

Appendix I

Learning Disabilities Program Evaluation Committee

LD Core Committee Members			
Name	Role	District/Place	Region
Virginia Bender (Chair)	Director	Rockwood	West Region
Mary Ann Cooper	Area Coordinator	Lindbergh	South Region
Carolyn Marren	Area Coordinator	Kirkwood	South Region
Amy Meeks	Area Coordinator	Mehlville	South Region
Mary Ellen O'Hare	Facilitator	Learning & Assessment	County wide
Teale Shearer	Area Coordinator	Pattonville	Central Region
Jama Anthony-Petter	Parent	Kirkwood	South Region
LD Work Committee Members			
(Work Committee also Includes Core Committee Members)			
Barb Macchi	Teacher	University City	Central Region
Pam Kortum	Community representative	Director of Learning Disabilities Association	Community
Karen Calcaterra	Area Coordinator	Pattonville	Central Region
Jewel Jenkins	Area Coordinator	University City	Central Region
Kathy Karigan	Community representative	Learning Consultant	Community
Anna Slaughter	Area Coordinator	Normandy	Central Region
Dale Menke	Partner District Principal	Crestview Middle School, Rockwood	West Region

Children with Educational Disability by MO and SSD

Number of Children Ages 6-21 Served Under IDEA by State

Children with Disabilities (age 3-21)***	2002-2003			
	Missouri**		SSD*	
	# of Children	% of Children	# of Children	% of Children
Autism	2,393	2%	726	3%
Deaf/Blindness	26	0%	0	0%
Emotional Disturbance	8,762	6%	1,627	6%
Hearing Impairment and Deafness	1,311	1%	267	1%
Mental Retardation	12,335	9%	1,367	5%
Multiple Disabilities	1,013	1%	280	1%
Orthopedic Impairment	675	0%	129	0%
Other Health Impairments	10,373	7%	2,945	10%
Specific Learning Disabilities	63,880	44%	14,143	50%
Speech/Language Impairment	33,143	23%	5,316	19%
Traumatic Brain Injury	367	0%	53	0%
Visual Impairment/Blind	520	0%	48	0%
Developmental Delay	9,364	6%	1,228	4%
Total	144,162	100%	28,129	100%

Children with Disabilities***	2003-2004			
	Missouri**		SSD*	
	# of Children	% of Children	# of Children	% of Children
Autism	2,861	2%	884	3%
Deaf/Blindness	21	0%	0	0%
Emotional Disturbance	8,411	6%	1,670	6%
Hearing Impairment and Deafness	1,310	1%	286	1%
Mental Retardation	12,243	8%	1,323	5%
Multiple Disabilities	1,108	1%	301	1%
Orthopedic Impairment	652	0%	124	0%
Other Health Impairments	11,757	8%	3,138	11%
Specific Learning Disabilities	60,028	42%	13,451	48%
Speech/Language Impairment	35,245	24%	5,636	20%
Traumatic Brain Injury	403	0%	56	0%
Visual Impairment/Blind	510	0%	61	0%
Developmental Delay	9,522	7%	1,249	4%
Total	144,071	100%	28,179	100%

Children with Disabilities***	2004-2005			
	Missouri**		SSD*	
	# of Children	% of Children	# of Children	% of Children
Autism	****		1,053	4%
Deaf/Blindness			0	0%
Emotional Disturbance			1,691	6%
Hearing Impairment and Deafness			308	1%
Mental Retardation			1,374	5%
Multiple Disabilities			327	1%
Orthopedic Impairment			104	0%
Other Health Impairments			3,282	12%
Specific Learning Disabilities			12,594	45%
Speech/Language Impairment			6,025	21%
Traumatic Brain Injury			51	0%
Visual Impairment/Blind			62	0%
Developmental Delay			1,065	4%
Total			27,936	99%

* data from SSD Student Data 12-1-2002, 12-1-2003, 12-1-2004

** data from DESE Special Education State Profile. <http://www.dese.mo.gov/divspeed/>

***including early childhood and school age

**** data is not available on DESE until July 2005.

Program Definition

Special School District Services for Students with Specific Learning Disabilities (Census Date 12/1/2002)*

2002-2003 School Year	Central Region											North Region				South Region							West Region							
	Total St. Louis County	Brentwood	Clayton	Jennings	Ladue	Normandy	Pattonville	Ritenour	U. City	Wellston	Total Central Region	Ferg/Flor	Hazelwood	Riverview Gardens	Total North Region	Affton	Bayless	Hancock Place	Kirkwood	Lindbergh	Maplewood/ Richmond Hgts	Mehlville	Webster Groves	Total South Region	Parkway	Rockwood	Valley Park	Total West Region	Other**	
Student Information																														
Number of students served in SSD with <u>Specific Learning Disabilities</u>	14143	121	250	326	286	559	565	628	454	59	3248	1113	1509	765	3387	255	118	165	666	509	181	1022	412	3328	1842	2017	172	4031	149	
Percent of students served in SSD with <u>Specific Learning Disabilities</u>	100%	1%	2%	2%	2%	4%	4%	4%	3%	0%	23%	8%	11%	5%	24%	2%	1%	1%	5%	4%	1%	7%	3%	24%	13%	14%	1%	29%	1%	
Special Education Early Childhood Placement																														
Home	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Itinerant Service outside the Home	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Early Childhood Setting	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Early Childhood Special Education Setting	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Separate School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Part Time EC/ Part Time ECSE Setting	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education School Age Placement																														
Outside Regular Class less than 21% of day***	9143	82	206	178	226	270	430	340	255	32	2019	644	1015	356	2015	173	52	0	451	342	98	700	274	2090	1275	1486	115	2876	143	
Outside Regular Class 21-60%	3149	23	39	81	49	148	93	215	141	10	799	297	279	262	838	58	38	47	131	87	51	231	77	720	420	302	32	754	38	
Outside Regular Class more than 60%	965	2	1	49	2	97	26	37	27	13	254	134	167	122	423	3	14	28	27	15	6	10	9	112	26	112	18	156	20	
Separate Facility-Private (POS)	40	0	0	1	0	1	1	2	0	1	6	3	1	3	7	0	0	1	0	1	1	2	2	7	1	1	0	2	18	
Separate Facility-Public (SSD Schools)	55	1	1	3	2	4	1	4	3	0	19	4	3	4	11	1	2	2	0	2	3	1	4	15	4	2	2	8	2	
Homebound/Hospital	27	0	0	4	0	0	2	0	3	1	10	1	1	1	3	1	0	0	1	1	1	2	0	6	3	2	1	6	2	
Public Residential Facility (Court Programs)	28	0	0	1	0	2	0	5	4	2	14	4	0	1	5	0	0	0	0	0	1	0	2	3	4	1	0	5	1	
Career Training Program	66	2	2	3	0	22	2	5	3	0	39	2	2	3	7	1	2	1	1	0	1	1	1	8	9	0	0	9	3	
Special Non-Public After School Program (SNAP)	670	11	1	6	7	15	10	20	18	0	88	24	41	13	78	18	10	4	55	61	19	75	43	285	100	111	4	215	4	
Clarifying notes:																														
Satisfaction ratings for Staff																														
Satisfaction ratings for Parents																														

*Data from SSD Student database. **Other includes tuition students and non local students. Technical Education students with an educational disability have been included in their home school district.

Program Definition

Special School District Services for Students with Specific Learning Disabilities (Census Date 12/1/2003)*

2003-2004 School Year	Total St. Louis County	Central Region										North Region				South Region							West Region							
		Brentwood	Clayton	Jennings	Ladue	Normandy	Pattonville	Ritenour	U. City	Wellston	Total Central Region	Ferg/Flor	Hazelwood	Riverview Gardens	Total North Region	Afton	Bayless	Hancock Place	Kirkwood	Lindbergh	Maplewood/ Richmond Hgts	Mehlville	Webster Groves	Total South Region	Parkway	Rockwood	Valley Park	Total West Region	Other**	
Student Information																														
Number of students served in SSD with Specific Learning Disabilities	13451	122	240	358	251	519	502	559	438	59	3048	1062	1400	738	3200	260	112	162	667	458	148	976	379	3162	1755	1973	136	3864	177	
Percent of students served in SSD with Specific Learning Disabilities	100%	1%	2%	3%	2%	4%	4%	4%	3%	0%	23%	8%	10%	5%	24%	2%	1%	1%	5%	3%	1%	7%	3%	24%	13%	15%	1%	29%	1%	
Special Education Early Childhood Placement																														
Home	3	0	0	1	0	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Itinerant Service outside the Home	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Early Childhood Setting	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Early Childhood Special Education Setting	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Separate School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Part Time EC/ Part Time ECSE Setting	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Special Education School Age Placement																														
Outside Regular Class less than 21% of day***	9450	97	208	220	203	281	376	313	255	39	1992	646	985	368	1999	186	55	0	504	370	89	769	297	2270	1371	1552	105	3028	161	
Outside Regular Class 21-60%	2977	23	32	77	46	120	105	201	151	6	761	304	252	241	797	66	39	56	133	77	48	198	64	681	357	328	31	716	22	
Outside Regular Class more than 60%	893	1	0	53	1	109	17	33	23	12	249	99	152	122	373	5	15	28	30	8	8	5	12	111	21	90	26	137	23	
Separate Facility-Private (POS)	33	0	0	1	0	3	1	3	0	2	10	3	3	2	8	1	0	1	0	2	0	0	1	5	1	0	0	1	9	
Separate Facility-Public (SSD Schools)	52	1	0	3	1	3	1	5	3	0	17	2	3	3	8	1	2	2	0	1	2	1	5	14	4	0	1	5	8	
Homebound/Hospital	25	0	0	2	0	2	1	1	3	0	9	5	3	2	10	0	0	0	0	0	1	2	0	3	0	3	0	3	0	
Public Residential Facility (Court Programs)	18	0	0	1	0	0	1	3	3	0	8	3	2	0	5	1	1	0	0	0	0	0	0	2	1	0	0	1	2	
Career Training Program***	57																													
Special Non-Public After School Program (SNAP)***	628																													
Clarifying notes:																														
Satisfaction ratings for Staff																														
Satisfaction ratings for Parents																														

*Data from SSD Student database. **Other includes tuition students and non local students. ***Number of student for Career Training Program and SNAP are not available for individual partner district. They are included in "Outside Regular Class less than

Program Definition

Special School District Services for Students with Specific Learning Disabilities (Census Date 12/1/2004)*

2004-2005 School Year	Total St. Louis County	Central Region										North Region				South Region							West Region				Other**			
		Brentwood	Clayton	Jennings	Ladue	Normandy	Pattonville	Ritenour	U. City	Wellston	Total Central Region	Ferg/Flor	Hazelwood	Riverview Gardens	Total North Region	Affton	Bayless	Hancock Place	Kirkwood	Lindbergh	Maplewood/ Richmond Hgts	Mehlville	Webster Groves	Total South Region	Parkway	Rockwood		Valley Park	Total West Region	
Student Information																														
Number of students served in SSD with Specific Learning Disabilities	12594	105	212	375	249	471	448	523	398	71	2852	987	1314	707	3008	237	96	150	615	408	147	939	356	2948	1637	1891	131	3659	127	
Percent of students served in SSD with Specific Learning Disabilities	100%	1%	2%	3%	2%	4%	4%	4%	3%	1%	23%	8%	10%	6%	24%	2%	1%	1%	5%	3%	1%	7%	3%	23%	13%	15%	1%	29%	1%	
Special Education Early Childhood Placement																														
Home	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Itinerant Service outside the Home	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Early Childhood Setting	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	
Early Childhood Special Education Setting	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	
Separate School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Part Time EC/ Part Time ECSE Setting	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education School Age Placement																														
Outside Regular Class less than 21% of day***	8130	77	179	221	185	230	331	278	211	38	1750	514	868	305	1687	156	40	69	429	279	76	685	258	1992	1170	1384	90	2644	57	
Outside Regular Class 21-60%	2939	15	25	83	52	131	88	186	140	19	739	325	260	296	881	63	35	64	101	70	52	183	52	620	336	313	21	670	29	
Outside Regular Class more than 60%	787	2	5	54	3	88	21	41	25	14	253	93	137	90	320	3	12	15	29	9	4	8	9	89	16	77	15	108	17	
Separate Facility-Private (POS)	22	0	0	0	2	3	0	1	1	0	7	1	1	0	2	0	0	0	1	0	0	0	2	3	0	0	1	1	9	
Separate Facility-Public (SSD Schools)	41	1	1	3	0	3	1	1	4	0	14	2	5	1	8	0	0	0	0	0	0	1	3	4	4	0	0	4	11	
Homebound/Hospital	47	0	0	7	0	3	2	1	3	0	16	19	4	4	27	0	0	0	0	0	2	0	1	3	0	1	0	1	0	
Public Residential Facility (Court Programs)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Career Training Program***	39	1	0	3	0	6	1	2	0	0	13	1	3	3	7	3	2	0	0	3	0	2	0	10	6	3	0	9	0	
Special Non-Public After School Program (SNAP)***	587	9	2	4	7	7	4	13	14	0	60	32	36	8	76	12	7	2	55	47	13	60	31	227	103	113	4	220	4	
Clarifying notes:																														
Satisfaction Results Teacher Survey																														
Satisfaction Results Parent Survey																														

*Data from SSD Student database. **Other includes tuition students and non local students.
 Technical Education students with an educational disability have been included in their home school district.



Learning Disabilities Program Evaluation-- Teacher (Chairperson) Survey



You have received this survey because you have 5 or more students with LD on your caseload. This survey is part of the Learning Disabilities Program Evaluation and is intended to assist the Special School District (SSD) in assessing the instructional supports in place for students with learning disabilities. Please complete the following survey for students with learning disabilities for whom you are the teacher. Please return the survey to Dr. Chialin Hsieh, Program Evaluation at SSD CO by Pony, by **December 23, 2004**. You may contact Ginny Bender, Director with questions at 314.989.8268.

Demographic Information

1. My role is (check all that apply)
 - Cross categorical resource room teacher
 - Self-contained cross categorical classroom teacher in a partner district
 - SSD school teacher
 - Other _____
2. I provide special education services in a collaborative teaching (CT) or class within a class (CWC) model.
 - Yes, Please list _____
 - No
3. I primarily work in
 - Elementary school
 - Middle school
 - High school
4. Please darken the circle of the educational placement of the students with learning disabilities you serve. (check all that apply).
 - <21% of school day outside regular class
 - 21-60% of school day outside regular class
 - >60% of school day outside regular class
 - Public separate facility (SSD School)
5. What is the percentage of students on your caseload with learning disabilities ?
 - less than 25% of students with learning disabilities
 - between 25% to 50% of students with learning disabilities
 - between 51% to 75% of students with learning disabilities
 - more than 75% of students with learning disabilities
6. What is the percentage of time you work with students with learning disabilities?
 - less than 25%
 - 25% - 50%
 - 51% - 75%
 - more than 75%
7. I have
 - Bachelor's degree
 - Bachelor's degree + courses
 - Master's degree
 - Master's degree + courses
 - Doctorate
8. The number of years I have worked in an educational setting is
 - less than 3 years
 - 3-5 years
 - 6-10 years
 - 11-15 years
 - 16-25 years
 - 26-35 years
9. The number of years I have worked in the special education area is
 - less than 3 years
 - 3-5 years
 - 6-10 years
 - 11-15 years
 - 16-25 years
 - 26-35 years
10. The number of years I have worked at Special School District is
 - less than 3 years
 - 3-5 years
 - 6-10 years
 - 11-15 years
 - 16-25 years
 - 26-35 years





Learning Disabilities Program Evaluation--Teacher (Chairperson) Survey



11. I have certification(s) or license(s) in (check all that apply)

- | | |
|--|--|
| <input type="radio"/> Elementary Education--Early Childhood (B-3)
<input type="radio"/> Middle School (Subject: _____)
<input type="radio"/> Sp Ed--Early Childhood Special Education
<input type="radio"/> Sp Ed--Mild/Moderate: Learning Disabled
<input type="radio"/> Sp Ed--Mild/Moderate: Cross Categorical
<input type="radio"/> Sp Ed--Severely Developmentally Disordered
<input type="radio"/> Sp Ed--Blind/Partially Sighted
<input type="radio"/> School Counselor (K-8)
<input type="radio"/> School Counselor (K-12)
<input type="radio"/> School Psychologist (K-12) | <input type="radio"/> Elementary Education--1-6
<input type="radio"/> Secondary Education (Subject(s): _____)
<input type="radio"/> Sp Ed--Mild/Moderate: BD/ED
<input type="radio"/> Sp Ed--Mild/Moderate: Mentally Handicapped
<input type="radio"/> Sp Ed--Mild/Moderate: Physical & OI
<input type="radio"/> Sp Ed--Speech/Language Specialist
<input type="radio"/> Sp Ed--Deaf/Hearing Impaired
<input type="radio"/> School Counselor (7-12)
<input type="radio"/> School Psychological Examiner (K-12)
<input type="radio"/> Other, Specify _____ |
|--|--|

12. I work in

- | | |
|---|---|
| <input type="radio"/> Affton
<input type="radio"/> Brentwood
<input type="radio"/> Ferguson-Florissant
<input type="radio"/> Hazelwood
<input type="radio"/> Kirkwood
<input type="radio"/> Lindbergh
<input type="radio"/> Mehlville
<input type="radio"/> Parkway
<input type="radio"/> Ritenour
<input type="radio"/> Rockwood
<input type="radio"/> Valley Park
<input type="radio"/> Wellston
<input type="radio"/> Technical Education School | <input type="radio"/> Bayless
<input type="radio"/> Clayton
<input type="radio"/> Hancock Place
<input type="radio"/> Jennings
<input type="radio"/> Ladue
<input type="radio"/> Maplewood Richmond Heights
<input type="radio"/> Normandy
<input type="radio"/> Pattonville
<input type="radio"/> Riverview Gardens
<input type="radio"/> University City
<input type="radio"/> Webster Groves
<input type="radio"/> Special Education School |
|---|---|

=====

To what degree are you currently implementing the following skills in your classroom for students with learning disabilities. If you do not have the opportunities to implement the following skills, please darken the "NA" for not applicable.

Student Behavior

Response Definition: N=Not at all L=Limited M=Moderate O=Often A=Always NA=Not applicable

	N	L	M	O	A	NA
13. Establish universal classroom structures and supports to promote student behavior conducive to learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Apply behavior principles to classroom structures and management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Facilitate the development of a functional assessment and behavior intervention plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Facilitate the implementation of individual behavior intervention plans and regularly evaluate student progress, adjusting instruction as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Utilize assessment strategies to analyze and determine the social and emotional needs of students within the context of collaborative teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Learning Disabilities Program Evaluation--Teacher (Chairperson) Survey



Response Definition: N=Not at all L=Limited M=Moderate O=Often A=Always NA=Not applicable

	N	L	M	O	A	NA
18. Monitor the student's social and emotional development and select strategies to teach social skills (interpersonal, affective and coping skills), within the context of collaborative teams.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Promote generalization and maintenance of self-discipline, self-regulation and self-control through instruction and creation of support systems.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Collaboratively analyze student performance and teacher behavior to determine improvement needs. .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Study effective practices and implement research based strategies to improve student social and emotional needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Quality Instruction

	N	L	M	O	A	NA
22. Assess student abilities and analyze data to make instructional decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Provide systematic instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Plan lessons (within the district's curriculum frameworks) that have observable and measurable student outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Demonstrate techniques to promote maximum student involvement/engagement.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Provide specialized instruction to access district curriculum based on student abilities and needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Provide systematic feedback to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Implement specific assistive technology to meet the needs of students on caseload.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Support students through generalization and maintenance of acquired skills in collaboration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Interpret data from district assessments to determine student needs within the context of collaborative teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Select strategies to increase student achievement based on analysis of student needs within the context of collaborative teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Integrate technology into the learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Provide and evaluate instruction for student achievement within the context of collaborative teams. ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Plan lessons that reflect cultural and ethnic diversity.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Independently pursue additional knowledge and skills to enhance instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Demonstrate expertise in effective practices and collaboratively share instructional practices and data with colleagues to improve own instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Develop innovative strategies and instruction to meet the needs of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Evaluate and change own practices based on student data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Performance/Literacy

	N	L	M	O	A	NA
39. Identify the components of balanced literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Ensures student schedules reflect all of the components of balanced literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Assess student abilities and select research based strategies to meet specific student needs and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Differentiate instruction to meet the needs of students in a variety of collaborative settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Develop effective student data keeping systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Collaboratively analyze student performance.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Study best practices and implement research based strategies to improve student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Learning Disabilities Program Evaluation--Teacher (Chairperson) Survey



Professional Growth

Response Definition: N=Not at all L=Limited M=Moderate O=Often A=Always NA=Not applicable

	N	L	M	O	A	NA
46. Examine current teaching practices to support district goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Engage in collaborative planning and reflection throughout all instructional areas including assessment, intervention and evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Participate in reflective practices aimed at implementing effective practices in the educational setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Provide leadership in collaborative projects with partner district to improve student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Share collaborative work with colleagues to solicit reflective feedback and professional growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Offer support to new staff in the acquisition of needed skills through a variety of collaborative efforts including mentoring, coaching and modeling.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Effective supports or resources for your students with learning disabilities

52. Please list 3 effective supports or resources that you use for students with learning disabilities.

Additional supports you need that are essential for your students with learning disabilities

53. Please list 3 additional supports you need that are essential to your students with learning disabilities.

LD Service Description

54. I am the only instructor for my students with LD in the following core content area(s) (check all that apply)

- | | | | |
|--------------------------------------|-----------------------------------|----------------------------|-------------------------------|
| <input type="radio"/> Language Arts | <input type="radio"/> Reading | <input type="radio"/> Math | <input type="radio"/> Science |
| <input type="radio"/> Social Studies | <input type="radio"/> Other _____ | <input type="radio"/> None | |

Reading

55. I provide direct reading instruction to students with LD.

- Yes, # of students ____ No, go to item 60

56. If yes, average # of minutes per student per week in reading?

- <80 min/std/wk 80-149 150-249 250-350

57. I use the following instructional materials and/or curriculum. (Check all that apply)

- Teacher made Commercial Partner district Other _____

58. Please describe what materials, methods or strategies are used to help students in reading (i.e., SPIRE).

59. In what setting is the instruction provided? (check all that apply)

- Individually (SES) Small group (SES) CT or CWC Other _____





Learning Disabilities Program Evaluation--Teacher (Chairperson) Survey



Writing

60. I provide direct writing instruction to students with LD.

- Yes, # of students ____ No, go to item 65

61. If yes, average # of minutes per student per week in writing?

- <80 min/std/wk 80-149 150-249 250-350

62. I use the following instructional materials and/or curriculum. (Check all that apply)

- Teacher made Commercial Partner district Other _____

63. Please describe what materials, methods or strategies are used to help students in writing (i.e., KU Writing Strategies)

64. In what setting is the instruction provided? (check all that apply)

- Individually (SES) Small group (SES) CT or CWC Other _____

Math

65. I provide direct math instruction to students with LD.

- Yes, # of students ____ No, go to item 70

66. If yes, average # of minutes per student per week in math?

- <80 min/std/wk 80-149 150-249 250-350

67. I use the following instructional materials and/or curriculum. (Check all that apply)

- Teacher made Commercial Partner district Other _____

68. Please describe what materials, methods or strategies are used to help students in math (i.e., Touch Math).

69. In what setting is the instruction provided? (check all that apply).

- Individually (SES) Small group (SES) CT or CWC Other _____

Self Management Skills/Study Skills/Learning Strategies

70. I provide direct self management skills/study skills/learning strategies instruction to students with LD.

- Yes, # of students ____ No, go to item 75

71. If yes, average # of minutes per student per week in self management skills/study skills/learning strategies?

- <80 min/std/wk 80-149 150-249 250-350

72. I use the following instructional materials and/or curriculum. (Check all that apply)

- Teacher made Commercial Partner district Other _____

73. Please describe what materials, methods or strategies are used to help students in self management skills/study skills/learning strategies (i.e., Skills for School Success).

74. In what setting is the instruction provided? (check all that apply).

- Individually (SES) Small group (SES) CT or CWC Other _____

Social Skills

75. I provide direct social skills instruction to students with LD.

- Yes, # of students ____ No, go to item 80





Learning Disabilities Program Evaluation--Teacher (Chairperson) Survey



76. If yes, average # of minutes per student per week in social skills?

- <80 min/std/wk
 80-149
 150-249
 250-350

77. I use the following instructional materials and/or curriculum. (Check all that apply)

- Teacher made
 Commercial
 Partner district
 Other _____

78. Please describe what materials, methods or strategies are used to help students in social skills.

79. In what setting is the instruction provided? (check all that apply).

- Individually (SES)
 Small group (SES)
 CT or CWC
 Other _____

Self-advocacy Skills

80. I provide direct self-advocacy skills instruction to students with LD.

- Yes, # of students ____
 No, go to item 85

81. If yes, average # of minutes per student per week in self-advocacy skills?

- <80 min/std/wk
 80-149
 150-249
 250-350

82. I use the following instructional materials and/or curriculum. (Check all that apply)

- Teacher made
 Commercial
 Partner district
 Other _____

83. Please describe what materials, methods or strategies are used to help students in self-advocacy skills (i.e., KU Strategies).

84. In what setting is the instruction provided? (check all that apply).

- Individually (SES)
 Small group (SES)
 CT or CWC
 Other _____

Assessment

85. I utilize the following methods of assessment for my students with learning disabilities (check all that apply).

- IEP goal(s)/Benchmark
 Classroom grade
 Daily work
 District standardize test(s)
 MAP
 Other _____

86. I use student assessment results to change my instruction in the following ways. Please describe.

Transition (Secondary school only)

87. I facilitate transition activities for my students with LD through the IEP process.

- Yes
 No

88. I provide direct instruction in transition skills to students with LD.

- Yes
 No

89. If yes, what form? (check all that apply)

- embedded in the curriculum
 separate topic
 Other _____

90. Please describe what materials, methods or strategies are used to help students in transition.



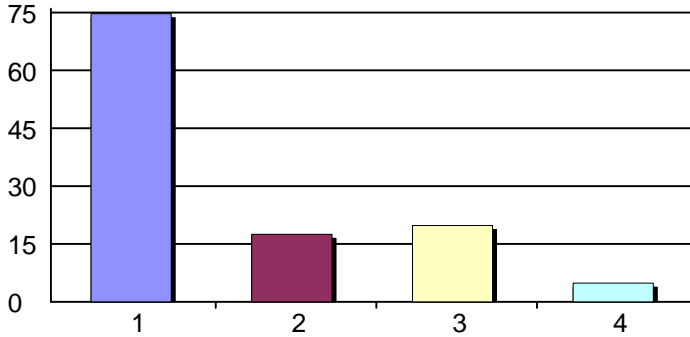
Learning Disabilities Teacher Survey

Creation Date: 2/25/2005

Time Interval: 12/14/2004 to 1/19/2005

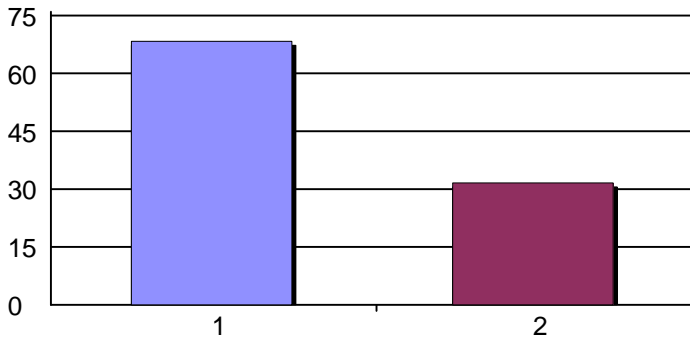
Total Respondents: ~~171~~
554

1. My role is (check all that apply)



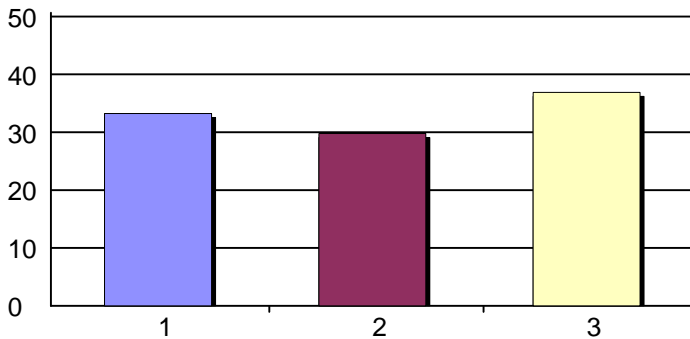
1. Cross categorical resource...	414	75 %
2. Self-contained cross...	97	18 %
3. SSD school teacher	110	20 %
4. Other	27	5 %
Total Responses:	554	

2. I provide special education services in a collaborative teaching (CT) or class within a class (CWC) model.



1. Yes, Please list _____	367	68 %
2. No	170	32 %
Total Responses:	537	

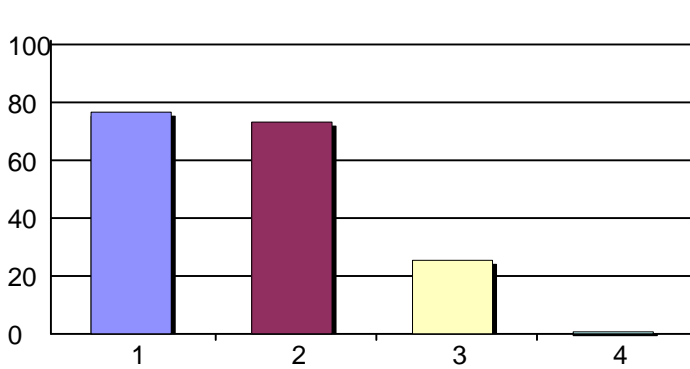
3. I primarily work in



1. Elementary school	183	33 %
2. Middle school	164	30 %
3. High school	203	37 %
Total Responses:	550	

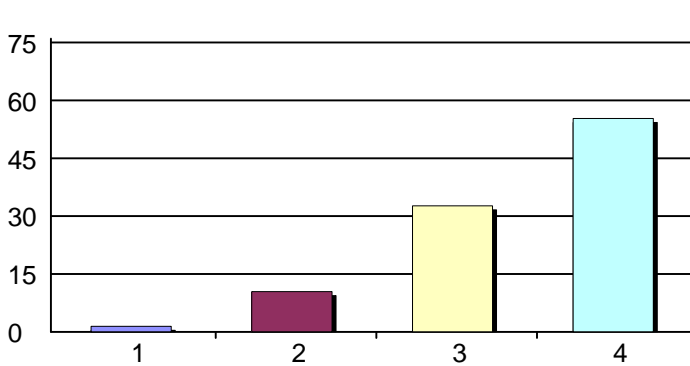
Learning Disabilities Teacher Survey

4. Please darken the circle of the educational placement of the students with learning disabilities you serve. (check all that apply).



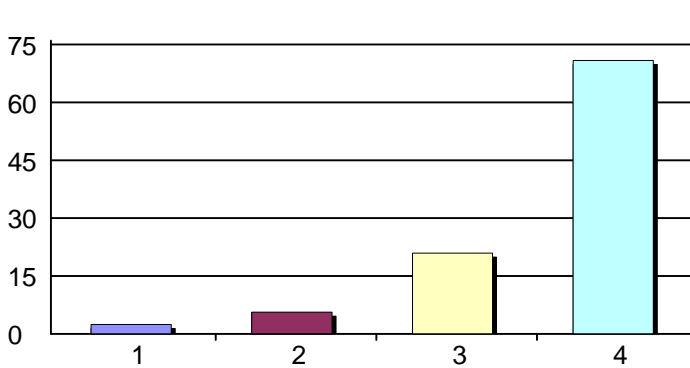
1.	<21% of school day outside...	418	77 %
2.	21-60% of school day...	399	73 %
3.	>60% of school day outside...	139	26 %
4.	Public separate facility...	4	1 %
Total Responses:		545	

5. What is the percentage of students on your caseload with learning disabilities ?



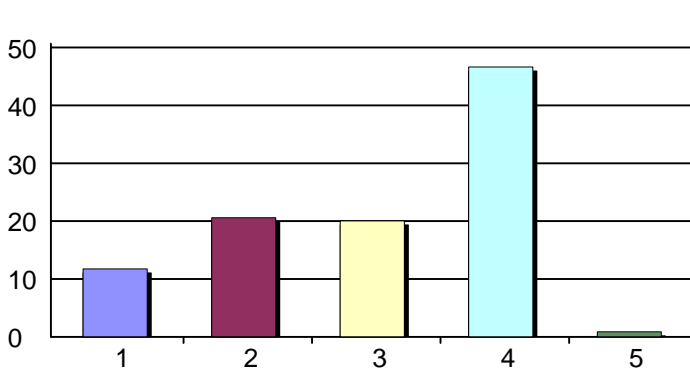
1.	less than 25% of students...	8	1 %
2.	between 25% to 50% of...	56	10 %
3.	between 51% to 75% of...	175	33 %
4.	more than 75% of students...	296	55 %
Total Responses:		535	
Mean: 3.42		Standard Deviation: 0.74	

6. What is the percentage of time you work with students with learning disabilities?



1.	less than 25%	13	2 %
2.	25% - 50%	30	6 %
3.	51% - 75%	111	21 %
4.	more than 75%	375	71 %
Total Responses:		529	
Mean: 3.6		Standard Deviation: 0.71	

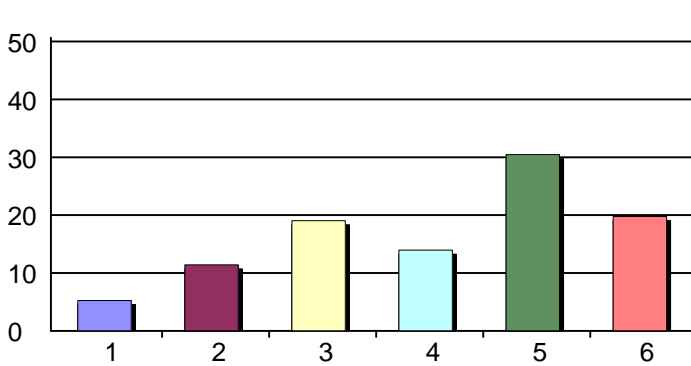
7. I have



1.	Bachelor's degree	65	12 %
2.	Bachelor's degree + courses	114	21 %
3.	Master's degree	111	20 %
4.	Master's degree + courses	258	47 %
5.	Doctorate	5	1 %
Total Responses:		553	
Mean: 3.04		Standard Deviation: 1.09	

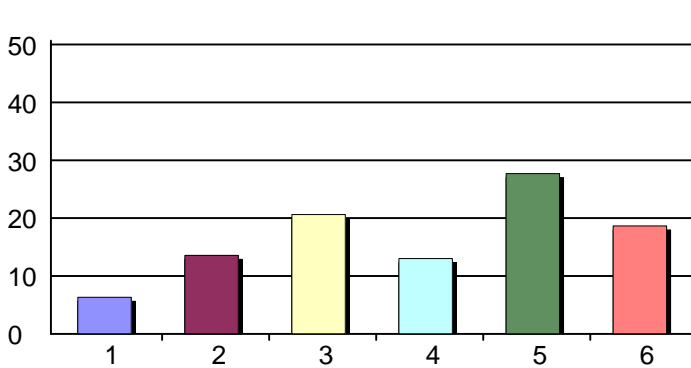
Learning Disabilities Teacher Survey

8. The number of years I have worked in an educational setting is



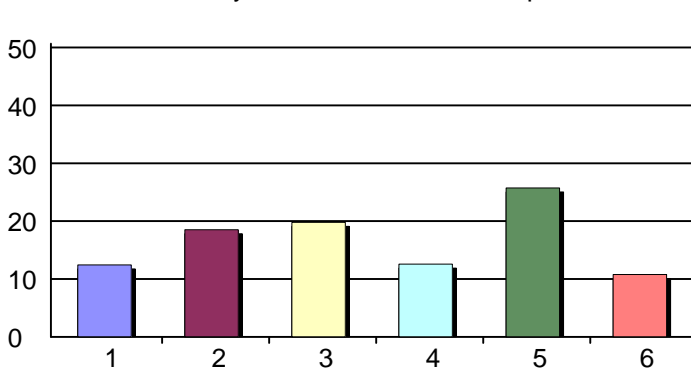
1. less than 3 years	29	5 %
2. 3-5 years	63	11 %
3. 6-10 years	105	19 %
4. 11-15 years	77	14 %
5. 16-25 years	168	30 %
6. 26-35 years	109	20 %
Total Responses:	551	

9. The number of years I have worked in the special education area is



1. less than 3 years	35	6 %
2. 3-5 years	75	14 %
3. 6-10 years	114	21 %
4. 11-15 years	72	13 %
5. 16-25 years	153	28 %
6. 26-35 years	103	19 %
Total Responses:	552	

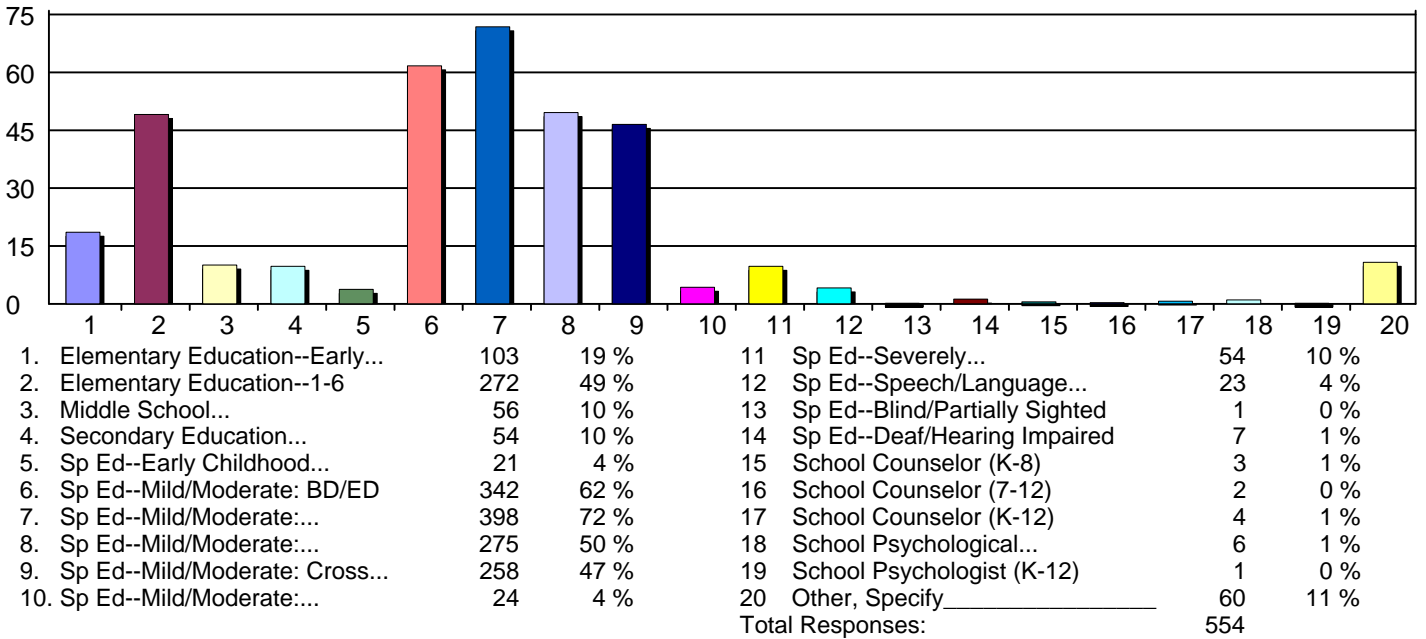
10. The number of years I have worked at Special School District is



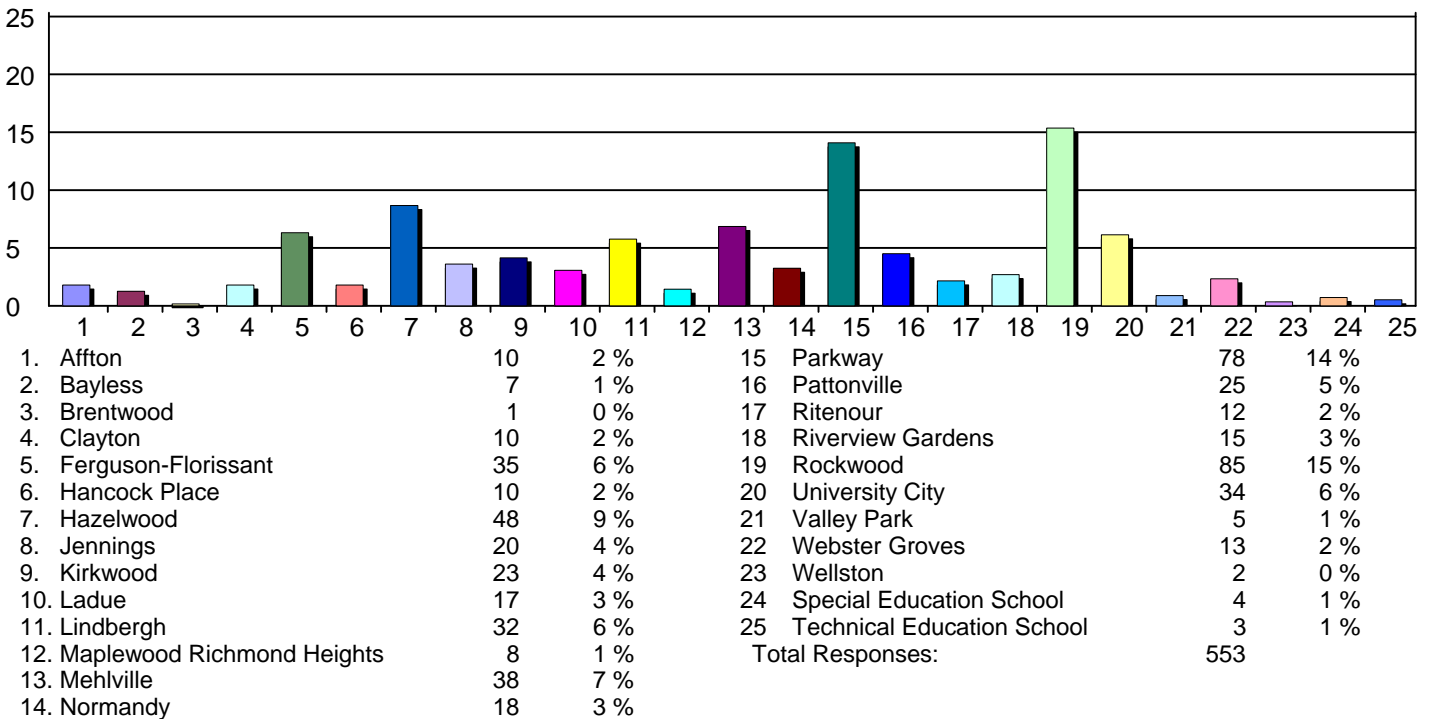
1. less than 3 years	69	12 %
2. 3-5 years	103	19 %
3. 6-10 years	110	20 %
4. 11-15 years	70	13 %
5. 16-25 years	143	26 %
6. 26-35 years	60	11 %
Total Responses:	555	

Learning Disabilities Teacher Survey

11. I have certification(s) or license(s) in (check all that apply)

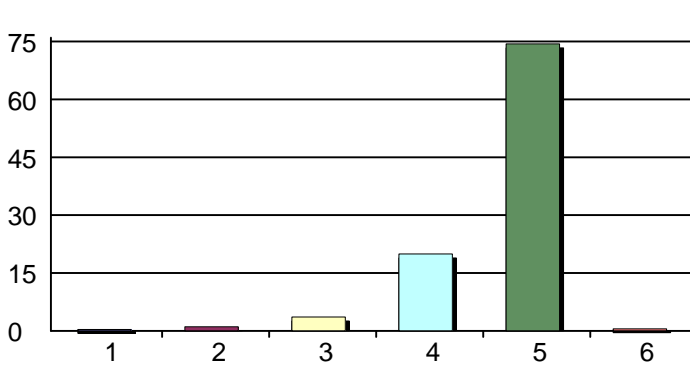


12. I work in



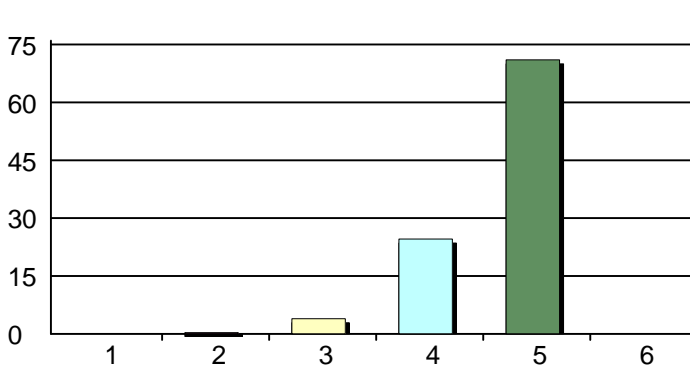
Learning Disabilities Teacher Survey

13. Establish universal classroom structures and supports to promote student behavior conducive to learning.



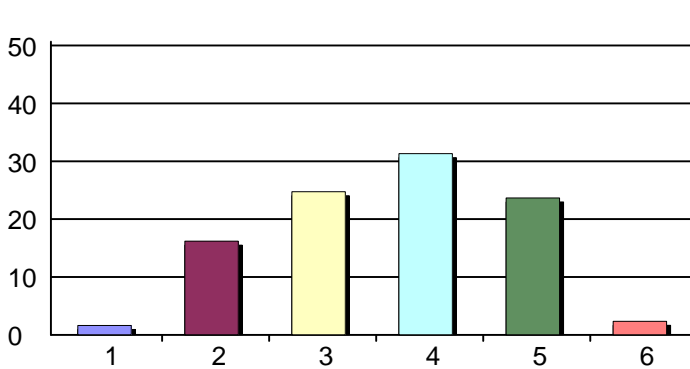
1. Not at all	2	0%
2. Limited	6	1%
3. Moderate	20	4%
4. Often	110	20%
5. Always	410	74%
6. Not applicable	3	1%
Total Responses:	551	
Mean: 4.68	Standard Deviation: 0.63	

14. Apply behavior principles to classroom structures and management.



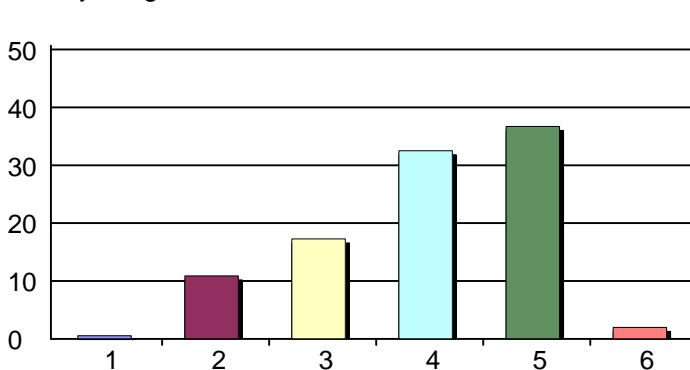
1. Not at all	0	0%
2. Limited	2	0%
3. Moderate	22	4%
4. Often	136	25%
5. Always	393	71%
6. Not applicable	0	0%
Total Responses:	553	
Mean: 4.66	Standard Deviation: 0.57	

15. Facilitate the development of a functional assessment and behavior intervention plan.



1. Not at all	9	2%
2. Limited	89	16%
3. Moderate	136	25%
4. Often	172	31%
5. Always	130	24%
6. Not applicable	13	2%
Total Responses:	549	
Mean: 3.61	Standard Deviation: 1.08	

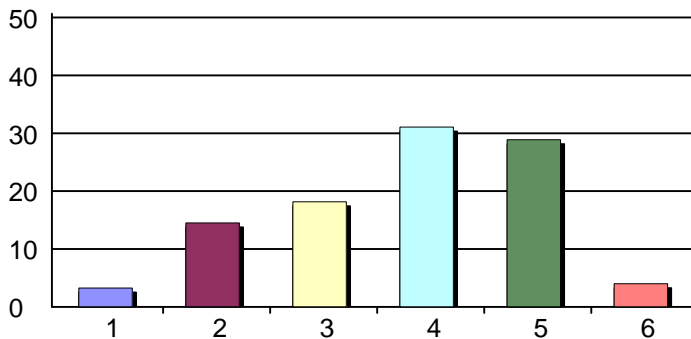
16. Facilitate the implementation of individual behavior intervention plans and regularly evaluate student progress, adjusting instruction as needed.



1. Not at all	3	1%
2. Limited	60	11%
3. Moderate	95	17%
4. Often	179	33%
5. Always	202	37%
6. Not applicable	11	2%
Total Responses:	550	
Mean: 3.96	Standard Deviation: 1.02	

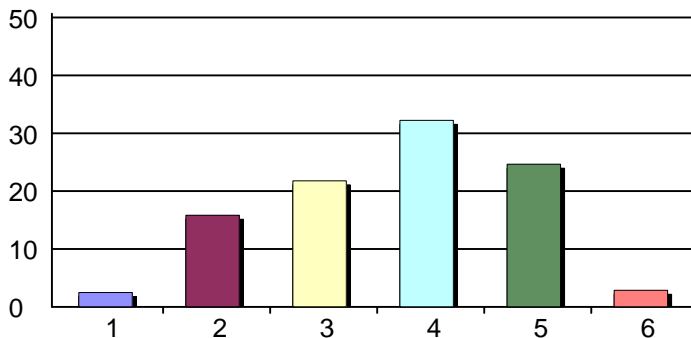
Learning Disabilities Teacher Survey

17. Utilize assessment strategies to analyze and determine the social and emotional needs of students within the context of collaborative teams.



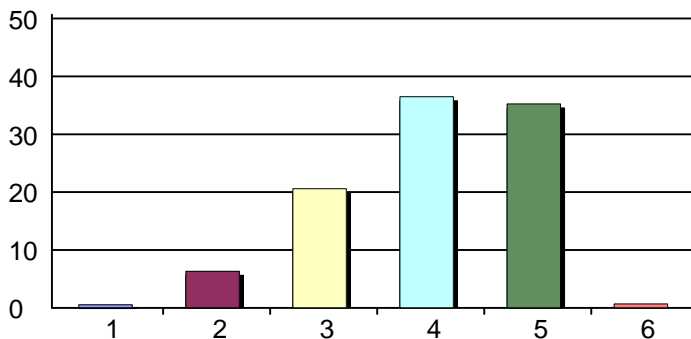
1. Not at all	18	3 %
2. Limited	80	15 %
3. Moderate	100	18 %
4. Often	171	31 %
5. Always	159	29 %
6. Not applicable	22	4 %
Total Responses:	550	
Mean: 3.71	Standard Deviation: 1.15	

18. Monitor the student's social and emotional development and select strategies to teach social skills (interpersonal, affective and coping skills), within the context of collaborative teams.



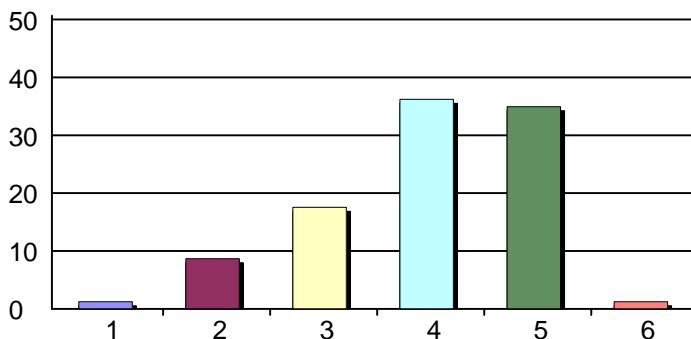
1. Not at all	14	3 %
2. Limited	88	16 %
3. Moderate	121	22 %
4. Often	179	32 %
5. Always	137	25 %
6. Not applicable	16	3 %
Total Responses:	555	
Mean: 3.63	Standard Deviation: 1.11	

19. Promote generalization and maintenance of self-discipline, self-regulation and self-control through instruction and creation of support systems.



1. Not at all	3	1 %
2. Limited	35	6 %
3. Moderate	114	21 %
4. Often	202	37 %
5. Always	195	35 %
6. Not applicable	4	1 %
Total Responses:	553	
Mean: 4	Standard Deviation: 0.93	

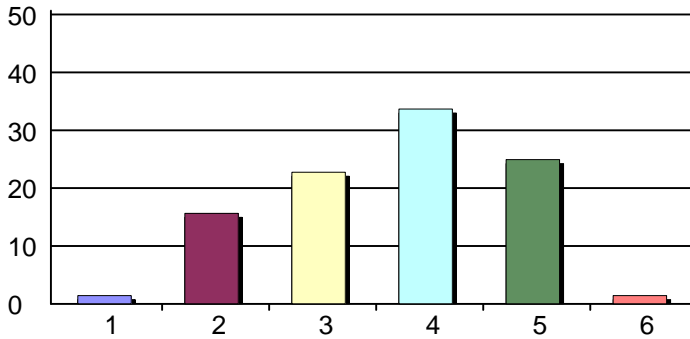
20. Collaboratively analyze student performance and teacher behavior to determine improvement needs.



1. Not at all	7	1 %
2. Limited	48	9 %
3. Moderate	97	18 %
4. Often	200	36 %
5. Always	193	35 %
6. Not applicable	7	1 %
Total Responses:	552	
Mean: 3.96	Standard Deviation: 1	

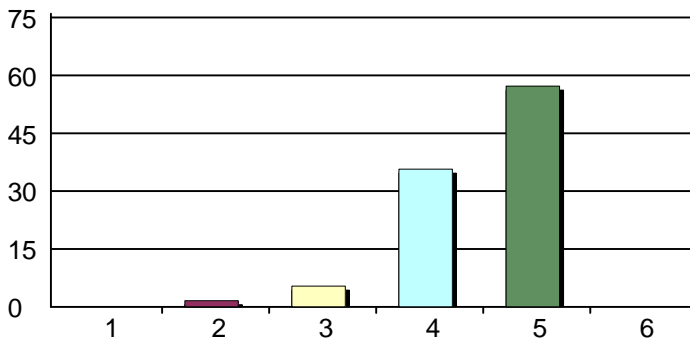
Learning Disabilities Teacher Survey

21. Study effective practices and implement research based strategies to improve student social and emotional needs.



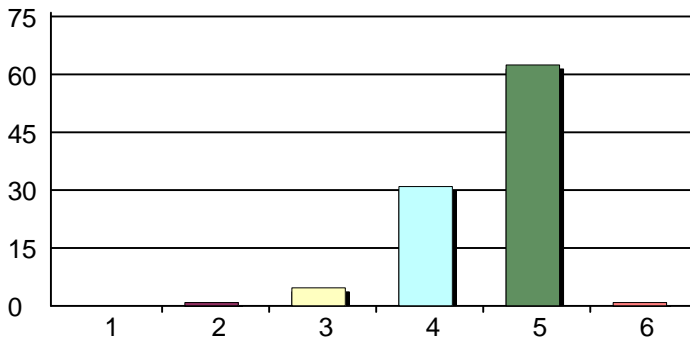
1. Not at all	8	1 %
2. Limited	86	16 %
3. Moderate	125	23 %
4. Often	185	34 %
5. Always	137	25 %
6. Not applicable	8	1 %
Total Responses:	549	
Mean: 3.66	Standard Deviation: 1.07	

22. Assess student abilities and analyze data to make instructional decisions.



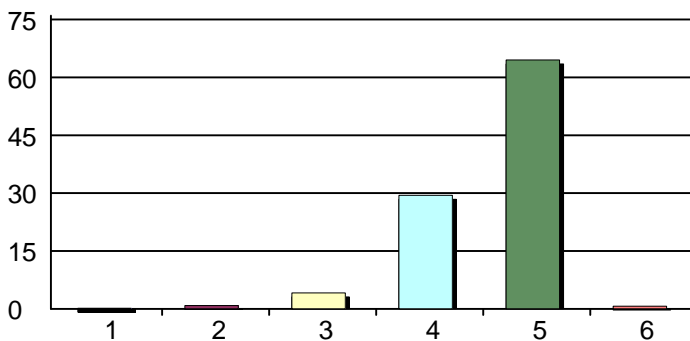
1. Not at all	0	0 %
2. Limited	9	2 %
3. Moderate	30	5 %
4. Often	198	36 %
5. Always	317	57 %
6. Not applicable	0	0 %
Total Responses:	554	
Mean: 4.49	Standard Deviation: 0.68	

23. Provide systematic instruction.



1. Not at all	0	0 %
2. Limited	5	1 %
3. Moderate	26	5 %
4. Often	171	31 %
5. Always	345	62 %
6. Not applicable	5	1 %
Total Responses:	552	
Mean: 4.56	Standard Deviation: 0.63	

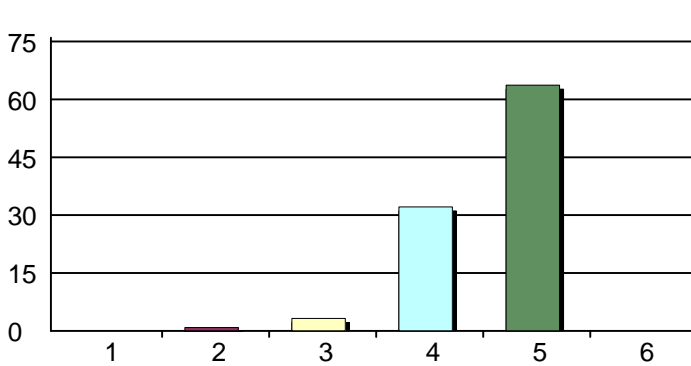
24. Plan lessons (within the district's curriculum frameworks) that have observable and measurable student outcomes.



1. Not at all	1	0 %
2. Limited	5	1 %
3. Moderate	23	4 %
4. Often	163	29 %
5. Always	357	65 %
6. Not applicable	4	1 %
Total Responses:	553	
Mean: 4.58	Standard Deviation: 0.64	

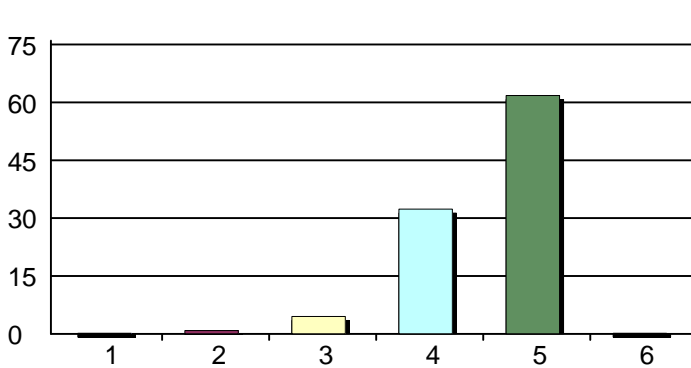
Learning Disabilities Teacher Survey

25. Demonstrate techniques to promote maximum student involvement/engagement.



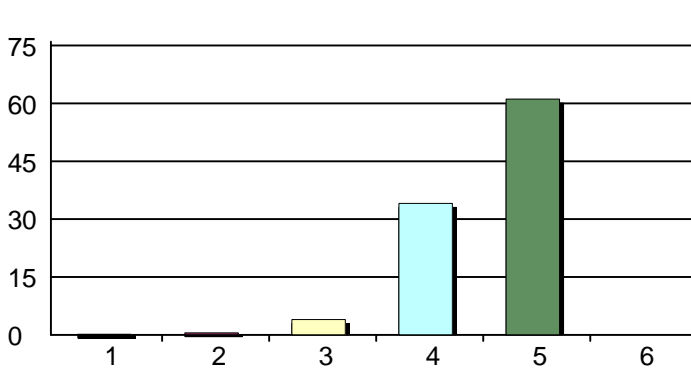
1. Not at all	0	0%
2. Limited	5	1%
3. Moderate	18	3%
4. Often	178	32%
5. Always	353	64%
6. Not applicable	0	0%
Total Responses:	554	
Mean: 4.59	Standard Deviation: 0.6	

26. Provide specialized instruction to access district curriculum based on student abilities and needs.



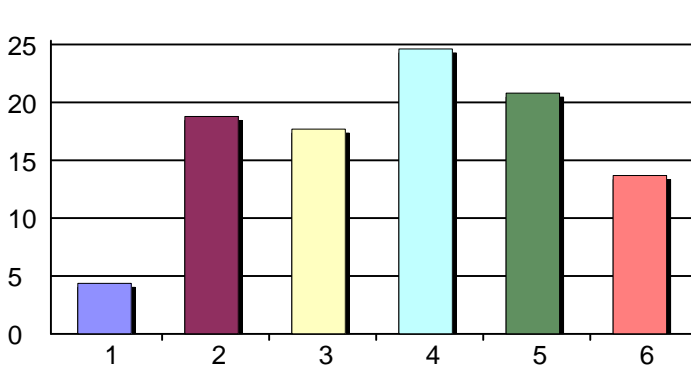
1. Not at all	1	0%
2. Limited	5	1%
3. Moderate	25	5%
4. Often	179	32%
5. Always	342	62%
6. Not applicable	1	0%
Total Responses:	553	
Mean: 4.55	Standard Deviation: 0.64	

27. Provide systematic feedback to students.



1. Not at all	1	0%
2. Limited	3	1%
3. Moderate	22	4%
4. Often	187	34%
5. Always	335	61%
6. Not applicable	0	0%
Total Responses:	548	
Mean: 4.55	Standard Deviation: 0.62	

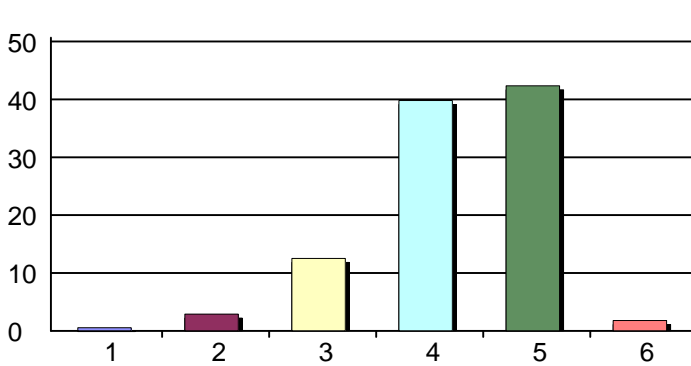
28. Implement specific assistive technology to meet the needs of students on caseload.



1. Not at all	24	4%
2. Limited	103	19%
3. Moderate	97	18%
4. Often	135	25%
5. Always	114	21%
6. Not applicable	75	14%
Total Responses:	548	
Mean: 3.45	Standard Deviation: 1.21	

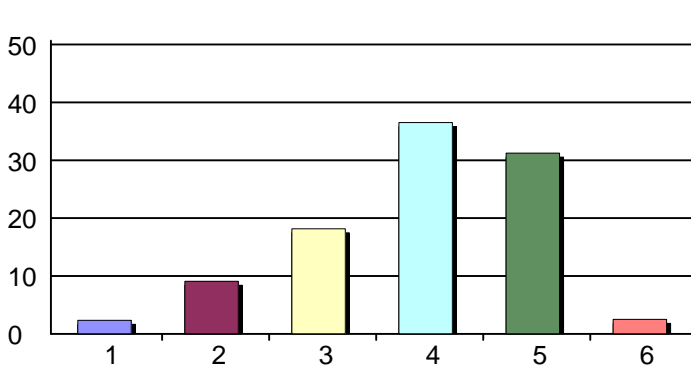
Learning Disabilities Teacher Survey

29. Support students through generalization and maintenance of acquired skills in collaboration.



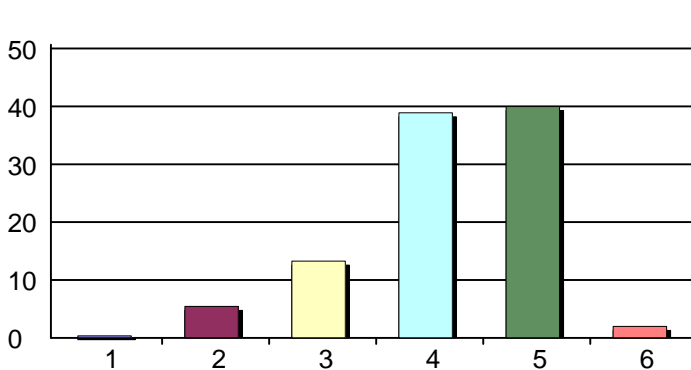
1. Not at all	3	1 %
2. Limited	16	3 %
3. Moderate	69	13 %
4. Often	219	40 %
5. Always	233	42 %
6. Not applicable	10	2 %
Total Responses:	550	
Mean: 4.23	Standard Deviation: 0.82	

30. Interpret data from district assessments to determine student needs within the context of collaborative teams.



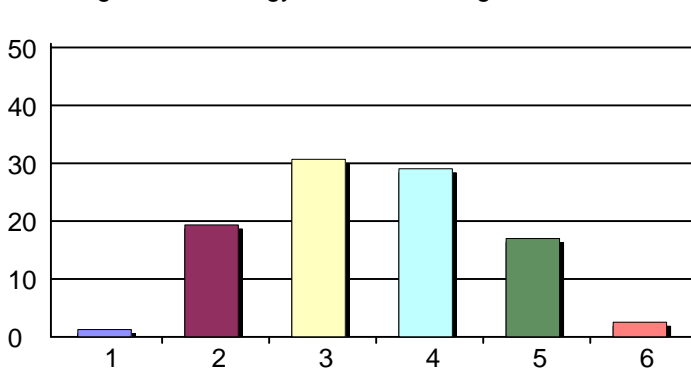
1. Not at all	13	2 %
2. Limited	50	9 %
3. Moderate	100	18 %
4. Often	201	37 %
5. Always	172	31 %
6. Not applicable	14	3 %
Total Responses:	550	
Mean: 3.88	Standard Deviation: 1.04	

31. Select strategies to increase student achievement based on analysis of student needs within the context of collaborative teams.



1. Not at all	2	0 %
2. Limited	30	5 %
3. Moderate	73	13 %
4. Often	214	39 %
5. Always	220	40 %
6. Not applicable	11	2 %
Total Responses:	550	
Mean: 4.15	Standard Deviation: 0.88	

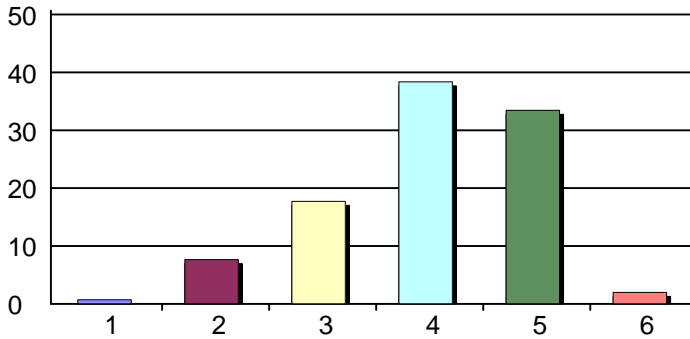
32. Integrate technology into the learning environment.



1. Not at all	7	1 %
2. Limited	106	19 %
3. Moderate	168	31 %
4. Often	159	29 %
5. Always	93	17 %
6. Not applicable	14	3 %
Total Responses:	547	
Mean: 3.42	Standard Deviation: 1.04	

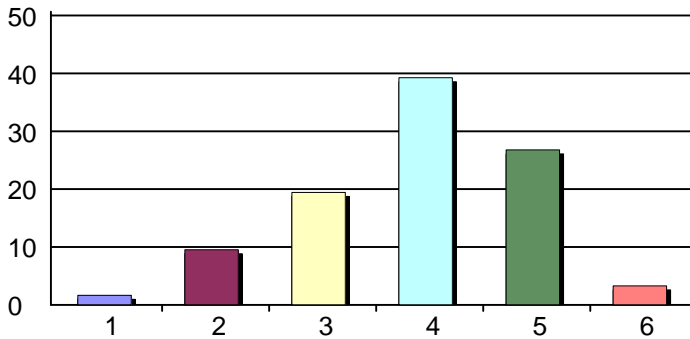
Learning Disabilities Teacher Survey

33. Provide and evaluate instruction for student achievement within the context of collaborative teams.



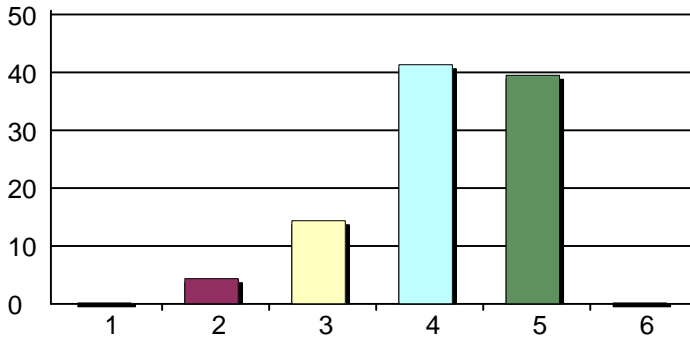
1. Not at all	4	1 %
2. Limited	42	8 %
3. Moderate	97	18 %
4. Often	210	38 %
5. Always	183	33 %
6. Not applicable	11	2 %
Total Responses:	547	
Mean:	3.98	Standard Deviation: 0.95

34. Plan lessons that reflect cultural and ethnic diversity.



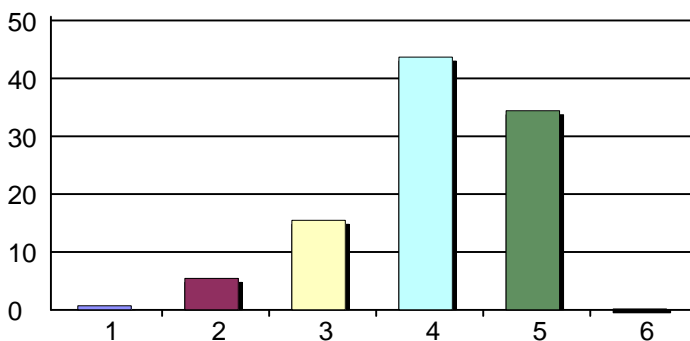
1. Not at all	9	2 %
2. Limited	52	10 %
3. Moderate	106	19 %
4. Often	214	39 %
5. Always	146	27 %
6. Not applicable	18	3 %
Total Responses:	545	
Mean:	3.83	Standard Deviation: 1

35. Independently pursue additional knowledge and skills to enhance instructional practices.



1. Not at all	1	0 %
2. Limited	24	4 %
3. Moderate	79	14 %
4. Often	227	41 %
5. Always	217	40 %
6. Not applicable	1	0 %
Total Responses:	549	
Mean:	4.16	Standard Deviation: 0.84

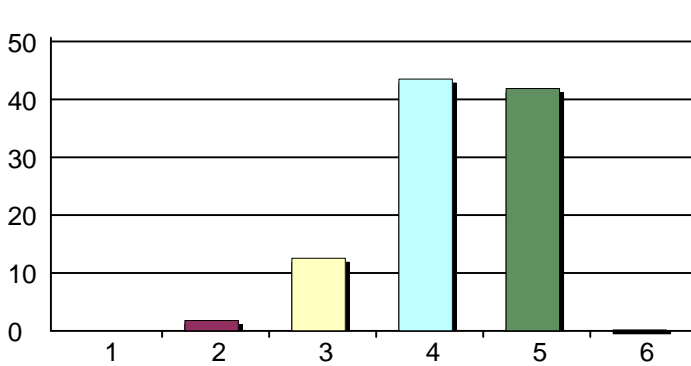
36. Demonstrate expertise in effective practices and collaboratively share instructional practices and data with colleagues to improve own instruction



1. Not at all	4	1 %
2. Limited	30	5 %
3. Moderate	85	15 %
4. Often	240	44 %
5. Always	189	34 %
6. Not applicable	1	0 %
Total Responses:	549	
Mean:	4.06	Standard Deviation: 0.88

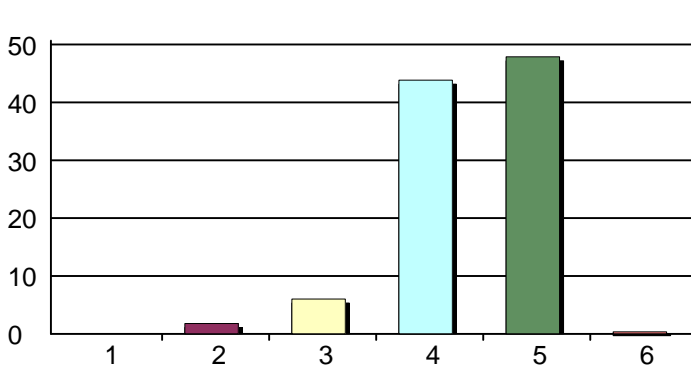
Learning Disabilities Teacher Survey

37. Develop innovative strategies and instruction to meet the needs of students.



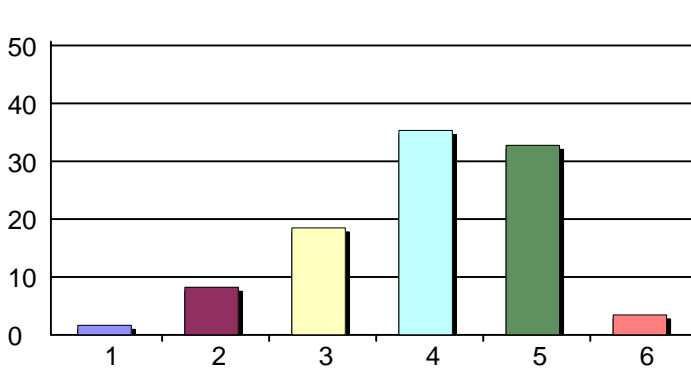
1. Not at all	0	0 %
2. Limited	10	2 %
3. Moderate	69	13 %
4. Often	239	44 %
5. Always	230	42 %
6. Not applicable	1	0 %
Total Responses:	549	
Mean: 4.26	Standard Deviation: 0.74	

38. Evaluate and change own practices based on student data.



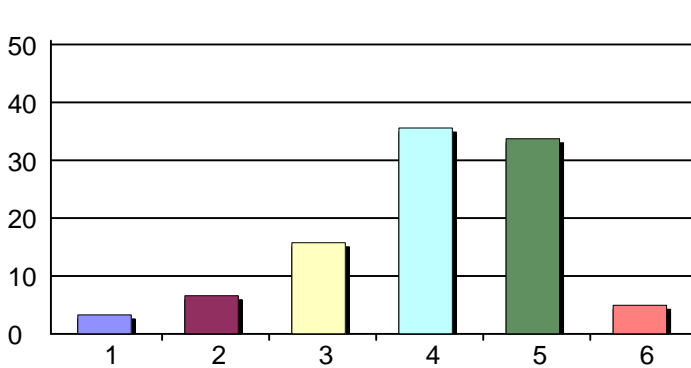
1. Not at all	0	0 %
2. Limited	10	2 %
3. Moderate	33	6 %
4. Often	240	44 %
5. Always	262	48 %
6. Not applicable	2	0 %
Total Responses:	547	
Mean: 4.38	Standard Deviation: 0.68	

39. Identify the components of balanced literacy.



1. Not at all	9	2 %
2. Limited	45	8 %
3. Moderate	101	18 %
4. Often	193	35 %
5. Always	179	33 %
6. Not applicable	19	3 %
Total Responses:	546	
Mean: 3.93	Standard Deviation: 1.01	

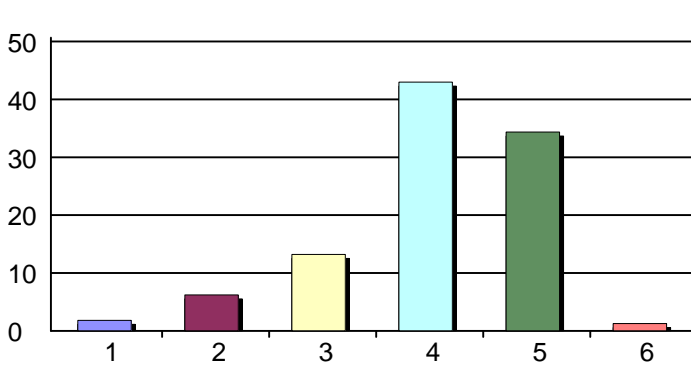
40. Ensures student schedules reflect all of the components of balanced literacy.



1. Not at all	18	3 %
2. Limited	36	7 %
3. Moderate	86	16 %
4. Often	194	36 %
5. Always	184	34 %
6. Not applicable	27	5 %
Total Responses:	545	
Mean: 3.95	Standard Deviation: 1.05	

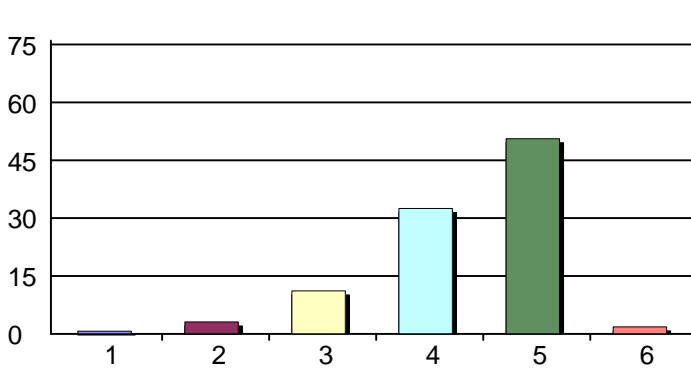
Learning Disabilities Teacher Survey

41. Assess student abilities and select research based strategies to meet specific student needs and interests.



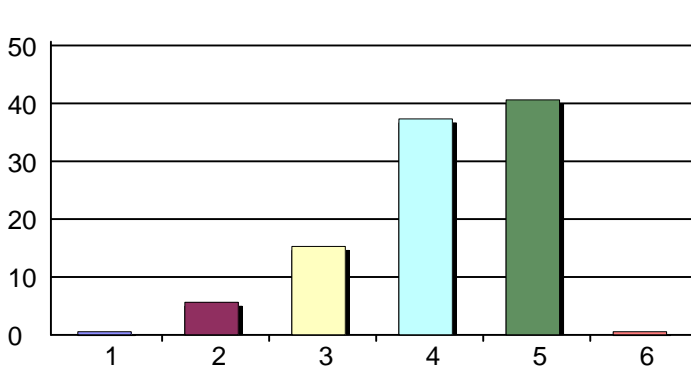
1. Not at all	10	2 %
2. Limited	34	6 %
3. Moderate	72	13 %
4. Often	234	43 %
5. Always	187	34 %
6. Not applicable	7	1 %
Total Responses:	544	
Mean: 4.03	Standard Deviation: 0.95	

42. Differentiate instruction to meet the needs of students in a variety of collaborative settings.



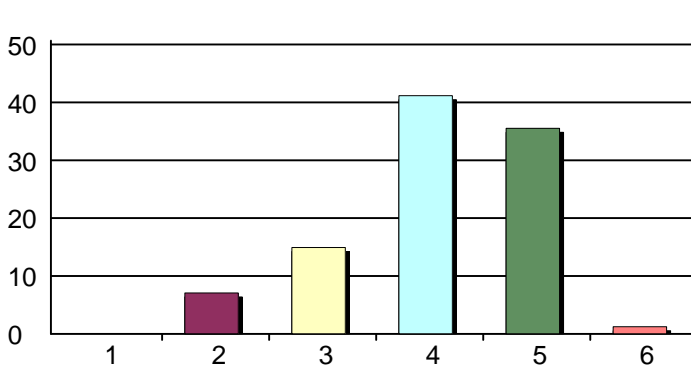
1. Not at all	4	1 %
2. Limited	17	3 %
3. Moderate	61	11 %
4. Often	178	33 %
5. Always	277	51 %
6. Not applicable	10	2 %
Total Responses:	547	
Mean: 4.32	Standard Deviation: 0.85	

43. Develop effective student data keeping systems.



1. Not at all	3	1 %
2. Limited	31	6 %
3. Moderate	84	15 %
4. Often	205	37 %
5. Always	223	41 %
6. Not applicable	3	1 %
Total Responses:	549	
Mean: 4.12	Standard Deviation: 0.91	

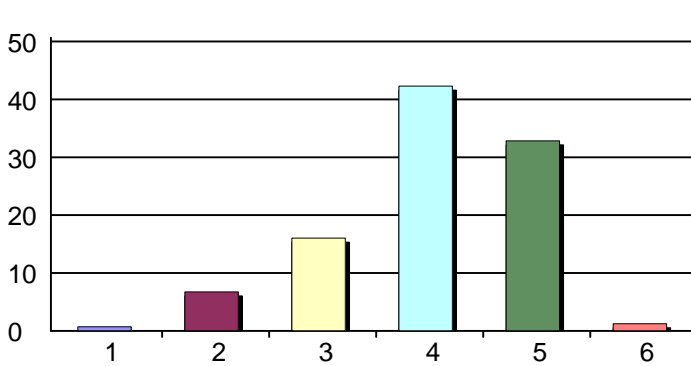
44. Collaboratively analyze student performance.



1. Not at all	0	0 %
2. Limited	39	7 %
3. Moderate	82	15 %
4. Often	226	41 %
5. Always	195	36 %
6. Not applicable	7	1 %
Total Responses:	549	
Mean: 4.06	Standard Deviation: 0.89	

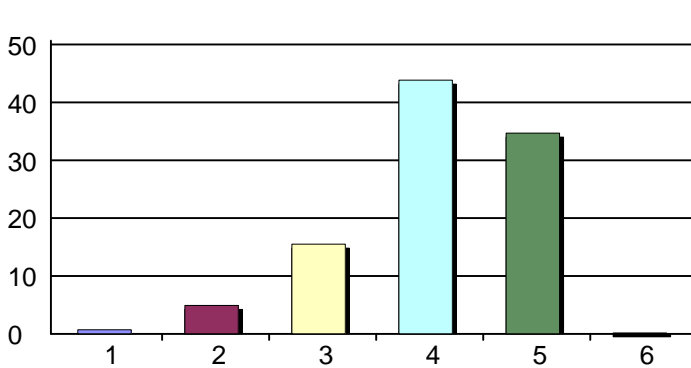
Learning Disabilities Teacher Survey

45. Study best practices and implement research based strategies to improve student achievement.



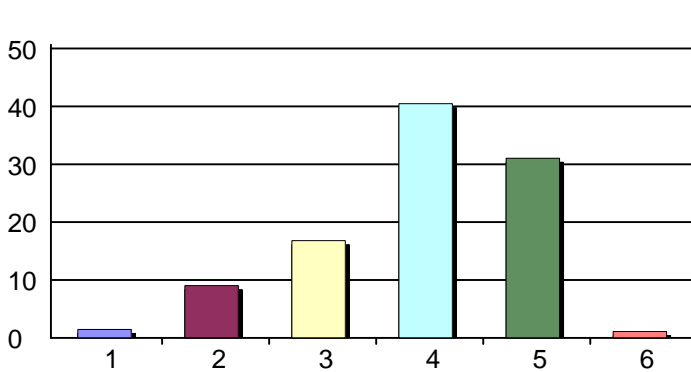
1. Not at all	4	1 %
2. Limited	37	7 %
3. Moderate	88	16 %
4. Often	232	42 %
5. Always	180	33 %
6. Not applicable	7	1 %
Total Responses:	548	
Mean: 4.01	Standard Deviation: 0.91	

46. Examine current teaching practices to support district goals.



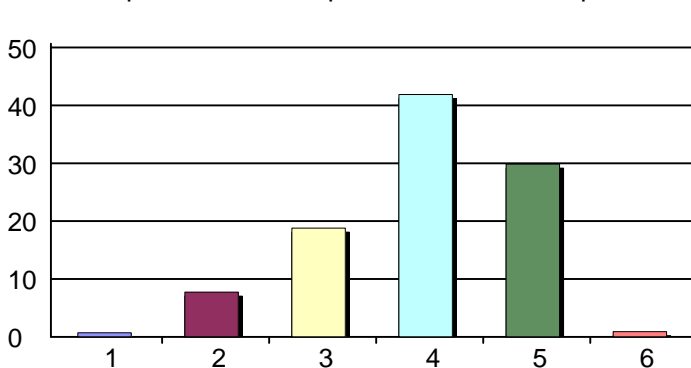
1. Not at all	4	1 %
2. Limited	27	5 %
3. Moderate	85	16 %
4. Often	240	44 %
5. Always	190	35 %
6. Not applicable	1	0 %
Total Responses:	547	
Mean: 4.07	Standard Deviation: 0.87	

47. Engage in collaborative planning and reflection throughout all instructional areas including assessment, intervention and evaluation.



1. Not at all	8	1 %
2. Limited	49	9 %
3. Moderate	91	17 %
4. Often	219	40 %
5. Always	168	31 %
6. Not applicable	6	1 %
Total Responses:	541	
Mean: 3.92	Standard Deviation: 0.99	

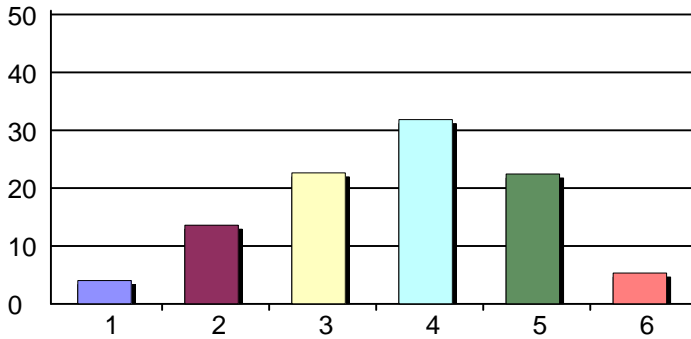
48. Participate in reflective practices aimed at implementing effective practices in the educational setting.



1. Not at all	4	1 %
2. Limited	42	8 %
3. Moderate	102	19 %
4. Often	227	42 %
5. Always	162	30 %
6. Not applicable	5	1 %
Total Responses:	542	
Mean: 3.93	Standard Deviation: 0.93	

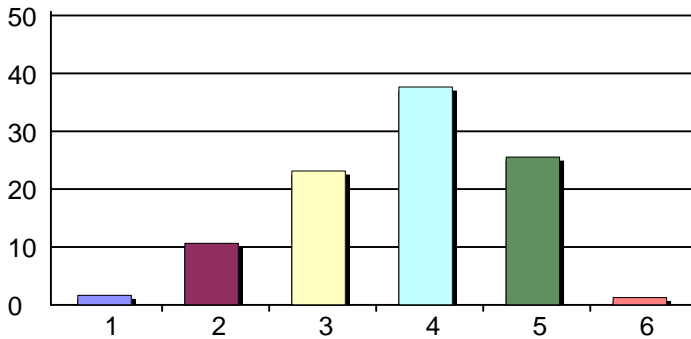
Learning Disabilities Teacher Survey

49. Provide leadership in collaborative projects with partner district to improve student performance.



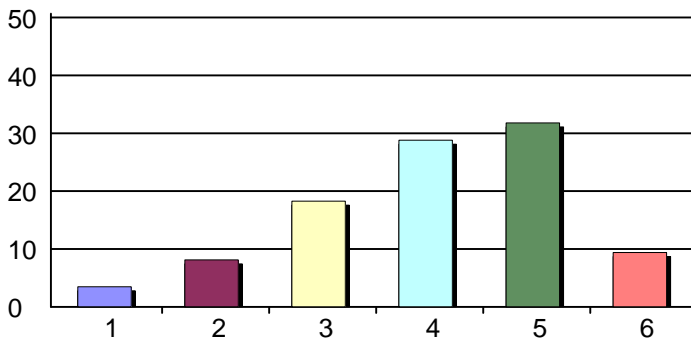
1. Not at all	22	4 %
2. Limited	74	14 %
3. Moderate	123	23 %
4. Often	173	32 %
5. Always	122	22 %
6. Not applicable	29	5 %
Total Responses:	543	
Mean: 3.58	Standard Deviation: 1.12	

50. Share collaborative work with colleagues to solicit reflective feedback and professional growth.



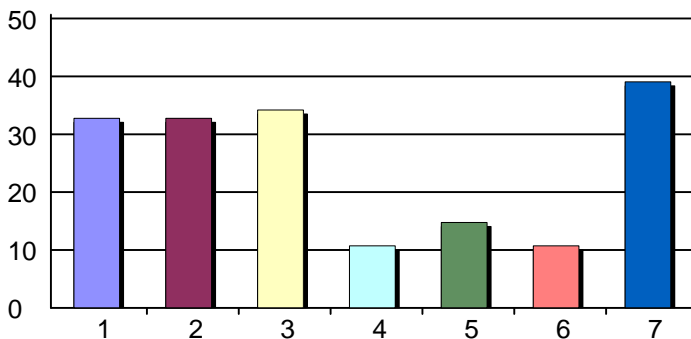
1. Not at all	9	2 %
2. Limited	58	11 %
3. Moderate	126	23 %
4. Often	205	38 %
5. Always	139	26 %
6. Not applicable	7	1 %
Total Responses:	544	
Mean: 3.76	Standard Deviation: 1.01	

51. Offer support to new staff in the acquisition of needed skills through a variety of collaborative efforts including mentoring, coaching and modeling.



1. Not at all	19	4 %
2. Limited	44	8 %
3. Moderate	99	18 %
4. Often	156	29 %
5. Always	172	32 %
6. Not applicable	51	9 %
Total Responses:	541	
Mean: 3.85	Standard Deviation: 1.11	

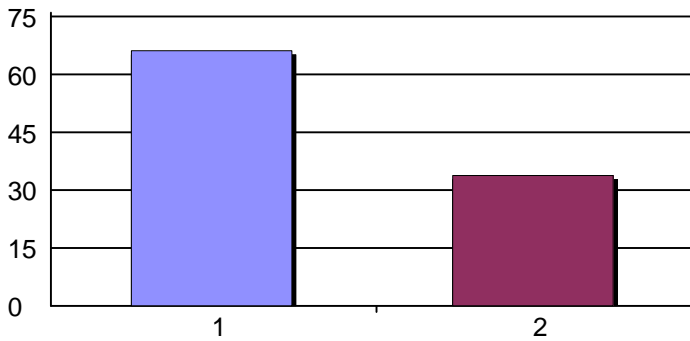
54. I am the only instructor for my students with LD in the following core content area(s) (check all that apply)



1. Language Arts	162	33 %
2. Reading	162	33 %
3. Math	169	34 %
4. Science	53	11 %
5. Social Studies	73	15 %
6. Other _____	53	11 %
7. None	193	39 %
Total Responses:	494	

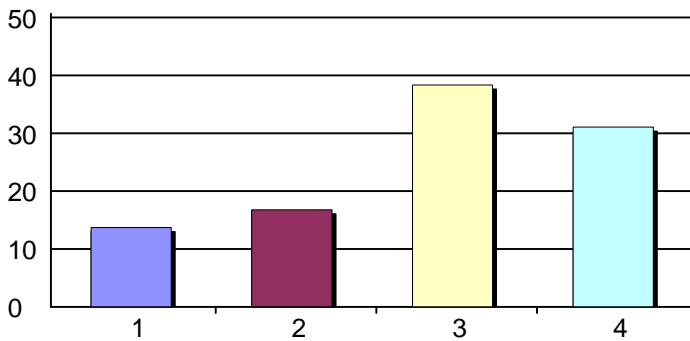
Learning Disabilities Teacher Survey

55. I provide direct reading instruction to students with LD.



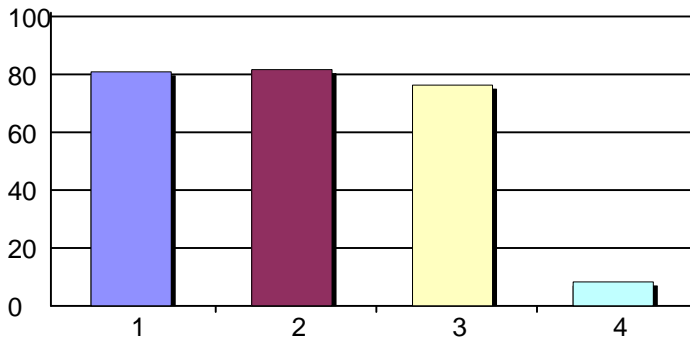
1. Yes, # of students_____	350	66 %
2. No, go to item 60	179	34 %
Total Responses:	529	

56. If yes, average # of minutes per student per week in reading?



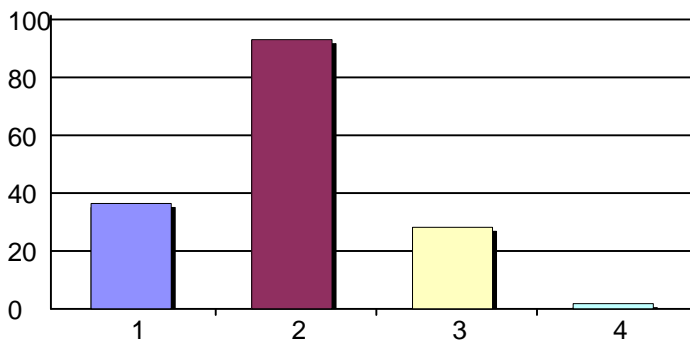
1. <80 min/std/wk	49	14 %
2. 80-149	60	17 %
3. 150-249	137	38 %
4. 250-350	111	31 %
Total Responses:	357	

57. I use the following instructional materials and/or curriculum. (Check all that apply)



1. Teacher made	301	81 %
2. Commercial	304	82 %
3. Partner district	284	76 %
4. Other_____	31	8 %
Total Responses:	372	

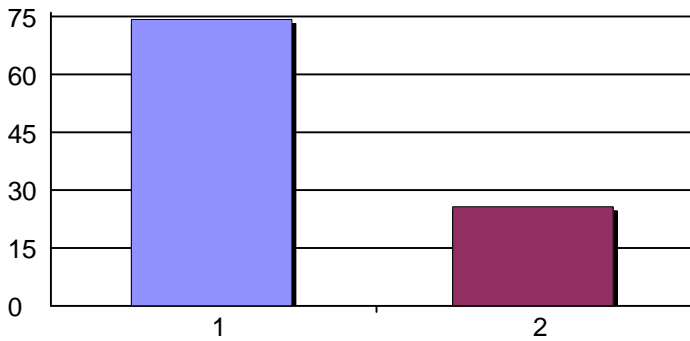
59. In what setting is the instruction provided? (check all that apply)



1. Individually (SES)	137	36 %
2. Small group (SES)	350	93 %
3. CT or CWC	106	28 %
4. Other_____	7	2 %
Total Responses:	376	

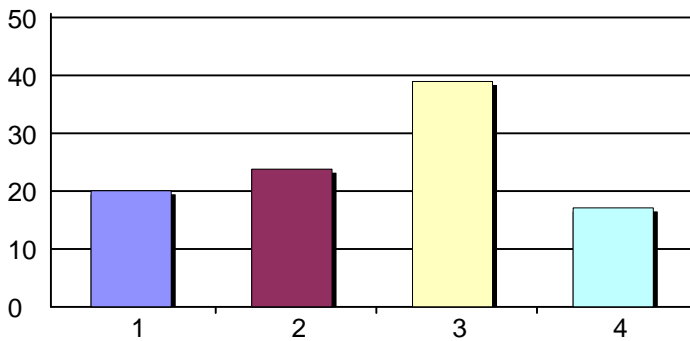
Learning Disabilities Teacher Survey

60. I provide direct writing instruction to students with LD.



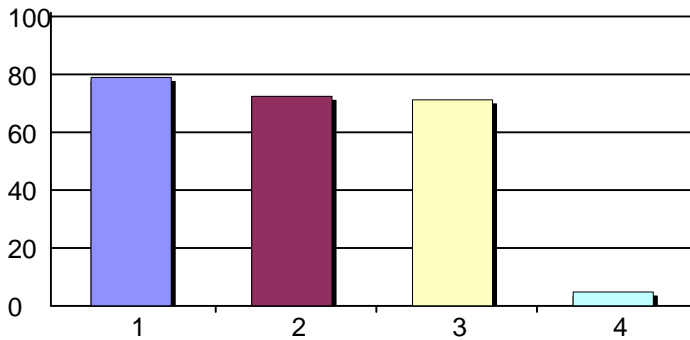
1. Yes, # of students_____	395	74 %
2. No, go to item 65	137	26 %
Total Responses:	532	

61. If yes, average # of minutes per student per week in writing?



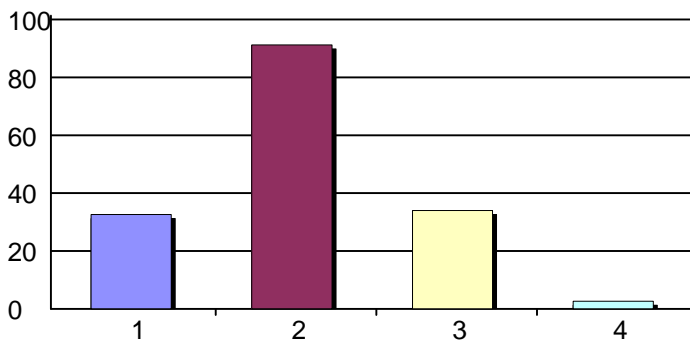
1. <80 min/std/wk	81	20 %
2. 80-149	96	24 %
3. 150-249	157	39 %
4. 250-350	69	17 %
Total Responses:	403	

62. I use the following instructional materials and/or curriculum. (Check all that apply)



1. Teacher made	327	79 %
2. Commercial	300	72 %
3. Partner district	295	71 %
4. Other_____	20	5 %
Total Responses:	414	

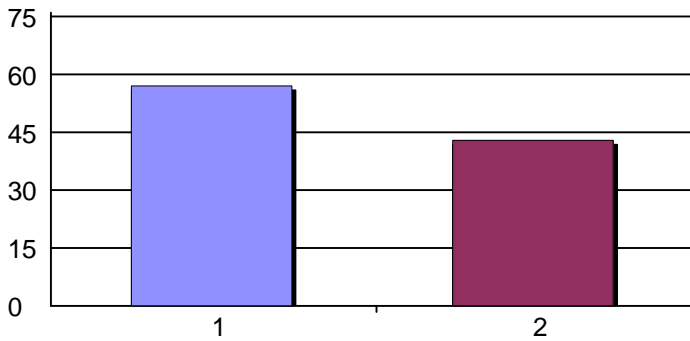
64. In what setting is the instruction provided? (check all that apply)



1. Individually (SES)	135	33 %
2. Small group (SES)	378	91 %
3. CT or CWC	141	34 %
4. Other_____	11	3 %
Total Responses:	414	

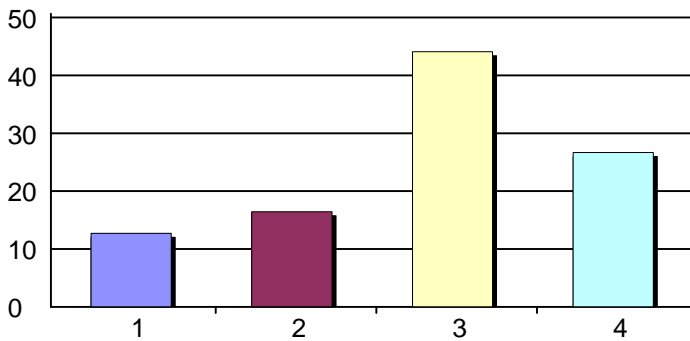
Learning Disabilities Teacher Survey

65. I provide direct math instruction to students with LD.



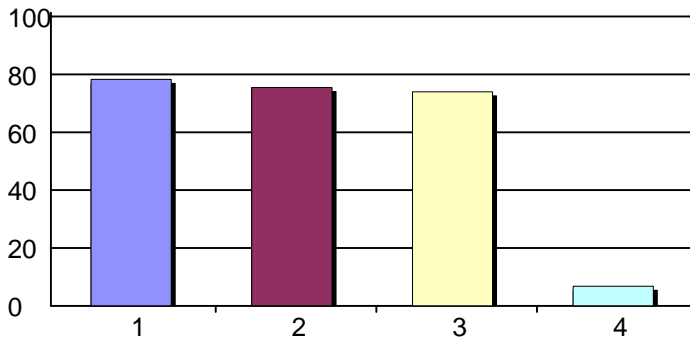
1. Yes, # of students_____	300	57 %
2. No, go to item 70	226	43 %
Total Responses:	526	

66. If yes, average # of minutes per student per week in math?



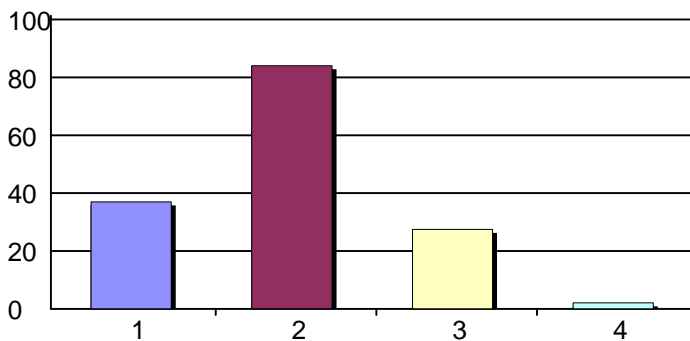
1. <80 min/std/wk	41	13 %
2. 80-149	53	16 %
3. 150-249	142	44 %
4. 250-350	86	27 %
Total Responses:	322	

67. I use the following instructional materials and/or curriculum. (Check all that apply)



1. Teacher made	253	78 %
2. Commercial	244	76 %
3. Partner district	239	74 %
4. Other_____	22	7 %
Total Responses:	323	

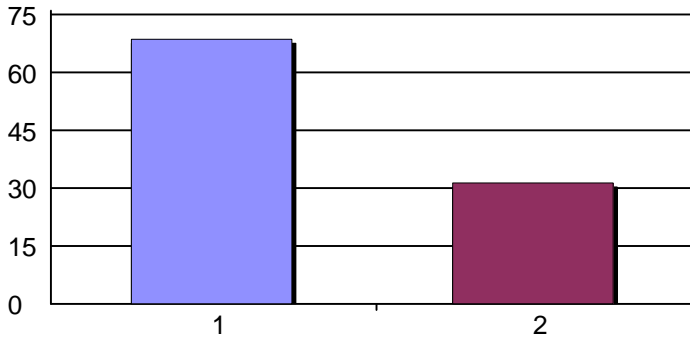
69. In what setting is the instruction provided? (check all that apply).



1. Individually (SES)	121	37 %
2. Small group (SES)	275	84 %
3. CT or CWC	90	28 %
4. Other_____	7	2 %
Total Responses:	327	

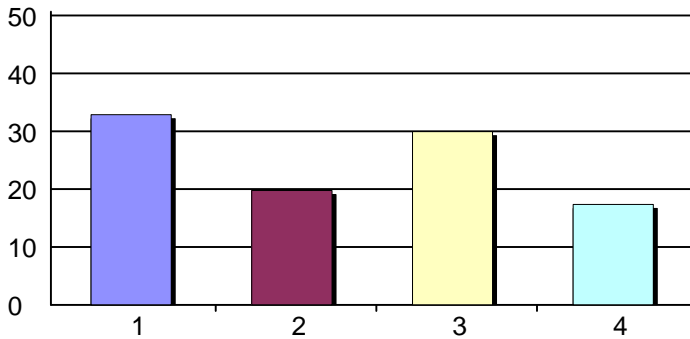
Learning Disabilities Teacher Survey

70. I provide direct self management skills/study skills/learning strategies instruction to students with LD.



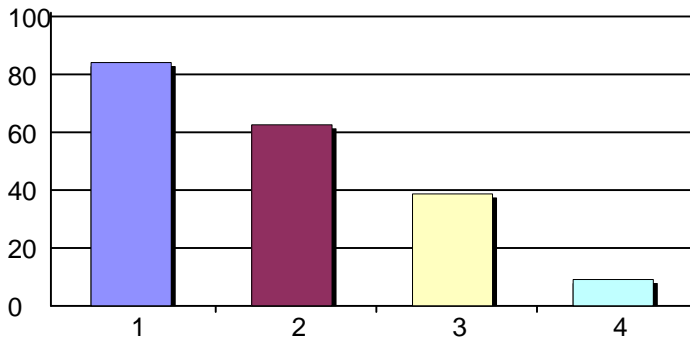
1. Yes, # of students_____	363	69 %
2. No, go to item 75	166	31 %
Total Responses:	529	

71. If yes, average # of minutes per student per week in self management skills/study skills/learning strategies?



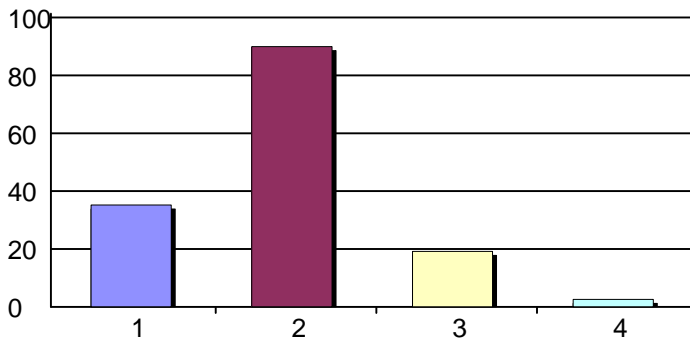
1. <80 min/std/wk	123	33 %
2. 80-149	74	20 %
3. 150-249	112	30 %
4. 250-350	65	17 %
Total Responses:	374	

72. I use the following instructional materials and/or curriculum. (Check all that apply)



1. Teacher made	313	84 %
2. Commercial	233	63 %
3. Partner district	144	39 %
4. Other_____	34	9 %
Total Responses:	372	

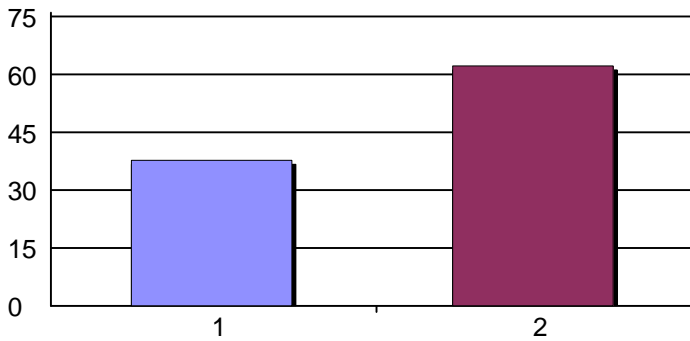
74. In what setting is the instruction provided? (check all that apply).



1. Individually (SES)	134	35 %
2. Small group (SES)	342	90 %
3. CT or CWC	73	19 %
4. Other_____	10	3 %
Total Responses:	380	

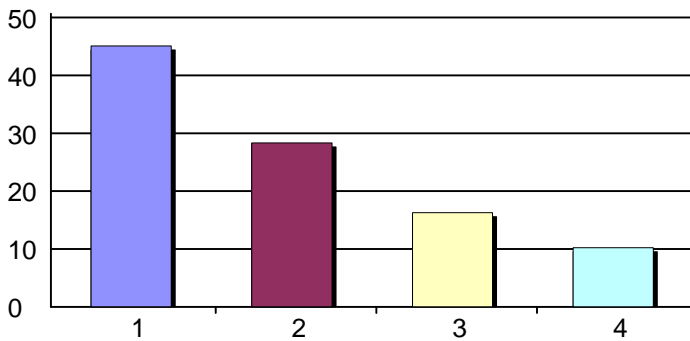
Learning Disabilities Teacher Survey

75. I provide direct social skills instruction to students with LD.



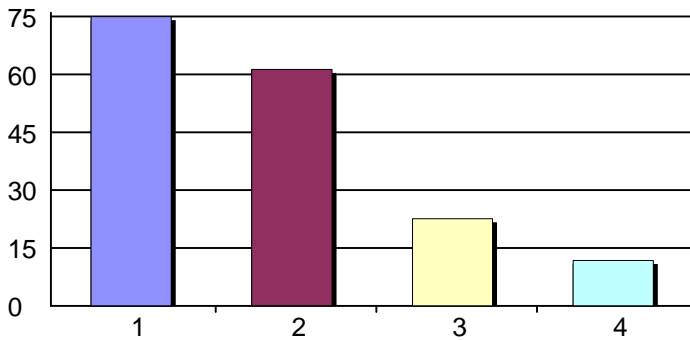
1. Yes, # of students_____	200	38 %
2. No, go to item 80	330	62 %
Total Responses:	530	

76. If yes, average # of minutes per student per week in social skills?



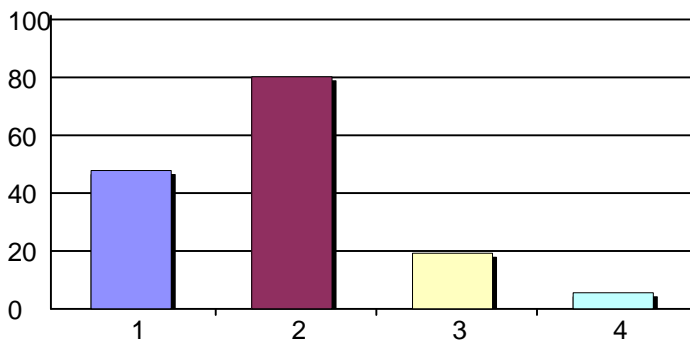
1. <80 min/std/wk	97	45 %
2. 80-149	61	28 %
3. 150-249	35	16 %
4. 250-350	22	10 %
Total Responses:	215	

77. I use the following instructional materials and/or curriculum. (Check all that apply)



1. Teacher made	159	75 %
2. Commercial	130	61 %
3. Partner district	48	23 %
4. Other_____	25	12 %
Total Responses:	212	

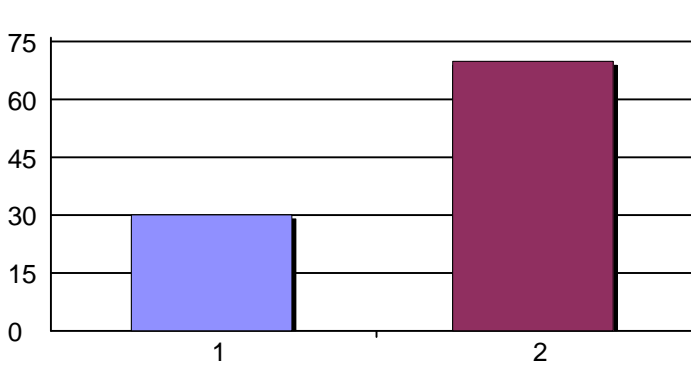
79. In what setting is the instruction provided? (check all that apply).



1. Individually (SES)	102	48 %
2. Small group (SES)	171	80 %
3. CT or CWC	41	19 %
4. Other_____	12	6 %
Total Responses:	213	

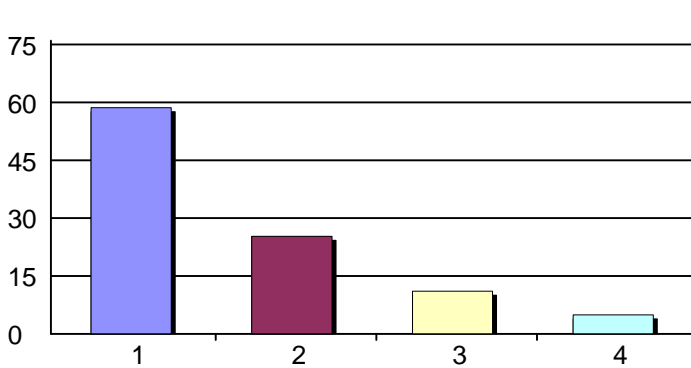
Learning Disabilities Teacher Survey

80. I provide direct self-advocacy skills instruction to students with LD.



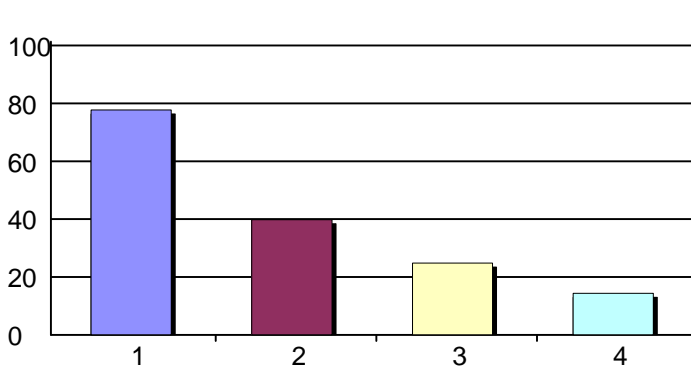
1. Yes, # of students_____	159	30 %
2. No, go to item 85	369	70 %
Total Responses:	528	

81. If yes, average # of minutes per student per week in self-advocacy skills?



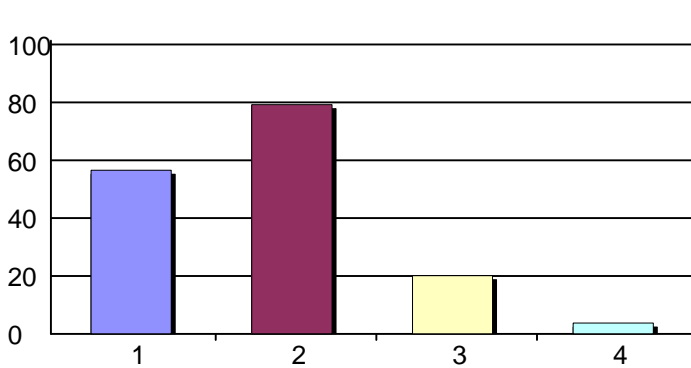
1. <80 min/std/wk	95	59 %
2. 80-149	41	25 %
3. 150-249	18	11 %
4. 250-350	8	5 %
Total Responses:	162	

82. I use the following instructional materials and/or curriculum. (Check all that apply)



1. Teacher made	119	78 %
2. Commercial	61	40 %
3. Partner district	38	25 %
4. Other_____	22	14 %
Total Responses:	153	

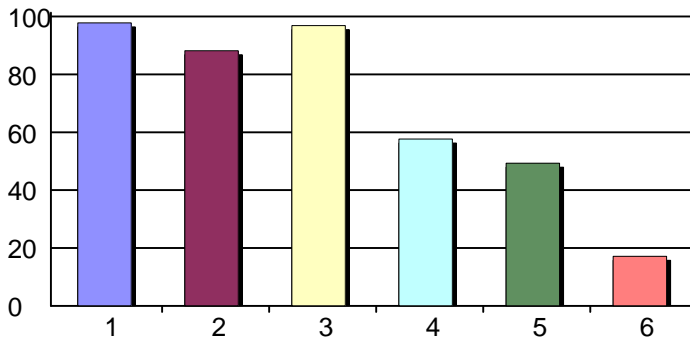
84. In what setting is the instruction provided? (check all that apply).



1. Individually (SES)	90	57 %
2. Small group (SES)	126	79 %
3. CT or CWC	32	20 %
4. Other_____	6	4 %
Total Responses:	159	

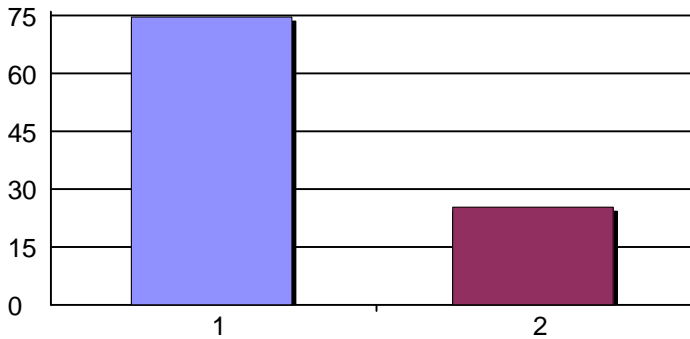
Learning Disabilities Teacher Survey

85. I utilize the following methods of assessment for my students with learning disabilities (check all that apply).



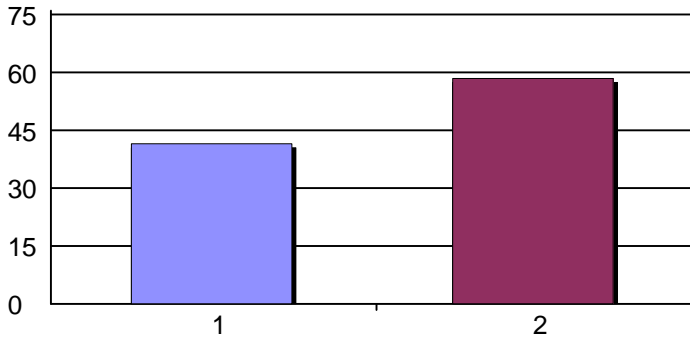
1. IEP goal(s)/Benchmark	541	98 %
2. Classroom grade	488	88 %
3. Daily work	536	97 %
4. District standardize test(s)	319	58 %
5. MAP	273	49 %
6. Other _____	95	17 %
Total Responses:	553	

87. I facilitate transition activities for my students with LD through the IEP process.



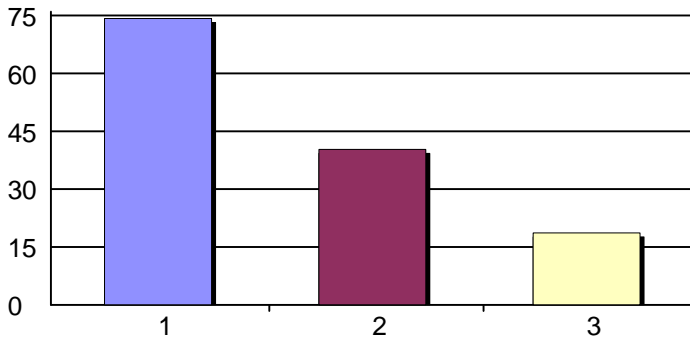
1. Yes	309	75 %
2. No	105	25 %
Total Responses:	414	
Mean: 1.25	Standard Deviation: 0.44	

88. I provide direct instruction in transition skills to students with LD.



1. Yes	160	42 %
2. No	225	58 %
Total Responses:	385	
Mean: 1.58	Standard Deviation: 0.49	

89. If yes, what form? (check all that apply)



1. embedded in the curriculum	127	74 %
2. separate topic	69	40 %
3. Other _____	32	19 %
Total Responses:	171	

Learning Disabilities Teacher Survey: Elementary & Middle schools

Creation Date: 2/25/2005

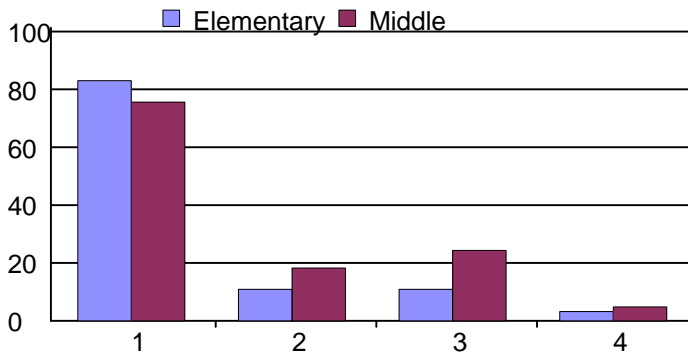
Time Interval: 12/14/2004 to 1/19/2005

Total Respondents Elementary : 153 Total Respondents Middle : 55

183

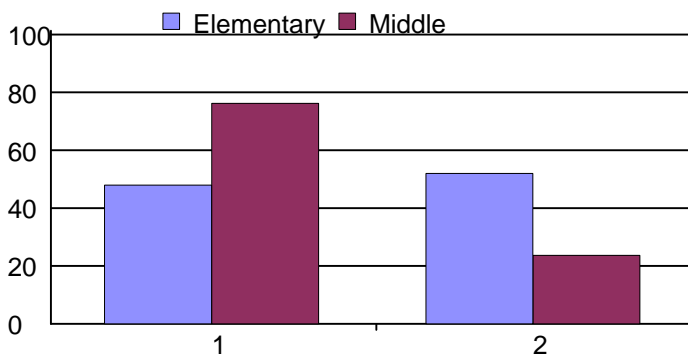
164

1. My role is (check all that apply)



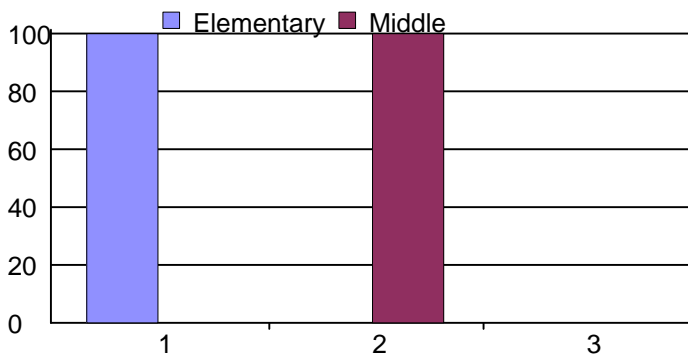
	Elementary		Middle	
1. Cross categorical...	152	83 %	124	76 %
2. Self-contained...	20	11 %	30	18 %
3. SSD school teacher	20	11 %	40	24 %
4. Other	6	3 %	8	5 %
Total Responses:	183		164	

2. I provide special education services in a collaborative teaching (CT) or class within a class (CWC) model.



	Elementary		Middle	
1. Yes, Please list _____	82	48 %	122	76 %
2. No	89	52 %	38	24 %
Total Responses:	171		160	

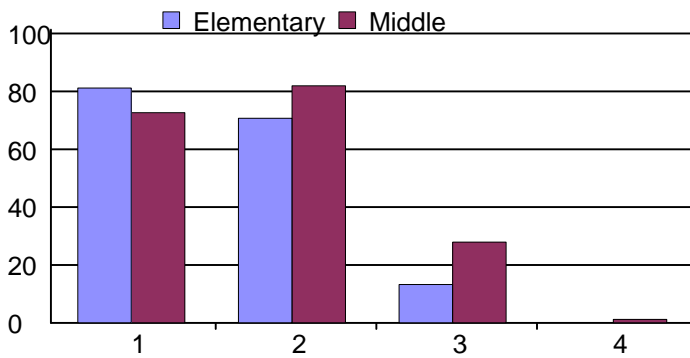
3. I primarily work in



	Elementary		Middle	
1. Elementary school	183	100 %	0	0 %
2. Middle school	0	0 %	164	100 %
3. High school	0	0 %	0	0 %
Total Responses:	183		164	

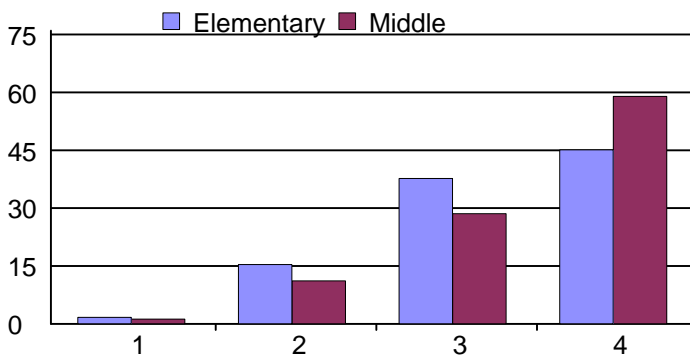
Learning Disabilities Teacher Survey: Elementary & Middle schools

4. Please darken the circle of the educational placement of the students with learning disabilities you serve. (check all that apply).



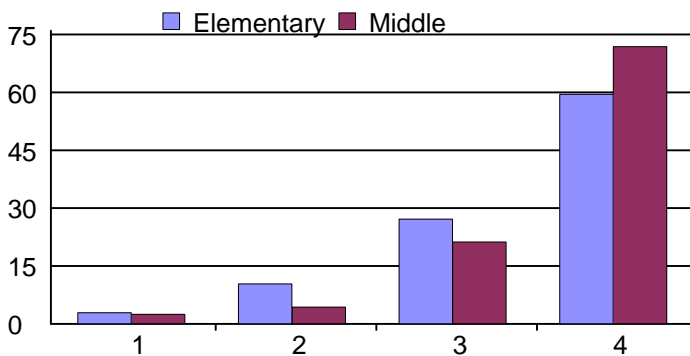
	Elementary		Middle	
1. <21% of school day...	147	81 %	117	73 %
2. 21-60% of school...	128	71 %	132	82 %
3. >60% of school day...	24	13 %	45	28 %
4. Public separate...	0	0 %	2	1 %
Total Responses:	181		161	

5. What is the percentage of students on your caseload with learning disabilities ?



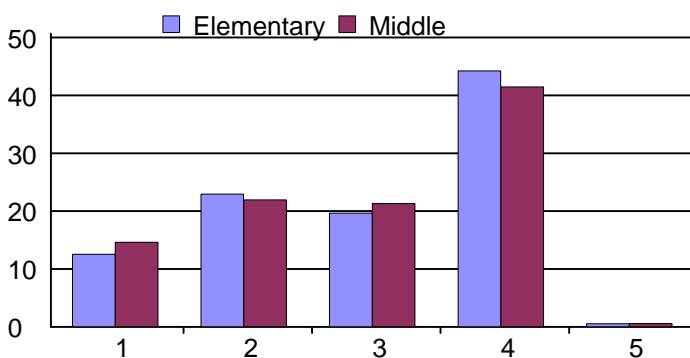
	Elementary		Middle	
1. less than 25% of...	3	2 %	2	1 %
2. between 25% to 50%...	27	15 %	18	11 %
3. between 51% to 75%...	66	38 %	46	29 %
4. more than 75% of...	79	45 %	95	59 %
Total Responses:	175		161	
Mean:	3.26		3.45	
Standard Deviation:	0.78		0.74	

6. What is the percentage of time you work with students with learning disabilities?



	Elementary		Middle	
1. less than 25%	5	3 %	4	2 %
2. 25% - 50%	18	10 %	7	4 %
3. 51% - 75%	47	27 %	34	21 %
4. more than 75%	103	60 %	115	72 %
Total Responses:	173		160	
Mean:	3.43		3.62	
Standard Deviation:	0.79		0.69	

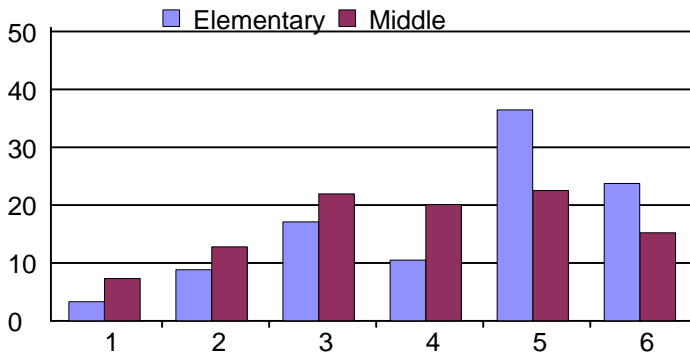
7. I have



	Elementary		Middle	
1. Bachelor's degree	23	13 %	24	15 %
2. Bachelor's degree...	42	23 %	36	22 %
3. Master's degree	36	20 %	35	21 %
4. Master's degree +...	81	44 %	68	41 %
5. Doctorate	1	1 %	1	1 %
Total Responses:	183		164	
Mean:	2.97		2.91	
Standard Deviation:	1.1		1.12	

Learning Disabilities Teacher Survey: Elementary & Middle schools

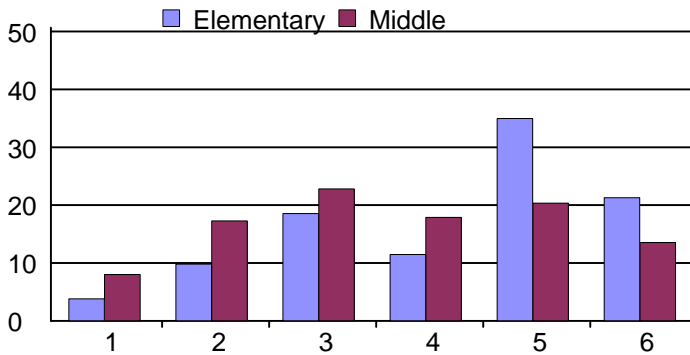
8. The number of years I have worked in an educational setting is



- less than 3 years
 - 3-5 years
 - 6-10 years
 - 11-15 years
 - 16-25 years
 - 26-35 years
- Total Responses:

Elementary		Middle	
6	3 %	12	7 %
16	9 %	21	13 %
31	17 %	36	22 %
19	10 %	33	20 %
66	36 %	37	23 %
43	24 %	25	15 %
Total Responses: 181		164	

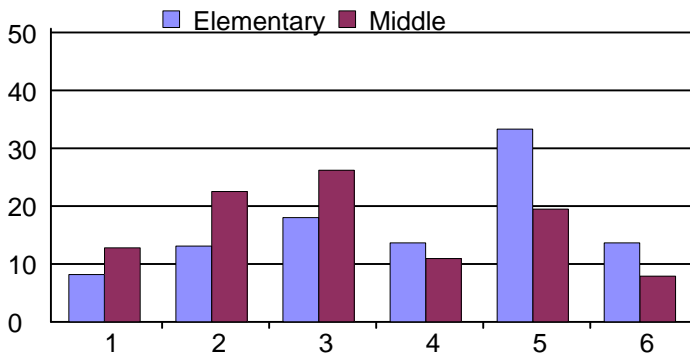
9. The number of years I have worked in the special education area is



- less than 3 years
 - 3-5 years
 - 6-10 years
 - 11-15 years
 - 16-25 years
 - 26-35 years
- Total Responses:

Elementary		Middle	
7	4 %	13	8 %
18	10 %	28	17 %
34	19 %	37	23 %
21	11 %	29	18 %
64	35 %	33	20 %
39	21 %	22	14 %
Total Responses: 183		162	

10. The number of years I have worked at Special School District is

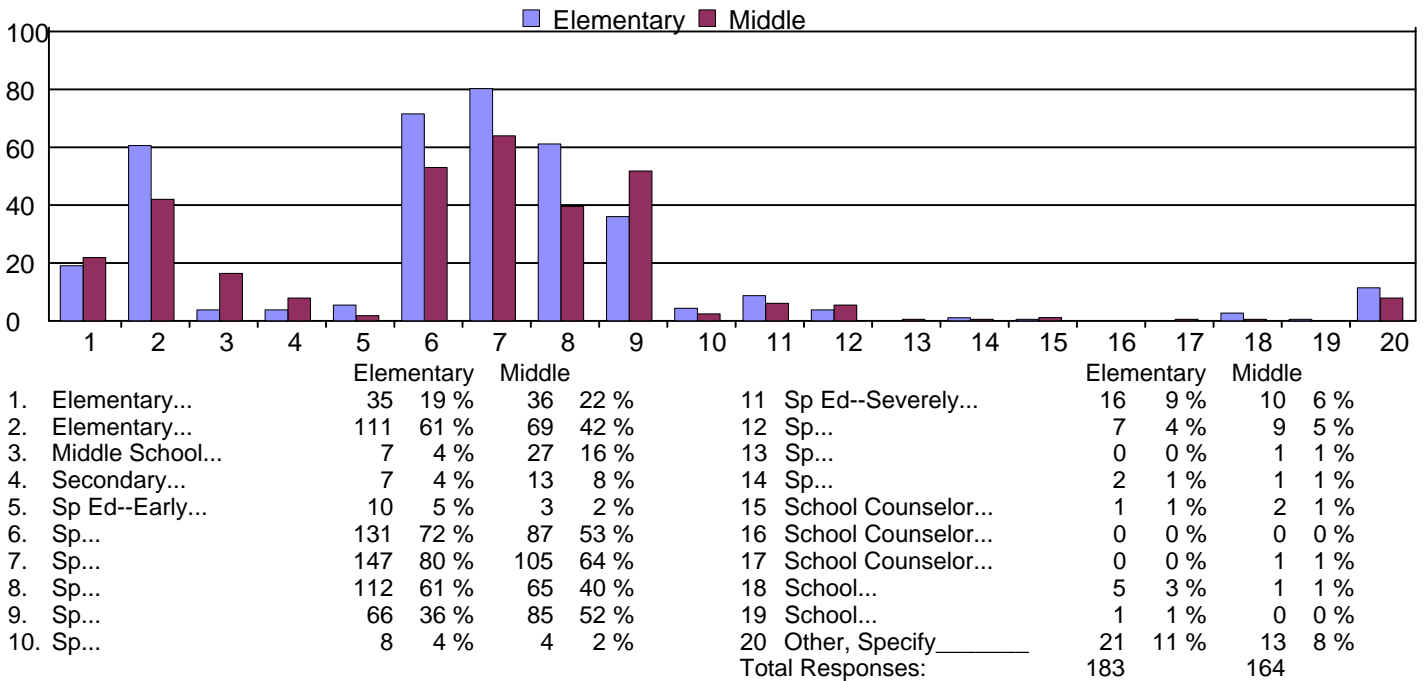


- less than 3 years
 - 3-5 years
 - 6-10 years
 - 11-15 years
 - 16-25 years
 - 26-35 years
- Total Responses:

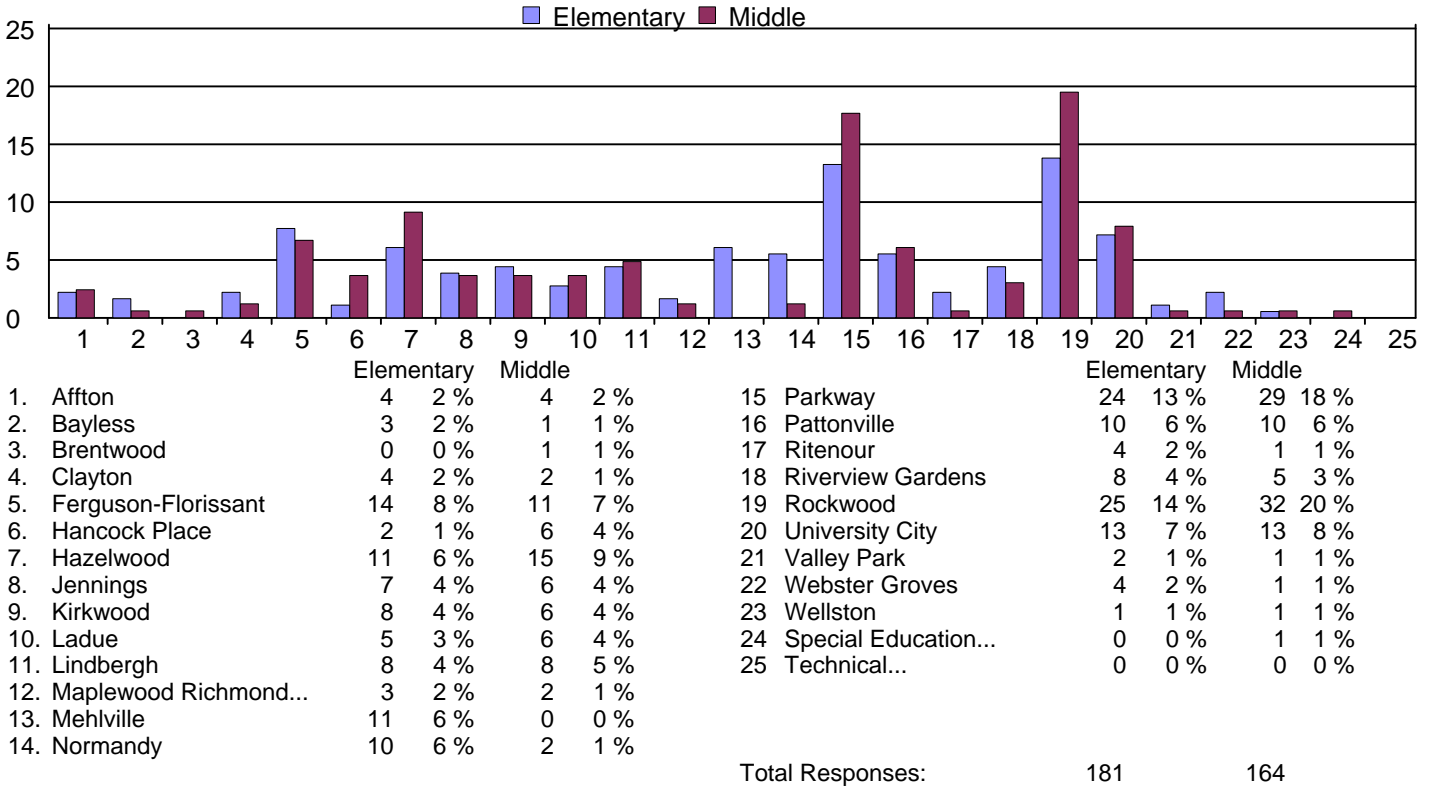
Elementary		Middle	
15	8 %	21	13 %
24	13 %	37	23 %
33	18 %	43	26 %
25	14 %	18	11 %
61	33 %	32	20 %
25	14 %	13	8 %
Total Responses: 183		164	

Learning Disabilities Teacher Survey: Elementary & Middle schools

11. I have certification(s) or license(s) in (check all that apply)

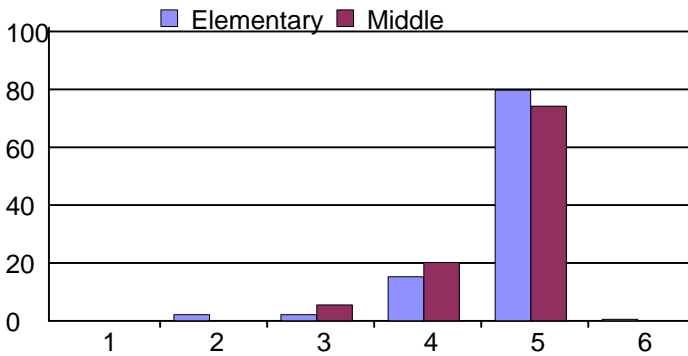


12. I work in



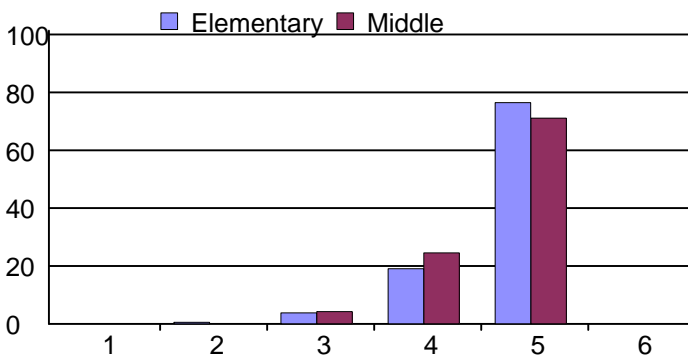
Learning Disabilities Teacher Survey: Elementary & Middle schools

13. Establish universal classroom structures and supports to promote student behavior conducive to learning.



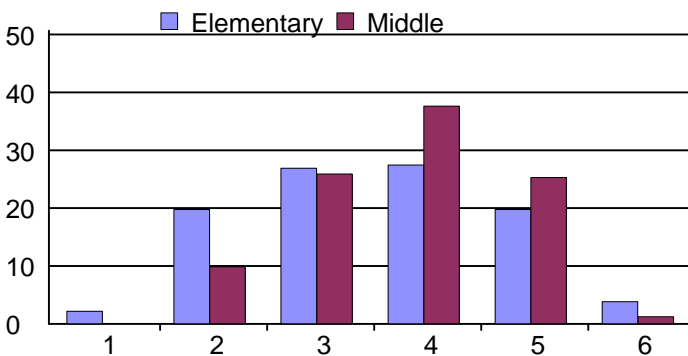
	Elementary		Middle	
1. Not at all	0	0 %	0	0 %
2. Limited	4	2 %	0	0 %
3. Moderate	4	2 %	9	6 %
4. Often	28	15 %	33	20 %
5. Always	146	80 %	121	74 %
6. Not applicable	1	1 %	0	0 %
Total Responses:	183		163	
Mean:	4.74		4.69	
Standard Deviation:	0.61		0.57	

14. Apply behavior principles to classroom structures and management.



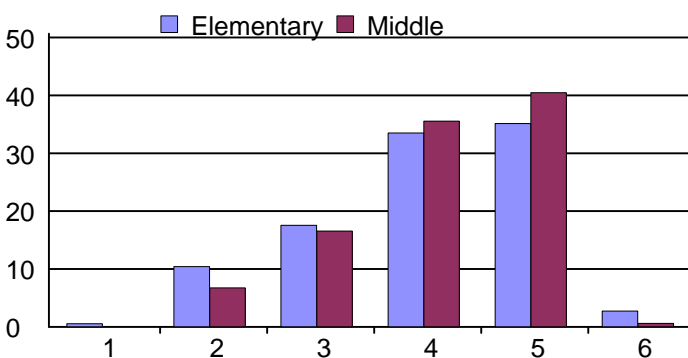
	Elementary		Middle	
1. Not at all	0	0 %	0	0 %
2. Limited	1	1 %	0	0 %
3. Moderate	7	4 %	7	4 %
4. Often	35	19 %	40	25 %
5. Always	140	77 %	116	71 %
6. Not applicable	0	0 %	0	0 %
Total Responses:	183		163	
Mean:	4.72		4.67	
Standard Deviation:	0.56		0.56	

15. Facilitate the development of a functional assessment and behavior intervention plan.



	Elementary		Middle	
1. Not at all	4	2 %	0	0 %
2. Limited	36	20 %	16	10 %
3. Moderate	49	27 %	42	26 %
4. Often	50	27 %	61	38 %
5. Always	36	20 %	41	25 %
6. Not applicable	7	4 %	2	1 %
Total Responses:	182		162	
Mean:	3.45		3.79	
Standard Deviation:	1.1		0.94	

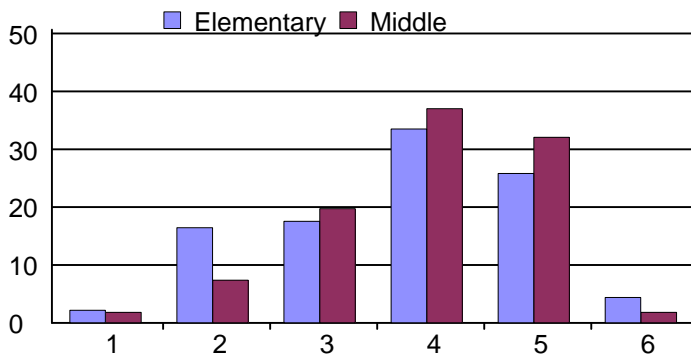
16. Facilitate the implementation of individual behavior intervention plans and regularly evaluate student progress, adjusting instruction as needed.



	Elementary		Middle	
1. Not at all	1	1 %	0	0 %
2. Limited	19	10 %	11	7 %
3. Moderate	32	18 %	27	17 %
4. Often	61	34 %	58	36 %
5. Always	64	35 %	66	40 %
6. Not applicable	5	3 %	1	1 %
Total Responses:	182		163	
Mean:	3.95		4.1	
Standard Deviation:	1.01		0.92	

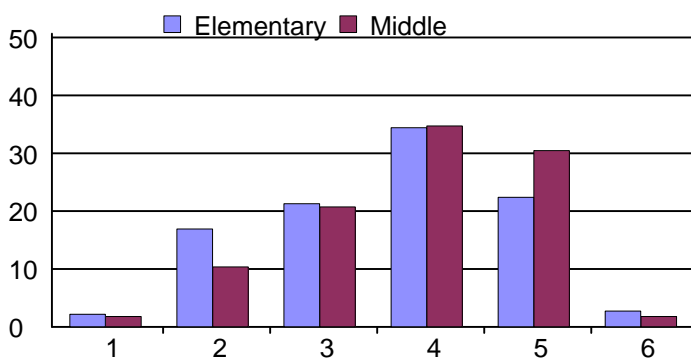
Learning Disabilities Teacher Survey: Elementary & Middle schools

17. Utilize assessment strategies to analyze and determine the social and emotional needs of students within the context of collaborative teams.



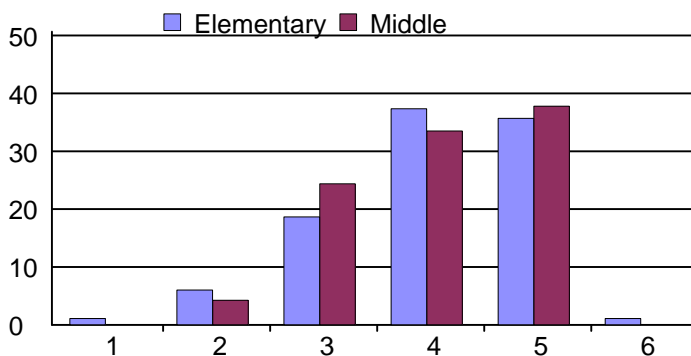
	Elementary		Middle	
1. Not at all	4	2 %	3	2 %
2. Limited	30	16 %	12	7 %
3. Moderate	32	18 %	32	20 %
4. Often	61	34 %	60	37 %
5. Always	47	26 %	52	32 %
6. Not applicable	8	4 %	3	2 %
Total Responses:	182		162	
Mean:	3.67		3.92	
Standard Deviation:	1.12		1	

18. Monitor the student's social and emotional development and select strategies to teach social skills (interpersonal, affective and coping skills), within the context of collaborative teams.



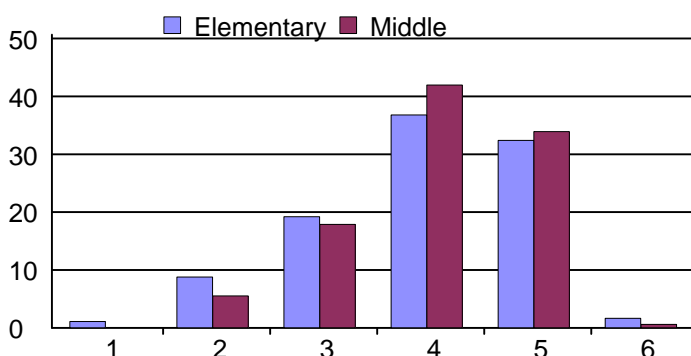
	Elementary		Middle	
1. Not at all	4	2 %	3	2 %
2. Limited	31	17 %	17	10 %
3. Moderate	39	21 %	34	21 %
4. Often	63	34 %	57	35 %
5. Always	41	22 %	50	30 %
6. Not applicable	5	3 %	3	2 %
Total Responses:	183		164	
Mean:	3.6		3.83	
Standard Deviation:	1.09		1.04	

19. Promote generalization and maintenance of self-discipline, self-regulation and self-control through instruction and creation of support systems.



	Elementary		Middle	
1. Not at all	2	1 %	0	0 %
2. Limited	11	6 %	7	4 %
3. Moderate	34	19 %	40	24 %
4. Often	68	37 %	55	34 %
5. Always	65	36 %	62	38 %
6. Not applicable	2	1 %	0	0 %
Total Responses:	182		164	
Mean:	4.02		4.05	
Standard Deviation:	0.95		0.89	

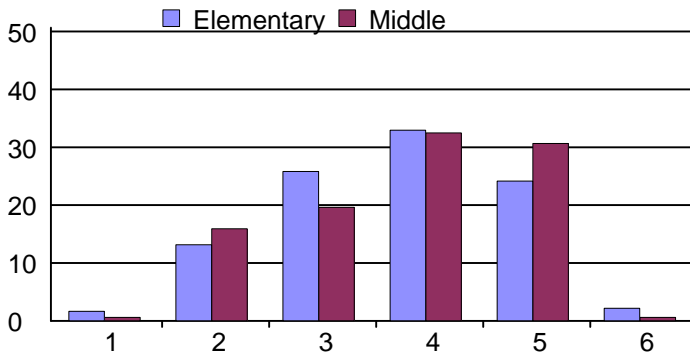
20. Collaboratively analyze student performance and teacher behavior to determine improvement needs.



	Elementary		Middle	
1. Not at all	2	1 %	0	0 %
2. Limited	16	9 %	9	6 %
3. Moderate	35	19 %	29	18 %
4. Often	67	37 %	68	42 %
5. Always	59	32 %	55	34 %
6. Not applicable	3	2 %	1	1 %
Total Responses:	182		162	
Mean:	3.92		4.05	
Standard Deviation:	0.99		0.86	

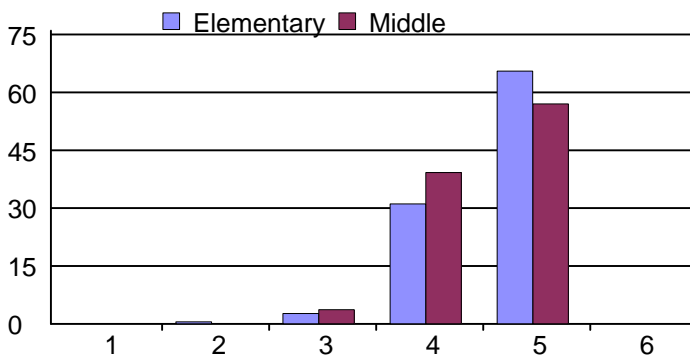
Learning Disabilities Teacher Survey: Elementary & Middle schools

21. Study effective practices and implement research based strategies to improve student social and emotional needs.



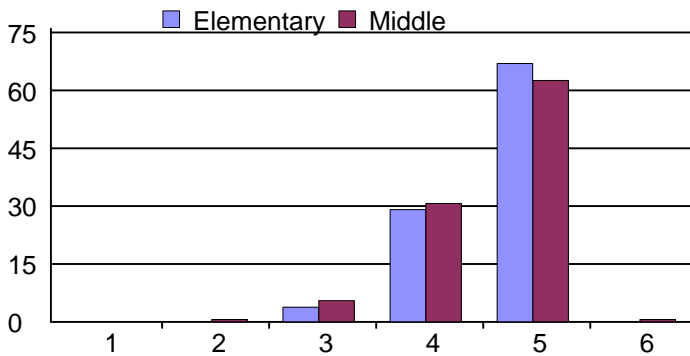
	Elementary		Middle	
1. Not at all	3	2 %	1	1 %
2. Limited	24	13 %	26	16 %
3. Moderate	47	26 %	32	20 %
4. Often	60	33 %	53	33 %
5. Always	44	24 %	50	31 %
6. Not applicable	4	2 %	1	1 %
Total Responses:	182		163	
Mean:	3.66		3.77	
Standard Deviation:	1.05		1.08	

22. Assess student abilities and analyze data to make instructional decisions.



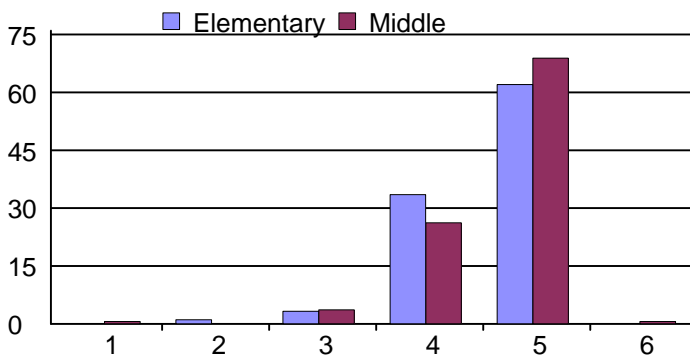
	Elementary		Middle	
1. Not at all	0	0 %	0	0 %
2. Limited	1	1 %	0	0 %
3. Moderate	5	3 %	6	4 %
4. Often	57	31 %	64	39 %
5. Always	120	66 %	93	57 %
6. Not applicable	0	0 %	0	0 %
Total Responses:	183		163	
Mean:	4.62		4.53	
Standard Deviation:	0.57		0.57	

23. Provide systematic instruction.



	Elementary		Middle	
1. Not at all	0	0 %	0	0 %
2. Limited	0	0 %	1	1 %
3. Moderate	7	4 %	9	6 %
4. Often	53	29 %	50	31 %
5. Always	122	67 %	102	63 %
6. Not applicable	0	0 %	1	1 %
Total Responses:	182		163	
Mean:	4.63		4.56	
Standard Deviation:	0.56		0.63	

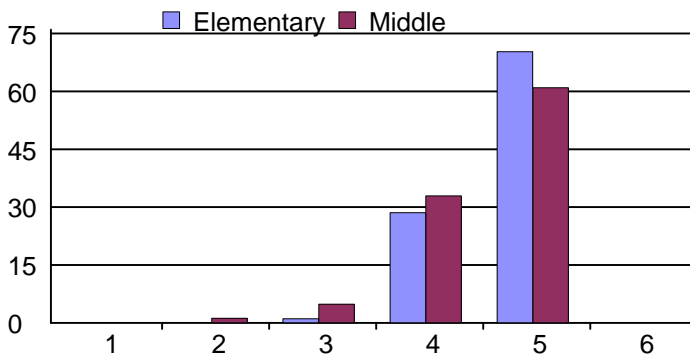
24. Plan lessons (within the district's curriculum frameworks) that have observable and measurable student outcomes.



	Elementary		Middle	
1. Not at all	0	0 %	1	1 %
2. Limited	2	1 %	0	0 %
3. Moderate	6	3 %	6	4 %
4. Often	61	34 %	43	26 %
5. Always	113	62 %	113	69 %
6. Not applicable	0	0 %	1	1 %
Total Responses:	182		164	
Mean:	4.57		4.64	
Standard Deviation:	0.62		0.62	

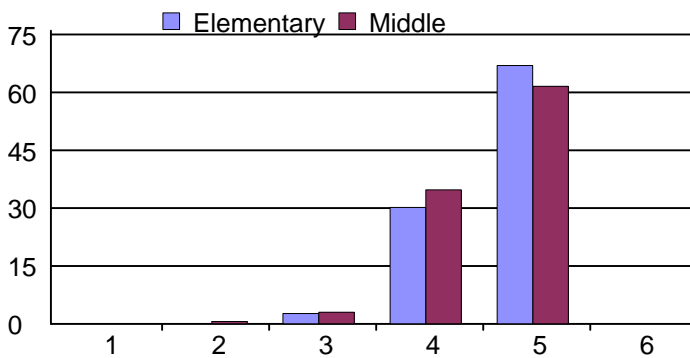
Learning Disabilities Teacher Survey: Elementary & Middle schools

25. Demonstrate techniques to promote maximum student involvement/engagement.



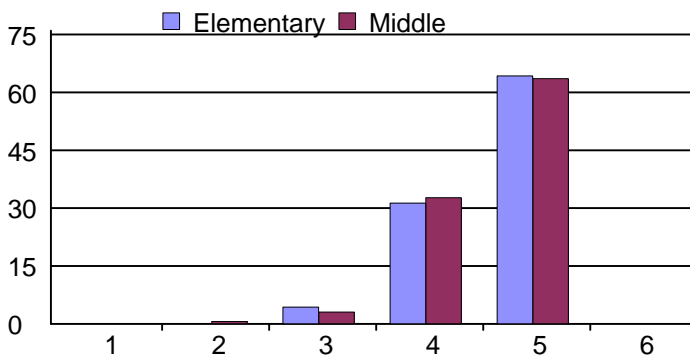
	Elementary		Middle	
1. Not at all	0	0 %	0	0 %
2. Limited	0	0 %	2	1 %
3. Moderate	2	1 %	8	5 %
4. Often	52	29 %	54	33 %
5. Always	128	70 %	100	61 %
6. Not applicable	0	0 %	0	0 %
Total Responses:	182		164	
Mean:	4.69		4.54	
Standard Deviation:	0.49		0.65	

26. Provide specialized instruction to access district curriculum based on student abilities and needs.



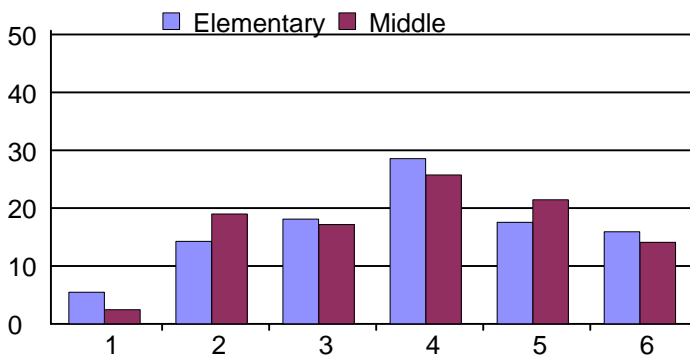
	Elementary		Middle	
1. Not at all	0	0 %	0	0 %
2. Limited	0	0 %	1	1 %
3. Moderate	5	3 %	5	3 %
4. Often	55	30 %	57	35 %
5. Always	122	67 %	101	62 %
6. Not applicable	0	0 %	0	0 %
Total Responses:	182		164	
Mean:	4.64		4.57	
Standard Deviation:	0.53		0.59	

27. Provide systematic feedback to students.



	Elementary		Middle	
1. Not at all	0	0 %	0	0 %
2. Limited	0	0 %	1	1 %
3. Moderate	8	4 %	5	3 %
4. Often	57	31 %	53	33 %
5. Always	117	64 %	103	64 %
6. Not applicable	0	0 %	0	0 %
Total Responses:	182		162	
Mean:	4.6		4.59	
Standard Deviation:	0.57		0.59	

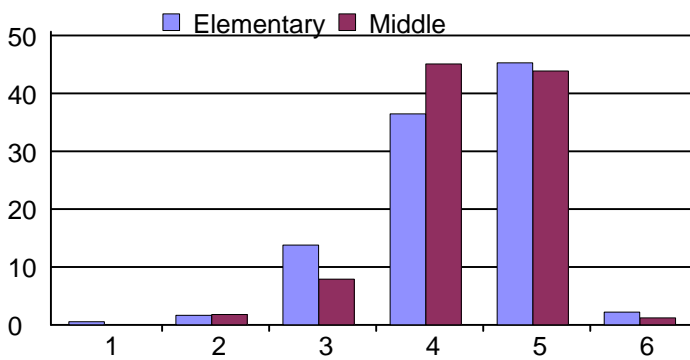
28. Implement specific assistive technology to meet the needs of students on caseload.



	Elementary		Middle	
1. Not at all	10	5 %	4	2 %
2. Limited	26	14 %	31	19 %
3. Moderate	33	18 %	28	17 %
4. Often	52	29 %	42	26 %
5. Always	32	18 %	35	21 %
6. Not applicable	29	16 %	23	14 %
Total Responses:	182		163	
Mean:	3.46		3.52	
Standard Deviation:	1.19		1.17	

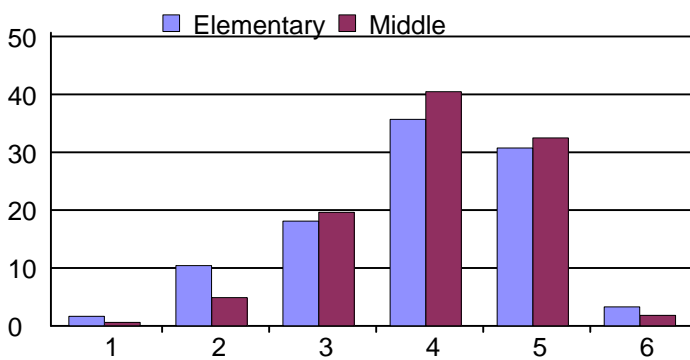
Learning Disabilities Teacher Survey: Elementary & Middle schools

29. Support students through generalization and maintenance of acquired skills in collaboration.



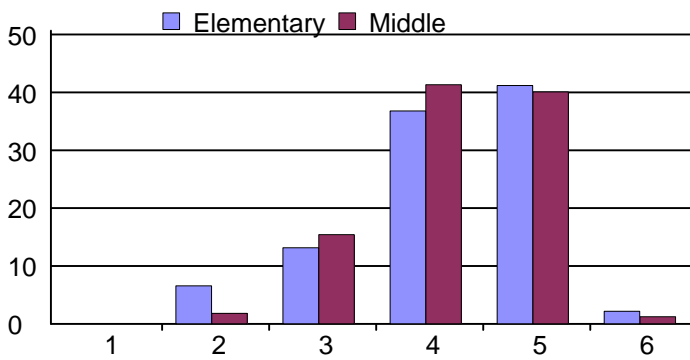
	Elementary		Middle	
1. Not at all	1	1 %	0	0 %
2. Limited	3	2 %	3	2 %
3. Moderate	25	14 %	13	8 %
4. Often	66	36 %	74	45 %
5. Always	82	45 %	72	44 %
6. Not applicable	4	2 %	2	1 %
Total Responses:	181		164	
Mean:	4.27		4.33	
Standard Deviation:	0.81		0.7	

30. Interpret data from district assessments to determine student needs within the context of collaborative teams.



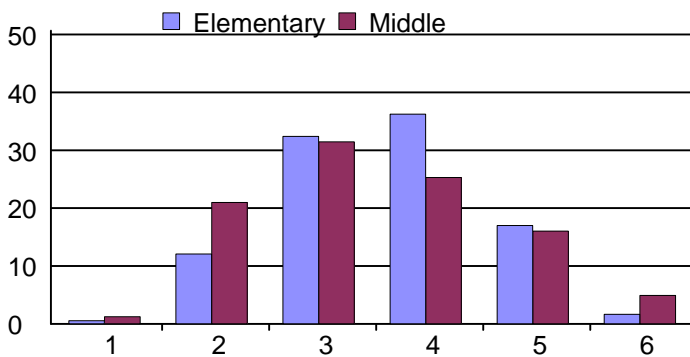
	Elementary		Middle	
1. Not at all	3	2 %	1	1 %
2. Limited	19	10 %	8	5 %
3. Moderate	33	18 %	32	20 %
4. Often	65	36 %	66	40 %
5. Always	56	31 %	53	33 %
6. Not applicable	6	3 %	3	2 %
Total Responses:	182		163	
Mean:	3.86		4.01	
Standard Deviation:	1.04		0.89	

31. Select strategies to increase student achievement based on analysis of student needs within the context of collaborative teams.



	Elementary		Middle	
1. Not at all	0	0 %	0	0 %
2. Limited	12	7 %	3	2 %
3. Moderate	24	13 %	25	15 %
4. Often	67	37 %	67	41 %
5. Always	75	41 %	65	40 %
6. Not applicable	4	2 %	2	1 %
Total Responses:	182		162	
Mean:	4.15		4.21	
Standard Deviation:	0.9		0.77	

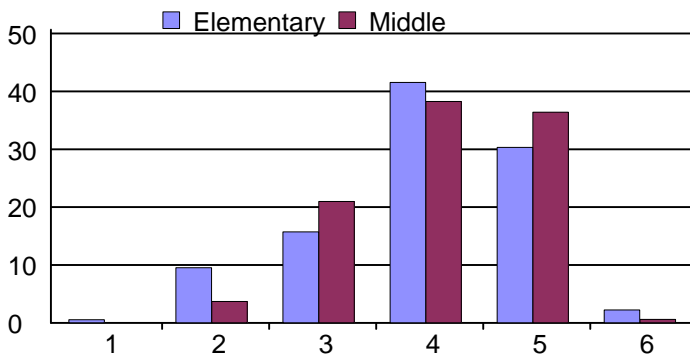
32. Integrate technology into the learning environment.



	Elementary		Middle	
1. Not at all	1	1 %	2	1 %
2. Limited	22	12 %	34	21 %
3. Moderate	59	32 %	51	31 %
4. Often	66	36 %	41	25 %
5. Always	31	17 %	26	16 %
6. Not applicable	3	2 %	8	5 %
Total Responses:	182		162	
Mean:	3.58		3.36	
Standard Deviation:	0.93		1.05	

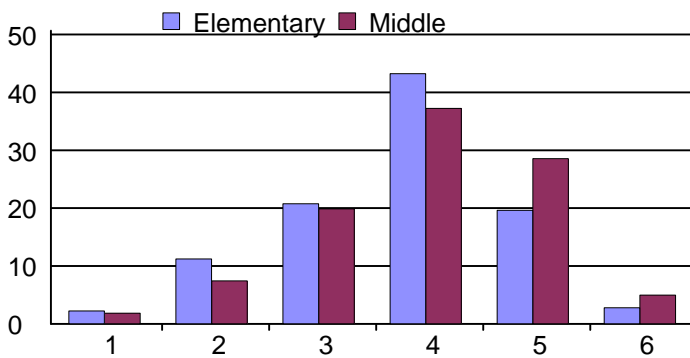
Learning Disabilities Teacher Survey: Elementary & Middle schools

33. Provide and evaluate instruction for student achievement within the context of collaborative teams.



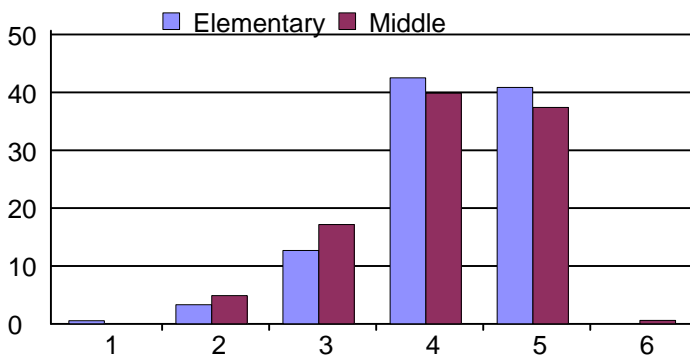
	Elementary		Middle	
1. Not at all	1	1 %	0	0 %
2. Limited	17	10 %	6	4 %
3. Moderate	28	16 %	34	21 %
4. Often	74	42 %	62	38 %
5. Always	54	30 %	59	36 %
6. Not applicable	4	2 %	1	1 %
Total Responses:	178		162	
Mean:	3.94		4.08	
Standard Deviation:	0.96		0.85	

34. Plan lessons that reflect cultural and ethnic diversity.



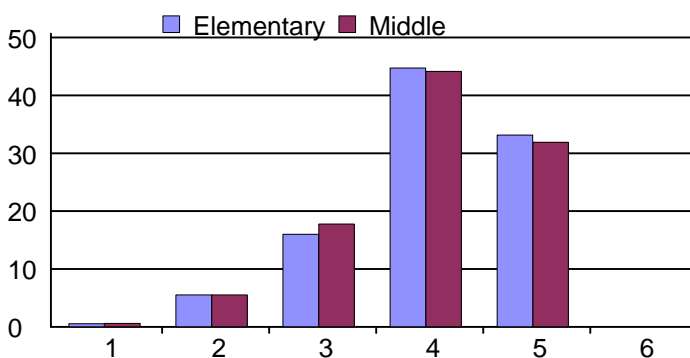
	Elementary		Middle	
1. Not at all	4	2 %	3	2 %
2. Limited	20	11 %	12	7 %
3. Moderate	37	21 %	32	20 %
4. Often	77	43 %	60	37 %
5. Always	35	20 %	46	29 %
6. Not applicable	5	3 %	8	5 %
Total Responses:	178		161	
Mean:	3.69		3.88	
Standard Deviation:	1		1	

35. Independently pursue additional knowledge and skills to enhance instructional practices.



	Elementary		Middle	
1. Not at all	1	1 %	0	0 %
2. Limited	6	3 %	8	5 %
3. Moderate	23	13 %	28	17 %
4. Often	77	43 %	65	40 %
5. Always	74	41 %	61	37 %
6. Not applicable	0	0 %	1	1 %
Total Responses:	181		163	
Mean:	4.2		4.1	
Standard Deviation:	0.83		0.86	

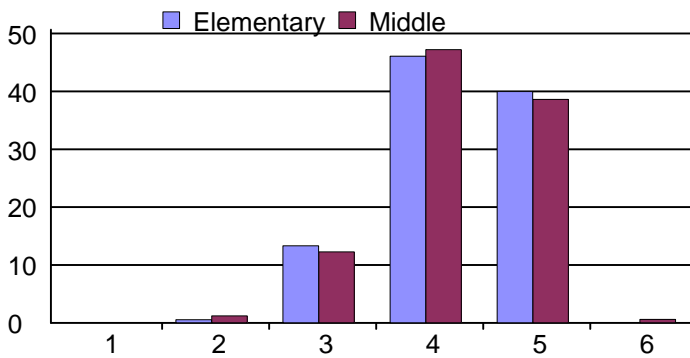
36. Demonstrate expertise in effective practices and collaboratively share instructional practices and data with colleagues to improve own instruction



	Elementary		Middle	
1. Not at all	1	1 %	1	1 %
2. Limited	10	6 %	9	6 %
3. Moderate	29	16 %	29	18 %
4. Often	81	45 %	72	44 %
5. Always	60	33 %	52	32 %
6. Not applicable	0	0 %	0	0 %
Total Responses:	181		163	
Mean:	4.04		4.01	
Standard Deviation:	0.87		0.88	

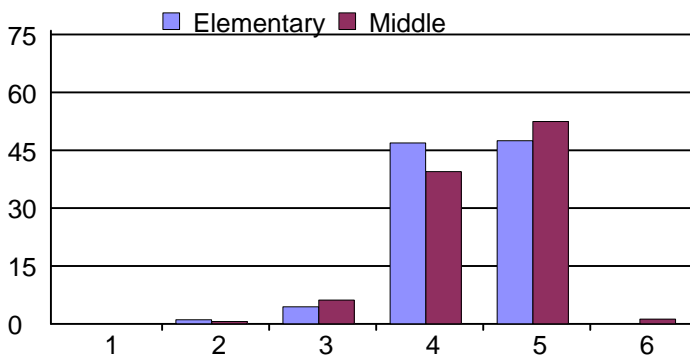
Learning Disabilities Teacher Survey: Elementary & Middle schools

37. Develop innovative strategies and instruction to meet the needs of students.



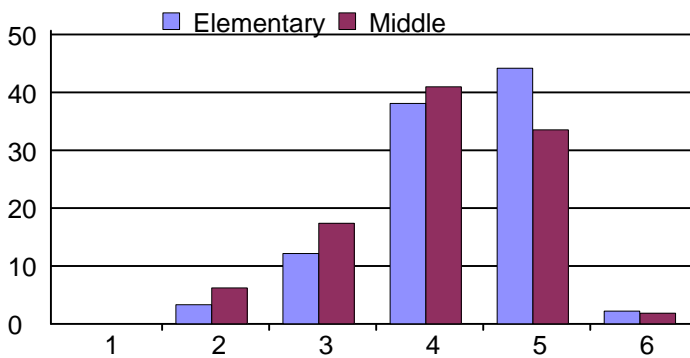
	Elementary		Middle	
1. Not at all	0	0 %	0	0 %
2. Limited	1	1 %	2	1 %
3. Moderate	24	13 %	20	12 %
4. Often	83	46 %	77	47 %
5. Always	72	40 %	63	39 %
6. Not applicable	0	0 %	1	1 %
Total Responses:	180		163	
Mean:	4.26		4.24	
Standard Deviation:	0.7		0.71	

38. Evaluate and change own practices based on student data.



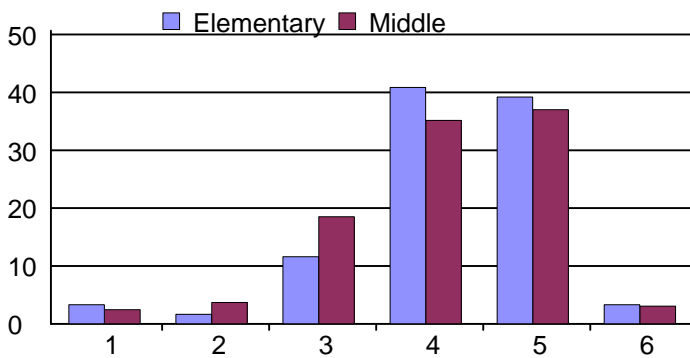
	Elementary		Middle	
1. Not at all	0	0 %	0	0 %
2. Limited	2	1 %	1	1 %
3. Moderate	8	4 %	10	6 %
4. Often	84	47 %	64	40 %
5. Always	85	47 %	85	52 %
6. Not applicable	0	0 %	2	1 %
Total Responses:	179		162	
Mean:	4.41		4.46	
Standard Deviation:	0.63		0.64	

39. Identify the components of balanced literacy.



	Elementary		Middle	
1. Not at all	0	0 %	0	0 %
2. Limited	6	3 %	10	6 %
3. Moderate	22	12 %	28	17 %
4. Often	69	38 %	66	41 %
5. Always	80	44 %	54	34 %
6. Not applicable	4	2 %	3	2 %
Total Responses:	181		161	
Mean:	4.26		4.04	
Standard Deviation:	0.8		0.88	

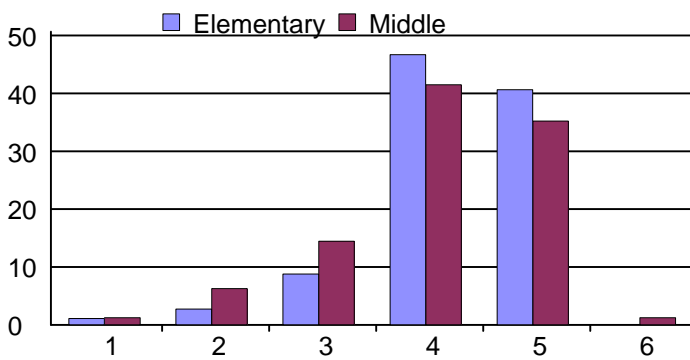
40. Ensures student schedules reflect all of the components of balanced literacy.



	Elementary		Middle	
1. Not at all	6	3 %	4	2 %
2. Limited	3	2 %	6	4 %
3. Moderate	21	12 %	30	19 %
4. Often	74	41 %	57	35 %
5. Always	71	39 %	60	37 %
6. Not applicable	6	3 %	5	3 %
Total Responses:	181		162	
Mean:	4.15		4.04	
Standard Deviation:	0.94		0.98	

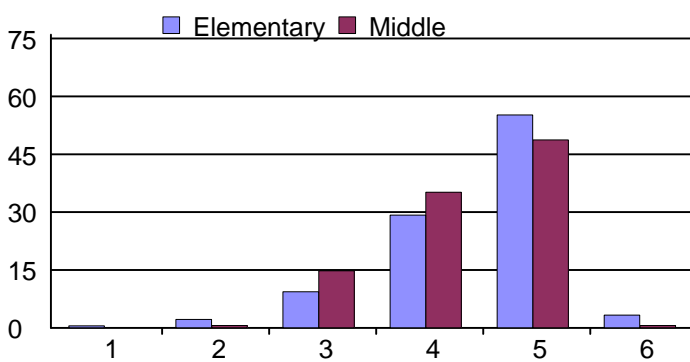
Learning Disabilities Teacher Survey: Elementary & Middle schools

41. Assess student abilities and select research based strategies to meet specific student needs and interests.



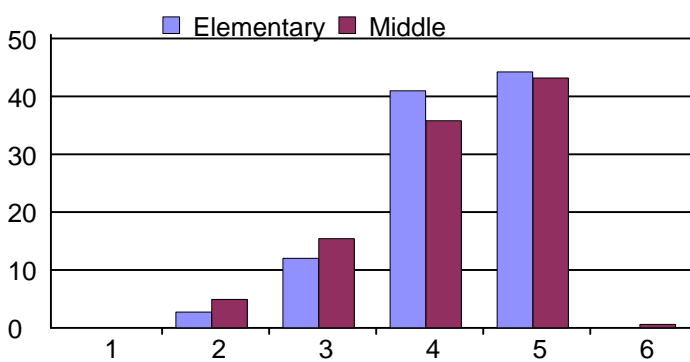
	Elementary		Middle	
1. Not at all	2	1 %	2	1 %
2. Limited	5	3 %	10	6 %
3. Moderate	16	9 %	23	14 %
4. Often	85	47 %	66	42 %
5. Always	74	41 %	56	35 %
6. Not applicable	0	0 %	2	1 %
Total Responses:	182		159	
Mean:	4.23		4.04	
Standard Deviation:	0.81		0.94	

42. Differentiate instruction to meet the needs of students in a variety of collaborative settings.



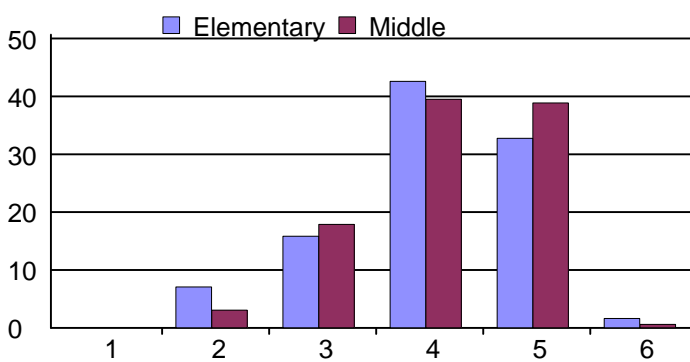
	Elementary		Middle	
1. Not at all	1	1 %	0	0 %
2. Limited	4	2 %	1	1 %
3. Moderate	17	9 %	24	15 %
4. Often	53	29 %	57	35 %
5. Always	100	55 %	79	49 %
6. Not applicable	6	3 %	1	1 %
Total Responses:	181		162	
Mean:	4.41		4.33	
Standard Deviation:	0.8		0.75	

43. Develop effective student data keeping systems.



	Elementary		Middle	
1. Not at all	0	0 %	0	0 %
2. Limited	5	3 %	8	5 %
3. Moderate	22	12 %	25	15 %
4. Often	75	41 %	58	36 %
5. Always	81	44 %	70	43 %
6. Not applicable	0	0 %	1	1 %
Total Responses:	183		162	
Mean:	4.27		4.18	
Standard Deviation:	0.78		0.87	

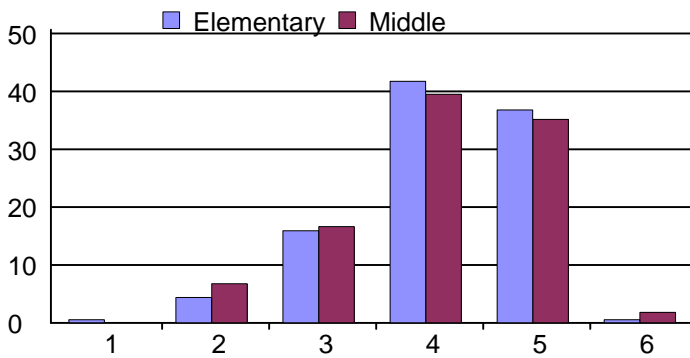
44. Collaboratively analyze student performance.



	Elementary		Middle	
1. Not at all	0	0 %	0	0 %
2. Limited	13	7 %	5	3 %
3. Moderate	29	16 %	29	18 %
4. Often	78	43 %	64	40 %
5. Always	60	33 %	63	39 %
6. Not applicable	3	2 %	1	1 %
Total Responses:	183		162	
Mean:	4.03		4.15	
Standard Deviation:	0.89		0.82	

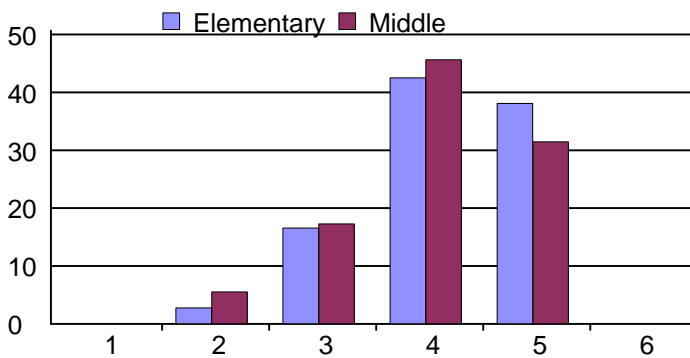
Learning Disabilities Teacher Survey: Elementary & Middle schools

45. Study best practices and implement research based strategies to improve student achievement.



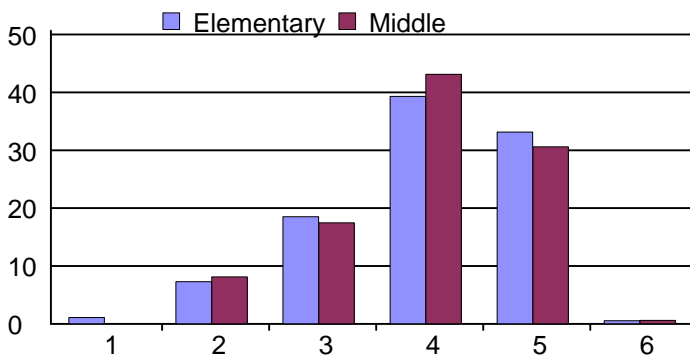
	Elementary		Middle	
1. Not at all	1	1 %	0	0 %
2. Limited	8	4 %	11	7 %
3. Moderate	29	16 %	27	17 %
4. Often	76	42 %	64	40 %
5. Always	67	37 %	57	35 %
6. Not applicable	1	1 %	3	2 %
Total Responses:	182		162	
Mean:	4.1		4.05	
Standard Deviation:	0.87		0.9	

46. Examine current teaching practices to support district goals.



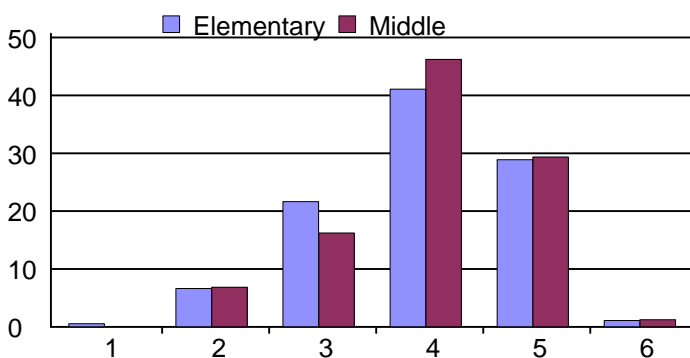
	Elementary		Middle	
1. Not at all	0	0 %	0	0 %
2. Limited	5	3 %	9	6 %
3. Moderate	30	17 %	28	17 %
4. Often	77	43 %	74	46 %
5. Always	69	38 %	51	31 %
6. Not applicable	0	0 %	0	0 %
Total Responses:	181		162	
Mean:	4.16		4.03	
Standard Deviation:	0.8		0.84	

47. Engage in collaborative planning and reflection throughout all instructional areas including assessment, intervention and evaluation.



	Elementary		Middle	
1. Not at all	2	1 %	0	0 %
2. Limited	13	7 %	13	8 %
3. Moderate	33	19 %	28	18 %
4. Often	70	39 %	69	43 %
5. Always	59	33 %	49	31 %
6. Not applicable	1	1 %	1	1 %
Total Responses:	178		160	
Mean:	3.97		3.97	
Standard Deviation:	0.96		0.9	

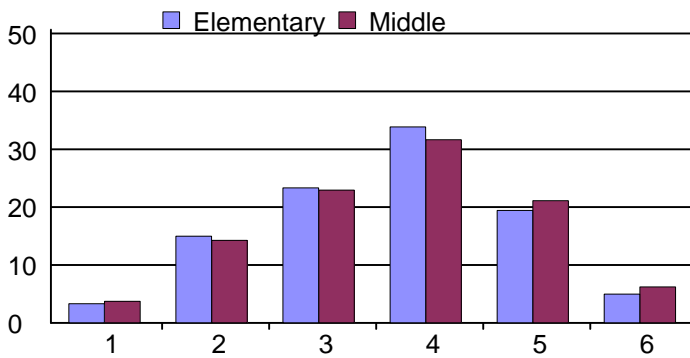
48. Participate in reflective practices aimed at implementing effective practices in the educational setting.



	Elementary		Middle	
1. Not at all	1	1 %	0	0 %
2. Limited	12	7 %	11	7 %
3. Moderate	39	22 %	26	16 %
4. Often	74	41 %	74	46 %
5. Always	52	29 %	47	29 %
6. Not applicable	2	1 %	2	1 %
Total Responses:	180		160	
Mean:	3.92		3.99	
Standard Deviation:	0.91		0.86	

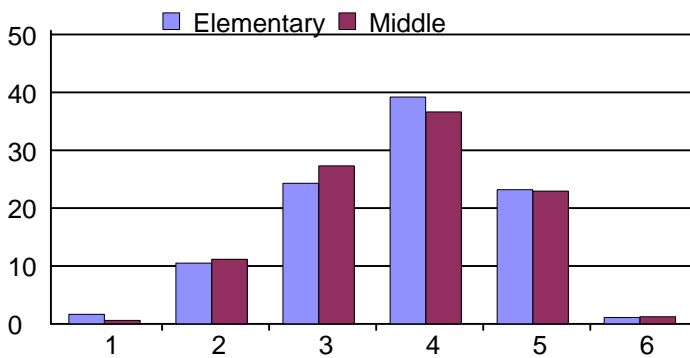
Learning Disabilities Teacher Survey: Elementary & Middle schools

49. Provide leadership in collaborative projects with partner district to improve student performance.



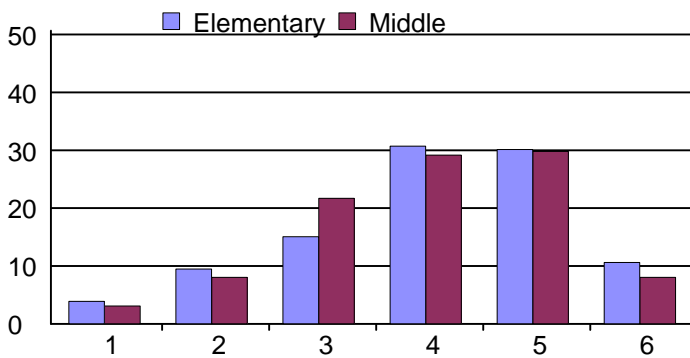
	Elementary		Middle	
1. Not at all	6	3 %	6	4 %
2. Limited	27	15 %	23	14 %
3. Moderate	42	23 %	37	23 %
4. Often	61	34 %	51	32 %
5. Always	35	19 %	34	21 %
6. Not applicable	9	5 %	10	6 %
Total Responses:	180		161	
Mean:	3.54		3.56	
Standard Deviation:	1.09		1.12	

50. Share collaborative work with colleagues to solicit reflective feedback and professional growth.



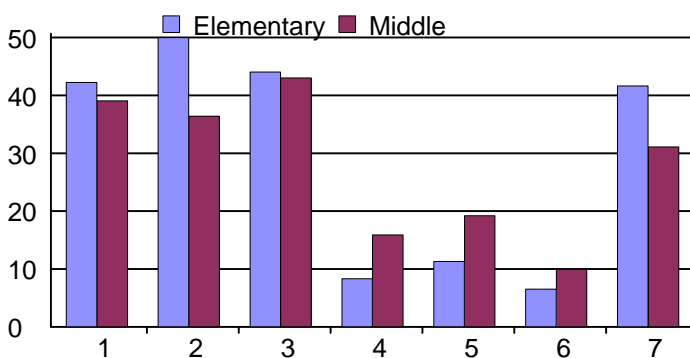
	Elementary		Middle	
1. Not at all	3	2 %	1	1 %
2. Limited	19	10 %	18	11 %
3. Moderate	44	24 %	44	27 %
4. Often	71	39 %	59	37 %
5. Always	42	23 %	37	23 %
6. Not applicable	2	1 %	2	1 %
Total Responses:	181		161	
Mean:	3.73		3.71	
Standard Deviation:	0.99		0.97	

51. Offer support to new staff in the acquisition of needed skills through a variety of collaborative efforts including mentoring, coaching and modeling.



	Elementary		Middle	
1. Not at all	7	4 %	5	3 %
2. Limited	17	9 %	13	8 %
3. Moderate	27	15 %	35	22 %
4. Often	55	31 %	47	29 %
5. Always	54	30 %	48	30 %
6. Not applicable	19	11 %	13	8 %
Total Responses:	179		161	
Mean:	3.82		3.81	
Standard Deviation:	1.14		1.09	

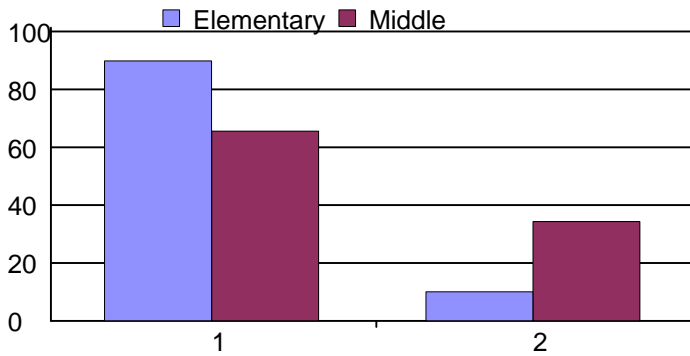
54. I am the only instructor for my students with LD in the following core content area(s) (check all that apply)



	Elementary		Middle	
1. Language Arts	71	42 %	59	39 %
2. Reading	84	50 %	55	36 %
3. Math	74	44 %	65	43 %
4. Science	14	8 %	24	16 %
5. Social Studies	19	11 %	29	19 %
6. Other _____	11	7 %	15	10 %
7. None	70	42 %	47	31 %
Total Responses:	168		151	

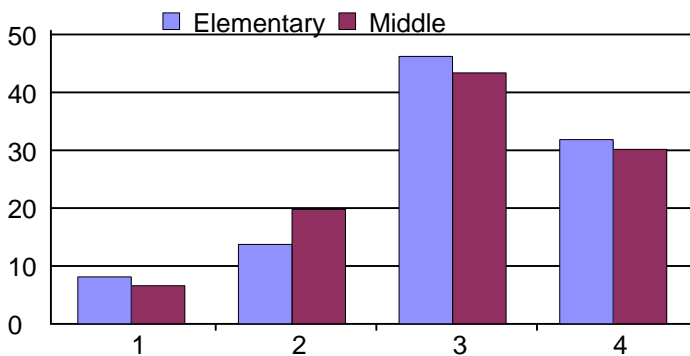
Learning Disabilities Teacher Survey: Elementary & Middle schools

55. I provide direct reading instruction to students with LD.



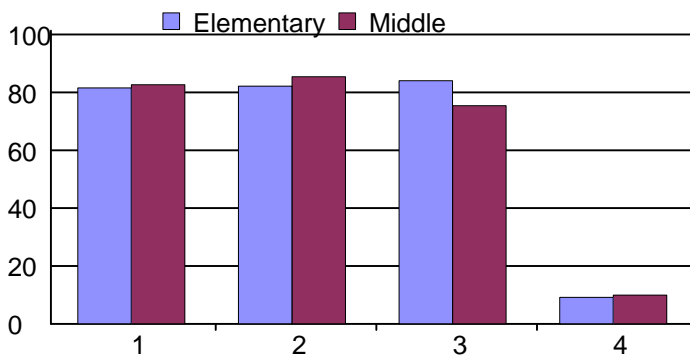
	Elementary		Middle	
1. Yes, # of students	160	90 %	103	66 %
2. No, go to item 60	18	10 %	54	34 %
Total Responses:	178		157	

56. If yes, average # of minutes per student per week in reading?



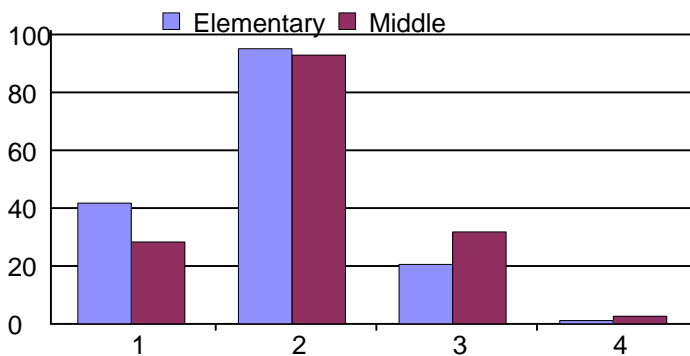
	Elementary		Middle	
1. <80 min/std/wk	13	8 %	7	7 %
2. 80-149	22	14 %	21	20 %
3. 150-249	74	46 %	46	43 %
4. 250-350	51	32 %	32	30 %
Total Responses:	160		106	

57. I use the following instructional materials and/or curriculum. (Check all that apply)



	Elementary		Middle	
1. Teacher made	133	82 %	91	83 %
2. Commercial	134	82 %	94	85 %
3. Partner district	137	84 %	83	75 %
4. Other	15	9 %	11	10 %
Total Responses:	163		110	

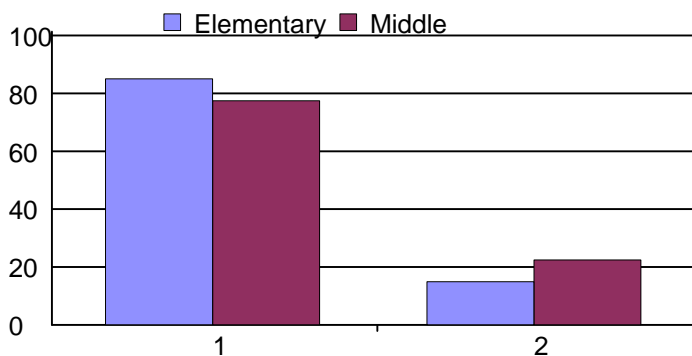
59. In what setting is the instruction provided? (check all that apply)



	Elementary		Middle	
1. Individually (SES)	69	42 %	32	28 %
2. Small group (SES)	157	95 %	105	93 %
3. CT or CWC	34	21 %	36	32 %
4. Other	2	1 %	3	3 %
Total Responses:	165		113	

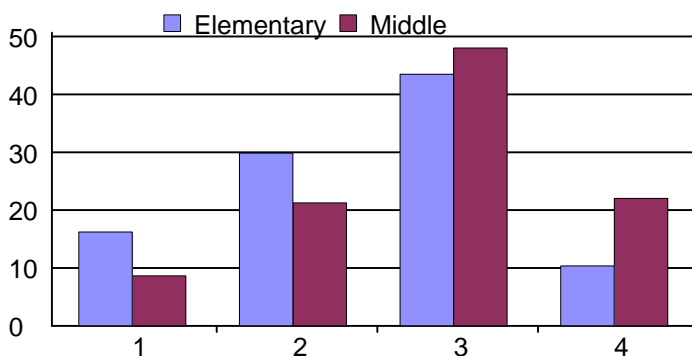
Learning Disabilities Teacher Survey: Elementary & Middle schools

60. I provide direct writing instruction to students with LD.



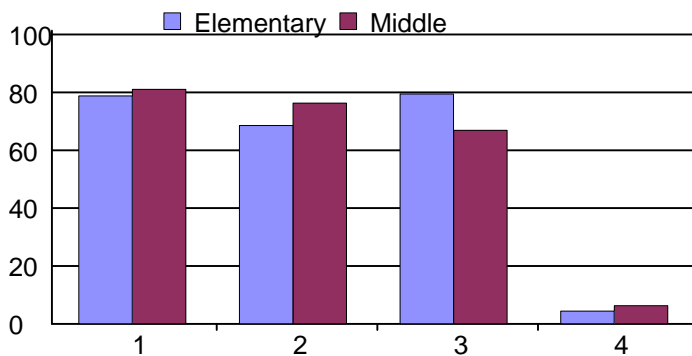
	Elementary		Middle	
1. Yes, # of students	148	85 %	124	78 %
2. No, go to item 65	26	15 %	36	22 %
Total Responses:	174		160	

61. If yes, average # of minutes per student per week in writing?



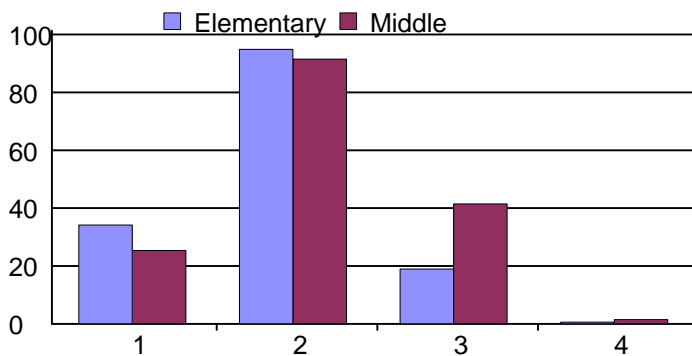
	Elementary		Middle	
1. <80 min/std/wk	25	16 %	11	9 %
2. 80-149	46	30 %	27	21 %
3. 150-249	67	44 %	61	48 %
4. 250-350	16	10 %	28	22 %
Total Responses:	154		127	

62. I use the following instructional materials and/or curriculum. (Check all that apply)



	Elementary		Middle	
1. Teacher made	123	79 %	103	81 %
2. Commercial	107	69 %	97	76 %
3. Partner district	124	79 %	85	67 %
4. Other	7	4 %	8	6 %
Total Responses:	156		127	

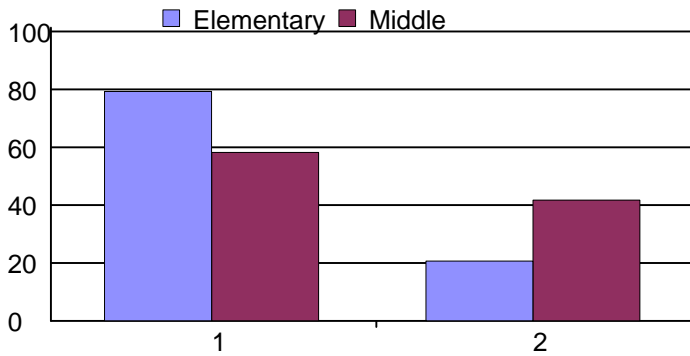
64. In what setting is the instruction provided? (check all that apply)



	Elementary		Middle	
1. Individually (SES)	54	34 %	33	25 %
2. Small group (SES)	150	95 %	119	92 %
3. CT or CWC	30	19 %	54	42 %
4. Other	1	1 %	2	2 %
Total Responses:	158		130	

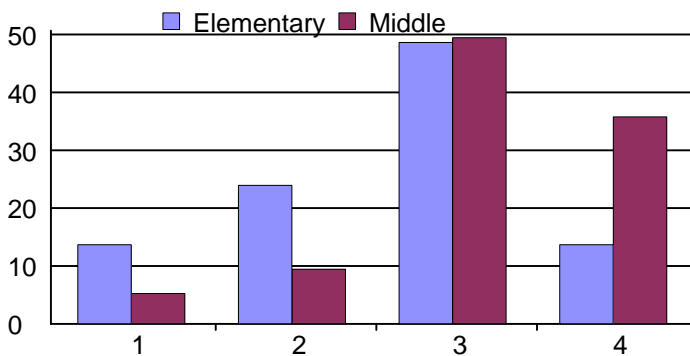
Learning Disabilities Teacher Survey: Elementary & Middle schools

65. I provide direct math instruction to students with LD.



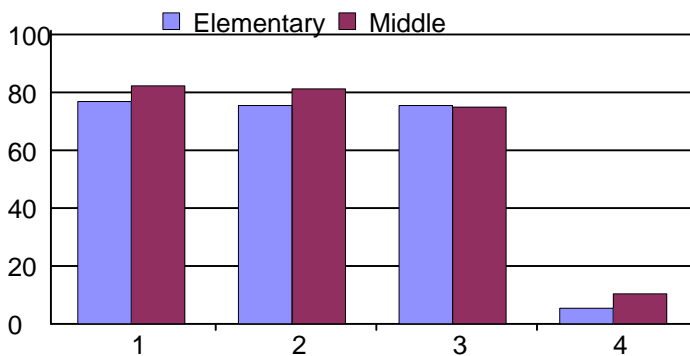
	Elementary	Middle
1. Yes, # of students	134 79 %	92 58 %
2. No, go to item 70	35 21 %	66 42 %
Total Responses:	169	158

66. If yes, average # of minutes per student per week in math?



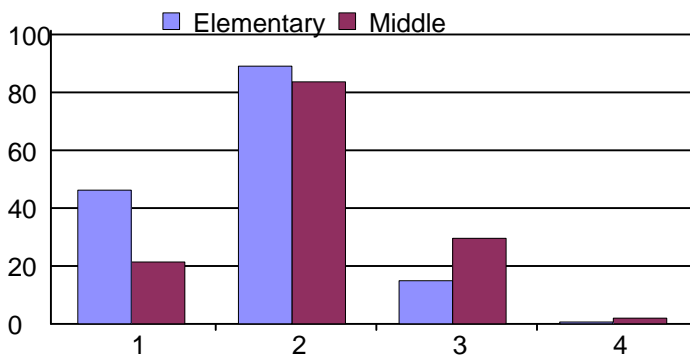
	Elementary	Middle
1. <80 min/std/wk	20 14 %	5 5 %
2. 80-149	35 24 %	9 9 %
3. 150-249	71 49 %	47 49 %
4. 250-350	20 14 %	34 36 %
Total Responses:	146	95

67. I use the following instructional materials and/or curriculum. (Check all that apply)



	Elementary	Middle
1. Teacher made	113 77 %	79 82 %
2. Commercial	111 76 %	78 81 %
3. Partner district	111 76 %	72 75 %
4. Other	8 5 %	10 10 %
Total Responses:	147	96

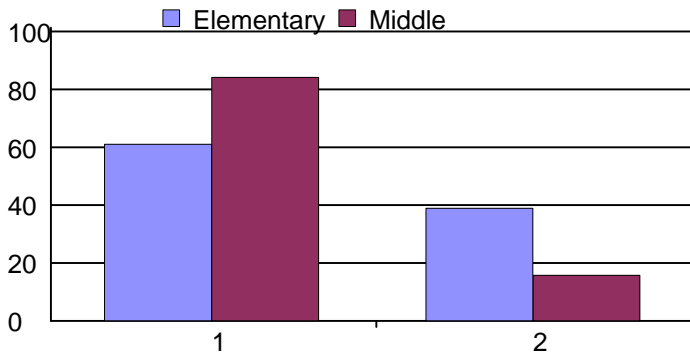
69. In what setting is the instruction provided? (check all that apply).



	Elementary	Middle
1. Individually (SES)	68 46 %	21 21 %
2. Small group (SES)	131 89 %	82 84 %
3. CT or CWC	22 15 %	29 30 %
4. Other	1 1 %	2 2 %
Total Responses:	147	98

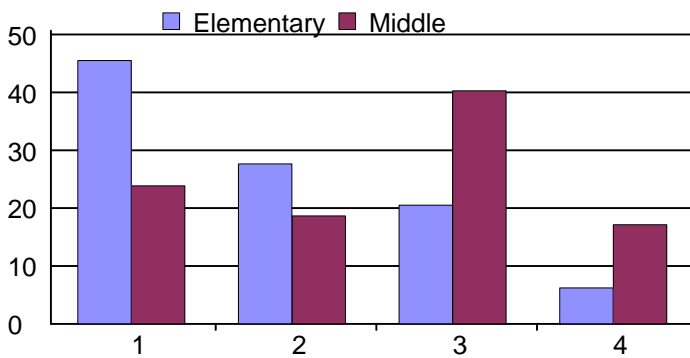
Learning Disabilities Teacher Survey: Elementary & Middle schools

70. I provide direct self management skills/study skills/learning strategies instruction to students with LD.



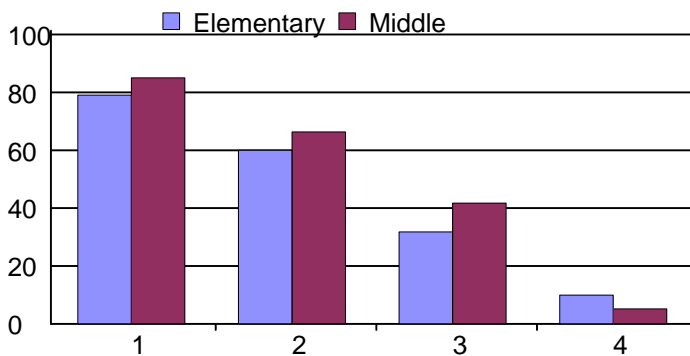
	Elementary		Middle	
1. Yes, # of students	105	61 %	133	84 %
2. No, go to item 75	67	39 %	25	16 %
Total Responses:	172		158	

71. If yes, average # of minutes per student per week in self management skills/study skills/learning strategies?



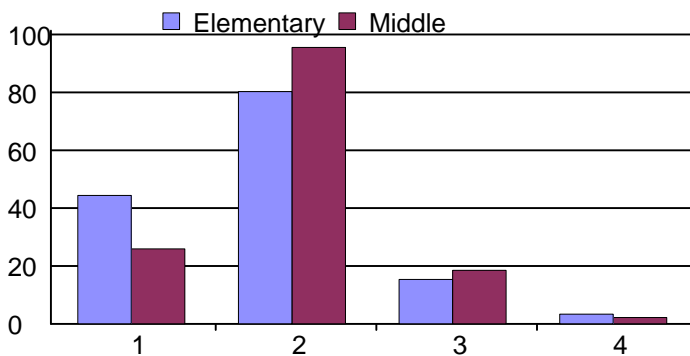
	Elementary		Middle	
1. <80 min/std/wk	51	46 %	32	24 %
2. 80-149	31	28 %	25	19 %
3. 150-249	23	21 %	54	40 %
4. 250-350	7	6 %	23	17 %
Total Responses:	112		134	

72. I use the following instructional materials and/or curriculum. (Check all that apply)



	Elementary		Middle	
1. Teacher made	87	79 %	114	85 %
2. Commercial	66	60 %	89	66 %
3. Partner district	35	32 %	56	42 %
4. Other	11	10 %	7	5 %
Total Responses:	110		134	

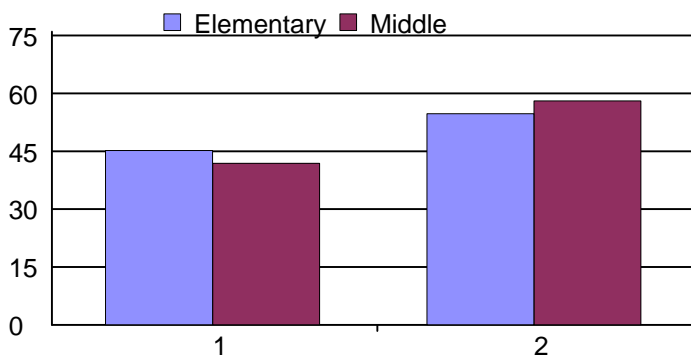
74. In what setting is the instruction provided? (check all that apply).



	Elementary		Middle	
1. Individually (SES)	52	44 %	35	26 %
2. Small group (SES)	94	80 %	129	96 %
3. CT or CWC	18	15 %	25	19 %
4. Other	4	3 %	3	2 %
Total Responses:	117		135	

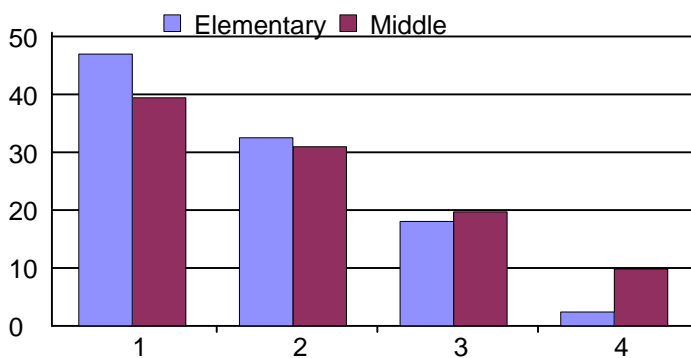
Learning Disabilities Teacher Survey: Elementary & Middle schools

75. I provide direct social skills instruction to students with LD.



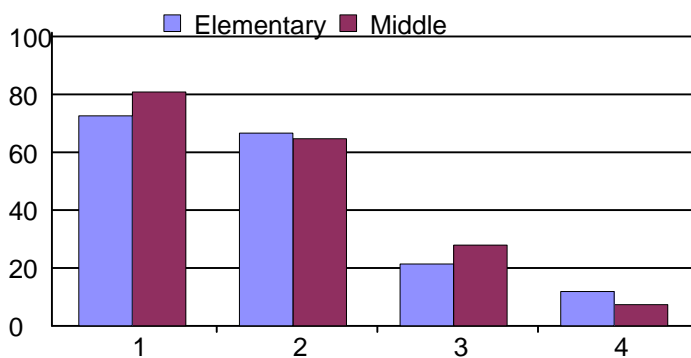
	Elementary	Middle
1. Yes, # of students	81 45 %	65 42 %
2. No, go to item 80	98 55 %	90 58 %
Total Responses:	179	155

76. If yes, average # of minutes per student per week in social skills?



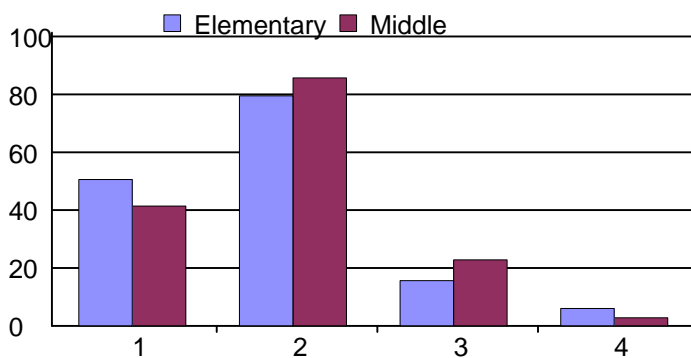
	Elementary	Middle
1. <80 min/std/wk	39 47 %	28 39 %
2. 80-149	27 33 %	22 31 %
3. 150-249	15 18 %	14 20 %
4. 250-350	2 2 %	7 10 %
Total Responses:	83	71

77. I use the following instructional materials and/or curriculum. (Check all that apply)



	Elementary	Middle
1. Teacher made	61 73 %	55 81 %
2. Commercial	56 67 %	44 65 %
3. Partner district	18 21 %	19 28 %
4. Other	10 12 %	5 7 %
Total Responses:	84	68

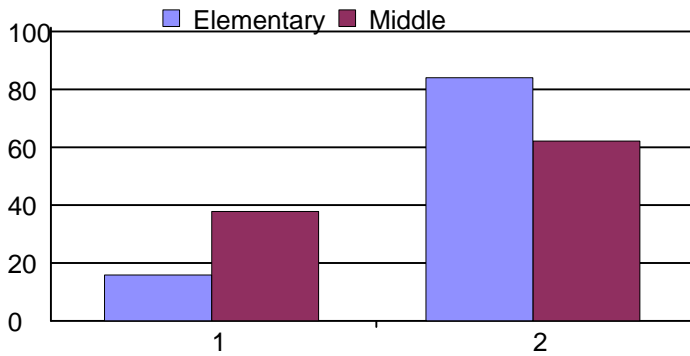
79. In what setting is the instruction provided? (check all that apply).



	Elementary	Middle
1. Individually (SES)	42 51 %	29 41 %
2. Small group (SES)	66 80 %	60 86 %
3. CT or CWC	13 16 %	16 23 %
4. Other	5 6 %	2 3 %
Total Responses:	83	70

Learning Disabilities Teacher Survey: Elementary & Middle schools

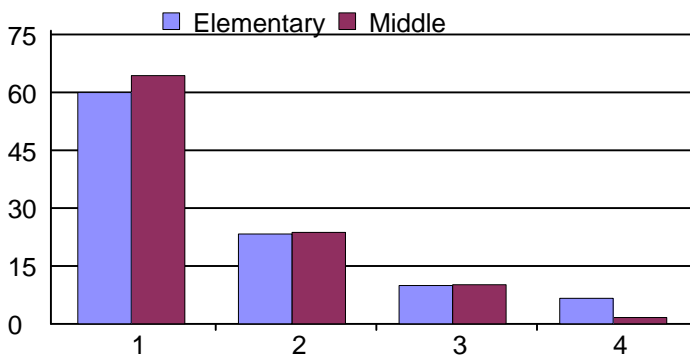
80. I provide direct self-advocacy skills instruction to students with LD.



1. Yes, # of students
 2. No, go to item 85
- Total Responses:

Elementary		Middle	
28	16 %	59	38 %
148	84 %	97	62 %
176		156	

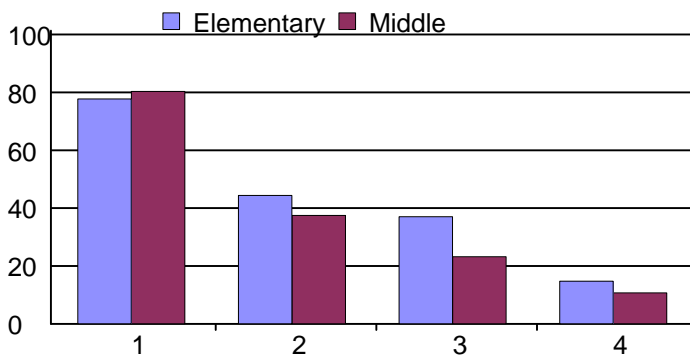
81. If yes, average # of minutes per student per week in self-advocacy skills?



1. <80 min/std/wk
 2. 80-149
 3. 150-249
 4. 250-350
- Total Responses:

Elementary		Middle	
18	60 %	38	64 %
7	23 %	14	24 %
3	10 %	6	10 %
2	7 %	1	2 %
30		59	

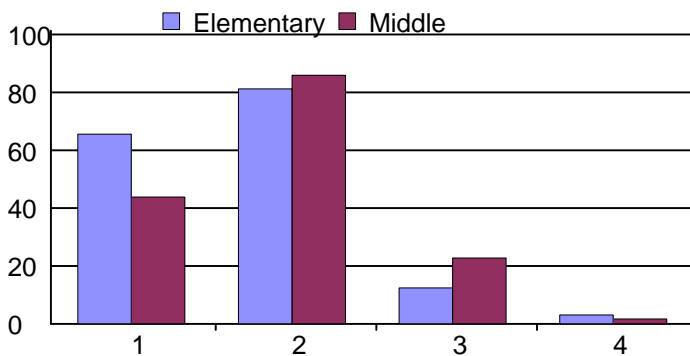
82. I use the following instructional materials and/or curriculum. (Check all that apply)



1. Teacher made
 2. Commercial
 3. Partner district
 4. Other
- Total Responses:

Elementary		Middle	
21	78 %	45	80 %
12	44 %	21	38 %
10	37 %	13	23 %
4	15 %	6	11 %
27		56	

84. In what setting is the instruction provided? (check all that apply).

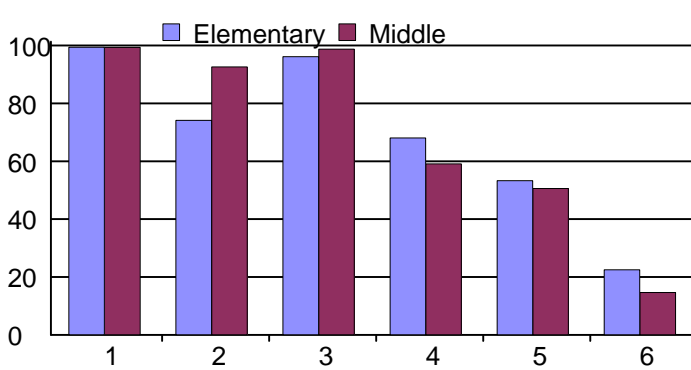


1. Individually (SES)
 2. Small group (SES)
 3. CT or CWC
 4. Other
- Total Responses:

Elementary		Middle	
21	66 %	25	44 %
26	81 %	49	86 %
4	12 %	13	23 %
1	3 %	1	2 %
32		57	

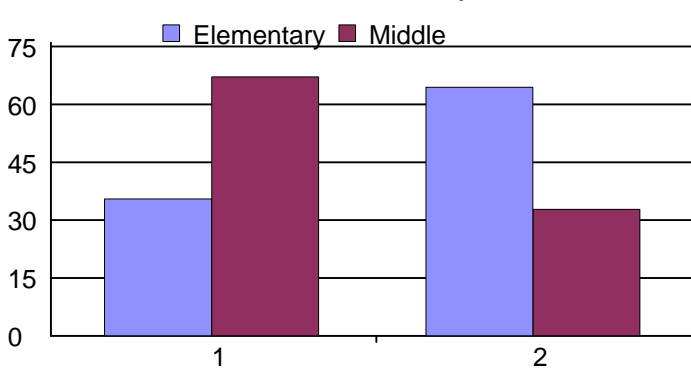
Learning Disabilities Teacher Survey: Elementary & Middle schools

85. I utilize the following methods of assessment for my students with learning disabilities (check all that apply).



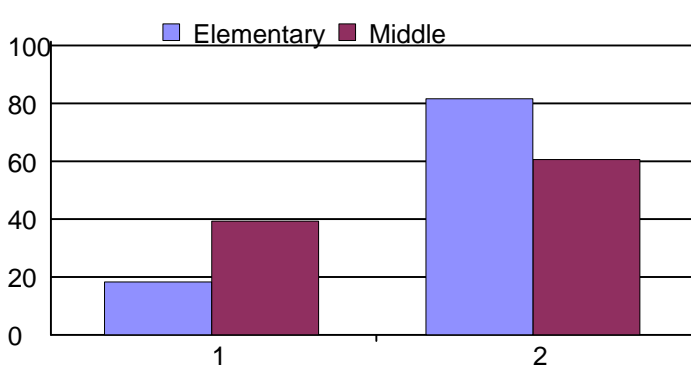
	Elementary	Middle
1. IEP goal(s)/Benchmark	181 99 %	163 99 %
2. Classroom grade	135 74 %	152 93 %
3. Daily work	175 96 %	162 99 %
4. District...	124 68 %	97 59 %
5. MAP	97 53 %	83 51 %
6. Other	41 23 %	24 15 %
Total Responses:	182	164

87. I facilitate transition activities for my students with LD through the IEP process.



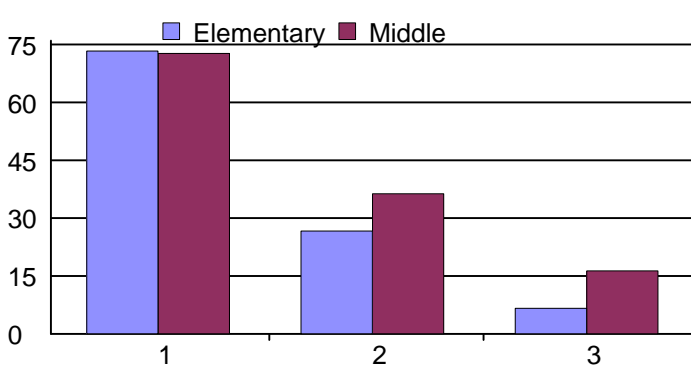
	Elementary	Middle
1. Yes	27 36 %	90 67 %
2. No	49 64 %	44 33 %
Total Responses:	76	134
Mean:	1.64	1.33
Standard Deviation:	0.48	0.47

88. I provide direct instruction in transition skills to students with LD.



	Elementary	Middle
1. Yes	11 18 %	50 39 %
2. No	49 82 %	77 61 %
Total Responses:	60	127
Mean:	1.82	1.61
Standard Deviation:	0.39	0.49

89. If yes, what form? (check all that apply)



	Elementary	Middle
1. embedded in the...	11 73 %	40 73 %
2. separate topic	4 27 %	20 36 %
3. Other	1 7 %	9 16 %
Total Responses:	15	55

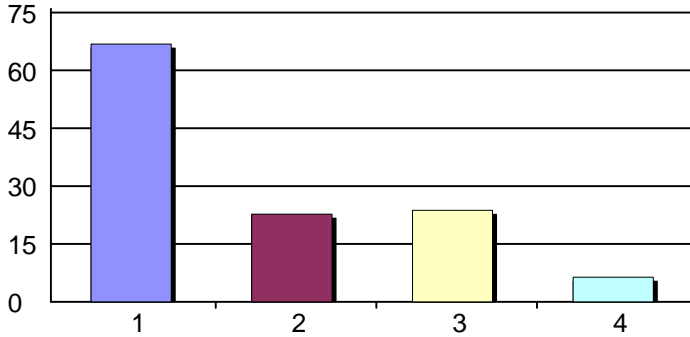
Learning Disabilities Teacher Survey: High school

Creation Date: 2/25/2005

Time Interval: 12/14/2004 to 1/19/2005

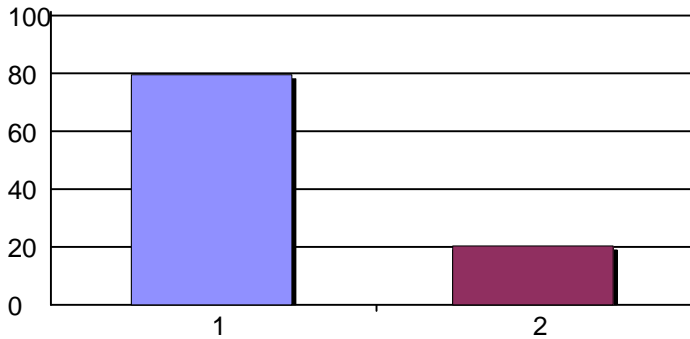
Total Respondents: ~~99~~
202

1. My role is (check all that apply)



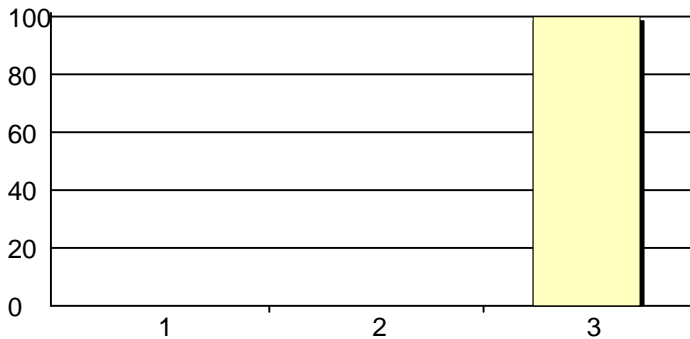
1. Cross categorical resource...	135	67 %
2. Self-contained cross...	46	23 %
3. SSD school teacher	48	24 %
4. Other	13	6 %
Total Responses:	202	

2. I provide special education services in a collaborative teaching (CT) or class within a class (CWC) model.



1. Yes, Please list _____	160	80 %
2. No	41	20 %
Total Responses:	201	

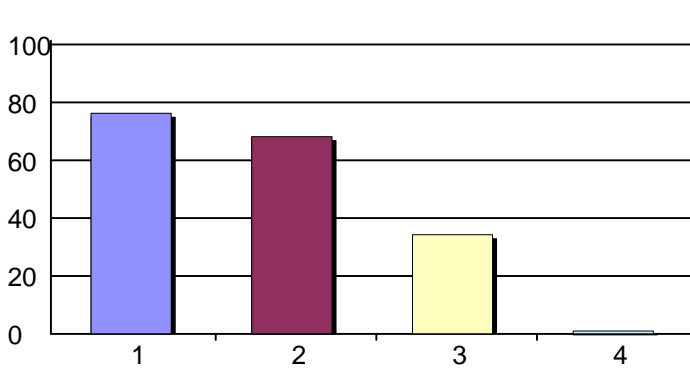
3. I primarily work in



1. Elementary school	0	0 %
2. Middle school	0	0 %
3. High school	203	100 %
Total Responses:	203	

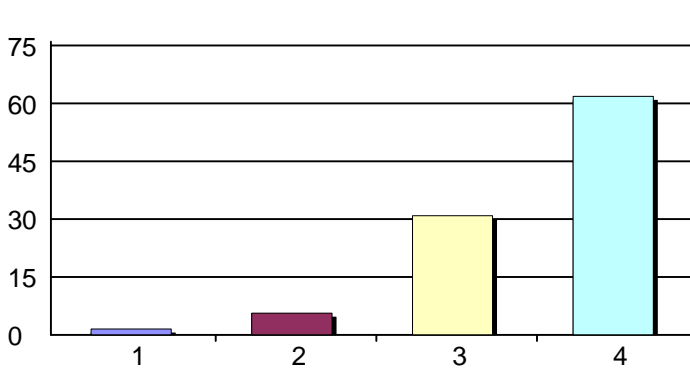
Learning Disabilities Teacher Survey: High school

4. Please darken the circle of the educational placement of the students with learning disabilities you serve. (check all that apply).



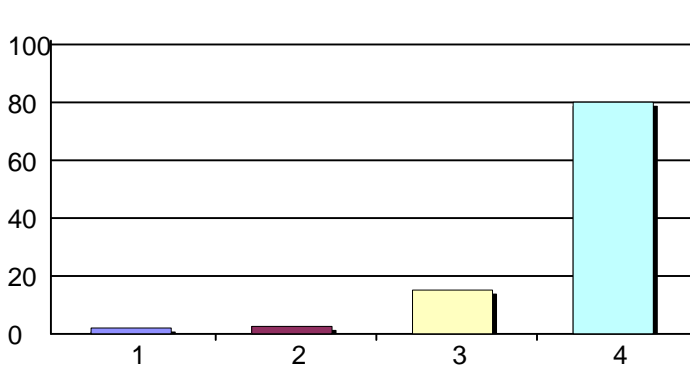
1.	<21% of school day outside...	151	76 %
2.	21-60% of school day...	135	68 %
3.	>60% of school day outside...	68	34 %
4.	Public separate facility...	2	1 %
Total Responses:		198	

5. What is the percentage of students on your caseload with learning disabilities ?



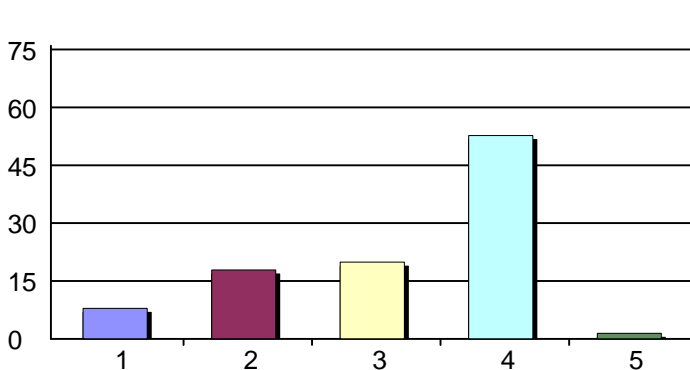
1.	less than 25% of students...	3	2 %
2.	between 25% to 50% of...	11	6 %
3.	between 51% to 75% of...	60	31 %
4.	more than 75% of students...	120	62 %
Total Responses:		194	
Mean: 3.53		Standard Deviation: 0.68	

6. What is the percentage of time you work with students with learning disabilities?



1.	less than 25%	4	2 %
2.	25% - 50%	5	3 %
3.	51% - 75%	29	15 %
4.	more than 75%	153	80 %
Total Responses:		191	
Mean: 3.73		Standard Deviation: 0.61	

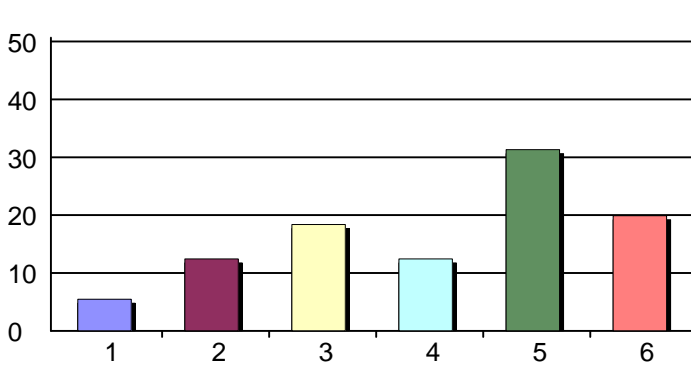
7. I have



1.	Bachelor's degree	16	8 %
2.	Bachelor's degree + courses	36	18 %
3.	Master's degree	40	20 %
4.	Master's degree + courses	106	53 %
5.	Doctorate	3	1 %
Total Responses:		201	
Mean: 3.22		Standard Deviation: 1.02	

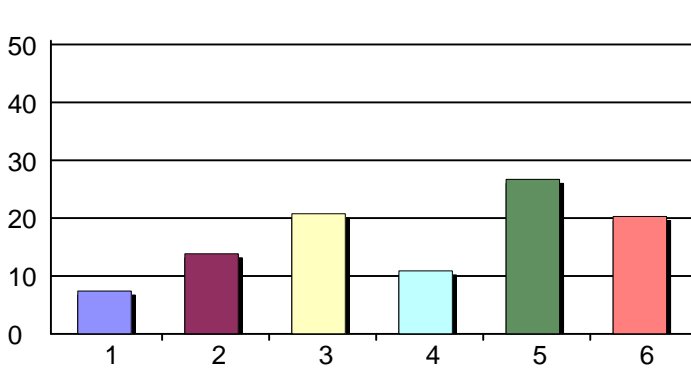
Learning Disabilities Teacher Survey: High school

8. The number of years I have worked in an educational setting is



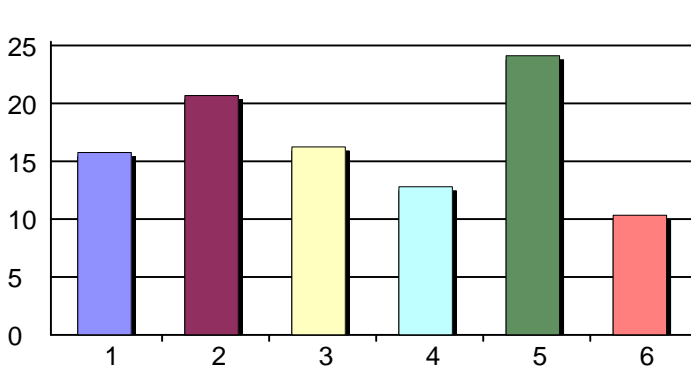
1.	less than 3 years	11	5 %
2.	3-5 years	25	12 %
3.	6-10 years	37	18 %
4.	11-15 years	25	12 %
5.	16-25 years	63	31 %
6.	26-35 years	40	20 %
Total Responses:		201	

9. The number of years I have worked in the special education area is



1.	less than 3 years	15	7 %
2.	3-5 years	28	14 %
3.	6-10 years	42	21 %
4.	11-15 years	22	11 %
5.	16-25 years	54	27 %
6.	26-35 years	41	20 %
Total Responses:		202	

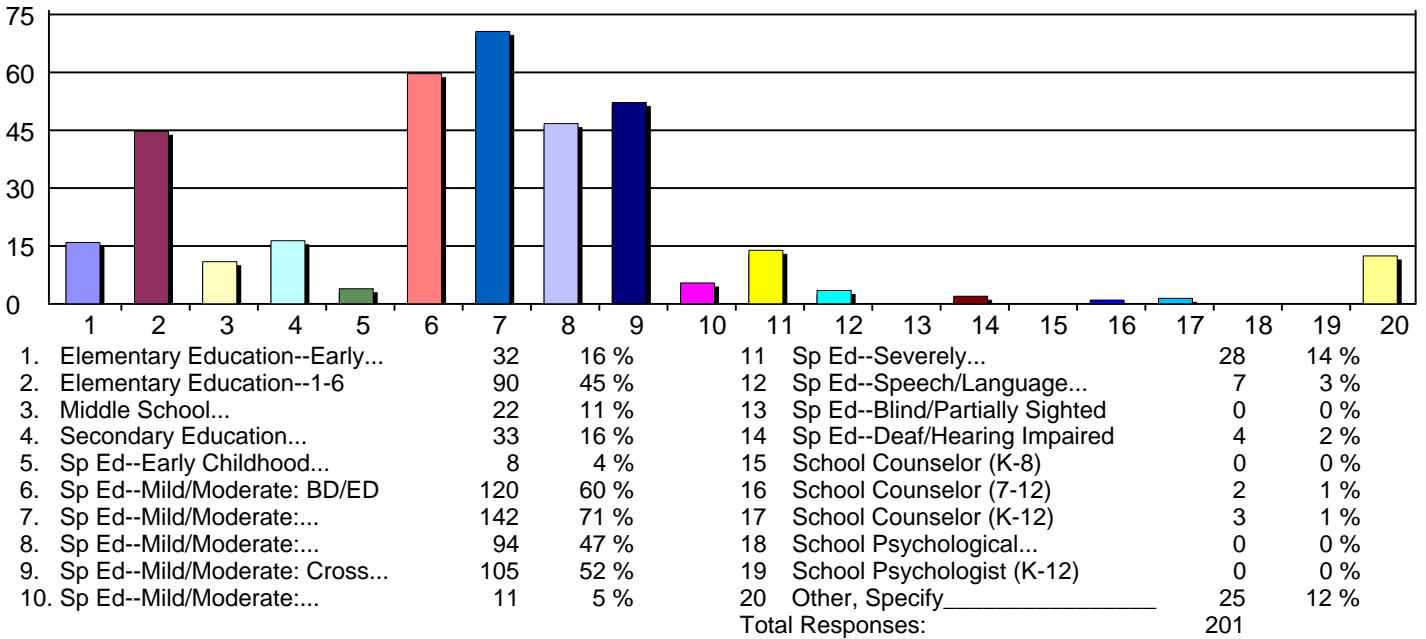
10. The number of years I have worked at Special School District is



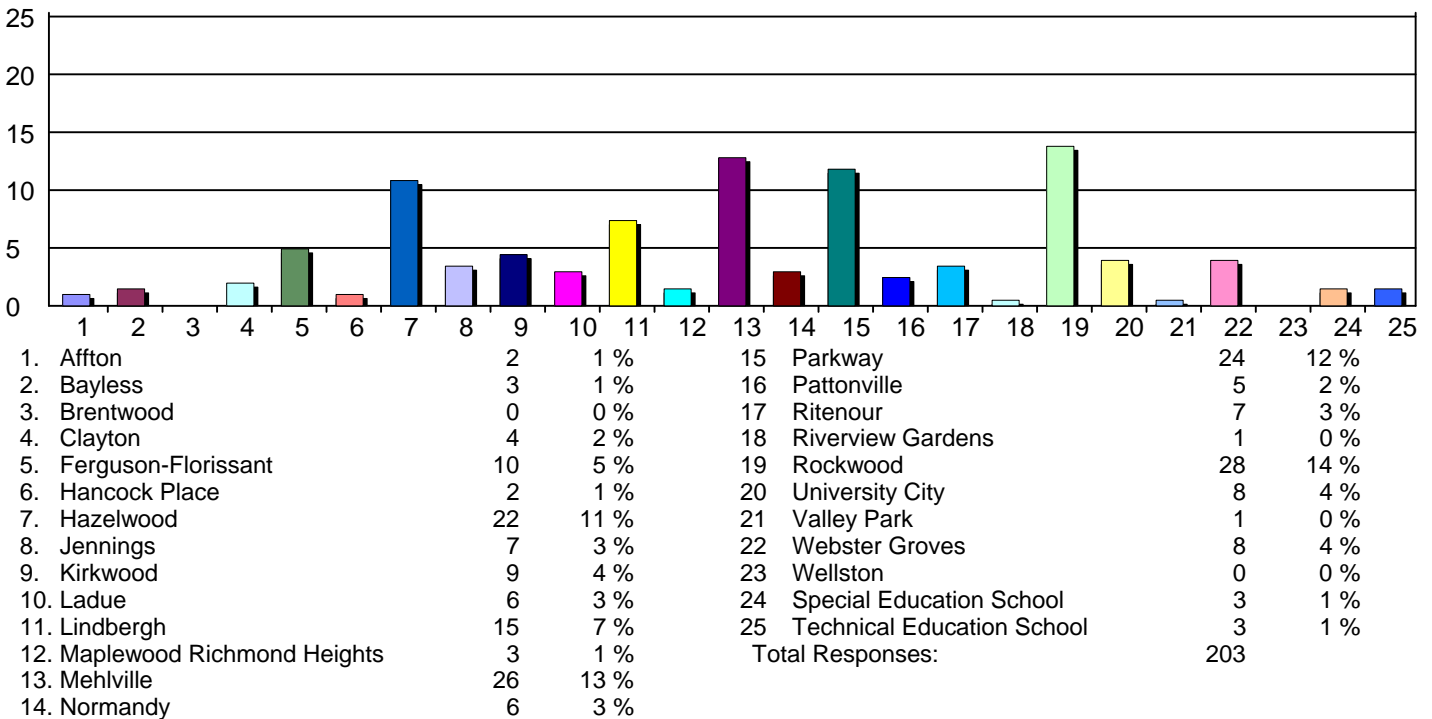
1.	less than 3 years	32	16 %
2.	3-5 years	42	21 %
3.	6-10 years	33	16 %
4.	11-15 years	26	13 %
5.	16-25 years	49	24 %
6.	26-35 years	21	10 %
Total Responses:		203	

Learning Disabilities Teacher Survey: High school

11. I have certification(s) or license(s) in (check all that apply)

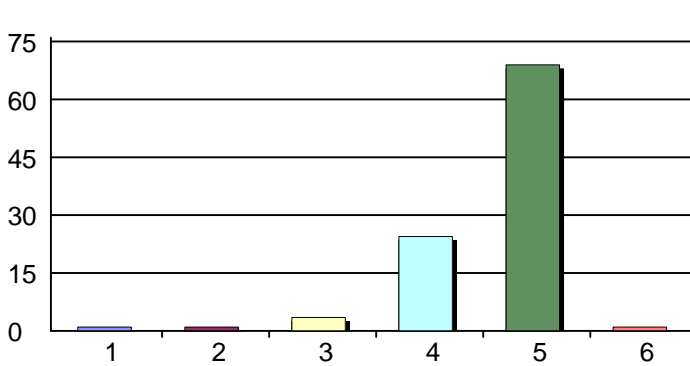


12. I work in



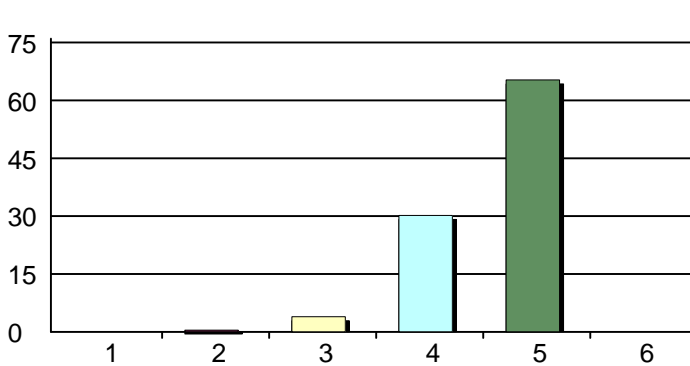
Learning Disabilities Teacher Survey: High school

13. Establish universal classroom structures and supports to promote student behavior conducive to learning.



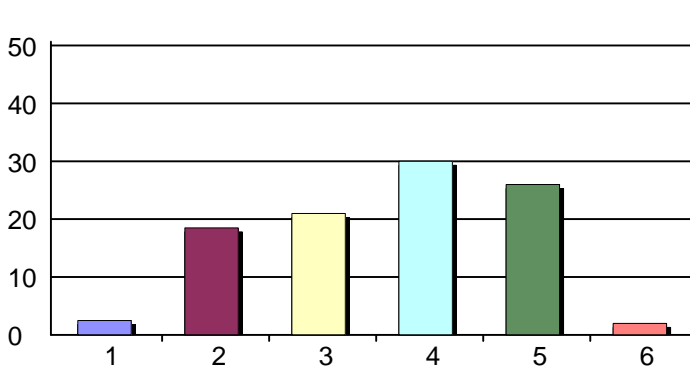
1. Not at all	2	1 %
2. Limited	2	1 %
3. Moderate	7	4 %
4. Often	49	24 %
5. Always	138	69 %
6. Not applicable	2	1 %
Total Responses:	200	
Mean: 4.61	Standard Deviation: 0.7	

14. Apply behavior principles to classroom structures and management.



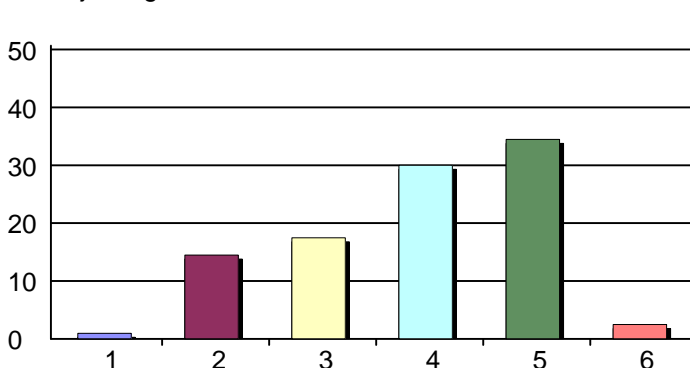
1. Not at all	0	0 %
2. Limited	1	0 %
3. Moderate	8	4 %
4. Often	61	30 %
5. Always	132	65 %
6. Not applicable	0	0 %
Total Responses:	202	
Mean: 4.6	Standard Deviation: 0.59	

15. Facilitate the development of a functional assessment and behavior intervention plan.



1. Not at all	5	2 %
2. Limited	37	18 %
3. Moderate	42	21 %
4. Often	60	30 %
5. Always	52	26 %
6. Not applicable	4	2 %
Total Responses:	200	
Mean: 3.6	Standard Deviation: 1.14	

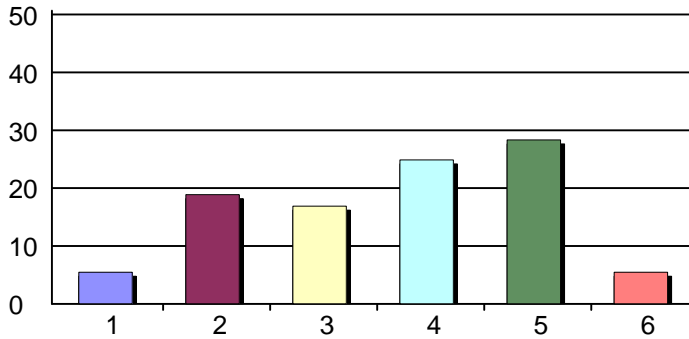
16. Facilitate the implementation of individual behavior intervention plans and regularly evaluate student progress, adjusting instruction as needed.



1. Not at all	2	1 %
2. Limited	29	14 %
3. Moderate	35	18 %
4. Often	60	30 %
5. Always	69	34 %
6. Not applicable	5	2 %
Total Responses:	200	
Mean: 3.85	Standard Deviation: 1.1	

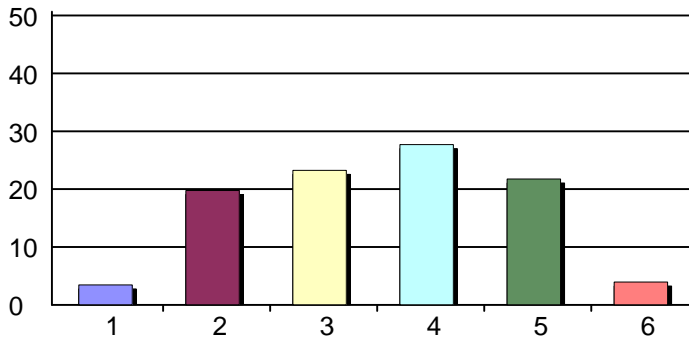
Learning Disabilities Teacher Survey: High school

17. Utilize assessment strategies to analyze and determine the social and emotional needs of students within the context of collaborative teams.



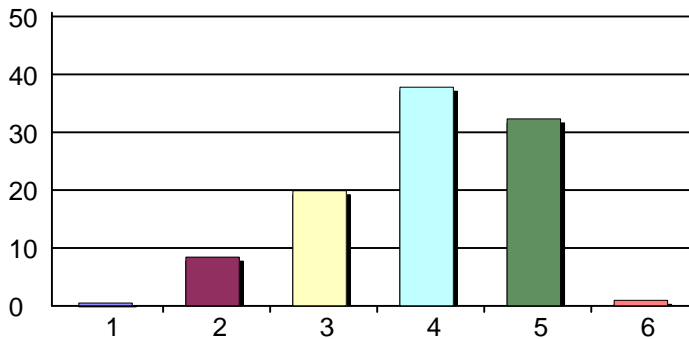
1. Not at all	11	5 %
2. Limited	38	19 %
3. Moderate	34	17 %
4. Often	50	25 %
5. Always	57	28 %
6. Not applicable	11	5 %
Total Responses:	201	
Mean: 3.55	Standard Deviation: 1.27	

18. Monitor the student's social and emotional development and select strategies to teach social skills (interpersonal, affective and coping skills), within the context of collaborative teams.



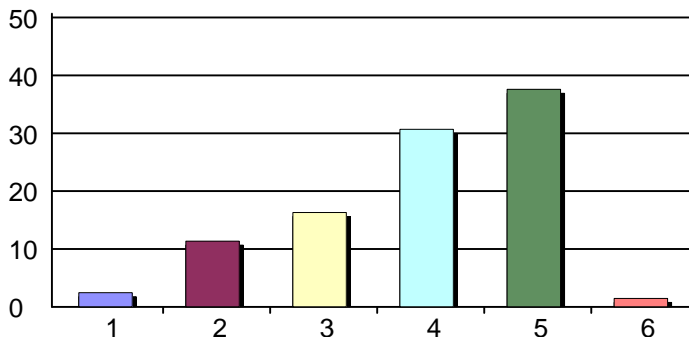
1. Not at all	7	3 %
2. Limited	40	20 %
3. Moderate	47	23 %
4. Often	56	28 %
5. Always	44	22 %
6. Not applicable	8	4 %
Total Responses:	202	
Mean: 3.46	Standard Deviation: 1.16	

19. Promote generalization and maintenance of self-discipline, self-regulation and self-control through instruction and creation of support systems.



1. Not at all	1	0 %
2. Limited	17	8 %
3. Moderate	40	20 %
4. Often	76	38 %
5. Always	65	32 %
6. Not applicable	2	1 %
Total Responses:	201	
Mean: 3.94	Standard Deviation: 0.96	

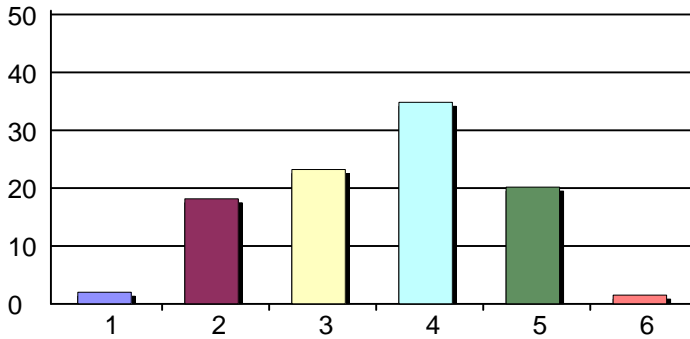
20. Collaboratively analyze student performance and teacher behavior to determine improvement needs.



1. Not at all	5	2 %
2. Limited	23	11 %
3. Moderate	33	16 %
4. Often	62	31 %
5. Always	76	38 %
6. Not applicable	3	1 %
Total Responses:	202	
Mean: 3.91	Standard Deviation: 1.11	

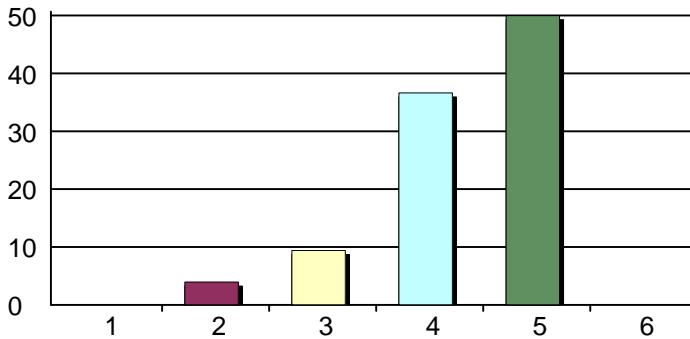
Learning Disabilities Teacher Survey: High school

21. Study effective practices and implement research based strategies to improve student social and emotional needs.



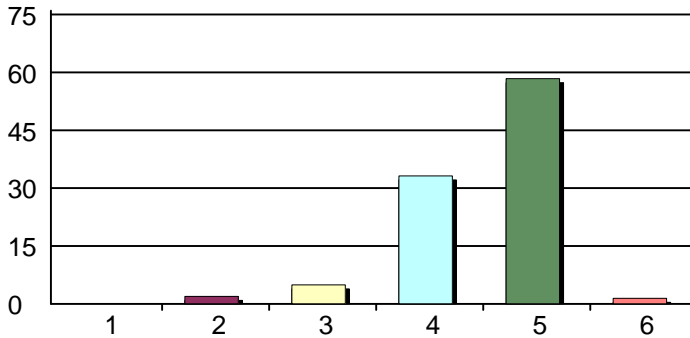
1. Not at all	4	2 %
2. Limited	36	18 %
3. Moderate	46	23 %
4. Often	69	35 %
5. Always	40	20 %
6. Not applicable	3	2 %
Total Responses:	198	
Mean: 3.54	Standard Deviation: 1.08	

22. Assess student abilities and analyze data to make instructional decisions.



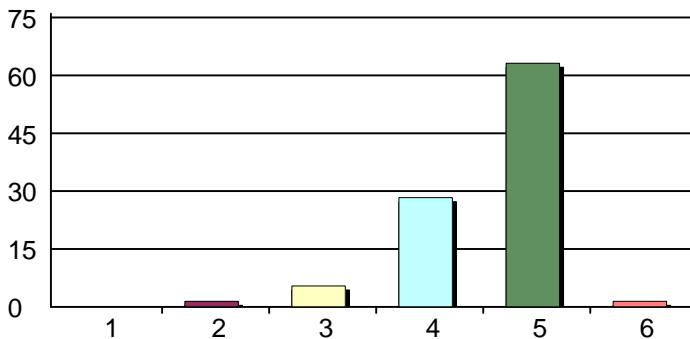
1. Not at all	0	0 %
2. Limited	8	4 %
3. Moderate	19	9 %
4. Often	74	37 %
5. Always	101	50 %
6. Not applicable	0	0 %
Total Responses:	202	
Mean: 4.33	Standard Deviation: 0.81	

23. Provide systematic instruction.



1. Not at all	0	0 %
2. Limited	4	2 %
3. Moderate	10	5 %
4. Often	67	33 %
5. Always	118	58 %
6. Not applicable	3	1 %
Total Responses:	202	
Mean: 4.5	Standard Deviation: 0.69	

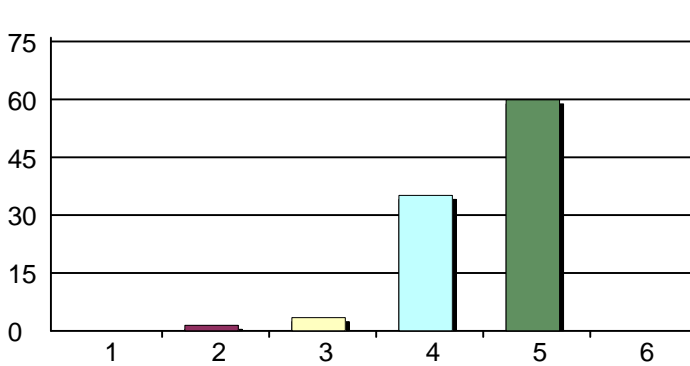
24. Plan lessons (within the district's curriculum frameworks) that have observable and measurable student outcomes.



1. Not at all	0	0 %
2. Limited	3	1 %
3. Moderate	11	5 %
4. Often	57	28 %
5. Always	127	63 %
6. Not applicable	3	1 %
Total Responses:	201	
Mean: 4.56	Standard Deviation: 0.67	

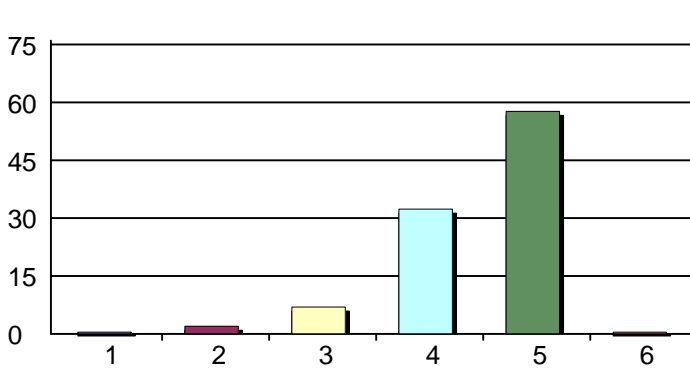
Learning Disabilities Teacher Survey: High school

25. Demonstrate techniques to promote maximum student involvement/engagement.



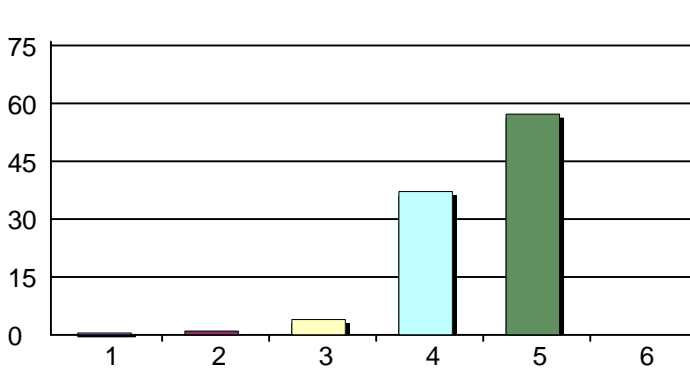
1. Not at all	0	0 %
2. Limited	3	1 %
3. Moderate	7	3 %
4. Often	71	35 %
5. Always	121	60 %
6. Not applicable	0	0 %
Total Responses:	202	
Mean: 4.53	Standard Deviation: 0.64	

26. Provide specialized instruction to access district curriculum based on student abilities and needs.



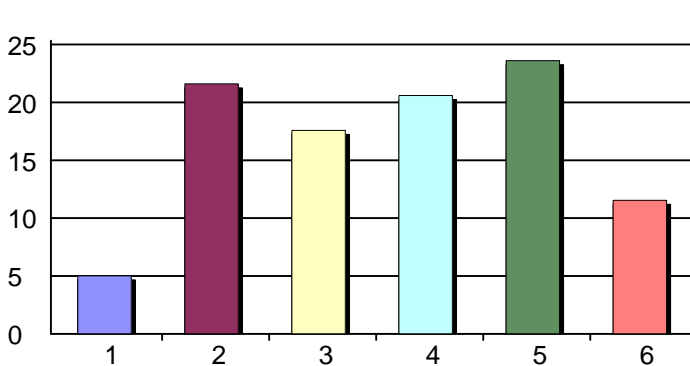
1. Not at all	1	0 %
2. Limited	4	2 %
3. Moderate	14	7 %
4. Often	65	32 %
5. Always	116	58 %
6. Not applicable	1	0 %
Total Responses:	201	
Mean: 4.46	Standard Deviation: 0.76	

27. Provide systematic feedback to students.



1. Not at all	1	1 %
2. Limited	2	1 %
3. Moderate	8	4 %
4. Often	74	37 %
5. Always	114	57 %
6. Not applicable	0	0 %
Total Responses:	199	
Mean: 4.5	Standard Deviation: 0.67	

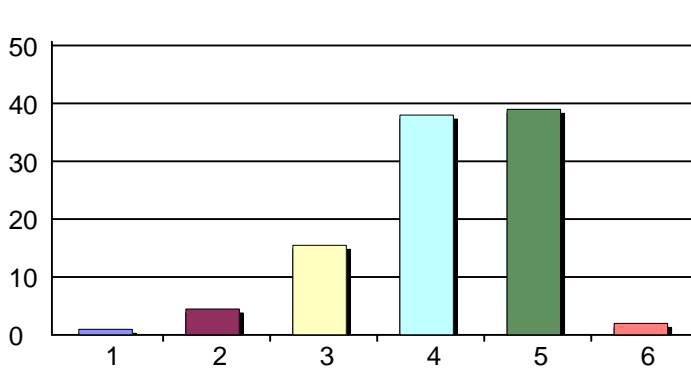
28. Implement specific assistive technology to meet the needs of students on caseload.



1. Not at all	10	5 %
2. Limited	43	22 %
3. Moderate	35	18 %
4. Often	41	21 %
5. Always	47	24 %
6. Not applicable	23	12 %
Total Responses:	199	
Mean: 3.41	Standard Deviation: 1.27	

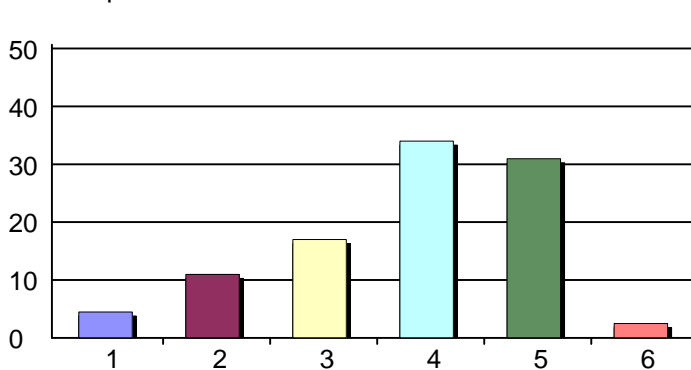
Learning Disabilities Teacher Survey: High school

29. Support students through generalization and maintenance of acquired skills in collaboration.



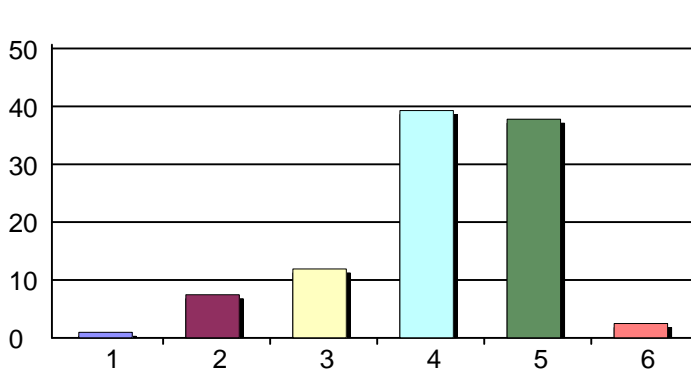
1.	Not at all	2	1 %
2.	Limited	9	4 %
3.	Moderate	31	16 %
4.	Often	76	38 %
5.	Always	78	39 %
6.	Not applicable	4	2 %
Total Responses:		200	
Mean: 4.12		Standard Deviation: 0.91	

30. Interpret data from district assessments to determine student needs within the context of collaborative teams.



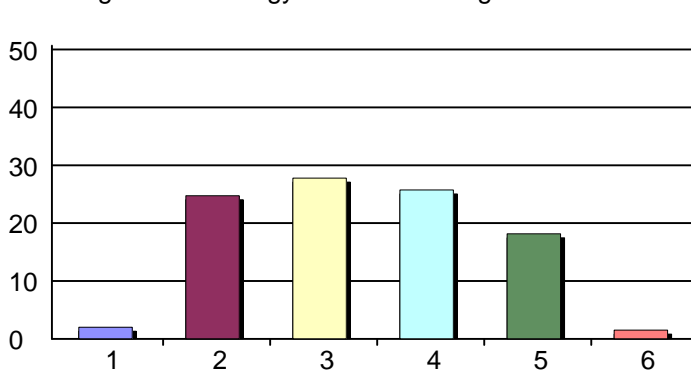
1.	Not at all	9	4 %
2.	Limited	22	11 %
3.	Moderate	34	17 %
4.	Often	68	34 %
5.	Always	62	31 %
6.	Not applicable	5	2 %
Total Responses:		200	
Mean: 3.78		Standard Deviation: 1.15	

31. Select strategies to increase student achievement based on analysis of student needs within the context of collaborative teams.



1.	Not at all	2	1 %
2.	Limited	15	7 %
3.	Moderate	24	12 %
4.	Often	79	39 %
5.	Always	76	38 %
6.	Not applicable	5	2 %
Total Responses:		201	
Mean: 4.08		Standard Deviation: 0.95	

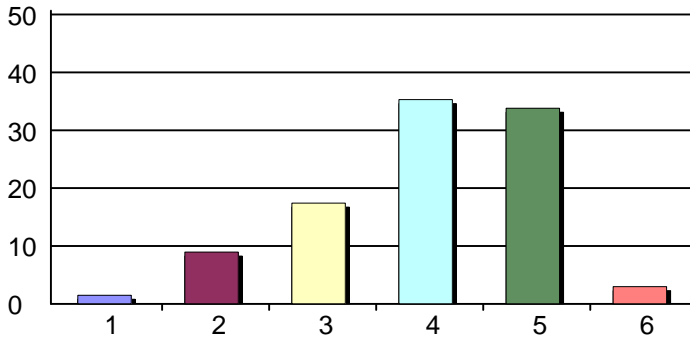
32. Integrate technology into the learning environment.



1.	Not at all	4	2 %
2.	Limited	49	25 %
3.	Moderate	55	28 %
4.	Often	51	26 %
5.	Always	36	18 %
6.	Not applicable	3	2 %
Total Responses:		198	
Mean: 3.34		Standard Deviation: 1.11	

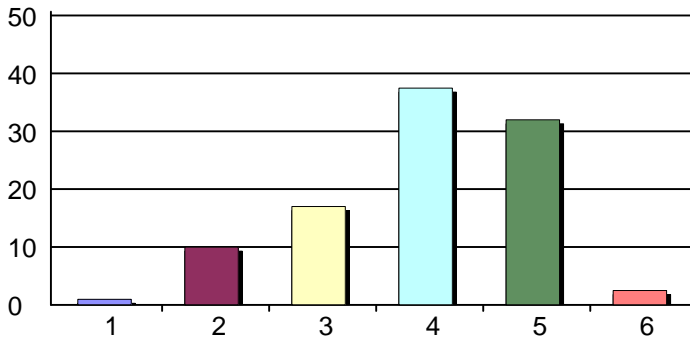
Learning Disabilities Teacher Survey: High school

33. Provide and evaluate instruction for student achievement within the context of collaborative teams.



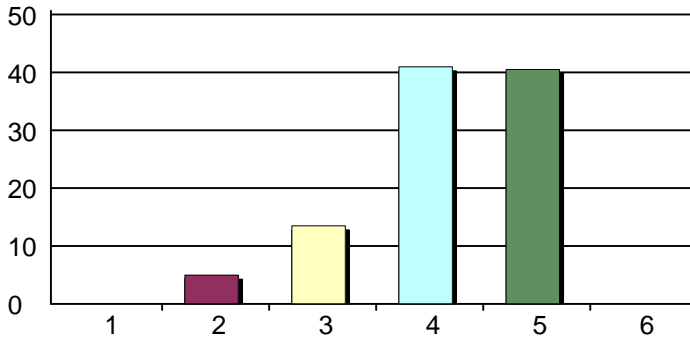
1. Not at all	3	1 %
2. Limited	18	9 %
3. Moderate	35	17 %
4. Often	71	35 %
5. Always	68	34 %
6. Not applicable	6	3 %
Total Responses:	201	
Mean: 3.94	Standard Deviation: 1.02	

34. Plan lessons that reflect cultural and ethnic diversity.



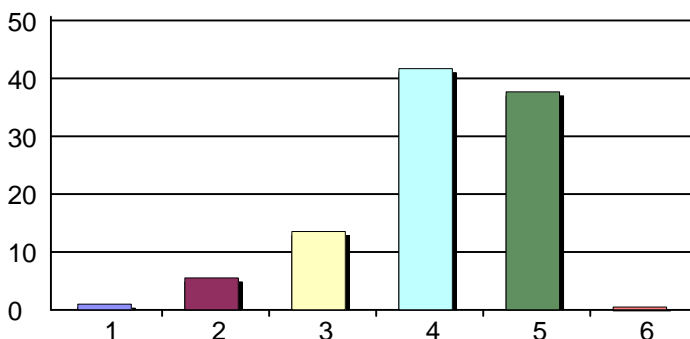
1. Not at all	2	1 %
2. Limited	20	10 %
3. Moderate	34	17 %
4. Often	75	38 %
5. Always	64	32 %
6. Not applicable	5	2 %
Total Responses:	200	
Mean: 3.92	Standard Deviation: 1	

35. Independently pursue additional knowledge and skills to enhance instructional practices.



1. Not at all	0	0 %
2. Limited	10	5 %
3. Moderate	27	14 %
4. Often	82	41 %
5. Always	81	40 %
6. Not applicable	0	0 %
Total Responses:	200	
Mean: 4.17	Standard Deviation: 0.85	

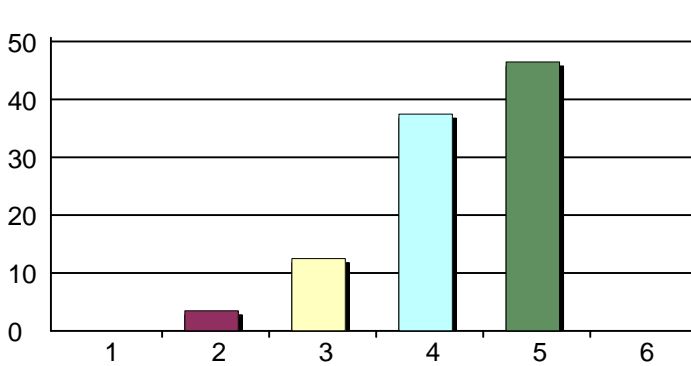
36. Demonstrate expertise in effective practices and collaboratively share instructional practices and data with colleagues to improve own instruction



1. Not at all	2	1 %
2. Limited	11	6 %
3. Moderate	27	14 %
4. Often	83	42 %
5. Always	75	38 %
6. Not applicable	1	1 %
Total Responses:	199	
Mean: 4.1	Standard Deviation: 0.91	

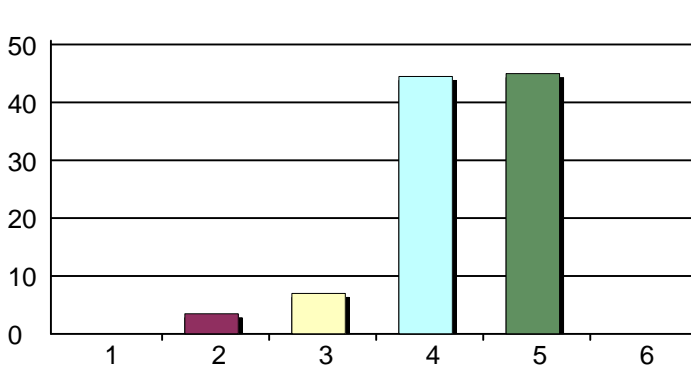
Learning Disabilities Teacher Survey: High school

37. Develop innovative strategies and instruction to meet the needs of students.



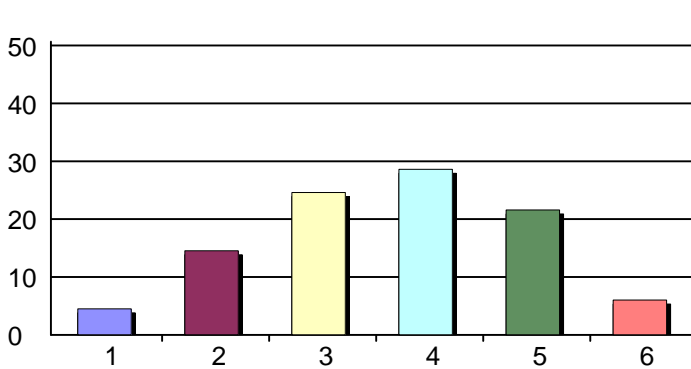
1. Not at all	0	0 %
2. Limited	7	4 %
3. Moderate	25	12 %
4. Often	75	38 %
5. Always	93	46 %
6. Not applicable	0	0 %
Total Responses:	200	
Mean: 4.27	Standard Deviation: 0.81	

38. Evaluate and change own practices based on student data.



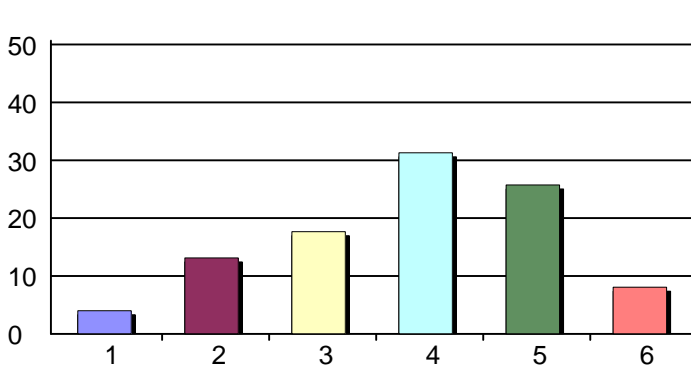
1. Not at all	0	0 %
2. Limited	7	4 %
3. Moderate	14	7 %
4. Often	89	44 %
5. Always	90	45 %
6. Not applicable	0	0 %
Total Responses:	200	
Mean: 4.31	Standard Deviation: 0.75	

39. Identify the components of balanced literacy.



1. Not at all	9	5 %
2. Limited	29	15 %
3. Moderate	49	25 %
4. Often	57	29 %
5. Always	43	22 %
6. Not applicable	12	6 %
Total Responses:	199	
Mean: 3.51	Standard Deviation: 1.15	

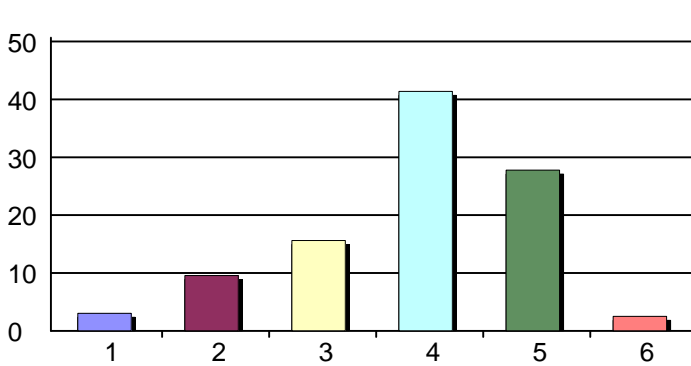
40. Ensures student schedules reflect all of the components of balanced literacy.



1. Not at all	8	4 %
2. Limited	26	13 %
3. Moderate	35	18 %
4. Often	62	31 %
5. Always	51	26 %
6. Not applicable	16	8 %
Total Responses:	198	
Mean: 3.67	Standard Deviation: 1.16	

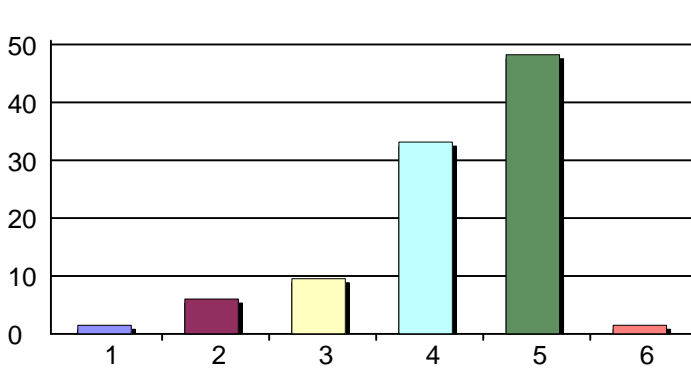
Learning Disabilities Teacher Survey: High school

41. Assess student abilities and select research based strategies to meet specific student needs and interests.



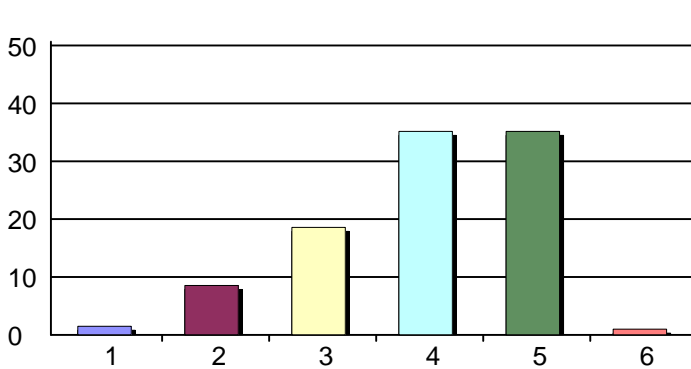
1. Not at all	6	3 %
2. Limited	19	10 %
3. Moderate	31	16 %
4. Often	82	41 %
5. Always	55	28 %
6. Not applicable	5	3 %
Total Responses:	198	
Mean: 3.83	Standard Deviation: 1.05	

42. Differentiate instruction to meet the needs of students in a variety of collaborative settings.



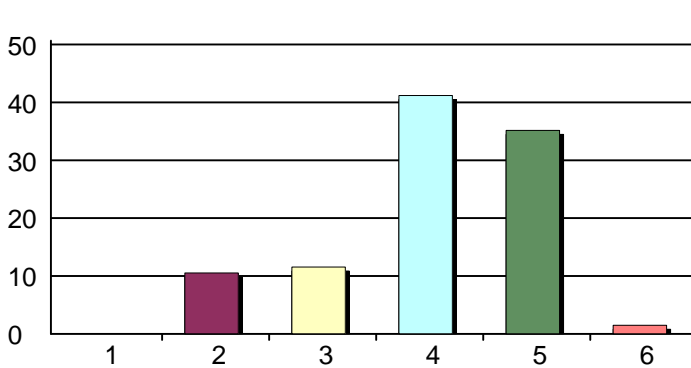
1. Not at all	3	2 %
2. Limited	12	6 %
3. Moderate	19	10 %
4. Often	66	33 %
5. Always	96	48 %
6. Not applicable	3	2 %
Total Responses:	199	
Mean: 4.22	Standard Deviation: 0.96	

43. Develop effective student data keeping systems.



1. Not at all	3	2 %
2. Limited	17	9 %
3. Moderate	37	19 %
4. Often	70	35 %
5. Always	70	35 %
6. Not applicable	2	1 %
Total Responses:	199	
Mean: 3.95	Standard Deviation: 1.01	

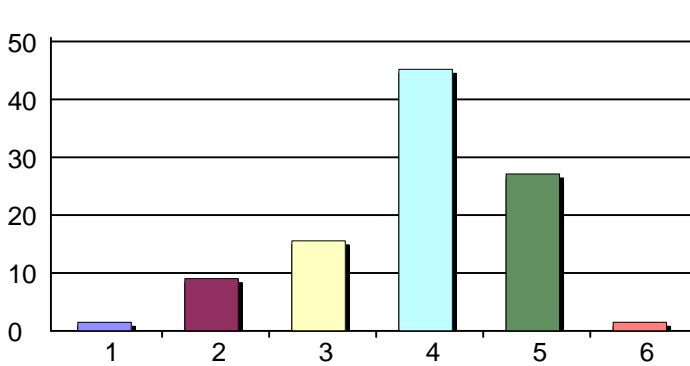
44. Collaboratively analyze student performance.



1. Not at all	0	0 %
2. Limited	21	11 %
3. Moderate	23	12 %
4. Often	82	41 %
5. Always	70	35 %
6. Not applicable	3	2 %
Total Responses:	199	
Mean: 4.03	Standard Deviation: 0.95	

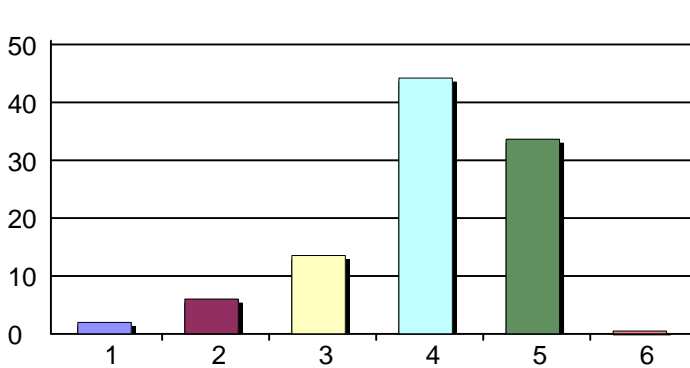
Learning Disabilities Teacher Survey: High school

45. Study best practices and implement research based strategies to improve student achievement.



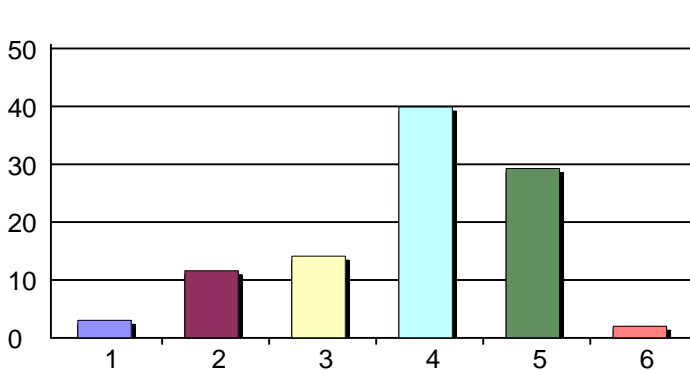
1. Not at all	3	2 %
2. Limited	18	9 %
3. Moderate	31	16 %
4. Often	90	45 %
5. Always	54	27 %
6. Not applicable	3	2 %
Total Responses:	199	
Mean:	3.89	Standard Deviation: 0.96

46. Examine current teaching practices to support district goals.



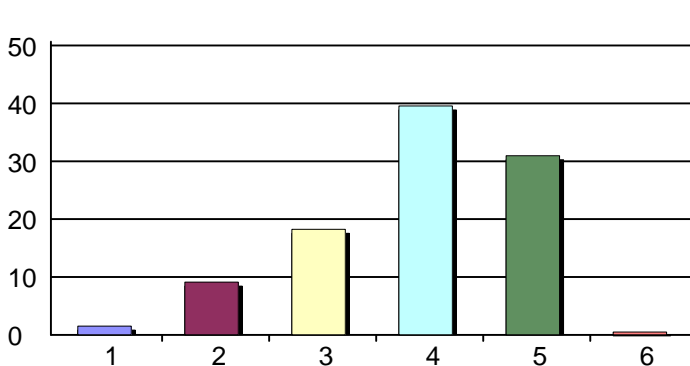
1. Not at all	4	2 %
2. Limited	12	6 %
3. Moderate	27	14 %
4. Often	88	44 %
5. Always	67	34 %
6. Not applicable	1	1 %
Total Responses:	199	
Mean:	4.02	Standard Deviation: 0.95

47. Engage in collaborative planning and reflection throughout all instructional areas including assessment, intervention and evaluation.



1. Not at all	6	3 %
2. Limited	23	12 %
3. Moderate	28	14 %
4. Often	79	40 %
5. Always	58	29 %
6. Not applicable	4	2 %
Total Responses:	198	
Mean:	3.82	Standard Deviation: 1.08

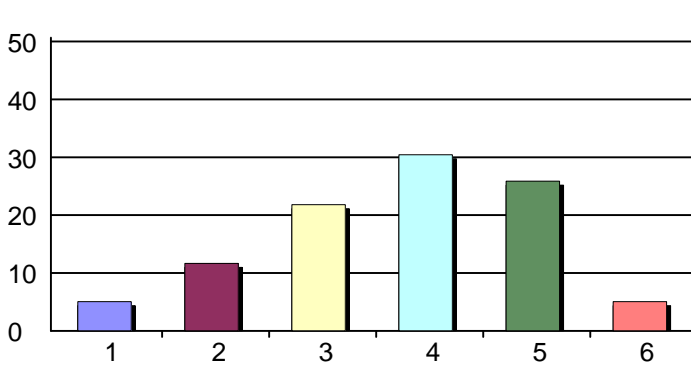
48. Participate in reflective practices aimed at implementing effective practices in the educational setting.



1. Not at all	3	2 %
2. Limited	18	9 %
3. Moderate	36	18 %
4. Often	78	40 %
5. Always	61	31 %
6. Not applicable	1	1 %
Total Responses:	197	
Mean:	3.9	Standard Deviation: 1

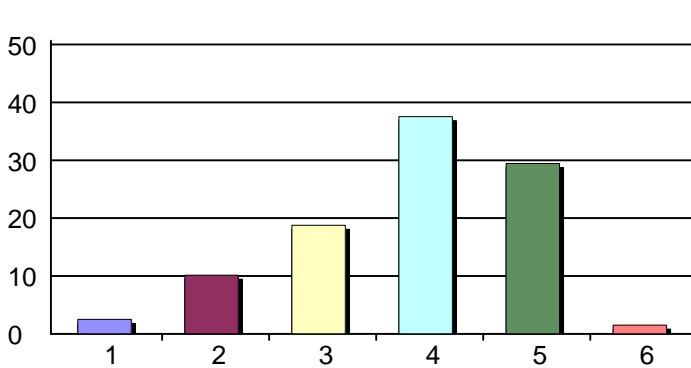
Learning Disabilities Teacher Survey: High school

49. Provide leadership in collaborative projects with partner district to improve student performance.



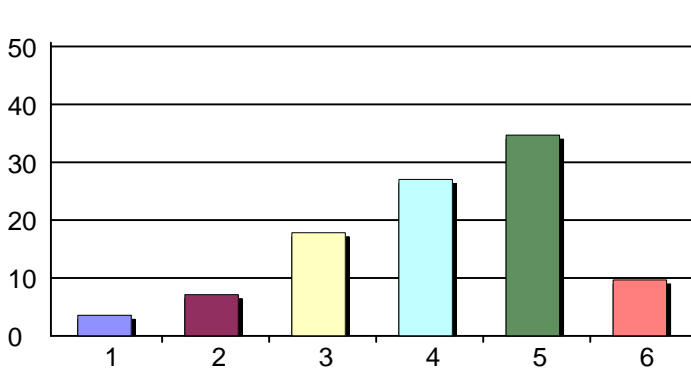
1. Not at all	10	5 %
2. Limited	23	12 %
3. Moderate	43	22 %
4. Often	60	30 %
5. Always	51	26 %
6. Not applicable	10	5 %
Total Responses:	197	
Mean:	3.64	Standard Deviation: 1.16

50. Share collaborative work with colleagues to solicit reflective feedback and professional growth.



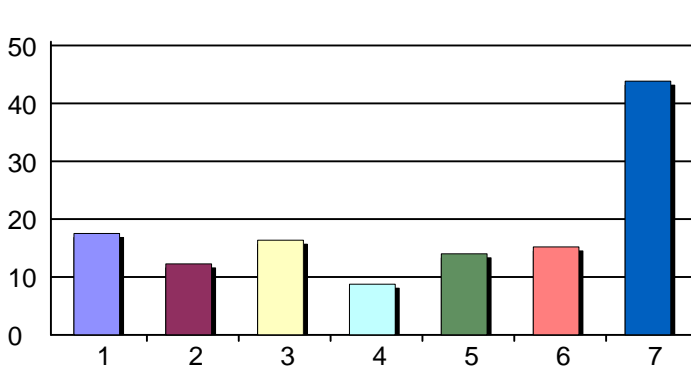
1. Not at all	5	3 %
2. Limited	20	10 %
3. Moderate	37	19 %
4. Often	74	38 %
5. Always	58	29 %
6. Not applicable	3	2 %
Total Responses:	197	
Mean:	3.82	Standard Deviation: 1.05

51. Offer support to new staff in the acquisition of needed skills through a variety of collaborative efforts including mentoring, coaching and modeling.



1. Not at all	7	4 %
2. Limited	14	7 %
3. Moderate	35	18 %
4. Often	53	27 %
5. Always	68	35 %
6. Not applicable	19	10 %
Total Responses:	196	
Mean:	3.91	Standard Deviation: 1.12

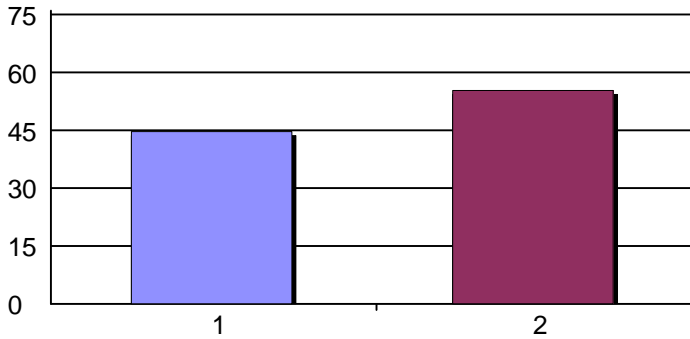
54. I am the only instructor for my students with LD in the following core content area(s) (check all that apply)



1. Language Arts	30	18 %
2. Reading	21	12 %
3. Math	28	16 %
4. Science	15	9 %
5. Social Studies	24	14 %
6. Other _____	26	15 %
7. None	75	44 %
Total Responses:	171	

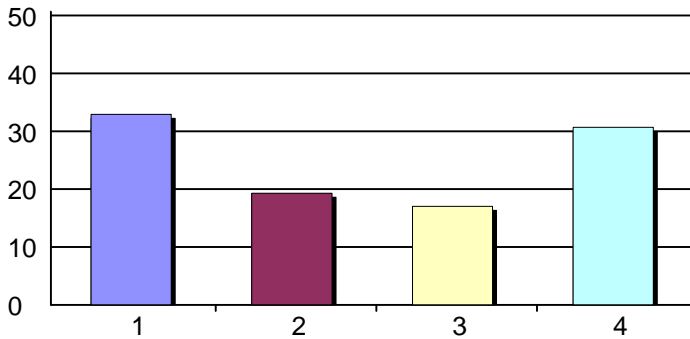
Learning Disabilities Teacher Survey: High school

55. I provide direct reading instruction to students with LD.



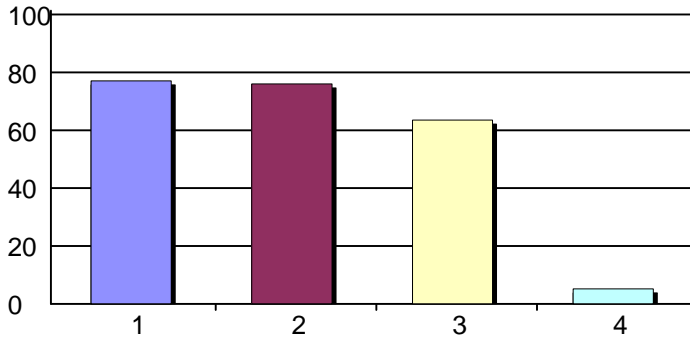
1. Yes, # of students_____	84	45 %
2. No, go to item 60	104	55 %
Total Responses:	188	

56. If yes, average # of minutes per student per week in reading?



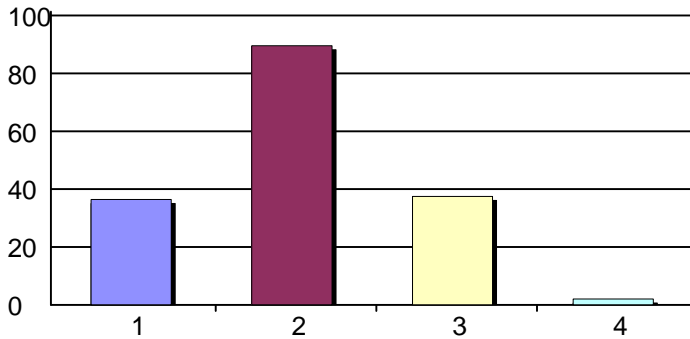
1. <80 min/std/wk	29	33 %
2. 80-149	17	19 %
3. 150-249	15	17 %
4. 250-350	27	31 %
Total Responses:	88	

57. I use the following instructional materials and/or curriculum. (Check all that apply)



1. Teacher made	74	77 %
2. Commercial	73	76 %
3. Partner district	61	64 %
4. Other_____	5	5 %
Total Responses:	96	

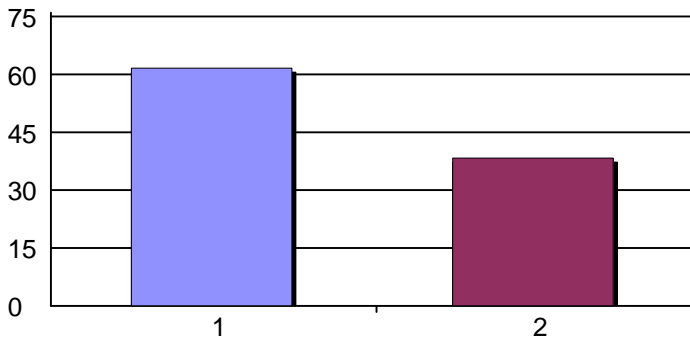
59. In what setting is the instruction provided? (check all that apply)



1. Individually (SES)	35	36 %
2. Small group (SES)	86	90 %
3. CT or CWC	36	38 %
4. Other_____	2	2 %
Total Responses:	96	

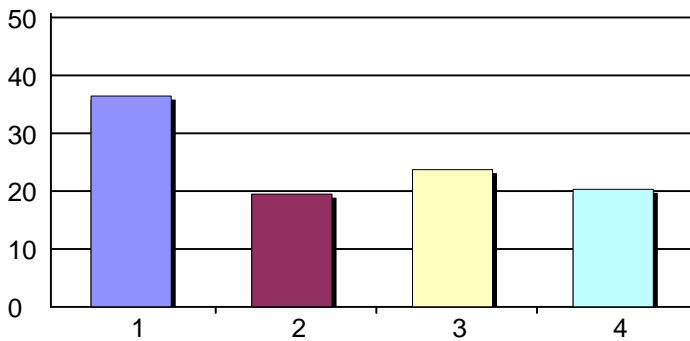
Learning Disabilities Teacher Survey: High school

60. I provide direct writing instruction to students with LD.



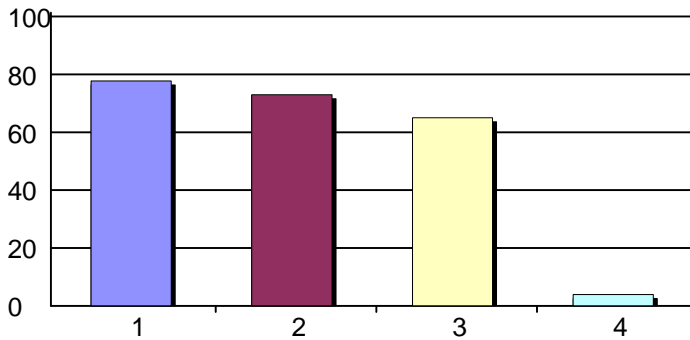
1. Yes, # of students_____	119	62 %
2. No, go to item 65	74	38 %
Total Responses:	193	

61. If yes, average # of minutes per student per week in writing?



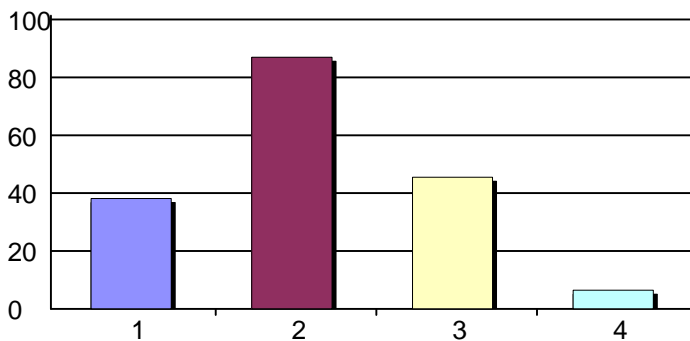
1. <80 min/std/wk	43	36 %
2. 80-149	23	19 %
3. 150-249	28	24 %
4. 250-350	24	20 %
Total Responses:	118	

62. I use the following instructional materials and/or curriculum. (Check all that apply)



1. Teacher made	98	78 %
2. Commercial	92	73 %
3. Partner district	82	65 %
4. Other_____	5	4 %
Total Responses:	126	

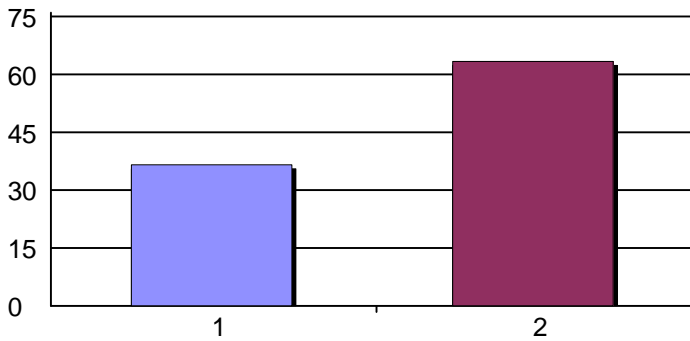
64. In what setting is the instruction provided? (check all that apply)



1. Individually (SES)	47	38 %
2. Small group (SES)	107	87 %
3. CT or CWC	56	46 %
4. Other_____	8	7 %
Total Responses:	123	

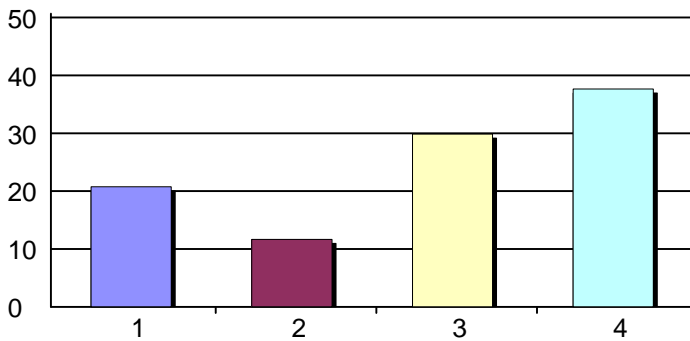
Learning Disabilities Teacher Survey: High school

65. I provide direct math instruction to students with LD.



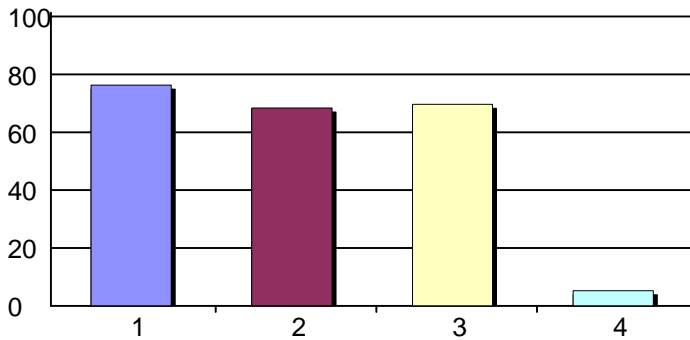
1. Yes, # of students_____	71	37 %
2. No, go to item 70	123	63 %
Total Responses:	194	

66. If yes, average # of minutes per student per week in math?



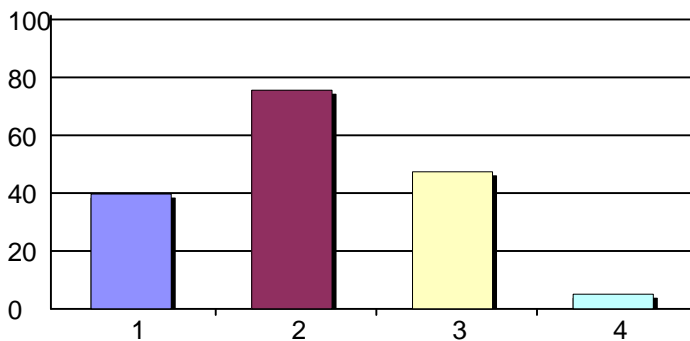
1. <80 min/std/wk	16	21 %
2. 80-149	9	12 %
3. 150-249	23	30 %
4. 250-350	29	38 %
Total Responses:	77	

67. I use the following instructional materials and/or curriculum. (Check all that apply)



1. Teacher made	58	76 %
2. Commercial	52	68 %
3. Partner district	53	70 %
4. Other_____	4	5 %
Total Responses:	76	

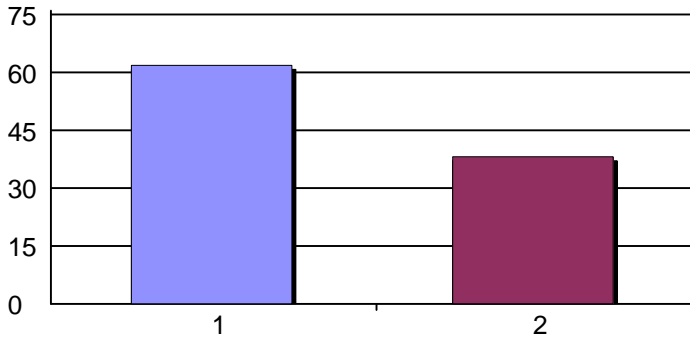
69. In what setting is the instruction provided? (check all that apply).



1. Individually (SES)	31	40 %
2. Small group (SES)	59	76 %
3. CT or CWC	37	47 %
4. Other_____	4	5 %
Total Responses:	78	

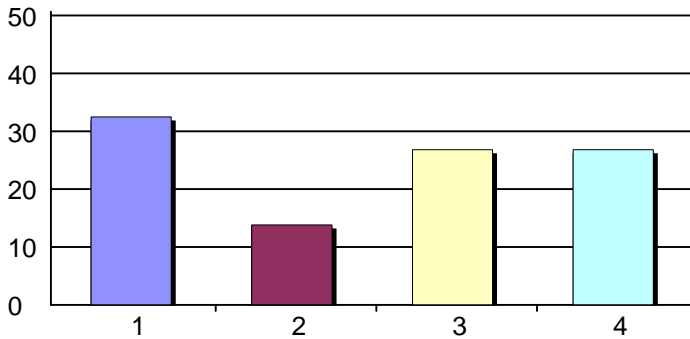
Learning Disabilities Teacher Survey: High school

70. I provide direct self management skills/study skills/learning strategies instruction to students with LD.



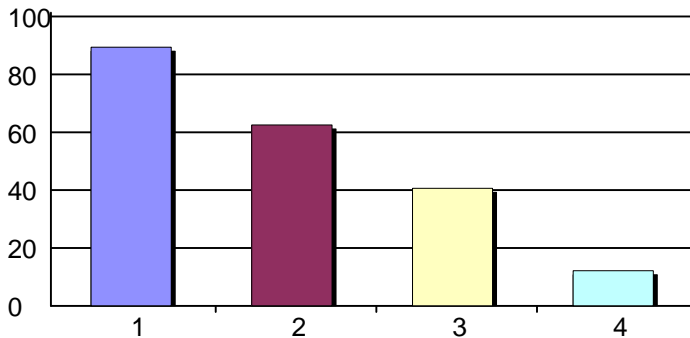
1. Yes, # of students_____	120	62 %
2. No, go to item 75	74	38 %
Total Responses:	194	

71. If yes, average # of minutes per student per week in self management skills/study skills/learning strategies?



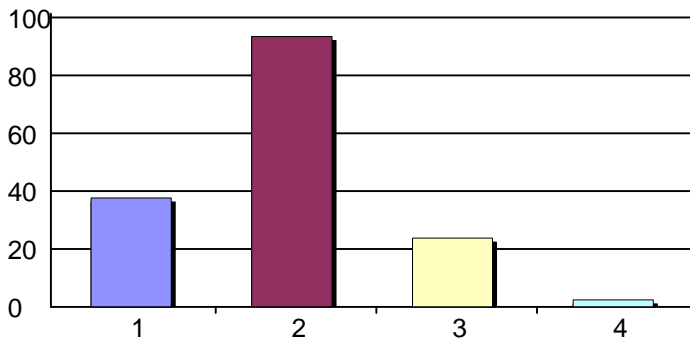
1. <80 min/std/wk	40	33 %
2. 80-149	17	14 %
3. 150-249	33	27 %
4. 250-350	33	27 %
Total Responses:	123	

72. I use the following instructional materials and/or curriculum. (Check all that apply)



1. Teacher made	110	89 %
2. Commercial	77	63 %
3. Partner district	50	41 %
4. Other_____	15	12 %
Total Responses:	123	

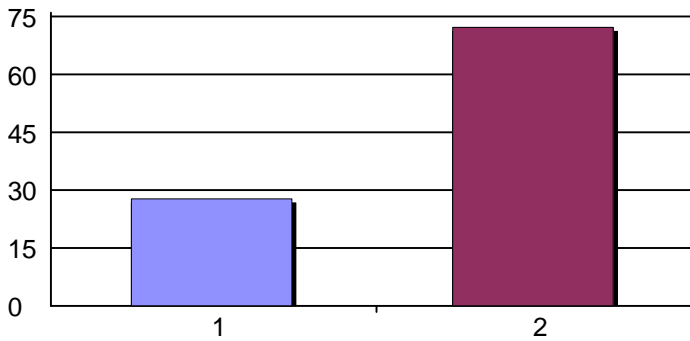
74. In what setting is the instruction provided? (check all that apply).



1. Individually (SES)	46	38 %
2. Small group (SES)	114	93 %
3. CT or CWC	29	24 %
4. Other_____	3	2 %
Total Responses:	122	

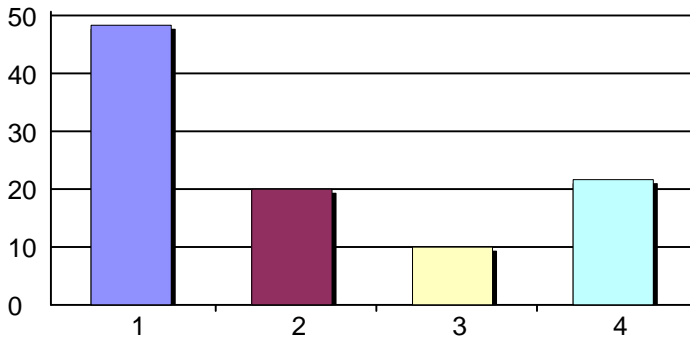
Learning Disabilities Teacher Survey: High school

75. I provide direct social skills instruction to students with LD.



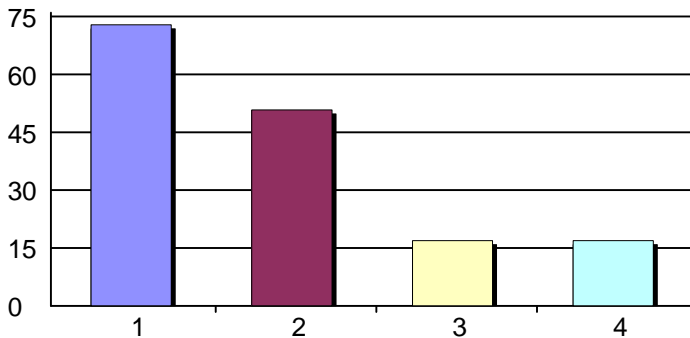
1. Yes, # of students_____	53	28 %
2. No, go to item 80	138	72 %
Total Responses:	191	

76. If yes, average # of minutes per student per week in social skills?



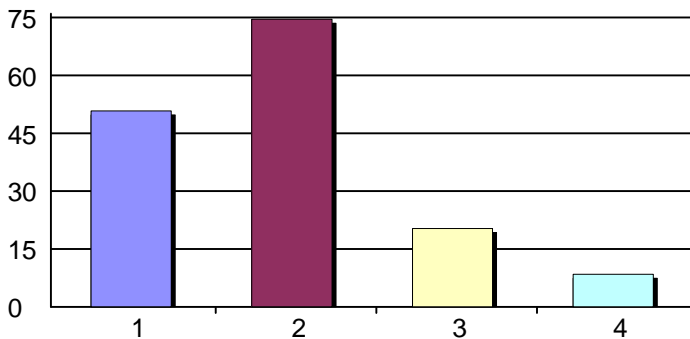
1. <80 min/std/wk	29	48 %
2. 80-149	12	20 %
3. 150-249	6	10 %
4. 250-350	13	22 %
Total Responses:	60	

77. I use the following instructional materials and/or curriculum. (Check all that apply)



1. Teacher made	43	73 %
2. Commercial	30	51 %
3. Partner district	10	17 %
4. Other_____	10	17 %
Total Responses:	59	

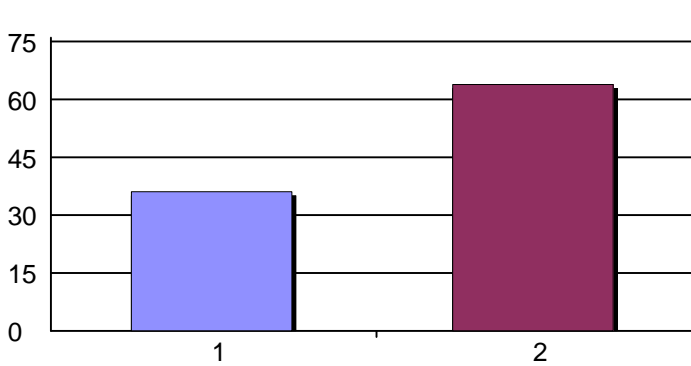
79. In what setting is the instruction provided? (check all that apply).



1. Individually (SES)	30	51 %
2. Small group (SES)	44	75 %
3. CT or CWC	12	20 %
4. Other_____	5	8 %
Total Responses:	59	

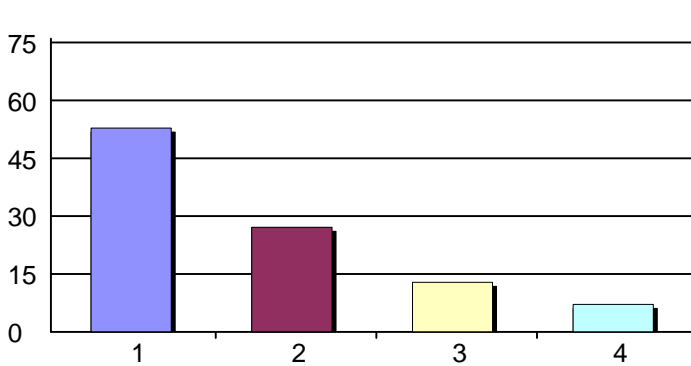
Learning Disabilities Teacher Survey: High school

80. I provide direct self-advocacy skills instruction to students with LD.



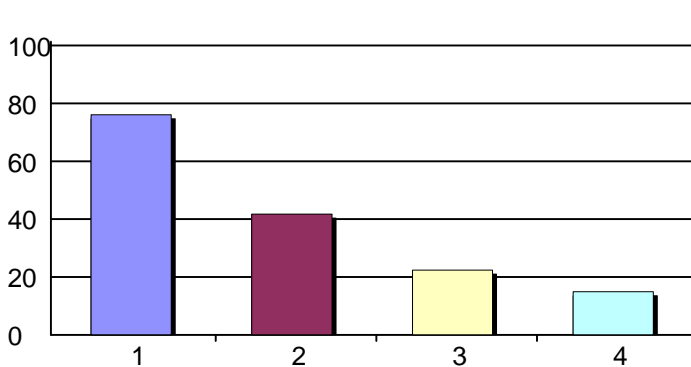
1. Yes, # of students_____ 69 36 %
 2. No, go to item 85 122 64 %
 Total Responses: 191

81. If yes, average # of minutes per student per week in self-advocacy skills?



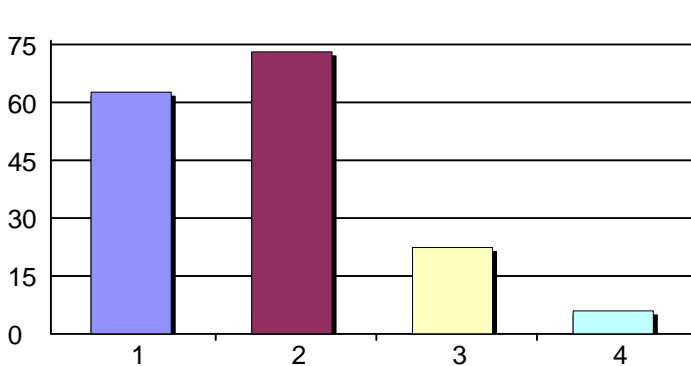
1. <80 min/std/wk 37 53 %
 2. 80-149 19 27 %
 3. 150-249 9 13 %
 4. 250-350 5 7 %
 Total Responses: 70

82. I use the following instructional materials and/or curriculum. (Check all that apply)



1. Teacher made 51 76 %
 2. Commercial 28 42 %
 3. Partner district 15 22 %
 4. Other_____ 10 15 %
 Total Responses: 67

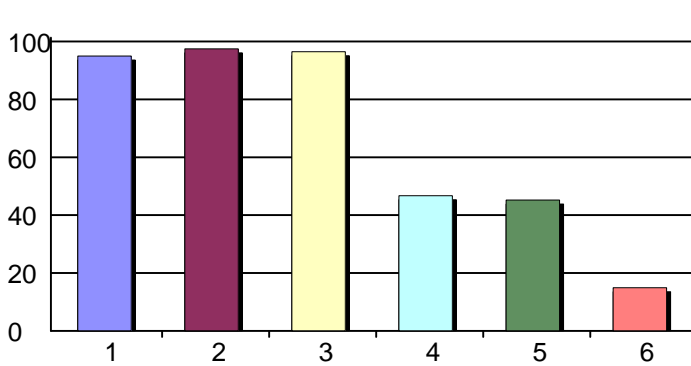
84. In what setting is the instruction provided? (check all that apply).



1. Individually (SES) 42 63 %
 2. Small group (SES) 49 73 %
 3. CT or CWC 15 22 %
 4. Other_____ 4 6 %
 Total Responses: 67

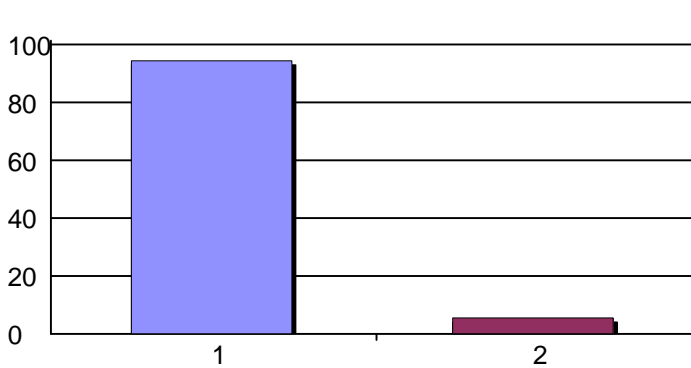
Learning Disabilities Teacher Survey: High school

85. I utilize the following methods of assessment for my students with learning disabilities (check all that apply).



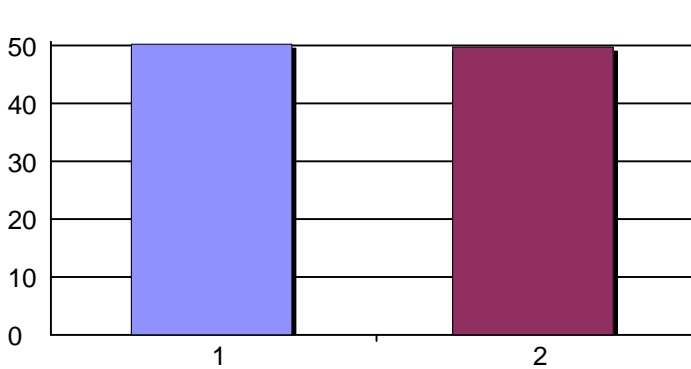
1. IEP goal(s)/Benchmark	191	95 %
2. Classroom grade	196	98 %
3. Daily work	194	97 %
4. District standardize test(s)	94	47 %
5. MAP	91	45 %
6. Other _____	30	15 %
Total Responses:	201	

87. I facilitate transition activities for my students with LD through the IEP process.



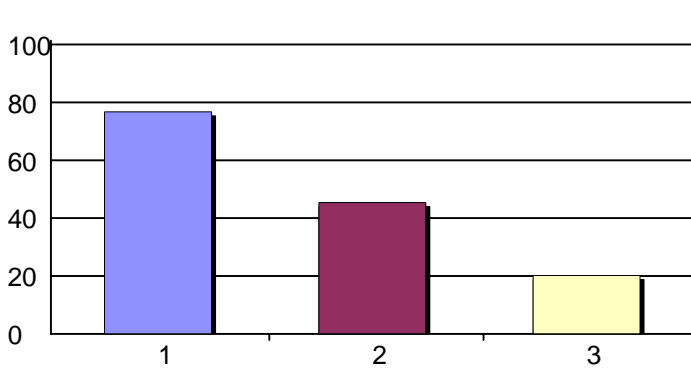
1. Yes	187	94 %
2. No	11	6 %
Total Responses:	198	
Mean: 1.06	Standard Deviation: 0.23	

88. I provide direct instruction in transition skills to students with LD.



1. Yes	97	50 %
2. No	96	50 %
Total Responses:	193	
Mean: 1.5	Standard Deviation: 0.5	

89. If yes, what form? (check all that apply)



1. embedded in the curriculum	76	77 %
2. separate topic	45	45 %
3. Other _____	20	20 %
Total Responses:	99	

**LD Program Evaluation
Teacher (Chairperson) Survey
December, 2004
Supports Used/Needed**

LD Teacher Supports Used

Learning Strategies

KU Strategies
Small Group Instruction

Materials Support

Books
Graphic Organizers

Collaborative Teaming

Collaboration teaching with Gen Ed. teachers
Communication and Feedback

LD Teacher Supports Needed

Learning Strategies

Modification and Manipulative Strategies
Small Group Instruction

Computer Technology

Computers, Software and Internet Access

Administrative Support

Smaller Classrooms
Teachers Assistants

**LD Program Evaluation
Teacher (Chairperson) Survey
December, 2004
Supports Used/Needed**

Used Category	All	Central	North	South	West
Administrative Support	57	2	14	22	19
Staff Development	8	3	0	4	1
Assistive Technology Support	9	2	2	4	1
Collaborative Teaming	89	19	24	32	14
Computer Technology	73	23	16	20	14
Continuing Education	11	5	0	4	2
Curriculum	50	31	9	6	4
Diagnostic Support	1	0	1	0	0
Inclusion Facilitators Support	6	0	1	4	1
Learning Strategies	649	114	92	199	244
Library Resource	14	4	3	4	3
Materials Support	143	62	30	34	17
Parent/Family Support	13	2	3	7	1
Partner District	10	1	2	0	7
Time Resource	5	4	0	1	0
Other	1	0	1	0	0
Total	1139	272	198	341	328

**LD Program Evaluation
Teacher (Chairperson) Survey
December, 2004
Supports Used/Needed**

Needed	Category	All	Central	North	South	West T
	Administrative Support	100	30	17	44	9
	Staff Development	8	1	3	3	1
	Assistive Technology Suppc	4	1	1	1	1
	Collaborative Teaming	50	11	9	24	6
	Computer Technology	107	35	17	36	19
	Continuing Education	17	4	3	7	3
	Curriculum	10	5	1	4	0
	Diagnostic Support	1	0	1	0	0
	Inclusion Facilitators Suppo	1	0	1	0	0
	Learning Strategies	148	23	30	56	39
	Library Resource	0	0	0	0	0
	Materials Support	87	34	21	20	12
	Parent/Family Support	14	3	5	6	0
	Partner District	2	2	0	0	0
	Time Resource	57	15	6	30	6
	Other	4	2	1	1	0
	Community Support	1	1	0	0	0
	Total	611	167	116	232	96

Learning Disabilities Program Evaluation: AC/SSD Principal Checklist

This checklist is part of the Learning Disabilities Program Evaluation and is intended to assess LD teachers in implementing quality instruction for students with learning disabilities. Please complete **two checklists** based on the evidences you gathered from observations, non observed data from the students, parents, general and special education staff and community members, drop-in visits, conference, staff meetings, conversations with **two teachers**. Please return two completed checklists to Dr. Chialin Hsieh, Program Evaluation at SSD CO by Pony, by **December 23, 2004**. You may contact Ginny Bender, Director, at 314.989.8268, if you have any questions.

Demographic Information

1. This teacher mainly works in

- Cross categorical resource room
- Self-contained cross categorical classroom in a partner district
- SSD school
- Other _____

2. This teacher works at

- Elementary school
- Middle school
- High school

3. This teacher works for SSD for

- less than 5 years
- equal to or more than 5 years

4. The teacher I supervise is from

- Affton
- Brentwood
- Ferguson-Florissant
- Hazelwood
- Kirkwood
- Lindbergh
- Mehlville
- Parkway
- Ritenour
- Rockwood
- Valley Park
- Wellston
- Technical Education School
- Bayless
- Clayton
- Hancock Place
- Jennings
- Ladue
- Maplewood Richmond Heights
- Normandy
- Pattonville
- Riverview Gardens
- University City
- Webster Groves
- Special Education School

Learning Disabilities Program Evaluation: AC/SSD Principal Checklist

To what degree do you currently have evidences to support that the teacher is implementing the following skills in his/her classroom for students with learning disabilities? The evidences would come from observations, non observed data from the students, parents, general and special education staff and community members, drop-in visits, conference, staff meetings, conversations with the teacher. If you do not have the opportunities to observe teacher implementing the following skills, please darken the "NA" for I do not know or not applicable.

Student Behavior

Response Definition: N=Not at all L=Limited M=Moderate O=Often A=Always NA=Not applicable						
	N	L	M	O	A	NA
5. Establishes universal classroom structures and supports to promote student behavior conducive to learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Applies behavior principles to classroom structures and management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Facilitates the development of a functional assessment and behavior intervention plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Facilitates the implementation of individual behavior intervention plans and regularly evaluates student progress, adjusting instruction as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Utilizes assessment strategies to analyze and determine the social and emotional needs of students within the context of collaborative teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Monitors the student's social and emotional development and selects strategies to teach social skills (interpersonal, affective and coping skills), within the context of collaborative teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Promotes generalization and maintenance of self-discipline, self-regulation and self-control through instruction and creation of support systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Collaboratively analyzes student performance and teacher behavior to determine improvement needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Studies effective practices and implements research based strategies to improve student social and emotional needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Quality Instruction

	N	L	M	O	A	NA
14. Assesses student abilities and analyzes data to make instructional decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Provides systematic instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Plans lessons (within the district's curriculum frameworks) that have observable and measurable student outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Demonstrates techniques to promote maximum student involvement/engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Provides specialized instruction to access district curriculum based on student abilities and needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Provides systematic feedback to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Implements specific assistive technology to meet the needs of student caseload.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Supports students through generalization and maintenance of acquired skills in collaboration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Interprets data from district assessments to determine student needs within the context of collaborative teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Selects strategies to increase student achievement based on analysis of student needs within the context of collaborative teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Integrates technology into the learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Provides and evaluates instruction for student achievement within the context of collaborative teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Plan lessons that reflect cultural and ethnic diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Independently pursues additional knowledge and skills to enhance instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Demonstrates expertise in effective practices and collaboratively shares instructional practices and data with colleagues to improve own instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Learning Disabilities Program Evaluation: AC/SSD Principal Checklist

Response Definition: N=Not at all L=Limited M=Moderate O=Often A=Always NA=Not applicable

	N	L	M	O	A	NA
29. Develops innovative strategies and instruction to meet the needs of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Evaluates and changes own practices based on student data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Performance/Literacy

31. Identifies the components of balanced literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Ensures student schedules reflect all of the components of balanced literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Assesses student abilities and selects research based strategies to meet specific student needs and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Differentiates instruction to meet the needs of students in a variety of collaborative settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Develops effective student data keeping systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Collaboratively analyzes student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Studies best practices and implements research based strategies to improve student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Growth

38. Examines current teaching practices to support district goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Engages in collaborative planning and reflection throughout all instructional areas including assessment, intervention and evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Participates in reflective practices aimed at implementing effective practices in the educational setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Provides leadership in collaborative projects with partner district to improve student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Shares collaborative work with colleagues to solicit reflective feedback and professional growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Offers support to new staff in the acquisition of needed skills through a variety of collaborative efforts including mentoring, coaching and modeling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Learning Disabilities Program Evaluation:
AC/SSD Principal--Supports & Needs**

This short questionnaire is part of the Learning Disabilities Program Evaluation and is to assess the overall supports you have and additional supports you need for your students with LD. Please return this questionnaire with the rest of the surveys to Dr. Chialin Hsieh, Program Evaluation, SSD by **December 23, 2004**. Thank you very much.

1. My district is

- | | |
|--|--|
| <input type="radio"/> Affton | <input type="radio"/> Bayless |
| <input type="radio"/> Brentwood | <input type="radio"/> Clayton |
| <input type="radio"/> Ferguson-Florissant | <input type="radio"/> Hancock Place |
| <input type="radio"/> Hazelwood | <input type="radio"/> Jennings |
| <input type="radio"/> Kirkwood | <input type="radio"/> Ladue |
| <input type="radio"/> Lindbergh | <input type="radio"/> Maplewood Richmond Heights |
| <input type="radio"/> Mehlville | <input type="radio"/> Normandy |
| <input type="radio"/> Parkway | <input type="radio"/> Pattonville |
| <input type="radio"/> Ritenour | <input type="radio"/> Riverview Gardens |
| <input type="radio"/> Rockwood | <input type="radio"/> University City |
| <input type="radio"/> Valley Park | <input type="radio"/> Webster Groves |
| <input type="radio"/> Wellston | <input type="radio"/> Special Education School |
| <input type="radio"/> Technical Education School | |

2. My assignment is mainly at

- Elementary school Middle school High school

3. Please list 3 effective supports or resources that you use for your students with learning disabilities.

4. Please list 3 additional supports or resources you need that are essential to your students with learning disabilities.

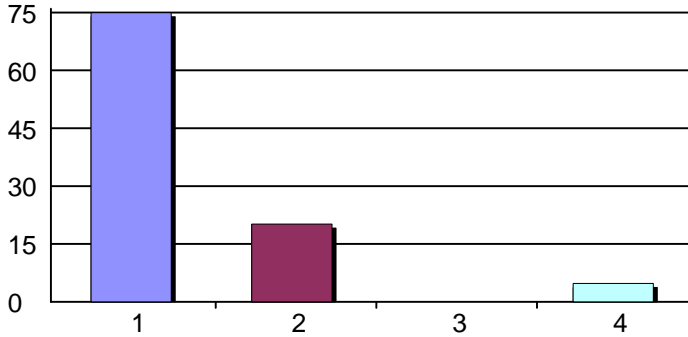
Learning Disabilities AC Checklist

Creation Date: 2/25/2005

Time Interval: 12/14/2004 to 1/20/2005

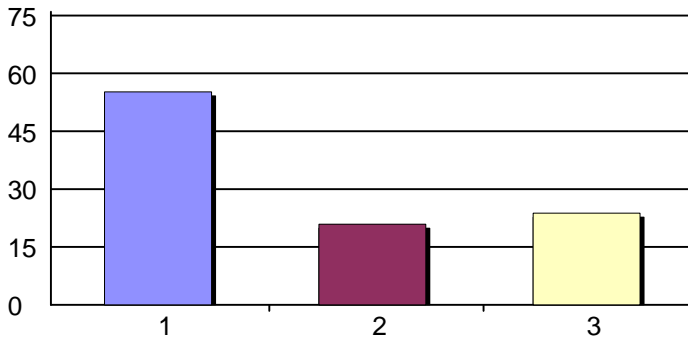
Total Respondents: 107

1. This teacher mainly works in



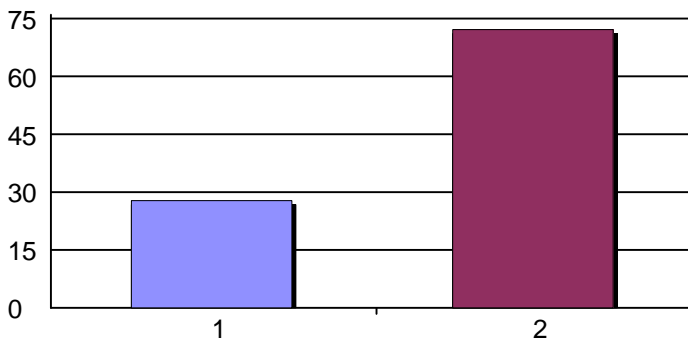
1. Cross categorical resource...	78	75 %
2. Self-contained cross...	21	20 %
3. SSD school	0	0 %
4. Other _____	5	5 %
Total Responses:	104	

2. This teacher works at



1. Elementary school	58	55 %
2. Middle school	22	21 %
3. High school	25	24 %
Total Responses:	105	

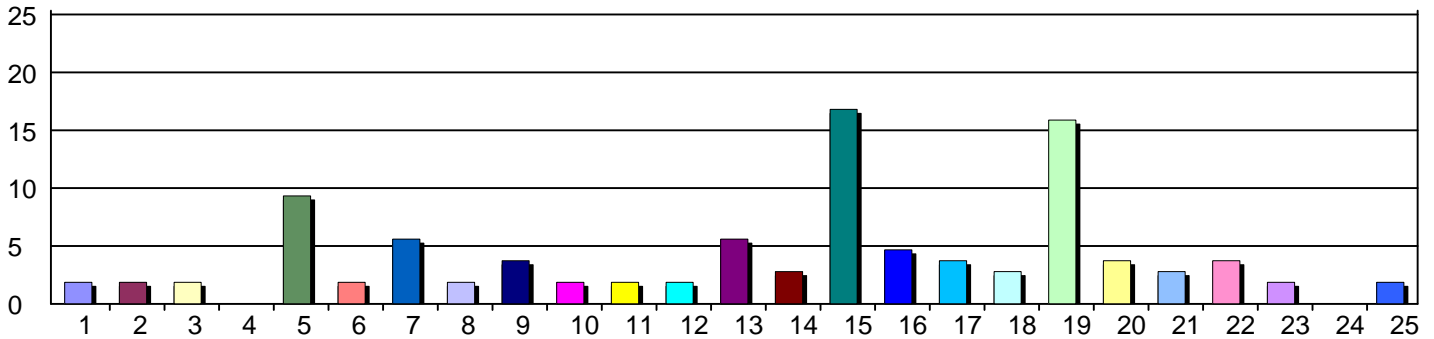
3. This teacher works for SSD for



1. less than 5 years	27	28 %
2. equal to or more than 5 years	70	72 %
Total Responses:	97	

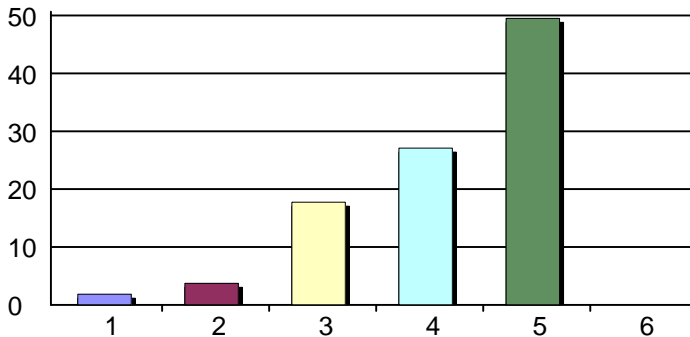
Learning Disabilities AC Checklist

4. The teacher I supervise is from



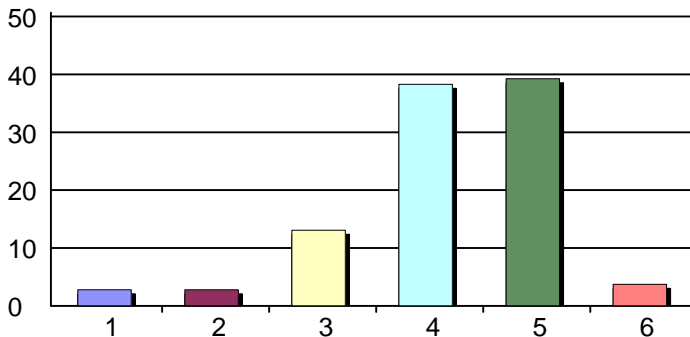
1. Affton	2	2 %	15 Parkway	18	17 %
2. Bayless	2	2 %	16 Pattonville	5	5 %
3. Brentwood	2	2 %	17 Ritenour	4	4 %
4. Clayton	0	0 %	18 Riverview Gardens	3	3 %
5. Ferguson-Florissant	10	9 %	19 Rockwood	17	16 %
6. Hancock Place	2	2 %	20 University City	4	4 %
7. Hazelwood	6	6 %	21 Valley Park	3	3 %
8. Jennings	2	2 %	22 Webster Groves	4	4 %
9. Kirkwood	4	4 %	23 Wellston	2	2 %
10. Ladue	2	2 %	24 Special Education School	0	0 %
11. Lindbergh	2	2 %	25 Technical Education School	2	2 %
12. Maplewood Richmond Heights	2	2 %	Total Responses:	107	
13. Mehlville	6	6 %			
14. Normandy	3	3 %			

5. Establishes universal classroom structures and supports to promote student behavior conducive to learning.



1. Not at all	2	2 %
2. Limited	4	4 %
3. Moderate	19	18 %
4. Often	29	27 %
5. Always	53	50 %
6. Not applicable	0	0 %
Total Responses:	107	
Mean:	4.19	Standard Deviation: 0.98

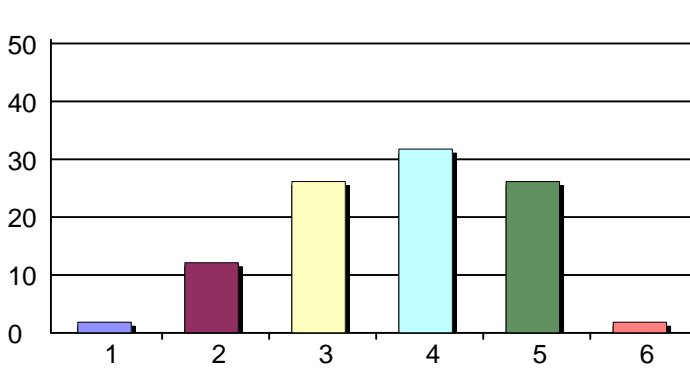
6. Applies behavior principles to classroom structures and management.



1. Not at all	3	3 %
2. Limited	3	3 %
3. Moderate	14	13 %
4. Often	41	38 %
5. Always	42	39 %
6. Not applicable	4	4 %
Total Responses:	107	
Mean:	4.13	Standard Deviation: 0.96

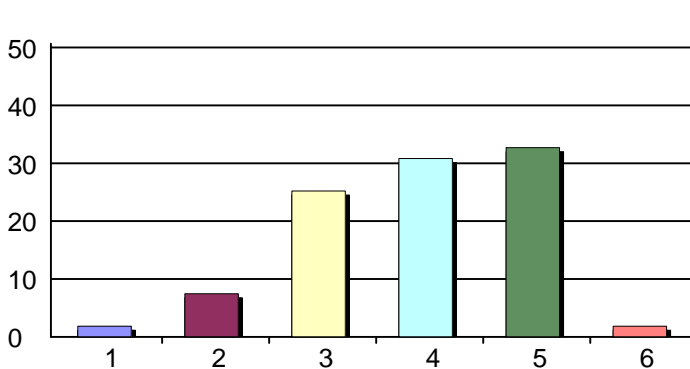
Learning Disabilities AC Checklist

7. Facilitates the development of a functional assessment and behavior intervention plan.



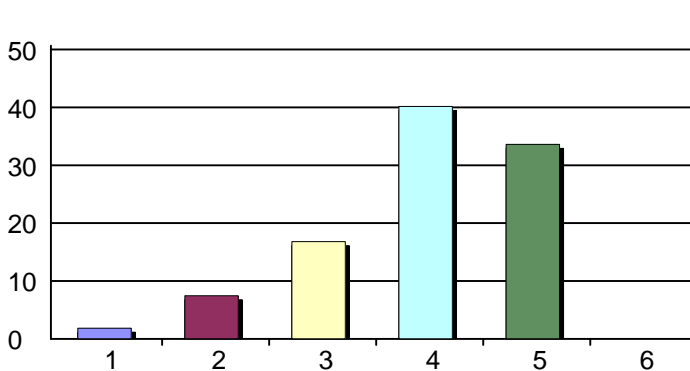
1. Not at all	2	2 %
2. Limited	13	12 %
3. Moderate	28	26 %
4. Often	34	32 %
5. Always	28	26 %
6. Not applicable	2	2 %
Total Responses:	107	
Mean: 3.7	Standard Deviation: 1.06	

8. Facilitates the implementation of individual behavior intervention plans and regularly evaluates student progress, adjusting instruction as needed.



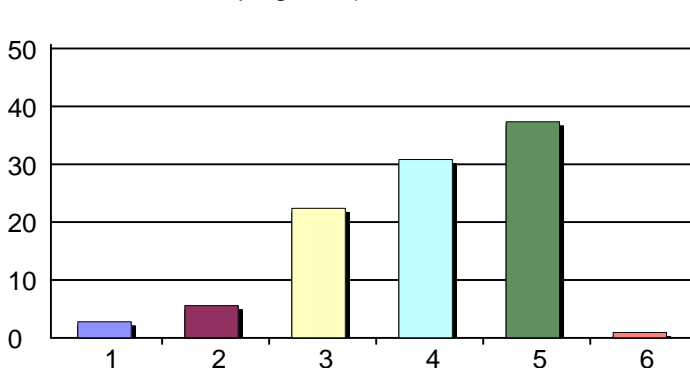
1. Not at all	2	2 %
2. Limited	8	7 %
3. Moderate	27	25 %
4. Often	33	31 %
5. Always	35	33 %
6. Not applicable	2	2 %
Total Responses:	107	
Mean: 3.87	Standard Deviation: 1.03	

9. Utilizes assessment strategies to analyze and determine the social and emotional needs of students within the context of collaborative teams.



1. Not at all	2	2 %
2. Limited	8	7 %
3. Moderate	18	17 %
4. Often	43	40 %
5. Always	36	34 %
6. Not applicable	0	0 %
Total Responses:	107	
Mean: 3.96	Standard Deviation: 0.99	

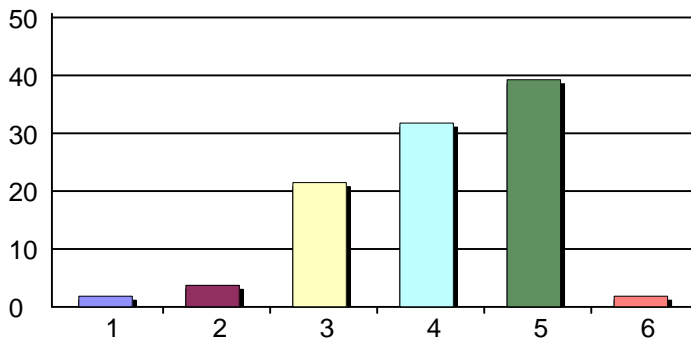
10. Monitors the student's social and emotional development and selects strategies to teach social skills (interpersonal, affective and coping skills), within the context of collaborative teams.



1. Not at all	3	3 %
2. Limited	6	6 %
3. Moderate	24	22 %
4. Often	33	31 %
5. Always	40	37 %
6. Not applicable	1	1 %
Total Responses:	107	
Mean: 3.95	Standard Deviation: 1.05	

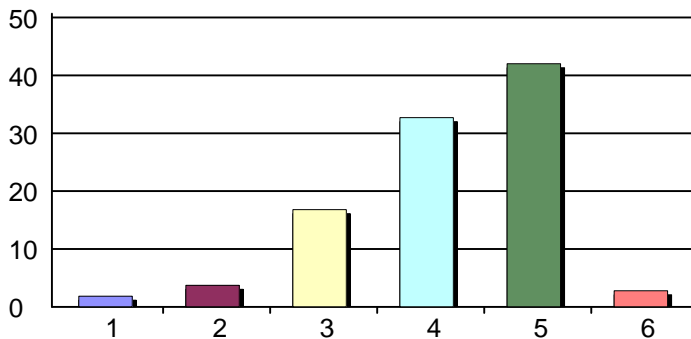
Learning Disabilities AC Checklist

11. Promotes generalization and maintenance of self-discipline, self-regulation and self-control through instruction and creation of support systems.



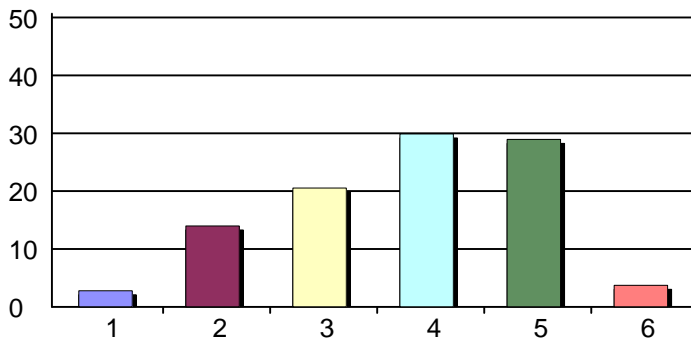
1. Not at all	2	2 %
2. Limited	4	4 %
3. Moderate	23	21 %
4. Often	34	32 %
5. Always	42	39 %
6. Not applicable	2	2 %
Total Responses:	107	
Mean: 4.05	Standard Deviation: 0.97	

12. Collaboratively analyzes student performance and teacher behavior to determine improvement needs.



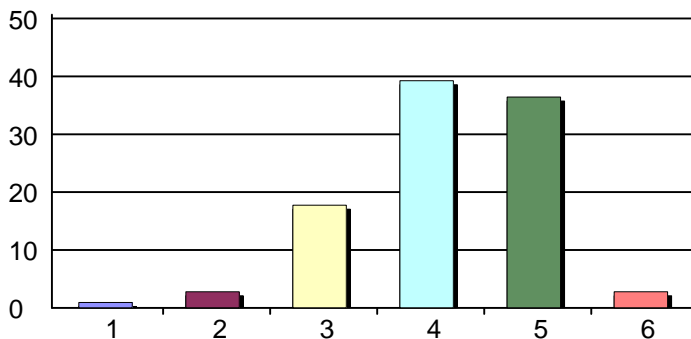
1. Not at all	2	2 %
2. Limited	4	4 %
3. Moderate	18	17 %
4. Often	35	33 %
5. Always	45	42 %
6. Not applicable	3	3 %
Total Responses:	107	
Mean: 4.12	Standard Deviation: 0.96	

13. Studies effective practices and implements research based strategies to improve student social and emotional needs.



1. Not at all	3	3 %
2. Limited	15	14 %
3. Moderate	22	21 %
4. Often	32	30 %
5. Always	31	29 %
6. Not applicable	4	4 %
Total Responses:	107	
Mean: 3.71	Standard Deviation: 1.13	

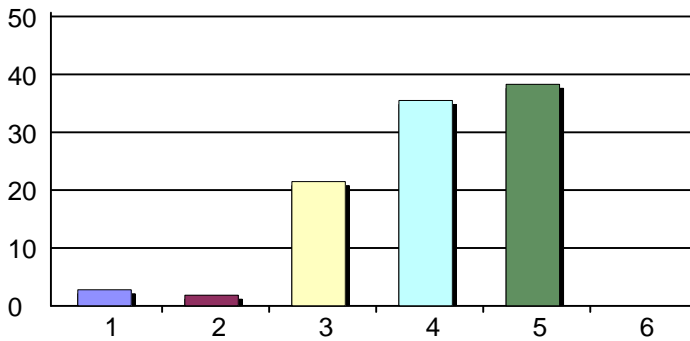
14. Assesses student abilities and analyzes data to make instructional decisions.



1. Not at all	1	1 %
2. Limited	3	3 %
3. Moderate	19	18 %
4. Often	42	39 %
5. Always	39	36 %
6. Not applicable	3	3 %
Total Responses:	107	
Mean: 4.11	Standard Deviation: 0.87	

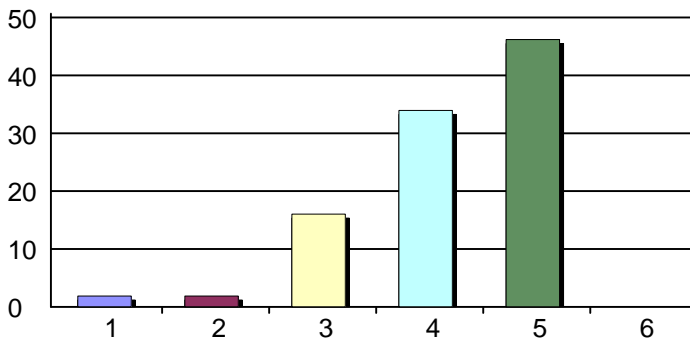
Learning Disabilities AC Checklist

15. Provides systematic instruction.



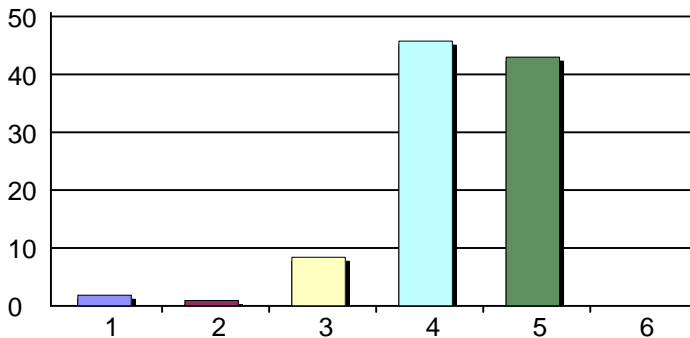
1. Not at all	3	3 %
2. Limited	2	2 %
3. Moderate	23	21 %
4. Often	38	36 %
5. Always	41	38 %
6. Not applicable	0	0 %
Total Responses:	107	
Mean: 4.05	Standard Deviation: 0.97	

16. Plans lessons (within the district's curriculum frameworks) that have observable and measurable student outcomes.



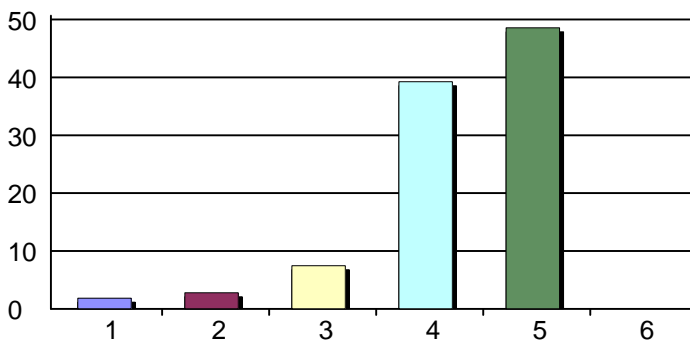
1. Not at all	2	2 %
2. Limited	2	2 %
3. Moderate	17	16 %
4. Often	36	34 %
5. Always	49	46 %
6. Not applicable	0	0 %
Total Responses:	106	
Mean: 4.21	Standard Deviation: 0.91	

17. Demonstrates techniques to promote maximum student involvement/engagement.



1. Not at all	2	2 %
2. Limited	1	1 %
3. Moderate	9	8 %
4. Often	49	46 %
5. Always	46	43 %
6. Not applicable	0	0 %
Total Responses:	107	
Mean: 4.27	Standard Deviation: 0.81	

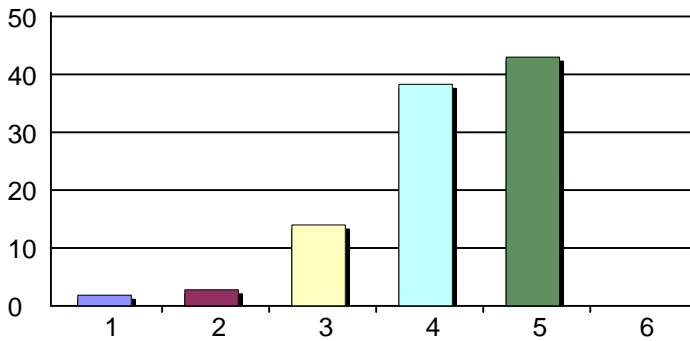
18. Provides specialized instruction to access district curriculum based on student abilities and needs.



1. Not at all	2	2 %
2. Limited	3	3 %
3. Moderate	8	7 %
4. Often	42	39 %
5. Always	52	49 %
6. Not applicable	0	0 %
Total Responses:	107	
Mean: 4.3	Standard Deviation: 0.87	

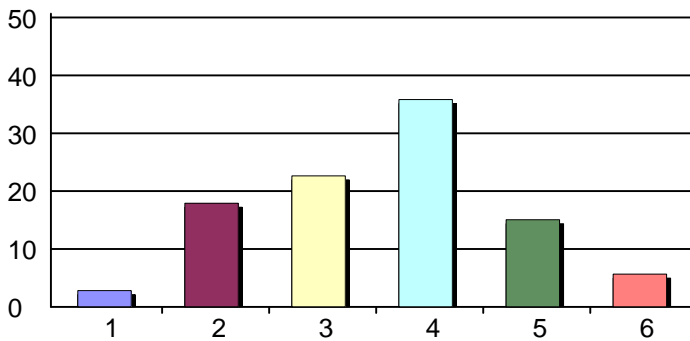
Learning Disabilities AC Checklist

19. Provides systematic feedback to students.



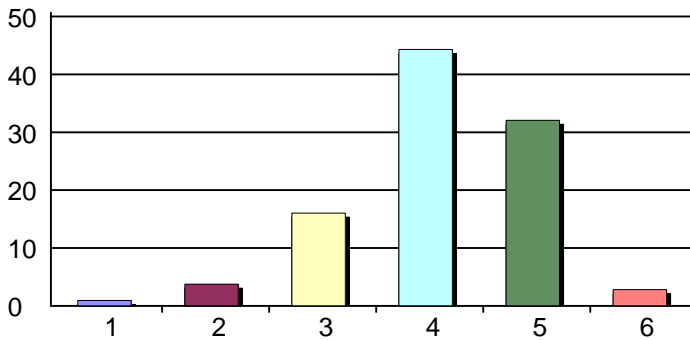
1. Not at all	2	2 %
2. Limited	3	3 %
3. Moderate	15	14 %
4. Often	41	38 %
5. Always	46	43 %
6. Not applicable	0	0 %
Total Responses:	107	
Mean: 4.18	Standard Deviation: 0.91	

20. Implements specific assistive technology to meet the needs of student caseload.



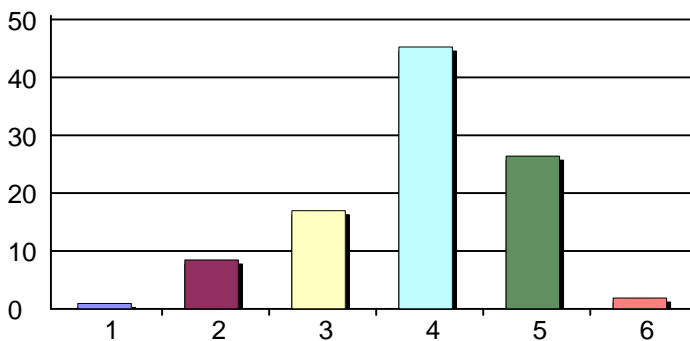
1. Not at all	3	3 %
2. Limited	19	18 %
3. Moderate	24	23 %
4. Often	38	36 %
5. Always	16	15 %
6. Not applicable	6	6 %
Total Responses:	106	
Mean: 3.45	Standard Deviation: 1.07	

21. Supports students through generalization and maintenance of acquired skills in collaboration.



1. Not at all	1	1 %
2. Limited	4	4 %
3. Moderate	17	16 %
4. Often	47	44 %
5. Always	34	32 %
6. Not applicable	3	3 %
Total Responses:	106	
Mean: 4.06	Standard Deviation: 0.86	

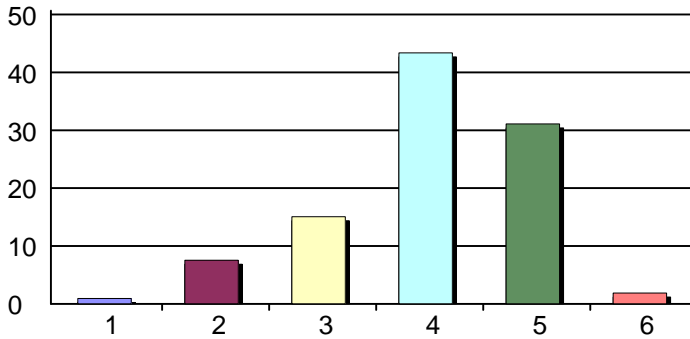
22. Interprets data from district assessments to determine student needs within the context of collaborative teams.



1. Not at all	1	1 %
2. Limited	9	8 %
3. Moderate	18	17 %
4. Often	48	45 %
5. Always	28	26 %
6. Not applicable	2	2 %
Total Responses:	106	
Mean: 3.89	Standard Deviation: 0.93	

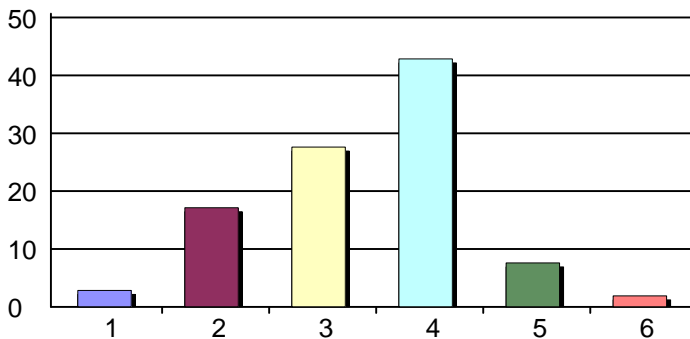
Learning Disabilities AC Checklist

23. Selects strategies to increase student achievement based on analysis of student needs within the context of collaborative teams.



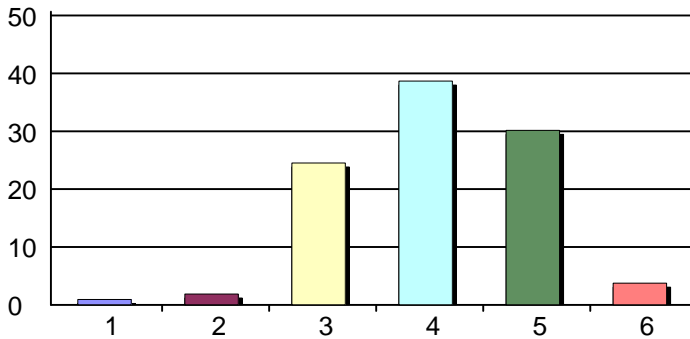
1. Not at all	1	1 %
2. Limited	8	8 %
3. Moderate	16	15 %
4. Often	46	43 %
5. Always	33	31 %
6. Not applicable	2	2 %
Total Responses:	106	
Mean: 3.98	Standard Deviation: 0.93	

24. Integrates technology into the learning environment.



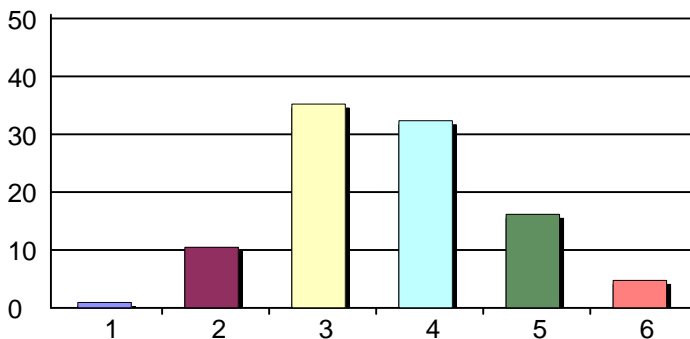
1. Not at all	3	3 %
2. Limited	18	17 %
3. Moderate	29	28 %
4. Often	45	43 %
5. Always	8	8 %
6. Not applicable	2	2 %
Total Responses:	105	
Mean: 3.36	Standard Deviation: 0.96	

25. Provides and evaluates instruction for student achievement within the context of collaborative teams.



1. Not at all	1	1 %
2. Limited	2	2 %
3. Moderate	26	25 %
4. Often	41	39 %
5. Always	32	30 %
6. Not applicable	4	4 %
Total Responses:	106	
Mean: 3.99	Standard Deviation: 0.86	

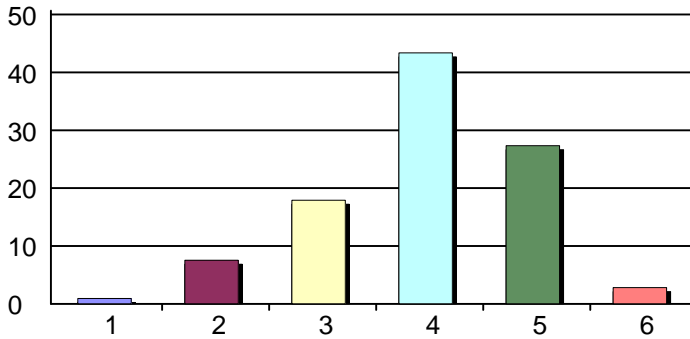
26. Plan lessons that reflect cultural and ethnic diversity.



1. Not at all	1	1 %
2. Limited	11	10 %
3. Moderate	37	35 %
4. Often	34	32 %
5. Always	17	16 %
6. Not applicable	5	5 %
Total Responses:	105	
Mean: 3.55	Standard Deviation: 0.94	

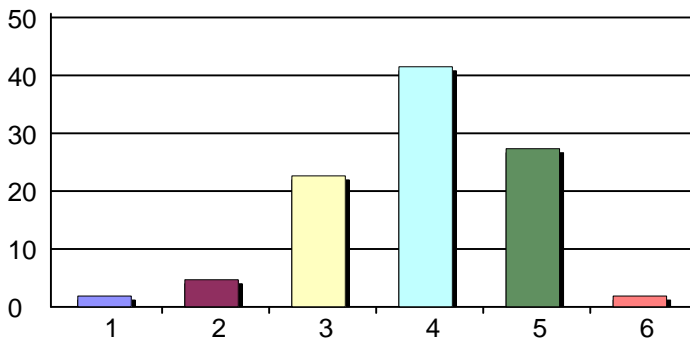
Learning Disabilities AC Checklist

27. Independently pursues additional knowledge and skills to enhance instructional practices.



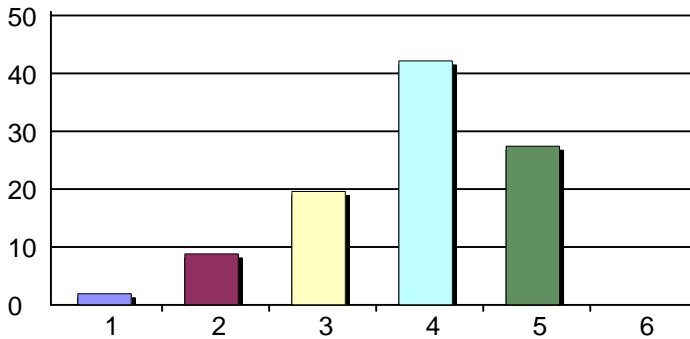
1. Not at all	1	1 %
2. Limited	8	8 %
3. Moderate	19	18 %
4. Often	46	43 %
5. Always	29	27 %
6. Not applicable	3	3 %
Total Responses:	106	
Mean: 3.91	Standard Deviation: 0.93	

28. Demonstrates expertise in effective practices and collaboratively shares instructional practices and data with colleagues to improve own instruction



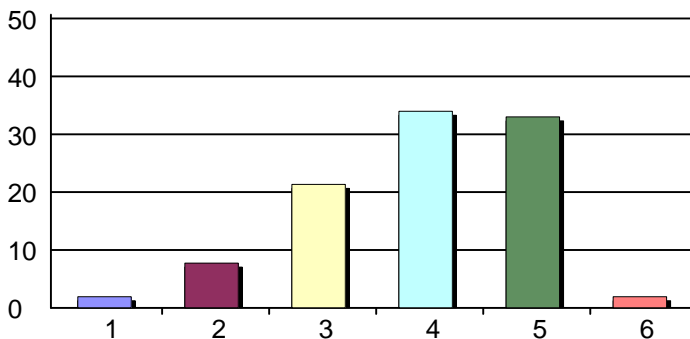
1. Not at all	2	2 %
2. Limited	5	5 %
3. Moderate	24	23 %
4. Often	44	42 %
5. Always	29	27 %
6. Not applicable	2	2 %
Total Responses:	106	
Mean: 3.89	Standard Deviation: 0.93	

29. Develops innovative strategies and instruction to meet the needs of students.



1. Not at all	2	2 %
2. Limited	9	9 %
3. Moderate	20	20 %
4. Often	43	42 %
5. Always	28	27 %
6. Not applicable	0	0 %
Total Responses:	102	
Mean: 3.84	Standard Deviation: 0.99	

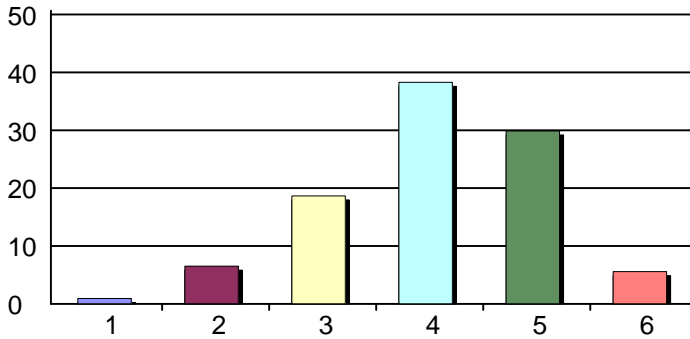
30. Evaluates and changes own practices based on student data.



1. Not at all	2	2 %
2. Limited	8	8 %
3. Moderate	22	21 %
4. Often	35	34 %
5. Always	34	33 %
6. Not applicable	2	2 %
Total Responses:	103	
Mean: 3.9	Standard Deviation: 1.02	

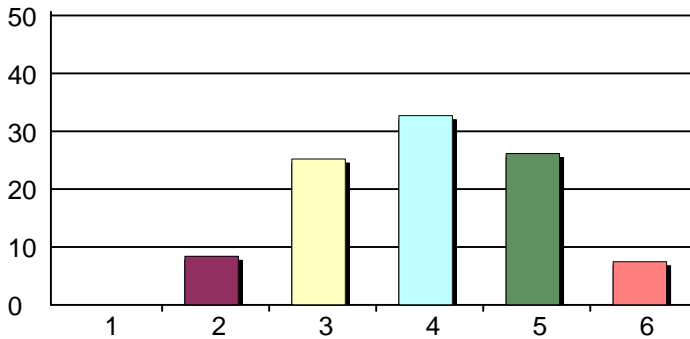
Learning Disabilities AC Checklist

31. Identifies the components of balanced literacy.



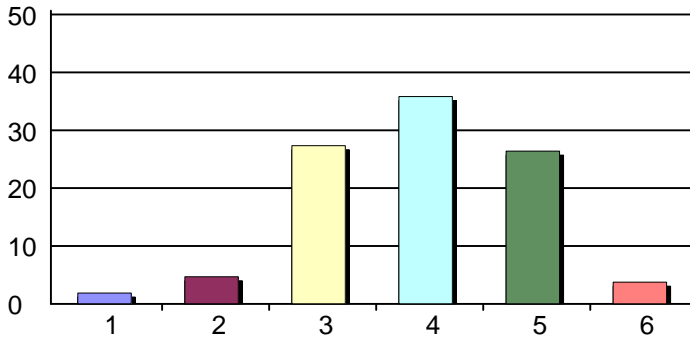
1. Not at all	1	1 %
2. Limited	7	7 %
3. Moderate	20	19 %
4. Often	41	38 %
5. Always	32	30 %
6. Not applicable	6	6 %
Total Responses:	107	
Mean: 3.95	Standard Deviation: 0.94	

32. Ensures student schedules reflect all of the components of balanced literacy.



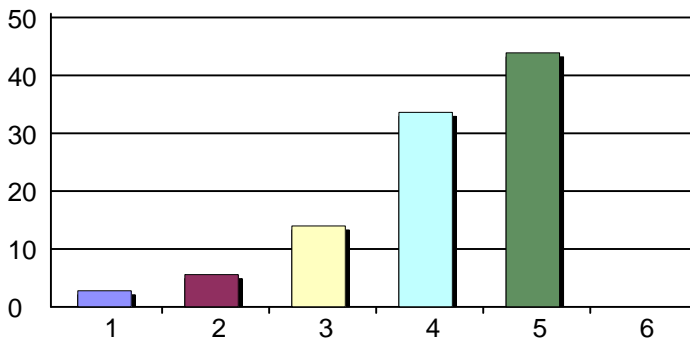
1. Not at all	0	0 %
2. Limited	9	8 %
3. Moderate	27	25 %
4. Often	35	33 %
5. Always	28	26 %
6. Not applicable	8	7 %
Total Responses:	107	
Mean: 3.83	Standard Deviation: 0.95	

33. Assesses student abilities and selects research based strategies to meet specific student needs and interests.



1. Not at all	2	2 %
2. Limited	5	5 %
3. Moderate	29	27 %
4. Often	38	36 %
5. Always	28	26 %
6. Not applicable	4	4 %
Total Responses:	106	
Mean: 3.83	Standard Deviation: 0.96	

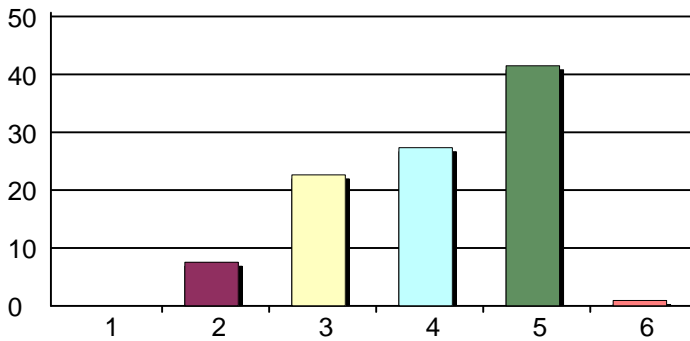
34. Differentiates instruction to meet the needs of students in a variety of collaborative settings.



1. Not at all	3	3 %
2. Limited	6	6 %
3. Moderate	15	14 %
4. Often	36	34 %
5. Always	47	44 %
6. Not applicable	0	0 %
Total Responses:	107	
Mean: 4.1	Standard Deviation: 1.03	

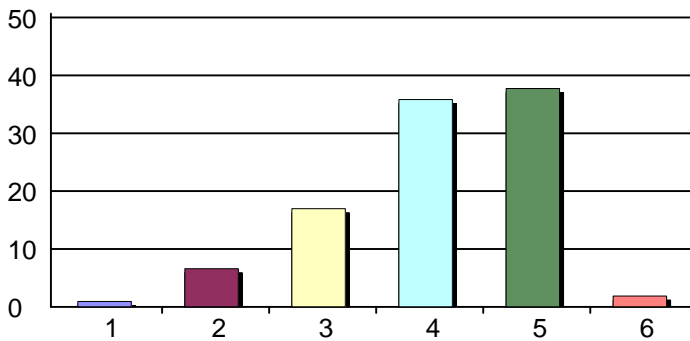
Learning Disabilities AC Checklist

35. Develops effective student data keeping systems.



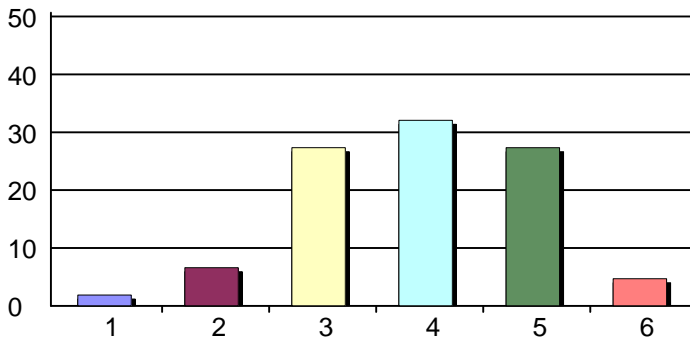
1.	Not at all	0	0 %
2.	Limited	8	8 %
3.	Moderate	24	23 %
4.	Often	29	27 %
5.	Always	44	42 %
6.	Not applicable	1	1 %
Total Responses:		106	
Mean: 4.04		Standard Deviation: 0.98	

36. Collaboratively analyzes student performance.



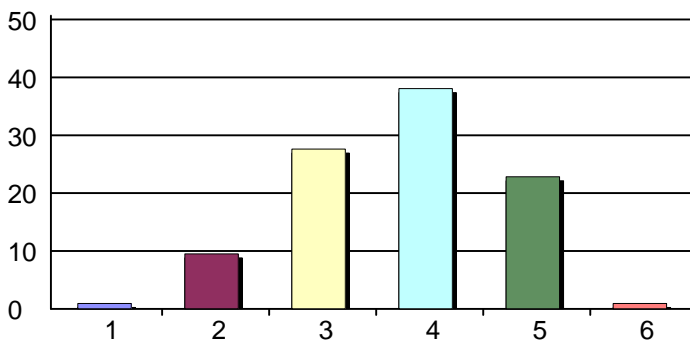
1.	Not at all	1	1 %
2.	Limited	7	7 %
3.	Moderate	18	17 %
4.	Often	38	36 %
5.	Always	40	38 %
6.	Not applicable	2	2 %
Total Responses:		106	
Mean: 4.05		Standard Deviation: 0.96	

37. Studies best practices and implements research based strategies to improve student achievement.



1.	Not at all	2	2 %
2.	Limited	7	7 %
3.	Moderate	29	27 %
4.	Often	34	32 %
5.	Always	29	27 %
6.	Not applicable	5	5 %
Total Responses:		106	
Mean: 3.8		Standard Deviation: 1	

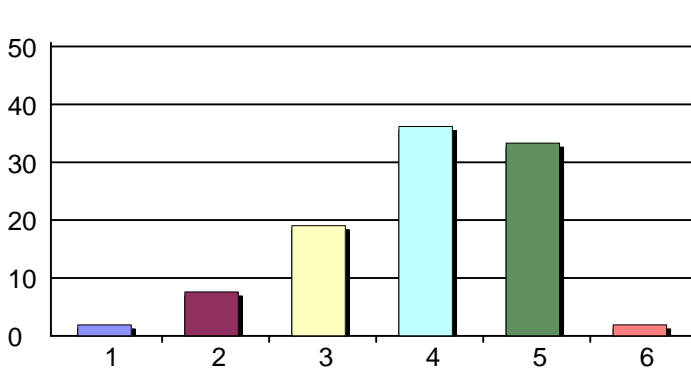
38. Examines current teaching practices to support district goals.



1.	Not at all	1	1 %
2.	Limited	10	10 %
3.	Moderate	29	28 %
4.	Often	40	38 %
5.	Always	24	23 %
6.	Not applicable	1	1 %
Total Responses:		105	
Mean: 3.73		Standard Deviation: 0.96	

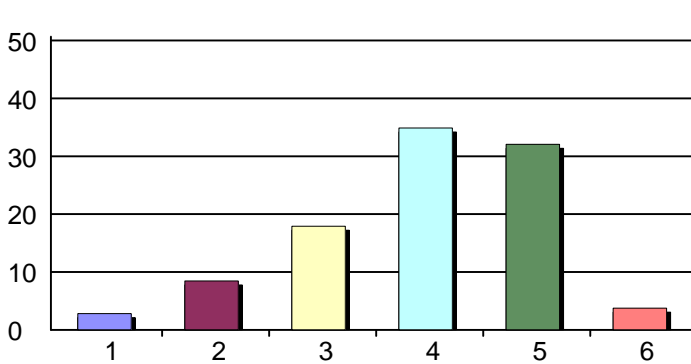
Learning Disabilities AC Checklist

39. Engages in collaborative planning and reflection throughout all instructional areas including assessment, intervention and evaluation.



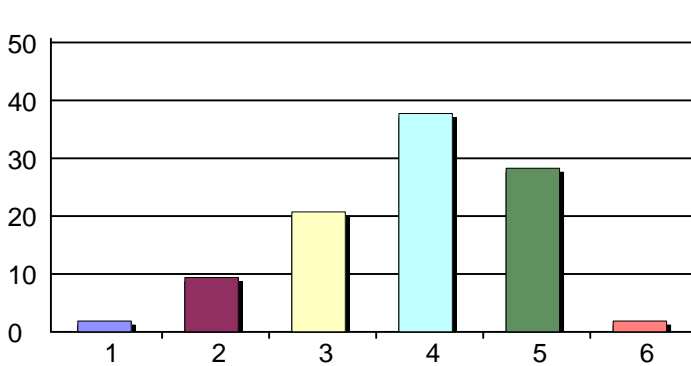
1. Not at all	2	2 %
2. Limited	8	8 %
3. Moderate	20	19 %
4. Often	38	36 %
5. Always	35	33 %
6. Not applicable	2	2 %
Total Responses:	105	
Mean: 3.93	Standard Deviation: 1.01	

40. Participates in reflective practices aimed at implementing effective practices in the educational setting.



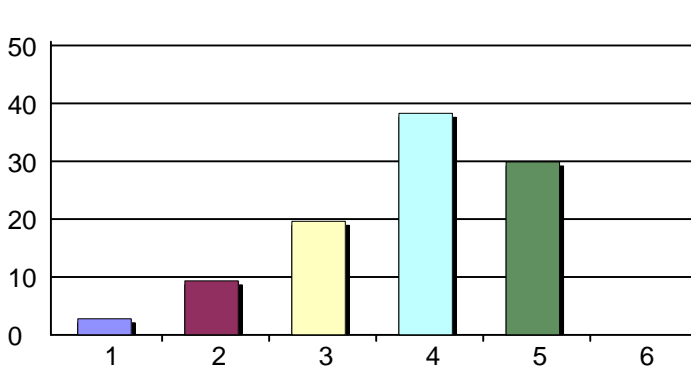
1. Not at all	3	3 %
2. Limited	9	8 %
3. Moderate	19	18 %
4. Often	37	35 %
5. Always	34	32 %
6. Not applicable	4	4 %
Total Responses:	106	
Mean: 3.88	Standard Deviation: 1.07	

41. Provides leadership in collaborative projects with partner district to improve student performance.



1. Not at all	2	2 %
2. Limited	10	9 %
3. Moderate	22	21 %
4. Often	40	38 %
5. Always	30	28 %
6. Not applicable	2	2 %
Total Responses:	106	
Mean: 3.83	Standard Deviation: 1.02	

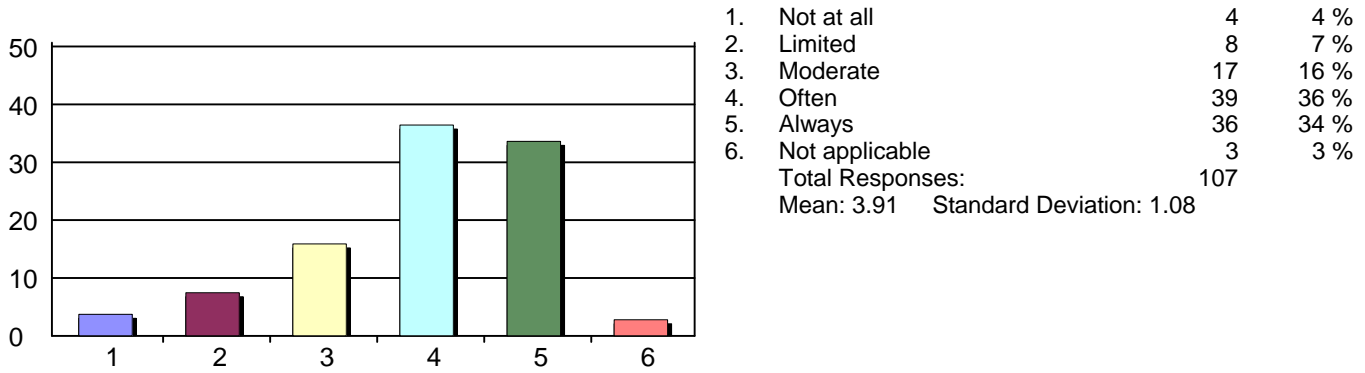
42. Shares collaborative work with colleagues to solicit reflective feedback and professional growth.



1. Not at all	3	3 %
2. Limited	10	9 %
3. Moderate	21	20 %
4. Often	41	38 %
5. Always	32	30 %
6. Not applicable	0	0 %
Total Responses:	107	
Mean: 3.83	Standard Deviation: 1.05	

Learning Disabilities AC Checklist

43. Offers support to new staff in the acquisition of needed skills through a variety of collaborative efforts including mentoring, coaching and modeling.



LD AC Support Used and Needs

LD AC Supports Used	Supports Used	Count	Total Count
Administrative Support	AC in regions staff development	1	6
	Accommodations	1	
	Leadership in program organization & Design	1	
	Provide staff with data collection, effective	1	
	TA support in general ed. settings.	1	
	Team meetings	1	
Staff Development	General education	1	6
	Influential instruction	1	
	Professional development focused on specific needs, i.e., LD, transition needs (Elem-Middle-H.S.)	1	
	Provision of teacher supports & resources	1	
	Staff Dev. Dept.	1	
	Staff development (Balanced literacy, KU Strategies, etc.)	1	
		1	
		1	
Diagnostic Support	Access to EPS	1	
Materials Support	Adapted materials	1	12
	Adapted texts	1	
	Aerobics	1	
	Books on tape	1	
	Calculators and color coding equation on (white board)	2	
	Modified Textbooks	1	
	Remedial supplies	1	
	Smart Board, If available and overheads	1	
	Smart boards if available	1	
	Taped materials	1	
	Textbooks, materials	1	
		1	
Curriculum	Alternative curriculums	1	11
	Anita Archer study skills curriculum	1	
	CWC Model	1	
	Edmark - Resources	1	
	Literacy materials (SPIRE, Jerry Johns assessments, etc.	1	
	Spire	1	
	Spire Reading Program	1	
	Spire Training Resources	1	
	SRA Reading Program	1	
	Study skills curriculum (Study skills/self-advocacy/transition	1	
	Training in local district curriculum	1	
		1	
Learning Strategies	Input as IMP design & adaptations/modifications	1	6
	Lot of different types of strategies	1	
	MAP strategies	1	

LD AC Support Used and Needs

	Provide technical support with adaptations and modifications.	1	
	Teaching learning strategies through resource.	1	
	Visual strategies - Welsig	1	
Assistive Technology Support	Assistive Tech	4	6
	Technology - Asst. Tech, blended with Direct instruction	1	
	Technology, assistive software	1	
Collaborative Teaming	Collaborative teaching	1	15
	Collaborative teaching between General Ed. & Special Ed.	1	
	CWC, Push in collaborative teaching	1	
	Direct support w/students	1	
	Fellow teachers	1	
	Gen Ed teachers to meet, plan and problem solve	1	
	Last year and previous years ET/TT that address		
	systematic instruction and peer coaching	1	
	Most teams have common plan time	1	
	Parallel classes	1	
	Scheduled "Team Time" for Sp Ed & Gen Ed	1	
	Small groupings w/Classes to teach strategies	1	
	Staff meetings and sharing of ideas, writing tests, staffing, etc.	1	
	Teacher leaders who problem solve w/teams	2	
	Teaching strategies (How, LINKS, etc.)	1	
Computer Technology Support	Access to computers or word processors	1	12
	Computer programs	1	
	Computer Software	1	
	CT Classes	1	
	Internet	1	
	Internet - L.D.A., all kinds of minds	5	
	LD Companion Resources	1	
	Technology	1	
EPS Staff Support	Effective practice specialists	1	5
	Effective practice training - Thoughtful teaching (Universals)	1	
	EPS staff	3	
Inclusion Facilitators Support	Facilitators	1	5
	Facilitators input	1	
	LIRE Facilitators	1	
	PBS Building, Behavior/LIRE Facilitator	1	
	The behavior facilitators have assisted in management of behavior of students, which in turn allowed for better instruction.	1	

LD AC Support Used and Needs

Continuing Education	KU Learning Strategies	1	14
	In-service dealing with learning strategies have been a great help	2	
	Learning strategies supports from staff	1	
	Literacy training	1	
	Staff teaching IEP classes as well as CWC	1	
	Strategies courses	1	
	Team taught classes (Proxy. 50 sections courses)	1	
	Thoughtful Teaching	1	
	Thoughtful Teaching workshops for staff	1	
	Training for KU Strategies	1	
	Training in differentiated instruction	1	
	Workshops - Differentiated Instruction (DI)	1	
	Workshops and inservices for staff	1	
	Partner District Support	Participation in partner district professional development	
Partner Dist SSD Professional Dev Training		1	
Partner district supplied academic curriculum guides		1	
Partner district supplied academic verification sheets		1	
		1	

LD AC Support Used and Needs

LD AC Support Needs	Support Needs	Count	Total Count	
	Additional funds to purchase literacy materials			
Administrative Support	to support component district models.	1	14	
	Better. ET/TAT than provided FY 04/05	1		
	Easy to administer reading and math	1		
	Effective Practice Specialist	1		
	Literacy coaches	1		
	More access to strategies training	1		
	More budget for curriculum resources	1		
	More flexibility with regard to use of PAC days. Currently MS Sp Educators in PKWY have 4 days but AC may only use 1	1		
	More support to integrate technology with curriculum	1		
	More tests for diagnosticians to use with young non-verbal children.	1		
	Quality samples of functional assessments and behavior plans.	2		
	Reading Strategies Specialists	1		
	Smaller class sizes	1		
Staff Development	Access to curriculum development staff to come out to LEA for training. They are usually not accessible.	1	11	
	Additional training during staff development time	1		
	Continued in-service for staff and follow up observations dealing with literacy, quality instruction, and behavior	1		
	Current research regarding techniques for teaching skills to students with learning disabilities.	1		
	General ED participation in professional development	1		
	More job embedded staff development	1		
	Ongoing staff development in communication	1		
	Realistic means to staff ongoing development for effective practices.	1		
	Staff development dates should be put aside at the beginning of the school year so people are available to admin.	1		
	Staff development for teachers in area of strategies (Reading, organization, graphic organizers, etc.)	1		
	Staff development options in more academic areas	1		
Collaborative Teaming	Assistance with motivation of adolescents that have given up and refuse to do work.	1	10	

LD AC Support Used and Needs

	Collaborative plan time & Gen. Ed. Grade levels	1	
	How to balance balanced literacy while providing remediation when needed	1	
	Modifications/Adaptations/Differentiation	1	
	More instruction for students who also have Observations	1	
	One day per semester for each team to plan	1	
	Support for general ed. in adapting/modifying	2	
	Support from general education	1	
Computer Technology Support	Access to more technology in the classroom	1	10
	Additional software	1	
	Greater access to technology (hardware)	1	
	Hardware to infuse technology	1	
	More access to technology	1	
	More computers	1	
	More computers in regular classrooms & Spec Ed settings	1	
	More computers with internet access	1	
	More technology support/software	1	
	More use of the technology available (staff lagging)	1	
Materials Resources	Book on tape	2	10
	Budget for books on tape (or CD-ROM)		
	*Additional	1	
	Larger budget for instructional materials	1	
	Manuals	1	
	Materials for use with low functioning students that are age appropriate.	1	
	More alternative materials, textbooks.	1	
	More individual white boards	1	
	Planners	1	
	Supplemental materials	1	
Learning Strategies	Create more learning strategy classes	1	4
	Differentiated instruction	1	
	Ku Strategies Training	1	
	Math and literacy strategies to use while in a collaborative teaching model	1	
	More strategies training for my staff		
Curriculum	Curriculums in reading	1	4
	District curriculum	1	

LD AC Support Used and Needs

	Samples of lesson plans that contain everything but don't require so much time to write.	1	
	Teacher guides/texts to support general ed. curriculum.	1	
		1	
Continuing Education	More instruction on the parts and process of balanced literacy	1	6
	More training in emotional disturbance - students with autism	1	
	More training on DI	1	
	More training on literacy instruction, especially	1	
	Training for general ed. Staff	1	
	Training on self-advocacy	1	
Assistive Technology Support	More information on assistive technology	1	
Equity	Staff - specifically to do additional CWC's to ensure generalization.	1	
Partner District Support	More flexibility with regard to scheduling student's days (MS Schedules are elective driven in Parkway)	1	3
	More input on specialized instruction on/with partner district curriculum	1	
	Rockwood Staff Development Dept and Principals Building	1	
Time Resource	More time on PAC	1	4
	More time to work directly with staff	1	
	Time for staff to collaborate	1	
	Truly more time to plan w/CT teachers	1	
Other	Refreshable	1	



Special School District Climate Survey May 2004--

Parent Survey



2003-2004 School Year

The purpose of this survey is to assist Special School District in planning and considering school improvement processes over the next few years. Please take 5 to 10 minutes to complete this 3-page survey. Your input is very important to the planning of the district. Instructions: Please darken the circle that best describes what you think or how you feel about the 2003-2004 school year of Special School District. If the statement is not applicable to you, please darken the "NA" circle.

For All Parents

Response Definition: SD=Strongly Disagree D=Disagree N=Moderate A=Agree SA=Strongly Agree NA=Not applicable/Do not know

	SD	D	N	A	SA	NA
1. I am informed about my child's progress by his/her special education teacher.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I know what my child's special education teacher expects of my child.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The special education teachers show respect for my child.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Students show respect for other students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The special education teacher meets the social needs of my child.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The special education teacher meets the academic needs of my child.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The special education teacher expects quality work of my child.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I know how well my child is progressing in special education classes and in school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am welcome to discuss my child's special educational needs with the special education staff.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I respect the school's special education teachers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. There is a lot of teamwork between special education and general education staff.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Overall, the school meets the needs of my child.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Special School District succeeds at preparing children for future work.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Special School District has a good public image.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The special education teacher helps me to help my child learn at home.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I support my child's learning at home.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For Parents with Children in Special Education Schools Only (i.e., Ackerman, Litzinger, Neuwoehner, Northview, Southview, Bridges)

Response Definition: SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree NA=Not applicable/Do not know

	SD	D	N	A	SA	NA
17. I feel welcome at my child's special education school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My child is safe at the special education school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My child is safe going to and from the special education school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. There is adequate supervision during school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. The special education school meets the social needs of my child.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. The special education school meets the academic needs of my child.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. The special education school expects quality work of my child.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The special education school has an excellent learning environment.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I like the school's report cards/progress reports.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I respect the school's principal.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please See Other Side





Special School District Climate Survey May 2004-- Parent Survey



Response Definition: SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree NA=Not applicable/Do not

SD D N A SA NA

27. Overall, I am satisfied with Special School District Special Education School.....

Demographic Information

28. Child(ren)'s grade(s):

- | | | |
|---|--------------------------------------|----------------------------------|
| <input type="radio"/> Kindergarten or younger | <input type="radio"/> 1st grade | <input type="radio"/> 2nd grade |
| <input type="radio"/> 3rd grade | <input type="radio"/> 4th grade | <input type="radio"/> 5th grade |
| <input type="radio"/> 6th grade | <input type="radio"/> 7th grade | <input type="radio"/> 8th grade |
| <input type="radio"/> 9th grade | <input type="radio"/> 10th grade | <input type="radio"/> 11th grade |
| <input type="radio"/> 12th grade | <input type="radio"/> Multiple-grade | <input type="radio"/> Other |

29. My child has special education services

- less than 60% of a school day equal to or more than 60% of a school day

30. My child has been receiving services from Special School District for

- less than 1 year 1 to 2 years 3 to 4 years 5 to 6 years
 7 to 8 years more than 8 years

31. My ethnic background

- African-American American Indian Asian Caucasian
 Hispanic/Latino Other

32. My child's primary educational disability is

- | | |
|---|--|
| <input type="radio"/> Autism | <input type="radio"/> Emotional Disturbance |
| <input type="radio"/> Hearing Impairment and Deafness | <input type="radio"/> Mental Retardation |
| <input type="radio"/> Multiple Disabilities | <input type="radio"/> Other Health Impairments |
| <input type="radio"/> Learning Disabilities | <input type="radio"/> Speech/Language Impairment |
| <input type="radio"/> Other, (please list _____) | |

33. My child's home school district is

- | | |
|--|--|
| <input type="radio"/> Affton | <input type="radio"/> Bayless |
| <input type="radio"/> Brentwood | <input type="radio"/> Clayton |
| <input type="radio"/> Ferguson-Florissant | <input type="radio"/> Hancock Place |
| <input type="radio"/> Hazelwood | <input type="radio"/> Jennings |
| <input type="radio"/> Kirkwood | <input type="radio"/> Ladue |
| <input type="radio"/> Lindbergh | <input type="radio"/> Maplewood Richmond Heights |
| <input type="radio"/> Mehlville | <input type="radio"/> Normandy |
| <input type="radio"/> Parkway | <input type="radio"/> Pattonville |
| <input type="radio"/> Ritenour | <input type="radio"/> Riverview Gardens |
| <input type="radio"/> Rockwood | <input type="radio"/> University City |
| <input type="radio"/> Valley Park | <input type="radio"/> Webster Groves |
| <input type="radio"/> Wellston | <input type="radio"/> Special Education School |
| <input type="radio"/> Technical Education School | <input type="radio"/> Career Training Program |

Please See Other Side
Page 2





Special School District Climate Survey May 2004-- Parent Survey



34. What do you think Special School District should **continue** to do?

35. What do you think Special School District should **stop** doing?

36. What do you think Special School District should **start** doing?

If you have any questions about this survey, please contact Dr. Chialin Hsieh at 314.989.8523 or email to chsieh@ssd.k12.mo.us. Please return the survey by June 4, 2004 in the enclosed self-addressed return envelope to Dr. Chialin Hsieh, Program Evaluation, Special School District, 12110 Clayton Road, Town & Country, MO 63131.



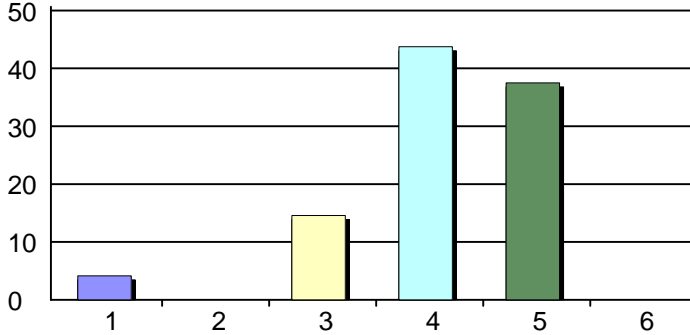
LD Parent Climate Survey Report

Creation Date: 2/25/2005

Time Interval: 6/17/2004 to 6/25/2004

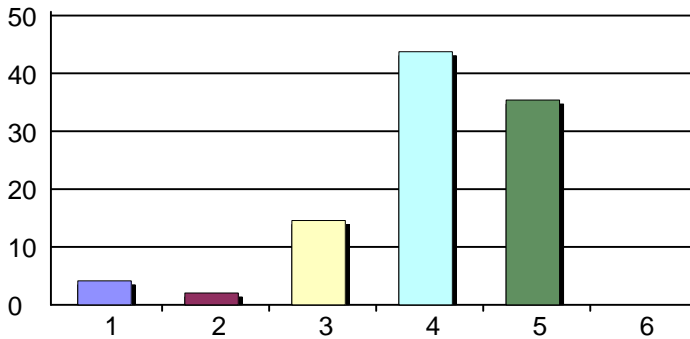
Total Respondents: 48

1. I am informed about my child's progress by his/her special education teacher.



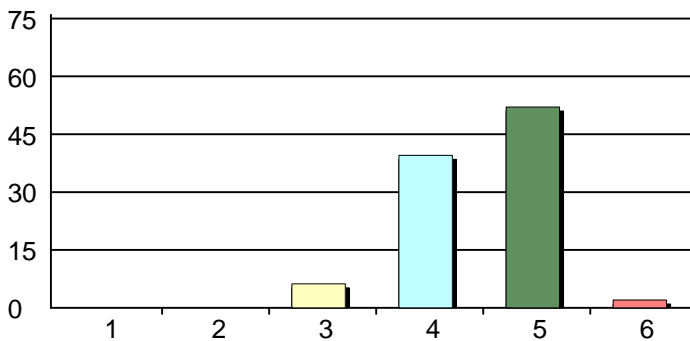
1. Strongly Disagree	2	4 %
2. Disagree	0	0 %
3. Moderate	7	15 %
4. Agree	21	44 %
5. Strongly Agree	18	38 %
6. Not applicable/Do not know	0	0 %
Total Responses:	48	
Mean: 4.1	Standard Deviation: 0.95	

2. I know what my child's special education teacher expects of my child.



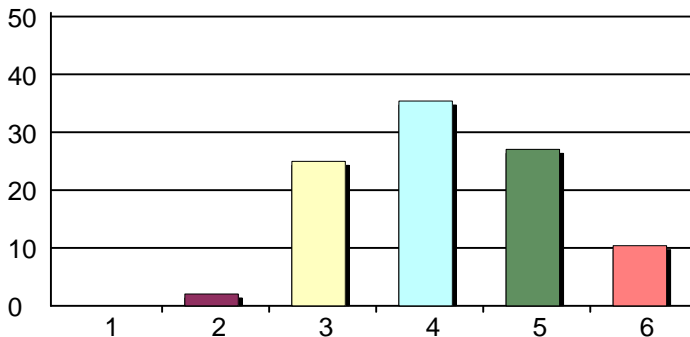
1. Strongly Disagree	2	4 %
2. Disagree	1	2 %
3. Neutral	7	15 %
4. Agree	21	44 %
5. Strongly Agree	17	35 %
6. Not applicable/Do not know	0	0 %
Total Responses:	48	
Mean: 4.04	Standard Deviation: 0.99	

3. The special education teachers show respect for my child.



1. Strongly Disagree	0	0 %
2. Disagree	0	0 %
3. Moderate	3	6 %
4. Agree	19	40 %
5. Strongly Agree	25	52 %
6. Not applicable/Do not know	1	2 %
Total Responses:	48	
Mean: 4.47	Standard Deviation: 0.62	

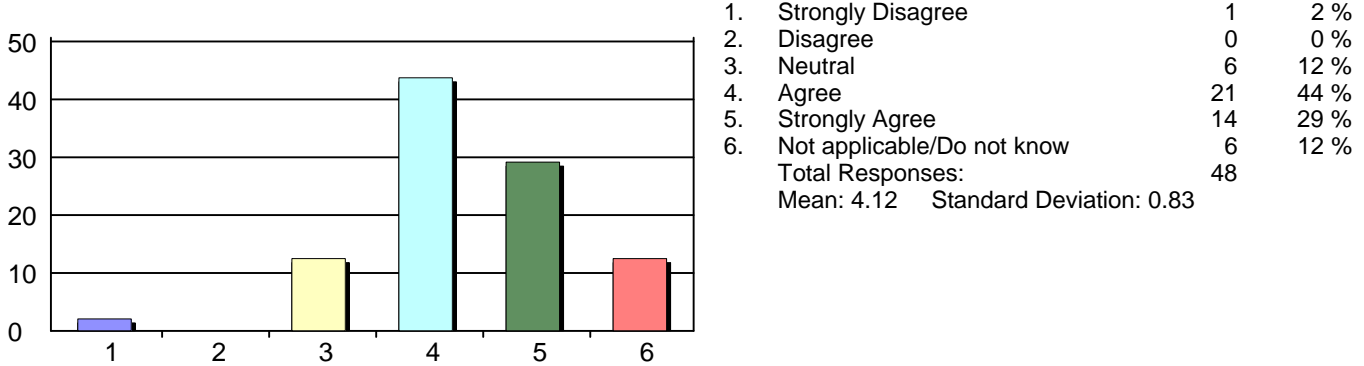
4. Students show respect for other students.



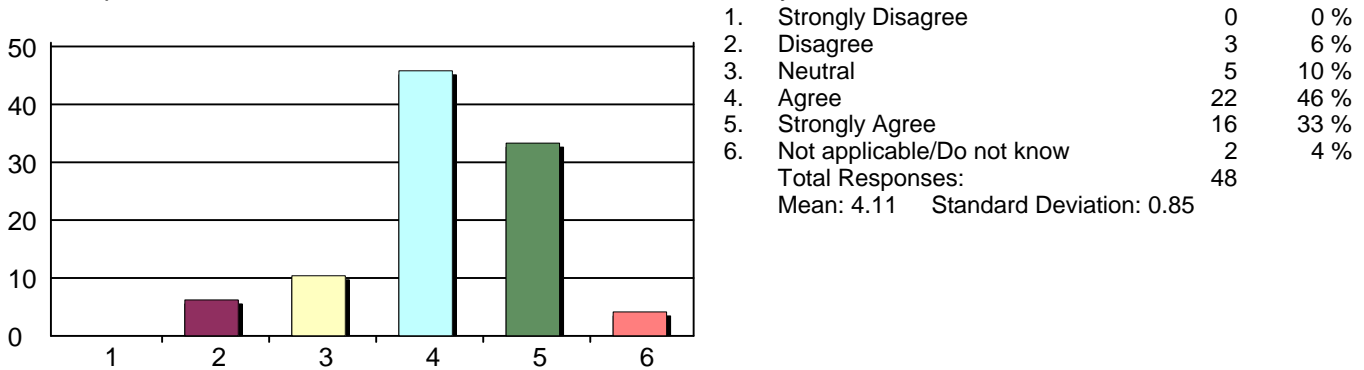
1. Strongly Disagree	0	0 %
2. Disagree	1	2 %
3. Neutral	12	25 %
4. Agree	17	35 %
5. Strongly Agree	13	27 %
6. Not applicable/Do not know	5	10 %
Total Responses:	48	
Mean: 3.98	Standard Deviation: 0.83	

LD Parent Climate Survey Report

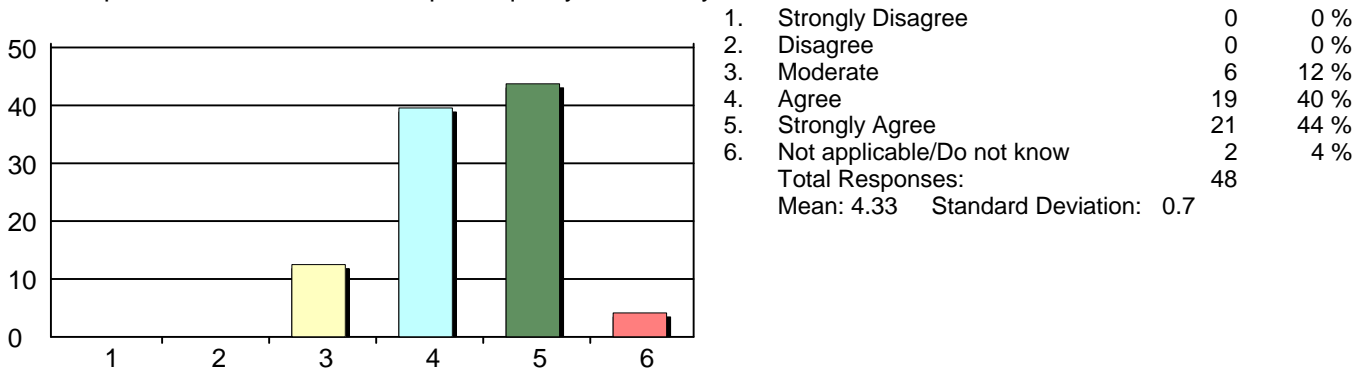
5. The special education teacher meets the social needs of my child.



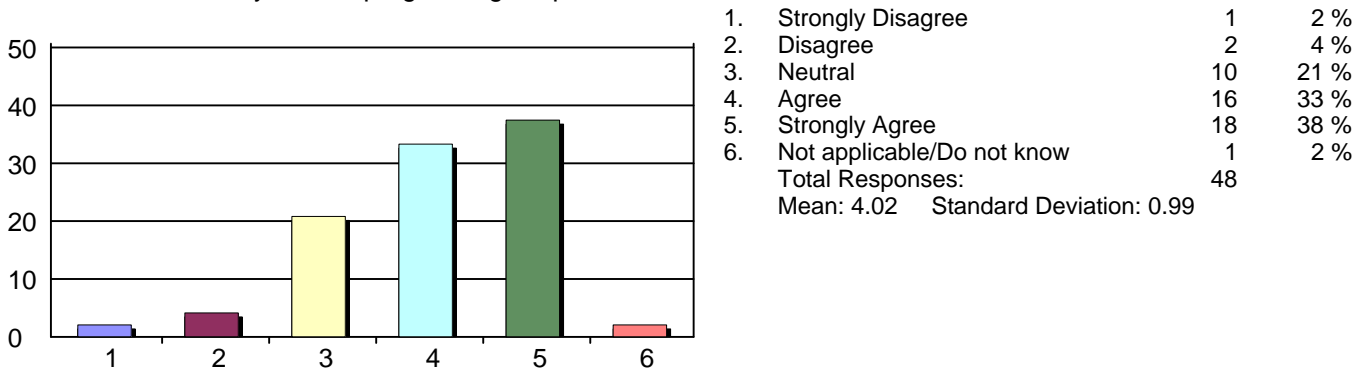
6. The special education teacher meets the academic needs of my child.



7. The special education teacher expects quality work of my child.

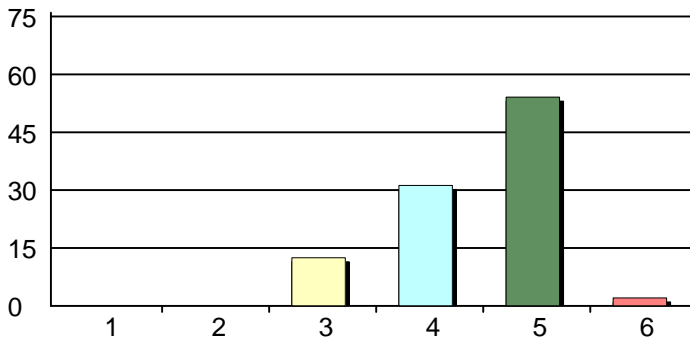


8. I know how well my child is progressing in special education classes and in school.



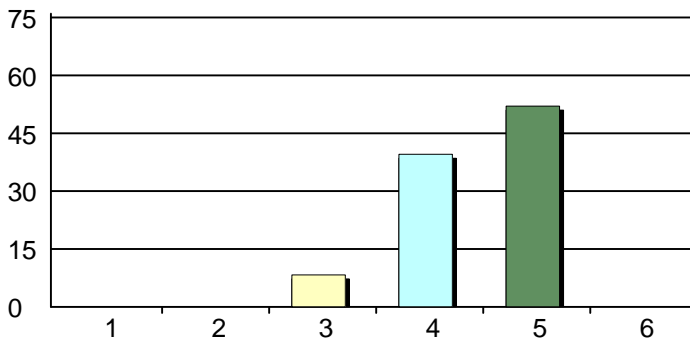
LD Parent Climate Survey Report

9. I am welcome to discuss my child's special educational needs with the special education staff.



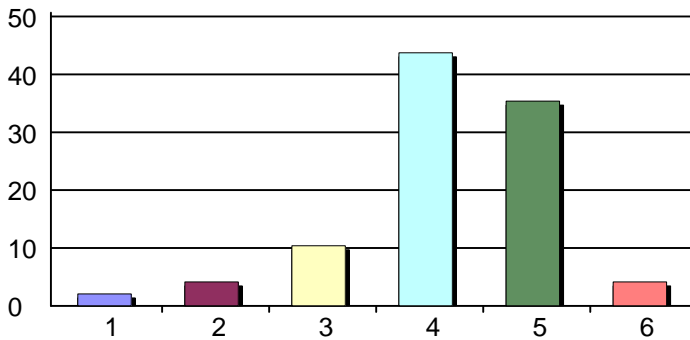
1. Strongly Disagree	0	0%
2. Disagree	0	0%
3. Neutral	6	12%
4. Agree	15	31%
5. Strongly Agree	26	54%
6. Not applicable/Do not know	1	2%
Total Responses:	48	
Mean:	4.43	Standard Deviation: 0.71

10. I respect the school's special education teachers.



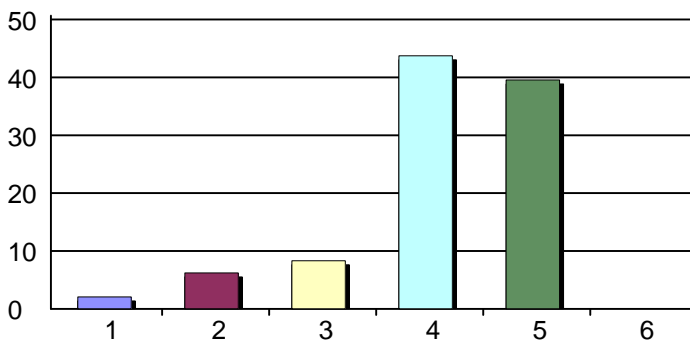
1. Strongly Disagree	0	0%
2. Disagree	0	0%
3. Neutral	4	8%
4. Agree	19	40%
5. Strongly Agree	25	52%
6. Not applicable/Do not know	0	0%
Total Responses:	48	
Mean:	4.44	Standard Deviation: 0.65

11. There is a lot of teamwork between special education and general education staff.



1. Strongly Disagree	1	2%
2. Disagree	2	4%
3. Neutral	5	10%
4. Agree	21	44%
5. Strongly Agree	17	35%
6. Not applicable/Do not know	2	4%
Total Responses:	48	
Mean:	4.11	Standard Deviation: 0.92

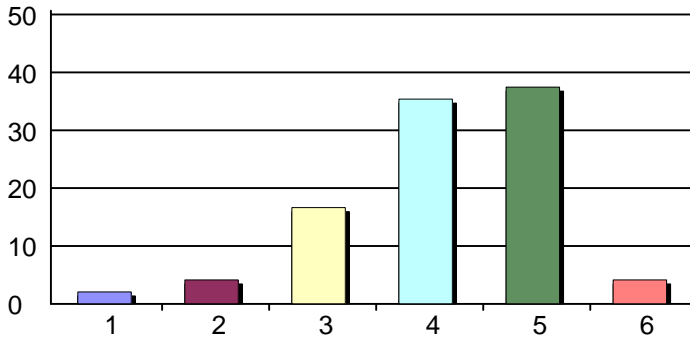
12. Overall, the school meets the needs of my child.



1. Strongly Disagree	1	2%
2. Disagree	3	6%
3. Moderate	4	8%
4. Agree	21	44%
5. Strongly Agree	19	40%
6. Not applicable/Do not know	0	0%
Total Responses:	48	
Mean:	4.12	Standard Deviation: 0.96

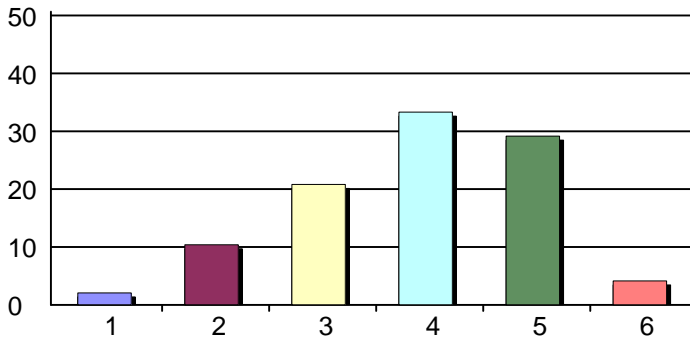
LD Parent Climate Survey Report

13. Special School District succeeds at preparing children for future work.



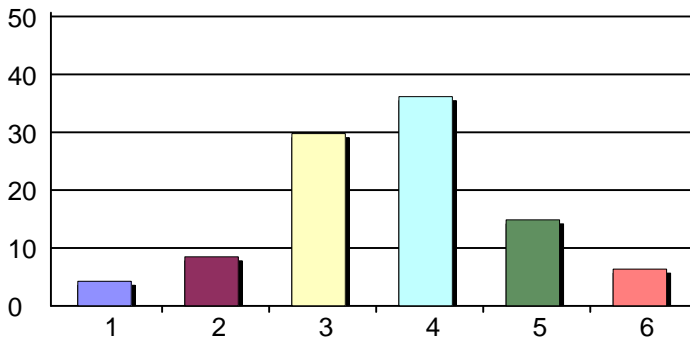
1. Strongly Disagree	1	2 %
2. Disagree	2	4 %
3. Moderate	8	17 %
4. Agree	17	35 %
5. Strongly Agree	18	38 %
6. Not applicable/Do not know	2	4 %
Total Responses:	48	
Mean: 4.07	Standard Deviation: 0.98	

14. Special School District has a good public image.



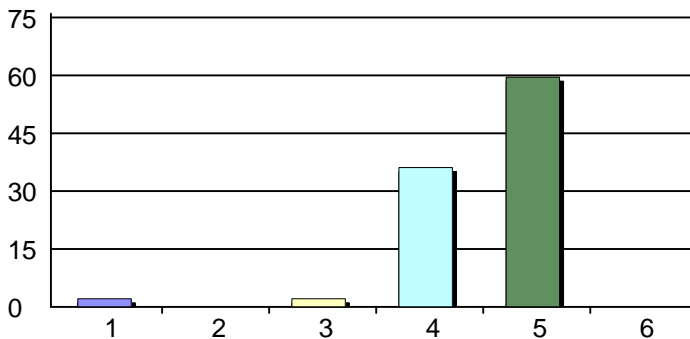
1. Strongly Disagree	1	2 %
2. Disagree	5	10 %
3. Moderate	10	21 %
4. Agree	16	33 %
5. Strongly Agree	14	29 %
6. Not applicable/Do not know	2	4 %
Total Responses:	48	
Mean: 3.8	Standard Deviation: 1.07	

15. The special education teacher helps me to help my child learn at home.



1. Strongly Disagree	2	4 %
2. Disagree	4	9 %
3. Moderate	14	30 %
4. Agree	17	36 %
5. Strongly Agree	7	15 %
6. Not applicable/Do not know	3	6 %
Total Responses:	47	
Mean: 3.52	Standard Deviation: 1.02	

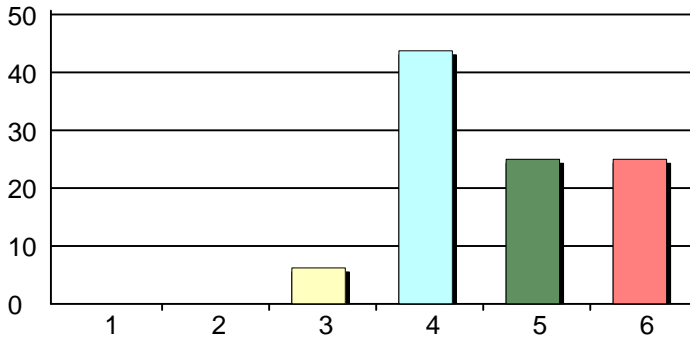
16. I support my child's learning at home.



1. Strongly Disagree	1	2 %
2. Disagree	0	0 %
3. Neutral	1	2 %
4. Agree	17	36 %
5. Strongly Agree	28	60 %
6. Not applicable/Do not know	0	0 %
Total Responses:	47	
Mean: 4.51	Standard Deviation: 0.75	

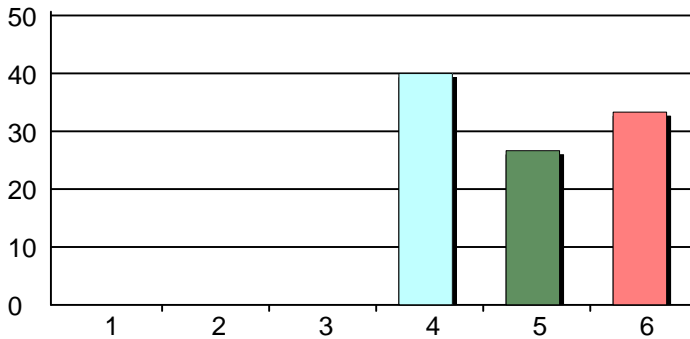
LD Parent Climate Survey Report

17. I feel welcome at my child's special education school.



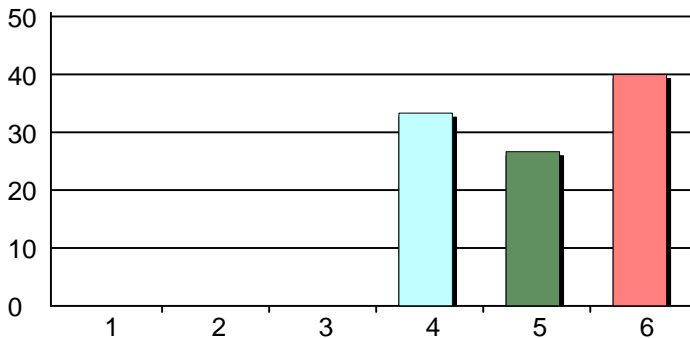
1. Strongly Disagree	0	0 %
2. Disagree	0	0 %
3. Neutral	1	6 %
4. Agree	7	44 %
5. Strongly Agree	4	25 %
6. Not applicable/Do not know	4	25 %
Total Responses:	16	
Mean: 4.25	Standard Deviation: 0.62	

18. My child is safe at the special education school.



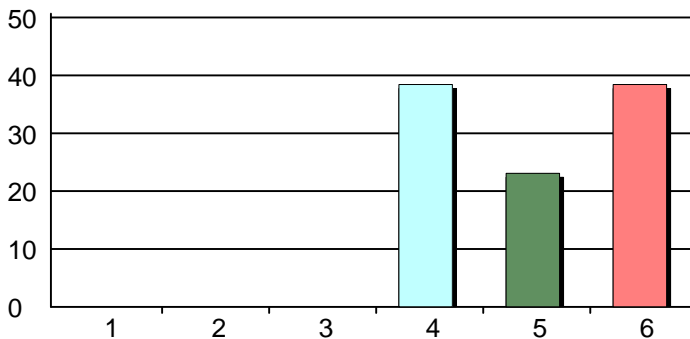
1. Strongly Disagree	0	0 %
2. Disagree	0	0 %
3. Neutral	0	0 %
4. Agree	6	40 %
5. Strongly Agree	4	27 %
6. Not applicable/Do not know	5	33 %
Total Responses:	15	
Mean: 4.4	Standard Deviation: 0.52	

19. My child is safe going to and from the special education school.



1. Strongly Disagree	0	0 %
2. Disagree	0	0 %
3. Neutral	0	0 %
4. Agree	5	33 %
5. Strongly Agree	4	27 %
6. Not applicable/Do not know	6	40 %
Total Responses:	15	
Mean: 4.44	Standard Deviation: 0.53	

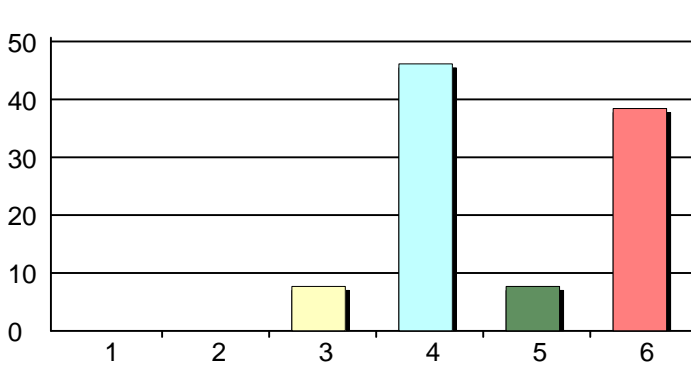
20. There is adequate supervision during school.



1. Strongly Disagree	0	0 %
2. Disagree	0	0 %
3. Neutral	0	0 %
4. Agree	5	38 %
5. Strongly Agree	3	23 %
6. Not applicable/Do not know	5	38 %
Total Responses:	13	
Mean: 4.38	Standard Deviation: 0.52	

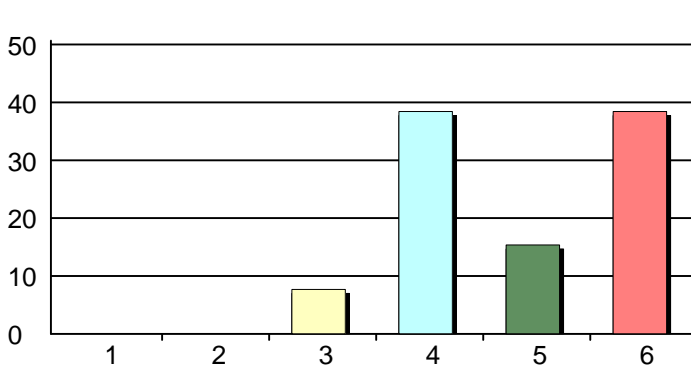
LD Parent Climate Survey Report

21. The special education school meets the social needs of my child.



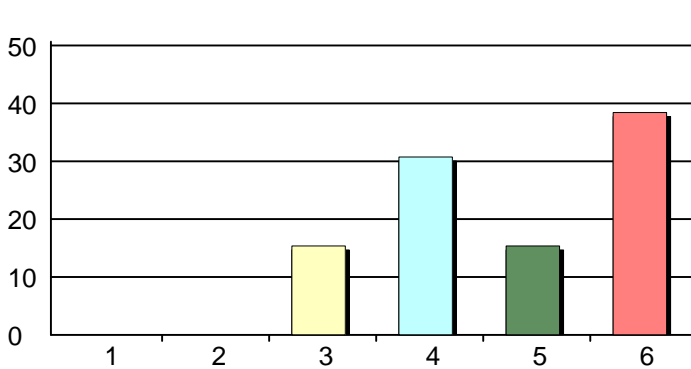
1. Strongly Disagree	0	0%
2. Disagree	0	0%
3. Neutral	1	8%
4. Agree	6	46%
5. Strongly Agree	1	8%
6. Not applicable/Do not know	5	38%
Total Responses:	13	
Mean:	4	Standard Deviation: 0.53

22. The special education school meets the academic needs of my child.



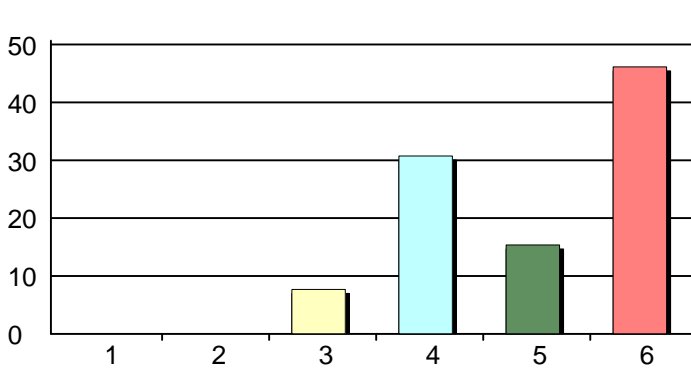
1. Strongly Disagree	0	0%
2. Disagree	0	0%
3. Neutral	1	8%
4. Agree	5	38%
5. Strongly Agree	2	15%
6. Not applicable/Do not know	5	38%
Total Responses:	13	
Mean:	4.12	Standard Deviation: 0.64

23. The special education school expects quality work of my child.



1. Strongly Disagree	0	0%
2. Disagree	0	0%
3. Neutral	2	15%
4. Agree	4	31%
5. Strongly Agree	2	15%
6. Not applicable/Do not know	5	38%
Total Responses:	13	
Mean:	4	Standard Deviation: 0.76

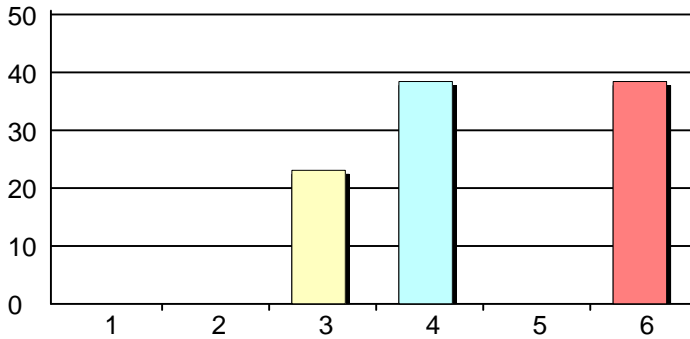
24. The special education school has an excellent learning environment.



1. Strongly Disagree	0	0%
2. Disagree	0	0%
3. Neutral	1	8%
4. Agree	4	31%
5. Strongly Agree	2	15%
6. Not applicable/Do not know	6	46%
Total Responses:	13	
Mean:	4.14	Standard Deviation: 0.69

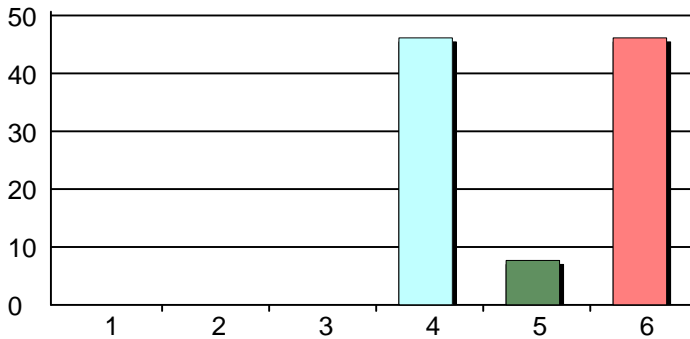
LD Parent Climate Survey Report

25. I like the school's report cards/progress reports.



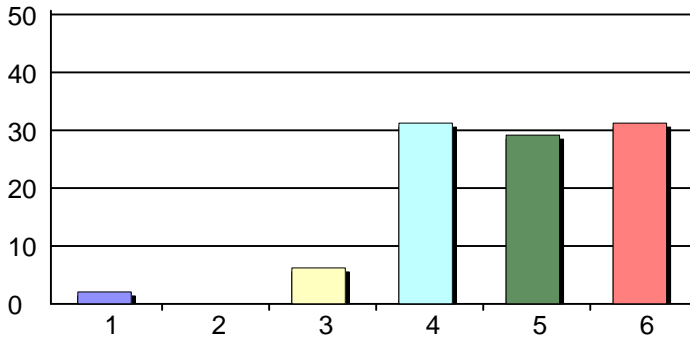
1. Strongly Disagree	0	0 %
2. Disagree	0	0 %
3. Moderate	3	23 %
4. Agree	5	38 %
5. Strongly Agree	0	0 %
6. Not applicable/Do not know	5	38 %
Total Responses:	13	
Mean: 3.62	Standard Deviation: 0.52	

26. I respect the school's principal.



1. Strongly Disagree	0	0 %
2. Disagree	0	0 %
3. Neutral	0	0 %
4. Agree	6	46 %
5. Strongly Agree	1	8 %
6. Not applicable/Do not know	6	46 %
Total Responses:	13	
Mean: 4.14	Standard Deviation: 0.38	

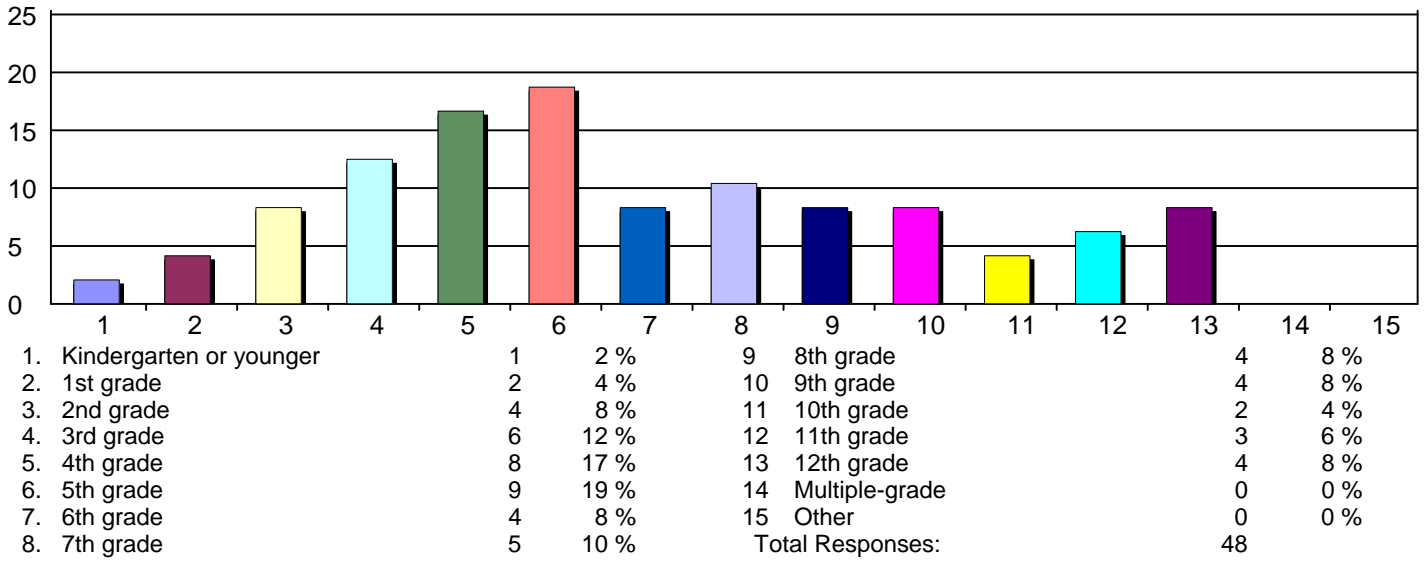
27. Overall, I am satisfied with Special School District Special Education School.



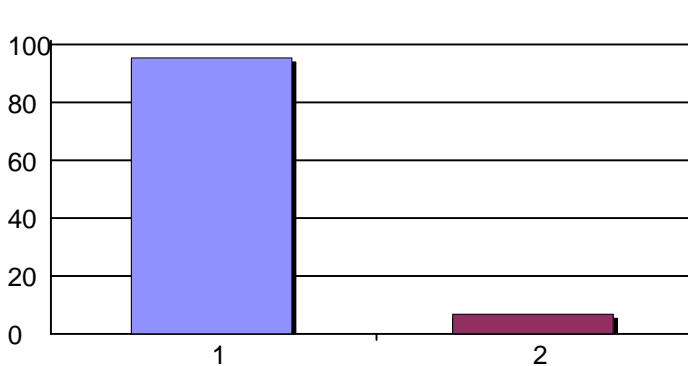
1. Strongly Disagree	1	2 %
2. Disagree	0	0 %
3. Neutral	3	6 %
4. Agree	15	31 %
5. Strongly Agree	14	29 %
6. Not applicable/Do not know	15	31 %
Total Responses:	48	
Mean: 4.24	Standard Deviation: 0.87	

LD Parent Climate Survey Report

28. Child(ren)'s grade(s):

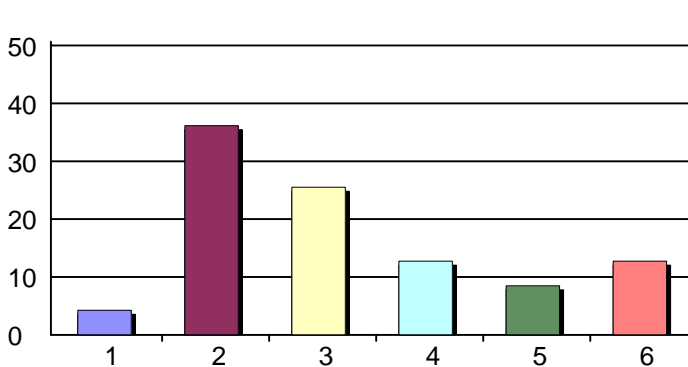


29. My child has special education services



1. less than 60% of a school day	42	95 %
2. equal to or more than 60%...	3	7 %
Total Responses:	44	

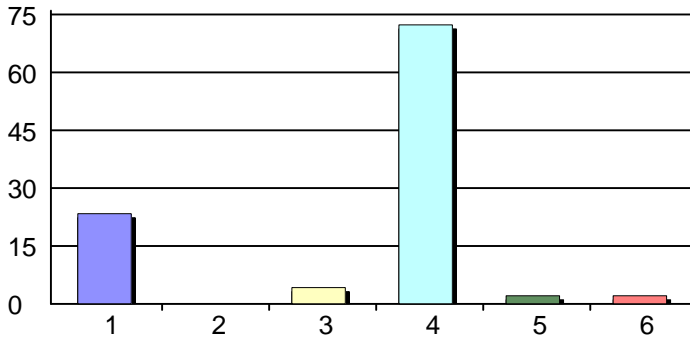
30. My child has been receiving services from Special School District for



1. less than 1 year	2	4 %
2. 1 to 2 years	17	36 %
3. 3 to 4 years	12	26 %
4. 5 to 6 years	6	13 %
5. 7 to 8 years	4	9 %
6. more than 8 years	6	13 %
Total Responses:	47	

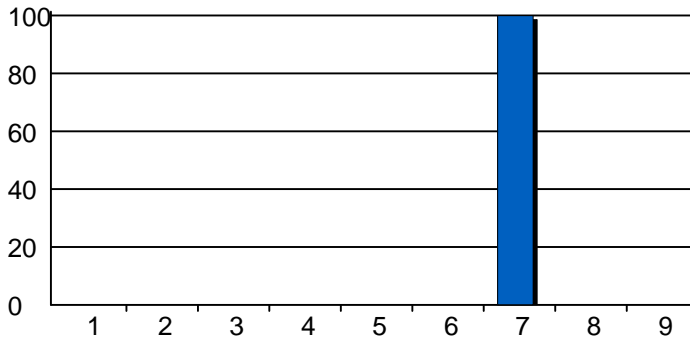
LD Parent Climate Survey Report

31. My ethnic background



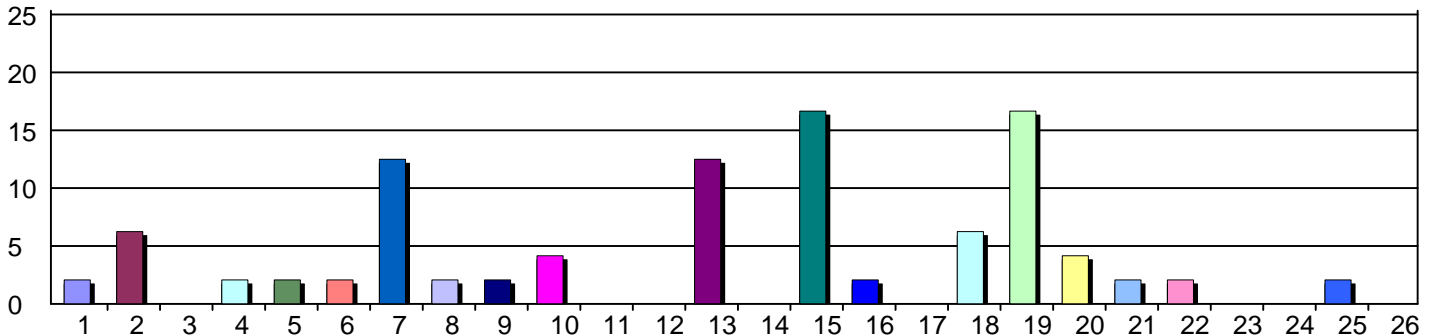
1. African-American	11	23 %
2. American Indian	0	0 %
3. Asian	2	4 %
4. Caucasian	34	72 %
5. Hispanic/Latino	1	2 %
6. Other	1	2 %
Total Responses:	47	

32. My child's primary educational disability is



1. Autism	0	0 %
2. Emotional Disturbance	0	0 %
3. Hearing Impairment and...	0	0 %
4. Mental Retardation	0	0 %
5. Multiple Disabilities	0	0 %
6. Other Health Impairments	0	0 %
7. Learning Disabilities	48	100 %
8. Speech/Language Impairment	0	0 %
9. Other, (please...	0	0 %
Total Responses:	48	

33. My child's home school district is



1. Affton	1	2 %	14. Normandy	0	0 %
2. Bayless	3	6 %	15. Parkway	8	17 %
3. Brentwood	0	0 %	16. Pattonville	1	2 %
4. Clayton	1	2 %	17. Ritenour	0	0 %
5. Ferguson-Florissant	1	2 %	18. Riverview Gardens	3	6 %
6. Hancock Place	1	2 %	19. Rockwood	8	17 %
7. Hazelwood	6	12 %	20. University City	2	4 %
8. Jennings	1	2 %	21. Valley Park	1	2 %
9. Kirkwood	1	2 %	22. Webster Groves	1	2 %
10. Ladue	2	4 %	23. Wellston	0	0 %
11. Lindbergh	0	0 %	24. Special Education School	0	0 %
12. Maplewood Richmond Heights	0	0 %	25. Technical Education School	1	2 %
13. Mehlville	6	12 %	26. Career Training Program	0	0 %
Total Responses:	48				



Satisfaction: Parent Survey



The purpose of this survey is to evaluate parent's satisfaction on Special School District special education and technical education. Please take a few moments to complete the following survey **on both sides** and **return it in the enclosed envelope to Dr. Chialin Hsieh, Program Evaluation, Special School District, 12110 Clayton Road, Town & Country, MO 63131 by December 10, 2004.** If you have any questions or concerns about this survey, please feel free to contact, Dr. Chialin Hsieh, at (314)989-8523 or chsieh@ssd.k12.mo.us. Please darken the circle that best represents your opinion. If the statement is not relevant to your situation, please darken "Not applicable/Do not know."

Student Achievement

Response Definition: SD=Strongly Disagree D=Disagree M=Moderate A=Agree SA=Strongly Agree NA=Not applicable/Do not know

	SD	D	M	A	SA	NA
1. I believe my child's achievement has increased through the use of computers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I believe my child's achievement has increased through the use of varied technologies.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I believe my child's achievement has increased through my involvement as a parent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I believe my child's achievement has increased through my having better understanding of the special education process.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I believe my child's achievement has increased through the use of more effective instruction in content areas such as math, language arts, science, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I believe my child's achievement has increased through instruction in social skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I believe my child's achievement has increased through my better understanding of discipline-specific processes and procedures.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I believe my child's achievement has increased through more instruction in specific learning strategies such as study skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I believe my child's achievement has increased through more emphasis on teachers building meaningful relationships with my child.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I believe my child's achievement has increased through teachers having higher standards and expectations for my child performance.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I believe my child's achievement has increased through my support of my child's learning at home....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. SSD teachers offer me help in supporting my child's learning at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Technical Expertise: speech/language pathology, school psychology, OT/PT/APE, social work, technology, facilitator, etc.

	SD	D	M	A	SA	NA
13. I am aware of resources and supports available through SSD technical expertise such as speech/language pathology, school psychology, OT/PT/APE, social work, technology, facilitator, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I am satisfied with the accessibility to technical expertise provided by SSD.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I am satisfied with the timeliness of technical expertise provided by SSD.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I am satisfied with the personal/consultative skills of technical expertise provided by SSD.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I am satisfied with the recommendations from these professionals.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I am satisfied with the extended support and/or direct services to students from these professionals. ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Diagnostic Services: school psychology, testing, etc.

	SD	D	M	A	SA	NA
19. I am satisfied with the availability of consultation with diagnostic staff.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I am aware of the resources and supports available from diagnostic staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I am satisfied with the timeliness of the review of existing data conference(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I am satisfied with the timeliness of the re-evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I am satisfied that testing recommendations are appropriate.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I am satisfied with the information provided by diagnostic staff to parents.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please See Other Side





Satisfaction: Parent Sruvey



Coordination of Services

Response Definition: SD=Strongly Disagree D=Disagree M=Moderate A=Agree SA=Strongly Agree NA=Not applicable/Do not know

	SD	D	M	A	SA	NA
25. I am satisfied with the SSD staff and parent communication process.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I am satisfied with case management and responsiveness to my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I am satisfied with the general education and special education staff coordination processes in my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I am satisfied with the involvement of related service providers such as OT, PT, APE, social work in my child's special education program.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Responsiveness of Staff/Administration to Questions or Concerns

	SD	D	M	A	SA	NA
29. I am satisfied with the timeliness of SSD staff/administration to my questions and/or concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I am satisfied with the responses of SSD staff/administration to my questions and/or concerns.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I am satisfied with the planning and supports from SSD staff at a previous <u>school</u> to assist with transitioning my child to a new <u>school</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I am satisfied with the transition planning and supports from SSD staff at my child's previous <u>level</u> to assist with transitioning to my child's new <u>level</u> (particularly with emphasis on ECSE to elementary, elementary to middle school, middle school to high school, high school to post-secondary, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I am satisfied with the planning and supports for identifying appropriate transition options for students leaving high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IEP Process (for parents of students receiving special education services)

	SD	D	M	A	SA	NA
34. I am satisfied with the IEP preparation process such as disseminating appropriate documents to me, general education staff, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. I am satisfied with the scheduling of IEP meetings.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. I am satisfied with the effective use of time during IEP meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. I am satisfied with the communication among all parties including parents, general education staff, and SSD staff on IEP process.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I am satisfied with the facilitation skills of the IEP chairperson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I am satisfied that IEPs are written based on student's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall

	SD	D	M	A	SA	NA
40. I am satisfied with the availability of technical expertise.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I am satisfied with the diagnostic services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. I am satisfied with the coordination of services to produce a unified team for students and families. ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. I am satisfied with the responsiveness of SSD staff and administration to questions and/or concerns...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I am satisfied with the IEP process (for parents of students receiving special education services).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demographic Information

45. Your ethnic background

- African-American
 American Indian
 Asian
 Caucasian
 Hispanic/Latino
 Other

46. Your child's school level

- Early Childhood
 Elementary School
 Middle School
 High School





Satisfaction: Parent Survey



47. Your child's home district

- Affton
- Brentwood
- Ferguson-Florissant
- Hazelwood
- Kirkwood
- Lindbergh
- Mehlville
- Parkway
- Ritenour
- Rockwood
- Valley Park
- Wellston
- Bayless
- Clayton
- Hancock Place
- Jennings
- Ladue
- Maplewood Richmond Heights
- Normandy
- Pattonville
- Riverview Gardens
- University City
- Webster Groves

48. Please darken the school that your child is attending. If your child is not attending any of the following school, please darken the "Not applicable" circle.

- Ackerman school
- Bridges Program
- Career Training Program
- Court Program
- Litzsinger School
- Neuwoehner school
- Northview School
- Southview School
- North Technical School
- South Technical School
- Not applicable

49. If your child is receive **early childhood** special education services, what is the percentage of a school day that he/she receives from Special School District early childhood special education services?

- itinerant early childhood special education
- early childhood special education classroom
- not applicable

50. If your **school age (5 years old or older)** child receive special education services, what is the percentage of a school day that he/she receives from Special School District special education services?

- less than 20% of a school day
- between 20% to 60% of a school day
- more than 60% of a school day
- not applicable

51. If your child has an educational disability, what is it? If not, please darken "None".

- Autism
- Deaf/Blindness
- Emotional Disturbance
- Hearing Impairment/Deafness
- Mental Retardation
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairments
- Learning Disabilities
- Speech/Language Impairment
- Traumatic Brain Injury
- Visual Impairment/Blind
- Young Child with a Developmental Delay
- None





Satisfaction: Parent Sruvey



52. Additional comments. (Please **Do Not Write Outside the Box**. Please use an additional sheet of paper for your comments if you need additional.)

53. OFFICE USE ONLY (Please do not darken the circle)

- Early childhood (3-5 years old)
- School age student (Kindergarden to 12th grade)
- Technical education school student (10-12th grade)



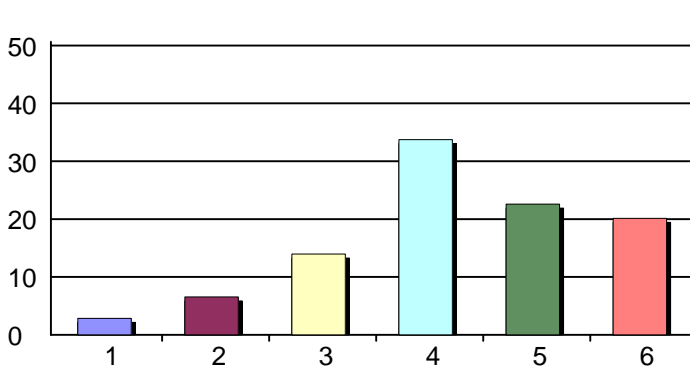
LD Parent Satisfaction Survey Report

Creation Date: 2/25/2005

Time Interval: 11/23/2004 to 1/5/2005

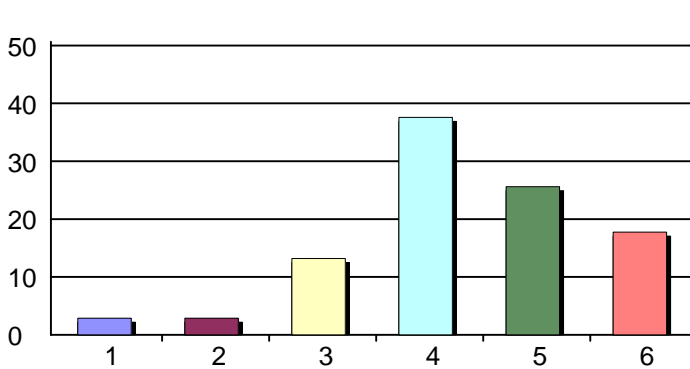
Total Respondents: 246

1. I believe my child's achievement has increased through the use of computers.



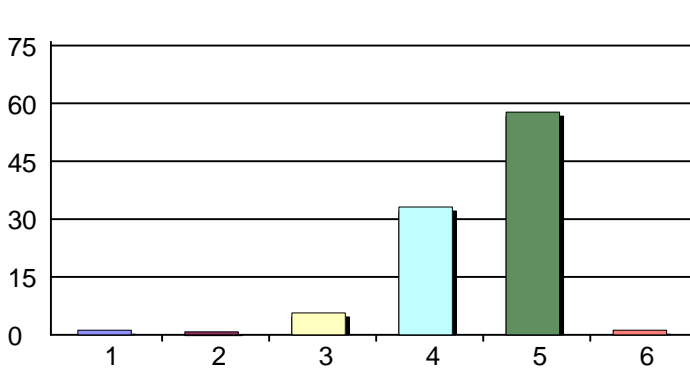
1. Strongly Disagree	7	3 %
2. Disagree	16	7 %
3. Moderate	34	14 %
4. Agree	82	34 %
5. Strongly Agree	55	23 %
6. Not applicable/Do not know	49	20 %
Total Responses:	243	
Mean: 3.84	Standard Deviation: 1.04	

2. I believe my child's achievement has increased through the use of varied technologies.



1. Strongly Disagree	7	3 %
2. Disagree	7	3 %
3. Moderate	32	13 %
4. Agree	91	38 %
5. Strongly Agree	62	26 %
6. Not applicable/Do not know	43	18 %
Total Responses:	242	
Mean: 3.97	Standard Deviation: 0.97	

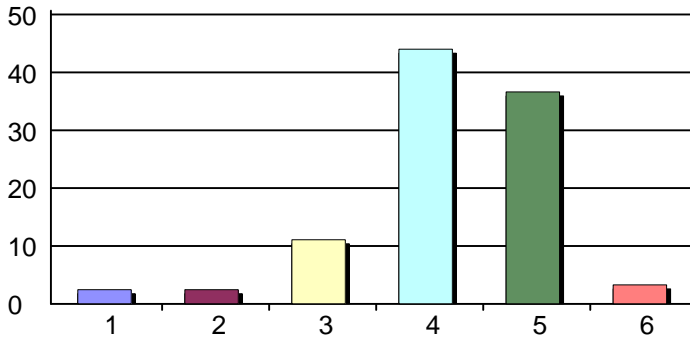
3. I believe my child's achievement has increased through my involvement as a parent.



1. Strongly Disagree	3	1 %
2. Disagree	2	1 %
3. Moderate	14	6 %
4. Agree	81	33 %
5. Strongly Agree	141	58 %
6. Not applicable/Do not know	3	1 %
Total Responses:	244	
Mean: 4.47	Standard Deviation: 0.75	

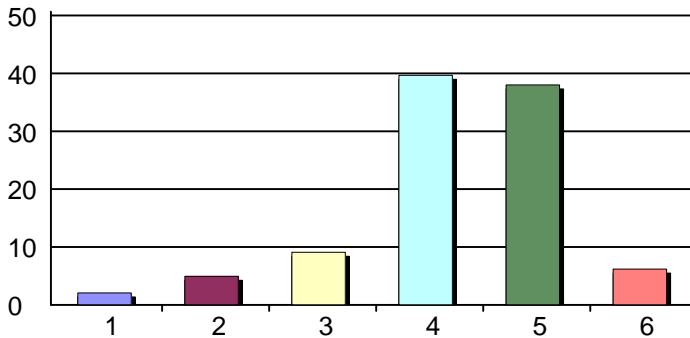
LD Parent Satisfaction Survey Report

4. I believe my child's achievement has increased through my having better understanding of the special education process.



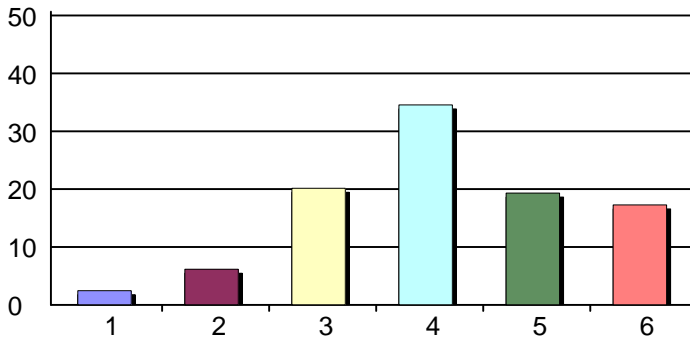
1. Strongly Disagree	6	2 %
2. Disagree	6	2 %
3. Moderate	27	11 %
4. Agree	107	44 %
5. Strongly Agree	89	37 %
6. Not applicable/Do not know	8	3 %
Total Responses:	243	
Mean:	4.14	Standard Deviation: 0.9

5. I believe my child's achievement has increased through the use of more effective instruction in content areas such as math, language arts, science, etc.



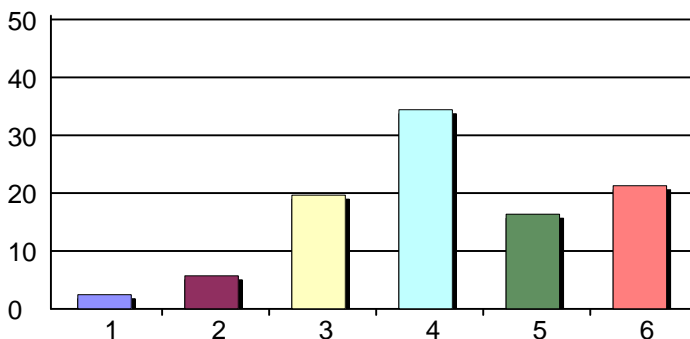
1. Strongly Disagree	5	2 %
2. Disagree	12	5 %
3. Moderate	22	9 %
4. Agree	96	40 %
5. Strongly Agree	92	38 %
6. Not applicable/Do not know	15	6 %
Total Responses:	242	
Mean:	4.14	Standard Deviation: 0.95

6. I believe my child's achievement has increased through instruction in social skills.



1. Strongly Disagree	6	2 %
2. Disagree	15	6 %
3. Moderate	49	20 %
4. Agree	84	35 %
5. Strongly Agree	47	19 %
6. Not applicable/Do not know	42	17 %
Total Responses:	243	
Mean:	3.75	Standard Deviation: 0.99

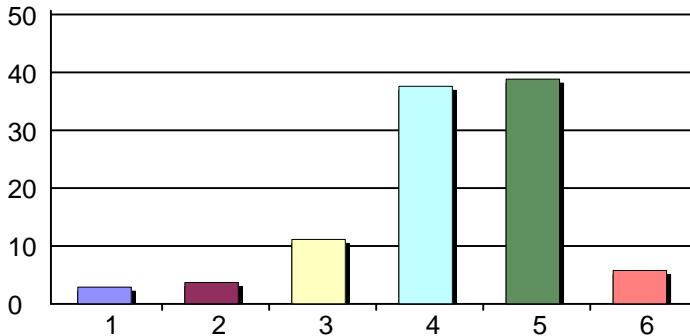
7. I believe my child's achievement has increased through my better understanding of discipline-specific processes and procedures.



1. Strongly Disagree	6	2 %
2. Disagree	14	6 %
3. Moderate	48	20 %
4. Agree	84	34 %
5. Strongly Agree	40	16 %
6. Not applicable/Do not know	52	21 %
Total Responses:	244	
Mean:	3.72	Standard Deviation: 0.98

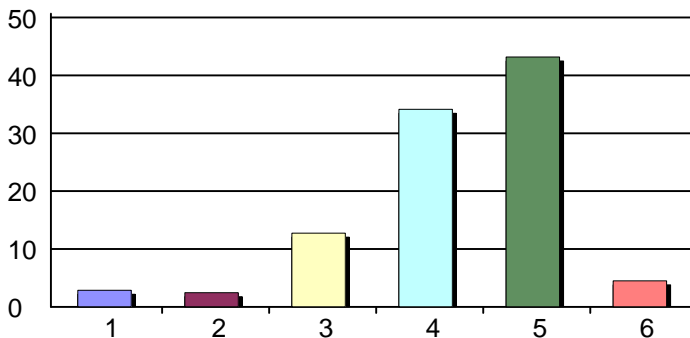
LD Parent Satisfaction Survey Report

8. I believe my child's achievement has increased through more instruction in specific learning strategies such as study skills.



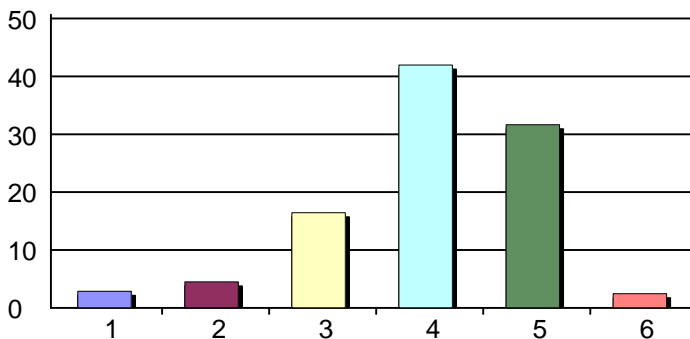
1. Strongly Disagree	7	3 %
2. Disagree	9	4 %
3. Moderate	27	11 %
4. Agree	91	38 %
5. Strongly Agree	94	39 %
6. Not applicable/Do not know	14	6 %
Total Responses:	242	
Mean: 4.12	Standard Deviation: 0.98	

9. I believe my child's achievement has increased through more emphasis on teachers building meaningful relationships with my child.



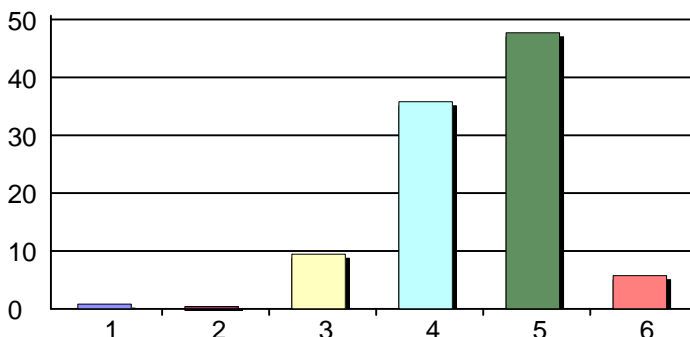
1. Strongly Disagree	7	3 %
2. Disagree	6	2 %
3. Moderate	31	13 %
4. Agree	83	34 %
5. Strongly Agree	105	43 %
6. Not applicable/Do not know	11	5 %
Total Responses:	243	
Mean: 4.18	Standard Deviation: 0.97	

10. I believe my child's achievement has increased through teachers having higher standards and expectations for my child performance.



1. Strongly Disagree	7	3 %
2. Disagree	11	5 %
3. Moderate	40	16 %
4. Agree	102	42 %
5. Strongly Agree	77	32 %
6. Not applicable/Do not know	6	2 %
Total Responses:	243	
Mean: 3.97	Standard Deviation: 0.97	

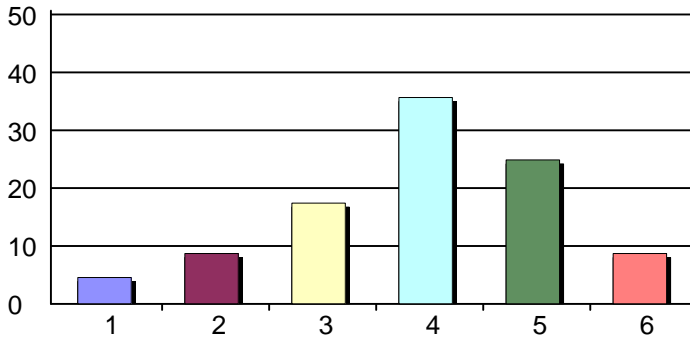
11. I believe my child's achievement has increased through my support of my child's learning at home.



1. Strongly Disagree	2	1 %
2. Disagree	1	0 %
3. Moderate	23	9 %
4. Agree	87	36 %
5. Strongly Agree	116	48 %
6. Not applicable/Do not know	14	6 %
Total Responses:	243	
Mean: 4.37	Standard Deviation: 0.75	

LD Parent Satisfaction Survey Report

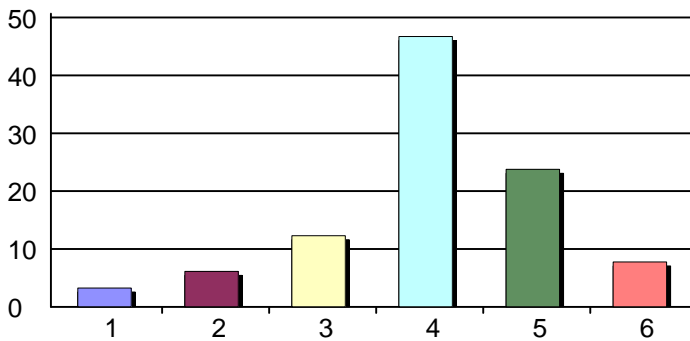
12. SSD teachers offer me help in supporting my child's learning at home.



1. Strongly Disagree	11	5 %
2. Disagree	21	9 %
3. Moderate	42	17 %
4. Agree	86	36 %
5. Strongly Agree	60	25 %
6. Not applicable/Do not know	21	9 %
Total Responses:	241	
Mean: 3.74	Standard Deviation: 1.11	

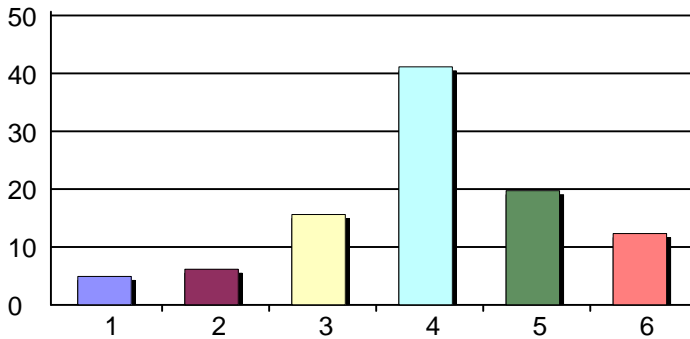
13. I am aware of resources and supports available through SSD technical expertise such as pathology, school psychology, OT/PT/APE, social work, technology, facilitator, etc.

speech/language



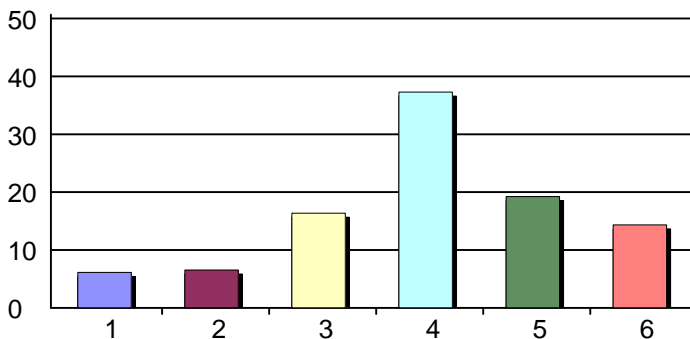
1. Strongly Disagree	8	3 %
2. Disagree	15	6 %
3. Moderate	30	12 %
4. Agree	114	47 %
5. Strongly Agree	58	24 %
6. Not applicable/Do not know	19	8 %
Total Responses:	244	
Mean: 3.88	Standard Deviation: 0.98	

14. I am satisfied with the accessibility to technical expertise provided by SSD.



1. Strongly Disagree	12	5 %
2. Disagree	15	6 %
3. Neutral	38	16 %
4. Agree	100	41 %
5. Strongly Agree	48	20 %
6. Not applicable/Do not know	30	12 %
Total Responses:	243	
Mean: 3.74	Standard Deviation: 1.06	

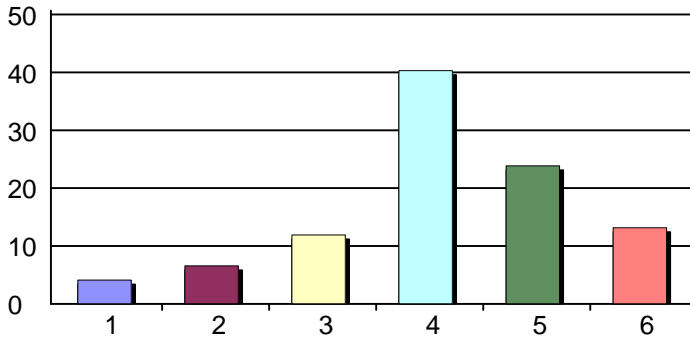
15. I am satisfied with the timeliness of technical expertise provided by SSD.



1. Strongly Disagree	15	6 %
2. Disagree	16	7 %
3. Neutral	40	16 %
4. Agree	91	37 %
5. Strongly Agree	47	19 %
6. Not applicable/Do not know	35	14 %
Total Responses:	244	
Mean: 3.67	Standard Deviation: 1.12	

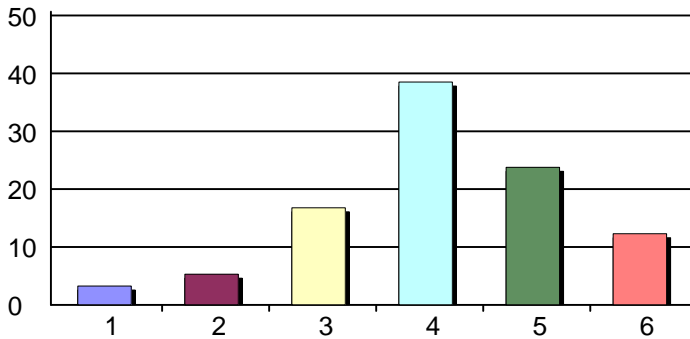
LD Parent Satisfaction Survey Report

16. I am satisfied with the personal/consultative skills of technical expertise provided by SSD.



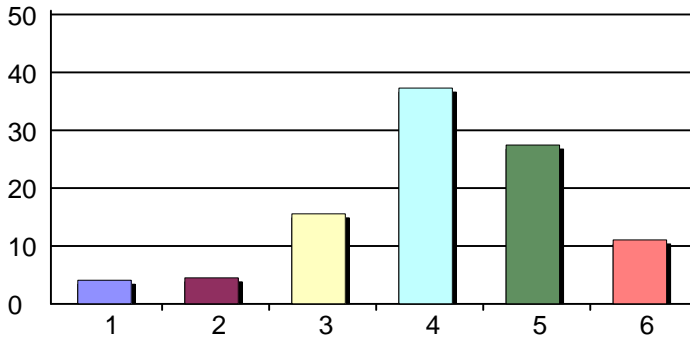
1. Strongly Disagree	10	4 %
2. Disagree	16	7 %
3. Neutral	29	12 %
4. Agree	98	40 %
5. Strongly Agree	58	24 %
6. Not applicable/Do not know	32	13 %
Total Responses:	243	
Mean: 3.84	Standard Deviation: 1.06	

17. I am satisfied with the recommendations from these professionals.



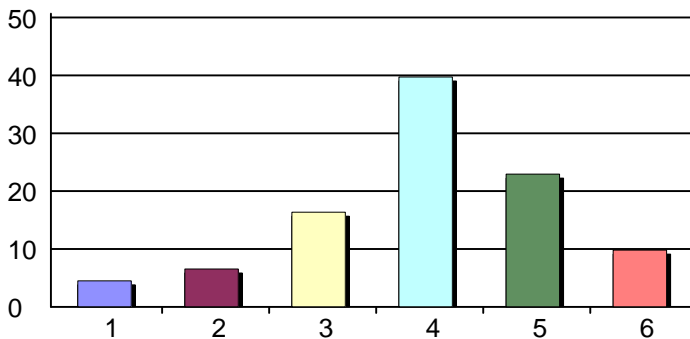
1. Strongly Disagree	8	3 %
2. Disagree	13	5 %
3. Neutral	41	17 %
4. Agree	94	39 %
5. Strongly Agree	58	24 %
6. Not applicable/Do not know	30	12 %
Total Responses:	244	
Mean: 3.85	Standard Deviation: 1.01	

18. I am satisfied with the extended support and/or direct services to students from these professionals.



1. Strongly Disagree	10	4 %
2. Disagree	11	5 %
3. Neutral	38	16 %
4. Agree	91	37 %
5. Strongly Agree	67	27 %
6. Not applicable/Do not know	27	11 %
Total Responses:	244	
Mean: 3.89	Standard Deviation: 1.05	

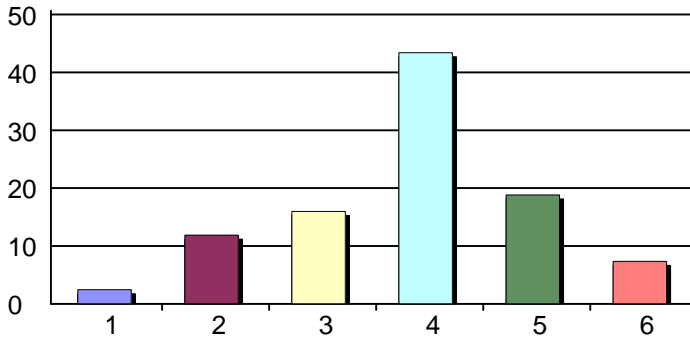
19. I am satisfied with the availability of consultation with diagnostic staff.



1. Strongly Disagree	11	5 %
2. Disagree	16	7 %
3. Moderate	40	16 %
4. Agree	97	40 %
5. Strongly Agree	56	23 %
6. Not applicable/Do not know	24	10 %
Total Responses:	244	
Mean: 3.78	Standard Deviation: 1.06	

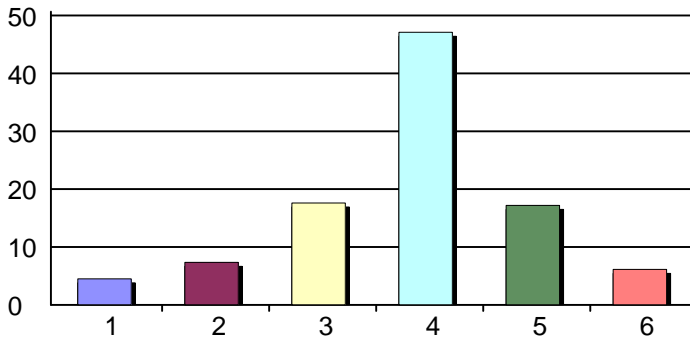
LD Parent Satisfaction Survey Report

20. I am aware of the resources and supports available from diagnostic staff.



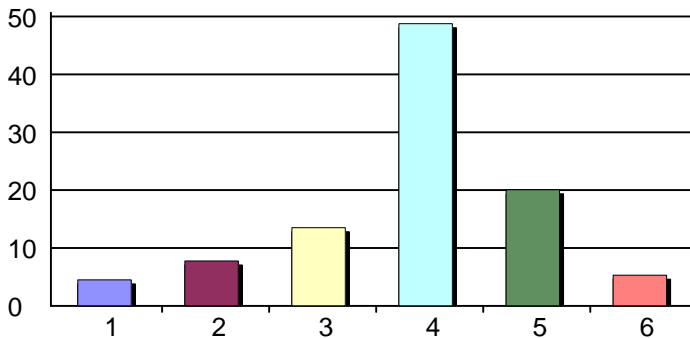
1. Strongly Disagree	6	2 %
2. Disagree	29	12 %
3. Neutral	39	16 %
4. Agree	106	43 %
5. Strongly Agree	46	19 %
6. Not applicable/Do not know	18	7 %
Total Responses:	244	
Mean: 3.69	Standard Deviation: 1.02	

21. I am satisfied with the timeliness of the review of existing data conference(s).



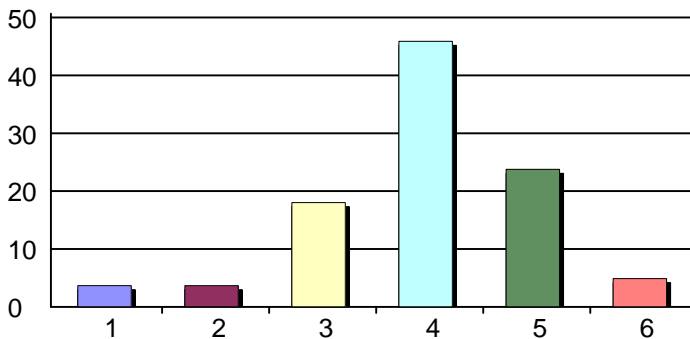
1. Strongly Disagree	11	5 %
2. Disagree	18	7 %
3. Neutral	43	18 %
4. Agree	115	47 %
5. Strongly Agree	42	17 %
6. Not applicable/Do not know	15	6 %
Total Responses:	244	
Mean: 3.69	Standard Deviation: 1.01	

22. I am satisfied with the timeliness of the re-evaluations.



1. Strongly Disagree	11	5 %
2. Disagree	19	8 %
3. Neutral	33	14 %
4. Agree	119	49 %
5. Strongly Agree	49	20 %
6. Not applicable/Do not know	13	5 %
Total Responses:	244	
Mean: 3.76	Standard Deviation: 1.03	

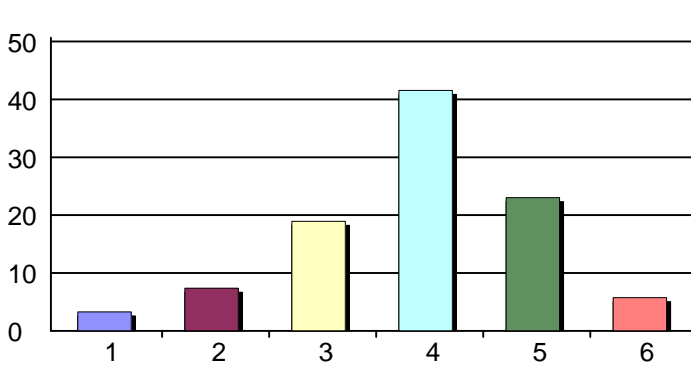
23. I am satisfied that testing recommendations are appropriate.



1. Strongly Disagree	9	4 %
2. Disagree	9	4 %
3. Neutral	44	18 %
4. Agree	112	46 %
5. Strongly Agree	58	24 %
6. Not applicable/Do not know	12	5 %
Total Responses:	244	
Mean: 3.87	Standard Deviation: 0.96	

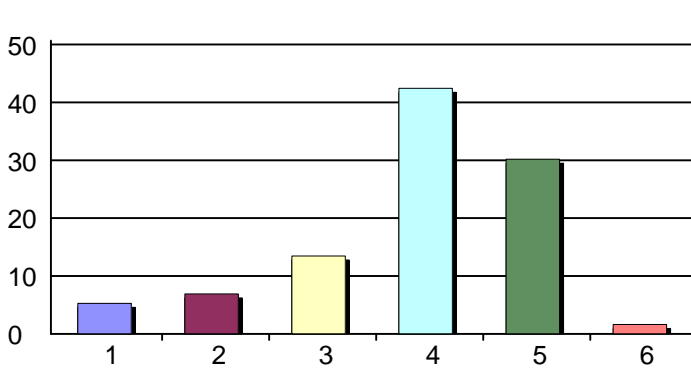
LD Parent Satisfaction Survey Report

24. I am satisfied with the information provided by diagnostic staff to parents.



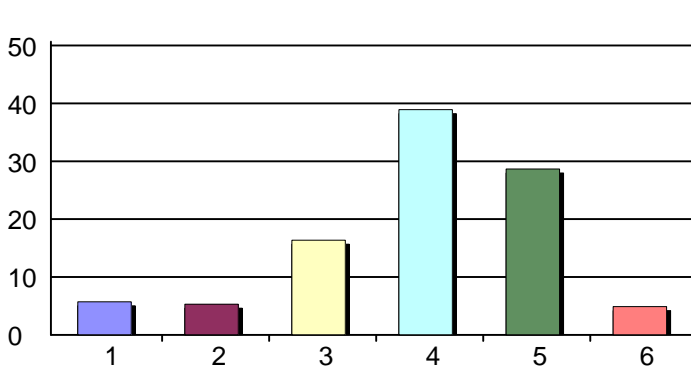
1. Strongly Disagree	8	3 %
2. Disagree	18	7 %
3. Neutral	46	19 %
4. Agree	101	42 %
5. Strongly Agree	56	23 %
6. Not applicable/Do not know	14	6 %
Total Responses:	243	
Mean: 3.78	Standard Deviation: 1.02	

25. I am satisfied with the SSD staff and parent communication process.



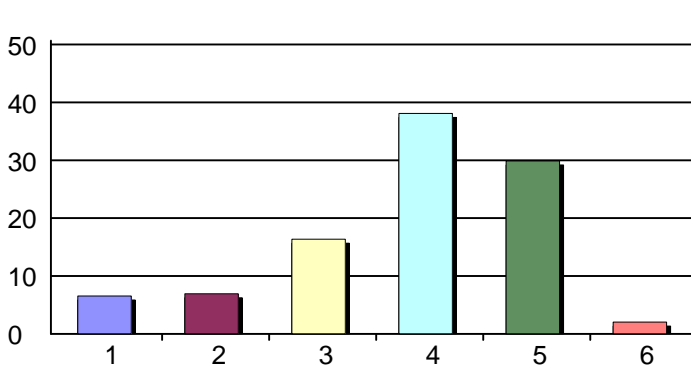
1. Strongly Disagree	13	5 %
2. Disagree	17	7 %
3. Moderate	33	13 %
4. Agree	104	42 %
5. Strongly Agree	74	30 %
6. Not applicable/Do not know	4	2 %
Total Responses:	245	
Mean: 3.87	Standard Deviation: 1.09	

26. I am satisfied with case management and responsiveness to my child's needs.



1. Strongly Disagree	14	6 %
2. Disagree	13	5 %
3. Neutral	40	16 %
4. Agree	95	39 %
5. Strongly Agree	70	29 %
6. Not applicable/Do not know	12	5 %
Total Responses:	244	
Mean: 3.84	Standard Deviation: 1.1	

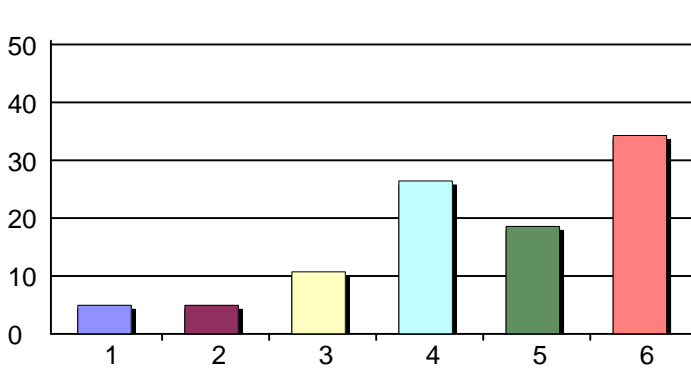
27. I am satisfied with the general education and special education staff coordination processes in my child's school.



1. Strongly Disagree	16	7 %
2. Disagree	17	7 %
3. Neutral	40	16 %
4. Agree	93	38 %
5. Strongly Agree	73	30 %
6. Not applicable/Do not know	5	2 %
Total Responses:	244	
Mean: 3.79	Standard Deviation: 1.15	

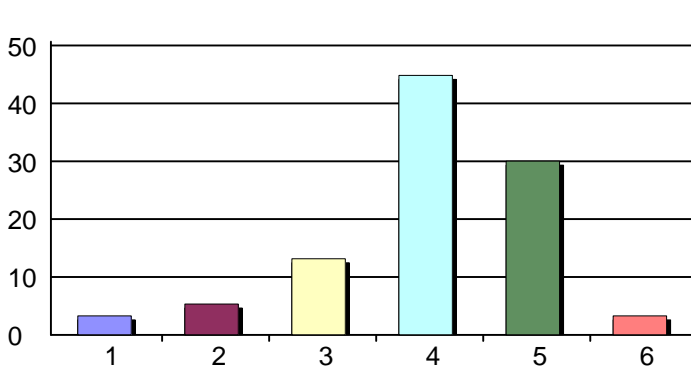
LD Parent Satisfaction Survey Report

28. I am satisfied with the involvement of related service providers such as OT, PT, APE, social work in my child's special education program.



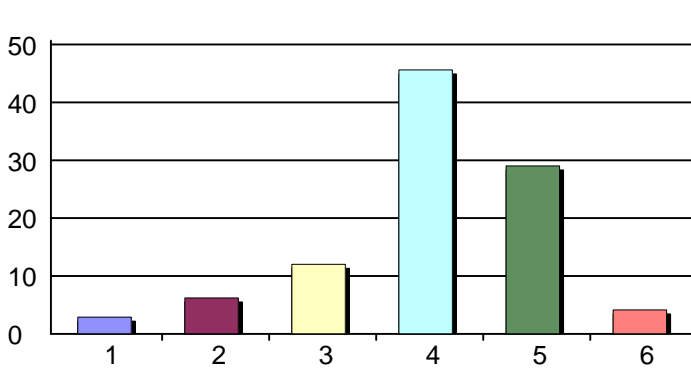
1. Strongly Disagree	12	5 %
2. Disagree	12	5 %
3. Neutral	26	11 %
4. Agree	64	26 %
5. Strongly Agree	45	19 %
6. Not applicable/Do not know	83	34 %
Total Responses:	242	
Mean: 3.74	Standard Deviation: 1.17	

29. I am satisfied with the timeliness of SSD staff/administration to my questions and/or concerns.



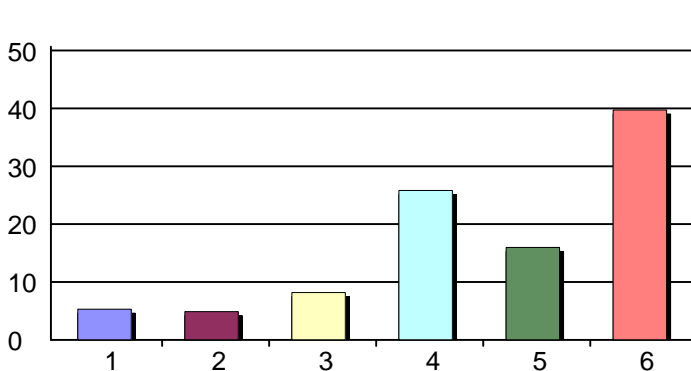
1. Strongly Disagree	8	3 %
2. Disagree	13	5 %
3. Moderate	32	13 %
4. Agree	109	45 %
5. Strongly Agree	73	30 %
6. Not applicable/Do not know	8	3 %
Total Responses:	243	
Mean: 3.96	Standard Deviation: 0.99	

30. I am satisfied with the responses of SSD staff/administration to my questions and/or concerns.



1. Strongly Disagree	7	3 %
2. Disagree	15	6 %
3. Neutral	29	12 %
4. Agree	110	46 %
5. Strongly Agree	70	29 %
6. Not applicable/Do not know	10	4 %
Total Responses:	241	
Mean: 3.96	Standard Deviation: 0.98	

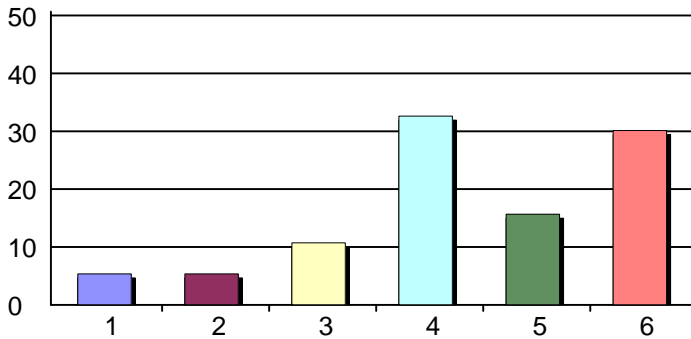
31. I am satisfied with the planning and supports from SSD staff at a previous school to assist with transitioning my child to a new school.



1. Strongly Disagree	13	5 %
2. Disagree	12	5 %
3. Neutral	20	8 %
4. Agree	63	26 %
5. Strongly Agree	39	16 %
6. Not applicable/Do not know	97	40 %
Total Responses:	244	
Mean: 3.7	Standard Deviation: 1.2	

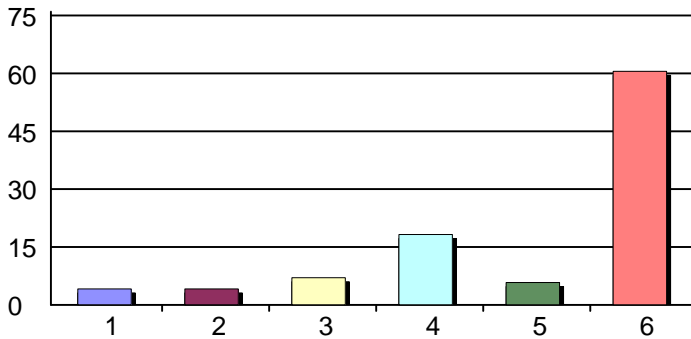
LD Parent Satisfaction Survey Report

32. I am satisfied with the transition planning and supports from SSD staff at my child's previous level to assist with transitioning to my child's new level (particularly with emphasis on ECSE to elementary, elementary to middle school, middle school to high school, high school to post-secondary, etc.)



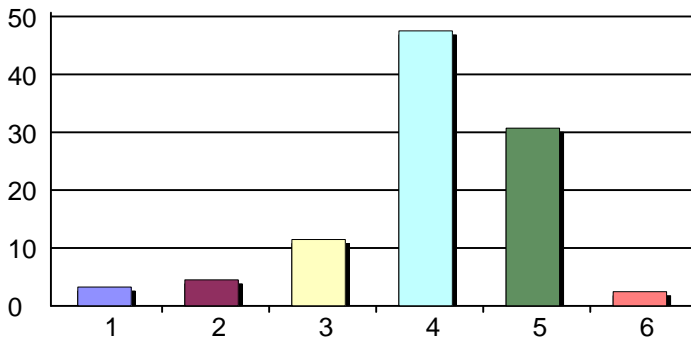
1. Strongly Disagree	13	5 %
2. Disagree	13	5 %
3. Neutral	26	11 %
4. Agree	79	33 %
5. Strongly Agree	38	16 %
6. Not applicable/Do not know	73	30 %
Total Responses:	242	
Mean: 3.69	Standard Deviation: 1.13	

33. I am satisfied with the planning and supports for identifying appropriate transition options for students leaving high school.



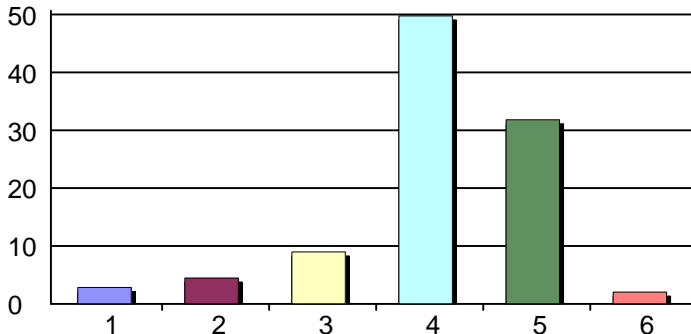
1. Strongly Disagree	10	4 %
2. Disagree	10	4 %
3. Neutral	17	7 %
4. Agree	44	18 %
5. Strongly Agree	14	6 %
6. Not applicable/Do not know	146	61 %
Total Responses:	241	
Mean: 3.44	Standard Deviation: 1.18	

34. I am satisfied with the IEP preparation process such as disseminating appropriate documents to me, general education staff, etc.



1. Strongly Disagree	8	3 %
2. Disagree	11	5 %
3. Moderate	28	11 %
4. Agree	116	48 %
5. Strongly Agree	75	31 %
6. Not applicable/Do not know	6	2 %
Total Responses:	244	
Mean: 4	Standard Deviation: 0.96	

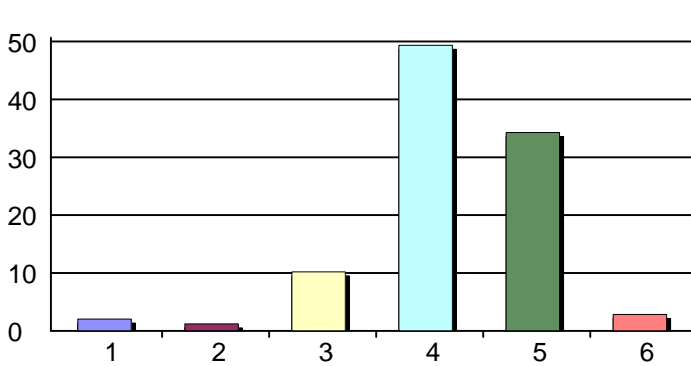
35. I am satisfied with the scheduling of IEP meetings.



1. Strongly Disagree	7	3 %
2. Disagree	11	4 %
3. Neutral	22	9 %
4. Agree	122	50 %
5. Strongly Agree	78	32 %
6. Not applicable/Do not know	5	2 %
Total Responses:	245	
Mean: 4.05	Standard Deviation: 0.93	

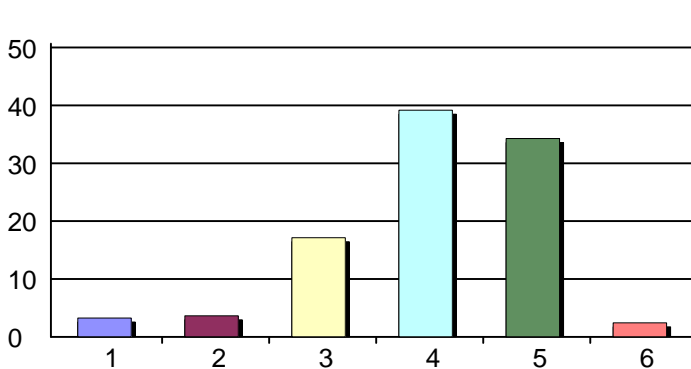
LD Parent Satisfaction Survey Report

36. I am satisfied with the effective use of time during IEP meetings.



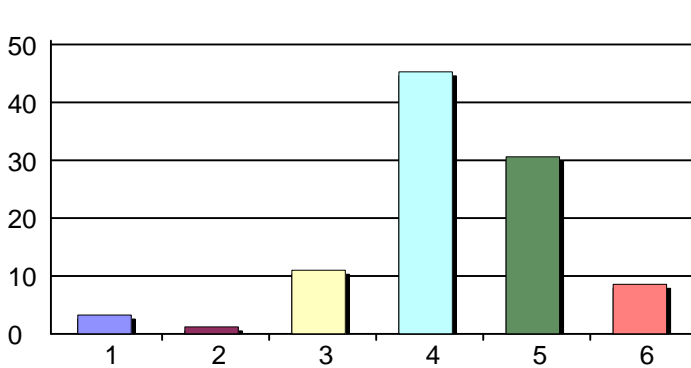
1. Strongly Disagree	5	2 %
2. Disagree	3	1 %
3. Neutral	25	10 %
4. Agree	121	49 %
5. Strongly Agree	84	34 %
6. Not applicable/Do not know	7	3 %
Total Responses:	245	
Mean: 4.16	Standard Deviation: 0.82	

37. I am satisfied with the communication among all parties including parents, general education staff, and SSD staff on IEP process.



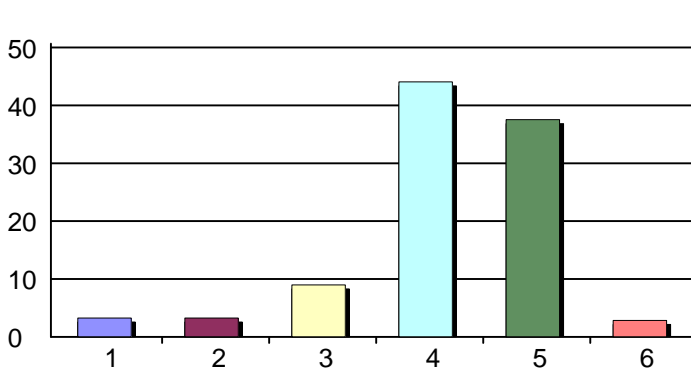
1. Strongly Disagree	8	3 %
2. Disagree	9	4 %
3. Neutral	42	17 %
4. Agree	96	39 %
5. Strongly Agree	84	34 %
6. Not applicable/Do not know	6	2 %
Total Responses:	245	
Mean: 4	Standard Deviation: 0.99	

38. I am satisfied with the facilitation skills of the IEP chairperson.



1. Strongly Disagree	8	3 %
2. Disagree	3	1 %
3. Neutral	27	11 %
4. Agree	111	45 %
5. Strongly Agree	75	31 %
6. Not applicable/Do not know	21	9 %
Total Responses:	245	
Mean: 4.08	Standard Deviation: 0.91	

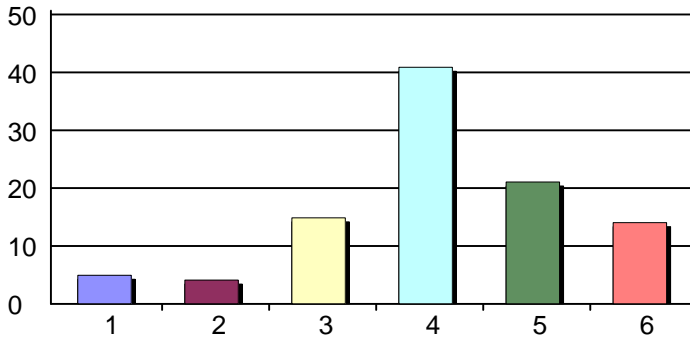
39. I am satisfied that IEPs are written based on student's needs.



1. Strongly Disagree	8	3 %
2. Disagree	8	3 %
3. Neutral	22	9 %
4. Agree	108	44 %
5. Strongly Agree	92	38 %
6. Not applicable/Do not know	7	3 %
Total Responses:	245	
Mean: 4.13	Standard Deviation: 0.95	

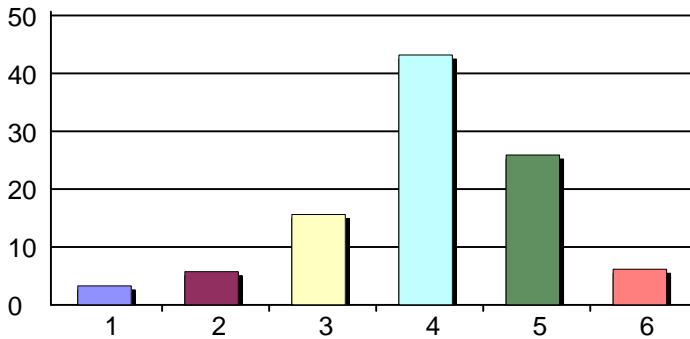
LD Parent Satisfaction Survey Report

40. I am satisfied with the availability of technical expertise.



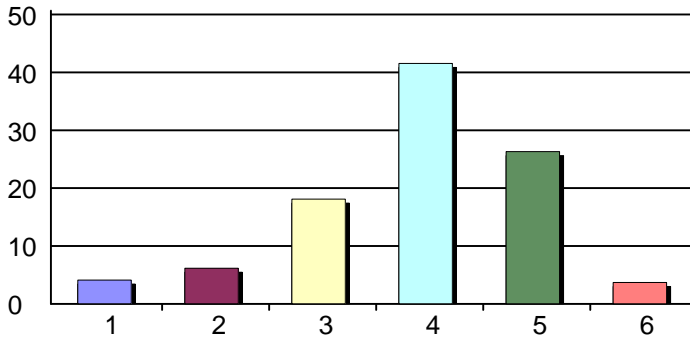
1. Strongly Disagree	12	5 %
2. Disagree	10	4 %
3. Moderate	36	15 %
4. Agree	99	41 %
5. Strongly Agree	51	21 %
6. Not applicable/Do not know	34	14 %
Total Responses:	242	
Mean: 3.8	Standard Deviation: 1.05	

41. I am satisfied with the diagnostic services.



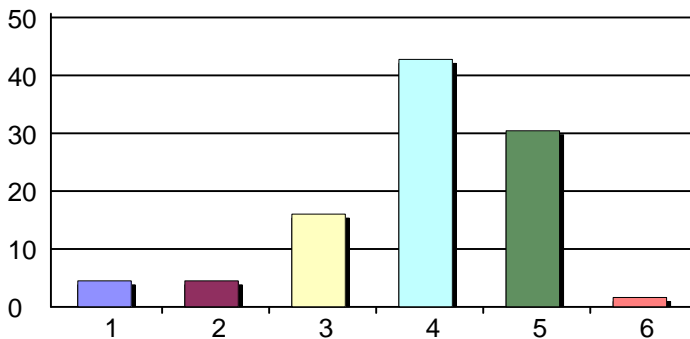
1. Strongly Disagree	8	3 %
2. Disagree	14	6 %
3. Neutral	38	16 %
4. Agree	105	43 %
5. Strongly Agree	63	26 %
6. Not applicable/Do not know	15	6 %
Total Responses:	243	
Mean: 3.88	Standard Deviation: 1	

42. I am satisfied with the coordination of services to produce a unified team for students and families.



1. Strongly Disagree	10	4 %
2. Disagree	15	6 %
3. Neutral	44	18 %
4. Agree	101	42 %
5. Strongly Agree	64	26 %
6. Not applicable/Do not know	9	4 %
Total Responses:	243	
Mean: 3.83	Standard Deviation: 1.04	

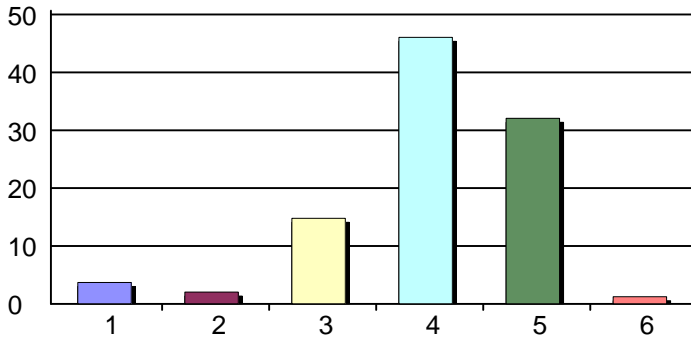
43. I am satisfied with the responsiveness of SSD staff and administration to questions and/or concerns.



1. Strongly Disagree	11	5 %
2. Disagree	11	5 %
3. Neutral	39	16 %
4. Agree	104	43 %
5. Strongly Agree	74	30 %
6. Not applicable/Do not know	4	2 %
Total Responses:	243	
Mean: 3.92	Standard Deviation: 1.03	

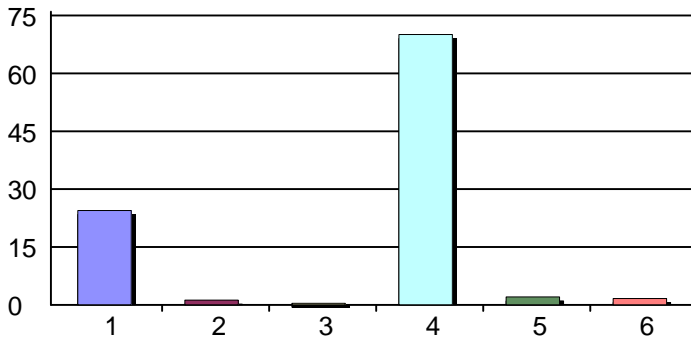
LD Parent Satisfaction Survey Report

44. I am satisfied with the IEP process (for parents of students receiving special education services).



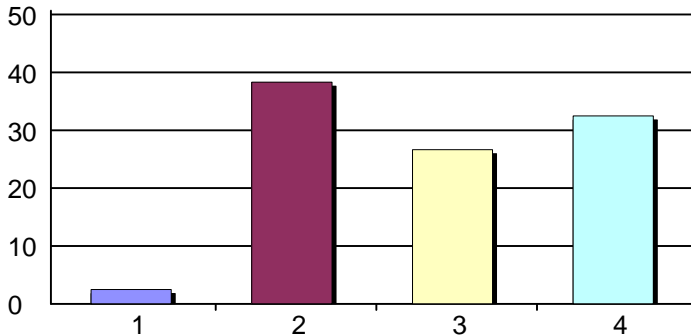
1. Strongly Disagree	9	4 %
2. Disagree	5	2 %
3. Moderate	36	15 %
4. Agree	112	46 %
5. Strongly Agree	78	32 %
6. Not applicable/Do not know	3	1 %
Total Responses:	243	
Mean: 4.02	Standard Deviation: 0.95	

45. Your ethnic background



1. African-American	59	24 %
2. American Indian	3	1 %
3. Asian	1	0 %
4. Caucasian	169	70 %
5. Hispanic/Latino	5	2 %
6. Other	4	2 %
Total Responses:	241	
Mean: 3.29	Standard Deviation: 1.36	

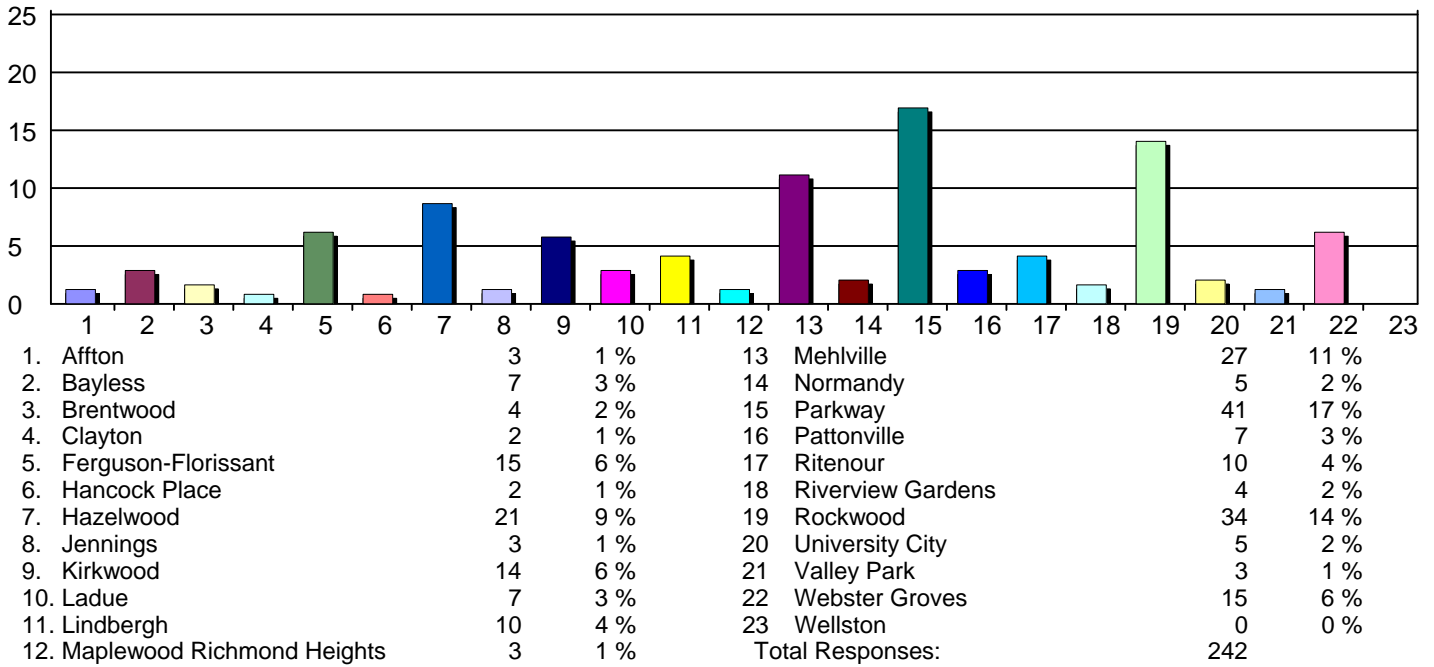
46. Your child's school level



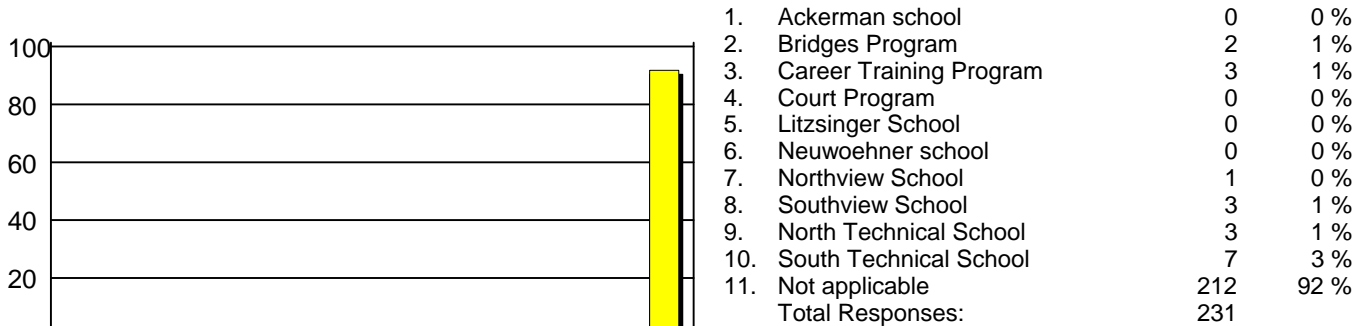
1. Early Childhood	6	2 %
2. Elementary School	92	38 %
3. Middle School	64	27 %
4. High School	78	32 %
Total Responses:	240	
Mean: 2.89	Standard Deviation: 0.89	

LD Parent Satisfaction Survey Report

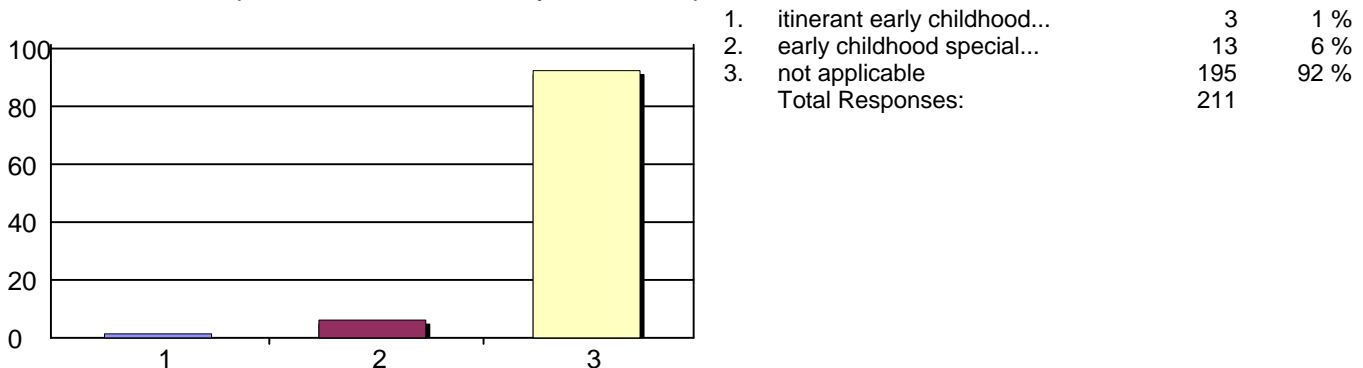
47. Your child's home district



48. Please darken the school that your child is attending. If your child is not attending any of the following school, please darken the "Not applicable" circle.

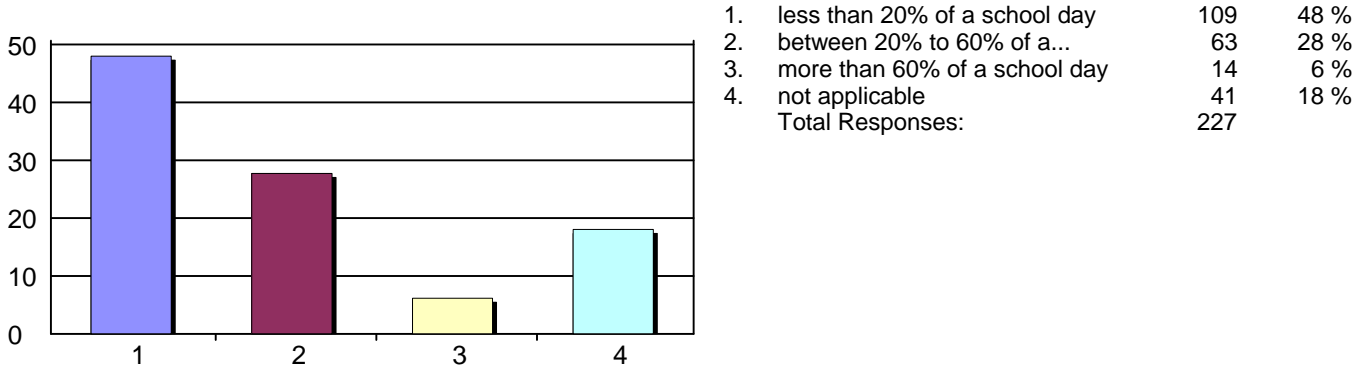


49. If your child is receive early childhood special education services, what is the percentage of a school day that he/she receives from Special School District early childhood special education services?

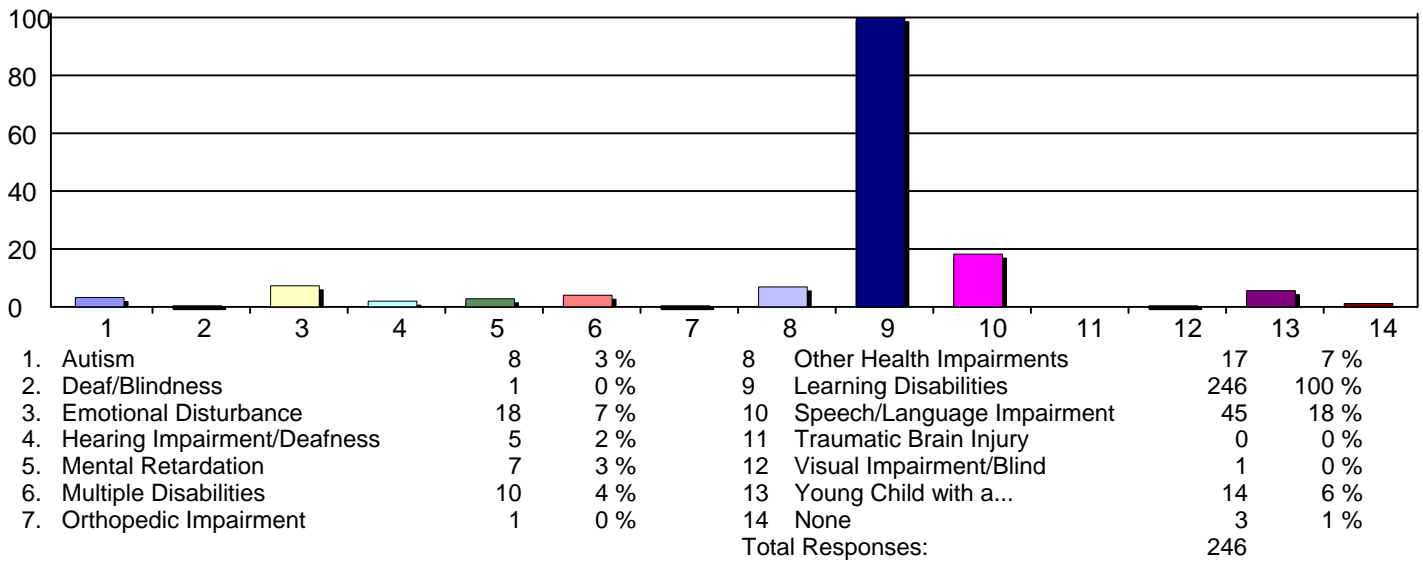


LD Parent Satisfaction Survey Report

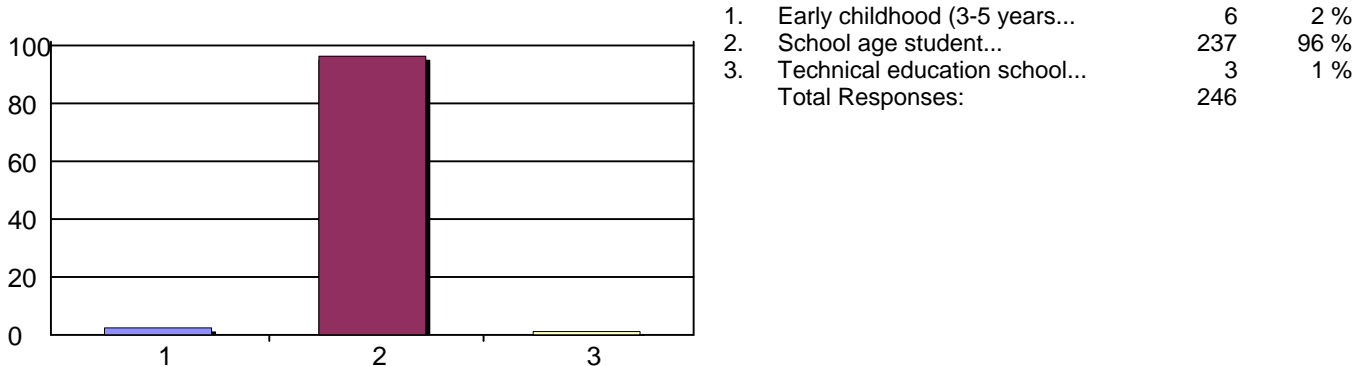
50. If your school age (5 years old or older) child receive special education services, what is the percentage of a school day that he/she receives from Special School District special education services?



51. If your child has an educational disability, what is it? If not, please darken "None".



53. OFFICE USE ONLY (Please do not darken the circle)



MAP Test Results

ssdadmin - [Special School District](#)

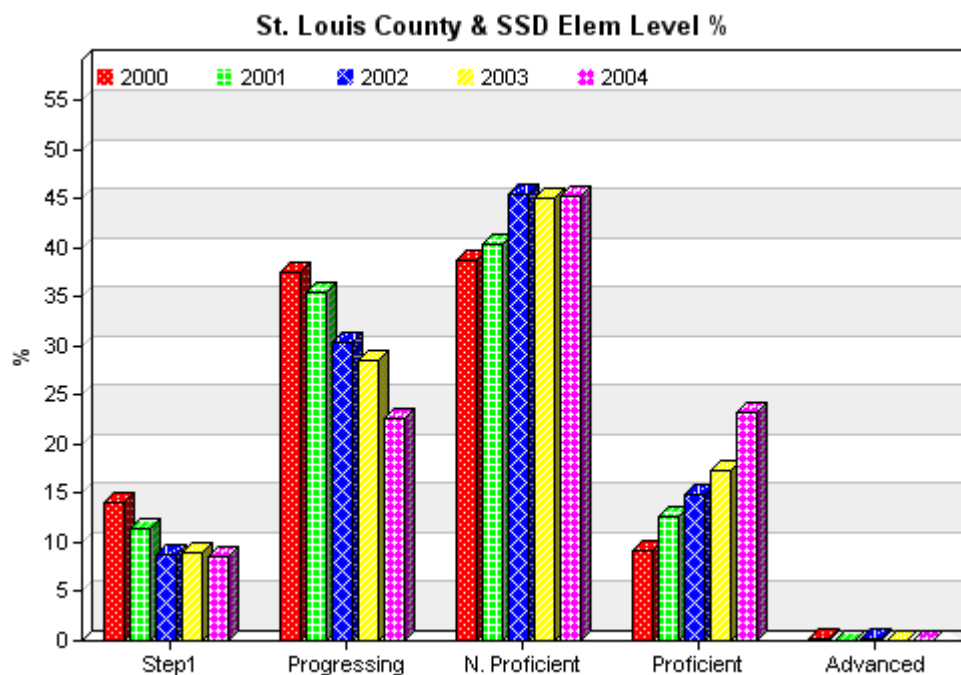
[MAP Home](#) | [Reports](#)

Learning Disabled	▼	Communication Arts	▼
From:	2000	To:	2004

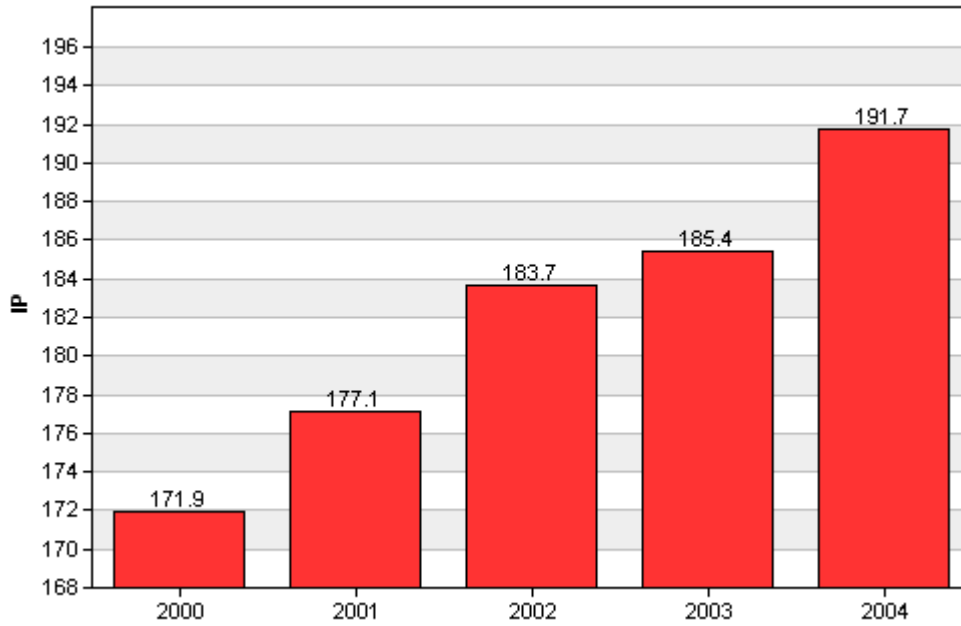
St. Louis County & SSD - Learning Disabled

Communication Arts Grade 03 2000 - 2004

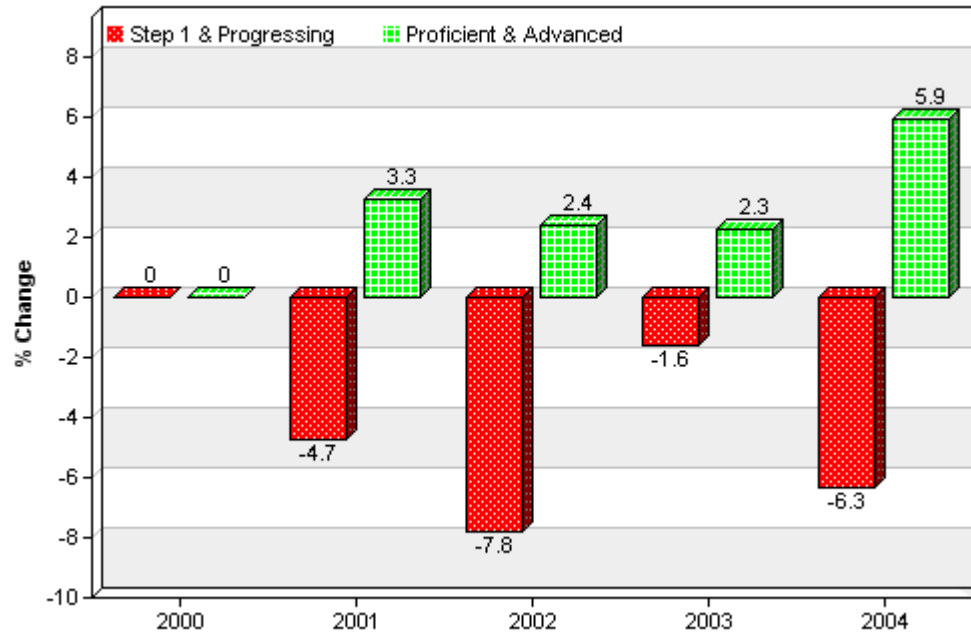
St. Louis County & SSD Elem								
Year	Students	LND #	LND %	Step 1	Progressing	N. Proficient	Proficient	Advanced
2000	865	16	1.8%	14.1%	37.5%	38.8%	9.2%	0.2%
2001	903	10	1%	11.5%	35.4%	40.3%	12.7%	0%
2002	922	9	0.9%	8.7%	30.4%	45.5%	14.8%	0.3%
2003	831	4	0.4%	9%	28.5%	45%	17.3%	0.1%
2004	697	3	0.4%	8.6%	22.6%	45.3%	23.3%	0%



St. Louis County & SSD Elem IP



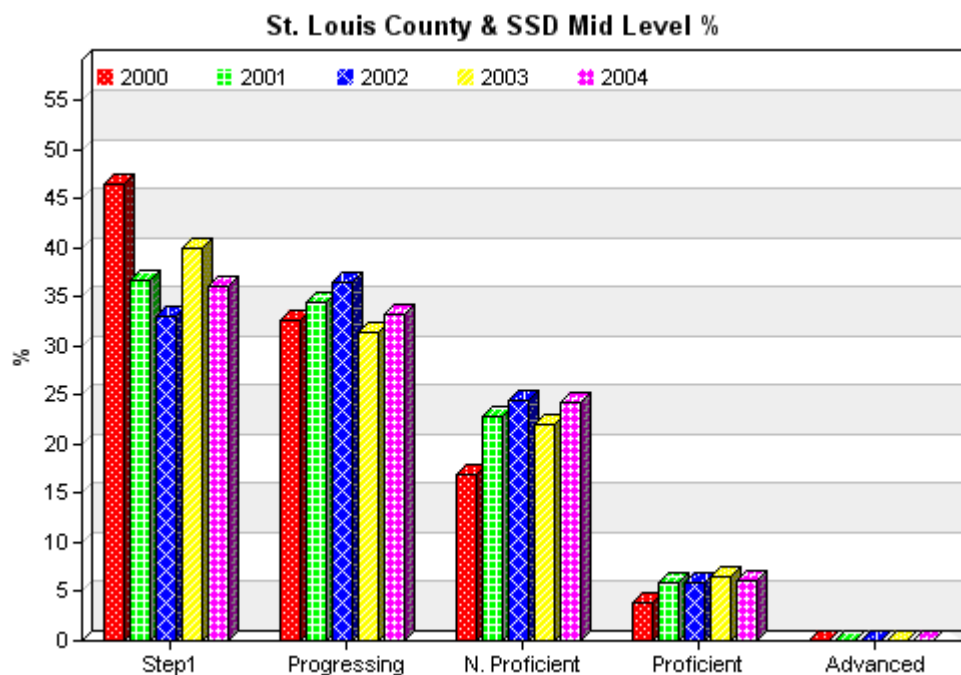
St. Louis County & SSD Elem % Change

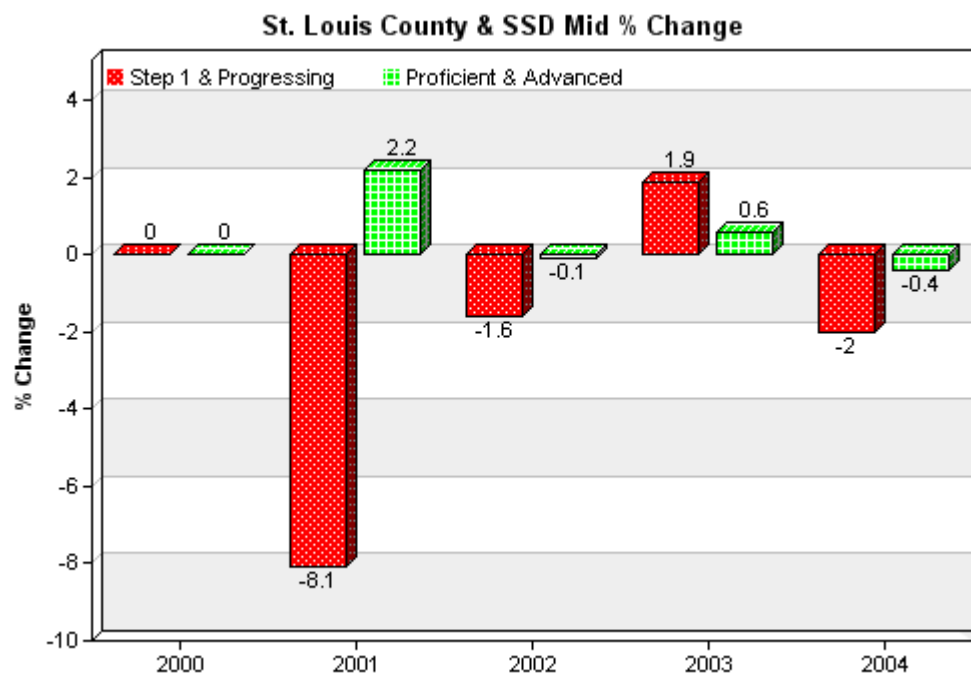
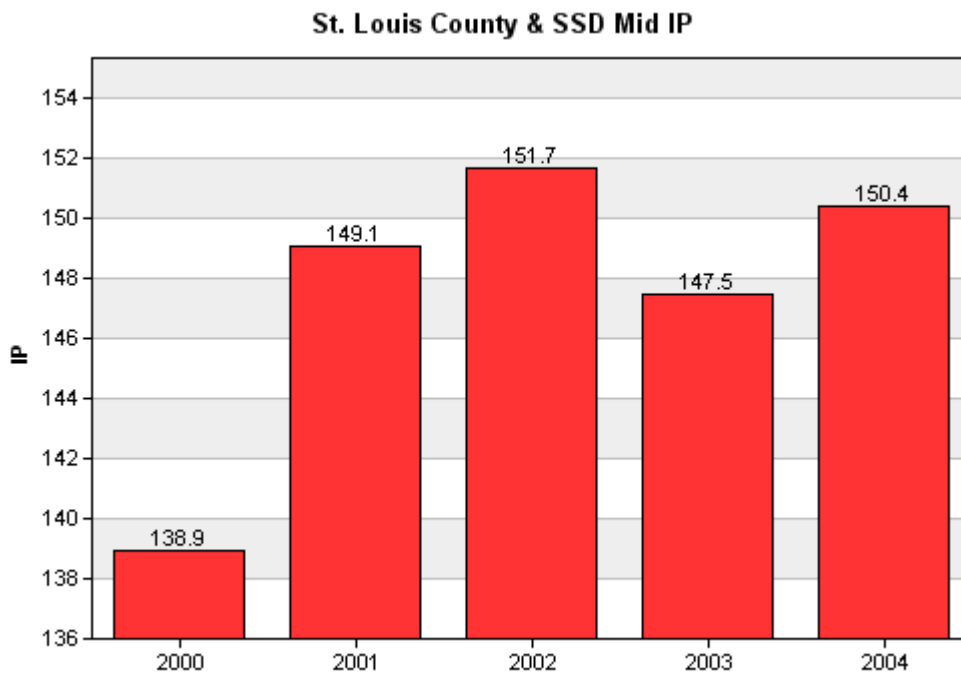


St. Louis County & SSD - Learning Disabled

Communication Arts Grade 07 2000 - 2004

St. Louis County & SSD Mid								
Year	Students	LND #	LND %	Step 1	Progressing	N. Proficient	Proficient	Advanced
2000	945	61	6%	46.5%	32.6%	16.9%	3.8%	0%
2001	1106	47	4%	36.6%	34.4%	22.8%	6%	0%
2002	1222	45	3.5%	33%	36.4%	24.5%	5.9%	0%
2003	1178	47	3.8%	39.9%	31.4%	21.9%	6.5%	0%
2004	1294	22	1.6%	36%	33.3%	24.3%	6.1%	0%

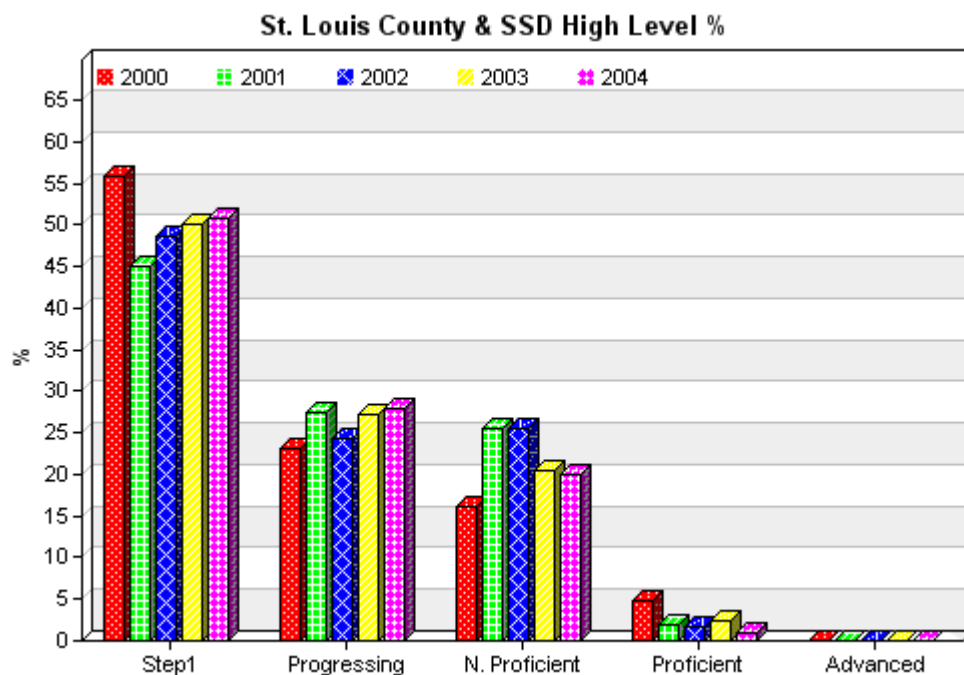




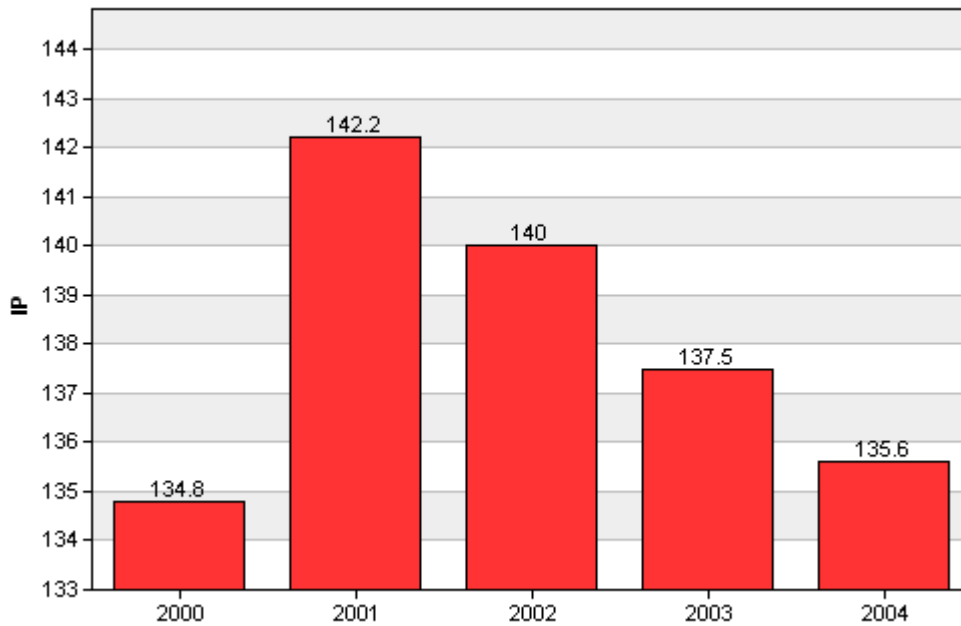
St. Louis County & SSD - Learning Disabled

Communication Arts Grade 11 2000 - 2004

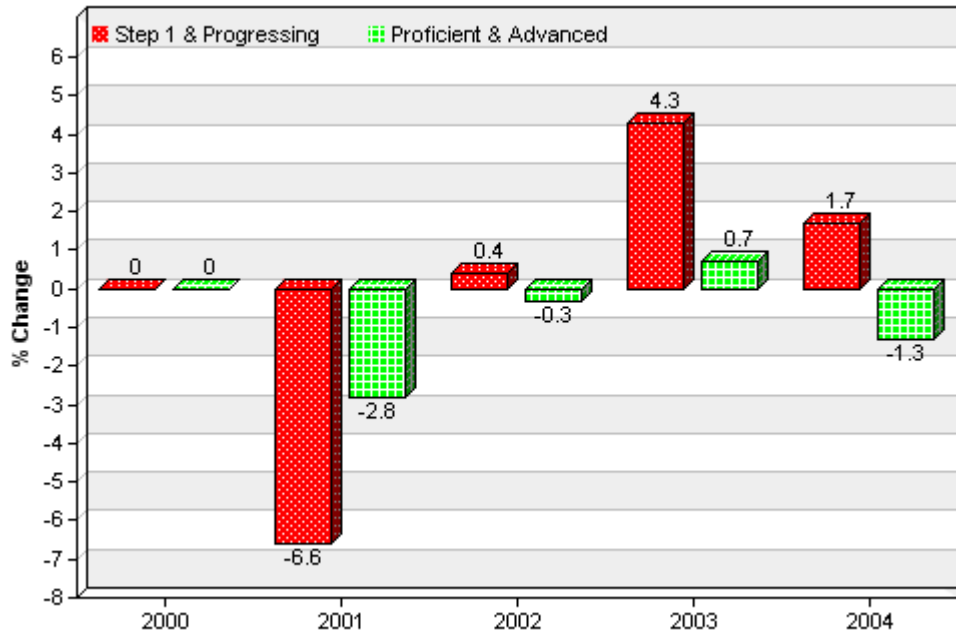
St. Louis County & SSD High								
Year	Students	LND #	LND %	Step 1	Progressing	N. Proficient	Proficient	Advanced
2000	397	51	11.3%	55.9%	23.1%	16.1%	4.7%	0%
2001	656	49	6.9%	44.9%	27.5%	25.4%	1.9%	0%
2002	660	62	8.5%	48.6%	24.2%	25.4%	1.6%	0%
2003	725	42	5.4%	50%	27.1%	20.4%	2.3%	0%
2004	789	23	2.8%	50.8%	28%	20.1%	1%	0%



St. Louis County & SSD High IP



St. Louis County & SSD High % Change



Contact the [Webmaster](#)

Copyright © 2003-2005 Ferguson-Florissant School District

ESTIMATED Cost per IEP Minute
 Based on FY 2005 Budget
 LD Program

	Weekly IEP Minutes	Average Service Weeks	Annual IEP Minutes	Expenses	Expense Per IEP Minute
<u>ALL Disabilities</u>					
Itinerant/Resource LEA	9,056,492	x 36	326,033,702	\$ 129,692,454	\$ 0.40
LEA Self Contained	3,656,462	x 36	131,632,618	\$ 71,114,598	\$ 0.54
SSD Self Contained	2,137,539	x 36	76,951,404	\$ 35,509,331	\$ 0.46
Homebound	30,452	x 36	1,096,272	\$ 1,228,954	\$ 1.12
			<u>535,713,997</u>	<u>237,545,337</u>	\$ 0.44
<u>LD Program</u>					
Itinerant/Resource LEA	5,333,043	x 36	191,989,548	\$ 76,371,232	@ .40/minute
LEA Self Contained	1,063,492	x 36	38,285,712	\$ 20,683,878	@ .54/minute
SSD Self Contained	112,609	x 36	4,053,924	\$ 1,870,689	@ .46/minute
Homebound	9,762	x 36	351,432	\$ 393,966	@ 1.12/minute
			<u>234,680,616</u>	<u>\$ 99,319,765</u>	\$ 0.42 Average Cost per minute for LD Program
LD Students			divided by	<u>12,592</u>	(Dec 1 count)
				\$ 7,888	per student annually (excludes ESY)

SERVICE MINUTES - LD PROGRAM

Primary Disability	LRE	IEP Minutes per Week	Unduplicated Dec 1 Count	Average per Student per Week
LD	1100 upto 21%	3,097,681	8,731	354.79
LD	1201 21-60%	2,235,362	2,961	754.93
LD	1301 60% +	1,063,492	790	1,346.19
LD	1402 Private Fac 50%+	39,480	22	1,794.55
LD	1403 Public Fac 50%+	73,129	41	1,783.63
LD	1601 Homebound	9,762	47	207.70
		6,518,906	12,592	517.70