#### MVSEC 2014-2015 Needs Assessment Results

Aggregate Multi-District Data Trends 2/2015

# of Responses: 401 (29% decrease from 13-14)

# Top 5 Professional Learning Responsibilities for 14-15

(13-14 Rating)

- 1. Curriculum Materials for Use with a Variety of Learners: 40% (36%)
- 2. Best Practices in Instructional Strategies: 39% (35%)
- 3. Behavior/Social Emotional Supports: 38% (40%)
- 4. Assessment and Data: 29% (29%)
- 5. IEP/Student Records/Procedures/Legal Updates/Compliance: 24%

Autism Spectrum and Technology Integration no longer in the Top 5.

#### Top 3 Professional Learning Responsibilities

(Disaggregated by certified general education and special education)

General Education # of respondents: 146

- Behavior/Social Emotional Development: 55%
- 2. Multi-Tiered Systems of Support: 45%
- 3. Assessment/Data: 35%
- 4. Curriculum Materials for Use with a variety of Learners: 35%

Special Education # of respondents: 79

- Curriculum Materials for Use with a variety of Learners:
  57%
- 2. IEP/Student Records/Procedures/Legal Updates/Compliance: 42%
- 3. Best Practice in Instructional Strategies: 33%

# Curriculum Materials for Use with a Variety of Learners: 40%

- 1. Adapting the CCSS for students with special needs: 52%
- 2. Tier 2/3 Writing Invention Programs: 39%
- 3. Skills for School Success: 33%

# Best Practices in Instructional Strategies: 39%

- Effective intervention and accommodations for students with ADHD/Executive Functioning Needs: 40%
- 2. Adaptations and Modifications: 33%
- 3. Differentiated Instructional Techniques: 30%

#### Behavior/Social Emotional Supports: 38%

- \* Improving Student Motivation: 70%
- \* How to manage difficult students in the classroom: 55%
- \* Teaching student effective social skills: 42%

#### Assessment and Data: 29%

- 1. Using data to plan interventions and instruction: 45%
- 2. Assessment of Behavior/SEL Skills: 40%
- 3. Managing Behavior Data: 33%

#### IEP/Student Records/Procedures/Legal Updates/Compliance: 24%

- \* Implementing IEP Goals within the general education classroom: 48%
- \* IEP goals that reflect the CCSS: 43%
- Rules pertaining to discipline of special education students: 39%

#### Multi-Tiered System of Supports

- Tier 2 Academic/Behavior Intervention Strategies: 26%
- 2. How staff member roles and responsibilities change: 26%
- 3. Tier 3 Academic/Behavior Strategies: 25%