Concord University Survey of Employer 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 individual's employment situation?

Full-time

Part-time

Individual's current title

Is the individual currently employed in the Special Education setting?

Yes

No

If no, in what field are they currently employed?

As this individual's evaluator, which of the following best describes your position?

Principal

Assistant Principal

Department Chair

Special Education Director

Other (please describe)

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 based on your knowledge of the individual for which this survey applies. Statements below are based upon current CEC Initial Preparation Standards 1-7

STANDARD 1: LEARNER DEVELOPMENT AND INDIVIDUAL LARNING DIFFERENCES

The Special Education Professional:

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

STANDARD 2: LEARNING ENVIRONMENTS

The Special Education Professional:

	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 engages individuals with exceptionalities in meaningful learning activities and social interactions					
Uses motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments					
Knows how to intervene safely and appropriately with individuals with exceptionalities in crisis					

STANDARD 3: CURRICULAR CONTENT KNOWLEDGE

The Special Education Professional:

	Agree	Tend to Agree	Tend to Disagree	Disagree	N/A
Understands the content areas they teach, and can organize meaningful instruction for individuals with exceptionalities					
Individualizes learning for individuals with exceptionalities					
Appropriately modifies general and specialized curricula					

STANDARD 4: ASSESSMENT

The Special Education Professional:

	Agree	Tend to Agree	Tend to Disagree	Disagree	N/A
Selects and uses formal and informal assessments that minimize bias					
Interprets assessment results and guides educational decisions for individuals with exceptionalities					
Uses multiple types of assessment information in making decisions about individuals with exceptionalities					
Engages individuals in meaningful learning opportunities with feedback					

STANDARD 5: INSTRUCTIONAL PLANNING AND STRATEGIES

The Special Education Professional:

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

STANDARD 6: PROFESSIONAL LEARNING AND ETHICAL BEHAVIOR

The Special Education Professional:

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

STANDARD 7: COLLABORATION

The Special Education Professional:

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