



# Santa Clara County Office of Education

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## **Develop a Survey to Determine Required Paraeducator Trainings to be Effective in K-5 Autism Programs**

Champions for Leadership  
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# Professional Development Goals

- Help new and veteran teachers
- Emphasize importance of collaboration
- Help parents to focus on child's strengths
- Work with administrators to support educators



# Professional Development Goals

- Grow professionally through collaboration
- Improving leadership skills
- Become an effective communicator
- Maximize teaching and student learning



## Project Goal

Develop a project goal that parents can use in order to determine the requirements and skill sets that parents need to possess and be able to effectively manage their child's learning in order to be successful in the 21st century.



# Process

Determine Type of  
Survey

Designing the Survey

Finalizing the Survey



# Survey Rubric

- 3 – **Highly Effective** - use strategies daily, independently and initiates, can make decisions without needing the teacher's constant supervision.
- 2 – **Somewhat Effective** - use strategies and techniques with minimum direction from the teacher, may check with other staff members before going to the teacher or may not go to teachers for instructions.
- 1 – **Not Effective** - attempts to use strategies/techniques with constant directions from the teacher, not able to initiate or consult with peers.

NA - Not Applicable



# Survey Categories

## ■ Communication



2. **Communication** - effectively use AAC devices to encourage and provide opportunities for students to communicate

	highly effective	somewhat effective	not effective	not applicable
a. PODDS	3	2	1	NA
b. Dynovox	3	2	1	NA
c. Proxtalker	3	2	1	NA
d. GoTalk	3	2	1	NA
e. Switches	3	2	1	NA
f. TouchChat	3	2	1	NA



# Survey Categories



## ■ Behavior

3. **Behavior-** effectively use positive behavior strategies and intervention at appropriate times.

		highly effective	somewhat effective	not effective	not applicable
a.	ProAct	3	2	1	NA
b.	Postive Behavior Strategies	3	2	1	NA
c.	Student Behavior: Crisis Mgt.	3	2	1	NA





# Survey Categories

## ■ Use of Technology



4. **Operating Technology in the Classroom-** knowledge of use of technology devices in the classroom to effectively teach students concepts and skills.

	highly effective	somewhat effective	not effective	not applicable
a. Basic Computer Skills	3	2	1	NA
b. Mimio	3	2	1	NA
c. Docucam	3	2	1	NA
d. Projectors/Audio visual eqpt.	3	2	1	NA



# Survey Categories

## ■ Teaching Strategies



5. **Teaching Strategies-** knowledge and effective use of teaching strategies to maximize student learning

	highly effective	somewhat effective	not effective	not applicable
a. Fostering Independence <i>(prompting, wait time, instruction)</i>	3	2	1	NA
b. Cultural Diversity/EL Strategies	3	2	1	NA
c. Building Purposeful Tasks <i>(prep materials/ tasks that are appropriate to student's goal)</i>	3	2	1	NA



# Survey Categories



## ■ Documentation and Data Collection

5. **Documentation and data collection-** able to accurately complete school forms (incident reports, accident reports, etc) and data collection forms

	highly effective	somewhat effective	not effective	not applicable
a. ABCs of Paraeducator Student Reporting	3	2	1	NA
b. Data Collection Forms	3	2	1	NA
c. IEP tutorial (implementation and collection)	3	2	1	NA



# Survey Categories

## ■ Relationship with Others



7. **Relationship with peers, parents and other service providers-** effectively working with peers and other service providers and having knowledge each person's role in the classroom.

	highly effective	somewhat effective	not effective	not applicable
a. Positive Communication Strategies To Use with Staff	3	2	1	NA
b. Parent and Para Relationship	3	2	1	NA



# Survey Difference

- Teachers



- Paraeducator



## Our Accomplishments/Successes

- Developing Surveys/Questionnaires
- Learning Process – Organization Structure
- Attitude towards strengthening collaboration



## Key Learnings

- Collaboration
- Understanding how the SCCOE works
- Greater appreciation for the system





# Key Learnings

- Collaboration
- Learning about myself
- Conflict and Resolution
- Project Development





# Our Heartfelt Thanks

- Mentors



- Principals & Administrators



- CFL Teachers



- Teachers and Educators

