

SPeNSE SERVICE PROVIDER SURVEY

Professionals Who Work Primarily with Students with Speech-Language Impairments

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency".

SINTRO

[Hello, this is {INTERVIEWER'S NAME}. I am calling on behalf of the U.S. Department of Education.] We are conducting a study of personnel issues affecting services for students with disabilities. You were recently notified by mail that you were randomly selected for this national study. We obtained your name from a personnel roster that was provided by your {school/district/agency}.

The 1997 Amendments to the Individuals with Disabilities Education Act required a national assessment to determine the effectiveness of services for children with disabilities. This study is part of that national assessment. Its purpose is to explore factors affecting workforce quality and ways to improve it.

You may choose not to answer specific questions and you may end the interview at any time. This is a voluntary and confidential study. The interview is estimated to average 45minutes.

Section A – Screening

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency".

SINTROA

First, I am going to confirm your role in the {school/district/agency} and ask you about the students you serve. Please note that, unless otherwise stated in the question, we are referring to the 1999-2000 school year.

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency".

SA1. The personnel roster from your {school/district/agency} indicated that you are a professional who works primarily with students with speech-language impairments. Is that correct?

SVERIFY

- 1. YES (Go to box after SA4)
- 2. NO (Go to SA3)

S,G,P

NEW

Display **DISNAME**, which is proper name of district.

SA3. Are you still working in {DISNAME}?

STILLIN

- 1. YES (Go to SA4)
- 2. NO (**Code IN and go to SINEND**)

S,G,P

NEW

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency".

SINEND

Thank you, but, because you are no longer working in this {school/district/agency}, you are not eligible for this survey. You are still, however, eligible for the raffle for gift certificates to Circuit City, Amazon.com, and Starbucks Coffee. If you win and you do not have access to these retail stores or online sites, we will provide you with an alternative gift of equal value. The drawing will be conducted in late summer. We will need an address where we can contact you if you win.

Go to SFIN1.

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency".

SA4. What is your primary position within this {school/district/agency}?

STYPE

1. A teacher who works primarily with children with disabilities ages 3-5,
2. A teacher who works primarily with students with visual impairments or hearing impairments,
3. A teacher who works primarily with students with emotional or behavioral impairments,
4. A teacher who works primarily with other students with disabilities,
5. A professional who works primarily with students with speech and language impairments,
6. A special education paraprofessional or teacher's aid,
7. A teacher who works primarily with students without disabilities, [IF NEEDED: Includes vocational education, Title 1, bilingual/ESL, driver's education, gifted and talented, etc.]
8. An administrator, or
9. None of the above.

S,G,P

NEW

If SA4 = 8 or 9, (Code IP and go to **SINEND2**)

SINEND2

Thank you but because you are not currently teaching or providing direct services in one of the categories specified, you are not eligible for this study. You are still, however, eligible for the raffle for gift certificates to Circuit City, Amazon.com, and Starbucks Coffee. If you win and you do not have access to these retail stores or online sites, we will provide you with an alternative gift of equal value. The drawing will be conducted in late summer. We will need an address where we can contact you if you win.

Go to SFIN1.

SA5. Do you consider yourself to be a...

STITLESP

1. Speech-language pathologist,
2. Speech therapist,
3. Communication specialist, or
4. Teacher?

S

NEW

If SA5 = 1,2, or 3, display "to whom you currently provide direct services". Else display "you teach in a typical week."

SA6. What is the total number of students {to whom you currently provide direct services/you teach in a typical week}?

STOTSTUD

_____ [NUMBER] [H: 0-300] [S: 0-200]

S, G, P

NEW

SA8 can not have more responses than sum that is **STOTSTUD**.

SA8. What are the ages of the students with whom you work?

[CODE ALL THAT APPLY.]
[FOR CHILDREN UNDER 1 YEAR, CODE "1"]
() () () () ()

- | | | | |
|------------|---------------|-------------------------|---------------|
| 1. ONE | SAGE1 | 12. TWELVE | SAGE12 |
| 2. TWO | SAGE2 | 13. THIRTEEN | SAGE13 |
| 3. THREE | SAGE3 | 14. FOURTEEN | SAGE14 |
| 4. FOUR | SAGE4 | 15. FIFTEEN | SAGE15 |
| 5. FIVE | SAGE5 | 16. SIXTEEN | SAGE16 |
| 6. SIX | SAGE6 | 17. SEVENTEEN | SAGE17 |
| 7. SEVEN | SAGE7 | 18. EIGHTEEN | SAGE18 |
| 8. EIGHT | SAGE8 | 19. NINETEEN | SAGE19 |
| 9. NINE | SAGE9 | 20. TWENTY | SAGE20 |
| 10. TEN | SAGE10 | 21. TWENTY-ONE AND OVER | SAGE21 |
| 11. ELEVEN | SAGE11 | | |

S,G,P

NEW

SA9. Of those students, how many do you serve less than once per week? [IF NEEDED: This includes students served through any setting such as a classroom, resource room, one-on-one, or co-teaching situation but excludes consultation with other teachers.]

SONCE

_____ [NUMBER] [H: < = SA6]

S

NEW

SA10. How many of your students are students with a disability who have an IEP [INDIVIDUALIZED EDUCATION PROGRAM]? [IF NEEDED: If you are a preschool teacher, include the children you work with, if any, who have an IFSP.]

SHAVEIEP

_____ [NUMBER] [HR: < = SA6]

S,G,P

NEW

If SA10 = 0, go to **SINDEND3**. Else go to box before SA13.

SINDEND3

Thank you but because you do not provide direct services, you are not eligible for this study. You are still, however, eligible for the raffle for gift certificates to Circuit City, Amazon.com, and Starbucks Coffee. If you win and you do not have access to these retail stores or online sites, we will provide you with an alternative gift of equal value. The drawing will be conducted in late summer. We will need an address where we can contact you if you win.

Go to SFIN1.

SA13. Do any of the students with IEPs with whom you work spend part or all of the school day in non-special education classes?

SINCLU

1. YES
2. NO

S NEW

SA14. What percentage of your time do you spend each week providing direct special education services in home-based or community-based settings, non-special education settings, and/or special education settings? How about...[IF NEEDED: Do not include consulting with other teachers or other such activities.]

- SPRSETHO** a. Home-based or community-based settings? [IF NEEDED: This includes child care settings, Head Start, or work-sites.]%[H: 0-100]
- SPRSETGE** b. Non-special education settings? [IF NEEDED: This includes in-class support and co-teaching arrangements.]%[H: 0-100]
- SPRSETSE** c. Special education settings? [IF NEEDED: This includes resource, pull-out, or self contained classes.].....%[H: 0-100]

S NEW

If SA14a or c = > 1, go to SA15.
Else go to box before SA16.

SA15. When you provide services in a {community-based} {or} {special education setting}, do you typically...

SSETGRP

1. Serve the same group of students all day,
2. Serve different groups of students within a day, or
3. A combination in which you serve some students all day and some students only part of the day?

S NEW

SA18. How many individual sessions, group sessions, and/or whole-class sessions do you average per month? [IF NEEDED: This includes evaluation and treatment.]

SSESSION

_____ [NUMBER] [H: 1-600] [S: 1-200]

S ASLHA

If SA18 = < 0, then go to SA20.
Else go to SA19.

SA19. How many of those are sessions in which you work with a student individually?

SSESINDI

_____ [NUMBER] [H: < = SA18]

S ASLHA

SA20. How many of all your current students do you perceive to be Limited English Proficient (LEP)? Do not include students whose English language proficiency is limited due solely to their disability (ex. deafness). [IF NEEDED: This is referring to all of your students , not just your students with IEPs. LEP students are sometimes referred to as ESL, bilingual students, or ELL (English language learners).]

SNUMLEP

_____ [NUMBER] [H: < = SA6]

S,G,P WIS3f

If SA20 = > 1, then go to SA21.
Else go to SA22.

SA21. On a scale of 1 to 5, with 1 being not at all proficient and 5 being fluent, how would you rate your level of proficiency in any of the non-English languages spoken by your LEP students?

[1 = NOT AT ALL PROFICIENT, 2 = KNOW BASIC CONVERSATIONAL TERMS, 3 = CONVERSE WITH DIFFICULTY, 4 = NEARLY FLUENT, 5 = FLUENT]

SLEPLANG

S,G,P

NEW

SA22. How many of all your current students served are from cultural or linguistic groups different from your own? [IF NEEDED: Deafness may be considered a culture.]

SCULTURE

_____ [NUMBER] [H: < = SA6]

S,G,P

NEW

SA23. To what extent are you knowledgeable about the cultures of the students served in this school? Would you say...

SKNOWCUL

1. Not at all,
2. To a small extent,
3. To a moderate extent, or
4. To a great extent?

S,G,P

NEW

SA24. Are you employed...

SEMPLOY

1. Directly by a school or district,
2. By a co-op, regional service center, an education service center, a consortium, a BOCES, or an intermediate unit,
3. As a contractor employed by the school district,
4. By the state education agency, or
91. By some other agency?

S

NEW

SA24ov. By whom are you employed?

SEMPLOTR

S

NEW

If SA5 = 1 display "speech-language pathologist". If SA5 = 2 display "speech therapist". If SA5 = 3 display "communication specialist". Else display "teacher".

SA25. Are you a...

SFTPTSUB

1. Regular full-time {speech-language pathologist/speech therapist/communication specialist},
2. Regular part-time {speech-language pathologist/speech therapist/communication specialist}, or
3. Long-term substitute?

S,G

SASSPST

If SA25 = 2, then go to SA26. Else go to SA28.

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency".

SA26. Do you have another position within the {school/district/agency}?

SOTHPOS

- 1. YES (Go to SA27)
- 2. NO (Go to SA28)

S,G

SOURCE?

SA27. Which of the following best describes your other assignment? Would you say...

SPOSNAME

- 1. An administrator,
- 2. A resource for other teachers, [IF NEEDED: Such as a consultant or curriculum coordinator.]
- 3. Department chair or head, or
- 4. Another non-teaching position within the district? [IF NEEDED: Such as a counselor or media specialist.]

S,G

SOURCE?

SA28. Including this school year, how many years, in total, have you worked as a {speech-language pathologist/speech therapist/communication specialist} in a preschool, elementary, or secondary public or private school? [IF NEEDED: If in special education, this includes experience outside of special education.]

[IF ONE YEAR OR LESS, ENTER "1". TREAT PART-TIME EMPLOYMENT THE SAME AS FULL-TIME EMPLOYMENT]

SYEARTCH

_____ [YEARS] [H: = > SA12]

S,G-mod, P-mod

ESDRSSDA-mod

SA29. For how many years have you worked specifically in special education?

[IF NEVER TAUGHT, ENTER "0". IF TAUGHT ONE OR LESS YEARS, ENTER "1". TREAT PART-TIME EMPLOYMENT THE SAME AS FULL-TIME EMPLOYMENT.]

SYEARSSE

_____ [YEARS] [H: 0-65]

S,G-mod

ESDRSSDA

If SA28 = 1 go to **SINTROB**. Else go SA31.

SA31. Have you been providing services for {SYEARTCH} years consecutively?

SCONSEC

- 1. YES
- 2. NO

S,G,P-mod

NEW

If SA31 = 2, then go to SA32. Else go to **SINTROB**.

If SA5 = 1, 2, or 3, display "providing services Else display "teaching."

SA32. How many consecutive years have you been providing services since your most recent return?

[IF ONE OR LESS YEARS, ENTER "1".]

SRETURN

_____ [NUMBER] [H: < = SA28]

S, G,P-mod

NEW

Section B – School Characteristics

SINTROB

I would like to ask you a few questions about the schools or settings in which you work.

SB1. In a typical week, how many different schools or settings do you work in?

SNUMSCHL

_____ [NUMBER] [H: 1-30] [S: 1-5]

S

SASSPST-12-mod

If SB1 > 1, display **SCLARFYB**.
Else go to SB2.

SCLARFYB

For all remaining questions about your school or setting, please respond with regard to the school or setting in which you spend the largest percentage of your time or your base school.

SB2. What grades are offered in your school or service location? [IF NEEDED: Refer to the school or setting in which you spend the most time or your base school.]

[CODE ALL THAT APPLY.]

() () () () ()

- | | |
|---------------------------------|-------------------------------------|
| 1. FIRST (1ST) SSGRAD1 | 9. NINTH (9TH) SSGRAD9 |
| 2. SECOND (2ND) SSGRAD2 | 10. TENTH (10TH) SSGRAD10 |
| 3. THIRD (3RD) SSGRAD3 | 11. ELEVENTH (11TH) SSGRAD11 |
| 4. FOURTH (4TH) SSGRAD4 | 12. TWELFTH (12TH) SSGRAD12 |
| 5. FIFTH (5TH) SSGRAD5 | |
| 6. SIXTH (6TH) SSGRAD6 | P. PRE-KINDERGARTEN SSGRADPK |
| 7. SEVENTH (7TH) SSGRAD7 | K. KINDERGARTEN SSGRADK |
| 8. EIGHTH (8TH) SSGRAD8 | |

S,G,P

SASSPS-8a

SB3. About how many students are enrolled there?

SSCHSTUD

_____ [NUMBER] [H: 1-8,000] [S: 10-3,000]

S,G,P

SASSPA-6a-mod

SB4. Is this...

STYPESCH

1. A regular elementary or secondary school, [IF NEEDED: This includes preschools and schools with a special program emphasis, such as a magnet school, science/math school, performing arts school, or talented/gifted school.]
2. A special education school or program, [IF NEEDED: Serves only students with disabilities.]
3. A vocational or technical school, or
4. An alternative school? [IF NEEDED: For students not succeeding in a regular school setting.]

S,G-mod,P

SASSPS-8a

If (SB4 = 2) or (SA14a = 100%) go to box before SB6. Else go to SB5.

SB5. Does your school house any district-wide or regional programs that serve students with IEPs from other schools?

SREGPROG

1. YES
2. NO

S,G,P

NEW

If SB4 = 2, go to SB 7. Else go to SB6.

SB6. Not including paraprofessionals, related services personnel, librarians, or other staff, about how many teachers work in this school, either on a full-time or part-time basis?

SNUMTCHR

_____ [NUMBER] [H: 1-700] [S: 3-500]

S,G

NEW

SB7. About how many part-time and full-time teachers were hired to replace teachers who left since the end of the 1998-1999 school year? [IF NEEDED: We are looking at turnover.]

STURNOVR

_____ [NUMBER] [H: = < SB6] [S: 0-200]

S,G

SASSTSD15a-mod

SB8. Not including paraprofessionals, related services personnel, or other special education staff, how many full-time and part-time special education teachers work in your school?

SNUMSETC

_____ [NUMBER] [H: = < SB6] [S: 1-200]

S

NEW

Section C – Workload and Support

SINTROC

Now, I would like to ask you about your workload and the support you receive at work.

Please remember that ALL of your responses are completely confidential.

SC2. To what extent do you agree with each of the following statements? Would you say not at all, to a small extent, to a moderate extent, or to a great extent? How about...

[1 = NOT AT ALL, 2 = SMALL EXTENT, 3 = MODERATE EXTENT, 4 = GREAT EXTENT, 9 = NA]

- SADMNBEH** a. The school administration's behavior toward the staff is supportive and encouraging. _____
- SMATERIL** b. Necessary materials are available when you need them.
[IF NEEDED: Such as textbooks, supplies, or a copy machine.]..... _____
- SINTERFR** c. Routine duties and paperwork interfere with your job of teaching. ... _____
- SENFORCE** d. Your principal enforces school rules for student conduct and backs you up when you need it. _____
- SMISSION** e. Most of your colleagues share your beliefs and values about what the central mission of the school should be _____
- SPRINCIP** f. The principal knows what kind of school he/she wants and has communicated it to the staff _____
- SCOOPER8** g. There is a great deal of cooperative effort among the staff members. _____
- SGOODJOB** h. In this school, staff members are recognized for a job well done _____
- STCHPART** j. Teachers participate in making most of the important educational decisions in this school _____
- SPARENTS** k. The special education division supports you in your interactions with parents _____
- SBACKUP** l. Your principal backs you up when you need it..... _____
- SASSTBEH** m. You can count on your principal or vice principal to provide appropriate assistance when a student's behavior requires it..... _____
- SSEDIVIS** n. The special education division backs you up when you need it..... _____
- SLIKESCH** o. You really like the school in which you are currently working. _____
- SINCLUDE** p. You feel included in what goes on in this school. _____
- SUNDRSTD** q. Your building principal understands what you do. _____
- SSECNTC** r. Your special education contact understands what you do..... _____
- SSAFEPLC** s. This school is a safe place for students _____

Set SC4 as a random start question where SC4a-e is always asked first, SC4q is always asked last, SC4j always comes directly before SC4l, and SC4f-p are randomized.

If SA8 = < 13 ONLY, skip SC4g.

The sum of SC4a-q \neq > 80 hours total.

SC4. Thinking about the total number of hours you work in the average week, how many hours do you spend on each of the following activities? I will list up to 17 activities. These activities are meant to be mutually exclusive. Please round to the nearest ½ hour. How many hours per week do you spend...

- SHRSTCH** a. Providing direct services? This means contact hours in regularly scheduled classes..... [NUMBER] [H:0-40]
- SDUTIES** b. Attending to hall duty, study hall, homeroom, lunchroom duty, supervising students on detention or a similar duty? [NUMBER] [H: 0-40]
- SPAPERWK** c. Completing forms and administrative paperwork outside of class time? [NUMBER] [H: 0-40]
- SPREPARE** d. Preparing for services? [NUMBER] [H: 0-40]
- SGRADING** e. Grading homework or tests outside of class time? [NUMBER] [H: 0-40]
- SREADBG** f. Reading background material for your subject area? [NUMBER] [H: 0-40]
- SWORKSIT** g. Contacting employers on students' behalf and visiting students at work-sites? [NUMBER] [H: 0-40]
- SMAKEUP** h. Conducting makeup work for students? [NUMBER] [H: 0-40]
- SCOUNSEL** i. Counseling students outside of class time? [NUMBER] [H: 0-40]
- SIEPMEET** j. Attending special education-related meetings? [IF NEEDED: This includes IEP meetings or other meetings to plan or evaluate instruction for students with IEPs.] [NUMBER] [H: 0-40]
- SSCHLMTG** l. Attending all other school meetings? [IF NEEDED: This does not include IEP meetings.] [NUMBER] [H: 0-40]
- SCOMMPAR** k. Communicating with parents or other primary care providers? [NUMBER] [H: 0-40]
- STUTORNG** m. Tutoring students outside of regular class time? [NUMBER] [H: 0-40]
- STESTS** n. Composing or administering tests or making test accommodations outside of class time? [IF NEEDED: This includes all tests, in general, such as eligibility testing, standardized testing, end-of-unit or end-of-grade testing etc.] [NUMBER] [H: 0-40]
- SSUPPARA** o. Supervising paraprofessionals outside of class time? [NUMBER] [H: 0-40]
- SINDIRCT** p. Sharing expertise with non-special education teachers, special education teachers, or other service providers regarding student services? [NUMBER] [H:0-40]
- SACTIVTY** q. Performing other activities that I have not named? [NUMBER] [H: 0-40]

SC4ov. What other activities do you perform?

SACTOTR1 _____

SACTOTR2 _____

SACTOTR3 _____

S,G

ATST-21-mod

SC7. Think now about your total job, including all your professional responsibilities. To what extent do you agree that your workload is manageable? Would you say...

STOTJOB

1. Not at all,
2. A small extent,
3. A moderate extent, or
4. A great extent?

S,G,P

WSE-5c - mod

Section D – Attitudes and Practices

SINTROD

In this next section, I am going to ask you about the types of services you provide and your feelings regarding this work.

First, I need to get more specific information on the population of students you serve.

If SA8 is only > 9, do not display SD2d.

SDISBLTY

I am going to ask you about the disabilities of the students you serve. Please keep in mind the disability categories used to determine their special education eligibility. I will read you a list of 13 possible disability categories. Please tell me how many of your students with IEPs have these as their primary disability. Please remember to count each student only once. [IF NEEDED: We are looking at educational disabilities, not medical conditions.]

[NOTE TO INTERVIEWER: IF NECESSARY, READ ALL 13 DISABILITY CATEGORIES LISTED ON YOUR GREEN HANDOUT, THEN START THE QUESTION]

If SA10 > 0, sum of SD2a-n = SA10.

SD2. How many of your students have...

- a. Specific Learning Disabilities..... _____ [NUMBER] **SLDNUM**
- b. Speech or Language Impairments..... _____ [NUMBER] **SSPLGNUM**
- c. Emotional Disturbance (or Behavioral Impairments)..... _____ [NUMBER] **SEDNUM**
- d. Developmental Delay (or Preschool Disabled)..... _____ [NUMBER] **SDDNUM**
- e. Mental Retardation (Cognitive or Intellectual Impairments) _____ [NUMBER] **SMRNUM**
- f. Hearing Impairments or Deafness (or Auditory Impairments)..... _____ [NUMBER] **SHINUM**
- g. Visual Impairments or Blindness..... _____ [NUMBER] **SVINUM**
- h. Deaf-Blindness..... _____ [NUMBER] **SDFBDNUM**
- i. Other Health Impairments (or Chronically ill or Medically Fragile)... _____ [NUMBER] **SOTHHNUM**
- j. Orthopedic Impairments..... _____ [NUMBER] **SORTHNUM**
- k. Autism (or Pervasive Developmental Disorder [PDD])..... _____ [NUMBER] **SAUTINUM**
- l. Multiple Disabilities..... _____ [NUMBER] **SMUTPNUM**
- m. Traumatic Brain Injury (TBI)..... _____ [NUMBER] **STBINUM**
- n. Other Disabilities not listed above [IF NEEDED: Children birth – 2 with an IFSP who are being served because they are at-risk, should be listed here.] _____ [NUMBER] **SNOTLNUM**

= [SUM = SA10]

If SD2n = > 1, go to SD2ov. Else
go to box before SD3.

SD2ov. What other types of disabilities do your students with IEPs have?

SNOTOTR1 _____
SNOTOTR2 _____

S,G,P NEW

SD3. I am going to ask you about the speech and language impairments of the students with whom you work. I will ask you how many of the students you work with have a certain impairment. If the student has more than one impairment, count the student under each impairment.

How many students do you regularly serve with ...

[H: <= SA10] for all subitems

- a. Articulation or phonological disorders? [IF NEEDED: Including myofunctional disorders.]..... _____ [NUMBER] **SMYONUM**
- b. Language disorders? [IF NEEDED : Includes Auditory disorders.]... _____ [NUMBER] **SLANGNU**
- c. Dysarthria?..... _____ [NUMBER] **SDYSANU**
- d. Apraxia of speech?..... _____ [NUMBER] **SAPRXNU**
- e. Disorders resulting from ADHD? [ATTENTION DEFICIT HYPERACTIVITY DISORDER]..... _____ [NUMBER] **SADHDNU**
- f. Disorders resulting from Autism?..... _____ [NUMBER] **SAUSPNU**
- g. Disorders resulting from Traumatic Brain Injury? _____ [NUMBER] **STBISNUM**
- h. Fluency disorders?..... _____ [NUMBER] **SFLUNUM**
- i. Hearing disorders?..... _____ [NUMBER] **SHEARNU**
- j. Nonspeaking?..... _____ [NUMBER] **SNSPKNU**
- k. Voice disorders?..... _____ [NUMBER] **SVOICNUM**
- l. Any other disorders?..... _____ [NUMBER] **SSPLONU**

S ASLHA

If SD3l = > 1, go to SD3ov. Else
go to box before SD4.

SD3ov. What other disorders do the students you serve have?

SSPDOTR1 _____
SSPDOTR2 _____

S ASLHA

SD4. Thinking about your work with your students with IEPs, please tell me the extent to which you agree with each of the following statements: How about...

[1 = NOT AT ALL, 2 = SMALL EXTENT, 3 = MODERATE EXTENT, 4 = GREAT EXTENT]

- SDIFICLT** a. If you try hard, you can get through to even the most difficult or unmotivated students. Would you say not at all, to a small extent, to a moderate extent or to a great extent?
- SCONCEPT** b. If one of your students mastered a new concept or skill quickly, it probably would be because you knew the necessary steps in teaching that concept or skill.
- SEXPERNC** c. You have enough preparation and relevant experience to deal with most of your students' learning problems.
- SHARDKNW** d. It's hard to know how you are doing in your work.
- SNOTABLE** e. Many of the students you teach are not capable of learning the material you are supposed to teach them.....
- SSUCBEH** f. You can deal successfully with your students' behavior problems.
- SLIVES** g. You feel that you are making a significant difference in the lives of your students.

S

WSE-3

If SA5=1, 2, or 3, display "services in SD6a. Else display "lessons."
If SA5=1, 2, or 3, display "clinical skills" in SD6c. Else display "instructional techniques."
If SA5=1, 2, or 3, display "providing services" in SD6u. Else display "teaching."
If SA5=1, display "speech-language pathologist." If SA5=2, display "speech therapist." If SA5=3, display "communication specialist." Else display "teacher."
If SA5=1, 2, or 3, display "services." Else display "instruction."

SPRES6

I am going to ask you to what extent you agree with each of the following statements about a component of your job, {if you received any preservice preparation in that area,} and how much professional development you have had in this area. Please let me know which components do not apply to your particular position this year.

SD6. (Col. 1) Please tell me to what extent you agree with each of the following statements, not at all, to a small extent, to a moderate extent, or to a great extent.

[1 = NOT AT ALL, 2 = SMALL EXTENT, 3 = MODERATE EXTENT, 4 = GREAT EXTENT, 9 = DOES NOT APPLY]

(Col. 2) {Did you receive preservice preparation in this area and..}

[1 = YES, 2 = NO]

(Col. 3) {In the past 3 years/In the time that you have been teaching/In the time that you have been providing direct services}, how much professional development have you had in this area? Would you say none, less than 8 hours or 8 or more hours.

[1 = NONE, 2 = LESS THAN 8 HOURS, 3 = 8 OR MORE HOURS]

	COL 1	COL 2	COL 3
I am skillful in... {Did you receive any preservice preparation in this area?} How much professional development have you had in this area {in the past 3 years/ in the time that you have been teaching/in the time that you have been providing direct services},?	How well perform?	Preservice Preparation?	# of Hours of Prof Dev?
a. Planning effective {lessons/services}.....	<u>SSLESN</u>	<u>SSLESNPP</u>	<u>SSLESNHR</u>
b. Modifying materials for students with visual impairments.....	<u>SSMATRIL</u>	<u>SSMATRPP</u>	<u>SSMATRHR</u>
c. Using appropriate {clinical skills/instructional techniques}.....	<u>SSAPPROP</u>	<u>SSAPPRPP</u>	<u>SSAPPRHR</u>
e. Teaching functional life skills.....	<u>SSLIFE</u>	<u>SSLIFEPP</u>	<u>SSLIFEHR</u>
f. Teaching students to use support personnel effectively.....	<u>SSSUPT</u>	<u>SSSUPTPP</u>	<u>SSSUPTHHR</u>
g. Teaching medical self-management skills.....	<u>SSMEDICL</u>	<u>SSMEDPP</u>	<u>SSMEDHR</u>
h. Working with chronically ill and/or terminally ill students.....	<u>SSILL</u>	<u>SSILLPP</u>	<u>SSILLHR</u>
i. Using adaptive equipment to facilitate participation and learning.....	<u>SSEQUIP</u>	<u>SSEQUPPP</u>	<u>SSEQUPHR</u>
j. Using technology in instruction.....	<u>SSTECH</u>	<u>SSTECHPP</u>	<u>SSTECHHR</u>
k. Developing systematic behavior management plans.....	<u>SSBEHMG</u>	<u>SSBEHMPP</u>	<u>SSBEHMHR</u>
l. Assessing both appropriate and inappropriate behavior.....	<u>SSASSESS</u>	<u>SSASESPP</u>	<u>SSASESHR</u>
m. Managing behavior.....	<u>SSMNGBEH</u>	<u>SSMNGBPP</u>	<u>SSMNGBHR</u>
n. Accommodating culturally and linguistically diverse students' instructional needs.....	<u>SSCULTDV</u>	<u>SSCLDVPP</u>	<u>SSCLDVHR</u>
o. Managing instructional time.....	<u>SSINST</u>	<u>SSINSTPP</u>	<u>SSINSTHR</u>

p. Supervising instructional aides or paraprofessionals.....	<u>SSAIDE</u>	<u>SSAIDEPP</u>	<u>SSAIDEHR</u>
q. Interpreting the results of standardized tests	<u>SSTEST</u>	<u>SSTESTPP</u>	<u>SSTESTHR</u>
t. Monitoring students' progress and adjusting services accordingly.....	<u>SSMONITR</u>	<u>SSMONTTP</u>	<u>SSMONTHR</u>
u. Using the professional literature in addressing problems or issues encountered in {providing services/teaching}	<u>SSLIT</u>	<u>SSLITPP</u>	<u>SSLITHR</u>
v. Improving my performance as a {speech-language pathologist/speech therapist/communication specialist} based on self assessment.....	<u>SSPERFRM</u>	<u>SSPERFPP</u>	<u>SSPERFHR</u>
w. Administering "case management" activities, including corresponding paperwork [IF NEEDED: Such as referral, testing, or IEP and placement activities.]	<u>SSCASE</u>	<u>SSCASEPP</u>	<u>SSCASEHR</u>
x. Collaborating with non-special education teachers, including pre-referral interventions.....	<u>SSCOLLAB</u>	<u>SSCOLBPP</u>	<u>SSCOLBHR</u>
y. Collaborating with related services personnel [IF NEEDED: This includes psychologists, social workers, and personnel from other agencies.]	<u>SSRELATD</u>	<u>SSRLTDP</u>	<u>SSRLTDHR</u>
z. Working with parents.....	<u>SSPARENT</u>	<u>SSPRNTPP</u>	<u>SSPRNTHR</u>

S,G-mod

WSE-6 and CIFSTEP

SPRACTIC

Now, I am going to follow up a little more closely on some of the practices that we talked about.

If SD2f =>1 or SD2h =>1, then go to SD8. Else go to box before SD13.

SD8. What methods do you use for communicating with your students with hearing impairments?

CODE ALL THAT APPLY
 () () () () () () () () () ()

- SCOMMH1** 1. AMERICAN SIGN LANGUAGE [ASL]
- SCOMMH2** 2. TOTAL COMMUNICATION
- SCOMMH3** 3. ORAL COMMUNICATION
- SCOMMH4** 4. WRITTEN COMMUNICATION
- SCOMMH5** 5. MANUALLY CODED SYSTEM
- SCOMMH6** 6. CUED SPEECH
- SCOMMH7** 7. ROCHESTER METHOD
- SCOMMH8** 8. SIGNED ENGLISH
- SCOMMH9** 9. SIGN LANGUAGE VIA AN INTERPRETER
- SCMHOTR** 91. OTHER

S

NEW

SD8ov. SPECIFY?

SCMHOTR1 _____
SCMHOTR2 _____
SCMHOTR3 _____

S NEW

Only display responses selected in SD8 for items in SD8.5.

SD8_5. Which method would you say you use most frequently for communicating with your students with hearing impairments?

SPRIMEHI

1. AMERICAN SIGN LANGUAGE [ASL]
2. TOTAL COMMUNICATION
3. ORAL COMMUNICATION
4. WRITTEN COMMUNICATION
5. MANUALLY CODED SYSTEM
6. CUED SPEECH
7. ROCHESTER METHOD
8. SIGNED ENGLISH
9. SIGN LANGUAGE VIA AN INTERPRETER
91. {SCMHOTR1/SCMHOTR2/SCMHOTR3}

S NEW

SD9, SD10, SD11: QUESTIONS DELETED

If SD8 = 3, 4, or 9 only, go to box before SD13. Else go to SD12.

Only display responses selected in SD8 for items in SD12.
Items 3, 4, and 9 from SD8 are not options in SD12.

SD12. On a scale of 1 to 5, with 1 being not at all proficient and 5 being fluent, how would you rate your level of proficiency in ...

[1 = NOT AT ALL PROFICIENT, 2 = KNOW BASIC CONVERSATIONAL TERMS, 3 = CONVERSE WITH DIFFICULTY, 4 = NEARLY FLUENT, 5 = FLUENT]

- | | | |
|-----------------|---------------------------------------|-------|
| SASLP | a. American Sign Language [ASL] | _____ |
| STOTCOMP | b. Total Communication | _____ |
| SMANCODP | c. Manually Coded System | _____ |
| SCUEDSPP | d. Cued Speech..... | _____ |
| SROCHESP | e. Rochester Method | _____ |
| SSINENGP | f. Signed English | _____ |
| SOTHMET1 | g. {SCMHOTR1}..... | _____ |
| SOTHMET2 | h. {SCMHOTR2}..... | _____ |
| SOTHMET3 | i. {SCMHOTR3}..... | _____ |

S NEW

If SD2g = > 1, then go to SD13.
Else go to box before SD14.

SD13. How would you rate your level of proficiency in encoding and decoding Braille and Nemeth codes? Use a scale of 1 to 5, with 1 being not at all familiar with Braille and Nemeth codes and 5 having advanced proficiency.

[1 = NOT AT ALL FAMILIAR, 2 = SOMEWHAT FAMILIAR, 3 = HAVE BASIC PROFICIENCY, 4 = HAVE MODERATE PROFICIENCY, 5 = HAVE ADVANCED PROFICIENCY]

SBRILLE

S NEW

If SA8 = 1 - 4 only, skip to SD28.
Else go to SD14.

SD14. Do you provide instruction in reading or pre-reading skills to any of your students either as a distinct subject or through another content area?

SRDINSTR

- 1. YES
- 3. NO

S,G NEW

If SD14 = 1, then go to SD15. Else
go to SD28.

SD15. In how many instructional periods did you teach reading either as a distinct subject or through another content area on the most recent day you taught such a class? [IF NEEDED: Instructional period refers to a group of one or more students and includes all students you serve in class, co-teaching, or in pull-out situations.]

SRDPERID

_____ [NUMBER] [H: = 1-30] [S: 1-10]

S,G NEW

If SD15 = 1, go to SD16. Else
go to **SREADING**.

Randomly select a number
between 1 and **SRDPERID**. Set as
SREADNUM

SREADING

Now I'd like to ask you about a specific instructional period in which you teach reading. The computer has randomly selected your {**SREADNUM**} period. I will refer to this particular period in the next few questions.

SD16. What is the title of the {**SREADNUM**} period in which you teach reading? [IF UNTITLED, PROBE FOR A SHORT DESCRIPTION, SUCH AS "LANGUAGE ARTS" OR "SCIENCE".]

SRDTITLE

S,G NEW

SD18. What are the ages of the students in that instructional period?

[CODE ALL THAT APPLY.]
[FOR CHILDREN UNDER 1 YEAR, CODE "1"]
() () () () ()

- | | | | |
|------------|---------------|-------------------------------|---------------|
| 1. ONE | (1) SREADA1 | 12. TWELVE | (12) SREADA12 |
| 2. TWO | (2) SREADA2 | 13. THIRTEEN | (13) SREADA13 |
| 3. THREE | (3) SREADA3 | 14. FOURTEEN | (14) SREADA14 |
| 4. FOUR | (4) SREADA4 | 15. FIFTEEN | (15) SREADA15 |
| 5. FIVE | (5) SREADA5 | 16. SIXTEEN | (16) SREADA16 |
| 6. SIX | (6) SREADA6 | 17. SEVENTEEN | (17) SREADA17 |
| 7. SEVEN | (7) SREADA7 | 18. EIGHTEEN | (18) SREADA18 |
| 8. EIGHT | (8) SREADA8 | 19. NINETEEN | (19) SREADA19 |
| 9. NINE | (9) SREADA9 | 20. TWENTY | (20) SREADA20 |
| 10. TEN | (10) SREADA10 | 21. TWENTY-ONE AND OVER (21+) | SREADA21 |
| 10. ELEVEN | (11) SREADA11 | | |

S,G

NEW

If SD 18 = only 1-4 and SD15 = 1, -7, or -8, go to **SREDO1** and then go to SD28. If SD18 is only 1-4 and SD15 = > 2, go to **SREDO2** and then go back to box before SD16 and select again. Only perform **SREDO2** loop for the number of times = SD15; if final attempt fails, go to SD 28. Else go to SD19.

SREDO1

The questions that we will be asking regarding reading classes will not pertain to a child younger than 4 years old. Considering you noted that this is your only reading class, we will skip the remainder of the reading section.

SREDO2

The questions that we will be asking regarding your reading classes will not pertain to a child younger than 4 years old. Therefore, we will randomly pick another of your reading classes and start this section again.

SD19. How many students are in that particular instructional period?

SRDSTUDN

_____ [NUMBER] [S: = < SA6] [H: 1-40]

S,G

NEW

If SD19 = 1, display "does that student." Else, display "how many of your students."

SD20. In that particular period, {does that student/how many of your students} have an IEP?

SREADIEP

_____ [NUMBER] [H: < = SA10]

G

NEW

If SD19 = 1, go to box before SD23. Else, go to SD21.

SD21. When you teach reading in your {SRDTITLE} class, how often do you use your time...

[1 = NEVER, 2 = RARELY, 3 = SOMETIMES, 4 = OFTEN]

SRDONE a. Providing one-on-one instruction? Would you say never, rarely, sometimes, or often?

SRDSINGL b. Teaching all {SRDSTUDN} students in a single group?

SRDSMALL c. Teaching students in smaller groups?

S,G

NEW

If SD21c = > 2, go to SD22. Else go to box before SD23.

SD22. When assigning students to small groups for reading instruction, how often do you group them by...

[1 = NEVER, 2 = RARELY, 3 = SOMETIMES, 4 = OFTEN]

SRDSAME a. Same ability?

SRDMIX b. Mixed ability?

SRDINTRS c. student interest?

SRDOTHER d. Some other method?

S,G

NEW

If SD18 = 5-11, -7, or -8, then go to SD23. Else go to box before SD24.

SD23. Teachers use many different techniques to help improve students' reading skills. How often do you ask students with IEPs in your {SRDTITLE} class to...

[1 = NEVER, 2 = RARELY, 3 = SOMETIMES, 4 = OFTEN]

SRDALOUD a. Read aloud?

SRDCHOOS b. Read books they choose themselves?

SRDINFO c. Read informational materials? [IF NECESSARY: Such as everyday documents.]

SRDDISCU d. Discuss in pairs or small groups a story or passage they have read?

SRDWRSTO e. Write about a story or passage they have read?

SRDWRPAS f. Write about a story or passage they had read to them?

SRDWKKB g. Complete reading workbooks or skill-sheet assignments?

SRDPHONI h. Practice phonics or phonemic skills?

SRDATTC k. Practice word attack or word analysis?

SRDVOCAB j. Practice vocabulary?

SRDREPET k. Repeat readings to build reading fluency?

SRDCOMP l. Work at a computer to improve reading skills?

S,G-mod

LESCP

If SD18 = 12 - 21 only, then go to SD24. Else go to box before SD25.

SD24. Teachers use many different techniques to help improve students' reading skills. How often do you ask students with IEPs in your {**SRDTITLE**} class to...

[1 = NEVER, 2 = RARELY, 3 = SOMETIMES, 4 = OFTEN]

- SRDSILEN** a. Read silently in class? _____
- SRDQUEST** b. Answer text comprehension questions in writing? _____
- SRDLISTN** c. Listen to students reading aloud?..... _____
- SRDDISBK** d. Discuss books?..... _____
- SRDSYST** e. Systematically learn new vocabulary? [IF NEEDED: How often do they learn new vocabulary from lists?] _____
- SRDVOCTX** f. Learn new vocabulary from texts? _____
- SRDPLAYS** g. Read plays or dramas?..... _____
- SRDSUMRY** h. Summarize their reading?..... _____
- SRDEXPER** i. Relate experiences to reading? _____
- SRDCRITQ** j. Read and critique other students' writing?..... _____
- SRDSTYLE** k. Study the style or structure of a text?..... _____
- SRDRESPN** l. Write in response to reading?..... _____
- SRDCMPT** m. Work on a computer to improve reading skills?..... _____

S,G-mod

READING LITERACY 28, Modified

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency".

SD27. To what extent do the practices you use to teach reading reflect a common approach used throughout your {school/district/agency}? Would you say...

SRDCOMON

1. Not at all,
2. To a small extent,
3. To a moderate extent, or
4. To a great extent?

S,G

NEW

SD28. Educators use a variety of approaches to manage and improve students' behavior. In the past year, how often have you ...

[1 = NEVER, 2 = RARELY, 3 = SOMETIMES, 4 = OFTEN]

- SBHMOD a. Modified your instruction to improve behavior? Would you say never, rarely, sometimes, or often?
- SBHTANG b. Provided a tangible acknowledgement or reinforcer for appropriate behavior, such as a point system in which students earn privileges or rewards?
- SBHSOCL c. Provided a social acknowledgement or reinforcer for appropriate behavior, such as verbal praise?
- SBHSKILL d. Taught social skills? [IF NEEDED: Such as anger management or problem solving.]
- SBHPRIVL e. Removed a privilege?
- SBHTIMEO f. Given an in-classroom time-out?
- SBHDETEN g. Given a school detention at recess, after school or during lunch?
- SBHDISC h. Discussed a problem situation with your students?
- SBHFUNCT i. Conducted a functional behavioral assessment?
(If i = 1, -7, -8, or -9, skip j)
- SBHINDIV j. Developed an individualized behavior support plan based on information from functional behavioral assessments?
- SBHCOLEG k. Asked a colleague for assistance?
- SBHSPECL l. Asked an instructional or behavioral specialist for assistance?
- SBHADMIN m. Asked your administrator for assistance?
- SBHDATA n. Collected data to determine the extent to which an intervention is effective?

S-mod,G

NEW

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency".

SD29. To what extent do the practices you use to manage students' behavior reflect a common approach used throughout your {school/district/agency}? Would you say...

SBHCOMON

1. Not at all,
2. To a small extent,
3. To a moderate extent, or
4. To a great extent?

S,G

NEW

SD30. When you support a student with an IEP in a non-special education setting, how often do you...

[1 = NEVER, 2 = RARELY, 3 = SOMETIMES, 4 = OFTEN]

- SININFO** a. Provide information to the teacher to help her/him respond to the student in a constructive, supportive manner? Would you say never, rarely, sometimes, or often?..... _____
- SINUNDR** b. Help the general educator understand how this student will benefit from being in the non-special education classroom? _____
- SINOPPS** c. Work with the general educator to identify opportunities for the student to work on IEP goals within the context of non-special education activities? _____
- SINACCOM** d. Identify necessary accommodations for students in the general education classroom? _____
- SINCURIC** e. Develop curricular modifications that support the student's learning in the non-special education setting? _____
- SINSUPRT** f. Deliver support to the student in a way that benefits the entire class? _____
- SINPLAND** g. Implement planned approaches to promote interaction between the student and peers without disabilities? _____

S NEW

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency".

D31. To what extent do the practices you use to support inclusion reflect a common approach used throughout your {school/district/agency}? Would you say...

SINCOMON

1. Not at all,
2. To a small extent,
3. To a moderate extent, or
4. To a great extent?

S NEW

If SA8 = 14-21, then go to SD34.
 Else go to box before SD36. If SA10 = < 0 or SA11 = 2, skip SD34e.

SD34. In your work with secondary-aged students, how often do you...

[1 = NEVER, 2 = RARELY, 3 = SOMETIMES, 4 = OFTEN]

- SPSGOALS** a. Work with students and parents to identify specific post-school goals? _____
- SJOBOPPS** b. Work with students and parents to identify job opportunities that match students' competencies? _____
- SWKEXPR** c. Develop community work-experience programs? _____

- SREFERLS** d. Coordinate referrals to adult service providers? [IF NEEDED: Such as, vocational rehabilitation, community colleges or employment service agencies.] _____
- SENCOURG** e. Prepare students to participate in the IEP process?..... _____
- SSELFDET** f. Teach self-determination? [IF NEEDED: Such as decision making, goal-setting, or self-awareness.] _____
- SCAREER** g. Develop career awareness? _____
- SLEARNST** h. Teach learning strategies? [IF NEEDED: Such as note-taking, time management, and developing mnemonic devices.]..... _____
- SIDENTFY** i. Identify educational experiences that correspond to transition-related goals? _____

S,G

NEW

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency".

SD35. To what extent do the practices you use to support transition reflect a common approach used throughout your {school/district/agency}? Would you say...

STRANSCM

1. Not at all,
2. To a small extent,
3. To a moderate extent, or
4. To a great extent?

S,G

NEW

If SA20 = > 1, then go to SD36.
Else go to box before SD38.

If SA21 = 1, then skip SD36e & f

SD36. Educators use many different techniques with students who are Limited English Proficient (LEP). Please tell me how often you use each of the following techniques to specifically accommodate the language needs of these students. How often do you...

[1 = NEVER, 2 = RARELY, 3 = SOMETIMES, 4 = OFTEN]

- SLEPLESN** a. Develop lessons specifically designed for English language development? _____
- SLEPVOCB** b. Teach vocabulary words prior to a lesson?..... _____
- SLEPDISC** c. Use extended discourse within a lesson? [IF NEEDED: Discourse refers to interaction between the students and the teacher and among the students, themselves.] _____
- SLEPTUTR** d. Use classwide peer tutoring? _____
- SLEPLAGE** e. Use students' native language to teach English language skills? _____
- SLEPCLAR** f. Use students' native language to teach a concept or to make a clarification? _____

S,G

NEW

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency".

SD37. To what extent do the practices you use to teach Limited English Proficient (LEP) students reflect a common approach used throughout your {school/district/agency}? Would you say...

SLEPCOMN

1. Not at all,
2. To a small extent,
3. To a moderate extent, or
4. To a great extent?

S,G

NEW

SD38. To what extent do you feel successful in providing the kind of services you would like to provide for most of your students with IEPs? Would you say...

SIEPSUCC

1. Not at all,
2. A small extent,
3. A moderate extent, or
4. A great extent?

S,G

ATST-17

If SA5=1, display "speech-language pathologist." If SA5=2, display "speech therapist." If SA5=3, display "communication specialist." Else display "teacher."

SD41. How would you characterize your overall performance as a speech-language pathologist/speech therapist/communication specialist? Would you say...

SOVERALL

1. Poor,
2. Fair,
3. Good,
4. Very good, or
5. Exceptional?

S,G,P

NEW

Section E – Education and Training

SINTROE

Now, I would like to ask you some questions about your education and preparation.

SE2. Do you have a bachelor's degree?

SHAVEBA

1. YES (Go to SE3)
2. NO (Go to SE8)

S,G

SASSPST-15a

SE3. When you got your bachelor's degree, what was your major field of study?

SMAJBA1 _____

SMAJBA2 _____

S,G

SASSPST-15b

SE4. In what year did you receive your bachelor's degree?

SYEARBA

__ __ __ __ [YEAR] [H: 1935–2000]

S,G

SASSPST-15c

SE5. Do you have a master's degree?

SHAVEMA

1. YES (Go to SE6)
2. NO (Go to SE8)

S,G

SASSPST-18a

SE6. When you got your master's degree, what was your major field of study?

SMAJMA1 _____

SMAJMA2 _____

S,G

SASSPST-18b

SE7. In what year did you receive your master's degree?

SYEARMA

__ __ __ __ [YEAR] [H: > SE4]

S,G

SASSPST-18c

SE8. Do you have any other type of degree or are you currently working towards one?

SHAVEOTH

1. YES (Go to SE9)
2. NO (Go to box before SE10)

S,G

SASSPST-20a

SE9. What other type of degree do you have or are you working toward?

SOTHDEGR

- 1. ASSOCIATE'S DEGREE
- 2. SECOND BACHELOR'S DEGREE
- 3. WORKING TOWARD MASTER'S
- 4. SECOND MASTER'S DEGREE
- 5. CERTIFICATE OF ADVANCED STUDY
- 6. EDUCATION SPECIALIST DEGREE
- 7. WORKING TOWARD DOCTORATE
- 8. DOCTORATE
- 91. OTHER

S,G

SE9ov. SPECIFY?

SDEGROTR

S,G

SE11. Do you currently hold any certificates or licenses in this state or any other state that allows you to provide services to students with speech-language needs?

SSLPCERT

- 1. YES
- 2. NO

S

SASSPST17a

If SE11 = 1, go to SE12. Else go to SE14.

SE12. Do you have or are you in the process of obtaining an ASHA Certificate of Clinical Competence in Speech-Language Pathology?

SASHACCC

- 1. YES (Go to SE13)
- 2. NO (Go to SE14)

S

NEW

SE13. In what year did you or will you receive your Certificate of Clinical Competence?

SYEARCCC

__ __ __ __ [YEAR] [H: 1925-2000]

S

SASSPST23c

SE14. Do you currently hold any teaching certificates or licenses in this state or any other state?

SCERTSTA

- 1. YES
- 2. NO

S, G, P

SASSPST17a

If SE14 = 1, display "Is that". Else display "Do you have".

SE15. {Is that/Do you have} an emergency certificate or waiver?

SCERTEMG

- 1. YES
- 2. NO

S,G

NEW

If SE11 = 2, go to SE25. Else go to box before SE26.

SE25. Are you currently pursuing a certificate or license in speech-language services?

SPURSUIN

- 1. YES
- 2. NO

S,G

NEW

If SE25 = 2, -7, -8, or -9, go to box before SE27. Else go to SE26.

SE26. Through what type of preparation program or programs did you earn or are you pursuing the certification or licensure in speech-language services? Was it...

SPREPPRG

- 1. As part of a bachelor's,
- 2. As part of a 5th year program,
- 3. As part of a master's degree program,
- 4. As part of an alternative certification program, [IF NEEDED: An alternative program is a fast-track program that does not require a specific education degree or certification testing but that may allow certification based on a related BA degree alone. Might also take life experience into consideration.]
- 5. Through continuing professional development, or
- 91. Through another type of program?

S,G

SASSPST-13c – mod

SE26ov. Through what type of program did you receive your preparation?

SPREPOTR

S,G

SASSPST-13c – mod

If SE11 = 2 or SE14 = 2, go to SE27. Else go to SE28.

If SA5 = 1, 2, or 3, display "speech-language". Else display "teacher".

SE27. Did you receive any preservice {teacher/speech-language} preparation? [IF NEEDED: Such as college courses, education, student teaching, etc.]

SPRESERV

- 1. YES
- 2. NO

S,G

WSE-3

If SE27 = 2, go to SE34. Else go to SE28.

If SA5 = 1, 2, or 3, display "speech-language". Else display "teacher".

SE28. From what college or university did you receive your initial {teacher/speech-language} preparation?
[IF NEEDED: Regardless if it is different than your current specialization.]

SCOLPSRV

S,G

NEW

SE29. In what city and state is that school located? [NOTE TO INTERVIEWER: If this school is located in another country, please enter the city and country in the city blank and enter ZZ in place of the state.]

SCTYPSRV _____ [CITY]

SSTPRSrv __ __ [STATE]

S,G

If SA5 = 1, 2, or 3, display
"speech-language". Else display
"teacher".

SE32. Please indicate how well your {teacher/speech-language} preparation matched the realities of your first school-based assignment. Would you say...

SMATCHED

1. Not at all,
2. Not very well,
3. Reasonably well, or
4. Very well?

S,G

WSE-4a

If SA5 = 1, 2, or 3, display
"speech-language". Else display
"teacher".

SE33. How would you rate the overall quality of your preservice {teacher/speech-language} preparation? Would you say... [IF NEEDED: We are referring to your entire preservice preparation.]

SQLTPSRV

1. Poor,
2. Fair,
3. Good,
4. Very good, or
5. Exceptional?

S,G

WSE-3

SE34. How would you describe your certification, licensure, or endorsement status when you began your first speech-language position? Would you say...

SCRTFRST

1. Held the appropriate certificate for the position for which you were hired;
2. Needed only a few additional courses for your certificate; [IF NEEDED: 15 or fewer credits or five or fewer courses] or
3. Needed a substantial number of additional courses for your certificate?

S,G

WSE-V3

Section F – Professional Development

SINTROF

Next, I have a few questions about professional development activities in which you have participated.

SF1. Do you have an individual professional development plan written in conjunction with a school, district, or agency administrator?

SPDEVPLN

- 1. YES
- 2. NO

S,G,P

NEW

If SA5 = 1, 2, or 3, display "speech-language". Else display "teacher".

SF2. In the past 12 months, have you participated in any of the following activities related to your work? How about...

[1 = YES, 2 = NO]

SUNVCOUR a. University courses taken specifically for certification or additional certification?

SWRKRLTD d. Other university courses related to your work?

SOBSERVE e. Observational visits to other schools?

SRESERCH f. Individual or collaborative research on a topic of interest to you professionally?

SPROREAD g. Independent professional reading?

SSCHMEET h. School, district, or agency committee, excluding department meetings?

SFRMLCOL i. Regularly scheduled, formal collaboration with teachers, excluding faculty meetings that are held for administrative purposes?

SPEEROBS j. Mentoring and/or peer observation and coaching as part of a formal arrangement that is recognized or supported by the school, district, or agency?

SNETWORK k. Participating in a network of {teachers/speech-language professionals}? [IF NEEDED: Such as one organized by an outside agency, over the Internet, or by a union.]

SASCMEET n. Attending professional association meetings?

SWRKSHOP l. Attending workshops, conferences, or training related to your work?

SPRESENT m. Presenting at workshops, conferences, or training?

S,G,P

SASSPST-27

SF3. In the past 12 months, how many hours, altogether, have you spent in professional development? Include hours spent in activities sponsored by your school, district, or agency, as well as activities you completed on your own. [IF NEEDED: Such as conferences, professional reading, or courses.]

SHOURSPD

_____ [NUMBER] [H: 0-1200] [S: 0-750]

S,G,P

NEW

If SF3 = < 0, go to box before SF6.
Else go to SF4.

SF4. Of those hours spent in professional development, how many were required by your school, district, agency, or state?

SHOURDIS

_____ [NUMBER] [H: = < SF3] [S: 0-500]

S,G,P

NEW

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency".

If SA5=1, 2, or 3, display "services." Else display "instruction."

If SA5 = 1, display "speech-language pathologist". If SA5=2, displa "speech therapist." If SA5=3, display communication specialist." Else display "teacher".

SF5. For the {school/district/agency} supported professional development in which you have participated in the last 12 months, to what extent have those activities...

[1 = NOT AT ALL, 2 = SMALL EXTENT, 3 = MODERATE EXTENT, 4 = GREAT EXTENT]

- | | | |
|-----------------|--|-------|
| SIMPROVE | a. Contributed to the improvement of your {instruction/services}? Would you say not at all, to a small extent, to a moderate extent, or to a great extent? | _____ |
| SEFFECT | b. Improved your effectiveness as a {teacher/speech-language pathologist/speech therapist/communication specialist}? | _____ |
| SIMPLMNT | c. Helped you to implement curriculum and/or performance standards? | _____ |
| SPROMOTE | d. Promoted collaboration with other teachers? | _____ |
| SDEVNEED | e. Been responsive to your professional development needs? | _____ |
| SAPPSKIL | f. Been appropriate to your knowledge, skills and interests? | _____ |
| SAPPAGE | g. Been appropriate for the ages or grade levels and subjects you teach? | _____ |
| SPLNTIME | h. Been followed by planning time during the workday for implementing new practices in your classroom? | _____ |
| SPRESSCH | i. Been presented by teachers in your {school/district/agency}? | _____ |

S,G

SASSPST-29

If SA5=1, 2, or 3, display "speech-language services." Else display "your subject area."

SF10. How many professional journals or other literature related to teaching or {your subject area/speech-language services} do you read on a regular basis and can you tell me their titles? [IF NEEDED: "Subject area" refers to the type of classes you teach, such as reading or math. "Regular basis" includes daily, weekly or monthly.]

[NOTE TO INTERVIEWER: NAMES OF JOURNALS GIVEN WILL NOT BE RECORDED]

SJOURNLS

_____ [NUMBER] [H: 0-20] [S: 0-10]

S,G

NEW

If SA5 = 1, display "speech-language pathologists". If SA5=2, displa "speech therapists." If SA5=3, display communication specialists." Else display "educators".

SF11. How many professional associations for {educators/speech-language pathologists/speech therapists/communication specialists} do you belong to and can you tell me their names?

[NOTE TO INTERVIEWER: NAMES OF ASSOCIATIONS GIVEN WILL NOT BE RECORDED]

SASSOCIA

_____ [NUMBER] [H: 0-20] [S: 0-10]

S,G

NEW

If SA5 = 1, display "speech-language pathologists". If SA5=2, displa "speech therapists." If SA5=3, display communication specialists." Else display "educators".

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency".

SF12. In the past year, have you had any professional contact with {educators/speech-language pathologists/speech therapists/communication specialists} outside your {school/district/agency}? [IF NEEDED: Such as exchange programs, conferences, formal or informal visitation, and Internet networks.]

SCONTACT

- 1. YES
- 2. NO

S,G

NEW

Section G – Background

SINTROG

I would like to complete the interview by asking you a few questions about yourself.

SG1. How far, if at all, did you relocate your residence to accept your current position? Would you say...

SFARRELO

1. Not at all,
2. Fewer than 50 miles, or
3. 50 miles or more.

S,G

NEW

If SG1 = 2 or 3, then go to SG2.
Else go to box before SG3.

SG2. Did this relocation involve moving to a different state?

SRELOST

1. YES
2. NO

S,G

NEW

If SA5 = 1, display "speech-language pathologist". If SA5=2, display "speech therapist." If SA5=3, display communication specialist." Else display "teacher".

SG3. How long do you plan to continue working in special education as a {teacher/speech-language pathologist/speech therapist/communication specialist}? Would you say...

SREMAIN

1. As long as you are able,
2. Until you are eligible for retirement,
3. You will probably continue unless something else comes along,
4. You definitely plan to leave as soon as possible, or
5. You are undecided at this time?

S,G-mod

SASSTF

SG5. If you could go back to your college days and start over again, would you become a {speech-language pathologist/speech therapist/communication specialist}?

SGOBACK

1. YES
2. NO

S,G

SSASSTF/SASSPST-63a

SG6. Do you consider yourself to have a disability?

SHAVEDIS

1. YES
2. NO

S,G,P

PHASE1HEALTHIS

SG7. Would other people consider you to have a disability?
SCONSDIS
1. YES
2. NO

S,G,P

PHASE1HEALTHIS

SG8. [IF NECESSARY ASK: Are you male or female?]
SGENDER
1. MALE
2. FEMALE

S,G,P

SASSPST-66

SG9. Do you consider yourself to be of Hispanic origin?
SHISPANC
1. YES
2. NO

S,G,P

NLSSTF1A

SG10. Do you consider yourself ...

[CODE ALL THAT APPLY]
() () () () ()

SINDIAN 1. American Indian or Alaska Native?
SASIAN 2. Asian?
SBLACK 3. Black or African American?
SNATIVE 4. Native Hawaiian or Other Pacific Islander?
SWHITE 5. White?

S,G,P

SASSPST-68

SG11. What year were you born?
SDOBIRTH
19 __ __ [YEAR] [H: < SE4]

S,G,P

SASSPST-69