

Directions for Reading a CATI on Paper

The SPeNSE surveys are meant to be administered via CATI, Computer-Assisted Telephone Interviewing. With CATI, the interview takes place over the phone with the interviewer reading questions and possible responses off of a computer screen and then entering data from the respondent directly into the computer.

It is important to note that these paper versions have certain markings and directions that will be written into CATI code to make the interviews as streamlined and straightforward as possible for each different respondent. A short explanation of some of the items you will encounter should help you read the instruments much in the same way the CATI interviewer will.

KEY FOR READING THE ITEMS:

{ } Parentheses signal that all of the contents within them will not be displayed to every respondent. For instance, when you see {students/children}, if the respondent is a teacher of students with disabilities ages 3-5, they will be read the word “children” where as other teachers will be read “student”. Many other separate distinctions are made for speech-language pathologists.

ALL CAPS If a series of response codes are listed in all caps, that indicates that the question is open-ended. The interviewer will not read those response codes but instead mark those that apply from the respondents’ answers. An assumption is being made that the answers that will be given to these questions are the same or similar to the response codes we have listed.

[IF NEEDED] This code designates additional information that can be read to a respondent if they are unclear about what the question is asking. These are clarifying statements, which may be used at the interviewer’s discretion.

If...Else
...

These boxes are skip boxes and indicate that a pattern change may be necessary depending on a previous answer given by the respondent. Reading these skips accurately is necessary to understand which respondent will be asked which questions. Not every respondent will be asked all the questions in the instrument. The skips denoted in these boxes will be automatically executed by the computer in a CATI.

S,G,P...

These shaded boxes can be found after each question in the instruments. The letter(s) to the left refer to which instruments they appear in. For instance, “S” means they are asked in the Special Education survey, “G” means they are asked in the General Education survey, “P” means they are asked in the Paraprofessional survey, and “M” means they are asked in the Administrator survey. To the right is a code, which denotes where these items were taken from if they are a previously used item or “NEW” if the item is new for SPeNSE.

SPeNSE SPECIAL EDUCATION ADMINISTRATOR SURVEY

If SCHLTYP = 1, then display "school" and "green". If SCHLTYP = 2, then display "district" and "lavender". If SCHLTYP = 3, then display "agency" and "yellow".

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

MINTRO

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. Your {school/district/agency}, {DISNAME}, has been randomly selected to participate.

The 1997 Amendments to the Individuals with Disabilities Education Act required a national assessment to determine the effectiveness of efforts to educate children with disabilities. The Study of Personnel Needs in Special Education is part of that national assessment. Its purpose is to explore factors affecting workforce quality and ways to improve it, since high-quality personnel are critical for promoting improved learning outcomes.

This is a voluntary and confidential study sponsored by the Office of Special Education Programs at the U.S. Department of Education. You may elect not to answer any specific question and you may end the interview at any time. The interview is estimated to take 45 minutes or less. The interview will go more smoothly if you have your completed presurvey with you for reference. [The presurvey was sent to your office. It is three pages and is printed on {green/lavender/yellow} paper.]

[PRESS ENTER TO CONTINUE]

Section A – Current Personnel

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

MINTROA

To begin, I am going to confirm the types of special education personnel employed by your {school/district/agency} for the 1999-2000 school year. This is based on the personnel roster that your {school/district/agency} submitted in the fall or winter of 1999.

[PRESS ENTER TO CONTINUE]

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency". If NUMTYP1 <= 0, then display "did not employ". Else display "employed".

MA1. Your {school/district/agency} {did not employ/employed} special education teachers who primarily serve children ages 3 to 5 for the 1999-2000 school year. Is this correct?

MSP35CFM

1. YES
2. NO

M

NEW

If (NUMTYP1 > 0 and MA1 = 1) or (NUMTYP1 <= 0 and MA1 = 2), then set MTR1TYP = 1. Else set MTR1TYP = -1.

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency". If NUMTYP2 <= 0, then display "did not employ". Else display "employed". If SCHLTYP = 1, then display "6 to 21 year olds". Else display "students".

MA2. Your {school/district/agency} {did not employ/employed} special education teachers who primarily serve {students/6 to 21 year olds} with vision or hearing impairments for the 1999-2000 school year. Is this correct?

MSPVHCFM

1. YES
2. NO

M

NEW

If (NUMTYP2 > 0 and MA2 = 1) or (NUMTYP2 <= 0 and MA2 = 2), then set MTR2TYP = 1. Else set MTR2TYP = -1.

If SCHLTYP = 1, then go to box before MA4. Else go to MA3.

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency". If NUMTYP3 <= 0, then display "did not employ". Else display "employed".

MA3. Your {school/district/agency} {did not employ/employed} special education teachers who primarily serve students with emotional disturbance for the 1999-2000 school year. Is this correct?

MSPEDCFM

1. YES
2. NO

M

NEW

If (NUMTYP3 > 0 and MA3 = 1) or (NUMTYP3 <= 0 and MA3 = 2), then set MTR3TYP = 1. Else set MTR3TYP = -1.

If SCHLTYP = 1, then go to box before MA5. Else go to MA4.

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency". If NUMTYP4 <= 0, then display "did not employ". Else display "employed".

MA4. Your {school/district/agency} {did not employ/employed} other types of special education teachers for the 1999-2000 school year. Is this correct?

MSPOSCFM

1. YES
2. NO

M

NEW

If (NUMTYP4 > 0 and MA4 = 1) or (NUMTYP4 <= 0 and MA4 = 2), then set MTR4TYP = 1. Else set MTR4TYP = -1. If MTR1TYP, MTR2TYP, MTR3TYP, or MTR4TYP = 1, then set MSPEDTRS = 1. Else set MSPEDTRS = -1.

If MSPEDTRS = -1, go to box before MA7. Else go to MA5. In MA5, Sum of a-f = 100.

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

MA5. Now I am going to ask you about the racial and ethnic composition of all of the special education teachers employed by your {school/district/agency} for the 1999-2000 school year. The percentages for these six categories should add up to 100. What percentage of the special education teachers were...

- MPRNATIV** a. American Indian or Alaska native?.....% [H: 0-100]
- MPRASIAN** b. Asian?.....% [H: 0-100]
- MPRBLACK** c. Black or African American?% [H: 0-100]
- MPRHISPA** d. Hispanic or Latino?.....% [H: 0-100]
- MPRHAWAI** e. Native Hawaiian or other Pacific Islander?.....% [H: 0-100]
- MPRWHITE** f. White?.....% [H: 0-100]

M NEW

MA6. Of the full-time equivalent special education teachers employed or contracted by your {school/district/agency} for the 1999-2000 school year, how many were qualified to work with Limited English Proficient students? [LEP]

MFTELEP
 _____ (NUMBER) [H: 0-10,000] [S: 0-3,000]

M NEW

If MSPEDTRS = -1, then go to MA7. Else autocode MA7 = 1 and then go to MSSRVINT.

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

MA7. You've confirmed that your {school/district/agency} did not employ any type of special education teachers for the 1999-2000 school year. Have you employed any special education teachers over the last 3 years? [IF NEEDED: The 1997-98 school year through the 1999-2000 school year.]

- SPTC3CFM**
- 1. YES
 - 2. NO

M NEW

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

MSSRVINT

Now I am going to confirm the types of related service providers employed by your {school/district/agency} for the 1999-2000 school year.

[PRESS ENTER TO CONTINUE]

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency". If NUMTYP5 <= 0, then display "did not employ". Else display "employed".

MA8. According to your {school/district/agency} personnel roster, you {did not employ/employed} speech-language pathologists for the 1999-2000 school year. Is this correct?

MSLPCFM

- 1. YES
- 2. NO

M

NEW

If (NUMTYP5 > 0 and MA8 = 1) or (NUMTYP5 <= 0 and MA8 = 2), then set MSLPTYP = 1. Else set MSLPTYP = -1.

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency". If NUMTYP6 <= 0, then display "did not employ". Else display "employed".

MA9. Your {school/district/agency} {did not employ/employed} special education paraprofessionals for the 1999-2000 school year. Is this correct? [IF NEEDED: For this study, teacher aides, physical therapy aides, playground aides, and bus aides are included as paraprofessionals.]

MPARACFM

- 1. YES
- 2. NO

M

NEW

If (NUMTYP6 > 0 and MA9 = 1) or (NUMTYP6 <= 0 and MA9 = 2), then set MPARATYP = 1. Else set MPARATYP = -1.

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

MA10. How many of each of the following types of full-time equivalent related service providers were employed, or contracted to work with your {school's/district's/agency's} students with disabilities for the 1999-2000 school year? How many....

MNBFTEPT a. Physical therapists? (NUMBER) [H: 0-300] [S: 0-100]

MNBFTEOT b. Occupational therapists? (NUMBER) [H: 0-300] [S: 0-100]

MNBFTEPS c. School psychologists? (NUMBER) [H: 0-300] [S: 0-100]

MNBFTESL d. Sign language interpreters? (NUMBER) [H: 0-300] [S: 0-100]

M

?

If (MSLPTYP = 1) or (any of MA10a-d > 0), then set MSPSVPRS = 1. Else set MSPSVPRS = -1.

Section B – Personnel Recruitment

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

MINTROB

Now I'd like to ask you about your {school's/district's/agency's} recruitment needs and practices for the 1999-2000 school year. Please be sure to also include the summer of 1999 when you think about the 1999-2000 school year.

[PRESS ENTER TO CONTINUE]

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

MB1. Were there any job openings for special education teachers or related service providers in your {school/district/agency} for the 1999-2000 school year? [IF NEEDED: I am referring to positions for which personnel were recruited.]

MFUNDVAC

- 1. YES(Go to box before MB4)
- 2. NO(Go to MB2)

M

SASSPS20a

MB2. Have there been any job openings for special education teachers or related service providers during the past 3 years? [IF NEEDED: This includes the 1997-98 school year through the 1999-2000 school year.]

MFNDVAC3

- 1. YES(Go to box before MB3)
- 2. NO(Go to box before MB7)

M

SASSPS20a

If SCHLTYP = 1, then skip MB3c&d.

If SCHLTYP = 1, then display "6 to 21 year olds". Else display "students".

MB3. In the past 3 years, have you had any job openings for...
[1 = YES, 2 = NO]

- M3VACT1** a. Teachers of children with disabilities ages 3 to 5?
- M3VACT2** b. Teachers of {students/ 6 to 21 year olds} with vision or hearing impairments?
- M3VACT3** c. Teachers of students with emotional disturbances?
- M3VACT4** d. Other special education teachers?
- M3VACSLP** e. Speech-language pathologists?
- M3VACPT** f. Physical therapists?
- M3VACOT** g. Occupational therapists?
- M3VACPSY** h. School psychologists?
- M3VACITR** i. Sign language interpreters?

M

If MB1 = 1, then go to MB4. Else go to box before MB7.

If SCHLTYP = 1, then skip MB4c&d.

If SCHLTYP = 1, then display "6 to 21 year olds". Else display "students".

MB4. For the 1999-2000 school year, how many job openings were there for each of the following types of special education teachers? How about for...

- MVACAT1** a. Teachers of children with disabilities ages 3-5? .. (NUMBER) [H: 0-75] [S: 0-25]
- MVACAT2** b. Teachers of {students/6 to 21 year olds} with vision or hearing impairments? .. (NUMBER) [H: 0-100] [S: 0-40]
- MVACAT3** c. Teachers of students with emotional disturbances? .. (NUMBER) [H: 0-175] [S: 0-75]
- MVACAT4** d. Other special education teachers? .. (NUMBER) [H: 0-1200] [S: 0-500]

M

If any of MB4 > 0, then autocode corresponding overlay variable = 1 and then go to box before MB5. Else, go to corresponding overlay item and return to next subitem. Note that the variable names used in MB4ov are the same as the ones used in MB3a-d.

If SCHLTYP = 1, then skip MB4ovc&d.

MB4ov. Have there been any job openings for this position within the last 3 years? [IF NEEDED: This includes the 1997-98 school year through the 1999-2000 school year.]

(a) **M3VACT1** (b) **M3VACT2** (c) **M3VACT3** (d) **M3VACT4**

1. YES
2. NO

M

NEW

If all of MB4 <= 0, then go to MB6. Else go to MB5.

MB5. Of all of the job openings for special education teachers for the 1999-2000 school year, how many required teachers qualified to work with Limited English Proficient students?

MVACLEP

_____ (NUMBER) [H: 0-1550 and <= sum of MB4a-d]

M

NEW

MB6. Now I am going to ask you about job openings for related service providers. For the 1999-2000 school year, how many job openings were there for...

MVACSLP a. Speech-language pathologists?..... _____ (NUMBER) [H: 0-100] [S: 0-40]

MVACPT b. Physical therapists?..... _____ (NUMBER) [H: 0-75] [S: 0-25]

MVACOT c. Occupational therapists? _____ (NUMBER) [H: 0-75] [S: 0-25]

MVACPSY d. School psychologists? _____ (NUMBER) [H: 0-150] [S: 0-50]

MVACITR e. Sign language interpreters? _____ (NUMBER) [H: 0-75] [S: 0-25]

M

If any of MB6 > 0, then autocode corresponding overlay variable = 1. Else, go to corresponding overlay item. Note that the variable names used in MB6ov are the same as the ones used in MB3e-i.

MB6ov. Have there been any job openings for this position within the last 3 years? [IF NEEDED: This includes the 1997-98 school year through the 1999-2000 school year.]

- (a) **M3VACSPL** (b) **M3VACPT** (c) **M3VACOT** (d) **M3VACPSY** (e) **M3VACITR**
1. YES
 2. NO

M

NEW

If M3VACT1, M3VACT2, M3VACT3, or M3VACT4 = 1, then set M3VACTRS = 1. Else set to -1. If M3VACSPL, M3VACPT, M3VACOT, M3VACPSY, or M3VACITR = 1, then set M3VACSPV = 1. Else set to -1.

If (any of MB4 > 0) or (any of MB6 > 0), then go to MB7. Else go to box before MBRECINT.

If any of MB4a-d > 0, then display "special education teachers". If any of MB6a-e > 0, then display "related service providers". If (any of MB4a-d) and (any of MB6a-e) > 0, then display "and". If SCHLTYP = 1, then display "school(s)". If SCHLTYP = 2, then display "district(s)". If SCHLTYP = 3, then display "agency(ies)".

MB7. Of the job openings for {special education teachers} {and} {related service providers} during the 1999-2000 school year, how many were a result of staff turnover? [IF NEEDED: This includes retirements, people leaving special education, or people taking positions in private schools or other {schools/districts/agencies}. This does not include transfers within your {school/district/agency}, except for special education teachers who transferred to general education positions.]

MTURNOVR

_____ (NUMBER) [H: 0-2025 and <= sum of MB4 and MB6]

M

NEW

If M3VACTRS = 1 or M3VACSPV = 1, then go to MBRECINT. Else go to MB17.

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

MBRECINT

Now we are going to move on to your {school/district/agency}'s recruitment practices for special education personnel. This next series of questions is not focused solely on the 1999-2000 school year, but generally over the last 3 years.

[PRESS ENTER TO CONTINUE.]

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency". If M3VACTRS = 1, then display "special education teachers". If M3VACSPV = 1, then display "related service providers". If (M3VACTRS = 1) and (M3VACSPV = 1), then display "and".

MB8. When you have a staff opening, does your {school/district/agency} use the following methods to recruit {special education teachers} {and} {related service providers}? Do you...[IF NEEDED: Do not include paraprofessionals.]

[1 =YES, 2 = NO]

- MADV NATL** a. Advertise in national education publications
- MADV LOCL** b. Advertise in local publications?
- MCONTOTH** c. Contact educators in other schools and agencies?.....
- MCONTORG** d. Contact teachers' organizations?
- MCONTUNV** e. Contact colleges and universities?
- MRECRUOS** f. Use any other special recruitment efforts?

If M3VACTRS = 1, then display "special education teachers". If M3VACSPV = 1, then display "related service providers". If (M3VACTRS = 1) and (M3VACSPV = 1), then display "and".

MB8ov. What other special recruitment efforts do you use for {special education teachers} {and} {related service providers}?

MRECROT1/MRECROT2/MRECROT3

M

ATS-P16

If MA7 = 1 or M3VACTRS = 1, the go to MB9. Else go to box before MBBARINT.

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency". If M3VACTRS = 1, then display "recruit". If MA7 =1, then display "retain". If M3VACTRS and MA7 = 1, then display "and".

MB9. Does your {school/district/agency} make any special efforts to {recruit} {and} {retain} special education teachers from racial and ethnic minority groups?

MSPREFRT

1. YES(Go to MB10)
2. NO(Go to box before MBARINT)

M

NEW

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency". If M3VACTRS = 1, then display "recruit". If MA7 =1, then display "retain". If M3VACTRS and MA7 = 1, then display "and".

MB10. What special efforts does your {school/district/agency} make to {recruit} {and} {retain} special education teachers from racial and ethnic minority groups? Please tell me up to 3 of your main strategies.

MMINOS1/MMINOS2/MMINOS3

M

NEW

If M3VACTRS or M3VACSPV = 1, then go to MBARINT. Else go to MB17.

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

MBBARINT

There are often barriers to obtaining qualified applicants. This next series of questions will focus on barriers that you may have encountered in finding qualified special education personnel during the past 3 years.

[PRESS ENTER TO CONTINUE]

If M3VACTRS = 1, then go to MB11. Else go to box before MB12.

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

MB11. To what extent are each of the following factors a barrier to obtaining qualified special education teachers? How about...

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

- MSEAPRS** a. A shortage of qualified applicants? Would you say not at all, to a small extent, a moderate extent or a great extent? _____
- MSESALRY** b. An insufficient salary and benefits? _____
- MSESECUR** c. An inability to offer job security? _____
- MSEUNWIL** d. An unwillingness to teach the types of students in your {school/district/agency}? _____
- MSEENVIR** e. Perceptions of the working environment in your {school/district/agency}? _____
- MSEBESTQ** f. A difficulty identifying the applicant with the best qualifications? _____
- MSELATE** g. Openings becoming available too late? _____
- MSEHIRE** h. Schools having too much control over hiring decisions? _____
- MSEUNION** i. Constraints imposed by unions or associations? _____
- MSEAACT** j. Constraints imposed by affirmative action? _____
- MSELOCAT** k. Geographic location of school? _____

If M3VACSLP = 1, then go to MB12. Else go to box before MB13.

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

MB12. To what extent are each of the following factors a barrier to obtaining qualified speech-language pathologists? How about...

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

- MSPAPPS a. A shortage of qualified applicants? [Would you say not at all, to a small extent, a moderate extent, or a great extent?]
- MSPSALRY b. An insufficient salary and benefits?
- MSPECUR c. An inability to offer job security?
- MSPUNWIL d. An unwillingness to work with the types of students in your {school/district/agency}?
- MSPENVIR e. Perceptions of the working environment in your {school/district/agency}?
- MSPBESTQ f. A difficulty identifying the applicant with the best qualifications?
- MSPLATE g. Openings becoming available too late?
- MSPHIRE h. Schools having too much control over hiring decisions?
- MSPUNION i. Constraints imposed by unions or associations?
- MSPAACT j. Constraints imposed by affirmative action?
- MSPLOCAT k. Geographic location of school?

If M3VACPT = 1, then go to MB13.
Else go to box before MB14.

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

MB13. To what extent are each of the following factors a barrier to obtaining qualified physical therapists? How about...

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

- MPTAPPS a. A shortage of qualified applicants? [Would you say not at all, to a small extent, a moderate extent, or a great extent?]
- MPTSALRY b. An insufficient salary and benefits?
- MPTSECUR c. An inability to offer job security?
- MPTUNWIL d. An unwillingness to work with the types of students in your {school/district/agency}?
- MPTENVIR e. Perceptions of the working environment in your {school/district/agency}?
- MPTBESTQ f. A difficulty identifying the applicant with the best qualifications?
- MPTLATE g. Openings becoming available too late?
- MPTHIRE h. Schools having too much control over hiring decisions?
- MPTUNION i. Constraints imposed by unions or associations?
- MPTAACT j. Constraints imposed by affirmative action?
- MPTLOCAT k. Geographic location of school?

If M3VACOT = 1, then go to MB14.
Else go to box before MB15.

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

MB14. To what extent are each of the following factors a barrier to obtaining qualified occupational therapists?
How about...

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

- MOTAPPS** a. A shortage of qualified applicants? [Would you say not at all, to a small extent, a moderate extent, or a great extent?]..... _____
- MOTSALRY** b. An insufficient salary and benefits?..... _____
- MOTSECUR** c. An inability to offer job security? _____
- MOTUNWIL** d. An unwillingness to work with the types of students in your {school/district/agency}?..... _____
- MOTENVIR** e. Perceptions of the working environment in your {school/district/agency}? _____
- MOTBESTQ** f. A difficulty identifying the applicant with the best qualifications? _____
- MOTLATE** g. Openings becoming available too late? _____
- MOTHIRE** h. Schools having too much control over hiring decisions? _____
- MOTUNION** i. Constraints imposed by unions or associations? _____
- MOTAACCT** j. Constraints imposed by affirmative action? _____
- MOTLOCAT** k. Geographic location of school? _____

If M3VACPSY = 1, then go to MB15. Else go to box before MB16.

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

MB15. To what extent are each of the following factors a barrier to obtaining qualified school psychologists?
How about...

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

- MPSAPPS** a. A shortage of qualified applicants? [Would you say not at all, to a small extent, a moderate extent, or a great extent?] _____
- MPSSALRY** b. An insufficient salary and benefits? _____
- MPSSECUR** c. An inability to offer job security? _____
- MPSUNWIL** d. An unwillingness to work with the types of students in your {school/district/agency}? _____
- MPSENVIR** e. Perceptions of the working environment in your {school/district/agency}? _____
- MPSBESTQ** f. A difficulty identifying the applicant with the best qualifications? _____
- MPSLATE** g. Openings becoming available too late? _____
- MPSHIRE** h. Schools having too much control over hiring decisions? _____
- MPSUNION** i. Constraints imposed by unions or associations? _____
- MPSAACT** j. Constraints imposed by affirmative action? _____
- MPSLOCAT** k. Geographic location of school? _____

If M3VACITR = 1, then go to MB16. Else go to MB17.

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

MB16. To what extent are each of the following factors a barrier to obtaining qualified sign language interpreters? How about...

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

- MSLAPPS** a. A shortage of qualified applicants? [Would you say not at all, to a small extent, a moderate extent, or a great extent?]
- MSLSALRY** b. An insufficient salary and benefits?
- MSLSECUR** c. An inability to offer job security?
- MSLUNWIL** d. An unwillingness to work with the types of students in your {school/district/agency}?
- MSLENVIR** e. Perceptions of the working environment in your {school/district/agency}?
- MSLBESTQ** f. A difficulty identifying the applicant with the best qualifications?
- MSLLATE** g. Openings becoming available too late?
- MSLHIRE** h. Schools having too much control over hiring decisions?
- MSLUNION** i. Constraints imposed by unions or associations?
- MSLAECT** j. Constraints imposed by affirmative action?
- MSLLOCAT** k. Geographic location of school?

M ATS-P19-mod

MB17. Have you had any job openings for special education paraprofessionals in the past 3 years?

M3VACPAR

- 1. YES(Go to MB18)
- 2. NO(Go to box before MCINTRO)

M NEW

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

MB18. To what extent are each of the following factors a barrier to obtaining qualified special education paraprofessionals? How about...

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

- MPAAPPS** a. A shortage of qualified applicants? [Would you say not at all, to a small extent, a moderate extent, or a great extent?] _____
- MPASALRY** b. An insufficient salary and benefits?..... _____
- MPASECUR** c. An inability to offer job security? _____
- MPAUNWIL** d. An unwillingness to work with the types of students in your {school/district/agency}?..... _____
- MPAENVIR** e. Perceptions of the working environment in your {school/district/agency}? _____
- MPABESTQ** f. A difficulty identifying the applicant with the best qualifications? _____
- MPALATE** g. Openings becoming available too late? _____
- MPAHIRE** h. Schools having too much control over hiring decisions? _____
- MPAUNION** i. Constraints imposed by unions or associations? _____
- MPAAACT** j. Constraints imposed by affirmative action? _____
- MPALOCAT** k. Geographic location of school? _____

Section C – Vacancy Coverage

If any of MB4 or MB6 > 0, then go to MCINTRO. Else go to MDINTRO.

If SCHLTYP = 1, then display “school(s)”. If SCHLTYP = 2, then display “district(s)”. If SCHLTYP = 3, then display “agency(ies)”.

MCINTRO

Previously you mentioned that you had job openings for special education personnel for the 1999-2000 school year. Now, I would like to ask you about the ways in which your {school/district/agency} approached covering these vacancies.

[PRESS ENTER TO CONTINUE]

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

MC1. Is there a formal waiver process in your {school/district/agency} or state to exceed or deviate from class size limits?

MWAVCLAS

1. YES
2. NO

M

NEW

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

MC2. Is there a formal waiver process in your {school/district/agency} or state to exceed or deviate from caseload limits?

MWAVCASE

1. YES
2. NO

M

NEW

If MB4a <= 0, then go to box before MC7. Else go to MC3.

If MPARATYP = -1, then skip MC3g.

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

MC3. Which of these methods did your {school/district/agency} use to cover the vacancies for special education teachers who teach children with disabilities ages 3-5? Did you...

[1 = YES, 2 = NO]

- MSEIFULL** a. Hire fully qualified teachers?....._____
- MSEILESS** b. Hire less than fully qualified teachers?_____
- MSEIEXPN** c. Expand some class sizes or caseloads?_____
- MSEIUNCR** d. Assign teachers to class assignments for which they were not fully certified? ._____
- MSEIADMN** e. Assign administrators or counselors to teach the classes?_____
- MSEISUB** f. Use long-term or short-term substitutes?_____
- MSEIPARA** g. Hire additional paraprofessionals?....._____
- MSEICNTC** h. Contract for preschool services?_____
- MSEIOTHR** i. Use other methods?....._____

M

SASSPS20b

If MC3c = 1 and (MC1 = 1 or MC2 = 1), then go to MC4. Else go to box before MC7.

If MC1 = 1, then display "class size". If MC2 = 1, then display "case load". If MC1 & MC2 = 1, then display "or".

MC4. When {class size} {or} {caseload} limits were altered to accommodate for vacancies, did this require a waiver?

MSEIWAIV

- 1. YES (Go to box before MC5)
- 2. NO (Go to box before MC7)

M

NEW

If MC1 = 1, then go to MC5. Else go to box before MC6.

MC5. For how many classes of children with disabilities ages 3-5 did you seek size waivers, for the 1999-2000 school year?

MICLASWV

_____ (NUMBER) [H: 0-300] [S: 0-50]

M

NEW

If MC2 = 1 and MTR1TYP = 1, then go to MC6. Else go to box before MC7.

MC6. For how many special education teachers of children with disabilities ages 3-5 did you seek caseload waivers, for the 1999-2000 school year?

MITCHRWV

_____ (NUMBER) [H: 0-300] [S: 0-50]

M

NEW

If MB4b <= 0, then go to box before MC11. Else go to MC7.

If MPARATYP = -1, then skip MC7g.

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency". If SCHLTYP = 1, then display "6 to 21 year olds". Else display "students".

MC7. Which of these methods did your {school/district/agency} use to cover the vacancies for special education teachers who teach {students/6 to 21 year olds} with vision or hearing impairments? Did you...
[1 = YES, 2 = NO]

- MSE2FULL** a. Hire fully qualified teachers?....._____
- MSE2LESS** b. Hire less than fully qualified teachers?_____
- MSE2EXPN** c. Expand some class sizes or caseloads?_____
- MSE2UNCR** d. Assign teachers to class assignments for which they were not fully certified? ._____
- MSE2ADMN** e. Assign administrators or counselors to teach the classes?....._____
- MSE2SUB** f. Use long-term or short-term substitutes?_____
- MSE2PARA** g. Hire additional paraprofessionals?....._____
- MSE2CNTC** h. Contract for these services?_____
- MSE2OTHR** i. Use other methods?....._____

M

SASSPS20b

If MC7c = 1 and (MC1 = 1 or MC2 = 1), then go to MC8. Else go to box before MC11.

If MC1 = 1, then display "class size". If MC2 = 1, then display "case load". If MC1 & MC2 = 1, then display "or".

MC8. When {class size} {or} {caseload} limits were altered to accommodate for vacancies, did this require a waiver?

MSE2WAIV

- 1. YES (Go to box before MC9)
- 2. NO (Go to box before MC11)

M

NEW

If MC1 = 1, then go to MC9. Else go to box before MC10.

If SCHLTYP = 1, then display "6 to 21 year olds". Else display "students".

MC9. For how many classes of {students/6 to 21 years olds} with vision or hearing impairments did you seek size waivers, for the 1999-2000 school year?

M2CLASWV

_____ (NUMBER) [H: 0-200] [S: 0-50]

M

NEW

If MC2 = 1 and MTR2TYP = 1,
then go to MC10. Else go to box
before MC11.

If SCHLTYP = 1, then display "6 to
21 year olds". Else display
"students".

MC10. For how many special education teachers of {students/6 to 21 year olds} with vision or hearing impairments did you seek caseload waivers, for the 1999-2000 school year?

M2TCHRWW

_____ (NUMBER) [H: 0-200] [S: 0-50]

M

NEW

If (MB4c <= 0) or (SCHLTYP = 1),
then go to box before MC15. Else
go to MC11.

If MPARATYP = -1, then skip
MC11g.

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

MC11. Which of these methods did your {district/agency} use to cover the vacancies for special education teachers who teach students with emotional disturbances? Did you...
[1 = YES, 2 = NO]

- MSE3FULL** a. Hire fully qualified teachers?.....
- MSE3LESS** b. Hire less than fully qualified teachers?
- MSE3EXPN** c. Expand some class sizes or caseloads?
- MSE3UNCR** d. Assign teachers to class assignments for which they were not fully certified?
- MSE3ADMN** e. Assign administrators or counselors to teach the classes?.....
- MSE3SUB** f. Use long-term or short-term substitutes?
- MSE3PARA** g. Hire additional paraprofessionals?.....
- MSE3CNTC** h. Contract for these services?
- MSE3OTHR** i. Use other methods?.....

M

SASSPS20b

If MC11c = 1 and (MC1 = 1 or MC2 = 1), then go to MC12. Else go to box before MC15.

If MC1 = 1, then display "class size". If MC2 = 1, then display "case load". If MC1 & MC2 = 1, then display "or".

MC12. When {class size} {or} {caseload} limits were altered to accommodate for vacancies, did this require a waiver?

MSE3WAIV

- 1. YES (Go to box before MC13)
- 2. NO (Go to box before MC15)

M

NEW

If MC1 = 1, then go to MC13. Else go to box before MC14.

MC13. For how many classes of students with emotional disturbances did you seek size waivers, for the 1999-2000 school year?

M3CLSWV

_____ (NUMBER) [H: 0-400] [S: 0-100]

M

NEW

If MC2 = 1 and MTR3TYP = 1, then go to MC14. Else go to box before MC15.

MC14. For how many special education teachers of students with emotional disturbances did you seek caseload waivers, for the 1999-2000 school year?

M3TCHRWW

_____ (NUMBER) [H: 0-400] [S: 0-100]

M

NEW

If (MB4d <= 0) or (SCHLTYP = 1), then go to box before MC19. Else go to MC15.

If MPARATYP = -1, then skip MC15g.

If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency". If any of MB4a-c > 0, then display "other" and the IF NEEDED statement.

MC15. Which of these methods did your {district/agency} use to cover the vacancies for {other} special education teachers? {[IF NEEDED: This includes teachers of students with learning disabilities and mental retardation or other such teachers not previously mentioned.]} Did you...
[1 = YES, 2 = NO]

- MSE4FULL** a. Hire fully qualified teachers?....._____
- MSE4LESS** b. Hire less than fully qualified teachers?_____
- MSE4EXPN** c. Expand some class sizes or caseloads?_____
- MSE4UNCR** d. Assign teachers to class assignments for which they were not fully certified? ._____
- MSE4ADMN** e. Assign administrators or counselors to teach the classes?....._____
- MSE4SUB** f. Use long-term or short-term substitutes?_____
- MSE4PARA** g. Hire additional paraprofessionals?....._____
- MSE4CNTC** h. Contract for these services?_____
- MSE4OTHR** i. Use other methods?....._____

M

SASSPS20b

If MC15c = 1 and (MC1 = 1 or MC2 = 1), then go to MC16. Else go to box before MC19.

If MC1 = 1, then display "class size". If MC2 = 1, then display "case load". If MC1 & MC2 = 1, then display "or".

MC16. When {class size} {or} {caseload} limits were altered to accommodate for vacancies, did this require a waiver?

MSE4WAIV

- 1. YES (Go to box before MC17)
- 2. NO (Go to box before MC19)

M NEW

If MC1 = 1, then go to MC17. Else go to box before MC18.

If any of MB4a-c > 0, then display "other".

MC17. For how many classes of these {other} special education students did you seek size waivers, for the 1999-2000 school year?

M4CLASWV

_____ (NUMBER) [H: 0-400] [S: 0-100]

M NEW

If MC2 = 1 and MTR4TYP = 1, then go to MC18. Else go to box before MC19.

If any of MB4a-c > 0, then display "other".

MC18. For how many of these {other} special education teachers did you seek caseload waivers, for the 1999-2000 school year?

M4TCHRWW

_____ (NUMBER) [H: 0-400] [S: 0-100]

M NEW

If MB6a <= 0, then go to box before MC22. Else go to MC19.

If MSLPTYP = -1, then skip MC19c. If MPARATYP = -1, then skip MC19d.

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

MC19. Which of these methods did your {school/district/agency} use to cover the vacancies for speech-language pathologists? Did you...

[1 = YES, 2 = NO]

- MSPFULL** a. Hire fully qualified pathologists?_____
- MSPLESS** b. Hire less than fully qualified pathologists?_____
- MSPEXP** c. Increase other pathologists' normal caseloads?....._____
- MSPPARA** d. Hire more speech-language pathology assistants?....._____
- MSPCNTC** e. Contract for more speech-language pathology services?_____
- MSPOTHR** f. Use any other methods?....._____

M

SASSPS20b

If MC19c = 1 and MC2 = 1, go to MC20. Else go to box before MC22.

MC20. When caseloads were altered to accommodate for vacancies, did this require a waiver?

MSPCASWV

- 1. YES (Go to MC21)
- 2. NO (Go to box before MC22)

M

NEW

MC21. For how many speech-language pathologists did you seek caseload waivers, for the 1999-2000 school year?

MSPWAIV

_____ (NUMBER) [H: 0-300] [S: 0-100]

M

NEW

If MB6b <= 0, go to box before MC25. Else go to MC22.

If MA10a <= 0, then skip MC22c.
If MPARATYP = -1, then skip MC22d.

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

MC22. Which of these methods did your {school/district/agency} use to cover the physical therapist vacancies? Did you...

[1 = YES, 2 = NO]

- MPTFULL** a. Hire fully qualified physical therapists? _____
- MPTLESS** b. Hire less than fully qualified physical therapists? _____
- MPTEXPN** c. Increase other physical therapists' normal caseloads? _____
- MPTPARA** d. Hire more therapy assistants? _____
- MPTCNTC** e. Contract for more physical therapy services?..... _____
- MPTOTHR** f. Use any other methods? _____

M

SASSPS20b

If MC22c = 1 and MC2 = 1, then go to MC23. Else go to box before MC25.

MC23. When caseloads were altered to accommodate for vacancies, did this require a waiver?

MPTCASWV

- 1. YES (Go to MC24)
- 2. NO (Go to box before MC25)

M

NEW

MC24. For how many physical therapists did you seek caseload waivers, for the 1999-2000 school year?

MPTWAIV

_____ (NUMBER) [H: 0-100 and <= MA10a] [S: 0-40]

M

NEW

If MB6c <= 0, go to box before MC28. Else go to MC25.

If MA10b <= 0, then skip MC25c.
If MPARATYP = -1, then skip MC25d.

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

MC25. Which of these methods did your {school/district/agency} use to cover the occupational therapist vacancies? Did you...

[1 = YES, 2 = NO]

- MOTFULL** a. Hire fully qualified occupational therapists?.....
- MOTLESS** b. Hire less than fully qualified occupational therapists?.....
- MOTEXPN** c. Increase other occupational therapists' normal caseloads?.....
- MOTPARA** d. Hire more therapy assistants?
- MOTCNTC** e. Contract for more occupational therapy services?
- MOTOTHR** f. Use any other methods?.....

M

SASSPS20b

If MC25c = 1 and MC2 = 1, go to MC26. Else go to box before MC28.

MC26. When caseloads were altered to accommodate for vacancies, did this require a waiver?

MOTCASWV

- 1. YES (Go to MC27)
- 2. NO (Go to box before MC28)

M

NEW

MC27. For how many occupational therapists did you seek caseload waivers, for the 1999-2000 school year?

MOTWAIV

_____ (NUMBER) [H: 0-100 and <= MA10b] [S: 0-40]

M

NEW

If MB6d <= 0, then go to box before MC29. Else go to MC28.
If MA10c <= 0, then skip MC28c.

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

MC28. Which of these methods did this {school/district/agency} use to cover the school psychologist vacancies? Did you...

[1 = YES, 2 = NO]

- MPSFULL** a. Hire fully qualified school psychologists?
- MPSLESS** b. Hire less than fully qualified school psychologists?
- MPSEXP** c. Increase other school psychologists' normal caseloads?
- MPSCNTC** d. Contract for more school psychology services?
- MPSOTHR** e. Use any other methods?

M SASSPS20b

If MB6e <= 0, go to box before MC32. Else go to MC29.
If MA10d <= 0, then skip MC29c.

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

MC29. Which of these methods did your {school/district/agency} use to cover the sign language interpreter vacancies? Did you...

[1 = YES, 2 = NO]

- MSLFULL** a. Hire fully qualified interpreters?
- MSLLESS** b. Hire less than fully qualified interpreters?
- MSLEXP** c. Increase other interpreters' normal caseloads?
- MSLCNTC** d. Contract for more interpreter services?
- MSLOTHR** e. Use any other methods?

M SASSPS20b

If MC29c = 1 and MC2 = 1, go to MC30. Else go to box before MC32.

MC30. When caseloads were altered to accommodate for vacancies, did this require a waiver?

MSLCASWV

- 1. YES (Go to MC31)
- 2. NO (Go to box before MC32)

M NEW

MC31. For how many sign language interpreters did you seek caseload waivers, for the 1999-2000 school year?
MSLWAIV

_____ (NUMBER) [H: 0-50 and <= MA10d] [S: 0-20]

M

NEW

If MB5 <= 0, go to MDINTRO.
Else go to MC32.

If MPARATYP = -1, then skip
MC32g.

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

MC32. Which of these methods did your {school/district/agency} use to cover the vacancies for special education teachers qualified to work with Limited English Proficient students? Did you...

[1 = YES, 2 = NO]

- MLPFULL a. Hire fully qualified teachers?....._____
- MLPLESS b. Hire less than fully qualified teachers?_____
- MLPEXP c. Expand some class sizes or caseloads?_____
- MLPUNCR d. Assign teachers to class assignments in which they were not fully certified? ..._____
- MLPADMN e. Assign administrators or counselors to teach the classes?_____
- MLPSUB f. Use long-term or short-term substitutes?_____
- MLPPARA g. Hire additional paraprofessionals?....._____
- MLPCNTC h. Contract for these services?_____
- MLPOTHR i. Use any other methods?....._____

M

SASSPS20b

If MC32c = 1 and (MC1 = 1 or
MC2 = 1), then go to MC33. Else
go to MDINTRO.

If MC1 = 1, then display "class
size". If MC2 = 1, then display
"case load". If MC1 & MC2 = 1,
then display "or".

MC33. When {class size} {or} {caseload} limits were altered to accommodate for vacancies, did this require a waiver?

MLPCLSWV

1. YES(Go to box before MC34)
2. NO(Go to MDINTRO)

M

NEW

If MC1 = 1, then go to MC34. Else go to box before MC35.

MC34. For how many classes of Limited English Proficient students with disabilities did you seek size waivers, for the 1999-2000 school year?

MLPCLNUM

_____ (NUMBER) [H: 0-100] [S: 0-50]

M

NEW

If MC2 = 1 and MA6 > 0, then go to MC35. Else go to MDINTRO.

MC35. For how many special education teachers of Limited English Proficient students with disabilities did you seek caseload waivers, for the 1999-2000 school year?

MLPTCHWV

_____ (NUMBER) [H: 0-100 and <= MA6] [S: 0-50]

M

NEW

Section D – Hiring, Substitution and Dismissal Practices

If (M3VACTRS = -1) and (M3VACSPV = -1) and (NUMTYP <= 0), then go to box before MD9. Else go to MDINTRO.

If SCHLTYP = 1, then display “school’s”. If SCHLTYP = 2, then display “district’s”. If SCHLTYP = 3, then display “agency’s”.

MDINTRO

Now I am going to ask you about your {school’s/district’s/agency’s} hiring policies.

[PRESS ENTER TO CONTINUE.]

If (M3VACTRS = 1) or (NUMTYP7 > 0), then go MD1. Else go to box before MD2.

If (M3VACTRS = 1) and (NUMTYP7 > 0), then display “Thinking about...”. If SCHLTYP = 1, then display “school”. If SCHLTYP = 2, then display “district”. If SCHLTYP = 3, then display “agency”.

MD1. {Thinking about your non-special education and special education teachers,} Which of the following criteria are used in considering applicants for teaching positions in your {school/district/agency}? [IF NEEDED: Related service providers and paraprofessionals should not be included.] How about...

[1 =YES, 2 = NO, 9 = N/A]

- MFULCERT** a. Full standard state certification for the students, subjects, and grade levels to be taught?
- MEMRCERT** b. At least an emergency or temporary state certification or endorsement for teaching assignment?
- MSTAPPRV** c. Graduation from a state-approved teacher education program?
- MMAJOR** d. College major or minor that matches the teaching assignment?
- MSKILLS** e. Passage of state test of basic skills?
- MSTTEST** f. Passage of a state test of subject knowledge?
- MPRAXIS** g. Passage of the National Teachers Examination or the Praxis Series Core Battery Test of Professional Knowledge?
- MAPPSOS** h. Any other criteria?

MD1ov. What other criteria do you use in considering applicants for teaching positions?

MAPSOTR1 _____
MAPSOTR2 _____
MAPSOTR3 _____

M

SASSTSD11

If M3VACTRS = 1 or M3VACSPV = 1, then go to MD2. Else go to box before MD9.

If M3VACTRS = 1, then display "special education teachers". If M3VACSPV = 1, then display "related service providers". If (M3VACTRS = 1) and (M3VACSPV = 1), then display "and".

MD2. Before making a job offer to new {special education teachers} {and} {related service providers}, how often is an appraisal obtained from an applicant's former principal, supervisor, or supervising teacher? [IF NEEDED: This includes formal and informal appraisals. Do not include paraprofessionals in this estimate.] Would you say...

MAPPRAS

- 1. Never,
- 2. Rarely,
- 3. Sometimes, or
- 4. Often?

- 9. DOES NOT APPLY

M

ATS-PB

MD3. QUESTION DELETED – DO NOT RENUMBER ITEMS

If (subitem a or b of MC3, MC7, MC11, or MC15 = 1) or (MC32 a or b = 1) or (subitem a or b of MC19, MC22, MC25, MC28, or MC29 = 1) or (MB17 = 1), then go to MDNEWHINT. Else go to box before M9.

MDNEWINT

Now, I am going to ask you about the special education personnel that were newly hired for the 1999-2000 school year. Please be sure to include any personnel hired during the summer of 1999 in anticipation of the new school year.

[PRESS ENTER TO CONTINUE]

If subitems a or b of MC3, MC7, MC11, or MC15 = 1, then go to MD4. Else go to box before MDNEWSPV.

If MC3a&b = 2, -1, -7, or -8, then skip MD4a. If MC7a&b = 2, -1, -7, or -8, then skip MD4b. If MC11a&b = 2, -1, -7, or -8, then skip MD4c. If MC15a&b = 2, -1, -7, or -8, then skip MD4d.

If SCHLTYP = 1, then display "6 to 21 year olds". Else display "students". If subitems a or b of MC3, MC7 or MC11 = 1, then display "other...". Else display one line to enter answer.

MD4. As of October 1, 1999, how many of each of the following types of special education teachers were newly hired? How many ...[IF NEEDED: Includes contracted staff and teachers hired between the summer of 1999 and October 1999.]

- MNHCAT1** a. Teachers of children with disabilities ages 3-5?..... _____ (NUMBER) [H: 0-75 and <= MB4a] [S: 0-25]
- MNHCAT2** b. Teachers of {students/ 6 to 21 year olds} with vision or hearing impairments? _____ (NUMBER) [H: 0-100 and <=MB4b] [S: 0-40]
- MNHCAT3** c. Teachers of students with emotional disturbances? _____ (NUMBER) [H: 0-175 and <= MB4c] [S: 0-75]
- MNHCAT4** d. {Other special education teachers?} _____ (NUMBER) [H: 0-500 and <= MB4d] [S: 0-120]

If all of MD4a-d <= 0, then go to box before box before MDNEWSPV. If one subitem in MA5 = 100, then go to box before MD6. Else go to MD5.

In MD5, sum of displayed a-f = 100.

MD5. I have already asked you to tell me about the race and ethnicity of all of your special education teachers. Now I am going to ask you to report on the race and ethnicity of those special education teachers who were newly hired as of October 1, 1999. The percentages of these 6 categories should add up to 100. How many of your newly hired special education teachers were...

- MPRNHNAT** a. American Indian or Alaska native?% [H: 0-100]
- MPRNHASN** b. Asian?% [H: 0-100]
- MPRNHBLK** c. Black or African American?% [H: 0-100]
- MPRNHHIS** d. Hispanic or Latino?% [H: 0-100]
- MPRNHHAW** e. Native Hawaiian or other Pacific Islander?% [H: 0-100]
- MPRNHWHT** f. White?% [H: 0-100]

M NEW

If MC32a&b = 2, -1, -7, or -8, then go to box before MDNEWSPV. If sum of MD4a-d = 1, then go to MD6A. Else go to MD6.

MD6. Of the {# of sum of MD4 a-d} newly hired special education teachers, how many were qualified to work with Limited English Proficient students?

MNHLEP
 _____ (NUMBER) [H: 0-850 and <= sum of MD4a-d]

M NEW

MD6A. Was the newly hired special education teacher qualified to work with Limited English Proficient students?

- MNHLEP**
1. YES
 2. NO

M NEW

If MD6A = 2, then code "0" in MD6.
 If MD6A = 1, -7 or -8, then autocode MD6.

If (subitems a or b of MC19, MC22, MC25, MC28, or MC29 = 1) or (MB17 = 1), then go to MNEWSVPV. Else go to box before MD8.

MDNEWSPV

Now I am going to ask you about any related service providers and paraprofessionals that were newly hired for the 1999-2000 school year. Please be sure to include any personnel hired during the summer of 1999 in anticipation of the new school year.

[PRESS ENTER TO CONTINUE.]

If MC19a&b = 2, -1, -7, or -8, then skip MD7a. If MC22a&b = 2, -1, -7, or -8, then skip MD7b. If MC25a&b = 2, -1, -7, or -8, then skip MD7c. If MC28a&b = 2, -1, -7, or -8, then skip MD7d. If MC29a&b = 2, -1, -7, or -8, then skip MD7e. If MB17 = 2, -1, -7, or -8, then skip MD7f.

MD7. As of October 1, 1999, how many of each of the following types of related service providers were newly hired? How many ...[IF NEEDED: Includes contracted staff and teachers hired between the summer of 1999 and October 1999..]

- MNHSP** a. Speech-language pathologists? _____ (NUMBER) [H: 0-100 and <= MB6a] [S: 0-40]
- MNHPT** b. Physical therapists?..... _____ (NUMBER) [H: 0-75 and <= MB6b] [S: 0-25 and <= MA10a]
- MNHOT** c. Occupational therapists? _____ (NUMBER) [H: 0-75 and <= MB6c] [S: 0-25 and <= MA10b]
- MNHPS** d. School psychologists? _____ (NUMBER) [H: 0-150 and <=MB6d] [S: 0-50 and <= MA10c]
- MNHSL** e. Sign language interpreters? _____ (NUMBER) [H: 0-75 and <= MB6e] [S: 0-25 and <= MA10d]
- MNHSA** f. Special education paraprofessionals? _____ (NUMBER) [H: 0-600] [S: 0-300]

M

SASSTSD15a-Mod

If M3VACTRS = 1 or M3VACSPV = 1, then go to MD8. Else go to box before MB9.

If M3VACTRS = 1, then display "special education teachers". If M3VACSPV = 1, then display "related service providers". If M3VACTRS and M3VACSPV = 1, then display "and". If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency".

MD8. Of the {special education teachers} {and} {related service providers} who started working in your {school/district/agency} within the past three years, what percentage did you think would be excellent at the time they started? [IF NEEDED: Do not include paraprofessionals.]

[IF NO NEW HIRES IN 3 YEARS, CODE "NA"]

MPREXCEL

_____ % [H: 0-100]

M

ATS-P18

If (MSPEDTRS = -1) and (MSPSVPRS -1), then go to MD10. Else go to MD9.

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency". If MSPEDTRS = 1, then display "special education teacher". If MSPSVPRS = 1, then display "related service provider". If MSPEDTRS and MSPSVPRS = 1, then display "and".

MD9. Does your {school/district/agency} write a professional development plan for each {special education teacher} {and} {related service provider}? [IF NEEDED: I am referring to all special education personnel, not just new hires.]

MPDPLAN

1. YES
2. NO

M

NEW

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

MD10. Regardless of funding sources, is free training available in your {school/district/agency} to prepare staff members to become special education teachers or obtain additional certification, licensure, or endorsement?

MFUNDING

1. YES
2. NO

M

SASS-District

If (all of MB4 <= 0) and (all of MB6 <= 0), then go to box before MDDISINT. Else go to MDSUBINT.

MDSUBINT

We have already discussed some of the ways in which job vacancies were handled during the 1999-2000 school year. Now, I am going to follow-up on positions that may have been left vacant or filled with substitutes.

[PRESS ENTER TO CONTINUE.]

If all of MB4 <= 0, then go to box before MD13. Else go to MD11.

If MB4a <= 0, then skip MD11a. If MB4b <= 0, the skip MD11b. If MB4c <= 0, then skip MD11c. If MB4d <= 0, then skip MD11d.

If SCHLTYP = 1, then display "6 to 21 year olds". Else display "students". If any of MB4a-c > 0, then display "each of the following types of" and "other". Else display one line to enter answer.

MD11. Around October 1, 1999, how many funded positions for {each of the following types of} special education teachers were left vacant or were temporarily filled by a substitute because suitable candidates could not be found? How about for...

- MNOCCAT1** a. Teachers who work with children with disabilities ages 3-5? _____ (NUMBER) [H: 0-100] [S: 0-50]
- MNOCCAT2** b. Teachers who work with {students/6 to 21 year olds} with vision or hearing impairments? _____ (NUMBER) [H: 0-100] [S: 0-50]
- MNOCCAT3** c. Teachers who work with students with emotional disturbances? _____ (NUMBER) [H: 0-100] [S: 0-50]
- MNOCCAT4** d. {Other special education teachers?} _____ (NUMBER) [H: 0-100] [S: 0-50]

M

SASSPS13a-mod

If (all of MD11 <= 0) or (MB5 <= 0), then go to box before MD13. Else go to MD12.

MD12. Of those funded special education teacher positions left vacant or temporarily filled by a substitute, how many were for teachers qualified to work with Limited English Proficient students? [IF NEEDED: Around October 1, 1999]

MNOCLEP

_____ (NUMBER) [H: 0-200 and (<= sum of MD11a-d or <= MB5)] [S: 0-100]

M

NEW

If MSPEDTRS = 1, then go to MD13. Else go to box before MD14.

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

MD13. In a typical week, how many person days of substitute teaching do you use in your {school/district/agency} for special education teachers? [IF NEEDED: Think about substitutes for all special education teachers, not just substitutes required to cover unfilled positions.]

MDAYSSUB
_____ (NUMBER) [H: 0-1000] [S: 0-500]

M ATS-P63

If all of MB6 <= 0, then go to box before MDDISINT. Else go to MD14.

If MB6a <= 0, then skip MD14a. If MB6b <= 0, the skip MD14b. If MB6c <= 0, then skip MD14c. If MB6d <= 0, then skip MD14d. If MB6e <= 0, then skip MD14e.

MD14. Around October 1, 1999, how many funded positions for each of the following types of related service providers were left vacant or were temporarily filled by a substitute because suitable candidates could not be found? How about for...

- MNOCSP** a. Speech-language pathologists? _____ (NUMBER) [H: 0-100] [S: 0-50]
- MNOCPT** b. Physical therapists? _____ (NUMBER) [H: 0-100] [S: 0-50]
- MNOCOT** c. Occupational therapists? _____ (NUMBER) [H: 0-100] [S: 0-50]
- MNOCPS** d. School psychologists? _____ (NUMBER) [H: 0-100] [S: 0-50]
- MNOCSL** e. Sign language interpreters? _____ (NUMBER) [H: 0-100] [S: 0-50]

M SASSPS13a-mod

If (MA7 = 1) or (NUMTYP7 > 0), then go to MDDISINT. Else go to MINTROE.

MDDISINT

Now I am going to ask you about the ways in which your {school/district/agency} works with teachers who are not performing satisfactorily.

[PRESS ENTER TO CONTINUE.]

If (MA7 = 1) and (NUMTYP7 > 0), then display "Thinking about...". If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency".

MD15. {Thinking about your non-special education and special education teachers} Over the past 3 years, has your {school/district/agency} offered any of the following types of services to teachers who were not performing satisfactorily? Have you offered... [IF NEEDED: Related service providers and paraprofessionals should not be considered.]

[1 = YES, 2 = NO]

- MADDPD** a. Additional professional development?
- MMENTOR** b. Special mentoring or peer coaching?
- MTRANSFR** c. A transfer in grade level and/or subject assignment?
- MOBSERV** d. An increased number of observations or conferences to discuss their performance and suggest improvements?
- MIMPROVE** e. A formal improvement plan?
- MCOUNSEL** f. Formal counseling?

M

NEW

If MA7 = 1, then go to MD16. Else go to MINTROE.

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

MD16. During the past 3 years, has your {school/district/agency} dismissed any special education teachers?

MDMISS

- 1. YES(Go to MD17)
- 2. NO(Go to MINTROE)

M

NEW

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

MD17. Did your {school/district/agency} use any of the following procedures in dismissing special education teachers? Were...

[1 = YES, 2 = NO]

- MNORENEW** a. Non-tenured teachers' contracts not renewed? _____
- MCOUNOUT** b. Teachers identified and "counseled" out of teaching? _____
- MDISMISS** c. Criteria for dismissal met and the teacher dismissed? _____

M

SASSTSD13

MD18. During the 1998-99 school year, how many of the special education teachers who were dismissed were...

- M3LESS** a. Teachers with 3 years of experience or less? _____ (NUMBER) [H: 0-50]
- MMORE3** b. Teachers with more than 3 years of experience? _____ (NUMBER) [H: 0-50]

M

SASSTSD14

Section E – Compensation Policies

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

MINTROE

In this last section, I am going to ask you about compensation policies in your {school/district/agency}.

[PRESS ENTER TO CONTINUE]

If MSPEDTRS = 1, then go to ME1. Else go to ME2.

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

ME1. What was the range in annual salaries paid to full-time special education teachers on your {school/district/agency}'s payroll for the 1999-2000 school year? What was the...

MLOSAL a. Lowest salary paid? \$_____ [H: 5,000-60,000] [S: 8,000-30,000]

MHISAL b. Highest salary paid? \$_____ [H: 8,000-100,000 and >= ME1a] [S: 8,000-80,000]

M

ATS-P20

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

ME2. Did or will your {school/district/agency} award merit pay to any personnel for the 1999-2000 school year?

MMERITPY

- 1. YESGo to box before ME3
- 2. NOGo to ME5

M

NEW

If MSPEDTRS = 1, then go to ME3. Else go to ME5.

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

ME3. What percentage of special education teachers in your {school/district/agency} received or will receive some merit pay increase? [IF NEEDED: I am referring to the 1999-2000 school year. If it has not yet been determined, please estimate.]

MPRMERIT

_____ % [H: 0-100] [S: 0-75]

M

MI22b

If ME3 <= 0, then go to ME5. Else go to ME4.

ME4. Of those special education teachers who received or will receive a merit increase, what is the average percentage increase?

MPRINMER

_____ % [H: 0-100] [S: 0.1-50.0]

M

MI22c

If (MSPEDTRS = 1) and (NUMTYP7 > 0), then display "Thinking about...". If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency".

ME5. {Thinking about your non-special education and special education teachers,} Does your {school/district/agency} offer teachers tenure or provide the assurance of a continuing contract? [IF NEEDED: This does not include related service providers or paraprofessionals.]

MTENUR

- 1. YESGo to box before ME6
- 2. NOGo to box before ME8

M

NEW

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

If MSPEDTRS = 1, then go to ME6. Else go to box before ME7.

ME6. What percentage of the special education teachers in your {school/district/agency} had tenure or its equivalent, for the 1999-2000 school year?

MPRTENSE

_____ % [H: 0-100] [S: 1-80]

M

MI23-mod

If NUMTYP7 <= 0, then go to ME8.
Else go to ME7.

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

ME7. What percentage of the non-special education teachers in your {school/district/agency} had tenure or its equivalent, for the 1999-2000 school year? [IF NEEDED: I am referring to your general education teachers, as well as any Title I, gifted and talented, and ESL teachers.]

MPRTENGE
_____ % [H: 0 –100] [S: 1-80]

If (MSPEDTRS = 1) or (any of MB4 > 0) or (MSPSVPRS = 1) or (any of MB6 > 0), then go to ME8. Else go to ME11.

If SCHLTYP = 1, then display "school". If SCHLTYP = 2, then display "district". If SCHLTYP = 3, then display "agency". If (any of MB4 > 0) or (any of MB6 > 0), then display "recruit". If MSPEDTRS or MSPSVPRS = 1, then display "retain". If ((any of MB4 > 0) or (any of MB6 > 0)) and (MSPEDTRS or MSPSVPRS = 1), then display the 1st "or". If (MSPEDTRS = 1) or (any of MB4 > 0), then display "special education teachers". If (MSPSVPRS = 1) or (any of MB6 > 0), then display "related service providers". If ((MSPEDTRS = 1) or (any of MB4 > 0)) and ((MSPSVPRS = 1) or (any of MB6 > 0)), then display the 2nd "or".

ME8. Did your {school/district/agency} use any incentives to {recruit} {or} {retain} {special education teachers} {or} {related service providers}, for the 1999-2000 school year?

MINCENTV
1. YESGo to ME9
2. NOGo to ME11

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

ME9. What incentives has your {school/district/agency} used for the 1999-2000 school year? How about...
[1 =YES, 2 = NO]

- MBONUS** a. A cash bonus supplement to regular compensation, but no permanent increase in salary?
- MHIRSTEP** b. Placement of a teacher or related service providers on a higher step of the salary schedule?
- MRAISE** c. Increase in base salary or other raise in salary through reclassification? [IF NEEDED: Other than a step increase on the salary schedule.].....
- MINCTVOS** d. Any other incentives?.....

M SASSTSD37a

ME9ov. What other incentives did you use?
MINCTOT1/MINCTOT2/MINCTOT3

M SASSTSD37a

If any of ME9 = 1, then go to ME10. Else go to ME11.

If (MTR1TYP = -1) and (MB4a <= 0), then skip ME10a. If (MTR2TYP = -1) and (MB4b <= 0), then skip ME10b. If (MTR3TYP = -1) and (MB4c <= 0), then skip ME10c. If (MTR4TYP = -1) and (MB4 <= 0), then skip ME10d. If (MSLPTYP = -1) and (MB6a <= 0), then skip ME10e. If (MA10a <= 0) and (MB6b <= 0), then skip ME10f. If (MA10b <= 0) and (MB6c <= 0), then skip ME10g. If (MA10c <= 0) and (MB6d <= 0), then skip ME10h. If (MA10d <= 0) and (MB6e <= 0), then skip MB10i.

If (any of MB4 > 0) or (any of MB6 > 0), then display "recruit". If MSPEDTRS or MSPSVPRS = 1, then display "retain". If ((any of MB4 > 0) or (any of MB6 > 0)) and (MSPEDTRS or MSPSVPRS = 1), then display "or". If SCHLTYP = 1, then display "6 to 21 year olds". Else display "students". If MTR1TYP, MTR2TYP, or MTR3TYP = 1, then display "other".

ME10. Were any of those incentives offered to {recruit} {or} {retain}...
[1 = YES, 2 = NO]

- MINCCAT1** a. Teachers of children with disabilities ages 3-5?
- MINCCAT2** b. Teachers of {students} {6 to 21 year olds} with vision or hearing impairments?.....
- MINCCAT3** c. Teachers of students with emotional disturbances?.....
- MINCCAT4** d. {Other} special education teachers?
- MINCSP** e. Speech-language pathologists?.....
- MINCPT** f. Physical therapists?
- MINCOT** g. Occupational therapists?
- MINCPS** h. School psychologists?
- MINCSL** i. Sign language interpreters?.....

M

ME11. That completes the interview. Thank you for your time. When we publish the findings of the study, we can send you an announcement and information on how to obtain copies. Are you interested in receiving this announcement?

MEANNCMT

- 1. YES
- 2. NO

M, S

MFINISH

Once again, thank you for taking part in this important study.

[PRESS ENTER TO CONTINUE]