

Heartland Priority Needs Assessment

Final Agency Wide Report

January 27, 2004

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Heartland Priority Needs Assessment
Executive Summary

Dear Reader:

Heartland's priority needs assessment has been completed for the 2003/2004 school year. Enclosed you will find data summarizing results from all respondents. This year's needs assessment follows closely the QIC-Decide logic that was used throughout Iowa in the Administrative Evaluator Approval training. To be clear, the assessment was designed to answer the question:

In areas where the AEA has discretion regarding resource allocation and service delivery (i.e., non mandated services), which areas of service would districts prioritize most highly for AEA 11 support?

To answer this question, a survey was constructed and administered to the leadership from all Heartland public school districts and accredited nonpublic schools.

For a survey like this, the process used for item selection is very important. The survey authors determined that an accepted, published framework relating to school improvement would likely provide the best basis to frame questions around. As such, the framework adopted by the Iowa Department of Education for use with Schools in Need of Assistance was selected as the general framework. This framework is broad in scope and includes 13 factors that schools might examine to promote improvements in teaching and learning within their schools. Questions for this survey were developed around the conceptual framework presented in Table 0:

Table 0: Conceptual Framework Driving Heartland’s Priority Needs Assessment Questions

<u>Procedural Issues</u>	<u>Academic Issues</u>	<u>Quality Educator Issues</u>	<u>District/School System Issues</u>
<ul style="list-style-type: none"> • Development of a Continuous Improvement Process for the Districts’ Comprehensive School Improvement Plan (CSIP) • Development of the Plan • Development of the District’s Annual Progress Report • Communication with Parents/Board/Community • Determining what Adequate Yearly Progress is for our district and buildings. 	<ul style="list-style-type: none"> • Development of High Quality Standards and Benchmarks • Alignment of our standards and benchmarks with our Curriculum and Assessments • Development and Implementation of Scientifically-Based Curriculum <ul style="list-style-type: none"> ○ Identification of Curricula ○ Training in the Use of Curricula • Implementation of High Quality Instructional Practices <ul style="list-style-type: none"> ○ Use of scientifically validated instructional strategies ○ Determining and implementing effective strategies for differentiating instruction for subgroups who need supplemental instruction and for individuals who need intensive instruction (e.g., how to help struggling subgroups of students become proficient) • Assessment <ul style="list-style-type: none"> ○ Assistance in scaling our assessment system up to include grades 3-8 and 11 <ul style="list-style-type: none"> ▪ Creation of District wide assessment plan ▪ Ensuring district wide assessment plan meets all state and federal requirements ○ Collecting and interpreting data to determine if we have student achievement problems and where the problems are (Screening/Accountability Assessments) <ul style="list-style-type: none"> ▪ Collection and interpretation of universal screening data in (including whether we’re making Adequate Yearly Progress) ○ Collection and Use of Data to determine why the problems are occurring in our problem areas (Diagnostic Assessments) <ul style="list-style-type: none"> ▪ Student Performance Data ▪ Curricular Data ▪ Instructional Data ▪ Collection of Other Data (needs to be expanded) ○ Collection and use of data to determine whether the strategies we are using with different groups of students are working over relatively short periods of time <ul style="list-style-type: none"> ▪ Collection and interpretation of progress monitoring data 	<ul style="list-style-type: none"> • Professional Development <ul style="list-style-type: none"> ○ Development of Professional Development Plan ○ Implementation of Professional Development Plan ○ Assessment of Impact of our Professional Development Plan • Leadership/Supervision <ul style="list-style-type: none"> ○ Mentoring and Induction <ul style="list-style-type: none"> ▪ Development of a Plan ▪ Implementation of Plan ○ Evaluator Training ○ Evaluation System • Internal Communications • Climate and Culture 	<ul style="list-style-type: none"> • External Environment • Stakeholders • Resource Allocation • Technology • Accountability • Learning Environment <ul style="list-style-type: none"> ○ Reorganization ○ High Schools <ul style="list-style-type: none"> ▪ Virtual Academies ▪ Regional Academies • Persistently Dangerous Schools

Method

Specific methodology was as follows:

1. Survey questions were created to be consistent with the conceptual framework selected for this survey.
2. The initial item pool was reviewed by a panel of experts from within Heartland and additional items were added based on reviewers' ideas. Reviewers were asked to identify areas of need in schools where AEA services might be highly prioritized that were consistent with the conceptual framework. It is important to note that the items on the survey were not expected to cover all areas of service delivery within Heartland.
3. The survey instrument was developed and instructions for completing the survey were drafted. **Important: Respondents were not asked how important each area was to their school. The presumption was that each of the areas selected for the survey was important to Heartland schools. Instead, respondents were asked to inform Heartland How important it was to them for Heartland to provide supports and services to districts in that area.**
4. A meeting was held with the AEA 11 superintendents' advisory committee and with the entire superintendents group to discuss the survey, its purpose and to get input on methodology.
5. The superintendents recommended a two step process for contacting respondents. That process was followed:
 - a. The superintendents recommended that the survey be offered and completed electronically. As a result, the survey was composed on Heartland's TestPilot software.
 - b. Two rounds of data collection were completed. First, superintendents were contacted and asked to forward an invitation to leadership personnel in their district, inviting those persons to complete the survey. Thus, the sample of respondents was controlled, in part, by superintendent invitation. Respondents were given 3 weeks to participate.
 - c. Next, initial reports were completed for each participating district. These reports documented each district's responses compared to the overall AEA responses.
 - d. The second round of data collection was for superintendents to provide input after seeing results for their district. This data collection phase took approximately 2 weeks.

Results

Data were analyzed in a series of analysis. Each analysis is described briefly below, and the general findings discussed.

Demographics: Forty-four public school districts and four nonpublic schools participated in this survey. Three hundred twenty two individuals completed the survey, representing a diversity of professional positions within school districts. Respondents were primarily persons in leadership positions within districts including superintendents, principals, curriculum-coordinators and others.

Item-Level Descriptive Statistics: Within the report, a series of tables report the overall ratings across all respondents for each item. The items on this survey were

selected to represent the 13 domains that the Department of Education is encouraging districts to examine if they find themselves in need of improvement under the NCLB criteria. Furthermore, the questions ask the extent to which districts believe that the AEA needs to provide services in each of these areas. Since the questions were selected from a series of priority areas related to school improvement, it is not surprising that a large majority of survey items were supported as valued by the districts. The highest rated items, not surprisingly, were related to helping teachers differentiate instruction to support students with diverse learning needs.

Item Rank Order Across All Respondents: In this analysis, all respondents' answers were examined together. The top priorities for the AEA related to (1) supporting differentiated instruction to meet the diverse learning needs of all groups of students, (2) assisting districts in the use of research-based strategies and curriculum options (3) assisting districts in using their assessment information to help determine what problems exist, why they exist and what to do about them and (4) assisting districts with the professional development to accomplish improved teaching and learning. These major themes repeat many times throughout the results from this survey.

Item Rank Order For Specific Professional Groups: In this analysis, specific professional groups' priorities for AEA #11 were examined. In this analysis, both top 10 priorities of each group were examined, as well as the lowest 10 priorities that each group had for the AEA. Of particular interest in this analysis is areas where specific groups' preferences differed from the overall priorities of all groups together. In addition to these cross-group priorities, specific professional groups' priorities included:

- ❖ Superintendents: Superintendents agreed substantially with the cross-groups priorities. The one area where superintendents differed from the overall ratings was that superintendents wanted to be sure the AEA was supporting districts in "Development of the Comprehensive School Improvement Plan."
- ❖ Associate/Assistant Superintendents: As with superintendents, most of the priorities for this group were similar to priorities of the overall group. Unique priorities for this group included having the AEA assist in determination of districts' status with regard to Adequate Yearly Progress under NCLB, designing classroom lessons aligned with research-based curricula and the development of school and district leadership.
- ❖ Curriculum Coordinators: Curriculum-Coordinators also shared support for the overall themes from the omnibus survey. Their unique priorities for the AEA included assisting districts in the development of the Comprehensive School Improvement Plan, implementation and evaluation of the Comprehensive School Improvement Plan (CSIP) and the development of a continuous improvement process.
- ❖ Special Education/Program Directors: Special education or special projects directors' unique priorities for the AEA included having the AEA help ensure that "District-wide assessment plans meet state and federal accountability requirements, Evaluation of the districts' Professional

Development Plan and awareness of state and federal accountability requirements.

- ❖ Principals' Priorities: Principals' priorities mirrored closely the cross-group priorities. Indeed, the only priority for the principals' group that was unique was for the AEA to support the development of the Comprehensive School Improvement Plan (CSIP).
- ❖ Associate/Assistant Principals' Priorities: Unique priorities for this group included AEA assistance with the development of a continuous improvement process, help with design and implementation of units/lessons aligned with research-based curriculum, and development of the comprehensive school improvement plan.
- ❖ Teachers Priorities: Teachers priorities also mirrored many of the priorities of the other groups. Unique priorities for help from the AEA include the development of high quality standards and benchmarks and designing, creating or selecting classroom assessments to better measure student achievement.
- ❖ Parents/Community Members: These persons' unique priorities for the AEA included support for schools in integrating technology into teaching and learning and development of school leadership.
- ❖ Nonpublic Schools' Priorities: Nonpublic schools had a number of unique priorities for the AEA. These include the AEA's helping schools with awareness of state and federal accountability expectations, development of the Comprehensive School Improvement Plan and Implementation of the districts professional development plan.

Priorities for Districts of Different Sizes: The final section in the report discusses differences in districts' priorities for AEA #11 based on the different size of districts served by the AEA. In this analysis, there are more similarities than differences. However, it may be that districts that are larger have fewer needs for the AEA to assist with state and federal compliance.

Summary

In general, there were a series of very clear priorities/themes identified across many different items and respondent groups. In particular, four themes appeared to be recurrent.

1. Nearly all groups' first priority for support from AEA #11 related to the identification and training district personnel in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met. This emphasis is not at all surprising, given the amount of emphasis placed on subgroup performance by NCLB. These themes were by far and away the strongest recommendations emanating from this survey's results.
2. A second area of emphasis deals with training districts in the use of research-based curriculum options. Again, this is not surprising given the emphasis placed on these issues in NCLB.
3. A third theme related to the collection and use of assessment data by schools. In general, schools and school districts prioritized highly the AEA's support in helping them collect and use assessment data to identify where problems are occurring, to help analyze why they are occurring and to help determine whether the strategies that are put in place by the district are being effective in addressing the problems.

4. A final theme in responses from Heartland schools is the need for support in developing and supporting district professional development plans.

The complete survey that was offered to all participants is presented in Section 6 of this document.

Section 1

AEA 11
Priority Needs Assessment

General Demographic Information About Survey Respondents

Table 1 summarizes data on the number of districts participating in this needs assessment as well as the number of persons from each category.

Table 1. Summary of Survey Respondents

Item	Number
Total Number of Districts Participating	48
Public Districts Participating	44
Non-Public Schools Participating	4
Total Number of Respondents	322
Number of Superintendents	40
Number of Associate/Assistant Superintendents	5
Number of Curriculum Coordinators	16
Number of Special Programs/Special Education Administrators	5
Number of Other Central Office Administrators	3
Number of Principals	62
Number of Assistants/Associate Principals	13
Number of Teachers	145
Number of Community Members/Parents	28
Number of persons not identifying their position	5

A majority of Heartland districts participated in this survey. A breakdown of number of respondents by district size is presented in Table 2.

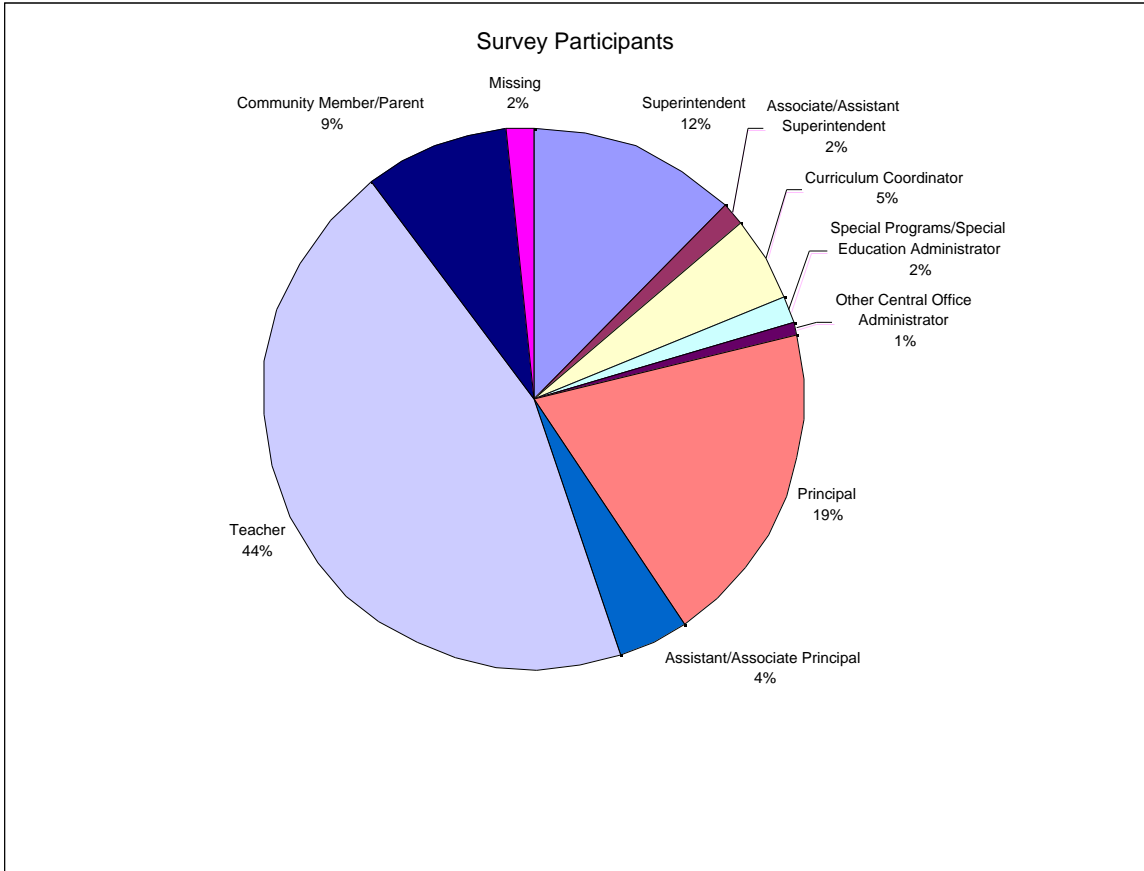
Table 2: Districts and Respondents by District Size Category

District Size Category	Number of Students in Each Category	Number of Districts	Number of Respondents
1	<250	4	21
2	250-399	3	5
3	400-599	10	18
4	600-999	10	47
5	1000-2499	7	32
6	2500-7499	8	121
7	7500+	2	60
	Total	44	*304

*Note: The total number of respondents listed in this table does not include individuals from nonpublic schools nor persons who did not list a district affiliation.

Figure 1 illustrates the relative size of different respondent categories.

Figure 1: Distribution of Respondents Across Respondent Category



Section 2

AEA 11
Priority Needs Assessment

Item-Level Descriptive Statistics for Priority Needs Assessment

The first section of the document presents specific survey items along with descriptive statistics related to the items. The 64 items from the surveys are listed in the order that they appeared on the surveys. These tables provide the basic descriptive statistics on the survey items across all respondents. Each table is read in the following way:

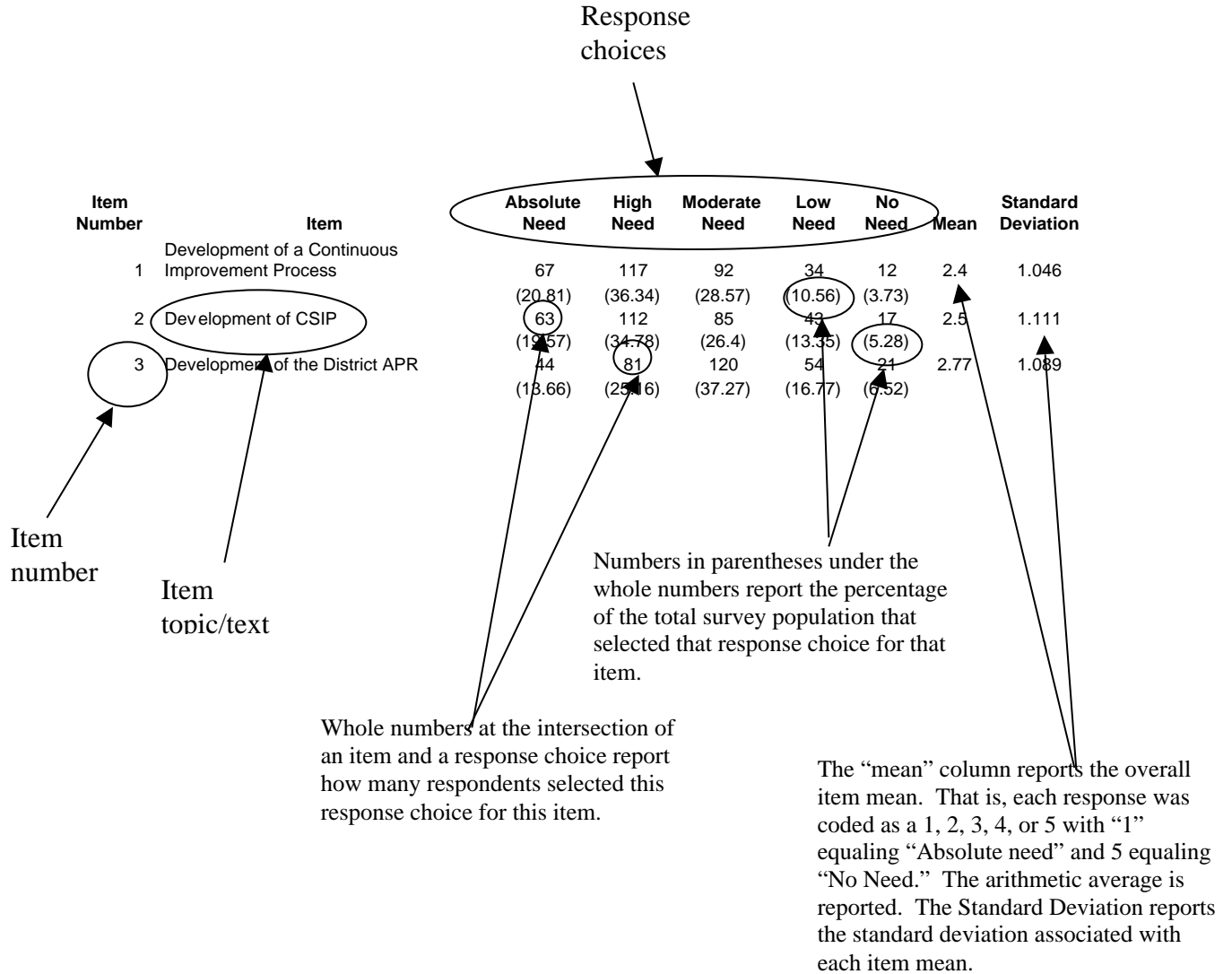


Table 3 Summarizes the item level responses across all respondents.

Table 3. Item-Level Statistics Across All Items

Item Number	Item	Absolute Need	High Need	Moderate Need	Low Need	No Need	Mean	Standard Deviation
1	Development of a Continuous Improvement Process	67 (20.81)	117 (36.34)	92 (28.57)	34 (10.56)	12 (3.73)	2.40	1.04
2	Development of CSIP	63 (19.57)	112 (34.78)	85 (26.4)	43 (13.35)	17 (5.28)	2.50	1.11
3	Development of the District APR	44 (13.66)	81 (25.16)	120 (37.27)	54 (16.77)	21 (6.52)	2.77	1.08
4	Communication with parents/board/community regarding APR, CSIP etc.	25 (7.76)	63 (19.57)	114 (35.4)	87 (27.02)	30 (9.32)	3.11	1.07
5	Determination of adequate yearly progress for our district and buildings	47 (14.6)	89 (27.64)	107 (33.23)	54 (16.77)	23 (7.14)	2.74	1.12
6	Creation of a district wide assessment plan	39 (12.11)	99 (30.75)	121 (37.58)	40 (12.42)	22 (6.83)	2.71	1.05
7	Ensuring that the District-Wide Assessment Plan meets all state and federal requirements	94 (29.19)	114 (35.4)	77 (23.91)	20 (6.21)	17 (5.28)	2.23	1.09
8	Development of the districts Professional Development Plan (Based on the Iowa professional development Model)	67 (20.81)	111 (34.47)	98 (30.43)	29 (9.01)	15 (4.66)	2.42	1.06
9	Implementation of the districts Professional Development Plan	48 (14.91)	122 (37.89)	100 (31.06)	33 (10.25)	15 (4.66)	2.51	1.02
10	Evaluation of the district's professional development plan based on student learning	46 (14.29)	126 (39.13)	107 (33.23)	29 (9.01)	13 (4.04)	2.49	0.98
11	Development of high quality Standards and Benchmarks in Reading	78 (24.22)	86 (26.71)	69 (21.43)	63 (19.57)	26 (8.07)	2.61	1.26
12	Development of high quality Standards and Benchmarks in Math	68 (21.12)	85 (26.4)	77 (23.91)	64 (19.88)	27 (8.39)	2.68	1.24
13	Development of high quality Standards and Benchmarks in Science	54 (16.77)	87 (27.02)	93 (28.88)	63 (19.57)	24 (7.45)	2.74	1.17
14	Implementation of S&B in Reading	80 (24.84)	96 (29.81)	84 (26.09)	37 (11.49)	25 (7.76)	2.48	1.20
15	Implementation of S&B in Math	71 (22.05)	98 (30.43)	86 (26.71)	42 (13.04)	24 (7.45)	2.53	1.18
16	Implementation of S&B in Science	57 (17.7)	94 (29.19)	103 (31.99)	40 (12.42)	24 (7.45)	2.62	1.14

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Item Number	Item	Absolute Need	High Need	Moderate Need	Low Need	No Need	Mean	Standard Deviation
17	Identification, selection and training in the use of research-based curriculum options in Reading PK – 5	93 (28.88)	112 (34.78)	72 (22.36)	24 (7.45)	15 (4.66)	2.23	1.09
18	Identification, selection and training in the use of research-based curriculum options in Reading 6-8	92 (28.57)	132 (40.99)	67 (20.81)	16 (4.97)	10 (3.11)	2.12	0.98
19	Identification, selection and training in the use of research-based curriculum options in Reading 9-12	95 (29.5)	118 (36.65)	71 (22.05)	12 (3.73)	17 (5.28)	2.16	1.07
20	Identification, selection and training in the use of research-based curriculum options in Math PK-5	82 (25.47)	122 (37.89)	77 (23.91)	17 (5.28)	14 (4.35)	2.23	1.04
21	Identification, selection and training in the use of research-based curriculum options in Math 6-8	78 (24.22)	127 (39.44)	76 (23.6)	21 (6.52)	10 (3.11)	2.22	1.00
22	Identification, selection and training in the use of research-based curriculum options in Math 9-12	71 (22.05)	115 (35.71)	85 (26.4)	21 (6.52)	16 (4.97)	2.34	1.06
23	Identification, selection and training in the use of research-based curriculum options in Science PK-5	64 (19.88)	107 (33.23)	99 (30.75)	25 (7.76)	16 (4.97)	2.43	1.06
24	Identification, selection and training in the use of research-based curriculum options in Science 6-8	66 (20.5)	112 (34.78)	99 (30.75)	22 (6.83)	13 (4.04)	2.37	1.02
25	Identification, selection and training in the use of research-based curriculum options in Science 9-12	67 (20.81)	107 (33.23)	93 (28.88)	22 (6.83)	20 (6.21)	2.42	1.10
26	Design and Implementation of units/lessons aligned with research-based curriculum	56 (17.39)	112 (34.78)	102 (31.68)	38 (11.8)	12 (3.73)	2.49	1.03
27	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met (e.g., what strategies work to help struggling students become proficient?...Reading	123 (38.2)	126 (39.13)	49 (15.22)	16 (4.97)	7 (2.17)	1.93	0.96

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Item Number	Item	Absolute Need	High Need	Moderate Need	Low Need	No Need	Mean	Standard Deviation
28	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met (e.g., what strategies work to help struggling students become proficient?...Math	109 (33.85)	130 (40.37)	55 (17.08)	18 (5.59)	6 (1.86)	2.00	0.95
29	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met (e.g., what strategies work to help struggling students become proficient?...Science	91 (28.26)	121 (37.58)	79 (24.53)	19 (5.9)	8 (2.48)	2.16	0.98
30	Training in the implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met (e.g., what strategies work to help struggling students become proficient?...Reading	130 (40.37)	112 (34.78)	56 (17.39)	17 (5.28)	4 (1.24)	1.91	0.95
31	Training in the implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met (e.g., what strategies work to help struggling students become proficient?...Math	122 (37.89)	113 (35.09)	61 (18.94)	20 (6.21)	4 (1.24)	1.97	0.96
32	Training in the implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met (e.g., what strategies work to help struggling students become proficient?...Science	107 (33.23)	101 (31.37)	82 (25.47)	25 (7.76)	6 (1.86)	2.13	1.02
33	Designing/creating/selecting district-wide assessment to better measure student achievement	53 (16.46)	99 (30.75)	97 (30.12)	49 (15.22)	19 (5.9)	2.63	1.11
34	Designing/creating/selecting classroom assessments to better measure student achievement	53 (16.46)	108 (33.54)	106 (32.92)	34 (10.56)	17 (5.28)	2.54	1.05
35	Assistance in scaling up our assessment system to include grades 3-8 and 11	36 (11.18)	100 (31.06)	123 (38.2)	37 (11.49)	22 (6.83)	2.71	1.0

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Item Number	Item	Absolute Need	High Need	Moderate Need	Low Need	No Need	Mean	Standard Deviation
36	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (Screening Assessments)	72 (22.36)	114 (35.4)	94 (29.19)	31 (9.63)	7 (2.17)	2.33	1.00
37	Collection and interpretation of assessment data to determine why any achievement problems are occurring (Diagnostic Assessment)	73 (22.67)	130 (40.37)	88 (27.33)	19 (5.9)	6 (1.86)	2.22	0.93
38	Collection and interpretation of assessment data to determine whether the strategies we are using with different groups of students are working (formative assessment)	66 (20.5)	134 (41.61)	91 (28.26)	20 (6.21)	7 (2.17)	2.27	0.93
39	Awareness of state and federal accountability expectations	93 (28.88)	103 (31.99)	82 (25.47)	31 (9.63)	9 (2.8)	2.25	1.06
40	Alignment of teaching and learning with state and federal expectations/accountability requirements	72 (22.36)	111 (34.47)	99 (30.75)	30 (9.32)	9 (2.8)	2.36	1.01
41	Communication to staff and stakeholders about state and federal expectations	67 (20.81)	94 (29.19)	95 (29.5)	48 (14.91)	15 (4.66)	2.53	1.12
42	Development of a mentoring and induction plan	26 (8.07)	80 (24.84)	103 (31.99)	71 (22.05)	40 (12.42)	3.06	1.13
43	Support (e.g., coaching, instructional leadership, data analysis) for the Iowa Evaluator Approval Training	32 (9.94)	75 (23.29)	127 (39.44)	60 (18.63)	24 (7.45)	2.9	1.09
44	Evaluation of a mentoring and induction plan	25 (7.76)	78 (24.22)	116 (36.02)	64 (19.88)	35 (10.87)	3.02	1.09
45	Implementation of the Evaluator Approval Training	40 (12.42)	72 (22.36)	113 (35.09)	58 (18.01)	35 (10.87)	2.92	1.16
46	Development and implementation of an evaluation system aligned with the Iowa Teaching Standards and Criteria	42 (13.04)	91 (28.26)	105 (32.61)	49 (15.22)	30 (9.32)	2.79	1.14
47	Development of school and district administrative leadership for the following roles: School Board Members	55 (17.08)	67 (20.81)	113 (35.09)	54 (16.77)	27 (8.39)	2.78	1.17

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Item Number	Item	Absolute Need	High Need	Moderate Need	Low Need	No Need	Mean	Standard Deviation
48	Development of school and district administrative leadership for the following roles: Superintendent	55 (17.08)	65 (20.19)	97 (30.12)	66 (20.5)	31 (9.63)	2.85	1.22
49	Development of school and district administrative leadership for the following roles: Principal	58 (18.01)	74 (22.98)	107 (33.23)	52 (16.15)	25 (7.76)	2.72	1.17
50	Development of school and district administrative leadership for the following roles: Curriculum Coordinator	73 (22.67)	86 (26.71)	90 (27.95)	37 (11.49)	27 (8.39)	2.55	1.21
51	Development of school and district administrative leadership for the following roles: Teacher Leader	46 (14.29)	101 (31.37)	112 (34.78)	40 (12.42)	20 (6.21)	2.65	1.07
52	Assistance with internal communication within your school or district	30 (9.32)	41 (12.73)	85 (26.4)	101 (31.37)	64 (19.88)	3.4	1.20
53	Assessment of building or district culture or climate	26 (8.07)	61 (18.94)	95 (29.5)	85 (26.4)	53 (16.46)	3.24	1.17
54	Assistance with strategies to build a positive culture and climate in your building/district	32 (9.94)	61 (18.94)	97 (30.12)	86 (26.71)	44 (13.66)	3.15	1.17
55	Assistance in addressing changing family/student demographics	27 (8.39)	82 (25.47)	104 (32.3)	70 (21.74)	37 (11.49)	3.03	1.13
56	Involvement of stakeholders in your school/district	21 (6.52)	62 (19.25)	107 (33.23)	87 (27.02)	41 (12.73)	3.2	1.10
57	Alignment of district resources to achieve student performance gains	30 (9.32)	92 (28.57)	102 (31.68)	59 (18.32)	34 (10.56)	2.92	1.13
58	Assistance in the development or selection of an electronic student data management system	40 (12.42)	65 (20.19)	100 (31.06)	76 (23.6)	35 (10.87)	3.00	1.18
59	Integration of technology into teaching and learning	41 (12.73)	77 (23.91)	130 (40.37)	54 (16.77)	17 (5.28)	2.78	1.04
60	Use of technology to support professional development	37 (11.49)	107 (33.23)	107 (33.23)	53 (16.46)	18 (5.59)	2.71	1.05
61	Assistance with issues related to school/district reorganization	23 (7.14)	31 (9.63)	64 (19.88)	90 (27.95)	110 (34.16)	3.73	1.23

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Item Number	Item	Absolute Need	High Need	Moderate Need	Low Need	No Need	Mean	Standard Deviation
62	Assistance with issues related to virtual academies	10 (3.11)	40 (12.42)	80 (24.84)	112 (34.78)	72 (22.36)	3.62	1.06
63	Assistance with issues related to Regional Academies	11 (3.42)	36 (11.18)	78 (24.22)	113 (35.09)	73 (22.67)	3.65	1.07
64	Facilitation to support cross-district collaboration	22 (6.83)	43 (13.35)	100 (31.06)	96 (29.81)	56 (17.39)	3.38	1.13

Section 3

AEA 11
Priority Needs Assessment

Priority Rank Order Across All Respondents

This section of the report provides a general summary of priorities for AEA #11 both across the entire agency and broken out by professional group. Two sets of summaries are presented:

1. The first summary in this report (Section 3) reflects survey results across all respondents to Heartland's needs assessment. As you recall, respondents were asked to identify their top 10 priorities for Heartland services. This summary includes primarily those data.
2. The second summary (Section 4) also includes data from across the AEA, but these data are broken down by the major response groups. In these summaries, the top 10 priority items for all respondents are listed again, and the top priorities from each of the subgroups are reported. Some groups identified top 10 priorities that differed from the overall sample. In these cases, these "unique" group priorities are **bolded**.

Below is a brief illustration of how the results are organized.

Titles are very specific

AEA Wide Data Across All Respondents November 24, 2003		Percent of Respondents Listing This Item In Their Top 10
Rank	Rank Ordered Items from Highest Priority to Lowest Priority	
1	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met	64.31
2	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met	53.87
3	Training in the use of research-based curriculum options	40.40
4	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)	38.72

Specific Item text is listed in rank order

Agency Top 10 Items Compared to Teachers Top 10 Items		
	All of Heartland n=297	Teachers n=141
Rank Order	10 Highest Priority Items	10 Highest Priority Items
1	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met
2	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met
3	Training in the use of research-based curriculum options	Training in the use of research-based curriculum options
4	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)	Ensuring that district-wide assessment plan meets state and federal requirements

In reports with multiple columns, the first column reflects Heartland AEA wide priorities. The second column reflects priorities from a subgroup

**Table 4: Order of Respondents Priorities for the AEA
AEA Wide Data Across All Respondents
January 29, 2004**

Item Rank	Rank ordered items listed from highest to lowest priority	Percent of respondents listing this item in their top 10
1	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met	64.91
2	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met	55.28
3	Training in the use of research-based curriculum options	41.30
4	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)	39.44
5	Collection and interpretation of assessment data to determine whether the strategies we are using with different groups of students are working (formative assessment)	38.20
6	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)	36.02
7	Ensuring that district-wide assessment plan meets state and federal requirements	34.16
8	Identification of research-based curriculum options	32.61
9	Development of the districts Professional development Plan	29.50
10	Designing/creating/selecting district-wide assessments to better measure student achievement	29.50
11	Designing/creating/selecting classroom assessments to better measure student achievement	27.64
12	Awareness of state and federal accountability expectations	25.47
13	Design and implementation of units/lessons aligned with research-based curriculum	24.84
14	Development of the comprehensive school improvement plan	24.53
15	Alignment of teaching and learning with state and federal expectations/accountability requirements	23.29
16	Development of a continuous improvement process	22.36
17	Development and implementation of an evaluation system aligned with the Iowa Teaching Standards and Criteria	22.36
18	Implementation of the districts professional development plan	22.05
19	Development of high quality standards and benchmarks	22.05
20	Implementation of high quality standards and benchmarks	20.50
21	Integration of technology into teaching and learning	18.63
22	Creation of district-wide assessment plan	17.70
23	Development of school and district leadership	17.39
24	Alignment of district resources to achieve student performance gains	17.08
25	Evaluation of the districts professional development plan	16.46
26	Selection of research-based curriculum options	16.46
27	Assistance with strategies to build a positive culture and climate in your building/district	16.15
28	Determination of AYP	15.53

(Continued)

Item Rank	Rank ordered items listed from highest to lowest priority	Percent of respondents listing this item in their top 10
29	Assessment of building or district climate or culture	15.53
30	Use of technology to support professional development	14.29
31	Assistance in the development or selection of an electronic student data management system	13.66
32	Development of the APR	13.35
33	Assistance in scaling up our assessment system to include grades 3-8 and 11	11.80
34	Support (e.g., coaching, instructional leadership, data analyses) for the Iowa Evaluator approval training	11.49
35	Implementation of a mentoring and induction plan	10.87
36	Implementation of the Iowa Evaluator Approval Training	10.87
37	Assistance with internal communication with your school or district	10.87
38	Assistance in addressing changing family and student demographics	10.87
39	Communication to staff and stakeholders about state and federal expectations	9.01
40	Development of a mentoring and induction plan	8.39
41	Facilitation of cross-district collaboration	8.39
42	Communication with parents/board/community regarding APR, CSIP etc.	7.14
43	Evaluation of a mentoring and induction plan	7.14
44	Involvement of stakeholders in our school or district	6.21
45	Assistance with issues related to Virtual Academies	4.35
46	Assistance with issues related to school/district reorganization	4.04
47	Assistance with issues related to Regional Academies	3.42

Section 4

AEA 11
Priority Needs Assessment

Priority Rank Order For Different Respondent
Groups Compared to Agency-Wide Respondents'
Priorities

Agency Top 10 Items Compared to Superintendents Top 10 Items		
	All of Heartland. n=322	Superintendents n=40
Rank Order	10 Highest Priority Items	10 Highest Priority Items
1	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met
2	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Development of the districts Professional development Plan
3	Training in the use of research-based curriculum options	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met
4	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)	Training in the use of research-based curriculum options
5	Collection and interpretation of assessment data to determine whether the strategies we are using with different groups of students are working (formative assessment)	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)
6	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)	Collection and interpretation of assessment data to determine whether the strategies we are using with different groups of students are working (formative assessment)
7	Ensuring that district-wide assessment plan meets state and federal requirements	Development of the comprehensive school improvement plan
8	Identification of research-based curriculum options	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)
9	Development of the districts Professional development Plan	Ensuring that district-wide assessment plan meets state and federal requirements
10	Designing/creating/selecting district-wide assessments to better measure student achievement	Identification of research-based curriculum options
Rank Order	All Heartland 10 Lowest Priority Items	Superintendents' 10 Lowest Priority Items
38	Assistance in addressing changing family and student demographics	Implementation of a mentoring and induction plan
39	Communication to staff and stakeholders about state and federal expectations	Evaluation of a mentoring and induction plan
40	Development of a mentoring and induction plan	Assistance with internal communication with your school or district
41	Facilitation of cross-district collaboration	Assistance in addressing changing family and student demographics
42	Communication with parents/board/community regarding APR, CSIP etc.	Involvement of stakeholders in our school or district
43	Evaluation of a mentoring and induction plan	Assistance with issues related to Regional Academies
44	Involvement of stakeholders in our school or district	Facilitation of cross-district collaboration
45	Assistance with issues related to Virtual Academies	Communication with parents/board/community regarding APR, CSIP etc.
46	Assistance with issues related to school/district reorganization	Support (e.g., coaching, instructional leadership, data analyses) for the Iowa Evaluator approval training
47	Assistance with issues related to Regional Academies	Assistance with issues related to Virtual Academies
	*Bold items are items that were prioritized high/low by this respondent group that do not appear on the overall group's list	

Agency Top 10 Items Compared to Associate/Assistant Superintendents' Top 10 Items		
	All of Heartland. n=322	Associate/Assistant Superintendents n=5
Rank Order	10 Highest Priority Items	Associate/Assistant Superintendents' 10 Highest Priority Items
1	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met
2	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Training in the use of research-based curriculum options
3	Training in the use of research-based curriculum options	Determination of AYP
4	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)	Ensuring that district-wide assessment plan meets state and federal requirements
5	Collection and interpretation of assessment data to determine whether the strategies we are using with different groups of students are working (formative assessment)	Design and implementation of units/lessons aligned with research-based curriculum
6	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met
7	Ensuring that district-wide assessment plan meets state and federal requirements	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)
8	Identification of research-based curriculum options	Collection and interpretation of assessment data to determine whether the strategies we are using with different groups of students are working (formative assessment)
9	Development of the districts Professional development Plan	Development of school and district leadership
10	Designing/creating/selecting district-wide assessments to better measure student achievement	Alignment of district resources to achieve student performance gains
Rank Order	All Heartland 10 Lowest Priority Items	Associate/Assistant Superintendents' 10 Lowest Priority Items - see note at bottom of page
38	Assistance in addressing changing family and student demographics	Development and implementation of an evaluation system aligned with the Iowa Teaching Standards and Criteria
39	Communication to staff and stakeholders about state and federal expectations	Assistance with internal communication with your school or district
40	Development of a mentoring and induction plan	Assessment of building or district climate or culture
41	Facilitation of cross-district collaboration	Assistance with strategies to build a positive culture and climate in your building/district
42	Communication with parents/board/community regarding APR, CSIP etc.	Assistance in addressing changing family and student demographics
43	Evaluation of a mentoring and induction plan	Involvement of stakeholders in our school or district
44	Involvement of stakeholders in our school or district	Integration of technology into teaching and learning
45	Assistance with issues related to Virtual Academies	Use of technology to support professional development
46	Assistance with issues related to school/district reorganization	Assistance with issues related to school/district reorganization
47	Assistance with issues related to Regional Academies	Assistance with issues related to Regional Academies

***Bold items are items that were prioritized high/low by this respondent group that do not appear on the overall group's list**

*Note: There were 30 items not identified in the top 10 by this group. These are a sampling.

Agency Top 10 Items Compared to Curriculum Coordinators' Top 10 Items		
	All of Heartland. n=322	Curriculum Coordinators n=16
Rank Order	10 Highest Priority Items	Curriculum Coordinators' 10 Highest Priority Items
1	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met
2	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Development of the comprehensive school improvement plan
3	Training in the use of research-based curriculum options	Development of the districts Professional development Plan
4	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)	Identification of research-based curriculum options
5	Collection and interpretation of assessment data to determine whether the strategies we are using with different groups of students are working (formative assessment)	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met
6	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)
7	Ensuring that district-wide assessment plan meets state and federal requirements	Implementation of the districts professional development plan
8	Identification of research-based curriculum options	Evaluation of the districts professional development plan
9	Development of the districts Professional development Plan	Training in the use of research-based curriculum options
10	Designing/creating/selecting district-wide assessments to better measure student achievement	Development of a continuous improvement process
Rank Order	All Heartland 10 Lowest Priority Items	Curriculum Coordinators' 10 Lowest Priority Items
38	Assistance in addressing changing family and student demographics	Implementation of the Iowa Evaluator Approval Training
39	Communication to staff and stakeholders about state and federal expectations	Assistance in the development or selection of an electronic student data management system
40	Development of a mentoring and induction plan	Communication with parents/board/community regarding APR, CSIP etc.
41	Facilitation of cross-district collaboration	Communication to staff and stakeholders about state and federal expectations
42	Communication with parents/board/community regarding APR, CSIP etc.	Evaluation of a mentoring and induction plan
43	Evaluation of a mentoring and induction plan	Assistance with internal communication with your school or district
44	Involvement of stakeholders in our school or district	Assistance with issues related to school/district reorganization
45	Assistance with issues related to Virtual Academies	Assistance with issues related to Virtual Academies
46	Assistance with issues related to school/district reorganization	Assistance with issues related to Regional Academies
47	Assistance with issues related to Regional Academies	Facilitation of cross-district collaboration
	*Bold items are items that were prioritized high/low by this respondent group that do not appear on the overall group's list	

Agency Top 10 Items Compared to Special Ed./Programs Directors' Top 10 Items		
	All of Heartland. n=322	Special Ed./Programs Directors n=5
Rank Order	10 Highest Priority Items	Special Ed./Programs Directors' 10 Highest Priority Items
1	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met
2	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met
3	Training in the use of research-based curriculum options	Ensuring that district-wide assessment plan meets state and federal requirements
4	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)	Evaluation of the districts professional development plan
5	Collection and interpretation of assessment data to determine whether the strategies we are using with different groups of students are working (formative assessment)	Training in the use of research-based curriculum options
6	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)	Designing/creating/selecting classroom assessments to better measure student achievement
7	Ensuring that district-wide assessment plan meets state and federal requirements	Collection and interpretation of assessment data to determine whether the strategies we are using with different groups of students are working (formative assessment)
8	Identification of research-based curriculum options	Awareness of state and federal accountability expectations
9	Development of the districts Professional development Plan	Identification of research-based curriculum options
10	Designing/creating/selecting district-wide assessments to better measure student achievement	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)
Rank Order	All Heartland 10 Lowest Priority Items	Special Ed./Programs Directors' 10 Lowest Priority Items - See note at bottom of page.
38	Assistance in addressing changing family and student demographics	Implementation of high quality standards and benchmarks
39	Communication to staff and stakeholders about state and federal expectations	Selection of research-based curriculum options
40	Development of a mentoring and induction plan	Designing/creating/selecting district-wide assessments to better measure student achievement
41	Facilitation of cross-district collaboration	Assistance in scaling up our assessment system to include grades 3-8 and 11
42	Communication with parents/board/community regarding APR, CSIP etc.	Alignment of teaching and learning with state and federal expectations/accountability requirements
43	Evaluation of a mentoring and induction plan	Development of a mentoring and induction plan
44	Involvement of stakeholders in our school or district	Implementation of a mentoring and induction plan
45	Assistance with issues related to Virtual Academies	Evaluation of a mentoring and induction plan
46	Assistance with issues related to school/district reorganization	Development of school and district leadership
47	Assistance with issues related to Regional Academies	Assistance with internal communication with your school or district

***Bold items are items that were prioritized high/low by this respondent group that do not appear on the overall group's list**

*Note: There were 23 lowest rated items for this group. They all would not fit in this space. Items listed are illustrative.

Agency Top 10 Items Compared to Principals' Top 10 Items		
	All of Heartland. n=322	Principals n=62
Rank Order	10 Highest Priority Items	Principals' 10 Highest Priority Items
1	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met
2	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met
3	Training in the use of research-based curriculum options	Collection and interpretation of assessment data to determine whether the strategies we are using with different groups of students are working (formative assessment)
4	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)
5	Collection and interpretation of assessment data to determine whether the strategies we are using with different groups of students are working (formative assessment)	Training in the use of research-based curriculum options
6	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)
7	Ensuring that district-wide assessment plan meets state and federal requirements	Designing/creating/selecting district-wide assessments to better measure student achievement
8	Identification of research-based curriculum options	Development of the districts Professional development Plan
9	Development of the districts Professional development Plan	Identification of research-based curriculum options
10	Designing/creating/selecting district-wide assessments to better measure student achievement	Development of the comprehensive school improvement plan
Rank Order	All Heartland 10 Lowest Priority Items	Principals' 10 Lowest Priority Items
38	Assistance in addressing changing family and student demographics	Assessment of building or district climate or culture
39	Communication to staff and stakeholders about state and federal expectations	Communication to staff and stakeholders about state and federal expectations
40	Development of a mentoring and induction plan	Involvement of stakeholders in our school or district
41	Facilitation of cross-district collaboration	Evaluation of a mentoring and induction plan
42	Communication with parents/board/community regarding APR, CSIP etc.	Communication with parents/board/community regarding APR, CSIP etc.
43	Evaluation of a mentoring and induction plan	Assistance with issues related to Virtual Academies
44	Involvement of stakeholders in our school or district	Assistance with internal communication with your school or district
45	Assistance with issues related to Virtual Academies	Assistance with issues related to Regional Academies
46	Assistance with issues related to school/district reorganization	Facilitation of cross-district collaboration
47	Assistance with issues related to Regional Academies	Assistance with issues related to school/district reorganization
	*Bold items are items that were prioritized high/low by this respondent group that do not appear on the overall group's list	

Agency Top 10 Items Compared to Assist.- Assoc. Principals' Top 10 Items		
	All of Heartland. n=322	Assist.-Assoc. Principals n=13
Rank Order	10 Highest Priority Items	Assist.-Assoc. Principals' 10 Highest Priority Items
1	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met
2	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met
3	Training in the use of research-based curriculum options	Training in the use of research-based curriculum options
4	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)
5	Collection and interpretation of assessment data to determine whether the strategies we are using with different groups of students are working (formative assessment)	Development of a continuous improvement process
6	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)	Development of the districts Professional development Plan
7	Ensuring that district-wide assessment plan meets state and federal requirements	Design and implementation of units/lessons aligned with research-based curriculum
8	Identification of research-based curriculum options	Designing/creating/selecting classroom assessments to better measure student achievement
9	Development of the districts Professional development Plan	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)
10	Designing/creating/selecting district-wide assessments to better measure student achievement	Development of the comprehensive school improvement plan
Rank Order	All Heartland 10 Lowest Priority Items	Assist.-Assoc. Principals' 10 Lowest Priority Items
38	Assistance in addressing changing family and student demographics	Implementation of the Iowa Evaluator Approval Training
39	Communication to staff and stakeholders about state and federal expectations	Support (e.g., coaching, instructional leadership, data analyses) for the Iowa Evaluator approval training
40	Development of a mentoring and induction plan	Development of school and district leadership
41	Facilitation of cross-district collaboration	Involvement of stakeholders in our school or district
42	Communication with parents/board/community regarding APR, CSIP etc.	Use of technology to support professional development
43	Evaluation of a mentoring and induction plan	Evaluation of the districts professional development plan
44	Involvement of stakeholders in our school or district	Communication to staff and stakeholders about state and federal expectations
45	Assistance with issues related to Virtual Academies	Implementation of a mentoring and induction plan
46	Assistance with issues related to school/district reorganization	Assistance with internal communication with your school or district
47	Assistance with issues related to Regional Academies	Assistance with issues related to school/district reorganization

***Bold items are items that were prioritized high/low by this respondent group that do not appear on the overall group's list**

Agency Top 10 Items Compared to Teachers' Top 10 Items		
	All of Heartland. n=322	Teachers n=145
Rank Order	10 Highest Priority Items	Teachers' 10 Highest Priority Items
1	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met
2	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met
3	Training in the use of research-based curriculum options	Training in the use of research-based curriculum options
4	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)	Ensuring that district-wide assessment plan meets state and federal requirements
5	Collection and interpretation of assessment data to determine whether the strategies we are using with different groups of students are working (formative assessment)	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)
6	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)	Collection and interpretation of assessment data to determine whether the strategies we are using with different groups of students are working (formative assessment)
7	Ensuring that district-wide assessment plan meets state and federal requirements	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)
8	Identification of research-based curriculum options	Designing/creating/selecting district-wide assessments to better measure student achievement
9	Development of the districts Professional development Plan	Development of high quality standards and benchmarks
10	Designing/creating/selecting district-wide assessments to better measure student achievement	Designing/creating/selecting classroom assessments to better measure student achievement
Rank Order	All Heartland 10 Lowest Priority Items	Teachers' 10 Lowest Priority Items
38	Assistance in addressing changing family and student demographics	Development of the APR
39	Communication to staff and stakeholders about state and federal expectations	Development of a mentoring and induction plan
40	Development of a mentoring and induction plan	Implementation of the Iowa Evaluator Approval Training
41	Facilitation of cross-district collaboration	Implementation of a mentoring and induction plan
42	Communication with parents/board/community regarding APR, CSIP etc.	Evaluation of a mentoring and induction plan
43	Evaluation of a mentoring and induction plan	Facilitation of cross-district collaboration
44	Involvement of stakeholders in our school or district	Involvement of stakeholders in our school or district
45	Assistance with issues related to Virtual Academies	Assistance with issues related to school/district reorganization
46	Assistance with issues related to school/district reorganization	Assistance with issues related to Regional Academies
47	Assistance with issues related to Regional Academies	Assistance with issues related to Virtual Academies
	*Bold items are items that were prioritized high/low by this respondent group that do not appear on the overall group's list	

Agency Top 10 Items Compared to Parents/Community Members' Top 10 Items		
	All of Heartland. n=322	Parents/Community Members n=28
Rank Order	10 Highest Priority Items	Parents/Community Members' 10 Highest Priority Items
1	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met
2	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met
3	Training in the use of research-based curriculum options	Ensuring that district-wide assessment plan meets state and federal requirements
4	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)	Training in the use of research-based curriculum options
5	Collection and interpretation of assessment data to determine whether the strategies we are using with different groups of students are working (formative assessment)	Identification of research-based curriculum options
6	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)
7	Ensuring that district-wide assessment plan meets state and federal requirements	Integration of technology into teaching and learning
8	Identification of research-based curriculum options	Development of school and district leadership
9	Development of the districts Professional development Plan	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)
10	Designing/creating/selecting district-wide assessments to better measure student achievement	Design and implementation of units/lessons aligned with research-based curriculum
Rank Order	All Heartland 10 Lowest Priority Items	Parents/Community Members' 10 Lowest Priority Items
38	Assistance in addressing changing family and student demographics	Assistance with issues related to Regional Academies
39	Communication to staff and stakeholders about state and federal expectations	Development of the districts Professional development Plan
40	Development of a mentoring and induction plan	Communication to staff and stakeholders about state and federal expectations
41	Facilitation of cross-district collaboration	Development of a mentoring and induction plan
42	Communication with parents/board/community regarding APR, CSIP etc.	Implementation of a mentoring and induction plan Support (e.g., coaching, instructional leadership, data analyses) for the Iowa Evaluator approval training
43	Evaluation of a mentoring and induction plan	Development of the APR
44	Involvement of stakeholders in our school or district	Communication with parents/board/community regarding APR, CSIP etc.
45	Assistance with issues related to Virtual Academies	Involvement of stakeholders in our school or district
46	Assistance with issues related to school/district reorganization	Assistance with issues related to school/district reorganization
47	Assistance with issues related to Regional Academies	
	*Bold items are items that were prioritized high/low by this respondent group that do not appear on the overall group's list	

Agency Top 10 Items Compared to Nonpublic Schools Top 10 Items		
	All of Heartland n=322	Nonpublic Respondents n=13
Rank Order	10 Highest Priority Items	Nonpublic Schools 10 Highest Priority Items
1	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met
2	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Awareness of state and federal accountability expectations
3	Training in the use of research-based curriculum options	Development of the comprehensive school improvement plan
4	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)	Implementation of the districts professional development plan
5	Collection and interpretation of assessment data to determine whether the strategies we are using with different groups of students are working (formative assessment)	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met
6	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)	Designing/creating/selecting district-wide assessments to better measure student achievement
7	Ensuring that district-wide assessment plan meets state and federal requirements	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)
8	Identification of research-based curriculum options	Implementation of the Iowa Evaluator Approval Training
9	Development of the districts Professional development Plan	Development of a continuous improvement process
10	Designing/creating/selecting district-wide assessments to better measure student achievement	Development of the APR
Rank Order	All Heartland 10 Lowest Priority Items	Nonpublic Schools 10 Lowest Priority Items (Note: These items were not identified on any nonpublic respondents "top 10" list)
	Assistance in addressing changing family and student demographics	Communication with parents/board/community regarding APR, CSIP etc.
	Communication to staff and stakeholders about state and federal expectations	Evaluation of the districts professional development plan
	Development of a mentoring and induction plan	Assistance in scaling up our assessment system to include grades 3-8 and 11
	Facilitation of cross-district collaboration	Development of a mentoring and induction plan
	Communication with parents/board/community regarding APR, CSIP etc.	Evaluation of a mentoring and induction plan
	Evaluation of a mentoring and induction plan	Development of school and district leadership
	Involvement of stakeholders in our school or district	Assistance with internal communication with your school or district
	Assistance with issues related to Virtual Academies	Assessment of building or district climate or culture
	Assistance with issues related to school/district reorganization	Assistance in addressing changing family and student demographics
	Assistance with issues related to Regional Academies	Integration of technology into teaching and learning
	*Bold items are items that were prioritized high/low by this respondent group that do not appear on the overall group's list	

Section 5

AEA 11
Priority Needs Assessment

Top Priorities for Districts in Different Size
Categories

For the purpose of this analysis, the seven district size categories used by the Department of Education were recoded into 3 categories. This recoding was necessary to make clearer sense out of the results. For the sake of this analysis, districts were coded as follows:

Table 5. District Size Data Recoded to Small, Medium and Large District Sizes

Student Count	District Size Code
0-999	Small
1000-2499	Medium
2500+	Large

Table 6 Number of Districts in Each Size Category

District Size	Number of Districts
Small	23
Medium	7
Large	9

Table 7 Number of Respondents in Each Size Category

District Size	Number of Respondents
Small	91
Medium	32
Large	180

Note: This table does not include nonpublic respondents nor respondents who did not identify which district they were from.

Table 8 lists the top 10 items by district size category.

Table 8 Top Priorities for Districts of Different Sizes (Small, Medium, Large)

Rank	AEA Wide Top 10 Priorities	Top 10 for Districts With Less Than 1000 Students	Top 10 Priorities for Districts with 1000-2499 Students	Top 10 Priorities for Districts with 2500 or More Students
1	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Training in implementation of strategies for differentiating instruction for subgroups/individuals in order to have their needs met
2	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met	Identifying effective strategies for differentiating instruction for subgroups/individuals in order to have their needs met
3	Training in the use of research-based curriculum options	Training in the use of research-based curriculum options	Designing/creating/selecting district-wide assessments to better measure student achievement	Collection and interpretation of assessment data to determine whether the strategies we are using with different groups of students are working (formative assessment)
4	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)	Identification of research-based curriculum options	Development of the comprehensive school improvement plan	Training in the use of research-based curriculum options
5	Collection and interpretation of assessment data to determine whether the strategies we are using with different groups of students are working (formative assessment)	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)
6	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)	Collection of assessment data to determine why any achievement problems are occurring (diagnostic assessment)	Ensuring that district-wide assessment plan meets state and federal requirements
7	Ensuring that district-wide assessment plan meets state and federal requirements	Development of the districts Professional development Plan	Development of the districts Professional development Plan	Collection and interpretation of district-wide assessment data to determine if achievement problems are occurring and if so, where (screening assessment)
8	Identification of research-based curriculum options	Collection and interpretation of assessment data to determine whether the strategies we are using with different groups of students are working (formative assessment)	Training in the use of research-based curriculum options	Identification of research-based curriculum options
9	Development of the districts Professional development Plan	Ensuring that district-wide assessment plan meets state and federal requirements	Designing/creating/selecting classroom assessments to better measure student achievement	Designing/creating/selecting classroom assessments to better measure student achievement

10	Designing/creating/selecting district-wide assessments to better measure student achievement	Development of the comprehensive school improvement plan	Creation of district-wide assessment plan	Designing/creating/selecting district-wide assessments to better measure student achievement
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Section 6

AEA 11
Priority Needs Assessment

Narrative Comments Offered by Respondents

This section presents comments and recommendations that were made to Heartland by respondents to the survey. No summarization of the comments is completed and the comments are presented unedited, as they were typed in by each respondent with one exception. In places where individual Heartland staff members' names were listed, their job title was substituted for confidentiality purposes. These comments are appreciated and were forwarded to the appropriate staff persons and supervisory staff within Heartland for their review..

Question: For which roles, not listed above would leadership development be a priority?
TEACHERS
Counselor
trained mentors
Teacher leaders, Building Improvement Teams
Training they do for the para-educators.
none
Media specialist, tech coordinators
school board
Supt
paraprofessionals
high school students
Technology and Human Resources
Support Personnel
Curriculum Coordinators and Teachers
Associate Administrators
SIT Members
Special Education instructors
Athletic Director
teachers and principals
You no longer have the personnel.
the entire district should be informed so there are no questions about accountability
guidance counselor
secretaries
Parents
Parents at stakeholders
students
teacher leaders in curriculum
Curriculum Coordinator and Principals
Dean of Students positions
All Teachers
Talented and Gifted teachers
support staff
Teacher Leaders and Principals
teacher leaders
possibly technology

What additional support for "procedural issues" are an absolute must for your school or school district?
Give support in developing and administering appropriate assessments for the areas reported in NCLB legislation.
continuation of the HEART database/continuation of ICAM testing support/continuation of ELL assessment support
none
Having AEA professionals available to critique and provide feedback to the district's CSIP, AYP, and APR.
can't think of any
Collection, interpretation, and dissemination of test data
To have adequate funding that is ensured for the year you are suppose to get it. Let the politicians know how important it is.
NCLB requirements Technical support for APRs Help with Professional Development Model
Expertise in the discipline areas that is research based.
Teacher training
Support for the special education programs and having a resource person to help sp. ed. teachers with the paperwork and to be at the IEP meetings.
Data analysis support. Take our data and turn it into a presentable, understandable format.
School Improvement Consultant has been wonderful as our school improvement advisor.
Continued need for development of assessments for kindergarten-third grade.
IEP training. Assistance to teacher in determine needs for special ed students.
Continued service by Assessment Consultant is very helpful.
The school district has the responsibility of designing their assessment plan to meet the requirements of the state & federal standards. This empowers us to develop the plan and use supplemental assistance from the AEA if need be.
help with our special needs kids
data technology – Supervisor, Assessment Consultant , et. al. are used frequently by our district
The AEA needs to be the critical link between the DE/Feds and LEAs. For examples, the new CSIP process should now be taken on by the Team Leaders. They should be facilitating periodic meetings (no less than once a month) to assist LEAs in developing CSIPs. They MUST (along with school improvement consultants) become experts in this. If they are not, then why do we need them? The AEA must offer expertise, leadership and guidance in this area and in areas like assessment and NCLB. If AEA cannot offer that expertise, than we don't need a school improvement consultant-give the money instead to train my own person. This philosophy is reflective of what my administrative team feels.
To be honest, I have little knowledge of the role Heartland AEA plays in any of this. I do not know if currently they have an active role in the school improvement plan and the other areas or none at all. So, in a way I feel that I should not really even have answered the above questions.
We rely heavily on AEA staff to provide best practice staff development opportunities that fit into our APRs.
I believe we offer a wide variety of services to the students and patrons of our district. I feel we must now become unified as a district K-12. I would like more inclusion in planning of K-12 teachers.
We will continue to need technical support for the many new issues that seem to come to us from the state.
Maintaining data support through School Improvement Consultant .
We always will need help with the gathering and interpretation of statistical data.
Ensure special education (IEP's and 504 plans)documents are in order.
Interpretation of changes in law or code, title allocations etc.
I feel our school district is ahead of the Heartland staff in this area. It would be fantastic if they had information to share that we have not yet learned or done. School Improvement Consultant has been very helpful to us in manipulating our data in the form we would like it to be.
Anything concerning special education, especially in compliance with state and federal regulations.
I'm not sure it is an absolute must, but from what I have discussed and heard from our staff, fellow administrators, and curriculum director, we need the most help in the area of meeting NCLB guidelines. We have the CSIP and the district wide assessments in place, but we are not sure we understand or interpret the guidelines for NCLB. We are not on the watch list but have concerns about not reaching the state expectations and definately do not understand the confidence bands. I'm not sure anyone can explain them from what I hear. The other concern is to directly impact on our teaching staff, the importance of teaching materials and covering the test information well in advance of the assessments.
Assistance in establishing continuity in 'like' formal and informal assessment tools throughout the district as students transition from lower to upper elementary, into middle school and then high school in both areas of general education and special education.
Basic Inservice on Computer Needs Used in Grading programs, email, web sites, etc.

Question: What additional professional development supports are "absolute musts" for your school or district?
Keep up the workshops available to staff, like the technology workshops to keep current and learn to implement.
Special Ed. Dealing with change Professional behavior
We can always use your help and knowledge but implementation is up to us.
We must be able to continue to access quality trainers/consultants that can provide the expertise in research based instructional strategies. I believe that it will be necessary for the AEA to identify those researched based strategies that will be acceptable to NCLB and become ready to train all AEA schools.
Heartland needs to hire subject-specific specialists to support instructional strategies in reading, math and science. You have one reading specialist and she is spread way to thin and consequently, she can never spend the time with a district that it needs to make real change.
Having AEA professionals available as facilitators for the professional development strands that we have at the district level. Provide training on a just-in-time basis for district personnel in need of pointed training. e.g. DIBELS, Reading Mastery, etc.
I think our district needs some way of being able to communicate with ELL students. Most teachers cannot communicate with these students and with
We need access to high quality instructional strategists who can model and train core area classroom teachers in best practices.
time to implement
To have adequate funding that is ensured for the year you are suppose to get it. Let the politicians know how important it is.
Availability of Consultants for early out inservices
Support for Special Education students. We need support to help us
Keeping up on the latest reseach and applications of reseach to the classroom and staff.
AEA 11 has been a great resource and support in the past with school improvement and NCLB. It is a must that the services continue. I would like to see more help with finding and implementing
AEA reading consultant and budgetary support for the district Reading First Grant. Periodic meetings with AEA content consultants and district curriculum administrators to clarify district instructional and professional development focus. AEA technology services in support of district goals.
AEA does a very nice job of supporting our staff development plan. Implementation of these strategies is critical, but is sometimes difficult to monitor. Their support in this area could be helpful @ times.
We need someone who can provide the actual training/leadership. We can figure out what we want and how to evaluate. We need someone to actually do some training. We have received some help this year from a variety of AEA sources which has been valuable.
To be honest, the most useful professional developments to me are either motivational in nature or specific to improving instruction in my subject area. Generalized professional developments rarely make an impact on the specifics of my teaching and rarely help me become a better teacher. I do not know what role Heartland should play in staff development. They have come to our school in the past at times to do in-service messages. Some were good, but again sometimes so general that I found they had little impact on how I teach.
Previous comment applies here, too.
Continue to progress with what we are currently working on.
Need to provide program facilitators as needed.
We will need the AEA's assistance in providing facilitators for the many of the staff development areas for our district.
Continue providing trainers is specific areas such as English Language Learners
Not sure yet--this will be driven by our analysis of the data and anticipated continued expectations placed on us by state and federal legislation
Bringing staff from AEA with expertise in teaching strategies that can be implemented, especially with special education students since they will be the most difficult to get to the proficient level.
Content specific training opportunities in research based practices.
Research based strategies in the areas of reading and math and soon science.
Providing classes and staff development.
Must continue to provide professional development opportunities to teachers and district.
Using scientific research-based steps and plans in professional development. Understanding this, knowing how to find, how to implement, and how to evaluate using research.
I have spoken with AEA Coordinator about this and we plan to talk some more. I really feel it would be beneficial to have Gene Hall return to the area to offer a training in the administration and interpretation of the three CBAM instruments: Levels of Concern, Measuring Levels of Use, and Innovation Configuration Maps (development of these). I would also like to have the opportunity to work with Guskey once more on program evaluation. If I had to choose between the two - Hall is #1. Guskey for the following year. AEA is a great help for our APR, and also the scantron help that Assessment Consultant provides. What a timesaver and so reliable!

What additional supports for "curriculum-development issues" are absolute musts for your school or school district?
Technology benchmarks and standards not clear for each grade level.
Provide best practices research based staff development to train teachers to use proven strategies that enhance and improve student achievement in higher order thinking skills, reading, writing , math , science and social studies.
Support and help with creation and implementation of building level action plans and teacher instructional action plans.
I would strongly suggest we take a little different approach on the staff development and other programs. I would suggest we establish and AEA wide approach to all of the NCLB, curriculum development, etc. and say this is the way things are going to be for awhile. Then, every school does the same stuff at the same time. There would, of course, be some deviation but I think the big need right now is to bring all the schools together and to have us work on the same things at the same time.
We need help in locating research to help build consensus on materials and standards/benchmarks
Guidance in the critiquing of current standards and benchmarks and making the appropriate fit for our district.
Mathematics is in need of translating software for low level spanish speaking students. Numbers may be considered international, but english is still used in a mathematics classroom.
I feel were ignoring necessary curriculum by not addressing the district needs in writing and social sciences. In addition, what about elective classes? Isn't it important that they are monitored for high quality as well?
Strategies to improve Reading, math, science which are research-based and proven to work.
To have adequate funding that is ensured for the year you are suppose to get it. Let the politicians know how important it is.
Helping to disaggregate the data
Mapping management system and data base for assessment. We really appreciate the work of Two Assessment Consultants
We need AEA to help us find the baseline for individual grade levels, so we know what to compare our students with.
Does this mean that AEAs will be developing State wide standards. We have standards and benchmarks in our district which are assessed with district wide assessments. These have all been developed locally. The assessment data is collected and analyzed with some assistance from the AEA. We don't need help with the development and, or implementation, but if the State mandates a curriculum, I'm sure the AEA will be needed to provide info and assessment support (STATE TEST?).
Matching of high standards/benchmarks with instructional materials.
Support of new E2T2 - MS Math
inservice training in learning strategies or best practices for reading, math, and science
It is imperative that the AEA employ individuals who have the skill and expertise to help with the above items. It does not help districts at all just to send an AEA person
AEA professional development classes created in collaboration with district curriculum administrators and other personnel. AEA technology consultants to facilitate district online course development and online lesson plan sharing. AEA budget resources to support district development of online courses and online lesson plan sharing.
Once again, the district has the responsibility to implement the standards/benchmarks. AEA can help us support this implementation.
This is hard to answer. If this would have been last year, when we had very highly qualified team members who had worked in our building for several years, I would have answered Absolute Must to all three items. We have a new team this year. As of yet, I don't see them knowing our district well enough to help alot in these areas. My answers might look different next year.
Again, I have no idea what they do now, so it is hard to say what more needs to be done. I know they provide resources, videos,etc... but don't know what role they play in standards and benchmarks. I believe that our school has already mapped out our own.
Allowing participation at the AEA Curriculum Network meetings will remain critical.
Are those the only curriculum areas that need support or are those the only areas the AEA's are now capable of supporting?
Character development
We need to be consistant with our curricular areas K-12. We need time to meet and develop or update benchmarks and standards.

What additional supports for "curriculum-development issues" are absolute musts for your school or school district? (Cont'd)
The other core subjects in addition to the above mentioned.
Need someone to disseminate essential and up-to-date information to curriculum directors as needed.
We will continue to utilize any support that is available for determining programs that follow educational best practices.
The use of assessment expertise has been very beneficial
Integration of support content areas (art, music, PE, for example) into professional development plans. We need to address the needs of these staff members.
Research based strategies.
Include area of written language. Provide testing, measurement standards, comparison to peers, conduct norming procedures and update them as needed to keep current.
I don't feel w have any must areas but the AEA has done and outstanding job of training and preparing us for early childhood in the area of reading. The dibels program has made a big difference in the assessment and progress of our students.
Assistance with quality professional inservice programs. Too often it seems administrators simply fill our time with whatever they can come up with.
It would be nice if the teachers that don't teach Math, Reading, and Science could have some support and specific topic needs met on In-Service days that the area people come to discuss the other teachers needs. It is a waste of our time to sit and listen to the other teachers needs. I don't think they would ever be expected to listen to an in-service on how we teach art, music, PE, computers, etc. We need to be inclusive on everyone's time and expertise.
The Math Leadership Academy has been a wonderful opportunity for our staff to attend as we are in the midst of curriculum review this year. Not only is this helping us refine our benchmarks, it is also a big help in weeding out the better math programs for possible adoption.

Question: What additional research-based curriculum supports are and "absolute must" for your school or school district?
Behavior modification Academic responsibility Drug/Alcohol Abuse Prevention Dealing with and Preventing Violence in School
Reading comprehension best practices in non fiction using Think aloud, Read Aloud, Talk Aloud. Using Informational strategies as Concept Attainment, Inquiry, Inductive, etc. in all curricular areas.
Identification, training, and selection of research-based curriculum for special needs students. I absolutely believe that if our teachers knew what to do to help ALL IEP and special area students become proficient, they would do it now.
AEA professionals need to do the 'leg work' on finding what the research says is appropriate and successful and make that information available to all in a concise format.
Money and staff development time, both impossible for you to provide.
To have adequate funding that is ensured for the year you are suppose to get it. Let the politicians know how important it is.
Designed locally?, or are we seeing a move to standardize the curriculum process and content through AEA support? I guess as long as the LEA is in control of what our curriculum is and how to assess there is a low, or no need for support in Urbandale. If the State is moving toward a mandated curriculum and testing need would increase.
Research-based learning strategies that include special education and at-risk students.
If you do all the above you will have accomplished enough.
See previous comment. It still applies.
Department of Education committees have identified research-based instructional strategies for elementary and secondary schools in reading. District literacy and math training emphasizes research-based strategies. The AEA content consultants and school improvement teams have been invited to attend both math and literacy training. It is essential that the support given to schools by AEA personnel is consistent with district training.
Not sure.
Best practice staff development opportunities.
The core subjects at a later time.
As a principal of 7-12 I was unable to assess the need for Pre-K to 5th grade levels...
Need facilitators to present information to teachers and other staff.
General support in our curriculum efforts will always be needed.
Secondary reading has always been a weakness due to lack of training and lack of expertise. HS Language Arts teachers are more content trained than process trained. The older the age group, the more help we need. Science is the exact opposite. The younger the age group, the more help we need.
Develop and share authentic assessment tools to monitor student achievement
We are in the process of aligning our misc standards and benchmarks with our local districts. We have had good support from our area people in doing so.
Again, something that pertains to the research-based teaching/learning for all students in all areas.
I have been frustrated this year in my inability to have AEA Curriculum Consultants available for even one early out training. Obviously both are so skilled that they are booked well in advance

Question: What additional supports in differentiating instruction for different groups are "absolute musts" for your school or district?
ELL, ELP, SP Ed, BD, LD, At-Risk
* early out time for inservice re: differentiation * time for EL teachers to consult with regular classroom colleagues * communication between parents and teachers re: differentiation
Focus on special education population!
Working with Gen Ed teachers to work with Special Ed students
Understanding that differentiation needs to be implemented for students' with behavioral concerns
differentiation for Gifted and Talented
Money and time - a change in legislative priorities focused on full funding of mandates
We need access to high quality instructional strategists who can model and train core area classroom teachers in best practices.
To have adequate funding that is ensured for the year you are suppose to get it. Let the politicians know how important it is.
We MUST get better supports in place for our high-achieving students. We, as a district, value their tests scores-let's refocus on
Can not forget that differentiating should not dismiss the fact that all children need to make growth.
See previous comment.
It is essential that AEA personnel serving district schools are familiar with the strategies for differentiating instruction that are emphasized in literacy and math training. Differentiating instruction is a major emphasis of our training.
Staff development opportunities as they become available.
Same question!
I believe the Saydel educators are competent instructors who already infuse differentiating instruction into their classrooms. What needs to be done is curriculum work k-12.
Strategies for helping the unmotivated students succeed.
Identified special education students are expected to show progress in the regular education curriculum - Heartland special education personnel need to stop recommending and promoting alternate curriculums.
Need facilitators to present information to teachers and/or other appropriate staff.
We will always need support in differentiating instruction.
We have our students who are struggling targeted but we need help with new strategies to use to work with these groups as well as help doing it.
Written language.
I think the most critical need is the recognition that we need training and materials available through AEA or otherwise. We rely heavily on our area people to get us the latest in classes, training and help for differentiation.
I need help in identification of programs from which to select. Our AEA psych and a special ed consultant are meeting with me next week about this - so help is on the way.

Question: What additional accountability supports are "absolute musts" for your school or district?
Cooperative purchasing of data management systems.
To have adequate funding that is ensured for the year you are suppose to get it. Let the politicians know how important it is.
Make sure we do not leave out creativity areas and writing skills with testing . Do not use just multiply guess tests.
Providing Assessment Consultant's services greatly assists us with all the items above.
This area is an absolute must, in my opinion, for the survival of the AEA's.
AEA provides a vital link in interpreting state requirements at the local level.
Again if we do the following that in itself is plenty.
Need facilitators to help interpret and present information relating to assessment and accountability.
We will always continue to need support in this area.
Maintain School Improvement Consultant's support
Need more
Communication with legislatures and politicians about the need to support public education, not destroy it through NCLB!
I think that our administrative team does an excellent job of allowing teachers to teach and not worry about NCLB legislation. I feel that Johnston is always one step or near a step ahead of any new NCLB legislation or
I think our district has already selected these students but we need help with new strategies and ways in which working with these students is possible.
Interpretation of federal and state guidelines are critical to all districts.
The development of classroom assessments aligned with our benchmarks is one of my goals. I would like to develop these as we work through the curriculum cycle. If AEA could acquire access to a program that is aligned with the questions on the ITBS, along with questions aligned with the national standards/benchmarks in the curricular areas it would be greatly appreciated. We will be using the Follow the Leader program to develop math classroom assessments next June; however, the program only offers us a test bank of questions for reading and math (at no charge) at this time. This program is sponsored by Harkin and not all districts have access to this.

Question: What additional "quality educator issues" are absolute musts for your school or district?
AEA has taken on too much as it is. Instead of spreading out more, concentrate on providing consultants more time in the schools so that special ed. teachers and regular teachers have more time with them.
Our administrative team is very strong and supports the school improvement process, however a few of our school board members are unclear as to their role in this process.
principals
To have adequate funding that is ensured for the year you are suppose to get it. Let the politicians know how important it is.
Clear interpretation of state licensure requirements. Timely information about state requirements, expectations, or initiatives.
I think the AEA needs to let IASB, SAI, ISEA and those types of organizations take care of leadership development. AEA needs to focus it's efforts rather than trying to duplicate leadership development services already offered by IASB and SAI especially.
I don't know how we use Heartland regarding these areas now, so I don't really know how we would use them in the future.
support staff/special educational associates
Consistency throughout the district.
Media, guidance and counseling, paraprofessionals
We can do our own. This is not something we would expect from AEA.
Training for special education associates (aides)
I believe there is a need for adm. development, but not much in the way of development programs.
I feel that our administrative team has everything already in place. Being part of our mentor/mentee program for a number of years, I can say that it is one of the best in the state. With the cuts in Phase III, it might be a must to continue to get staff to step up and serve on leadership teams.
In order for this to be helpful, you need to look where districts are and take them futher. The current training includes what several districts are already doing. Instead of listening to what we are already doing we need to learn how we can better the current practices. We do an excellent job in training ourselves, we now need to raise the bar. Can Heartland do that?
I feel SAI does a great job in providing training for all administrators but the curriculum/assessment directors. The Curriculum Network at Heartland keeps me well informed. I would be lost without our monthly meetings and the programs offered.

<p>Question: What additional building/district/system supports would be "absolute musts" for your school or school district?</p>
<p>IVAS?</p>
<p>Consultants need more time in individual buildings to meet with special ed. teachers and to conduct through evaluations of students in need. Also, need more time so they can become true, participating team members when special ed students are due for re-evaluation.</p>
<p>Consolidation issues, I believe, will become a huge issue here at L-S. As farms get bigger and the rural population shrinks (thus lowering our enrollment) there will be more pressure from the state legislature to reorganize. Everyone in the L-S district is proud of their school and the success of the students in academic and extra-curricular performance. We don't want to be gobbled up by surrounding districts. What are ways to be proactive about the issue of consolidation?</p>
<p>To have adequate funding that is ensured for the year you are suppose to get it. Let the politicians know how important it is.</p>
<p>Help in most of these areas is already being offered through IASB or SAI. I really think this should not be a major focus area for AEA. Again, duplication of services offered.</p>
<p>The AEA coop purchasing is very helpful, along with tne on-line compliance training.</p>
<p>I have to say that the AEA's as I knew them when I came into this profession are no longer available to do anything beyond helping school districts to achieve completion of federal and state mandates and the paperwork that goes along with it. Support and direction for guidance programs no longer exists at the AEA or state level. And the Iowa legislature places even less value on our work but suggesting and voting that we no longer need to exist!</p>
<p>Continue providing media software to support curriculums in schools.</p>
<p>It is important that the AEA improves its own on-line courses, specifically the mandatory required courses - Mandatory Reporter and BBP. It is frustrating and impossible to complete these courses on-line.</p>
<p>The online training that AEA Curriculum Consultant has initiated shows promise. I need to check on this as I feel the potential is there to impact the professional development differentiation that is needed. Possibly expand our options for this but I have not used it yet to make a reasonable recommendation.</p>

Section 7

AEA 11 Priority Needs Assessment

Priority Needs Assessment Instrument Offered to Respondents

This survey can be viewed at:

http://205.221.40.14/clearlearning/AEANeedsAssessment03/AEA_NA_Survey.tp3