



Mid-Valley Special Education Cooperative

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MEMORANDUM

TO: Mid-Valley Special Education Cooperative Executive Advisory Board

FROM: Marianne Fidishin, PhD, Executive Director

DATE: December 6, 2017

RE: Professional Development and Behavioral Technical Assistance Report and Needs Assessment Participation

Below is the most updated information regarding Mid-Valley-provided professional development and behavioral technical assistance. Information are disaggregated by training and coaching, both programmatic as well as stand-alone, district utilization, and program learning targets.

In January, 2018, Mid-Valley will issue a Needs Assessment to cooperating school districts to ascertain professional development and behavioral technical assistance needs for the 2018-2019 school year. Longitudinal data portray response rates for years 2012-2013 thorough 2016-2017, indicating a 36.9% increase in participation rates. Further, communication and collaboration between district and Mid-Valley is ongoing and designed to meet the ever-changing and unique demands of each district.

2017-18 Fall Professional Learning Report

Prepared by: Professional Learning Team

2017-18 Behavioral and Instructional Coaching Services

Training and Coaching	
	2017-18 Projected
Total Percent of Allocated Time to Training and Coaching Services	86%
Autism	10%
CHAMPS	13%
FBA/BIP	43%
MTSS	22%
Program Support	9%
CPI	3%

Stand Alone Training and Consultation	
	2017-18 Projected
Total Percent of Allocated Time to Stand Along Trainings and Consultation	14%
Topical Training	9%
Individual Student Collaboration	66%

Intensive Classroom Support	25%
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2017-18 District Utilization

Current Coaching Time Utilized			
	Trimester 1 Usage	Total Year Allotment	% Utilized
D101	24	70.5	34%
D301	11	27	39%
D302	9	28.5	31%
D303	44	120	37%
D304	6	24	26%
Total	94	270	35%

2017-18 Learning Targets

Autism

- Increase the engagement of students with ASD with general education peers
- Increase student independence
- Program design

CHAMPS

- Engagement: Activity participating in the learning through the use of opportunities to respond and explicit instruction and feedback on learner characteristics aligned to the activity
- Build internal capacity to conduct and provide feedback utilizing the Basic 5 Observation Tool

FBA/BIP

- Plan Implementation: Build capacity to support student through strategies outlined in their BIP
- Plan Evaluation: Assessment of student outcomes aligned with implementation fidelity

MTSS

- Define and develop the MTSS framework that provides all students with the best opportunity to succeed both academically, socially, and behaviorally in school.
- Develop a 3 to 5 year district-level MTSS implementation plan.

Program Support

- Program design

2017-18 MVSEC Needs Assessment

Recommendation to administer the 2017-18 MVSEC needs assessment during the assessment window of January 10, 2018 to February 7, 2018. No changes to the needs assessment are recommended at this time.

Historical Participation Rates

2012-13	2013-14	2014-15	2015-16	2016-17
594	591	401	721	813