

Appendix IV

Data Input AEA Staff Western Region
(AEA 14)

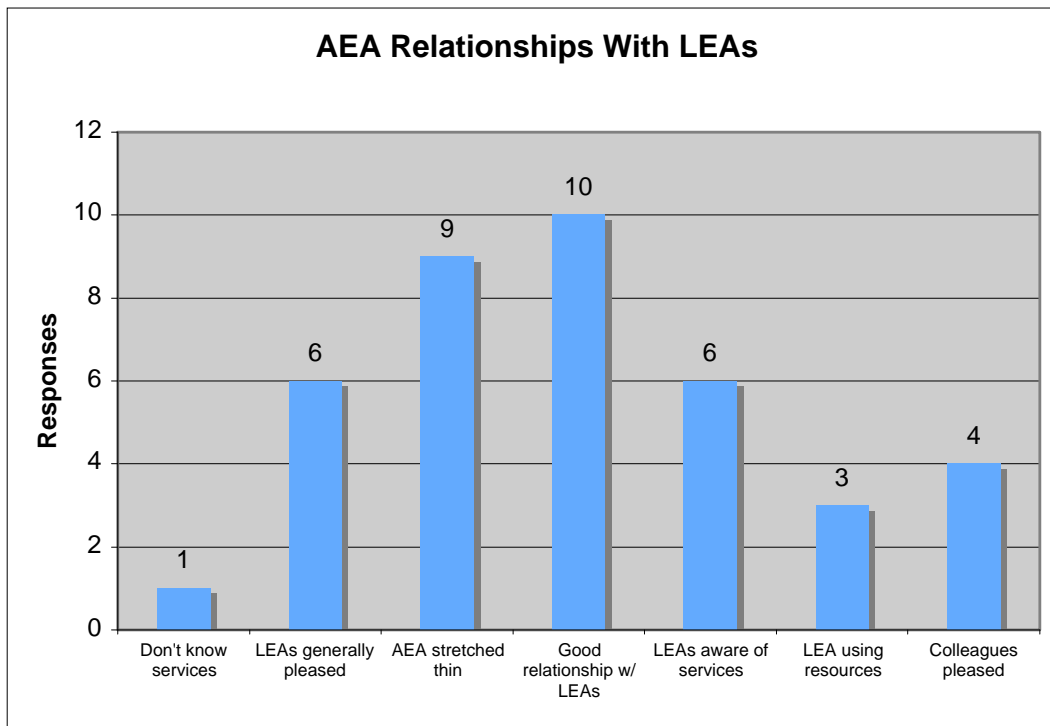
Appendix IV

Green Valley AEA 14

Western Service Region AEA Staff (N=11)

“Gathering Information”

1. Position: 0 Adm/Dir/Sup 2 Consultant 0 Instructor
3 SLP 0 Soc Worker 2 Psychologist 5 Other ECSE, Sec, OT, SL Para
2. Check only the following items that you believe are basically true:
- 1 The LEA staffs do not know much about the GVAEA services that are available.
 - 6 The LEA staffs are generally pleased with the services received from GVAEA.
 - 9 I believe that the AEA staff is stretched too thin to provide quality services.
 - 10 I have good relationships with the LEA staffs.
 - 6 I feel that the appropriate LEA staff members are aware of the available resources from me.
 - 3 LEA staff members are making good use of the available resources from me.
 - 4 My colleagues are generally pleased with the relationship with the LEAs.



3. Identify three major **strengths** of the AEA as they apply to you and the schools you serve.

Highly rated items are first, then followed by all generated items.

- ✚ Flexibility (scheduling and autonomy of staff).
 - ✚ Encouraging staff to continue to learn/grow/develop leadership skills.
 - ✚ Support of colleagues
 - ✚ Positive relationships among staff.
 - ✚ Availability of AEA personnel to schools.
 - ✚ Staff members are good people and want to serve kids and families.
 - ✚ Technology and computers.
 - ✚ AEA staff members are invested in their jobs and care about kids.
 - ✚ Resources –easily available for staff.
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- a. Generally, our AEA supervisors provide us with the appropriate materials for our jobs.
 - b. Requests for training are generally met with approval.
 - c. Most AEA supervisors are supportive of staff – personally and professionally.
 - d. Administrative support is generally there if you can get to the right person – support/knowledge is inconsistent.
 - e. Good collaboration by most staff – those with positive attitudes anyway.
 - f. Keep current with best practice and new initiatives.
 - g. Generally, skills of staff members I work with are good to excellent.
 - h. Proud of high satisfaction ratings from constituents. Strive to keep positive relationships.
 - i. Encourage staff to continue to learn/grow/develop leadership skills.
 - j. Flexibility to leave schools to go to another school or meeting.
 - k. Strong support of colleagues.
 - l. Grant to help supply consultant time to LEA and deliver professional development.
 - m. Going to the teacher’s classroom and actually working with them. It keeps me grounded to the educational world.
 - n. AEA staff is generally truly invested in their jobs and want to do the best they can to serve the students. They want to do their jobs and care about the students.
 - o. AEA staff has areas of expertise to be used by LEA staff.
 - p. The availability of resources. We have a lot of resources available; the drawback is the awareness of them and how much they are used.
 - q. Technology.
 - r. Resources – being able to find answers for myself and LEA staff as needed.

- s. Experience from staff.
- t. Typically allow flexibility in our schedules to accommodate for extended miles we cover.
- u. They keep us current with technology and computer use in our jobs.
- v. They give us ability to decide what items to order and use in our departments.
- w. Special Ed services – including speech and language, contact, building rep.
- x. Availability of support.
- y. Media resources – large amount of material available if teachers need it.
- z. Resources for media books, professional books, training of strategies.
- aa. We are good people and truly want to serve students and family for their education.
- bb. I have a good relationship with teachers in my schools.
- cc. Availability of materials.
- dd. Autonomy and trust of administration in my work.
- ee. Staff recommends/decides within speech discipline in each area what caseload assignments are.

4. If you could **improve** some things about the AEA as they apply to you and the schools you serve, what might they be?

Highly rated items are first, then followed by all generated items.

- ✚ Quality professional development – professional development activities more focused and applicable to real practice.
 - ✚ All staff members have a high level of expertise and equitable workload.
 - ✚ Communication among administration and staff members.
 - ✚ Consistency of services to schools by building contacts.
 - ✚ Targeted professional development by discipline needs.
 - ✚ Define GEI – decide what it looks like area-wide.
 - ✚ Knowledge about what other departments, staff, teams do for schools.
 - ✚ Consistency of staff in districts across years.
 - ✚ Communication between staff and administration.
- a. Specialized personnel for specific issues (rather than a team of a few)
 - b. More flexibility.
 - c. Provide more large-group information sharing with schools at building or district level rather than rely on contacts to disseminate information.
 - d. Hold schools more accountable rather than sending the message to contacts that accountability is their responsibility. We can check-in and monitor, but accountability must come from administration.
 - e. Communication between administration and staff and between regions.
 - f. Follow-up or make more continuous, applicable, and focused the professional development opportunities. Seems like right now they stand alone a lot.
 - g. Increase the number of special and general education personnel to allow multidisciplinary team functioning more fully, and to reduce the number of district each individual is responsible for.
 - h. Build better relationships with some of the “further” districts so they don’t feel as if they are “left out” – an equal Number of meetings/staffs in each of the regions.
 - i. Everyone having a high level of expertise and a somewhat equitable workload.
 - j. Time in the school districts.
 - k. Professional development – there is too much PD and it does not have the quality it needs to have to help me support my districts.
 - l. Support of regional supervisors. Ours does not advocate for staff/programs or schools.
 - m. I would like to work closer to my area.
 - n. Everything is centered in Creston and it would be nice for people to recognize that there is a travel burden for the outer schools.

- o. The caseload and ability/time to spend with teachers and students to provide the best and most appropriate services.
- p. Share knowledge and what is available better through increased communication.
- q. Consistency in staff across years.
- r. Consistency of basic knowledge between job-alike peers.
- s. Communication.
- t. Job-specific training.
- u. Improve communication between staff and administration.
- v. Improve knowledge between staff of what other committees, teams departments do for school.
- w. Allow more job-related (specific) professional development as opposed to all agency.
- x. Establish consistency in services for the various schools. A lot depends on who serves what. Some school get really good education consultation with little or no psych services and vice-versa.
- y. Provide targeted professional development for the disciplines. We are now more “Jack of all trades” – mastery none. School would benefit from having at least some one who they could call on for specific knowledge.
- z. As best possible, provide consistent personnel to a school. There are a lot of “entry” issues into a school and once you get established, there is often a move.
- aa. Instead of serving three school districts, only serve two districts.
- bb. Less professional development or at least professional development pertinent to my job.
- cc. To have organizational system or methods, etc. to help with staying organized in three districts.
- dd. Decision on what GEI looks like AEA-wide.
- ee. Less paperwork – streamline.

5. Please write 3-5 short phrases that might describe an “ideal” AEA.
- a. Appropriate funding available for business/operational costs.
 - b. Adequate staff/resources available to find needed staff
 - c. Appropriate training for current topics/specialized staff.
 - d. Good community partnerships, e.g. more global approach to educating children.
 - e. Excellent LEA partnerships.
 - f. Support staff members.
 - g. Hold LEAs accountable
 - h. Be progressive – actually move on the concepts and ideas presented in professional development.
 - i. Hold staff accountable for their own happiness and job responsibilities. Keep the “do nothing” to a minimum, or add to their workload.
 - j. Get the biggest bang for our buck – provide great services effectively and efficiently.
 - k. Adequate staff numbers and resources.
 - l. Current research and trends utilized to improve learning.
 - m. Positive relationships among staff.
 - n. Helps provide the personnel and other resources needed by the districts that individual districts cannot provide individually.
 - o. Cooperative relationships with school districts, yet able to ensure rules are being implemented with integrity.
 - p. Everyone working for the good of the students.
 - q. Supportive of local districts and their patrons.
 - r. Opportunities for professional growth and development.
 - s. Exists as a liaison agency between state DE and local districts.
 - t. Enough staff so we are not stretched so thin.
 - u. Positive climate – both from schools about the AEA and the staff employed by the AEA and the AEA administration.
 - v. Unlimited financial resources – in reality not to have to worry about financial stuff so much – have staff and technology and resources to do what we need to do.
 - w. Highly qualified staff.
 - x. Equity for staff. No supervisors pay for people who are not in a supervisory role.
 - y. An AEA has close contact with all the school they serve.
 - z. The schools know what AEA employees do and there is not a feeling of “those people than come in, claim to know what to do, and then leave.”
 - aa. Everyone works together. They don’t pull schools from one area to another. There is no battle for Reading, Math, and Science time in building.

- bb. Meetings that we attend truly have a purpose and useful information. No one goes to a meeting without knowing why and how it will help him or her.
- cc. When you walk into a building you are welcomed and not treated rudely. This comes from good relationships with schools.
- dd. Knowledgeable.
- ee. Good communication within AEA staff and to LEA staff.
- ff. Supportive.
- gg. Present in schools and knowledge of what is really happening in classrooms, etc.
- hh. Professional.
- ii. Integrated into the schools – very open lines of communication.
- jj. Fully staffed with qualified employees.
- kk. Clear communication from supervisors and administration and vice-versa.
- ll. Full staff for all departments.
- mm. Strong knowledge of all services within the AEA.
- nn. Adequate training of staff regarding AEA issues.
- oo. Appropriate professional development and support and benefits of belonging to professional national organizations that can better our jobs and services.
- pp. Smaller close-knit interdisciplinary teams.
- qq. Professional development that is targeted to unique specific discipline needs.
- rr. Awareness of what other aspects (services) are being provided for the LEA – e.g. what is the reading team doing in School A.
- ss. Clear leadership as to directions the agency is going. A Gestalt perspective, as well as the components.
- tt. Leadership that solicits and values input from staff.
- uu. Time to share with colleagues about students, problems, and some personal chitchat.
- vv. Mission still allows focus on specific needs of children and not globally help all students in grades 4, 8, and 11.
- ww. Lead person for each discipline. If not a discipline, specific supervisor.
- xx. Communication between offices, departments, and supervisors to employees would be clear, frequent. Right hand knows what the left hand is doing.
- yy. Team time to collaborate with other AEA staff serving the same districts ... social workers, psychologists and Sped consultants assigned to every school.
- zz. Professional development time for increasing skills, studying data as related to our discipline field.
- aaa. Travel time reduced – more assignments based on serving a district (need bigger districts/buildings.)
- bbb. Discipline Supervisors who have enough dedicated time to work on providing training/professional development to disciplines.

6. On the scale below, indicate with a circle where you think Green Valley AEA 14 rates in comparison to your described "ideal" AEA?

Least										Most
Ideal										Ideal
<i># Responses</i>		<i>1</i>	<i>3</i>	<i>2</i>	<i>3</i>	<i>2</i>				
				↓						
1	2	3	4	5	6	7	8	9	10	

