Demographics

Welcome!

We invite you to participate in a survey to continue to improve the University of Oregon's Special Education teacher training program. This survey will help us gather information about our current programs/classes and how they meet current conceptualization of "best practices" as well as future needs.

Your completion of this survey is considered to reflect your consent to participate in this study. By filling out the survey you assent to your responses being used for research purposes; no identifiable information will be collected, providing complete anonymity to you as the user. If you do not wish to answer a question, you can leave it blank or skip it. If once you start the survey and you decide you do not want to participate, you can exit the survey.

Thank you for your assistance!

Gender
☐ Male
☐ Female

Ethnicity (Check all that apply)
☐ Hispanic or Latino
☐ American Indian or Alaskan Native
☐ Black or African American
☐ White
☐ Asian
☐ Non-report
☐ Native American or Pacific Islander

What year did you complete your licensure training?
☐ 2010 or 2009
☐ 2008 or 2007
☐ 2006 or 2005
☐ 2004 or 2003
☐ 2002 or 2001
☐ 2000 or 1999
☐ 1998 or 1997
☐ 1996, 1995 or 1994
☐ 1993 or before

Did you receive federal finding from any of the following projects?
☐ Serving Low Incidence Populations (SLIP)
☐ Preparing Autism Specialists for Schools (PASS)
☐ TEACH
☐ Sapsik'walá

What level of the Oregon Special Educator license do you hold?
☐ Age 3-Grade 8 (EC/Elem)
☐ Grade 5-Grade 12 (Mid/Sec)
☐ Both levels
☐ None
☐ Please list any other valid teaching licenses that you hold.

Are you a 'Highly Qualified Special Education Teacher' in Oregon?
☐ Yes
☐ No
☐ Other (please specify)
Please indicate the number of years you have worked as a special education teacher (part time/full time)?

- Part time
- Full time

How do you classify your position, that is, the activity at which you spend most of your time during THIS school year?

- Not presently working as a teacher
- Special Education Teacher
- Itinerant Teacher (e.g., your assignment requires you to provide instruction at more than one school)
- General Education Teacher
- Other professional educational staff (e.g., counselor, principal, administration) Please specify

How much time did you work as a special education teacher THIS year?

- Full-time
- 3/4 time or more, but less than full-time
- 1/2 time or more, but less than 3/4 time
- 1/4 time or more, but less than 1/2 time
- Less than 1/4 time
- Did not work as a special education teacher
- Other or additional comments (Please specify)

What is the zip code of the school where you teach THIS year? (NOTE: If more than one, select the one you are at the most; write NA if you are not teaching this year.)

Service Delivery

In which grades are the special education students you teach?

- PreK - K
- 1st - 5th
- 6th - 8th
- 9th - 12th

How many students are on your caseload?

- 20 or less
- 21-25
- 26-30
- 31-35
- 36-40
- 41-45
- over 45

Of all the students you teach, what percentage have limited English proficiency?

- Less than 3%
- 4-6%
- 7-10%
- 11-15%
- 16-20%
- 21-30%
- 31-40%
- 41-50%
- over 50%

During your most typical week of teaching, what is the common size (# of students) of your instructional group?

- Under 5
- 21-30
During your most typical week of teaching, approximately how many hours did you spend teaching each of the following subjects?

<table>
<thead>
<tr>
<th>Subject</th>
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<th>2.1 - 5</th>
<th>5.1 - 10</th>
<th>10.1 - 15</th>
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<tbody>
<tr>
<td>English or Language Arts</td>
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<td>Social Studies, History, Government</td>
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<td>Arithmetic or Mathematics</td>
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<td>Science</td>
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<td>PE, Music, Art</td>
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<td>Vocational/Career Education</td>
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<td>Independent/Adult Living</td>
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<td>(e.g., finance, cooking, banking)</td>
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<td>Other</td>
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Which statement best describes your MAIN teaching assignment?
- Instruct several classes of different students most or all of the day in one or more subjects
- Instruct the same group of students all or most of the day in multiple subjects
- Am one of two or more teachers in the same class at the same time and we are jointly responsible for teaching the same group of students all or most of the day
- Instruct a small number of selected students released from or in their regular classes in specific skills or to address specific needs (often times called "Pull out" or "Push in" instruction)

During the school year, how often did you co-teach with a general educators?
- Not at all
- Several times a year
- Several times a month
- Several times per week
- Daily
- Other

Your additional comments on the Service Delivery section

Skills/Knowledge and UO Personal Preparation Program

Do you feel the critical skills and knowledge listed below are important for a special education teacher to have?
Reflecting on your training at the University of Oregon, how prepared were you to do the critical skills and knowledge listed below?

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<tbody>
<tr>
<td>Use of evidence-based practices (materials, grouping, strategies, etc.)</td>
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<td>Assessment and progress monitoring to inform instructional decision making</td>
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<td>Critical</td>
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<td>Important</td>
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<td>Not Important</td>
<td>Very Prepared</td>
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<td>Somewhat Prepared</td>
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<td>Explicit systematic instruction</td>
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<td>Differentiated instruction</td>
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<td>Phonics/word analysis</td>
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<td>Vocabulary</td>
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<td>Comprehension</td>
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<td>Fluency with connected text</td>
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<td>Literacy within and across content areas/Reading to learn</td>
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<td>Writing-to-learn/written literacy</td>
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<td>Basic math skills/facts</td>
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<td>Number Sense</td>
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<td>Problem-Solving (algebra, equations, geometry)</td>
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<td>Measurement</td>
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<td>Proportions (fractions, percents, ratios, etc.)</td>
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<td>Preparation for post-secondary education</td>
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<td>Career exploration and preparation for employment after high school</td>
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<td>Preparation for independent living after high school</td>
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<td>Self advocacy skills</td>
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<td>Academic Language/Content Specific Vocabulary &amp; Comprehension Skills (Social Studies, Science, etc.)</td>
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<td>Activating prior knowledge and background experiences</td>
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<td>Culturally-based learning activities</td>
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<td>Meta-cognition/Higher order reasoning and thinking</td>
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<td>Motivating &amp; engaging the learner</td>
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<td>Activities that reflect student perspective and support student success</td>
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Please specify other skill you feel are important but are not captured above:

Your additional comments on UO Personal Preparation Program

Skills for the First Years of Teaching

List the areas/skills you needed (or wanted) assistance with during your first year as a special education teacher. These DO NOT necessarily have to be skills mentioned in this survey.
If you have been teaching 3 or more years, list the areas/skills you needed (wanted) assistance with during your 3rd-5th years of teaching. These DO NOT necessarily have to be skills mentioned in this survey.

Thank you for your commitment to special education and taking the time to provide us this important feedback. In the space below, please provide your comments on the UO Preservice Program.