier 2/3 writing intervention programs

☐ Tier 2/3 reading intervention programs

☐ Language!

☐ Language for Learning

☐ Disability awareness curricula

☐ Early childhood curricula

☐ Skills for School Success

☐ Reading Mastery

☐ Corrective Reading

Other (please specify)

5. ELL (Select three.)

☐ Differentiating instruction for ELL's

☐ Improving literacy skills

☐ Progress monitoring and ELL

☐ Promoting language proficiency

☐ ELL and identifying Learning Disabilities

☐ Meaningful and effective parent involvement

☐ Bilingual education as it interfaces with special education

Other (please specify)

6. Instruction (Select 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 disabilitiesService Learning
- ☐ Vocabulary
- ☐ Project-based learning
- ☐ Toilet training
- ☐ Effective interventions and accommodations for ADHD students
- ☐ Effective inclusion techniques

Other (please specify)

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7. Topics Related to RtI (Select five.)

- ☐ Using data to drive instruction and intervention
- ☐ Tier 1, 2, and 3 intervention strategies
- ☐ How other schools and districts are implementing RtI
- ☐ Data management systems
- ☐ How eligibility for special education is determined within RtI
- ☐ How to determine intervention implementation integrity
- ☐ How to build an RtI system to support behavior (PBIS)
- ☐ 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
- ☐ Effective teaming practices
- ☐ Integrating RtI with other building initiatives (e.g., PLC's)
- ☐ RtI and ELL
- ☐ RtI and related services

Other (please specify)

8. Classroom Technology (Select 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

Other (please specify)

9. Technology Tools (Select five.)

☐ Inspiration/Kidspiration

☐ Boardmaker

☐ CoWriter Write Outloud

☐ Microsoft Word, Excel, Publisher

☐ Kurzweil

☐ Microsoft Power Point

☐ Pixwriter/Picture It

☐ Intellikeys

☐ Classroom Suite

☐ Write Outloud

☐ Lexia

☐ Reading Plus

☐ Unique Learning Systems

Other (please specify)

10. Transition (Select five.)

☐ Supporting transition at the elementary level

☐ Supporting transition at the middle school level

☐ Student participation in the IEP/transition planning process

☐ Transitioning to high school – better articulation meetings

☐ Writing a meaningful transition plan

☐ College/post-high school learning opportunities for students with special needs

☐ Fostering self-determination

☐ Integration of academic and functional curriculum

Other (please specify)

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11. IEP's/Records/Procedures/Legal (Select five.)

☐ Implementing IEP goals in the general education classrooms

☐ Writing IEP goals and awareness of IEP procedures

☐ IEP Goals that Reflect Illinois Learning Standards

☐ Rules pertaining to Discipline of Special Education Students

☐ Understanding Section 504 procedures and regulations

☐ How to avoid a special education due process hearing

☐ Understanding the special education eligibility criteria (entrance and exit) for the various disabilities

☐ Confidentiality/Student Records

Other (please specify)

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12. Collaboration (Select three.)

☐ Strategies for effective collaboration between special and regular education teachers

☐ Developing co-teaching strategies/opportunities between special and regular education teachers

☐ Improving teacher and teacher assistant (TA) collaboration

☐ Effective training of regular education staff of special education goals

☐ Improving collaboration within special education team in your building (e.g. team building)

☐ Establishing positive relationships between home and school

Other (please specify)

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13. Working with Families (Select three.)

☐ 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)

Other (please specify)

14. Preschool: Please suggest topics.

15. What type of follow up would you find most beneficial after attending a large scale training such as "Zones of Regulation?"

☐ Not Applicable - I did not attend.

☐ District based conversations

☐ Wiki or Dialogue board co-operative wide

☐ Multi-District network meeting

☐ On site follow up/technical assistance

☐ Small group format for further study and implementation

☐ None

☐ Other (please specify)

16. I would be most likely to participate in professional development follow up if it occured

○ Before school

○ After school

○ During school hours

Other (please specify)

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16. I would be most likely to participate in professional development follow up if it occured

○ Before school

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

○ Additional programming/services needed   ○ Current level of programming/services sufficient   ○ Not Applicable

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

○ Additional 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.

○ Additional 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.

○ Additional programming/services needed   ○ Current level of programming/services sufficient   ○ Not Applicable

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

○ Additional programming/services needed   ○ Current level of programming/services sufficient   ○ Not Applicable

6. Specialized materials and equipment.

○ Additional 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.

○ Additional programming/services needed   ○ Current level of programming/services sufficient   ○ Not Applicable

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

○ Additional programming/services needed   ○ Current level of programming/services sufficient   ○ Not Applicable

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

○ Additional programming/services needed ○ Current level of programming/services sufficient ○ Not Applicable

10. Enhanced instruction through the use of technology.

○ Additional programming/services needed ○ Current level of programming/services sufficient ○ Not Applicable

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

○ Additional programming/services needed ○ Current level of programming/services sufficient ○ Not Applicable

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

○ Additional programming/services needed ○ Current level of programming/services sufficient ○ Not Applicable

13. Training and support for Problem Solving and Response to Intervention (RtI).

○ Additional programming/services needed ○ Current level of programming/services sufficient ○ Not Applicable

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

○ Additional programming/services needed ○ Current level of programming/services sufficient ○ Not Applicable

15. Career education and vocational training programs.

○ Additional programming/services needed ○ Current level of programming/services sufficient ○ Not Applicable

16. Training and technical support for paraprofessional staff

○ Additional programming/services needed

○ Current level of programming/services sufficient

○ Not Applicable

17. Programs to support parent education.

○ Additional programming/services needed ○ Current level of programming/services sufficient ○ Not Applicable

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

○ Additional programming/services needed ○ Current level of programming/services sufficient ○ Not Applicable
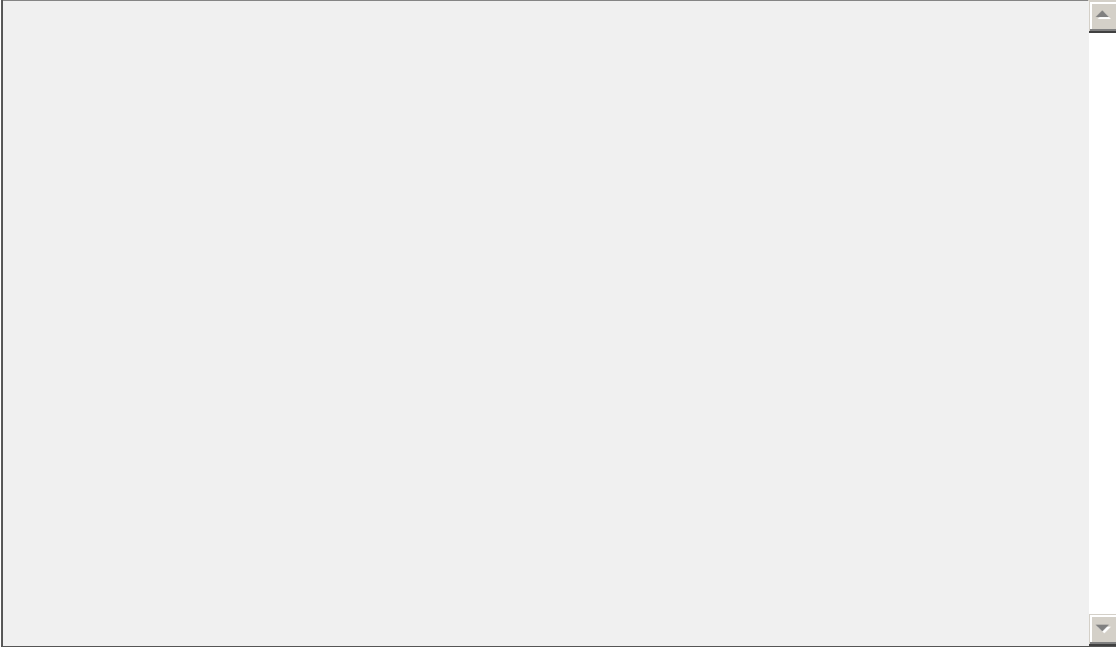
19. Coordination of community networks as identified in the school's transition planning process.

○ Additional programming/services needed

○ Current level of programming/services sufficient

○ Not Applicable

20. Other comments or suggestions for programs and services:

4. Paraprofessional Staff Only:

We are asking that Paraprofessional Staff completing this survey respond to the following questions. Thank you again for your time and all you do for the staff and student's within the Mid-Valley Cooperative and it's member districts.

1. I am willing to be paid to work one additional day in order to receive training specific to my role as a paraprofessional supporting students and staff within the classroom.

○ Yes

○ No

2. I would prefer this day to occur

○ Prior to the beginning of the school year

○ During the school year

○ Day of student non-attendance not previously required to work (i.e. - Institute Day, SIP day)

○ At the close of the school year

○ Over the summer

○ Other (please specify)

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