

## SPeNSE SERVICE PROVIDER SURVEY

If PERTYPE = 6, display "15".  
Else display "45".

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 {45/15} minutes.

[PRESS ENTER TO CONTINUE]

### 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.

[PRESS ENTER TO CONTINUE]

If PERTYPE = 2, 3, or 4, go to  
SA2. Else go to SA1.

If PERTYPE = 1, then display "a  
teacher who works primarily with  
children with disabilities ages 3-5."  
If PERTYPE = 5, then display "a  
teacher who works primarily with  
students with speech and  
language impairments." If  
PERTYPE = 6, then display "a  
special education paraprofessional  
or teacher's aid." If PERTYPE = 7,  
then display "a teacher who works  
primarily with students without  
disabilities."

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 {PERTYPE}. Is that correct?

**SVERIFY**

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

S,G,P

NEW

SA2. We have four main types of special education teachers involved in this study. Which best describes your assignment this year? A teacher who works primarily with students with...

**SVERIFSE**

- 1. Disabilities ages 3-5,
- 2. Visual impairments or hearing impairments,
- 3. Emotional or behavioral impairments,
- 4. Other disabilities or multicategorical, or
- 5. Another type of disability or no disabilities?

S

NEW

If SA2 = 1-4, go to box after SA4.  
Else go to SA3.

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.

**[PRESS ENTER TO CONTINUE]**

If SA2 = 5, do not display 1, 2, 3, or 4 in SA4.

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 SA2 or SA4 = 1, PERTYPE = 1.  
If SA2 or SA4 = 2, PERTYPE = 2.  
If SA2 or SA4 = 3, PERTYPE = 3.  
If SA2 or SA4 = 4, PERTYPE = 4.  
If SA4 = 5, PERTYPE = 5.  
If SA4 = 6, PERTYPE = 6.  
If SA4 = 7, PERTYPE = 7.  
If SA4 = 8 or 9, (**Code IP and go to SINEND2**)

If PERTYPE = 5, then go to SA5. Else go to SA6.

**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.

[PRESS ENTER TO CONTINUE]

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 PERTYPE = 1-4 or SA5 = 1,2, or 3, display "to whom you currently provide direct services".

If PERTYPE = 6, display "you work with in a typical week." Else display "you teach in a typical week".

If PERTYPE = 1, display "children". Else display "students".

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

**STOTSTUD**

\_\_\_\_\_ [NUMBER] [H: 0-300] [S: 0-200]

S, G, P

NEW

If PERTYPE = 7, go to SA7. Else go to SA8.

SA7. What grades do you teach?

[CODE ALL THAT APPLY]

- |            |                |                     |                 |
|------------|----------------|---------------------|-----------------|
| 1. FIRST   | <b>SGRADE1</b> | 9. NINTH            | <b>SGRADE9</b>  |
| 2. SECOND  | <b>SGRADE2</b> | 10. TENTH           | <b>SGRADE10</b> |
| 3. THIRD   | <b>SGRADE3</b> | 11. ELEVENTH        | <b>SGRADE11</b> |
| 4. FOURTH  | <b>SGRADE4</b> | 12. TWELFTH         | <b>SGRADE12</b> |
| 5. FIFTH   | <b>SGRADE5</b> |                     |                 |
| 6. SIXTH   | <b>SGRADE6</b> | P. PRE-KINDERGARTEN | <b>SGRADEPK</b> |
| 7. SEVENTH | <b>SGRADE7</b> | K. KINDERGARTEN     | <b>SGRADEK</b>  |
| 8. EIGHTH  | <b>SGRADE8</b> | U. UNGRADED         | <b>SGRADEU</b>  |

G

NEW

If SA7 = U, then go to SA8. Else go to SA10.

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

If PERTYPE = 1, display "children". Else display "students".

SA8. What are the ages of the {students/children} with whom you work?

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

( ) ( ) ( ) ( ) ( )

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

S,G,P

NEW

If PERTYPE = 1-5, go to SA9. Else go to SA10.

If PERTYPE = 1, display "children". Else display "students".

SA9. Of those {students/children}, how many do you serve less than once per week? [IF NEEDED: This includes {students/children} 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

If PERTYPE = 6, display "In a typical week, how". Else display "How".  
If PERTYPE = 1, display "children". Else display "students".

SA10. {In a typical week, {how}} many of your {students/children} are {students/children} 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 PERTYPE = 1-6 and SA10 = 0, go to **SINDEND3**. If PERTYPE = 7, go to SA11. Else go to box before SA13.

**SINEND3**

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.

[PRESS ENTER TO CONTINUE]

SA11. In previous years, have you had students with IEPs in your classes?

**SPREVIEP**

- 1. YES ..... (Go to SA12)
- 2. NO ..... (Go to SA16)

G

NEW

SA12. Including this year, how many different years have you had students with IEPs in your classes?

**SYEARIEP**

\_\_\_\_\_ [NUMBER] [H: 1-65] [S: 1-40]

G

NEW

If PERTYPE = 1-5, go to SA13. Else go to SA16.

If PERTYPE = 1, display "children". Else display "students".

SA13. Do any of the {students/children} with IEPs with whom you work spend part or all of the school day in non-special education classes? [IF NEEDED: If you are a preschool teacher, include the children you work with, if any, who have an IFSP.]

**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.

If PERTYPE = 1, display "children".  
Else display "students".

If SA14a > 0, display "community-based." If SA14c > 0, display "special education setting." If SA14a and c > 0, display "community-based or special education setting."

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

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

S NEW

If PERTYPE = 5, then go to SA18.  
Else go to SA16.

If PERTYPE = 1, display "children".  
Else display "students".

SA16. How many different classes or groups of {students/children} do you work with in a typical week? If a class meets more than once a week, count it only once. Class refers to a group of one or more {students/children} and includes all {students/children} you serve in in-class, co-teaching, or pull-out situations.

**SCLASSES** \_\_\_\_\_ [NUMBER] [H: 1-100] [S: 1-50]

S,G,P NEW

If PERTYPE = 1-4, go to SA17.  
Else go to SA20.

SA17. In how many of those classes do you co-teach? [IF NEEDED: Work with a resource teacher or other non-special education teacher or special education teacher. Do not include paraprofessionals or other service providers.]

**SCOTEACH** \_\_\_\_\_ [NUMBER] [H: < = SA16]

S NEW

If PERTYPE = 5, then go to SA18.  
Else go to SA20.

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 PERTYPE = 5 and 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

If PERTYPE = 1, display "children".  
Else display "students".

SA20. How many of all your current {students/children} 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/children}, not just your {students/children} with IEPs. LEP {students/children} 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.

If PERTYPE = 1, display "children".  
Else display "students".

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/children}?

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

**SLEPLANG**

\_\_\_\_\_

S,G,P

NEW

If PERTYPE = 1, display "children".  
Else display "students".

SA22. How many of all your current {students/children} 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

If PERTYPE = 1, display "children".  
Else display "students".

SA23. To what extent are you knowledgeable about the cultures of the {students/children} 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

If PERTYPE = 1-5, go to SA24.  
Else go to box before SA25.

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 PERTYPE = 6, go to SA28. Else go to SA25.

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 {teacher/speech-language pathologist/speech therapist/communication specialist},
2. Regular part-time {teacher/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?

If SA5 = 1 display "speech-language pathologist". If SA5 = 2 display "speech therapist". If SA5 = 3 display "communication specialist". If PERTYPE = 6, display "paraprofessional". Else display "teacher".

SA28. Including this school year, how many years, in total, have you worked as a {teacher/speech-language pathologist/speech therapist/communication specialist/paraprofessional} 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

If PERTYPE = 6, go to SA30. Else go to SA29.

If PERTYPE = 7, display "If any, for." Else display "for".

SA29. {If any, {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] [< = SA28 unless PERTYPE = 5]

S,G-mod

ESDRSSDA

If PERTYPE = 6, go to SA30. Else go to box before SA31.

SA30. And how many of those years have you worked as a special education paraprofessional?

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

**SYRSPARA**

\_\_\_\_\_ [YEARS] [H: < = SA28]

S,G,P-mod

ESDRSSDA

If SA28 = 1 or SA30 = 1, then go to **SINTROB**. Else go SA31.

If SA5 = 1, 2, or 3, display "providing services". If PERTYPE = 6, display "working as a paraprofessional". Else display "teaching."

SA31. Have you been {teaching/providing services/working as a paraprofessional} 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". If PERTYPE = 6, display "working as a paraprofessional". Else display "teaching."

SA32. How many consecutive years have you been {teaching/providing services/working as a paraprofessional} 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.

[PRESS ENTER TO CONTINUE]

If PERTYPE = 1-5, go to SB1.  
Else go to SB2.

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.

[PRESS ENTER TO CONTINUE]

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

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

If PERTYPE = 7, skip SB4(2).

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 PERTYPE = 6, go to **SINTROC**.  
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

If PERTYPE = 1-5, go to SB8.  
Else go to **SINTROC**.

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.

**[PRESS ENTER TO CONTINUE]**

If PERTYPE = 5, go to box before SC2. If PERTYPE = 6, go to SC3. Else go to SC1.

If SB4 = 2, skip SC1e.  
If SCHLTYP = 1, skip SC1f.

If PERTYPE = 1-4 or SA5 = 4, display "other" in SC1d.

SC1. To what extent do the following school staff provide suggestions for enhancing your teaching or solving an instructional or class management problem? How about...

**[1 = NOT AT ALL, 2 = SMALL EXTENT, 3 = MODERATE EXTENT, 4 = GREAT EXTENT, 9 = N/A]**

- SHLPPRIN** a. Your principal or school head? Would you say not at all, to a small extent, a moderate extent, or a great extent?..... \_\_\_\_\_
- SHLPDEPT** b. Your department chair or team leader? ..... \_\_\_\_\_
- SHLPADMN** c. Other school level administrators? ..... \_\_\_\_\_
- SHLPSETC** d. {Other} special education teachers?..... \_\_\_\_\_
- SHLPOTCH** e. Other teachers? ..... \_\_\_\_\_
- SHLPCONS** f. District level consultants or administrators? ..... \_\_\_\_\_

S,G

ATST-3

Set SC2 as a random start question.

If PERTYPE = 6, go to SC3. Else go to SC2.

If PERTYPE = 5, skip SC2i.

If PERTYPE = 7, skip SC2k, SC2l, SC2m, SC2n, SC2o, SC2p, SC2r, and SC2s.

If SCHLTYP = 1, skip SC2k and SC2n.

If PERTYPE = 1, display "children" or "child's". Else display "students" or "student's".

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 ..... \_\_\_\_\_
- SCONTENT** i. You make a conscious effort to coordinate the content of your courses with that of other teachers ..... \_\_\_\_\_
- 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/child'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. .... \_\_\_\_\_
- SSECONTC** r. Your special education contact understands what you do..... \_\_\_\_\_
- SSAFEPLC** s. This school is a safe place for {students/children} ..... \_\_\_\_\_

S,G,P-mod

SASSTF-mod

If PERTYPE = 6, go to SC3. Else go to box before SC4.

SC3. To what extent do you agree with each statement? How about...

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

- SPALIKE** a. You really like the school in which you are currently working. Would you say not at all, to a small extent, a moderate extent or a great extent? \_\_\_\_\_
- SPAINCLD** b. You feel included in what goes on in this school. .... \_\_\_\_\_
- SPASUPER** c. Your supervisor understands what you do..... \_\_\_\_\_
- SPAHELP** d. You are given the support you need to work with students with special needs.. ... \_\_\_\_\_
- SPACOOPR** e. There is a great deal of cooperative effort among the staff members . \_\_\_\_\_
- SPAGOODJ** f. In this school, staff members are recognized for a job well done ..... \_\_\_\_\_

S, G-mod, P-mod

WSE-mod

If PERTYPE = 6, go to SC5. Else go to SC4.

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 (PERTYPE = 1-5 and SA8 = < 13 ONLY) or (PERTYPE = 7 and (SA7 = < 8 ONLY or SA8 = < 13 ONLY)), skip SC4g. If (PERTYPE = 7 and (SA10 = < 0 or SA11 = 2)), skip SC4j.

The sum of SC4a-q ≠ > 80 hours total.

If PERTYPE = 1, display "children". Else display "students".

If SA5 = 1,2,or 3, display "Providing direct services". Else display "Teaching, including co-teaching".

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

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...

- |                  |  |                          |
|------------------|--|--------------------------|
| <b>SHRSTCH</b>   | a. {Teaching, including co-teaching/providing direct services}? This means contact hours in regularly scheduled classes..... ..  | _____ [NUMBER] [H:0-40]  |
| <b>SDUTIES</b>   | b. Attending to hall duty, study hall, homeroom, lunchroom duty, supervising {students/children} on detention or a similar duty? .....   | _____ [NUMBER] [H: 0-40] |
| <b>SPAPERWK</b>  | c. Completing forms and administrative paperwork outside of class time? .....  | _____ [NUMBER] [H: 0-40] |
| <b>SPREPARE</b>  | d. Preparing for {lessons/services}?..... ..   | _____ [NUMBER] [H: 0-40] |
| <b>SGRADING</b>  | e. Grading homework or tests outside of class time? .....  | _____ [NUMBER] [H: 0-40] |
| <b>SREADBG</b>   | f. Reading background material for your subject area? .....  | _____ [NUMBER] [H: 0-40] |
| <b>SWORKSIT</b>  | g. Contacting employers on students' behalf and visiting students at work-sites? .....   | _____ [NUMBER] [H: 0-40] |
| <b>SMAKEUP</b>   | h. Conducting makeup work for {students/children}?..... ..   | _____ [NUMBER] [H: 0-40] |
| <b>SCOUNSEL</b>  | i. Counseling {students/children} outside of class time? .....   | _____ [NUMBER] [H: 0-40] |
| <b>SIEMEET</b>   | j. Attending special education-related meetings? [IF NEEDED: This includes IEP meetings or other meetings to plan or evaluate instruction for {students/children} with IEPs.] .....  | _____ [NUMBER] [H: 0-40] |
| <b>SSCHLMTG</b>  | l. Attending all other school meetings? [IF NEEDED: This does not include IEP meetings.] .....   | _____ [NUMBER] [H: 0-40] |
| <b>SCOMMPAR</b>  | k. Communicating with parents or other primary care providers? .....   | _____ [NUMBER] [H: 0-40] |
| <b>STUTORNG</b>  | m. Tutoring {students/children} outside of regular class time? .....   | _____ [NUMBER] [H: 0-40] |
| <b>STESTS</b>    | 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] |
| <b>SSUPPARA</b>  | o. Supervising paraprofessionals outside of class time? .....  | _____ [NUMBER] [H: 0-40] |
| <b>SINDIRECT</b> | p. Sharing expertise with non-special education teachers, special education teachers, or other service providers regarding student services? .....   | _____ [NUMBER] [H:0-40]  |
| <b>SACTIVITY</b> | 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

If PERTYPE = 6, go to SC5. Else go to SC7.

SC5. Paraprofessionals or teachers aides may do a variety of different tasks as part of their work. I am going to ask you about some of the tasks you perform. Please let me know if you spend at least 10% of your time each week on each particular task. How about...

[1 = YES, 2 = NO]

- SPAMONTR** a. Monitoring hallways, study hall, homeroom, lunchroom, playground, supervising students on detention, or a similar duty? ..... \_\_\_\_\_
- SPAFROMS** b. Completing forms and administrative paperwork? ..... \_\_\_\_\_
- SPAGRADE** c. Grading papers? ..... \_\_\_\_\_
- SPASUPRT** d. Providing instructional support to students in small groups? . \_\_\_\_\_
- SPAONE** e. Providing one-on-one instructional support to students? ..... \_\_\_\_\_
- SPAPREP** f. Preparing instructional materials for the whole class? [IF NEEDED: Such as copying.] ..... \_\_\_\_\_
- SPAMODFY** g. Modifying materials for students with disabilities? ..... \_\_\_\_\_
- SPACARE** h. Providing personal care assistance for students with disabilities? [IF NEEDED: Such as feeding or dressing.] ..... \_\_\_\_\_
- SPACOMM** i. Communicating with parents or other primary care providers? \_\_\_\_\_
- SPAPAPER** j. Completing paperwork specific to students with disabilities? \_\_\_\_\_
- SPAPTOT** k. Providing physical or occupational therapy services? ..... \_\_\_\_\_
- SPASLP** l. Providing speech therapy services ..... \_\_\_\_\_
- SPAMEET** m. Meeting with teachers or other service providers to discuss work? \_\_\_\_\_
- SPADATA** n. Collecting data on student performance? ..... \_\_\_\_\_
- SPAHELTH** o. Providing health care services? ..... \_\_\_\_\_
- SPAGHMGT** p. Implementing behavior management programs? ..... \_\_\_\_\_
- SPABUS** q. Bus duty? ..... \_\_\_\_\_
- SPATASK** r. Performing a task that has not been previously mentioned? .. \_\_\_\_\_

P NEW

SC5ov. What other tasks do you perform?

- STASOTR1** \_\_\_\_\_
- STASOTR2** \_\_\_\_\_
- STASOTR3** \_\_\_\_\_

P NEW

SC6. QUESTION DELETED

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

If (PERTYPE = 7) and (SA10 = > 1 or SA11 = 1), go to SC8. Else go to **SINTROD**.

**SSPED**

In these next questions, we are focusing on your special education students.

**[PRESS ENTER TO CONTINUE]**

SC8. To what extent are you given the support you need to teach students with IEPs? Would you say...

**SGESUPRT**

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

G

SASSPST-61-mod

SC9. Thinking about any year you had students with IEPs in your class, what types of support were available to you because there were students with IEPs in your classroom? How about...

**[1 = YES, 2 = NO]**

- SGEAIDE** a. A teachers' aide or instructional assistant?..... \_\_\_\_\_
- SGESETCH** b. A special education teacher or case manager?..... \_\_\_\_\_
- SGECONCL** c. A consulting or itinerant teacher?..... \_\_\_\_\_
- SGEINSRV** d. Inservice training on the needs of students with IEPs? ..... \_\_\_\_\_
- SGESMALL** e. A smaller caseload or class size? ..... \_\_\_\_\_
- SGEMATRL** f. Special materials to use with students? ..... \_\_\_\_\_
- SGEPROC** g. Special procedures to use with students?..... \_\_\_\_\_
- SGETYSUP** h. Any other types of support? ..... \_\_\_\_\_

G

SASSPST41b-mod

SC9ov. What other types of support do you receive?

**SSUPOTR1** \_\_\_\_\_

**SSUPOTR2** \_\_\_\_\_

G

SASSPST41b-mod

If SC9a = 1, then go to SC10. Else go to box before SC11.

SC10. Who typically supervises the special education aide(s) working in your classroom?

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

- SGERESP** 1. RESPONDENT
- SGESPEDT** 2. SPECIAL EDUCATION TEACHER
- SGEBOTHN** 3. ANOTHER NON-SPECIAL EDUCATION TEACHER
- SGEELSE** 91. OTHER

G NEW

If SC9a = 1, then skip SC11a.

SC11. Again, thinking about any year you had students with IEPs in your class, what types of support have your students with IEPs received in your classroom? How about...

[1 = YES, 2 = NO]

- SGEASIST** a. Teachers' aide or instructional assistant? ..... \_\_\_\_\_
- SGEACCOM** b. Accommodations such as more time on tests or a behavioral management plan? ..... \_\_\_\_\_
- SGEMODS** c. Modifications to instructional materials? ..... \_\_\_\_\_
- SGETYPES** d. Any other types of support? ..... \_\_\_\_\_

G SASSPST41b-mod

SC11ov. What other types of support do they receive?

**SGTYOTR1** \_\_\_\_\_

**SETYOTR2** \_\_\_\_\_

G SASSPST41b-mod

**Section D – Attitudes and Practices**

If PERTYPE = 1, display “children”.  
Else display “students”.

**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/children} you serve.

**[PRESS ENTER TO CONTINUE]**

If PERTYPE = 6, go to SD1. If  
PERTYPE = 7 and if SA10 = > 1,  
go to SD1. If PERTYPE = 1-5, go  
to **SDISBLTY**. Else go to box  
before SD7.

SD1. Do you know the types of disabilities your students with IEPs have? [IF NEEDED: If you are a preschool teacher, include the children you work with, if any, who have an IFSP.]

**SKNOWDIS**

- 1. YES ..... (Go to **SDISBLTY**)
- 2. NO ..... (Go to box before SD5)

G,P

NEW

If SA7 is only > 5 or SA8 is only > 9, do not display SD2d.  
  
If PERTYPE = 1, display “children”.  
Else display “students”.

**SDISBLTY**

I am going to ask you about the disabilities of the {students/children} 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/children} with IEPs have these as their primary disability. Please remember to count each {student/child} 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]**

**[PRESS ENTER TO CONTINUE]**

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

If PERTYPE = 1, display “children”.  
Else display “students”.

SD2.

How many of your {students/children} 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]

S,G,P

NEW

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

If PERTYPE = 1, display "children". Else display "students".

SD2ov. What other types of disabilities do your {students/children} with IEPs have?

**SNOTOTR1** \_\_\_\_\_  
**SNOTOTR2** \_\_\_\_\_

S,G,P

NEW

If (sum of SD2a-n ≠ SA10) and (SA10 ≠ -7, -8, or -9) and (SD2a-n ≠ -7, -8, or -9) display SD2EDIT. (attached)

If (PERTYPE = 7) and (SA10 = < 0 and SA11 = 1) do not invoke SD2EDIT.

If PERTYPE = 5, then go to SD3.  
Else go to box before SD4.

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

If PERTYPE = 1-5 go to SD4. Else go to box before SD5.

If PERTYPE = 1, display "children".  
Else display "students".  
  
If SA5 = 1, 2, or 3, display "work".  
Else display "teaching".

SD4. Thinking about your work with your {students/children} 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/children}. 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/children} 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'/children's} learning problems.....
- SHARDKNW** d. It's hard to know how you are doing in your {teaching/work}. ....
- SNOTABLE** e. Many of the {students/children} you teach are not capable of learning the material you are supposed to teach them .....
- SSUCBEH** f. You can deal successfully with your {students'/children's} behavior problems. ....
- SLIVES** g. You feel that you are making a significant difference in the lives of your {students/children}. ....

S

WSE-3

If PERTYPE = 1-5, go to box before SD6. If PERTYPE = 6, go to SD5. Else go to box before SD7.

If any items SD5a-m ≠ -7, -8, or 9, go to corresponding overlay (col 2). Else skip to next subitem.

If (SA31 = 2 and SA32 = > 3) or (SA28 = > 3), display "In the past 3 years". Else display, "In the time that you have been a paraprofessional."

**SPRES05**

I am going to ask you to what extent you agree with each of the following statements about a component of your job 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.

**[PRESS ENTER TO CONTINUE]**

SD5. (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) {In the past 3 years/ In the time that you have been a paraprofessional ...}, how much professional development you have had in this area? Would you say none, less than 8 hours or 8 hours or more.

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

Col. 1: I am skillful in...	How well perform?	# of Hours of Prof Dev?
<b>SSHAREHH</b> a. Sharing information about students with teachers for planning, problem solving, and decision-making purposes.....	_____	<b><u>SSHAREHR</u></b>
<b>SRECS</b> b. Maintaining student records.....	_____	<b><u>SRECSHR</u></b>
<b>SBHTCH</b> c. Implementing behavior management programs developed by teachers.....	_____	<b><u>SBHTCHHR</u></b>
<b>SIEPMTG</b> d. Participating in IEP meetings.....	_____	<b><u>SIEPMTHR</u></b>
<b>SSTRAT</b> e. Implementing strategies developed by teachers to support students in non-special education classes. ....	_____	<b><u>SSTRATHR</u></b>
<b>SDEVLP</b> f. Understanding levels of development typical for different ages.....	_____	<b><u>SDEVLPHR</u></b>
<b>SPARENT</b> g. Providing information to parents about available support services and resources.....	_____	<b><u>SPARNTHR</u></b>
<b>SNATVLEP</b> h. Providing native language support for LEP students...	_____	<b><u>SNATIVHR</u></b>
<b>SEQUIP</b> i. Helping maintain and/or using adaptive equipment for students with disabilities.....	_____	<b><u>SEQUIPHR</u></b>
<b>SMEDIC</b> j. Helping administer medications or carry out medical procedures.....	_____	<b><u>SMEDICHR</u></b>
<b>SDIVCUL</b> k. Supporting students who are culturally diverse.....	_____	<b><u>SDIVCLHR</u></b>
<b>STCHAC</b> l. Teaching academic concepts and skills.....	_____	<b><u>STCHACHR</u></b>
<b>SDATA</b> m. Observing and recording data on student performance.....	_____	<b><u>SDATAHR</u></b>

P NEW

If PERTYPE = 6, go to SD40.  
 If SA28 = > 7, then skip col 2 in SD6.  
 If PERTYPE = 5, skip SD6d.  
 If SD2g = < 0, skip SD6b.

If SD2e = < 0, skip SD6e.  
If SD2l = < 0, skip SD6e.  
If SD2f = < 0, skip SD6f.  
If SD2j = < 0, skip SD6g, h and i.  
If SD2i = < 0, skip SD6g, h and i.  
If SD2c = < 0, skip SD6k and l.  
  
If PERTYPE = 1, skip SD6q and z.  
  
If PERTYPE = 2-5, skip SD6r and aa.

If SA28 = < 6, display "if you received any preservice preparation in that area" and for each item SD6a-aa =1-4, display "if you received preservice preparation in this area and..."

If SA28 = > 3, display "In the past 3 years".

If SA5 = 1,2, or 3 and if SA28 = < 2, display "In the time that you have been providing services". Else display "In the time that you have been teaching".

If (SA31 = 2 and SA32 = > 3), display "In the past 3 years". Else display "In the time that you have been teaching".

If PERTYPE = 1, display "children{'s}'". Else display "students{'}'".

If PERTYPE = 1, display "developmentally appropriate learning activities. 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.

**[PRESS ENTER TO CONTINUE]**

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]**

	<b>COL 1</b>	<b>COL 2</b>	<b>COL 3</b>
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/developmentally appropriate learning activities}.....	<u><b>SSLESN</b></u>	<u><b>SSLESNPP</b></u>	<u><b>SSLESNHR</b></u>
b. Modifying materials for {students/children} with visual impairments.....	<u><b>SSMATRIL</b></u>	<u><b>SSMATRPP</b></u>	<u><b>SSMATRHR</b></u>
c. Using appropriate {instructional techniques/clinical skills}.....	<u><b>SSAPPROP</b></u>	<u><b>SSAPPRPP</b></u>	<u><b>SSAPPRHR</b></u>
d. Teaching reading or pre-reading skills.....	<u><b>SSREAD</b></u>	<u><b>SSREADPP</b></u>	<u><b>SSREADHR</b></u>
e. Teaching functional life skills.....	<u><b>SSLIFE</b></u>	<u><b>SSLIFEPP</b></u>	<u><b>SSLIFEHR</b></u>
f. Teaching {students/children} to use support personnel effectively.....	<u><b>SSSUPT</b></u>	<u><b>SSSUPTPP</b></u>	<u><b>SSSUPTHR</b></u>
g. Teaching medical self-management skills.....	<u><b>SSMEDICL</b></u>	<u><b>SSMEDPP</b></u>	<u><b>SSMEDHR</b></u>
h. Working with chronically ill and/or terminally ill {students/children}.....	<u><b>SSILL</b></u>	<u><b>SSILLPP</b></u>	<u><b>SSILLHR</b></u>
i. Using adaptive equipment to facilitate participation and learning.....	<u><b>SSEQUIP</b></u>	<u><b>SSEQUIPP</b></u>	<u><b>SSEQUIPHR</b></u>
j. Using technology in instruction.....	<u><b>SSTECH</b></u>	<u><b>SSTECHPP</b></u>	<u><b>SSTECHHR</b></u>
k. Developing systematic behavior management plans.....	<u><b>SSBEHMG</b></u>	<u><b>SSBEHMPP</b></u>	<u><b>SSBEHMHR</b></u>
l. Assessing both appropriate and inappropriate behavior.....	<u><b>SSASSESS</b></u>	<u><b>SSASESPP</b></u>	<u><b>SSASESHR</b></u>
m. Managing behavior.....	<u><b>SSMNGBEH</b></u>	<u><b>SSMNGBPP</b></u>	<u><b>SSMNGBHR</b></u>

n. Accommodating culturally and linguistically diverse {students'/children's} instructional needs.....	<b><u>SSCULTDV</u></b>	<b><u>SSCLDVPP</u></b>	<b><u>SSCLDVHR</u></b>
o. Managing instructional time.....	<b><u>SSINST</u></b>	<b><u>SSINSTPP</u></b>	<b><u>SSINSTHR</u></b>
p. Supervising instructional aides or paraprofessionals.....	<b><u>SSAIDE</u></b>	<b><u>SSAIDEPP</u></b>	<b><u>SSAIDEHR</u></b>
q. Interpreting the results of standardized tests .....	<b><u>SSTEST</u></b>	<b><u>SSTESTPP</u></b>	<b><u>SSTESTHR</u></b>
r. Assessing {students'/children's} development, including cognitive, social-emotional, communication, and motor development.....	<b><u>SSDEV</u></b>	<b><u>SSDEVPP</u></b>	<b><u>SSDEVHR</u></b>
t. Monitoring {students'/children's} progress and adjusting {instruction/services} accordingly.....	<b><u>SSMONITR</u></b>	<b><u>SSMONTTPP</u></b>	<b><u>SSMONTHR</u></b>
u. Using the professional literature in addressing problems or issues encountered in {teaching/providing services} .....	<b><u>SSLIT</u></b>	<b><u>SSLITPP</u></b>	<b><u>SSLITHR</u></b>
v. Improving my performance as a {teacher/speech-language pathologist/speech therapist/communication specialist} based on self assessment.....	<b><u>SSPERFRM</u></b>	<b><u>SSPERFPP</u></b>	<b><u>SSPERFHR</u></b>
w. Administering “case management” activities, including corresponding paperwork [IF NEEDED: Such as referral, testing, or IEP and placement activities.] .....	<b><u>SSCASE</u></b>	<b><u>SSCASEPP</u></b>	<b><u>SSCASEHR</u></b>
x. Collaborating with non-special education teachers, including prereferral interventions.....	<b><u>SSCOLLAB</u></b>	<b><u>SSCOLBPP</u></b>	<b><u>SSCOLBHR</u></b>
y. Collaborating with related services personnel [IF NEEDED: This includes psychologists, social workers, and personnel from other agencies.] .....	<b><u>SSRELATD</u></b>	<b><u>SSRLTDP</u></b>	<b><u>SSRLTDHR</u></b>
z. Working with parents.....	<b><u>SSPARENT</u></b>	<b><u>SSPRNTPP</u></b>	<b><u>SSPRNTHR</u></b>
aa. Facilitating family-child interactions.....	<b><u>SSINTRCT</u></b>	<b><u>SSINTRPP</u></b>	<b><u>SSINTRHR</u></b>

S,G-mod

WSE-6 and CIFSTEP

If PERTYPE = 1-5, go to **SPRACTIC**. Else go to SD7.

If SA10 < 1 and SA11 = 2, skip SD7c.

If SA28 = > 7, then skip col 2 in SD7.

If SA28 = < 6, display “if you received any preservice preparation in that area” and for each item SD7a-p=1-4, display “if you received preservice preparation in this area and...”

If (PERTYPE = 7 and SA28 = > 3), display “In the past 3 years.”

If (PERTYPE = 7 and SA28 = < 2) or (SA31 = 2 and SA32 = > 3), display "In the past 3 years". Else display "In the time that you have been teaching."

**SPRES D7**

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.

**[PRESS ENTER TO CONTINUE]**

SD7. (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?}  
**[1 = YES, 2 = NO]**

(Col. 3) {In the past 3 years/In the time that you have been teaching}, 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]**

	<b>COL1</b>	<b>COL2</b>	<b>COL3</b>
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}?	How well perform?	Preservice Preparation?	# of Hours of Prof Dev?
a. Planning effective lessons.....	<b><u>SGLESN</u></b>	<b><u>SGLESNPP</u></b>	<b><u>SGLESNHR</u></b>
b. Using appropriate instructional techniques.....	<b><u>SGAPPROP</u></b>	<b><u>SGAPPRPP</u></b>	<b><u>SGAPPRHR</u></b>
c. Adapting instruction for students with IEPs.....	<b><u>SGADPT</u></b>	<b><u>SGADPTPP</u></b>	<b><u>SGADPTRHR</u></b>
d. Teaching reading in my grade or subject area.....	<b><u>SGREAD</u></b>	<b><u>SGREADPP</u></b>	<b><u>SGREADHR</u></b>
e. Using technology in instruction.....	<b><u>SGTECH</u></b>	<b><u>SGTECHPP</u></b>	<b><u>SGTECHHR</u></b>
f. Managing behavior.....	<b><u>SGMNGBEH</u></b>	<b><u>SGMNGBPP</u></b>	<b><u>SGMNGBHR</u></b>
g. Accommodating culturally and linguistically diverse students' instructional needs.....	<b><u>SGCULTDV</u></b>	<b><u>SGCLDVPP</u></b>	<b><u>SGCLDVHR</u></b>
h. Managing instructional time.....	<b><u>SGINST</u></b>	<b><u>SGINSTPP</u></b>	<b><u>SGINSTHR</u></b>
j. Monitoring students' progress and adjusting instruction accordingly.....	<b><u>SGMONITR</u></b>	<b><u>SGMONTTPP</u></b>	<b><u>SGMONTHR</u></b>
k. Supervising instructional aides or paraprofessionals.....	<b><u>SGAIDE</u></b>	<b><u>SGAIDEPP</u></b>	<b><u>SGAIDEHR</u></b>
l. Collaborating and/or consulting with special education teachers.....	<b><u>SGSPED</u></b>	<b><u>SGSPEDPP</u></b>	<b><u>SGSPEDHR</u></b>

m. Collaborating with related services personnel [IF NEEDED: Such as psychologists, social workers, or personnel from other agencies.].....	<b><u>SGRELATD</u></b>	<b><u>SGRLTDPP</u></b>	<b><u>SGRLTDHR</u></b>
n. Working with parents or other care providers .....	<b><u>SGPARENT</u></b>	<b><u>SGPRNTPP</u></b>	<b><u>SGPRNTHR</u></b>
o. Improving performance as a teacher based on self-assesment.....	<b><u>SGPERFRM</u></b>	<b><u>SGPERFPP</u></b>	<b><u>SGPERFHR</u></b>
p. Using the professional literature in addressing problems or issues encountered in teaching.....	<b><u>SGLIT</u></b>	<b><u>SGLITPP</u></b>	<b><u>SGLITHR</u></b>

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.

**[PRESS ENTER TO CONTINUE]**

If PERTYPE = 1-5 and SD2f = > 1  
 or SD2h = > 1, then go to SD8.  
 Else go to box before SD13.

If PERTYPE = 1, display "children".  
 Else display "students".

SD8. What methods do you use for communicating with your {students/children} with hearing impairments?

**CODE ALL THAT APLY**  
 ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )

- 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
- SCMHIOTR** 91. OTHER

S NEW

SD8ov. SPECIFY?

**SCMHOTR1** \_\_\_\_\_

**SCMHOTR2** \_\_\_\_\_

**SCMHOTR3** \_\_\_\_\_

S NEW

Only display responses selected in SD8 for items in SD8.5.  
 If PERTYPE = 1, display "children".  
 Else display "students".

SD8\_5. Which method would you say you use most frequently for communicating with your {students/children} 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]**

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

S

NEW

If PERTYPE = 1-5 and 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]**

**SBRAILLE**

\_\_\_\_\_

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
- 2. 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.

**[PRESS ENTER TO CONTINUE]**

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

If PERTYPE = 7, go to SD17.  
Else go to SD18. If SD17 = U, it can only = U.

SD17. What are the grade levels of the students in that instructional period? [IF NEEDED: Grade level refers to the grade that the students are enrolled in, not grade level in reading.]

**[CODE ALL THAT APPLY.]**

( ) ( ) ( ) ( ) ( )

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| 1. FIRST (1ST) <b>SREADG1</b>   | 9. NINTH (9TH) <b>SREADG9</b>       |
| 2. SECOND (2ND) <b>SREADG2</b>  | 10. TENTH (10TH) <b>SREADG10</b>    |
| 3. THIRD (3RD) <b>SREADG3</b>   | 11. ELEVENTH (11TH) <b>SREADG11</b> |
| 4. FOURTH (4TH) <b>SREADG4</b>  | 12. TWELFTH (12TH) <b>SREADG12</b>  |
| 5. FIFTH (5TH) <b>SREADG5</b>   |                                     |
| 6. SIXTH (6TH) <b>SREADG6</b>   | P. PRE-KINDERGARTEN <b>SREADGPK</b> |
| 7. SEVENTH (7TH) <b>SREADG7</b> | K. KINDERGARTEN <b>SREADGK</b>      |
| 8. EIGHTH (8TH) <b>SREADG8</b>  | U. UNGRADED <b>SREADGU</b>          |

G

NEW

If SD17 = U, go to SD18. Else go to SD19.

If PERTYPE = 2-7, display "students". If PERTYPE = 1, display "children".

SD18. What are the ages of the {students/children} 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      |
| 11. 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.

[PRESS ENTER TO CONTINUE]

**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.

[PRESS ENTER TO CONTINUE]

If PERTYPE = 2-7, display "students". If PERTYPE = 1, display "children".

SD19. How many {students/children} are in that particular instructional period?

**SRDSTUDN**

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

S,G

NEW

If PERTYPE = 7, go to SD20. Else go to SD21.

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.

If **SRDTITLE** = -7 or -8, display "reading". If **SRDSTUDN** = -7 or -8, do not display anything in place of it.

If **PERTYPE** = 2-7, display "students". If **PERTYPE** = 1, display "children".

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/children} in a single group? .....
- SRDSMALL** c. Teaching {students/children} in smaller groups? .....

S,G

NEW

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

If **PERTYPE** = 2-7, display "students". If **PERTYPE** = 1, display "children".

SD22. When assigning {students/children} 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/Child} interest? .....
- SRDOTHER** d. Some other method? .....

S,G

NEW

If **PERTYPE** = 7, go to box before SD25.  
  
If SD18 = 5-11, -7, or -8, then go to SD23. Else go to box before SD24.

If **PERTYPE** = 2-7, display "students{ }". If **PERTYPE** = 1, display "children{s}"

SD23. Teachers use many different techniques to help improve {students'/children's} reading skills. How often do you ask {students/children} 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?..... \_\_\_\_\_
- SRDWKBK g. Complete reading workbooks or skill-sheet assignments? ..... \_\_\_\_\_
- SRDPHONI h. Practice phonics or phonemic skills? ..... \_\_\_\_\_
- SRDATTCCK i. 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 PERTYPE = 7 and if SD17 = -7, -8, or 1-5 or SD18 = -7, -8, or 5-11, go to SD25. If PERTYPE = 1-5, go to SD27. Else go to box before SD26.

If SD20 = > 1, display SIEPRD1a.  
Else display SIEPRD1b.

**SIEPRD1a**

Teachers use many different techniques to help improve students' reading skills. I would like to ask you specifically about the students in your {**SRDTITLE**} class. I will ask how often you typically ask the students with IEPs in that class to do certain things and then I will ask how often you ask all of the students in that period to do the samethings.

**[PRESS ENTER TO CONTINUE]**

**SIEPRD1b**

Teachers use many different techniques to help improve students' reading skills. I would like to ask you specifically about the students in your {**SRDTITLE**} class. I will ask how often you ask all of the students in that period to do certain things.

**[PRESS ENTER TO CONTINUE]**

SD25.

(Col. 1) {How often do you ask your students with IEPs to...}  
**[1 = NEVER, 2 = RARELY, 3 = SOMETIMES, 4 = OFTEN]**

<b>STUDENTS WITH IEPs</b>	<b>ENTIRE CLASS</b>
-------------------------------	-------------------------

(Col. 2) How often do you ask that of all your students?

Col 1	Col 2
-------	-------

- |   |                        |                        |
|---|------------------------|------------------------|
| a. Read aloud? Would you say never, rarely, sometimes, or often? .....            | <b><u>SIEPALOU</u></b> | <b><u>SENTALOU</u></b> |
| b. Read books they choose themselves?.....  | <b><u>SIEPCHOS</u></b> | <b><u>SENTCHOS</u></b> |
| c. Read informational materials? [IF NECESSARY: Such as everyday documents.]..... | <b><u>SIEPINFO</u></b> | <b><u>SENTINFO</u></b> |
| d. Discuss in pairs or small groups a story or passage they have read?...         | <b><u>SIEPDISC</u></b> | <b><u>SENTDISC</u></b> |
| e. Write about a story or passage they have read? .....                           | <b><u>SIEPWRST</u></b> | <b><u>SENTWRST</u></b> |
| f. Write about a story or passage they had read to them? .....                    | <b><u>SIEPWRPS</u></b> | <b><u>SENTWRPS</u></b> |
| g. Complete reading workbooks or skill-sheet assignments? .....                   | <b><u>SIEPWKBK</u></b> | <b><u>SENTWKBK</u></b> |
| h. Practice phonics or phonemic skills?.....                                      | <b><u>SIEPPHON</u></b> | <b><u>SENTPHON</u></b> |
| i. Practice word attack or word analysis?.....                                    | <b><u>SIEPATCK</u></b> | <b><u>SENTATCK</u></b> |
| j. Practice vocabulary?.....  | <b><u>SIEPVOCB</u></b> | <b><u>SENTVOCB</u></b> |

- k. Repeat readings to build reading fluency?..... **SIEPREPT**      **SENTREPT**
- l. Work at a computer to improve reading skills?..... **SIEPCOMP**      **SENTCOMP**

S,G-mod

LESCP

If PERTYPE = 7 and if SD17 = > 6 or SD18 = > 12, go to SD26. Else go to SD27.

If SD20 = < 0, skip col. 1 in question SD26.

If SD20 = > 1, display **SIEPRD2a**.  
Else display **SIEPRD2b**.

**SIEPRD2a**

Teachers use many different techniques to help improve students' reading skills. I would like to ask you specifically about the students in your {**SRDTITLE**} class. I will ask how often you typically ask the students with IEPs in that class to do certain things and then I will ask how often you ask all of the students in that period to do the samethings.

**[PRESS ENTER TO CONTINUE]**

**SIEPRD2b**

Teachers use many different techniques to help improve students' reading skills. I would like to ask you specifically about the students in your {**SRDTITLE**} class. I will ask you how often you ask all of the students in that period to do certain things.

**[PRESS ENTER TO CONTINUE]**

SD26.

(Col. 1) {How often do you ask your students with IEPs to...}  
**[1 = NEVER, 2 = RARELY, 3 = SOMETIMES, 4 = OFTEN]**  
 (Col. 2) How often do you ask that of all your students?

	<b>STUDENTS WITH IEPs</b>	<b>ENTIRE CLASS</b>
	Col 1	Col 2
a. Read silently in class? Would you say never, rarely, sometimes, or often?.....	<b><u>SIEPSILN</u></b>	<b><u>SENTSILN</u></b>
b. Answer text comprehension questions in writing? .....	<b><u>SIEPQUES</u></b>	<b><u>SENTQUES</u></b>
c. Listen to students reading aloud?.....	<b><u>SIEPLSTN</u></b>	<b><u>SENTLSTN</u></b>
d. Discuss books?.....	<b><u>SIEPDISB</u></b>	<b><u>SENTDISB</u></b>
e. Systematically learn new vocabulary? [IF NEEDED: How often do they learn new vocabulary from lists?].	<b><u>SIEPSYST</u></b>	<b><u>SENTSYST</u></b>
f. Learn new vocabulary from texts?.....	<b><u>SIEPVCTX</u></b>	<b><u>SENTVCTX</u></b>
g. Read plays or dramas?.....	<b><u>SIEPLAY</u></b>	<b><u>SENTPLAY</u></b>
h. Summarize their reading?.....	<b><u>SIEPSUMR</u></b>	<b><u>SENTSUMR</u></b>
i. Relate their experiences to reading?.....	<b><u>SIEPEXPR</u></b>	<b><u>SENTEXPR</u></b>
j. Read and critique other students' writing?.....	<b><u>SIEPCRTQ</u></b>	<b><u>SENTCRTQ</u></b>
k. Study the style or structure of a text?.....	<b><u>SIEPSTYL</u></b>	<b><u>SENTSTYL</u></b>
l. Write a response to a reading?.....	<b><u>SIEPRESP</u></b>	<b><u>SENTRESP</u></b>
m. Work on a computer to improve reading skills?.....	<b><u>SIEPCMPT</u></b>	<b><u>SENTCMPT</u></b>

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

If PERTYPE = 7, skip SD28 i and j.

If PERTYPE = 1, display "children". Else display "students".

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

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

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

S-mod,G

NEW

If PERTYPE = 1, display "children's". Else display "students".

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'/children's} 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

If PERTYPE = 1-5 and SA13 = 1, then go to SD30. Else go to box before SD32.

If PERTYPE = 1, display "children". Else display "students".

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

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

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

S

NEW

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

SD31. 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 PERTYPE = 7, and SA10 = > 1 or SA11 = 1, go to SD32. Else go to box before SD34.

SD32. When a student with an IEP is in your class, how often do you...

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

- SACCOMOD** a. Accommodate for how the student's disability impacts the way in which the student learns? Would you say never, rarely, sometimes or often? \_\_\_\_\_
- SUNDRSTN** b. Understand how the student can benefit from being in your classroom? \_\_\_\_\_
- SADAPT** c. Adapt your teaching style to adjust to the student's learning differences? \_\_\_\_\_
- SSTRATGY** d. Implement strategies to support the student's learning in your classroom? \_\_\_\_\_
- SUTILIZE** e. Utilize special education personnel in a way that benefits the entire class? \_\_\_\_\_
- SPROMOIN** f. Promote interaction between students with and without disabilities?.. \_\_\_\_\_

G

NEW

SD33. When you plan instructional activities, how often do you...

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

- STHINK** a. Specifically think about the learning differences of students in your class and select activities that will be effective with students who learn in different ways? \_\_\_\_\_
- SSEEK** b. Seek out specialists from other disciplines to develop strategies and materials to accommodate students with learning differences?  
[IF NEEDED: Specialists such as teachers that specialize in special education and LEP.] \_\_\_\_\_
- SSPECIAL** c. Collaborate with specialists from other disciplines in designing instructional units for your classroom in which all students will be able to participate?  
[IF NEEDED: Specialists such as teachers that specialize in special education and LEP.] \_\_\_\_\_

G

NEW

If PERTYPE = 1-5 and SA8 = 14 - 21, then go to SD34. If PERTYPE = 7 and SA7 = 9-12 or SA8 = 14-21, 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

If PERTYPE = 1, display "children" or "children's". Else display "students" or "students".

SD36. Educators use many different techniques with {students/children} 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/children}. 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/children} and the teacher and among the {students/children}, themselves.] ..... \_\_\_\_\_
- SLEPTUTR** d. Use classwide peer tutoring? ..... \_\_\_\_\_
- SLEPLAGE** e. Use {students'/children's} native language to teach English language skills? \_\_\_\_\_
- SLEPCLAR** f. Use {students'/children's} native language to teach a concept or to make a clarification? ..... \_\_\_\_\_

S,G

NEW

If PERTYPE = 1, display "children".  
Else display "students".  
  
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/children} 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

If PERTYPE = 1-5 or if PERTYPE = 7 and SA10 = > 1 or if SA11 = 1, go to SD38. Else go to box before SD39.

If PERTYPE = 1, display "children".  
Else display "students".  
  
SA5 = 1, 2, or 3, display "services".  
Else display "education".

SD38. To what extent do you feel successful in providing the kind of {education/services} you would like to provide for most of your {students/children} 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 PERTYPE = 7 and SA10 = > 1 or SA11 = 1, go to SD39. Else go to SD41.

SD39. How confident do you feel about your ability to make educational decisions concerning special education students? Would you say...

**SEDDECIS**

1. Not at all confident,
2. Not too confident,
3. Somewhat confident, or
4. Very confident?

G

ESDRSSDA

If PERTYPE = 6, go to SD40. Else go to SD41.

SD40. How confident do you feel about your ability to carry out educational programs for special education students? Would you say you are...

**SEDPROGS**

1. Not at all confident,
2. Not too confident,,
3. Somewhat confident, or
4. Very confident?

P

ESDRSSDA

If SA5 = 1, display "speech-language pathologist". If SA5 = 2, display "speech therapist". If SA5 = 3, display "communication specialist". If PERTYPE = 6, display "paraprofessional". Else display "teacher".

SD41. How would you characterize your overall performance as a {teacher/speech-language pathologist/speech therapist/communication specialist/paraprofessional}? 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.

**[PRESS ENTER TO CONTINUE]**

If PERTYPE = 6, go to SE1. Else go to SE2.

SE1. What is the highest level of education you have completed?

**SHIGHEDU**

- 1. LESS THAN HIGH SCHOOL
- 2. GED
- 3. HS DIPLOMA
- 4. SOME COLLEGE
- 5. ASSOCIATES DEGREE (AA)
- 6. BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 7. MASTER'S DEGREE (MA, MS, MFA, etc.)

P

If SE1 = 6 or 7, go to SE14. Else go to box before SE16.

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

If PERTYPE = 5, then go to SE11.  
Else go to SE10.

SE10. What do you consider to be your main teaching assignment this year? [IF NEEDED: Do you mainly teach one type of students or one subject? And what would that be?]

**SMAINASG**

- 1. EARLY CHILDHOOD EDUCATION [INCLUDING EARLY INTERVENTION AND PRE-K]
- 2. KINDERGARTEN
- 3. ELEMENTARY EDUCATION
- 4. SPECIAL EDUCATION [INCLUDES ALL DISABILITY CATEGORIES]
- 5. SOCIAL SCIENCES AND HUMANITIES [INCLUDES HISTORY AND GEOGRAPHY]
- 6. READING/LANGUAGE ARTS/ENGLISH
- 7. FOREIGN LANGUAGES
- 8. SCIENCE
- 9. MATHEMATICS
- 10. VISUAL AND PERFORMING ARTS [INCLUDES MUSIC]
- 11. HEALTH/PHYSICAL EDUCATION
- 12. VOCATIONAL/TECHNICAL EDUCATION [INCLUDES COMPUTER CLASS, SHOP, AUTO MECHANICS, etc.]
- 13. BASIC SKILLS/REMEDIAL EDUCATION
- 14. LEP/ESL/BILINGUAL EDUCATION/ELL
- 15. GIFTED EDUCATION
- 91. OTHER

S,G

NEW

SE10ov. SPECIFY?  
**SMAINOTR**

S,G

NEW

If PERTYPE = 5, go to SE11. Else go to SE14.

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 PERTYPE = 6, go to box before SE16. Else go to SE15.

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 PERTYPE = 1-4 or 7, go to box before SE18. If PERTYPE = 5, go to box before SE25. If PERTYPE = 6 and SE1 = 4, 5, 6, or 7, go to SE16. Else go to **SINTROF**.

SE16. Did your college courses specifically prepare you for your current position as a special education paraprofessional?

**SCOLLEG**

- 1. YES
- 2. NO

P

NEW

If PERTYPE = 6 and SE16 = 1, go to SE17. Else go to **SINTROF**.

SE17. Did you receive a certificate or other credential for paraprofessionals resulting from your college courses?

**SCERTPAR**

- 1. YES
- 2. NO

P

NEW

If PERTYPE = 6, go to **SINTROF**.  
If SE14 = 2, -7, -8, or -9, go to SE21. Else go to SE18.

If PERTYPE = 1, display "children".  
Else display "students".

SE18. What subjects or {students/children} are you certified, licensed, or endorsed to teach?

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

- |                 |  |
|-----------------|--|
| <b>SPREK</b>    | 1. EARLY CHILDHOOD EDUCATION [INCLUDING EARLY INTERVENTION AND PRE-K]                    |
| <b>SKINDER</b>  | 2. KINDERGARTEN  |
| <b>SELEMED</b>  | 3. ELEMENTARY EDUCATION  |
| <b>SSPED</b>    | 4. SPECIAL EDUCATION [INCLUDES ALL DISABILITY CATEGORIES]                                |
| <b>SSOCSTDY</b> | 5. SOCIAL SCIENCES AND HUMANITIES [INCLUDES HISTORY AND GEOGRAPHY]                       |
| <b>SENGLISH</b> | 6. READING/LANGUAGE ARTS/ENGLISH   |
| <b>SFORLANG</b> | 7. FOREIGN LANGUAGES   |
| <b>SSCIENCE</b> | 8. SCIENCE   |
| <b>SMATH</b>    | 9. MATHEMATICS   |
| <b>SPERARTS</b> | 10. VISUAL AND PERFORMING ARTS [INCLUDES MUSIC]  |
| <b>SHEALTH</b>  | 11. HEALTH/PHYSICAL EDUCATION  |
| <b>SVOCED</b>   | 12. VOCATIONAL/TECHNICAL EDUCATION [INCLUDES COMPUTER CLASS, SHOP, AUTO MECHANICS, etc.] |
| <b>SREMEDI</b>  | 13. BASIC SKILLS/REMEDIATION EDUCATION   |
| <b>SLEPEL</b>   | 14. LEP/ESL/BILINGUAL EDUCATION/ELL  |
| <b>SGIFTED</b>  | 15. GIFTED EDUCATION   |
| <b>SANOTHER</b> | 91. OTHER  |

S,G

NEW

If PERTYPE = 1, display "children".  
Else display "students".

SE18ov. [IF NEEDED: What other subjects or {students/children} are you certified, licensed, or endorsed to teach?]

**SSUBOTR1** \_\_\_\_\_

**SSUBOTR2** \_\_\_\_\_

S,G

NEW

If PERTYPE = 1, display "children".  
Else display "students".

SE19. Does your teaching certificate, license, or endorsement qualify you to teach the {students/children}, subjects, and grade levels in your main teaching assignment? Please respond 'no' if you have an emergency certificate, license, or waiver.

**SQUALCRT**

- 1. YES ..... (Go to SE21)
- 2. NO ..... (Go to SE20)

S,G

NEW

If PERTYPE = 1, display "children".  
Else display "students".

SE20. For which aspects of your teaching assignment are you not fully certified? Is it the...

[1 = YES, 2 = NO]

- SQUALSTU** a. {Students/Children}? .....
- SQUALSUB** b. Subject? .....
- SQUALGRD** c. Grade level? .....
- SQUALSTA** d. You are certified for the {students/children}, subject and grade level, but in a different State? .....
- SQUALOTH** e. Another aspect that I have not already named? .....

S,G

NEW

SE20ov. What other aspects of your assignment are you not fully certified for?

**SQUALOTR**

\_\_\_\_\_

S,G

NEW

SE21. Does your teaching assignment require that you hold multiple certificates, licenses, or endorsements?

**SMULTI**

- 1. YES
- 2. NO

S,G

NEW

If PERTYPE = 1, display "children".  
Else display "students".

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

SE22. Do you teach other {students/children}, subjects or grade levels in this {school/district/agency}, in addition to your main teaching assignment?

**SSECMAIN**

- 1. YES
- 2. NO

S,G

If (SE14 = 2, -7, -8, or -9) or (SE22 = 2), go to box before SE25.  
Else go to SE23.

If PERTYPE = 1, display "children".  
Else display "students".

SE23. Do you have a teaching certificate, license, or endorsement that qualifies you to teach the {students/children}, subjects and grade levels of this other assignment?

**SSECCERT**

- 1. YES ..... (Go to box before SE25)
- 2. NO ..... (Go to SE24)

S,G

SASSPST-23a

If PERTYPE = 1, display "children".  
Else display "students".

SE24. For which aspects of that assignment are you not fully certified? Is it the...  
[1 = YES, 2 = NO]

- S2QUALSD** a. {Students/Children}? .....
- S2QUALSU** b. Subject? .....
- S2QUALGR** c. Grade level ? .....
- S2QUALST** d. You are certified for the {students/children}, subject and grade level, but in a different State? .....
- S2QULOTH** e. Another aspect that I have not already named?.....

S,G

NEW

SE24ov. What other aspects of your assignment are you not fully certified for?

**S2QULOTR**

\_\_\_\_\_

S,G

NEW

If (PERTYPE = 5 and SE11 = 2) or (PERTYPE = 1-4 or 7 and if SE14 = 2 or SE15 = 1 or SE19 = 2), go to SE25. Else go to box before SE26.

If SA5 = 1, 2, or 3, display "speech-language services". Else display "your main teaching assignment".

SE25. Are you currently pursuing a certificate or license in {your main teaching assignment/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.

If SA5 = 1, 2, or 3, display "speech-language services". Else display "your main teaching assignment".

SE26. Through what type of preparation program or programs did you earn or are you pursuing the certification or licensure in {your main teaching assignment/speech-language services}? Was it...

**SPREPPRG**

1. As part of a bachelor's,
2. As part of a 5<sup>th</sup> 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 PERTYPE = 5, then go to SE32. Else go SE30.

SE30. In your initial teacher preparation, how many weeks of student teaching did you complete?

**SWKSPSRV**

\_\_\_\_\_ [NUMBER] [H: 0-52]

S,G

NEW

If PERTYPE = 1, display "children".  
Else display "students".

SE31. Thinking about your student teaching or other field-based aspects of your teacher preparation program, to what extent did you interact with {students/children} who were culturally and linguistically different from you?

**SDIVSTCH**

1. Not at all,
2. A small extent,
3. A moderate extent, or
4. A great extent.
9. NON APPLICABLE

S,G

NEW

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

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

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

**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

If PERTYPE = 5, then go to **SINTROF**. Else go SE35.

If SA28 = < 2, display "have been".  
Else display "were".  
If SA28 = < 2, display "Since you have been teaching". Else display "During your first 3 years as a teacher."

**SPRESE35**

Now I would like to ask you what types of support systems {have been/were} made available to you{during your first 3 years as a teacher/since you have been teaching}.

**[PRESS ENTER TO CONTINUE]**

If any items SE35a-g = 1, go to corresponding overlay (col 2) and display "To what extent was it helpful". Else skip to next subitem.

SE35. (Col 1) How about...  
(Col. 2) {To what extent was it helpful? Would you say not at all, to a small extent, to a moderate extent, or to a great extent?}

	Col. 1 [1 = YES, 2 = NO]	Col. 2 [1=N,2=S,3=M,4=G]
a. A formal mentoring program?.....	<u>SFRMLMNT</u>	<u>SFRMLHLP</u>
b. Regular meetings with other new teachers?.....	<u>SREGMEET</u>	<u>SREGMHLP</u>
c. Informal help from building teachers?.....	<u>SINFORML</u>	<u>SINFRHLP</u>
d. Assistance from building administrators?.....	<u>SASSTADM</u>	<u>SASSTHLP</u>
e. Assistance from consultants or supervisors?.....	<u>SASSTCNS</u>	<u>SACNSHLP</u>
f. School, district, or agency supported inservice or staff development?.....	<u>SDISSUPT</u>	<u>SDISHLP</u>
g. Informal help from other colleagues?.....	<u>SINFCOLG</u>	<u>SINFCHLP</u>

S,G WSE-mod

SE36. Have you taken one or more tests required for state certification or licensure, such as the NTE or PRAXIS? [IF NEEDED: NTE is the National Teacher's Exam.]

**STESTCRT**

- 1. YES ..... (Go to SE37)
- 2. NO ..... (Go to **SINTROF**)

S,G NEW

SE37. We understand that many people take these exams several times in order to pass all of the necessary components. Did you take any exam more than once? [IF NEEDED: We only need information regarding tests in your current state.]

**SPASSTST**

- 1. YES
- 2. NO

S,G NEW

## Section F – Professional Development

### SINTROF

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

[PRESS ENTER TO CONTINUE]

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 PERTYPE = 6, skip SF2a, d and k. Else skip SF2b and c.

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

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]

- |                 |   |       |
|-----------------|---|-------|
| <b>SUNVCOUR</b> | a. University courses taken specifically for certification or additional certification? .....   | _____ |
| <b>SEDCOURS</b> | b. University or community college courses related to education? .....  | _____ |
| <b>SOTHCOUR</b> | c. Other university or community college courses? .....   | _____ |
| <b>SWRKRLTD</b> | d. Other university courses related to your work? .....   | _____ |
| <b>SOBSERVE</b> | e. Observational visits to other schools? .....   | _____ |
| <b>SRESERCH</b> | f. Individual or collaborative research on a topic of interest to you professionally? .....   | _____ |
| <b>SPROREAD</b> | g. Independent professional reading? .....  | _____ |
| <b>SSCHMEET</b> | h. School, district, or agency committee, excluding department meetings? .....  | _____ |
| <b>SFRMLCOL</b> | i. Regularly scheduled, formal collaboration with teachers, excluding faculty meetings that are held for administrative purposes? .....                                     | _____ |
| <b>SPEEROBS</b> | 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? .....                 | _____ |
| <b>SNETWORK</b> | 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.] ..... | _____ |
| <b>SASCMEET</b> | n. Attending professional association meetings? .....   | _____ |
| <b>SWRKSHOP</b> | l. Attending workshops, conferences, or training related to your work? ..   | _____ |
| <b>SPRESENT</b> | 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 PERTYPE = 6 go to SF8. Else go to SF5.

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, display "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 PERTYPE = 5, then go to SF10.  
Else go SF6.

SF6. Are you currently a master or mentor teacher in a formal teacher induction program? [IF NEEDED: A teacher who provides guidance and assistance for beginning teachers. Do not include supervision or training of student teachers.]

**SINDUCT**

1. YES
2. NO

S,G

SASSPST-35b

If SF6 = 1, then display "Apart from your interaction with the teachers you mentor,"

SF7. {Apart from your interaction with the teachers you mentor,} roughly how many times per month do other teachers ask you for advice related to your work?

**SADVICE**

\_\_\_\_\_ [NUMBER] [H: 0-200] [S: 0-100]

S,G

WIS2c-mod

If PERTYPE = 6 do not display {other}. Else display {other}.

SF8. Since the beginning of the school year, how much time have you spent meeting with {other} teachers on lesson planning, curriculum development, guidance and counseling, evaluation of programs, or other collaborative work related to instruction? [IF NEEDED: This includes mentoring.] Would you say...

**STIMEMTG**

1. Less than 1 hour per month,
2. 1 to 4 hours per month,
3. 5 to 9 hours per month, or
4. 10 hours or more per month?

S,G,P

SASSTF-13

If PERTYPE = 6, go to SF9. Else go to SF10.

SF9. Who has primary responsibility for supervising and evaluating your work?

**SPRIMEVL**

1. A NON-SPECIAL EDUCATION TEACHER
2. A SPECIAL EDUCATION TEACHER
3. A SPEECH-LANGUAGE PATHOLOGIST, SPEECH THERAPIST, OR COMMUNICATION SPECIALIST
4. A PHYSICAL THERAPIST
5. AN OCCUPATIONAL THERAPIST
6. A SCHOOL ADMINISTRATOR
7. A DISTRICT ADMINISTRATOR
91. OTHER

P

NEW

SF9ov. SPECIFY?  
**SEVALOTR**

P

NEW

If PERTYPE = 6, go to **SINTROG**.  
Else go to SF10.

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,  
display "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,  
display "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.

[PRESS ENTER TO CONTINUE]

If PERTYPE = 6, go to SG6. Else  
go to SG1.

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 PERTYPE = 1-5, go to SG3. If  
PERTYPE = 7, go to SG4.

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

If PERTYPE = 1-5, go to SG5.

SG4. How long do you plan to continue in teaching? Would you say...

### SREMTCH

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 teaching as soon as possible, or
5. You are undecided at this time?

S,G-mod

SASSTF

If PERTYPE = 1-4, display "special education teacher". If PERTYPE = 7 or SA5 = 4, display "teacher". If SA5 = 1, display "speech-language pathologist". If SA5 = 2, display "speech therapist". If SA5 = 3, display "communication specialist".

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

**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

**SFINISH1**

This completes our interview. Thank you very much for your time. You are automatically entered into a 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.

**[PRESS ENTER TO CONTINUE]**

SFIN1. [DOES RESPONDENT WANT TO BE INCLUDED IN RAFFLE?]

( )

1. YES
2. NO

At what address would you like us to contact you?

**SRAFADDR** STREET ADDRESS \_\_\_\_\_

**SRAFCITY** CITY \_\_\_\_\_ **SRAFST** STATE \_\_\_\_\_

**SRAFZIP** ZIP \_\_\_\_\_

SFIN2. When we publish the findings of the study, we can send you an announcement and information about how to obtain copies. Are you interested in receiving this announcement?

**SFREPORT**

1. YES, SEND ANNOUNCEMENT
2. NO, DO NOT SEND ANNOUNCEMENT

**SFINISH2**

We thank you again for taking part in this important study.