

PPS SpEd Survey - Specialists

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 is your current position with the Portland Public schools?

- Counselor
- Psychologist
- Speech Language Pathologist
- Audiologist
- Occupational Therapist
- Physical Therapist
- Nurse
- Other, please specify

2 To what grade level are you assigned the majority of your time?

- High School
- Middle School
- K-8
- K-5
- Preschool
- Other or a combination, please specify

3 How many years have you worked in your current position? (click to select from drop-down list)

4 My time is primarily spent on -- (Rank order, with 1 being the item on which you spend the most time, 2 being the second most time, etc., ranking all items that take a portion of your time.)

1	2	3	4	5	6
<hr/>					
Assessments					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>					
Specially designed instruction					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>					
Accommodations					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>					
Interventions (such as when students disrupt the classroom)					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>					
Consultations					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>					
Other					
<input type="radio"/>	<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

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5 On average, how many buildings have been in your assignment for the past three years?

- 1 building
- 2-3 buildings
- 4-5 buildings
- More than 5 buildings

6 What is the total enrollment in the buildings to which you are assigned?

- 300 or fewer
- 301-600
- 601-900
- 901-1200
- 1201-1500

- 1501-1800
- 1801 or more

7 This year, on average, to how many students do you provide IEP services **each month**?

- 8 or fewer
- 9-12
- 13-19
- 20-30
- 31-40
- 41-50
- More than 50
- Not applicable

8 How many evaluations will you expect to complete **this year**?

- Fewer than 10
- 11-20
- 21-30
- 31-40
- 41-50
- 51-60
- More than 60

9 On average, how many IEPs do you write **each year**?

- 0
- 1-10
- 11-20
- 21-30
- 31-40
- 41-50
- More than 50

10 On average, how many IEP meetings do you attend **each year**?

- 0
- 1-10

- 11-20
- 21-30
- 31-40
- 41-50
- More than 50

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



Survey Page 2

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11 For the past year, was meeting the needs of your caseload more difficult, less difficult or about the same as it was 3 years ago?

- More difficult
- About the same
- Less difficult
- Don't know/not sure

12 Do you receive sufficient support (e.g. secretarial assistance, help with scheduling appointment, access to technology, etc.) for completing paperwork?

YES NO

13 On a scale of 1-5 (with 5=Expert and 1=Poor) how knowledgeable do you consider yourself to be in:

1 2 3 4 5

developing appropriate accommodations for on-going classroom assessment

1 2 3 4 5

developing or modifying curriculum for classroom use with your students

1 2 3 4 5

providing support and accommodations for students with behavior problems in the general education classroom

1

2

3

4

5

- 14** In the Portland School District, please rate on a scale of 1-5 (with 5+ Excellent and 1= Poor)

1

2

3

4

5

The coordination of services to address the needs of special education students and their families

1

2

3

4

5

The responsiveness of the staffing system to meet the different characteristics and needs of students in special education

1

2

3

4

5

The responsiveness of the district resource system (assistance, physical plant and materials, etc.) to the needs of staff as they serve students in special education

1

2

3

4

5

The continuum of program options in your district to respond to the needs of students in special education

1

2

3

4

5

The continuum of strategies you have in your district to respond to the needs of special education students with serious behavior problems

1

2

3

4

5

The professional development available in your district to educators serving special education students

1

2

3

4

5

- 15** Has a student assaulted you to the degree that you were concerned for your physical safety?

YES

NO

- 16** How satisfied are you, overall, that the programs/services in your building meet the **ACADEMIC** needs of special education students?

Very satisfied

Somewhat satisfied

Not sure

Somewhat dissatisfied

Very dissatisfied

1

2

3

4

5

- 17** Please rank the following adjustments in terms of the likelihood that the adjustments will occur when the **academic needs of special education students** are not being met. (1= most likely)

	1	2	3	4	5
Changes in their curriculum/IEP program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional services are provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes in instructional setting/location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional aide time provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nothing is done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 18** How satisfied are you, overall, that the programs/services in your building meet the **SOCIAL-EMOTIONAL** needs of special education students?

very satisfied	somewhat satisfied	not sure	somewhat dissatisfied	very dissatisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 19** Please rank the following adjustments in terms of the likelihood that the adjustments will occur when the **social-emotional needs of special education students** are not being met. (1= most likely)

	1	2	3	4	5
Changes in their curriculum/IEP program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional services are provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes in instructional setting/location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional aide time provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nothing is done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other

 1 2 3 4 5

20 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

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

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

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

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22 Please tell us, on a scale of 1 to 5 (1=never and 5=always), the extent to which the following is true for you.

1

2

3

4

5

I recommend all the services that I feel are needed by the students based upon their assessment/evaluation.

 1 2 3 4 5

I recommend all of the goals I feel are needed by the student based upon their evaluation.

 1 2 3 4 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 fell can be provided.

1 2 3 4 5

I am able to meet the time indicated for my service on the IEP or program plans for students assigned to me.

1 2 3 4 5

I am able to assess my student's progress on a regular basis.

1 2 3 4 5

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

1 2 3 4 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.

1 2 3 4 5

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

- The number of students I have on my caseload
- 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 IEP meetings
- Time needed to take student performance data
- Family contacts
- Student evaluations
- Other (please specify)

24 I believe that my students could be more successful in the general education classroom, if: (***Check the two 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 was modified in advance for the teachers
- Teachers had more training and information regarding effective instructional strategies that work for all students
- 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 (please specify)

25 What type(s) of data do you collect on the performance of students in your program/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

26 What type of data do you use most frequently to determine student progress? (select one)

- 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)

27 The data collected on each special education student is used to make the following type of individual student program changes. (**Scale of 1-5, with 1=never and 5=always**)

1	2	3	4	5
Use/type of accommodations				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change/modify curricula				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change instructional strategies				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change behavioral incentives				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change the amount of time in general or special education classrooms				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Yes
- No
- Not sure

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

- Yes
- No
- Not sure

30 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

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

YES NO

32 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

33 Do you think there are students in your building who require special education services, but do not receive them?

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

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



Survey Page 4

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34 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? (choose one)

- 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
-

35 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? (choose one)

- 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
-

36 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
-

37 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
- IEP Facilitation
- Other (please specify)

38 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

39 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 specify)

40 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.

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

-
- 42** 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.



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