

**Krista Galyen**  
**Needs Assessment**

*Executive Summary*

This needs assessment is to identify areas of strength as well as areas of concern in relation to the Special Education Service Agency (SESA) and its vision: to successfully support the education of children with low-incidence disabilities throughout the state of Alaska. This needs assessment will help define the strengths and areas of concern regarding:

- Effectiveness of service delivery
- Modes of service delivery, training, and support
- Ability of employees and recipients of service to successfully complete duties and follow-through

*Problem/Opportunity Statement*

**Performance Gap: Actuals and Optimals**

Through on-site consulting, training, and resource development/provision, it is SESA's goal that these recipients will incorporate the recommendations and resources successfully into these children's education. However, often it is stated that teachers are not able to implement these recommendations, and specialists often end up "doing the same thing over and over again."

Types of Problems

*For evidence and explanation on this topic, see Appendix A, #1.*

*Organizational Description*

■ **Mission**

The Special Education Service Agency (SESA) is a public non-profit set up by the State of Alaska Department of Education to deliver educational support and consulting to needed early intervention programs and school districts throughout the state of Alaska. The SESA mission statement calls for successful service delivery to these districts and programs who have students, families, and/or children with low-incidence disabilities. Through on-site consulting, training, and resource

development/provision, it is SESA's goal that these recipients will incorporate the recommendations and resources successfully into these children's education.

### ■ Location

Based in Anchorage, SESA is located centrally in Alaska. This is the only agency delivering these services, and often these rural sites rely on SESA to be the sole source of information on low-incidence disability students.

### ■ Size

SESA specialist staff is currently at 14 specialists covering autism, emotional disturbance, hearing impairment, dual-sensory impairment, visual impairment, and multiple disabilities. The lowest specialist count was 12 during the year prior. The total number of students and children covered by these consultants hovers around 370 students. There are 5 administrators (2 financial, 1 executive director, 1 program director, and one part-time grant director) and 5 support secretaries. One person covers the library resources (half time) and the technology (equipment, IT).

### ■ Funding

SESA has been flat-funded for the past 4 years. As costs of airline tickets and other travel expenses rise, along with higher staff wages and increasing Alaska Teacher's Retirement System (TRS) and health insurance costs, SESA continues to find ways to cut funding. Grants have been sought out, and previous LID specialists have been moved into the grants to help the costs of running the agency.

### ■ Significant Recent Events

- Addition of Alaska Autism Resource Center (grant)
- Retirement of Visual Impairment Delivery (cutting VI specialist down to 1)
- Retirement of Executive Director
- Project Director taking over Executive Director Position
- Sunset evaluation and continuation of Agency for 4 more years given requirements (sunset report)
- Teacher retirement system employee contributions going up by 5% each year for 5 consecutive years to balance state retirement system

## *Audience Analysis*

The individuals whose needs will be assessed are both those needs of the agency (SESA) as well as those needs of its service recipients. The SESA group contains subgroups of administrators, support secretaries, and specialists. The service recipient group contains school district as well as EI/ILP administrators, paraprofessionals, educators, and therapists. Ages and experience ranges of all groups range from 20's and 60's, and experience ranges from little experience to very knowledgeable. As stated above, SESA contains approximately 25 employees, and the SESA service recipients number

(at this point) over 412 contacts. The service recipients are located throughout the entire state of Alaska.

## *Primary and Secondary Data Sources*

### ■ Primary Data Sources

- **SESA Staff: Administration, Specialists.**  
Rationale: SESA is the agency delivering service. The administration oversee specialists in their role to deliver services to recipients, and specialists perform the delivery of service. They also work with the on-site teachers whose role it is to implement recommendations. They understand this perspective of needs and issues given the role of consultant.
- **Recipients of Service: On-site teachers, paraprofessionals, therapists, and administration.**  
Rationale: The recipients of service are required to implement recommendations and receive the service. They understand their own desires, needs, and issues given the on-site portion of delivery.

### ■ Secondary Data Sources

- **Baldrige Surveys**  
Rationale: These surveys were collected to discover the desires and goals of the specialists for the agency. These help to reveal the goals and desire of the staff at SESA.
- **Quality Report Surveys:**  
Rationale: These quality report surveys give feedback as to how the recipients of service felt about the service received. It reveals how well they like the service, if they commonly need help, and if they understand and feel they can implement the material given.
- **Training Surveys**  
Rationale: Given after trainings, these surveys filled out by recipients offer more detailed information on what they like about the training: preparedness, quality, and ability to implement.
- **Written Service Delivery Summaries:**  
Rationale: Written by specialists to cover recommendations to recipients, analysis of these can reveal how often specialists do continue to write repeating recommendations, revealing if indeed teachers are not able to successfully implement recommendations.

## *Data Gathering Techniques and Instruments*

### ■ **Extant Data Analysis**

- Description: Analysis of information and data already collected.
- Sources: Baldrige Surveys, Quality Report Surveys, Training Surveys, Written Service Delivery Summaries
- Rationale: Extant data analysis of the sources listed above allows the viewing of actuals: what the agency is already achieving, and what its staff and recipients of service currently believe about this agency and its service.

### ■ **Observation**

- Description: Observation of the work environment, looking at the 6 performance elements.
- Sources: SESA office, SESA Staff.
- Rationale: Allows to notice any patterns or items not stated by staff within surveys, interviews, or documented in extant data. Allows an unfiltered view of (at least part of) the performance issue.

### ■ **Interviews**

- Description: A set of questions held in a manner that is interactive in nature; in this scenario held with a sample of employees.
- Sources: SESA administration and SESA specialists, Alaska on-site recipients of service (administrators, educators, and therapists.)
- Rationale: Interviews allow an interactivity not present within surveys. The amount of and general nature of these questions allow the interviewees to talk about the performance issue. Use of these overarching and general questions allow honing of the survey and eliminate questions that would be meaningless or out of focus.

### ■ **Surveys**

- Description: Targeted questions specific to the situation, asked in a brief manner, usually answering by utilizing some sort of rating system.
- Sources: SESA administration and SESA specialists, Alaska on-site recipients of service (administrators, educators, and therapists).
- Rationale: Surveys allow the assessor to gather information taken from the interviews, tune the questions, and get some quick answers (and data) from many, many users at once.

*For the data gathering instruments, see Appendix B.*

## *Data Gathering Process*

### ■ **How Gathered**

Extant data was requested from administration (all paper surveys). All online surveys were given permission to collect from SurveyMonkey.

Observations were collected using the observation template and documenting short observations made throughout the course of a week.

Interviews were described (as detailed in the appendix) via email, and participation was requested on a volunteer basis. If interest was shown, follow-up details were given over the phone or in person, depending on distance factors. All those who chose to volunteer did receive an interview. Answers were documented and immediately typed up afterwards in greater detail. These were conducted in person or over the phone.

Surveys were described to recipients via email (as detailed in the appendix), and were sent out to all SESA administration, SESA specialists, and all SESA recipients of service via SurveyMonkey. A reminder email was sent out if, after one week, the user did not submit the survey. If the second email was not responded to, it was assumed that they did not wish to participate in the survey.

### ■ **Problems or Issues**

Extant data was in short supply. Given the size of the agency, this is not surprising and was expected. It was difficult to find data, however, very specific to the agency's mission as well as performance issue.

Observations were not able to be conducted while SESA staff were providing services on-site. Since this is a great part of the performance issue, it was difficult to solve that issue given that there is no current way of observing specialists on-site.

Interviews and surveys utilized contact information kept on the database. This contact information was a list of all recipients of service; Over 50% of the contact information was out-of-date or typed in incorrectly, making requesting participation from the service recipients available quite difficult.

## *Data Analysis Process*

### ■ **How Analyzed**

*Extant data and Interviews.* Most of this data was anecdotal in nature. To be able to categorize and summarize data, (as well as maintain confidentiality), comments were categorized according to the performance issue (one of six in the performance pyramid), and then summarized to target a specific area. These then could be counted and show trends in stated issues and comments.

*Observations.* The recording sheet was broken down into the six performance areas (pyramid) and documented. Keeping in mind the performance issue at hand, these were managed much like the anecdotal information. Observations were categorized and summarized, then counted to show trends in stated issues and performance.

*Surveys.* Data was collected via surveymonkey from both SESA staff and recipients of service. Questions were based on problematic performance issues revealed by the extant data, interviews, and observations. Paired questions were developed around actuals and optimal, then compared against each other. High discrepancies between actuals and optimal (point differences) with optimal being high and actuals being low revealed a need to concentrate recommendations in that area.

### ■ Problems or Issues

It would have been more advantageous to gather information from more sources. Since contact information on recipients was inaccurate, a small proportion of the real recipients responded. (Approximately 10%.) Regarding SESA staff, approximately 50% responded (many were reluctant to answer questions) which could skew results since it is such a small agency.

## *Data Table*

| <b>Tech-<br/>nique</b> | <b>Instru-<br/>ment</b>                                      | <b>Source</b>                                       | <b>Summary</b>  |
|------------------------|--|---|---|
| 1. Extant<br>Data      | Survey-<br>monkey  | SESA<br>Presentatio<br>n/<br>Workshop<br>Evaluation | <ol style="list-style-type: none"> <li>1. Paraprofessionals are the highest category of service recipients</li> <li>2. 81-85% (varying on topic) of training recipients feel that the presentation is clear, well-organized, and provided good information.</li> <li>3. 60-65% (varying on question) of training recipients feel that the information will make positive changes for themselves and the student.</li> </ol> |
| 2. Extant<br>Data      | Zoomerang,<br>Comment<br>summariz-<br>ing and tally<br>sheet | SESA Train-<br>ing Com-<br>ments                    | <ol style="list-style-type: none"> <li>1. 26% of training recipients commented positively on the use of visuals, either wanting more or praising the use of.</li> <li>2. 15% commented positively on the use of models and simulations.</li> <li>3. 30% commented positively on handouts, summarizing the purpose and outline of the training.</li> </ol>   |

| Technique      | Instrument                                   | Source   | Summary  |
|----------------|--|--|--|
| 3. Extant Data | Zoomerang                                    | Quality Report Surveys   | <ol style="list-style-type: none"> <li>1. 58% of service recipients stated “Yes” they learn new skills, and 25% stated they somewhat learned new skills from the visit.</li> <li>2. 70% stated that they do not need any help implementing the recommendations, 30% said they “mostly” don’t need help implementing the new skills.</li> </ol>   |
| 4. Extant Data | Written Service Delivery Summary Tally Sheet | Written Service Delivery Summaries   | <ol style="list-style-type: none"> <li>1. 67% of random sampling of 50 reports were repeating recommendations (may be worded slightly different) from previous reports.</li> <li>2. 24% of these 50 reports included visuals or attached handouts</li> </ol>   |
| 5. Observation | Observation Protocol                         | SESA specialists working in SESA office                                    | <ol style="list-style-type: none"> <li>1. There is an inability to see, analyze, or share the actual action that occurs in relation to the SESA vision: specialists consulting teachers.</li> <li>2. Infrequent interaction between colleagues</li> <li>3. Sufficient tools</li> <li>4. No formal documentation or data collection of success of vision.</li> </ol>  |
| 6. Interview   | SESA Staff Interview Protocol                | SESA administration and SESA specialists who volunteered for the interview | <ol style="list-style-type: none"> <li>1. Strengths: <ul style="list-style-type: none"> <li>• Adequate resources and tools</li> <li>• Personal motivation is strong</li> <li>• Strong ability to perform, knowledge, confidence in skills</li> <li>• Common understanding of vision</li> </ul> </li> <li>2. Needs: <ul style="list-style-type: none"> <li>• Ability to encompass new or alternative ideas to fit specific site needs</li> <li>• Ability to share strategies and ideas with others</li> <li>• Positive incentives (reinforcement) for trying new things, ideas</li> <li>• Use of systems to help track implementation, progress, strategies, and success</li> <li>• of the work with individual sites (processes)</li> <li>• Gathering more specific and more frequent feedback from on-site teachers</li> <li>• Specific feedback regarding job performance</li> <li>• Positive recognition and rewards</li> </ul> </li> </ol> |

| Technique    | Instrument                        | Source   | Summary   |
|--------------|-----------------------------------|--|---|
| 7. Interview | Onsite Teacher Interview Protocol | Onsite recipients of service: administrators and educators, therapists who volunteered for the interview | <p>1. Strengths:</p> <ul style="list-style-type: none"> <li>• Somewhat adequate resources and tools</li> <li>• Personal motivation is strong</li> <li>• Strong ability to perform, knowledge, confidence in skills</li> <li>• Common understanding of vision</li> </ul> <p>2. Needs:</p> <ul style="list-style-type: none"> <li>• More time with SESA staff</li> <li>• More time to learn and implement new skills</li> <li>• More frequent and better communication with staff</li> <li>• More resources that are useful and easy to implement, especially when given recommendations</li> <li>• Positive reinforcement for implementing work</li> <li>• More specific feedback</li> </ul> |



| Technique | Instrument        | Source                                     | Summary   |
|-----------|-------------------|--|---|
| 8. Survey | SESA Staff Survey | SESA Staff: administration and specialists | <p>100% of staff know their understanding best through self-evaluation</p> <p>100% of staff know least about performance through administrative feedback</p> <p>75% of staff would most like to be encouraged for trying new things by receiving positive feedback and reinforcement. 80% feel they are currently encouraged by seeing their own success</p> <p>75% state they are currently not being encouraged through positive reinforcement of new ideas</p> <p>Staff uses the following most often to convey information to recipients (top 6 out of 11):</p> <ol style="list-style-type: none"> <li>1. Conversation</li> <li>2. Written reports</li> <li>3. Phone</li> <li>4. Email</li> <li>5. Visual Handouts</li> <li>6. Articles</li> </ol> <p>Staff believes the following would be the best way to convey information to recipients (top 6 out of 11):</p> <ol style="list-style-type: none"> <li>1. Conversation</li> <li>2. Visual Handouts</li> <li>3. Written Reports</li> <li>4. Multimedia</li> <li>5. Email</li> <li>6. Videoconferencing</li> </ol> <p>81% staff would most like to receive training on the process of consulting and how to do it effectively</p> <p>50% feel clear and consistent communication is <i>sometimes</i> present.</p> <p>75% staff feel specific and clear feedback is <i>not often present</i>.</p> <p>50% staff feel permission and encouragement to try new things is not often present.</p> <p>75% staff feel recognition of a job well done is <i>sometimes present</i>.</p> |

| Technique | Instrument            | Source  | Summary  |
|-----------|-----------------------|---|--|
| 9. Survey | Onsite Teacher Survey | Onsite recipients of service: administrators, educators, and therapists | <p>1. In order of importance, recipients would most like to <i>improve</i>:</p> <ul style="list-style-type: none"> <li>• More onsite visits (consultations and trainings)</li> <li>• Ongoing and consistent communication</li> <li>• Information and suggestions that are relevant and clear</li> </ul> <p>2. Most teachers would like, when the specialist visits, to:</p> <ul style="list-style-type: none"> <li>• Shadow the specialists throughout the site visit</li> <li>• Have time set aside to sit and discuss the child and his/her education</li> </ul> <p>3. Teachers would like to be recognized for their hard work in order of importance:</p> <ul style="list-style-type: none"> <li>• Acknowledgment of excellent work to administration</li> <li>• A personal thank-you or good-job</li> </ul> <p>4. Teachers would like to receive information and training through: (in order of most preferred) (out of 12 choices total):</p> <ul style="list-style-type: none"> <li>• Conversation</li> <li>• Written reports</li> <li>• Email</li> <li>• Phone</li> <li>• Visual Handouts</li> <li>• DVD/Digital Media</li> <li>• Internet</li> </ul> <p>5. Teachers would like to receive MORE of these resources (in order of importance, out of 6 total):</p> <ul style="list-style-type: none"> <li>• Created materials (handouts, modified materials, etc.)</li> <li>• Devices and equipment</li> <li>• Created multimedia</li> </ul> |

## *General Data Summary and Interpretation*

### **SESA Staff**

SESA has adequate knowledge, vision, motivation, resources, and performance capacity. SESA staff often repeat recommendations, and there is a lack of documenting recommendations, strategies used, and successes associated. There is a strong lack of recognition, rewards, incentives, feedback, and expectations for SESA staff. The manners in which SESA staff currently deliver recommenda-

tions and training do not wholly align with their beliefs about how teachers learn best. Many SESA staff would like training on the consultant aspect of their jobs.

### Recipients of Service

Recipients are motivated and confident in their abilities to perform, and have a common understanding of purpose and vision. Recipients may not always have easy-to-implement resources. Most recipients do not overtly state they may need help implementing recommendations. Recipients like to learn from visuals, handouts, interactions, simulations, and modelling. Recipients have a great need for more time to learn and spend with SESA staff and communicate. They enjoy created and adapted materials from specialists.

### *Knowledge/Skills Needed - Details*

| Knowledge/Skill   | Analysis  | Sample Objectives  |
|---|---|--|
| Ability to document and track recommendations, strategies used to teach, and successes associated | <ol style="list-style-type: none"> <li>1. Identify recipient needs</li> <li>2. Identify teaching/learning approach</li> <li>3. Express recommendations and utilize teaching/learning strategies appropriate to recipient</li> <li>4. Document progress</li> </ol>   | <ol style="list-style-type: none"> <li>1. Staff will document learning plan for recipients</li> <li>2. Strategies for teaching/learning documented</li> <li>3. Success/progress will be documented</li> </ol>  |
| Communication interaction   | <ol style="list-style-type: none"> <li>1. Creating environment that is supportive of communication flow</li> <li>2. Encourage communication among staff through positive reinforcement</li> <li>3. Staff communicates regularly with administration</li> <li>4. Administration communicates regularly with staff</li> <li>5. Staff communicates regularly with service recipients to follow up with progress</li> </ol> | <ol style="list-style-type: none"> <li>1. Administration will supply staff with consistent specific feedback on job performance</li> <li>2. SESA staff will supply administration with specific progress on job experiences and duties.</li> <li>3. SESA staff will follow up on a regular basis to assess progress of service recipients, offer support, and identify any needs.</li> </ol> |

| Knowledge/Skill  | Analysis  | Sample Objectives  |
|--|---|--|
| Staff knowledge on consultant aspect of jobs.                      | <ol style="list-style-type: none"> <li>1. Understand how to train adult learners</li> <li>2. Break down tasks appropriate to learner</li> <li>3. Teach task in a manner appropriate for learner</li> </ol>  | <ol style="list-style-type: none"> <li>1. SESA staff will receive training on adult education and learning styles</li> <li>2. Staff will understand how to analyze adult learners and environments to choose the best learning approach and mode for teaching.</li> <li>3. Staff will understand how to organize learning objectives and training to best fit their adult learners.</li> </ol> |
| Create easy-to-implement resources                                 | <ol style="list-style-type: none"> <li>1. Analyze learner and situation</li> <li>2. Understand learner's strengths and needs</li> <li>3. Experiment with resource at on-site</li> <li>4. Create examples and models of resources, if teacher must create their own</li> </ol>               | <ol style="list-style-type: none"> <li>1. Staff will recommend resources that have been sampled and modeled at the on-site visit.</li> <li>2. Staff will help to make initial implementation of resources and recommendations as simple and timely as possible.</li> <li>3. Staff will model created resources if teacher is to create their own.</li> </ol>                                   |
| Create a positive environment for creativity and trying new things | <ol style="list-style-type: none"> <li>1. Identify area of need</li> <li>2. Create new idea/strategy for area of need</li> <li>3. Plan how to document progress and implement</li> <li>4. Communicate idea to administration</li> <li>5. Implement and share results with others</li> </ol> | <ol style="list-style-type: none"> <li>1. Staff will communicate ideas to administration.</li> <li>2. Positive reinforcement will be given for trying new ideas that are sound and have the goal of helping teachers learn.</li> <li>3. If new ideas are implemented, document progress and share with staff the success and/or limitations of new idea.</li> </ol>                            |

## *Recommendations*

SESA should begin thinking of ways to set up an environment conducive to communication, sharing, positive interactions, and support for trying and implementing successful new ideas. Documentation of strategies used and successes with those strategies used is key. SESA staff will more than likely need (and want) training associated with these: the consultant role and how to analyze, teach, implement, and document success with adult learners. SESA staff will need to focus on how to teach the service recipients in a timely manner using easy implemented resources. Resources may need to be modeled, simulated, and demonstrated.

Specific expectations and specific feedback, both for SESA staff and service recipients are essential and needed. Ways for understanding what and how the specialist is doing on-site will need to be addressed. There may need to be more communication and problem solving between SESA and site recipients on how best to allow teachers time to spend with SESA specialists while on-site. Follow-up communication and support between visits in a frequent and timely manner will also need to be addressed.

## *Appendix A*

### ■ 1. Performance Problem/Opportunities

- Fifty reports of on-site visitations covering the past 2 years of SESA service. On each report, on average (reports ranging from 3 recommendations to 14 recommendations), over 50% of the recommendations covered recommendations that were given on the report prior. This number continued to stay steady throughout the following recommendations, showing that there was a need for investigating this issue.
- 100% of the SESA specialists interviewed stated that it was difficult to have follow-through with recommendations.
- Interviews with on-site teachers and administrators consistently stated that time to study, learn, and integrate recommendations from the SESA specialists, in addition to high staff (teacher and administration) turnover results in great difficulty to implement recommendations for children and students.

## *Appendix B*

The following pages include the observation, interview, and survey documents utilized. They are in order of:

- SESA Observation
- SESA Staff interview
- Recipients of Service Interview
- SESA Staff Survey
- Recipients of Service Survey

## Performance Pyramid Interview Protocol

**Observation data sheet**

|              |  |
|--------------|--|
| Vision       | How are teachers actions and strategies related to SESA's vision?  |
| Expectations | Are specialists relaying the overall expectations to the teachers? |
| Feedback     | How are specialists providing feedback to the teachers?            |



## Performance Pyramid Interview Protocol

|             |  |
|-------------|--|
| Tools       | What tools were being used by the specialists?<br><br>Do teachers have the appropriate tools to implement these recommendations? |
| Environment | Is your work environment set up to help the specialist/teacher be successful?  |

## Performance Pyramid Interview Protocol

|           |   |
|-----------|---|
| Processes | What are the processes specialists are using?   |
| Rewards   | How are specialists being rewarded?<br><br>What rewards are specialists/SESA giving to teachers for implementing recommendations? |

## Performance Pyramid Interview Protocol

|             |  |
|-------------|--|
| Recognition | How are specialists recognized?<br><br>How are teachers recognized?  |
| Incentives  | How are the specialists given incentives?<br><br>How are teachers given incentives?  |
| Motivation  | Are specialists motivated towards the vision?<br><br>How do the specialists/SESA motivate teachers to implement recommendations? |

## Performance Pyramid Interview Protocol

|                 |   |
|-----------------|---|
| Self-Concept    | <p>Do specialists view themselves and their job positively? Their role?</p> <p>How do specialists help the teachers' self-concept to implement recommendations?</p> |
| Capacity        | <p>Are there difficulties that specialists encounter?</p> <p>How do specialists help the teachers overcome difficulties in implementing recommendations?</p>        |
| Knowledge/Skill | <p>What skills did successful specialists have?</p> <p>What skills do specialists try to foster in the teachers?</p>  |

Performance Pyramid Interview Protocol

|   |  |
|---|--|
| Extant data on questions or unobservables.... |  |
|---|--|



# SESA Support System Interview

Date: \_\_\_\_\_

Interviewee Initials: \_\_\_\_\_

Group (if applicable): \_\_\_\_\_

Interviewer: \_\_\_\_\_

## Interview Protocol

### Introduction:

“Hi. I am currently taking a class in needs assessment, and for our final project we are to conduct an actual needs assessment. I’ve consulted with Nancy, and I’m going to conduct a needs assessment in regards to one of your concerns: the ability to help teachers implement our recommendations for helping their LID students.

Not to worry, all that I write will not be kept on my work computer, will remain strictly confidential, and your name or answers will not be shown to anyone else in the agency. Nancy did state, however, that she would use the overall results of the needs assessment to help make positive changes for the agency. The interview will last about 20 minutes, are you interested in participating? Okay, great. When is a good time for you? I will see you then.”

|              |  |
|--------------|--|
| Vision       | <b>What is SESA trying to accomplish?</b><br><br><b>What do you wish SESA would accomplish?</b>  |
| Expectations | <b>What do you think you are expected to do?</b><br><br><b>What would you like to be doing?</b>  |
| Feedback     | <b>How do you know you are meeting the expectations?</b><br><br><b>What is a good way for you to find out how well you are meeting expectations?</b> |

Interview Protocol

|             |   |
|-------------|---|
| Tools       | <b>What do resources and tools do you have to complete your job? Do you feel this is sufficient?</b>  |
| Environment | <b>How is the environment helping you to be effective?</b><br><br><b>What barriers do you experience that prevents you from being effective?</b><br><br><b>How would you change those barriers to help you be more effective?</b> |



Interview Protocol

|           |  |
|-----------|--|
| Processes | <p><b>What processes and systems are in place that help you to do your job well?</b></p> <p><b>What kinds of help would enable you to do your job better? How would you like to receive this help?</b></p> |
| Rewards   | <p><b>How will you benefit if SESA is successful in its vision?</b></p> <p><b>How will the teachers and other recipients of our service benefit from SESA as a whole unit being successful?</b></p>        |

Interview Protocol

|             |   |
|-------------|---|
| Recognition | <p><b>How do others in the agency and schools view you in your position? Do you feel they think it's positive? Negative?.....</b></p> <p><b>How do you think specialists should be recognized for having success with on-sites?</b></p> |
| Incentives  | <p><b>In what way are you encouraged to do different things?</b></p> <p><b>What other incentives would lead you to do more?</b></p>   |
| Motivation  | <p><b>What led to your involvement into special education and consulting?</b><br/><b>Why do you want to be involved?</b></p>  |

Interview Protocol

|                 |  |
|-----------------|--|
| Self-Concept    | <b>Let's say SESA is effective and accomplishing it's vision. How do you envision yourself within this successful agency? Describe what you see yourself doing.</b>  |
| Capacity        | <b>What things about your work are just tough for you to deal with? (e.g., reading a computer screen; working in a loud environment)</b>   |
| Knowledge/Skill | <p>What skills do you need to help you help the teachers implement recommendations?</p> <p>What skills are needed by the following people to help you be successful in your work accomplishing that?</p> <ul style="list-style-type: none"><li>-supervisors</li><br/><li>-customers</li><br/><li>-co-workers</li><br/><li>-support staff</li></ul> |

## Interview Protocol

|   |   |
|---|---|
| <p>Organizational Culture (see below)</p> | <p>How does SESA get people involved in day-to-day tasks and decision making?</p> <p>- Does this seem to work OK? How so?</p> <p>How consistent is SESA in terms of how it carries out day-to-day operations? How consistent is it in terms of working to achieve long-term objectives and addressing major challenges?</p> <p>- Do the policies and procedures (formal and informal) used at SESA help achieve long-term stability? How so?</p> <p>Does your organization's culture, its resources, and activities fit together in such a way that the organization accomplishes things that are important, like helping teachers be successful with their students?</p> |
|---|---|

Note: see: Denison Consulting – Organizational Culture Surveys. <http://www.denisonculture.com>

### Wrap-up:

“Okay, that’s it! Thanks so much for taking the time to answer these questions. I may come back to you in the future for some follow-up surveys, but this is definitely the longest one. Thanks for your time. Do you have any questions? Thank-you.”

## SESA Needs Assessment Initial Interview: Teachers [Exit this survey >>](#)

### 1. Help Us Change for the Better...

#### Why?

We all know times change. And with it, so do services. This interview is the initial step in finding out YOUR opinions on your resources, how you view our services, and how SESA can change to help you better serve your students with special needs.

#### How long is it?

This interview has 20 questions. They're all open-ended, allowing me to collect your insights as to what your needs specifically are and how we can change to help you. **The answers don't have to be long, and feel free to be blunt for clarity's sake. :)**

#### What will you do with this information?

At the end of this week, I will look at the information you have provided. I will compile the commonalities, things many of you have stated an agreement on, and submit a short survey. This survey will give us, as we all know we must eventually get: NUMBERS. But that's not the important part. This information will be used to create positive changes within the agency, and therefore positive changes for all of you. **In the end, it is my goal to make this well worth your time and effort.**

#### Is it confidential?

Regarding confidentiality: do not worry. Your name, email, or any other identifying information IS NOT recorded on this survey. In addition, the actual survey answers will not be shared with others, only myself. Only the compiled results, separate from the actual answers you submit, will be shared. **So thank you for participating, and let's work together to make Alaska a better place to teach!**

#### 1. What do you think SESA is trying to accomplish?

**2. What do you wish SESA would accomplish?**

**3. When SESA specialists work with you, what do you believe you are expected to do? How do you see your role?**

**4. When SESA specialists come to visit you, what would you *\*like\** to be doing?**

**5. What type of feedback do you receive from SESA that provides you information/support in implementing positive services for the child? (Or do you receive it?)**

**6. What would be a good way for you to receive feedback from SESA?**

**7. What resources do you have available to you to help you implement recommendations? (computer, books, tools, etc.).**

**8. Do you feel these resources at your disposal usually enough to fulfill these recommendations that are given to you?**

**9. Do you feel your work environment is set up to help you be successful? How so?**

**10. What barriers to this success (implementing appropriate recommendations) do you confront in the workplace? How, do you think, these barriers could be removed?**

**11. What kinds of help would you most like to receive from SESA? How would you like to receive this help?**

**12. How will you benefit from a successful partnership with SESA?**

**13. What kind of recognition do you think teachers should receive as being positive and successful partners with SESA?**

**14. In what way are you encouraged to try new things?**



**15. What incentives would lead you to try more new things?**

**16. If the partnership between you/your school and SESA were extremely effective, how would you see yourself in that picture?**

**17. Does the partnership between SESA and you/your school work together in such a way that we accomplish things that are important? How so?**

**18. What skills do you need to help you be successful? What skills does the SESA specialist need to help you be successful?**

**19. Why do you want to be involved with children that have low-incidence disabilities? (What is your motivation?)**

**20. Anything else you would like to mention regarding your partnership with SESA and how we can serve you better and be more successful as a team?**

**Done >>**

## Needs Assessment Survey: SESA Staff

[Exit this survey >>](#)

### 2. Expectations

These questions covers how you and your recipients meet expectations, and how you and your recipients know what the expectations are.

**\* 1. I know if I am doing a good job or if I need to work on improving something by receiving feedback through:**

|  | Hardly<br>Used at<br>All | Not<br>used<br>often  | Used<br>Often         | Used<br>Almost<br>Always |
|--|--------------------------|-----------------------|-----------------------|--------------------------|
| self-evaluation/analysis   | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| feedback from recipients of my service<br>(employees/educators/parents/therapists) | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| observing the results of my success or gaps in<br>success                          | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| feedback from administration (or<br>board/supervisor)                              | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |

**\* 2. I would prefer to receive feedback through:**

|  | used<br>hardly<br>at all | used<br>not<br>very<br>often | Used<br>Often         | Used<br>Almost<br>Always |
|--|--------------------------|------------------------------|-----------------------|--------------------------|
| self-evaluation/analysis   | <input type="radio"/>    | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/>    |
| feedback from recipients of my service<br>(employees/educators/parents/therapists) | <input type="radio"/>    | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/>    |
| observing the results of my success or gaps in<br>success                          | <input type="radio"/>    | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/>    |
| feedback from administration (or<br>board/supervisor)                              | <input type="radio"/>    | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/>    |

[<< Prev](#)

[Next >>](#)

**Needs Assessment Survey: SESA Staff**[Exit this survey >>](#)**3. Feedback**

These questions discuss how you give and receive feedback.

**\* 3. How do you receive feedback on your work?**

|  | used hardly<br>at all | used not<br>very often | Used<br>Often         | Used Almost<br>Always |
|--|-----------------------|------------------------|-----------------------|-----------------------|
| Formal written documentation<br>(yearly evals) | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| Face-to-face conversation                      | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| Observation and Response                       | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| Emails   | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |

**\* 4. How would YOU prefer to receive feedback on your own work as a specialist (or administrator)?**

|  | used hardly<br>at all | used not<br>very often | Used<br>Often         | Used Almost<br>Always |
|--|-----------------------|------------------------|-----------------------|-----------------------|
| Formal Written Documentation<br>(yearly evals) | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| Email  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| Face-to-face conversation                      | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| Observation and response                       | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |

[<< Prev](#)[Next >>](#)

**Needs Assessment Survey: SESA Staff****Exit this survey >>****4. Incentives**

These questions cover how you and/or your recipients are encouraged to implement, create, try new things, and be successful.

**\* 5. I have been encouraged to try new things by:**

|   | used hardly<br>at all | used not<br>very often | Used<br>Often         | Used Almost<br>Always |
|---|-----------------------|------------------------|-----------------------|-----------------------|
| Positive reinforcement for new ideas              | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| Rewarded for creativity                           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| Sharing with others                               | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| Seeing my own success                             | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |
| Receiving positive feedback for trying new things | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> |

**\* 6. I would be most encouraged to try new things by:**

|   | Would not<br>Like     | Neutral               | Would<br>Like         | Extremely<br>Preferred |
|---|-----------------------|-----------------------|-----------------------|------------------------|
| Seeing my own success                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |
| Sharing with others                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |
| Rewarded for creativity                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |
| Positive reinforcement for new ideas              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |
| Receiving positive feedback for trying new things | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>  |

**<< Prev****Next >>**

## Needs Assessment Survey: SESA Staff

[Exit this survey >>](#)

### 5. Knowledge and Skill

These questions cover what knowledge and/or skill you and/or your recipients may need to do your job well.

**\* 7. What mediums do you use most to convey information to your recipients (teachers, parents, therapists, etc.)?**

|                          | Hardly Used at All    | used not very often   | Used Often            | Used Almost Always    |
|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Videoconferencing        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| DVD/movie/clips          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pictures                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Books                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Articles                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Visual handouts          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Internet sites           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conversation/Interaction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Phone                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Email                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Written Reports          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**\* 8. How do you think your teachers learn best?**

|                   | Hardly at all         | Not very well         | Good                  | Best                  |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Written reports   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Email             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Books             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conversation      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Visual handouts   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pictures          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Articles          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Phone             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| internet Sites    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| DVD/movie/clips   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Videoconferencing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

<< Prev

Next >>

## Needs Assessment Survey: SESA Staff

[Exit this survey >>](#)

### 6. Recognition

These questions cover how you and/or your recipients are recognized for a job well done.

**\* 9. If you are successful in your job, how would you most like to be recognized for your success?**

|  | Don't Use             | Neutral               | Preferred             | Extremely Preferred   |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| A spoken "thank you" or "good job"   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recognition in a newsletter name mentioned   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Allow you to write an article on the strategies you've used for success (newsletter, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Public recognition (mentioned in staff meetings or congratulated in front of others)       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A written "thank you" or "good job" such as a letter or certificate                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**\* 10. How do you feel you are recognized in your success?**

|  | Hardly at all         | Not Very Often        | Often                 | Almost Always         |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| A spoken "thank you" or "good job"   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recognition in a newsletter name mentioned   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Allow you to write an article on the strategies you've used for success (newsletter, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Public recognition (mentioned in staff meetings or congratulated in front of others)       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A written "thank you" or "good job" such as a letter or certificate                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**\* 11. How do you think your recipients of service should be recognized for their successes?**

|                                    | Don't Use             | Neutral               | Preferred             | Almost Always         |
|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| A spoken "thank you" or "good job" | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



|  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Recognition in a newsletter name mentioned   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Allow you to write an article on the strategies you've used for success (newsletter, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Public recognition (mentioned in staff meetings or congratulated in front of others)       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A written "thank you" or "good job" such as a letter or certificate                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**\* 12. How do you currently recognize your recipients for their successes?**

|  | Hardly Used at All    | Not Very Often        | Often                 | Almost Always         |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| A spoken "thank you" or "good job"   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recognition in a newsletter name mentioned   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Allow you to write an article on the strategies you've used for success (newsletter, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Public recognition (mentioned in staff meetings or congratulated in front of others)       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A written "thank you" or "good job" such as a letter or certificate                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| *  | Extremely positive    | Positive              | Neutral               | Slightly negative     | Very negatively       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| How do you feel others think of you in your job (both SESA staff and recipients of the service?) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How do I view myself in my job?  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**<< Prev**

**Next >>**

## Needs Assessment Survey: SESA Staff

[Exit this survey >>](#)

### 7. Rewards

These questions ask about the rewards and incentives you receive.

**\* 14. How will people benefit from SESA success?**

**(5=Most benefit 1=Least Benefit)**

Children and/or Families will have an education that is appropriate and helps them to be successful

I can be happier and more fulfilled in my job

I will feel like I can make a difference

More people will seek SESA out as a resource and utilize us

Teachers/parents/therapists will get what they need

[<< Prev](#)      [Next >>](#)

**Needs Assessment Survey: SESA Staff****Exit this survey >>****8. Processes**

These questions cover the processes that are in place to help you and/or your recipients be successful.

\*

|   | Always                | Often                 | Sometimes             | Not too often         | Hardly ever or Never  |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| How often do you document strategies used that resulted in teacher and student learning? (our vision) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

\* **16. What kinds of help/assistance would you most like to receive?**

**(4=Most wanted 1=Least wanted)**

The use of several models rather than just one focus

Increasing our knowledge as consultants

Learn more about the process of consulting and how to do it effectively

Increaasing efficiency

**<< Prev**

**Next >>**

## Needs Assessment Survey: SESA Staff

[Exit this survey >>](#)

### 9. Environment

These questions discuss how the environment affects your success.

**\* 17. The following are present at SESA:**

|  | Hardly ever<br>or never<br>present | Not often<br>present  | Sometimes<br>present  | Fairly<br>present     | Always<br>present     |
|--|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Clear and consistent communication             | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Permission and encouragement to try new things | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Specific and clear feedback                    | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recognition of a job well done                 | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**18. These things help me to be effective here at SESA. These things may not currently be present, but these things help me to be effective in my job:**

|  | Don't Use             | Neutral               | Preferred             | Extremely Preferred   |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Clear and consistent communication             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Specific and clear feedback                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recognition of a job well done                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Permission and encouragement to try new things | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**19. I experience these things at SESA:**

|  | Don't Use             | Neutral               | Preferred             | Extremely Preferred   |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Clear and consistent communication             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Specific and clear feedback                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recognition of a job well done                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Permission and encouragement to try new things | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**\* 20. I experience some of these barriers that prevent me from being as effective as I could be:**

|   | Never experience      | Don't experience often | Experience some of the time | Experience almost all of the time |
|---|-----------------------|------------------------|-----------------------------|-----------------------------------|
| Too narrow of vision for SESA and/or our positions; can be more broad to reach more people and/or provide more resources/services | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>             |
| Not enough trust in my abilities to do a good job   | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>             |
| Difficult to find out if I am meeting all that is expected of me in the position  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>             |
| Trying new things/ideas is very difficult   | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>             |
| Difficult communication between staff members   | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>             |

**21. I think SESA's effectiveness could be improved by:**

**(4=Could be greatly improved by 1=Wouldn't be as improved by)**

- The use of several models rather than just one focus
- Increasing our knowledge as consultants
- Learn more about the process of consulting and how to do it effectively
- Increasing efficiency

**<< Prev      Next >>**

**Needs Assessment Survey: SESA Staff****Exit this survey >>****10. Tools**

These questions discuss the tools available to you and/or your recipients of service.

\*

|  | Extremely             | Somewhat              | Neutral               | Not very              | Not at all            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| In regards to effectiveness as a [specialist]/[administrator], I feel I am effective.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How EASY is it to find out how well I am doing in my job?  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Do you feel the teachers/therapists have the tools and resources necessary to follow through with your recommendations and what is needed for the child/student? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**<< Prev****Next >>**

## **Needs Assessment Survey: SESA Staff**

**Exit this survey >>**

### **11. Organizational Culture and How Things Work Together**

These questions cover how everything works together as a whole as a cohesive unit.

**23. Any other comments that you would like to add regarding SESA's effectiveness to help teachers/families/therapists implement recommendations?**

**<< Prev**

**Done >>**

## SESA Needs Assessment Survey: Teachers

[Exit this survey >>](#)

### 1. SESA Needs Assessment Survey: Teachers

Based on the answers you provided in the previous interview questions, we developed a quick survey to narrow down the improvements we can make here at SESA to serve you. We thank you for your compliments, and we did receive the information you provided to us about what works. This survey focuses on the gaps and helps us to hone in on those specific areas of need. So please, if you can, take the time to fill out this quick (and yes, final!) survey regarding our services. All the information will be compiled and presented so that positive improvements can be made. Again, your information will not be recorded and all submissions are completely confidential. Thank you!

**All questions below are using a rating system. Higher numbers are more preferred.**

**\* 1. In order of importance, what would you like SESA to improve?**

**(9=most important to improve, 1=least important to improve)**

- Consistent SESA staffing
- Ongoing and consistent communication
- Quick turn-around time for reports and feedback
- Information and suggestions that are relevant and clear
- Using various forms of media to present suggestions (written, pictures, video, audio, combination)
- Consistent number of visits from year to year
- More on-site visits (consultations and trainings)
- More distance consultations and trainings (online, videoconference, etc.)
- Better or larger library services



**\* 2. When a SESA specialist comes to visit, would you like to:****(4=would like most, 1=would like least)**

- Shadow the specialist as he/she works with the student/child throughout the visit
- Be observed by the specialist as you work with the child
- Have time set aside to sit and discuss the child and his/her education
- Have time for training on the specific disability or area of need

**\* 3. When SESA sends you suggestions, information, or training, how do you most \*like\* to receive this information? (Examples: Which one do you benefit from the most? What do you learn from the most?)****(12=Prefer most, 1=Prefer least)**

- Videoconferencing
- DVD/Movie/Movie clips
- Pictures
- Books
- Articles
- Visual handouts
- Internet sites
- Conversation
- Online learning/education courses
- Phone
- Email

Written reports

**\* 4. What resources do you enjoy most from SESA, and would like to see more?**

**(6=Enjoy most, 1=Enjoy least)**

 Internet site Created multimedia (pictures, movies, electronic demos) Created materials (handouts, modified materials, etc.) Devices and equipment Articles, books, published written material Online distance learning system (moodle)

**\* 5. You've been doing a great job at creating an educational environment for your student(s). Which way would you most prefer to be thanked/recognized for your hard work?**

**(5=Most preferred, 1=Least preferred)**

 Acknowledgement of your excellent work to your administration A personal one-on-one "thank you" or "good job" A written "thank you" or "good job" A more public thank-you/recognition, such as name or article in a local newsletter (example: SESA newsletter) Opportunity for you to write about your own success in a newsletter (example: SESA newsletter)

**Done >>**