

2019 Tennessee Educator Survey Special Education Teacher Branch

TB_SE01. Thinking about your various responsibilities as a special educator, what percentage of your time do you spend doing the following activities? (Please make sure that your answers sum to 100%)

- a. Providing direct instruction
- b. Providing support in an inclusive setting primarily to a student/students
- c. Providing support in an inclusive setting primarily to a teacher
- d. Making modifications to general education instruction
- e. Assessing students
- f. Developing Individualized Education Plans (IEPs) and attending IEP meetings
- g. Performing other administrative tasks (including case management)

TB_SE02. To how many students do you provide special education support? ____

TB_SE03. Think about the resources you use to help you support students. Looking at the list below, please select the two resources that have been most helpful to you as you served your students. (Select up to 2 options) (Randomize)

- a. Leadership support with special education policies and procedures
- b. Leadership support for special education instruction
- c. Supportive school culture promoting shared responsibility for the achievement of all learners and high expectations related to academics and behavior
- d. Community support organizations
- e. Materials and tools (e.g., curricula, activities, technology, modified texts)
- f. Support for building relationships with families of students with high-incidence disabilities
- g. Data system tools that give teachers the opportunity to review student performance and monitor progress
- h. Student records including learning history, areas of strength and interest, and unique social/family situations
- i. Transition planning protocols for students with high-incidence disabilities (e.g., middle school to high school, high school to post-secondary)
- j. Other (Please specify): _____

TB_SE04. Think about the resources you use to help you support students. Looking at the same list, please select the two resources that need to be improved the most urgently. (Select up to 2 options) (Randomize)

- a. Leadership support with special education policies and procedures
- b. Leadership support for special education instruction
- c. Supportive school culture promoting shared responsibility for the achievement of all learners and high expectations related to academics and behavior
- d. Community support organizations
- e. Materials and tools (e.g., curricula, activities, technology, modified texts)
- f. Support for building relationships with families of students with high-incidence disabilities
- g. Data system tools that give teachers the opportunity to review student performance and monitor progress

- h. Student records including learning history, areas of strength and interest, and unique social/family situations
- i. Transition planning protocols for students with high-incidence disabilities (e.g., middle school to high school, high school to post-secondary)
- j. Other: _____

TB_SE05. Where do you most frequently go to find content-specific student interventions (e.g., an intervention focused on algebraic thinking or writing)? (Select top two options)

- a. A specific digital or print source (e.g., organization's website, specific book, district resource)
- b. Internet information search (e.g., broad search on the topic on Google or a similar search engine)
- c. Online social network inquiry or search (e.g., use Twitter, Facebook or similar for strategies from other teachers)
- d. Ask another teacher at my or another school
- e. Ask a school leader or other support staff at my school and/or district
- f. Develop a resource myself and/or ask other teachers/staff to develop a resource
- g. Other (please specify): _____

TB_SE06. To what extent do you agree or disagree with the following statements? Please skip any question that is not applicable to your context.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I have adequate time to provide individualized instruction to the students that I teach.	1	2	3	4
b. I know exactly what is expected of me.	1	2	3	4
c. My role and responsibilities are understood by other members of the school community.	1	2	3	4
d. I am confident that I can help my students reach their IEP goals.	1	2	3	4
e. Overall, I am satisfied teaching in an inclusive setting.	1	2	3	4
f. My administrator observes me in a way that is fair to my instructional context.	1	2	3	4