

PPS SpEd Survey - Special 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 What program area do you teach?

3 How many years have you taught special education? (click the drop-down to make your selection)

Please indicate your level of agreement with the following statements.

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** 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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 7** My building has a system to implement a Functional Behavior Assessment and write an appropriate Behavior Intervention Plan.

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

- 8** My building has a system for the ongoing monitoring of Behavior Intervention Plans.

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

- 9** 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 2 >>>



Survey Page 1

10 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

11 I feel that the staff in my building, including the principal, understand my responsibility to provide IEP services and are supportive of my efforts:

- Generally, yes
- Sometimes
- Generally, no

12 How many special education students do you have responsibility for in your classroom each day? (click to select from drop-down list)

13 Approximately how many IEPs do you write each year? (click to select from drop-down list)

14 How many IEP meetings do you attend each year?

15 How many para-educators do you generally work with to provide necessary supports to your students?

16 The mix of student needs in my classroom/program interferes with my ability to educate my students.

- Yes
- No
- Not sure

17 The mix of students in my classroom/program causes me to be concerned about the safety of my students.

- Yes
- No
- Not sure

18 I intend to remain in special education for the next:

- 1-2 years (not due to retirement)
- 3-5 years (not due to retirement)
- more than 5 years
- I will retire within the next 5 years

19 Which of the following would make it more likely that you would stay in special education: (Please select the top two)

- Reduction/streamlining of paperwork
- Reduction in the number of students
- More heterogeneous mix of students
- Increase in specialty programs so students with more serious needs are provided a better, more focused educational environment
- Working with students for which I have more adequate training
- Increased number of para-educator staff to support my students
- Other, please explain

20 I feel successful working with my 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

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



Survey Page 2

PPS SpEd Survey - Special Ed Teachers

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

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

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

- Yes
- No
- Not sure

- 23** I am able to maintain sufficient flexibility in my schedule to meet changing student needs throughout the year.

Always	Usually	Sometimes	Rarely	Never
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

- 24** I believe that my students could be more successful in the general education classroom, if: (Check the one that you feel would have the greatest positive impact)

- I had sufficient classified support for them
- I had fewer students, and could devote more time to classroom support
- The classroom curricula were modified in advance for the teachers
- If the teachers had more training and information regarding effective instructional strategies that work for all students
- If the classroom teachers had additional information on how to effectively provide accommodations
- I had the time and ability to measure student performance to ensure that students were benefiting from their placement in the general education program
- Other
- Never

- 25** Please tell us, on a scale of 1 to 5, the extent to which the following is true for you.

1 Very untrue	2 Somewhat untrue	3 A bit of both	4 Somewhat true	5 Very true
I recommend all the services that I feel are needed by the students based upon their assessment/evaluation.				
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
I recommend all of the goals I feel are needed by the student based upon their evaluation.				
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
I recommend students receive the amount of service time I feel is necessary in order to ensure that they are successful, rather than the time I feel can be provided.				
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
I am able to meet the time indicated for my service on the IEP or program plans for students assigned to me.				

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
I am able to assess my student's progress on a regular basis.				
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
I am able to maintain flexibility in my schedule to meet changing student needs throughout the year.				
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
I feel pressured to recommend that students receive instruction in the general education environment, although I do not believe that they will be successful in that setting.				
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

26 When I develop a student IEP, in addition to the evaluation results, my decisions about time and services is most often influenced by: (*indicate top two*)

- The number of students in my class(es)
- Continuous, additional demands placed on my time (not required on student IEPs)
- Classroom interruptions
- Time needed to provide support in general education
- Need for additional para-educator time
- Number of IEP meetings
- Time needed to take student performance data
- Family contacts
- Student evaluations
- Other, please specify

27 I believe that my students could be more successful in the general education classroom, if: (*Check the two that would have the greatest positive impact*)

- I had sufficient classified support for them
- I had fewer students, and could devote more time to classroom support
- The classroom curricula were modified in advance for the teachers
- If the teachers had more training and information regarding effective instructional strategies that work for all students
- If the classroom teachers had additional information on how to effectively provide accommodations

- If I had the time and ability to measure student performance to ensure that students were benefiting from their placement in the general education program
- Other, please specify

28 What type(s) of data do you collect on the performance of students in your program/classroom? (Please 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, please specify

29 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, please specify

30 The data collected on each special education student is used to make the following type of individual student program changes.

Never	Seldom	Sometimes	Frequently	Always
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

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

A blue arrow-shaped button pointing to the right with the word "SUBMIT" in white capital letters inside.

Survey Page 3

PPS SpEd Survey - Special Ed Teachers

31 Does your building have a specific plan for dealing with problem behaviors of all students, including students in special education?

- Yes
- No
- Not sure

32 Does the behavior plan in your building reduce the amount of disruptive behavior in your school?

- Yes
- No
- Not sure

33 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

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

YES NO

- 35** 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
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6

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

- Yes
 No
 Not sure

- 37** *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 your students included in the general education 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

- 38** *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 your students included in the general education 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

39 *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 your students, who are placed in the general education classroom, make progress on the **general education standards**?*

Always	Usually	Sometimes	Rarely	Never	Don't Know/ Not Sure
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6

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



Survey Page 4

PPS SpEd Survey - Special Ed Teachers

40 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 Individual Educational Programs (IEPs)
- Academic instruction
- Improving student behaviors
- Evaluating student progress
- IEP Facilitation
- Other (please explain)

41 I intend to remain in special education for the next:

- 1-2 years (not due to retirement)
- 3-5 years (not due to retirement)
- more than 5 years
- I will retire within the next 5 years

42 Which of the following would make it more likely that you would stay in special education: (Please select the top two)

- Reduction/streamlining of paperwork
- Reduction in the number of students
- More heterogeneous mix of students
- Increase in specialty programs so students with more serious needs are provided a better, more focused educational environment
- Working with students for which I have more adequate training
- Increased number of para-educator staff to support my students
- Other, please explain

43 State and federal regulations require that districts provide a full continuum of options to ensure that there are sufficient programs to meet individual student needs. When you think about the needs of students, do you have recommendations for improving the program options in the district? Please be specific regarding the unmet student needs.

44 What is working best for you and your students? What can the district do to make this happen more often?

45 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?

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.



Survey Page 5
