

2016-2017

Multi-District Needs Assessment 2015 2016**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 ^{4th} 6th, 2016 through February ^{15th} 3rd, 2016. 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 Social Worker | <input type="radio"/> Paraprofessional – General Education |
| <input type="radio"/> Resource Special Education Teacher | <input type="radio"/> Speech & Language Pathologist | <input type="radio"/> Paraprofessional – Special Education |
| <input type="radio"/> Self-Contained Special Education Teacher | <input type="radio"/> Occupational Therapist | <input type="radio"/> Hearing Itinerant |
| <input type="radio"/> General Education Teacher | <input type="radio"/> Physical Therapist | <input type="radio"/> Vision Itinerant |
| <input type="radio"/> General Education Administrator | <input type="radio"/> Registered/Certified School Nurse | <input type="radio"/> Instructional Coach |
| <input type="radio"/> Special Education Administrator | <input type="radio"/> Assistive Technology Facilitator | |
| <input type="radio"/> School Psychologist | <input type="radio"/> RtI Coach/Interventionist | |

Other (please specify)

Add: School Counselor
Interperton / Translator
Position not listed (please specify in other)

Multi-District Needs Assessment 2015-2016

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

Add: If this topic is one of your three priorities please answer this question. If this topic is not one of your priorities, please skip and go to the next question. (include with questions 2-14)

2. Within the topic of Assessment/Data Topics I would be interested in (Rank Top 3)

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

3. Within the topic of Autism Spectrum Disorders I would be interested in (Rank Top 3)

<input type="text"/>	Understanding Autism Spectrum Disorders
<input type="text"/>	Intervention planning for students with ASD
<input type="text"/>	Meeting the sensory needs of students with ASD
<input type="text"/>	Promoting social thinking
<input type="text"/>	Assessment of students on the spectrum from diagnostic to classroom based
<input type="text"/>	Structuring inclusion for success
<input type="text"/>	Instructional strategies in writing for students on the spectrum
<input type="text"/>	Instructional strategies in reading comprehension for students on the spectrum
<input type="text"/>	Supporting language needs across the curriculum
<input type="text"/>	Preventing and reacting to challenging behavior
<input type="text"/>	Facilitating student independence
<input type="text"/>	Alternative therapies (Discrete Trial Teaching, Verbal Behavior, etc.)
<input type="text"/>	Facilitate peer understanding of autism
<input type="text"/>	Building peer support networks

4. Within the topic of Behavioral/Social Emotional Development I would be interested in (Rank Top 3)

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

Add: Restorative Practice
Trauma informed practice

5. Within the topic of Curriculum I would be interested in (Rank Top 3))

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

6. Within the topic of English Language Learners I would be interested in (Rank Top 3)

<input type="text"/>	Differentiating instruction
<input type="text"/>	Improving literacy skills
<input type="text"/>	Progress monitoring and ELL
<input type="text"/>	Promoting language proficiency
<input type="text"/>	ELL and identifying Learning Disabilities
<input type="text"/>	Meaningful and effective parent involvement
<input type="text"/>	Bilingual education as it interfaces with special education
<input type="text"/>	Programming for students with ELL and IEP's

7. Within the topic of Instruction I would be interested in (Rank Top 3)

<input type="text"/>	Adaptations and modifications
<input type="text"/>	Effective utilization of teaching assistants
<input type="text"/>	Understanding "scientifically-based" "research supported", Instruction
<input type="text"/>	Universal design for learning
<input type="text"/>	Peer assisted learning strategies
<input type="text"/>	Direct Instruction
<input type="text"/>	Differentiated Instruction Techniques
<input type="text"/>	Reading skills
<input type="text"/>	Writing skills
<input type="text"/>	Math skills
<input type="text"/>	Vocabulary
<input type="text"/>	21st century instruction

<input type="checkbox"/>	Study skills
<input type="checkbox"/>	Assignment/homework completion
<input type="checkbox"/>	Instruction for students with significant disabilities
<input type="checkbox"/>	Service Learning
<input type="checkbox"/>	Project-based learning
<input type="checkbox"/>	Toilet training
<input type="checkbox"/>	Effective interventions and accommodations for students with ADHD or Executive Functioning Needs
<input type="checkbox"/>	Effective inclusion techniques
<input type="checkbox"/>	Brain Based Learning
<input type="checkbox"/>	Increasing student engagement in learning

8. Within the topic of Multi-Tiered Systems of Support, I would be interested in (Rank Top 3)

<input type="checkbox"/>	Using data to drive instruction and intervention
<input type="checkbox"/>	Assessment within a multi-tiered system - Universal Screening, diagnostic assessment, progress monitoring
<input type="checkbox"/>	Tier 1 intervention strategies (academic)
<input type="checkbox"/>	Tier 2 intervention strategies (academic)
<input type="checkbox"/>	Tier 3 intervention strategies (academic)
<input type="checkbox"/>	Tier 1 intervention strategies (behavior)
<input type="checkbox"/>	Tier 2 intervention strategies (behavior)
<input type="checkbox"/>	Tier 3 intervention strategies (behavior)
<input type="checkbox"/>	How other schools and districts are implementing MTSS
<input type="checkbox"/>	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

☐ Developing a system to support interventions

9. Within the topic of Classroom Based Technology, I would be interested in using technology to (Rank Top 3):

<input type="text"/>	Support literacy instruction
<input type="text"/>	Support math instruction
<input type="text"/>	Support science/social studies instruction
<input type="text"/>	Support social skills instruction
<input type="text"/>	Support healthy choices (physical and/or emotional)
<input type="text"/>	Support increased independence in vocational and community settings
<input type="text"/>	Support student communication (augmentative & alternative communication)
<input type="text"/>	Complete formative and/or summative assessments
<input type="text"/>	Connect with other classrooms around the world
<input type="text"/>	Support universal design for learning
<input type="text"/>	Enhance communication across work teams
<input type="text"/>	Enhance my own productivity and professional practice
<input type="text"/>	Understand social, ethical and legal issues surrounding the use of technology

10. Within the topic of Technology Tools, I would be interested in (Rank Top 3):

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)

11. Within the topic of Post Secondary Transition I would be interested in (Rank Top 3)

Legal requirements for transition planning and assessment within the IEP Process

Supporting transition at the elementary level

Student participation in the IEP/transition planning process

Writing a meaningful transition plan

Fostering self-determination

Supporting transition at the middle school level

Transitioning to high school – better articulation meetings

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

Integration of academic and functional curriculum








12. Within the topic of IEPs/Student Records/Procedural Safeguards/Legal/Compliance I would be interested in (Rank Top 3)

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

13. Within the topic of Collaboration I would be interested in (Rank Top 3)

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

14. Within the topic of Working with Families I would be interested in (Rank Top 3)

	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

15. Preschool: Please suggest topics.

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Multi-District Needs Assessment 2015-2016

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

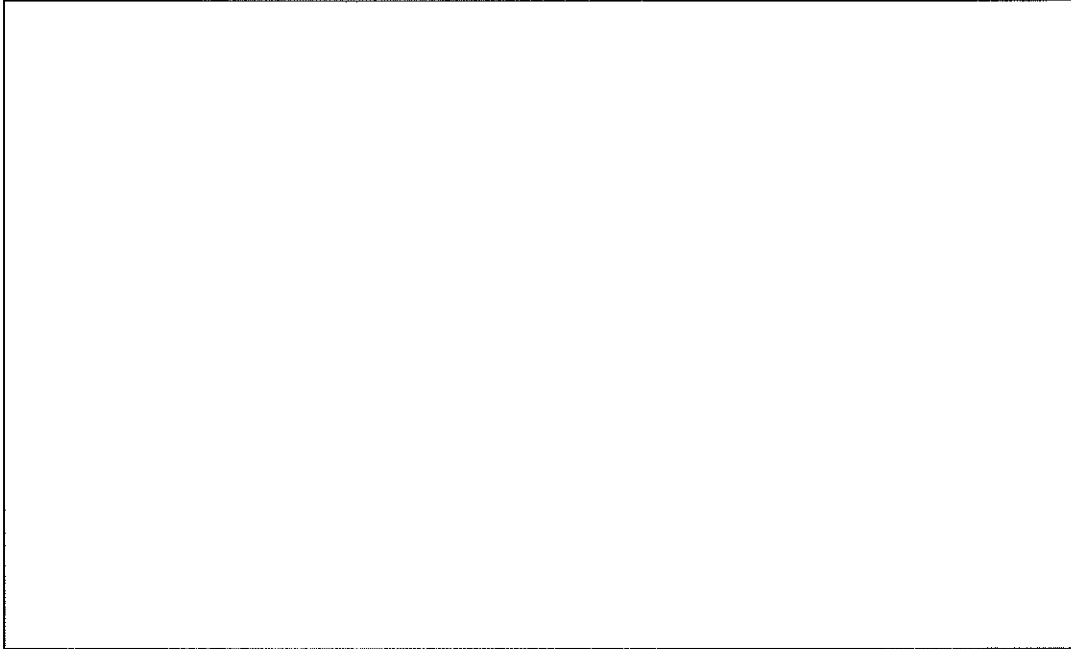
20. Wrap Around Services. (A system of building supports for the entire family.)

- ☐ 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:

A large, empty rectangular box with a thin black border, intended for handwritten or typed comments and suggestions regarding programs and services. It occupies the upper half of the page below the question number.