

Professional Development in Special Education

Needs Assessment

Bresnahan-Halstead Center, Spring 2019

University of Northern Colorado

Introduction:

The purpose of this survey is to identify professional development needs among teachers and staff. All responses will be aggregated, and no personally identifiable data will be used in the analysis and reporting of results.

Which type of staff development works best for you?

- To be scheduled on a release-time basis, with coverage provided
- To be scheduled after regular work hours and /or on week-nights
- To be scheduled during times when school is not in session
- To be delivered online
- To be delivered via informal study groups or learning communities
- To be delivered in a blended format (a combination of face to face and online)

Using the scale below, indicate how interested you are in participating in professional development focused on the topic

#	Topic	1 (low interest)	2	3	4	5 (high interest)
	Referral/Assessments and Interventions					
1	Standardized assessment					
2	Curriculum-based assessment					
3	The assessment referral process/timeline/procedure					
4	Alternate assessments					
5	District/parent responsibilities in the referral process					
6	Assessment of assistive technology/instructional technology to support learning					
7	Assessment of culturally linguistically diverse students					
8	Speech and language assessment					
9	Functional behavioral assessment (FBA)					
10	Eligibility criteria for special education					
	Classroom Management and Instructional Strategies					
11	Inclusive instructional strategies					
12	Behavior management and learning styles					
13	Data collection tools and progress monitoring					
14	Strategies/program alternatives for severe behavior problems					

15	Strategies for students with ADD & ADHD					
16	Strategies for students with autism					
17	Strategies for students with learning disabilities					
18	Strategies for gifted and/or talented students					
19	Strategies for culturally linguistically diverse students with disabilities					
20	Evidence-based strategies for math for students with disabilities					
21	Evidence-based strategies for literacy for students with disabilities					
22	Evidence-based strategies for written language for students with disabilities					
23	Universal Design for Learning					
24	Differentiated instruction and individualization					
25	Standard-based/performance-based instructional strategies					
26	Response to Intervention					
27	Helping students with disabilities interact with content					
28	Assistive technology in the classroom					
29	Strategies to engage and motivate students with disabilities					
30	Effective classroom management rules and procedures					
31	Lesson planning					
	IEP					
32	IEP requirements					
33	IEP management					
34	IEP goal writing					
35	IEP process for determining least restricted environment (LRE)					
36	IEP team members' roles/responsibilities					
37	Curricular modifications and adaptations					
38	General and special education teachers' roles/responsibilities in IEP process					
39	Multidisciplinary collaboration in the IEP process					
	Teaming, Collaboration, Consultation and Communication within the School Setting					
40	Collaboration, consultation and communication with general education teachers					

41	Collaboration, consultation and communication with special education teachers					
42	Collaboration, consultation and communication with general education administrators					
43	Collaboration, consultation and communication with special education coordinators					
44	Collaboration, consultation and communication with related service personnel					
45	Developing positive attitudes in students with disabilities toward themselves					
46	Developing positive attitudes in non-disabled students toward the students with disabilities					
47	Developing positive attitudes in building staff toward the students with disabilities					
48	Developing positive attitudes toward collaboration/consultation					
	Communication Outside the School Setting					
49	Effective communication with parents/caregivers					
50	Accessing/enhancing involvement with community agency services					
51	Effective parent/caregiver advisory groups					
52	Implementation of parent/caregiver training sessions					
	IDEA Regulations					
53	Federal and state special education regulations					
54	The Individuals with Disabilities Education Act (IDEA)					
55	Section 504 of the rehabilitation act of 1973					
56	Free appropriate public education					
57	Legal requirements for identification, assessment and evaluation of students with disabilities					
58	Legal requirements for determining LRE					
59	Procedural safeguards and due process procedures					
60	Confidentiality of information guidelines					

61. Please indicate any training you would like to receive that was not included on this form.

62. Is there anything else you would like to share?