

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 <sup>6<sup>th</sup></sup> 7<sup>th</sup>, 201<sup>5</sup> through February <sup>3<sup>rd</sup></sup> 6<sup>th</sup>, 201<sup>5</sup>. 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):

- |  |   |  |
|--|---|--|
| <input type="radio"/> Inclusion Facilitator                    | <input type="radio"/> School Psychologist               | <input type="radio"/> Assistive Technology Facilitator     |
| <input type="radio"/> Resource Special Education Teacher       | <input type="radio"/> School Social Worker              | <input type="radio"/> RtI Coach/Interventionist            |
| <input type="radio"/> Self-Contained Special Education Teacher | <input type="radio"/> Speech & Language Pathologist     | <input type="radio"/> Paraprofessional – General Education |
| <input type="radio"/> General Education Teacher                | <input type="radio"/> Occupational Therapist            | <input type="radio"/> Paraprofessional – Special Education |
| <input type="radio"/> General Education Administrator          | <input type="radio"/> Physical Therapist                | <input type="radio"/> Hearing Itinerant                    |
| <input type="radio"/> Special Education Administrator          | <input type="radio"/> Registered/Certified School Nurse | <input type="radio"/> Vision Itinerant                     |

Other (please specify)

Add:

Instructional Coach

**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 (Discrete Trial Teaching, Verbal Behavior, etc.)         |

Other (please specify)

Add:  Facilitate peer understanding of autism  
 Building peer support networks

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

- |  |  |
|--|--|
| <input type="checkbox"/> How to manage <del>difficult students in the classroom</del> <i>Challenging behavior in the classroom</i> | <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"/> Mental Health                                       |

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)

*Add: Strategic Instruction Model*

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

- |   |  |
|---|--|
| <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)

*Add:  Programming for students with ELL and IEPs*

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

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

Other (please specify)

Add: Increasing student engagement  
in learning

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

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

Other (please specify)

Add:  Developing a system to support interventions

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

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

Other (please specify)

See updated list

Q9

~~Q12~~ Within the topic of classroom-based technology, I would be interested in using technology to: ~~(Rank up to 5)~~

Support literacy instruction

Support math instruction

Support science/social studies instruction

Support social skills instruction

Support behavior management

Support healthy choices (physical and/or emotional)

Support increased independence in vocational and community settings

Support student communication (augmentative & alternative communication)

Complete formative and/or summative assessments

Connect with other classrooms around the world

Support universal design for learning

Enhance communication across work teams

Enhance my own productivity and professional practice

Understand social, ethical and legal issues surrounding the use of technology



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 Suite         |
| <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)

*See attached list*

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

- |   |  |
|---|--|
| <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)

**ALTERNATIVE Q13 USING GENERIC TOOL LIST**

10  
Q13: Within the topic of Technology Tools, I would be interested in:  
(~~Rank up to 5~~)

Audio Recorder/Editor

Basic Video Editing

Communication Tools (Boardmaker, SymbolStix, AAC)

Data Collection/Progress Monitoring Tools

Reading Tools (screen reader, highlighted text, vocabulary support, screen masking)

Research Tools

Speech to Text

Student Response System (to receive real time student feedback)

Study Skills Tools

Teacher Collaboration Tools

Teacher Productivity Tools

Writing Tools (graphic organizer, word prediction, spelling/grammar, topic dictionaries)

Tools to improve access to technology (due to physical, visual and/or hearing impairment)

Other:

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

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

Other (please specify)

Add:  Assessing fidelity of Behavior Intervention Plans  
 Assessing fidelity of accommodations and modification implementation

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

- |  |   |
|--|---|
| <input type="checkbox"/> Strategies for effective collaboration between special and regular education teachers       | <input type="checkbox"/> Co-teaching strategies, structures, and supports                         |
| <input type="checkbox"/> Improving teacher and teacher assistant (TA) collaboration                                  | <input type="checkbox"/> Effective training of regular education staff of special education goals |
| <input type="checkbox"/> Improving collaboration within special education team in your building (e.g. team building) | <input type="checkbox"/> 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

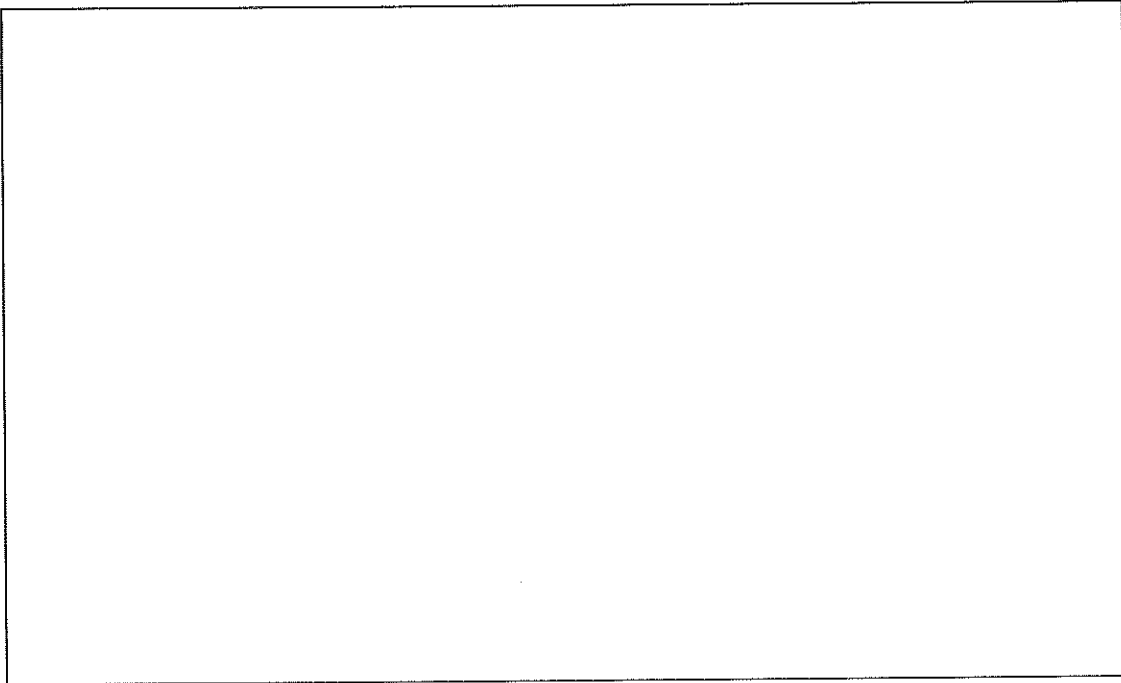
20. Wrap Around Services. (A system of building supports for the entire family.)

- 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:

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