

Concord University Survey of Candidate Satisfaction for Advanced Program in Special Education

If you are not responsible for the formal evaluation of this individual, please forward to the appropriate supervisor.

Last Name, First Name for
which this survey applies:

Which of the following
best describes the your
employment situation?

Full-time

Part-time

Your current title

Are you currently
employed in the Special
Education setting?

Yes

No

If no, in what field are you currently employed?

How are new individuals in
your building being evaluated
in the area of teacher
practice? Select all that
apply.

Principal and/or Assistant Principal observations

Coach and/or mentor observations

Peer and/or self-observations

Other (please describe)

How are new individuals in
your building being evaluated
in the area of student
achievement? Select all that
apply.

Scores on statewide tests

Scores on district-wide tests

Value added scores

Other (please describe)

How are new individuals in
your building being evaluated
in the area of student
engagement? Select all that
apply.

Principal and/or Assistant Principal observations

Coach and/or mentor observations

Peer and/or self-observations

Student Engagement Surveys

Other (please describe)

Directions: Please respond to the following statements as a Special Education Professional. Rate yourself on your mastery of the following CEC Initial Preparation Standards 1-7

STANDARD 1: LEARNER DEVELOPMENT AND INDIVIDUAL LARNING DIFFERENCES

As a Special Education Professional I:

	Agree	Tend to Agree	Tend to Disagree	Disagree	N/A
Understand how ethical and family diversity influences the learning of individuals with exceptionalities					
Understand how to respond to the needs of individuals with exceptionalities					

STANDARD 2: LEARNING ENVIRONMENTS

As a Special Education Professional I:

	Agree	Tend to Agree	Tend to Disagree	Disagree	N/A
Through collaboration with general educators and other colleagues, creates safe, inclusive, culturally responsive learning environments, and engage individuals with exceptionalities in meaningful learning activities and social interactions					
Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments					
Know how to intervene safely and appropriately with individuals with exceptionalities in crisis					

STANDARD 3: CURRICULAR CONTENT KNOWLEDGE

As a Special Education Professional I:

	Agree	Tend to Agree	Tend to Disagree	Disagree	N/A
Understand the content areas I teach, and can organize meaningful instruction for individuals with exceptionalities					
Individualize learning for individuals with exceptionalities					
Appropriately modify general and specialized curricula					

STANDARD 4: ASSESSMENT

As a Special Education Professional I:

	Agree	Tend to Agree	Tend to Disagree	Disagree	N/A
Select and use formal and informal assessments that minimize bias					
Interpret assessment results and guide educational decisions for individuals with exceptionalities					
Use multiple types of assessment information in making decisions about individuals with exceptionalities					
Engage individuals in meaningful learning opportunities with feedback					

STANDARD 5: INSTRUCTIONAL PLANNING AND STRATEGIES

As a Special Education Professional I:

	Agree	Tend to Agree	Tend to Disagree	Disagree	N/A
Consider individual differences in the selection, development and adaptation of learning experiences					
Use technologies to support instructional assessment, planning and delivery of instruction					
Am familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities					
Use strategies to enhance language development and communication skills					
Collaborate to develop and implement a variety of education and transition plans					
Teach to mastery and promote generalization of learning					
Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving					

STANDARD 6: PROFESSIONAL LEARNING AND ETHICAL BEHAVIOR

As a Special Education Professional I:

	Agree	Tend to Agree	Tend to Disagree	Disagree	N/A
Use professional ethical principles and professional practice standards to guide my practice					
Understand how foundational knowledge and current issues influence professional practice					
Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services					
Understand the significance of lifelong learning and participate in professional activities and learning communities					
Advance in the profession by engaging in activities such as advocacy and mentoring					
Provide guidance and direction to paraeducators, tutors and volunteers					

STANDARD 7: COLLABORATION

As a Special Education Professional I:

	Agree	Tend to Agree	Tend to Disagree	Disagree	N/A
Use the theory and elements of effective collaboration					
Serve as a collaborative resource to colleagues					
Use collaboration to promote the well-being of individuals with exceptionalities					