

PPS SpED Survey - Para-educators

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 My current assignment is:

- Title I
- Special Ed
- Other, please specify

3 I have been a paraprofessional in PPS for (click the drop down to select):

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

- Strongly Agree
- Agree
- Somewhat Agree
- Disagree
- Strongly Disagree
- Don't Know

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
 - Don't Know
-

6 My building has a coordinated school-wide system to provide interventions to improve behaviors for students who have inappropriate classroom behaviors.

- Strongly Agree
 - Agree
 - Somewhat Agree
 - Disagree
 - Strongly Disagree
 - Don't Know
-

7 My building has a system for the ongoing monitoring of Behavior Intervention Plans.

- Strongly Agree
 - Agree
 - Somewhat Agree
 - Disagree
 - Strongly Disagree
 - Don't Know
-

8 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
- Don't Know

-
- 9** The special education staff in my building understand my responsibility to provide IEP services and are supportive of my efforts:

YES NO

-
- 10** The building administrators in my building understand my responsibility to provide IEP services and are supportive of my efforts.

YES NO

-
- 11** What duties do you perform in addition to instructional support? (Mark all that apply.)

- Bus duty
- Playground duty
- Cafeteria
- Escorting students
- Hall monitor
- Bus riding
- Office duty
- Other

-
- 12** I am assigned to duties which are NOT directly related to serving special education students (recess duty, lunch duty, bus duty, etc.) an average daily amount of time

- None
- 30-60 minutes
- 61-90 minutes
- 91 or more

-
- 13** Does the general education teacher know how to best utilize your skills?

- Yes
- No
- Not applicable

14 Does the special education teacher know how to best utilize your skills?

YES NO

15 How many special education students do you have responsibility for each day?

- 1-8
- 9-15
- 16-20
- 21-25
- More than 25

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



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16 I feel successful working with students who have the following attributes:
(check all that apply)

- Reading slightly below grade level (1-2 years below)
- Reading at a low level (3 or more years below)
- Writing skills slightly below grade level
- Unable to write sufficiently to complete assignments
- Math skills slightly below grade level
- Math skills significantly below grade level
- 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)
- Other, please specify

17 I would like more professional development on the following academic topics: (check your top two priorities)

- Improving student attention to tasks
- Increasing assignment completion
- Data collection
- Using assistive technology
- Improving reading skills
- Improving math skills
- Improving skills in writing
- Instructional strategies to improve academic performance
- Functional living skills

18 I would like more professional development on the following non-academic topics:

- Positive behavior interventions
- Reducing challenging behaviors
- Managing violent behaviors
- Autism spectrum disorders
- Teaching personal hygiene
- Basic sign language
- Legal responsibilities
- Seizure disorders

19 District professional development opportunities are held at times convenient to me:

- YES NO

20 I am more likely to attend professional development activities that are held:

- During school hours in the morning

- During school hours in the afternoon
- After school hours, during the week (paid as per contract)
- On weekends (paid as per contract)

21 If resources and information were available to me online,

- I would be interested in this information and would spend time online at work
- I would be interested in this information and would spend time online at home
- I would not be interested because I do not have sufficient time to use it
- I would not access it as I am not sufficiently skilled to use the web
- I would not access it because I am not interested in online professional development
- I would not use it because I do not have sufficient access to a computer
- Other, please specify

22 If professional development were available to me online: (Assume time would be paid in accordance with your contract)

- I would be interested in this information and would spend time online at work
- I would be interested in this information and would spend time online at home
- I would not be interested because I do not have sufficient time to use it
- I would not access it as I am not sufficiently skilled to use the web
- I would not access it because I am not interested in online professional development
- I would not use it because I do not have sufficient access to a computer
- Other, please specify

23 I would recommend that the district provide professional development that helps me to:

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



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24 Do you have access to the materials you need to provide instructional support for students?

- Yes
- No
- Not applicable

25 Do you have access to the assistive technology needed for your students?

- Yes
- No
- Not applicable

26 Do you have access to the furniture you need to provide instructional support to students? (i.e. appropriate size desk and chair, work tables, etc.)

- Yes
- No
- Not Applicable

27 I have regularly scheduled times to collaborate and discuss students with the special education teacher

- 5 times or more per week
- 3-4 times per week
- 1-2 times per week
- Once monthly or less

- I do not have regularly scheduled times to collaborate with the special education teacher

28 I have a clear understanding of the materials and instructional strategies to be used for each of my students.

- Yes
 No
 Not applicable

29 Other assigned duties interfere with my ability to collaborate with the special education teacher.

- Yes
 No
 Not sure

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

31 During this year, how many times have you been injured?

- None
 1-4
 5-9
 10 or more

32 If you have been physically threatened or injured by a student, do you receive information regarding reporting injuries and support from special education staff, general classroom teachers or principal in a timely fashion?

- Always
 Sometimes
 Never

33 When you are working with a student who has become violent, do you feel that you have sufficient training to protect yourself and other students?

- Yes
- No
- Not applicable to my situation

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



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34 What do you feel is working best for you and your students?

35 Based upon your responsibilities and observations, what concerns do you have regarding the provision of services to special education students?

36 Based upon your responsibilities and observations, what concerns do you have regarding the training and services provided to paraeducators?

37 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?

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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