

Teacher Empowerment Recruitment and Retention Survey

This survey may be used by your district administrators for planning purposes as well as recruitment and retention efforts by the Teacher/Director Empowerment Project Community of Practice as part of the Arizona CEEDAR Team (<https://cedar.education.ufl.edu/ta-map/arizona-intensive-ta/>)

* Required

1. The CEEDAR Team was able to receive donations for our districts to raffle off to teachers who participate in this survey. This is optional because our survey is intended to be anonymous. Please email your director once you've completed this survey to be included in the raffle. Again this is totally optional. The raffle includes Two Yoobi Boxes per district/ASDB (<https://yoobi.com/pages/how-we-give-1#what-we-give>) from Treasures 4 Teachers in Phoenix (<https://www.treasures4teachers.org/>), Two Member Certificates to Treasures 4 Teachers of Tucson (<https://t4teachers.org/>), and One \$50 gift certificates from Tucson Values Teachers (<https://www.tucsonvaluesteachers.org/>). Please email your director before April 15 to be included in the raffle. *

Mark only one oval.

- Yes, I will email my my director prior to April 15
- No, I do not plan to participate in the raffle

2. Are you a special education teacher? *

Mark only one oval.

- Yes
- No

3. What grades do you teach? (Check all that apply) *

Check all that apply.

- Pre-School
- K-5
- 6-8
- 9-12
- K-12
- 6-12

4. Which district do you currently work for? *

Mark only one oval.

- Arizona School for the Deaf and the Blind (Co-Ops)
- Florence Unified
- Marana Unified
- Sahuarita Unified
- Tucson Unified
- Other District

5. If you're not in one of the districts above would you be willing to share which district/charter you work for?

6. During your first year in your current district did you participate in an induction and mentoring program? *

Mark only one oval.

- Yes
- No
- Maybe

7. Do you teach in an urban, suburban, or rural area? (Check all that apply) *

Check all that apply.

- Urban
 Suburban
 Rural

8. Did you complete or are you enrolled in an Arizona teacher education program or did you move to Arizona with an out of state certification? *

Mark only one oval.

- Currently enrolled in an Arizona teacher education program
 Currently enrolled in an out of state teacher education program
 Received certification from an Arizona teacher education program
 Received certification from an out of state teacher education program
 Moved to Arizona with a certification from another state

9. Did you complete an alternative route or traditional program to certification? *

Mark only one oval.

- Alternative Route (Post Grad Program, Alt Path, etc.)
 Traditional Route (BS/BA Degree Program)
 Other or Not Sure

10. Which certification do you currently hold? (Please select all that you hold) *

Check all that apply.

- Early Childhood Special Education, Birth through Grade 3
- Mild/Moderate Disabilities, K-12
- Moderate/Severe Disabilities, K-12
- Hearing Impaired Special Education, Birth-Grade 12
- Visually Impaired Special Education, Birth-Grade 12[
- Other

11. Are you a member of any professional organizations? *

Check all that apply.

- Association for Education and Rehabilitation of the Blind and Visually Impaired (AER)
- The Arizona Council for Exceptional Children (AZCEC)
- The Association for Persons with Severe Handicaps (TASH)
- Council for Exceptional Children/Council for Children with Behavioral Disorders
- Council for Exceptional Children/Division on Autism and Developmental Disabilities
- Council for Exceptional Children/Division for Communication, Language, and Deaf/Hard of Hearing
- Council for Exceptional Children/Division on Visual Impairments and Deafblindness
- Council for Exceptional Children/Division for Early Childhood
- National Association of the Deaf
- The National Association of Special Education Teachers (NASSET)
- The National Organization on Disability (NOD)
- The National Center for Learning Disabilities (NCLD)
- Other

12. Are you interested in becoming a member of any of these organizations? If so, please include your contact information below (email and/or phone number).

13. What student population do you teach (check all that apply)? *

Check all that apply.

- Student with Autism (A)
- Student with Emotional Disability (ED)
- Student with Hearing Impairment (HI)
- Student with Mild Intellectual Disability (MIID)
- Student with Moderate Intellectual Disability (MOID)
- Student with Multiple Disabilities(MD)
- Student with Multiple Disabilities with Severe Sensory Impairment (MDSSI)
- Student with Orthopedic Impairment (OI)
- Student with Other Health Impairment (OHI)
- Student with Severe Intellectual Disability (SID)
- Student with Specific Learning Disability (SLD)
- Student with Speech or Language Impairment (SLI)
- Student with Traumatic Brain Injury (TBI)
- Student with Visual Impairment (VI)
- Student with Development Disability (DD)
- Preschool Student with Severe Delay (PSD)

14. When teaching in person which setting or environment do you currently teach?
(Check all that apply) *

Check all that apply.

- General Education (Inclusion-Co-Teaching)
 Special Education Pull out Classroom/Resource
 Special Education Push in Classroom/Resource
 Self-Contained Special Education Classroom

15. From the beginning of the 2020-2021 school year have you been teaching virtually, in person, or both? *

Check all that apply.

- Virtually
 In Person
 Both

16. Are you familiar with the High Leverage Practices in Special Education developed by CEC in collaboration with the CEEDAR Center?"
(www.highleveragepractices.org)? *

Mark only one oval.

- Yes
 No

17. Do you regularly engage in any self-care activities? *

Mark only one oval.

- Yes
 No
 Maybe

18. Do you have any self-care activities you would like to share? Please list below.

19. How prepared do you feel do do the following: *

Check all that apply.

	Not Prepared	Prepared	Very Prepared
Collaborate with professionals to increase student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organize and facilitate effective meetings with professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding of a student's strengths and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish a consistent, organized, and respectful learning environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach social behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct functional behavioral assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and prioritize long- and short-term learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use explicit instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide intensive instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. How important are/is *

Check all that apply.

	Not Important	Imporant	Very Important
induction and mentoring programs to your success in sustaining you in the profession?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
district administrative support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
school level administrative support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teacher autonomy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
caseload size?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
classroom size?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
student attitudes towards learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
understanding different eligibility categories under IDEA?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
offering higher salaries to increase the quality of teachers who are recruited and retained?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teacher compensation in teacher recruitment and retention as compared to other factors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. What are some things districts/agencies can do to retain teachers? (check all that apply) *

Check all that apply.

- Keep up to date with educational technology.
- Planning Time
- Provide leadership opportunities
- Improve the work environment
- Cultivate a culture of collaboration
- Provide Teacher Self-Care Activities
- Provide more Professional Development
- More support from district administrators
- More support from school level administrators
- More support from colleagues
- Reduce Non-teaching responsibilities (e.g., excessive paperwork)

22. What are some other ways school districts/agencies can retain special education teachers?

Years of Experience

23. How many years have you been teaching special education? *

Mark only one oval.

- Less than 1
- 2-3
- 3-5
- 5-10
- 10-15
- More than 15

Teachers with 1 to 3 Years Experience

24. Did you attend Teach Camp in Summer of 2019? *

Mark only one oval.

- Yes
- No

25. How prepared were you to do the following based on your college or university experience: *

Check all that apply.

	Not Prepared	Prepared	Very Prepared
Develop IEPs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To design (SDI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To implement (SDI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitating IEP Meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborate with Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborate with other staff (General Ed, OT, PT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing Paras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design and implement Specially Designed Instruction (SDI)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. What factors contributed the scores you rated above? *

27. What would have helped you feel more prepared? *

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