Dear Special Educator,

We need your input (it should only take about 10 minutes or less). Your school is participating in a grant funded by U.S. Department of Education (Office of Special Education Programs). This grant is called Project EVOLVE (Expanding and Validating Options for Learning through Variations in Education). Project EVOLVE is being administered by the Center on Disability and Community Inclusion at the University of Vermont. The main purpose of Project EVOLVE is to develop, implement, and evaluate alternatives for supporting students with disabilities in general education classes.

The questionnaire attached to this letter includes a series of questions to collect information that will be helpful in schoolwide planning efforts. Specifically, this information along with information being collected from other teachers, paraprofessionals, school administrators, and parents of students with disabilities is designed to help inform your school’s planning team as they explore new and more effective models for supporting all students.

You will notice that the first 12 questions ask for demographic information; please respond based on current information. There is a space in the top left corner for you to write the date. The other 20 questions ask your opinion about a variety of topics and practices. Please base your responses on your personal experiences. We are asking for your overall perspectives. We realize that your responses would likely be different for different people, so please feel free to write comments on the page if they might help clarify the meaning of your responses.

Thank you for taking the time to complete this questionnaire and returning it within the next two weeks in the envelope provided to the person listed below. All of your responses will be confidential and anonymous. If you have any questions, please contact me.

Sincerely,

Michael F. Giangreco
Research Professor
802-656-1144
Michael.Giangreco@uvm.edu

More information about this project is available online at www.uvm.edu/~cdci/evolve/

Please Return Questionnaire to:
Michael F. Giangreco
University of Vermont
Center on Disability and Community Inclusion
101 Cherry St., Ste. 450
Burlington, VT 05401
Project EVOLVE

Special Educator Questionnaire

(Responses are confidential; data will be presented in ways to maintain anonymity)

D1. Circle one: Male or Female?
D2. List School(s) where you work: ________________________________
D3. Grade(s) you support: _______________________________________
D4. Subjects you support: _______________________________________
D5. What is your highest level of education? _________________________
D6. Years of experience as a special educator? ________________

D7. Total number of students on IEPs that you support (on your caseload): ________
a. How many of your students on IEPs have high incidence disabilities (e.g., learning disabilities)? ___________
b. How many of those students on IEPs have low incidence disabilities (e.g., autism, intellectual disabilities, emotional disturbance, multiple disabilities)? ___________

D8. Number of students on 504 plans that you support? ___________

D9. Number of students, not labeled disabled, but who have special needs plans (e.g., schoolwide support system) do you assist in supporting? ___________

D10. For each of the major role categories listed below, please indicate the approximate distribution of time that you (as a special educator) spend (totaling 100%).

Please review all categories first before responding.

a. Special education paperwork (e.g., notices, IEPs, eligibility evals, Medicaid) _________%
b. Collaboration with others (e.g., meetings, consultation with teachers and related services providers) _________%
c. Behavior support (e.g., crisis management, addressing challenging behaviors) _________%
d. Instructional time with students with disabilities on IEP goals or general education curriculum _________%
e. Planning activities (e.g., lesson planning, making adaptations or accommodations, selecting or modifying materials or equipment) _________%
f. Working with paraprofessionals (e.g., training, orienting, demonstrating, planning for, supervising) _________%
g. Working with families (e.g., conferencing, phone calls, communication notebooks) _________%
h. Other (Please specify: __________________________________________ ) _________%

TOTAL = 100%

D11. How many paraprofessionals do you supervise (e.g., plan for)? ______________

Please continue to next page ..........................

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D12. For each of the major role categories listed below, please indicate the approximate distribution of time that the special education paraprofessionals (with whom you work) spend their time (totaling to 100%). Please review all categories first before responding.

a. Clerical Support (e.g., photocopying, attendance) %

b. Supervision (e.g., cafeteria, playground, hallways, bus duty) %

c. Personal Care (e.g., bathroom support, dressing, feeding) %

d. Behavior Support (e.g., implement positive behavior support plan) %

e. Implementing instruction **planned and supervised by a teacher or special educator** %

f. Engaging in self-directed activities **not planned and supervised by a teacher or special educator** (e.g., planning lessons or activities, implementing instruction they planned, making adaptations or accommodations, communicating with families) %

g. Other (Please specify: ) %

**TOTAL = 100%**

For each of the following statements, please circle one response that most closely reflects your perspective about what DOES happen, rather than what you feel SHOULD happen. Responses should be based on the school where you work and your personal experiences. Feel free to write any clarifying comments on these pages.

1. Students with disabilities are educated in the school they would attend if they were not disabled.

   Don’t Know    Strongly Disagree    Disagree    Agree    Strongly Agree

2. Students are placed in chronologically-age appropriate general education classes and the number of students with disabilities in those classes is naturally proportional (e.g., no more than 10 to 15% have disabilities).

   Don’t Know    Strongly Disagree    Disagree    Agree    Strongly Agree

3. The school has a well functioning schoolwide support system to provide needed assistance to students with and without disabilities.

   Don’t Know    Strongly Disagree    Disagree    Agree    Strongly Agree

4. Students with disabilities are physically situated within classrooms to facilitate their participation with classmates and instruction by the classroom teacher (e.g., not isolated in the back or side of the room).

   Don’t Know    Strongly Disagree    Disagree    Agree    Strongly Agree

Please continue to next page .........................

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5. Teachers in our school have positive attitudes about including students with a full range of disabilities as members of their classroom community.

<table>
<thead>
<tr>
<th>Don’t Know</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

6. Teachers think it is their role to provide instruction for students with a full range of disabilities who are placed in their classrooms, rather than primarily serving as hosts.

<table>
<thead>
<tr>
<th>Don’t Know</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

7. Teachers have the knowledge and skills to successfully differentiate instruction for mixed-ability groups that include students with and without disabilities, within the context of typical class activities.

<table>
<thead>
<tr>
<th>Don’t Know</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

8. Teachers have working conditions (e.g., class size, class composition, materials, supports) that facilitate including and instructing students with a full range of disabilities in their classrooms.

<table>
<thead>
<tr>
<th>Don’t Know</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

9. Special education teachers have working conditions (e.g., manageable caseload size, caseload composition, materials, manageable number of paraprofessionals to supervise) that facilitate individualized special education for students on their caseload.

<table>
<thead>
<tr>
<th>Don’t Know</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

10. Special educators have the knowledge of the general education curriculum and standards and the skills to successfully individualize curriculum for students with disabilities.

<table>
<thead>
<tr>
<th>Don’t Know</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

11. Special educators have the knowledge and skills to successfully differentiate instruction within the context of class activities for mixed-ability groups that include students with and without disabilities.

<table>
<thead>
<tr>
<th>Don’t Know</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

12. Teachers and special educators schedule time to work with students who have disabilities and collaborate with each other by assigning paraprofessionals to noninstructional support tasks (e.g., clerical, attendance, lunch, playground supervision) and professionally planned and supported instruction (e.g., practice sessions).

<table>
<thead>
<tr>
<th>Don’t Know</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

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13. Teachers and special educators are familiar enough with all the students in the classroom, the curriculum, and instructional approaches, that the temporary exchange of primary roles can occur without major disruption to students with or without disabilities.

Don’t Know Strongly Disagree Disagree Agree Strongly Agree

14. Teachers and special educators are familiar enough with the various educational and support needs of the students with disabilities in the classroom that the temporary absence of a paraprofessional can occur without major disruption to students with or without disabilities.

Don’t Know Strongly Disagree Disagree Agree Strongly Agree

15. Families are well informed about how the school defines appropriate and potentially inappropriate roles of paraprofessionals.

Don’t Know Strongly Disagree Disagree Agree Strongly Agree

16. Families are well informed about the potential benefits and drawbacks of providing paraprofessional supports.

Don’t Know Strongly Disagree Disagree Agree Strongly Agree

17. Families are well informed about information the school considers to determine whether paraprofessional supports should be included in their child's IEP.

Don’t Know Strongly Disagree Disagree Agree Strongly Agree

18. Parents and students with disabilities (when appropriate) participate as team members in developing and implementing the IEP.

Don’t Know Strongly Disagree Disagree Agree Strongly Agree

19. Students with and without disabilities (when age-appropriate) are actively involved in making decisions about their own supports in schools.

Don’t Know Strongly Disagree Disagree Agree Strongly Agree

20. Classmates with and without disabilities have opportunities to provide natural supports to each other or cross-age peers.

Don’t Know Strongly Disagree Disagree Agree Strongly Agree

Please continue to next page ......................