

**PPS SpEd Survey - General Ed Teachers**

This survey is being administered and data compiled by an outside agency to assure anonymity. Results will be disaggregated by role, level, and school, but only to the extent that confidentiality of individual responses can be maintained.

**1** What grades does your school serve?

- K-5
- K-8
- Middle School
- High School
- Other, please specify

**2** If you are a secondary teacher, what subject(s) do you teach? (otherwise, skip this question)

**3** How many years have you been in teaching? (click the drop-down list to make your selection)

Click the **Submit** button to proceed to page 2 >>>



Survey Page 1

**PPS SpEd Survey - General Ed Teachers**

Please indicate your level of agreement with the statements on this page.

- 4** My building provides a system of support to improve student performance for all students.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 5** My building has a coordinated school-wide system to provide interventions to improve academic performance for students who are below expected levels.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 6** When I have a concern regarding a student's academic progress, I receive immediate assistance to provide interventions.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 7** My building has a coordinated school-wide system/program in place to teach students appropriate school behaviors.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 8** When I have students who are struggling academically, I have the support necessary to provide more intense/focused instruction to those students.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 9** When I need it, I have regular and systematic support to help me with students with disabilities in my classroom.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 10 I have regularly scheduled times to meet with special education personnel to plan instruction for the special education students in my classroom.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 11 I believe that students with **disabilities** make adequate academic progress in my classroom.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 12 I believe that students with **behavioral disabilities** make adequate progress in my classroom.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 13 I have been adequately trained to provide accommodations for instruction of **students with disabilities**.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 14 I have been adequately trained to provide accommodations for **students with behavior disorders**.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 15 The staff in my building have adequate input into how to best serve students with disabilities in our building.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Click the **Submit** button to proceed to page 3 >>>



### PPS SpEd Survey - General Ed Teachers

For the statements and questions on this page, select the response(s) that best matches your experience.

**16** How successfully does your school meet the needs of special education students in the general education classroom?

- Very successfully
- Somewhat successfully
- Somewhat unsuccessfully
- Very unsuccessfully
- Don't know/not sure

**17** On the average for the past three years, how many special education students do you have in your classroom each day?

- 1-2
- 3-4
- 4-5
- More than 5
- None
- Don't know/not sure

**18** I feel successful working with special education students in my classroom who have the following attributes: (**check all that apply**)

- Reading slightly below grade level
- Reading at a level which makes it very difficult or impossible to read classroom materials/assignments
- Writing skills slightly below grade level
- Unable to write sufficiently to complete assignments
- Difficulty organizing work/ turning in classroom assignments

- Forgetful/distracted/needs to be reminded to work
  - Occasionally disrupts classroom (1-2 Times per week)
  - Frequently disrupts classroom (once per day or more)
  - None of the above
- 

**19** What services are available to special education students in your building? (check all that apply)

- Speech and Language Therapist
  - Motor-OT/PT
  - Psycholigist/Counseling
  - Adaptive PE
  - Assistive Technology
- 

**20** Does your building have a specific plan for dealing with problem behaviors of all students, including special education students who are in your classroom?

- Yes
  - No
  - Don't know/not sure
- 

**21** Have you used your building's behavior plan to seek help for a special education student in your classroom this year?

- Yes, once
  - Yes, more than once
  - No, I have not
- 

**22** If you did use your school's behavior plan, how well would you say it worked to provide adequate and appropriate assistances in a timely manner?

- Worked very well
- Worked somewhat well
- Did not work well
- Not sure how well it worked
- Not applicable

**23** Have you ever been physically threatened or injured by a student to the degree that you worry for your safety?

YES  NO

**24** I have special education students in my classroom who disrupt the learning of others:

- 1-2 times per day
- 3-4 times per day
- 5 or more times per day
- Constantly
- Not applicable to my current classroom

**25** The system in my building provides an immediate response to disruptive student behavior so that the learning of others is not impacted:

- Always
- Usually
- Sometimes
- Rarely
- Never
- Don't know/not sure

Click the **Submit** button to proceed to page 4 >>>



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### PPS SpEd Survey - General Ed Teachers

For the statements on this page, indicate the selection that best matches your experience.

**26** What type(s) of data do you collect on the performance of special education students in your classroom? (**check all that apply**)

- Academic growth data (pre-test/post-test in reading writing and mathematics)
- Academic improvement data (curriculum/performance based)
- Passing/failing grades
- Effectiveness of accommodations
- Behavioral improvements-observation/anecdotal records
- Increase in assignment completion
- Other (explain)

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**27** What type of data do you use most frequently to determine student progress?

- Academic growth data (pre-test/post-test in reading writing and mathematics)
- Academic improvement data (curriculum/performance based)
- Passing/failing grades
- Effectiveness of accommodations
- Behavioral improvements-observation/anecdotal records
- Increase in assignment completion
- Other (explain)

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**28** The data collected on each special education student is used to make the following type of individual student program changes (**check all that apply**):

- Use/type of accommodations
- Change/modify curricula
- Change instructional strategies
- Change behavioral incentives
- Change the amount of time in general or special education classrooms
- Other, please specify

**29** In your opinion, are there students in your building who require special education services, but do not receive them?

- Yes
- No
- Don't know/not sure

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**30** *State and federal regulations require that special education students receive a Free Appropriate Public Education (FAPE). Appropriateness is defined as student progress toward educational goals. When the special education students included in your classroom are not making sufficient **academic progress**, which of the following adjustments is most likely?*

- Change in their curriculum/instructional materials
- Additional services are provided
- Changes in instructional setting/location
- Additional aide time provided
- Consultation with special education personnel
- Nothing is done
- Don't know/not sure

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**31** *State and federal regulations require that special education students receive a Free Appropriate Public Education (FAPE). Appropriateness is defined as student progress toward educational goals. When the special education students included in your classroom are not making sufficient **behavioral progress**, which of the following adjustments is most likely?*

- Change in their curriculum/instructional materials
- Additional services are provided
- Changes in instructional setting/location
- Additional aide time provided
- Consultation with special education personnel
- Nothing is done
- Don't know/not sure

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**32** *State and federal regulations require that students with disabilities be placed in the general education classroom to the maximum extent appropriate. In addition, the schools are required to provide the opportunity for special education students to make progress on the general education standards. Do the students placed in your classroom make progress on the **general education standards**?*

- Always
- Usually
- Sometimes
- Rarely
- Never
- Don't know/not sure

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**33** From the list below, please indicate the part of your job in which you feel the **least confident** working with special education students: (check only one)

- Adapting curriculum for individual student needs
- Contacting parents regarding their students performance
- Contributing to the development of the Individual Educational Program (IEP)
- Academic instruction
- Improving student behaviors
- Evaluating student progress
- Other, please specify

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**34** From the list below, please indicate the part of your job in which you feel the **most confident** working with special education students: (check only one)

- Adapting curriculum for individual student needs
- Contacting parents regarding their students performance
- Contributing to the development of the Individual Educational Program (IEP)
- Academic instruction
- Improving student behaviors
- Evaluating student progress
- Other, please specify

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**35** I receive adequate support in my classroom so that I am able to meet the needs of all my students, including those qualified for special education.

- Always
- Usually
- Sometimes

- Rarely
- Never
- Don't know/not sure

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Click the **Submit** button to proceed to page 5 >>>



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### PPS SpEd Survey - General Ed Teachers

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The last three questions are open-ended. Please take all the space you need to respond.

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- 36** What services or supports are being provided by special education that you feel are working well for you and your students?

- 
- 37** Based upon your responsibilities, what concerns do you have regarding the provision of services to special education students? What recommendations/solutions do you have for these concerns?

- 
- 38** What thoughts or recommendations would you like to share with the district to improve programs for special education students?

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Thank you so much for taking time from your busy schedule to assist the district in assessing special education services. The findings from this survey will be published in a draft report by the end of June, 2009, and used to inform the work of a multi-stakeholder task force that will meet in August, 2009.

A final report with recommendations will be published on the PPS Special Ed website in time for back-to-school workshops.



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