Special Education Graduate Outcome Survey 2016-2017

Q1
Thank you for taking this survey about your learning experiences in the Special Education Program at Chapman University. Please provide thoughtful feedback about how well SPED has prepared you for your profession.

Q2 PERSONAL INFORMATION

○ First Name (1) _____

○ Last Name (2) _____

○ Current Email (3) _____

○ Graduation Year (4) _____

Q3 Gender Identity:

○ Male (1)

○ Female (2)

○ Other (3) _____

○ Decline to State (4)

Q4 Ethnic Identity

○ Alaskan Native (1)

○ American Indian (2)

○ Asian or Asian American (3)

○ Black or African-American (4)

○ Chicano, Hispanic, or Latino (5)

○ Native Hawaiian Other Pacific Islander (6)

○ White (7)

○ Other (8) _____

○ Two or more ethnic identities (9)
_____

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Q5 EMPLOYMENT
Are you currently employed?

◯ Yes, Full-Time Employment (1)

◯ Yes, Part-Time Employment (2)

◯ No, Currently Not Employed (3)

◯ Other (4) _____

Q6 If employed:

◯ Where are you currently working? (1)
_____

◯ What is your title? (2) _____

◯ How long have you been working there? (3)
_____

◯ Have you received any professional promotions, awards, or recognition? If so, please briefly explain. (4) _____

◯ Anything else you would like to comment about your work? (5)
_____

Q7 How many different jobs have you had since graduation?

○ 1 (1)

○ 2 (2)

○ 3 (3)

○ 4 (4)

○ 5+ (5)

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Q8 YOUR SPECIAL EDUCATION PROGRAM EXPERIENCE
 As you may recall, the Special Education Program is focused on developing graduates across the Teacher Performance Expectation (TPE) domains. For each of the learning goals, please rate and provide feedback.

X→

Q46 How knowledgeable are you about these learning goals?

	Do not wish to answer ()	Not knowledge able at all (1)	Slightly knowledge able (2)	Moderately knowledge able (3)	Very knowledge able (4)	Extremely knowledge able (5)
TPE 1: Pedagogical Skills for Subject Matter Uses knowledge of the characteristics of students with moderate/severe disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction. (1)	○	○	○	○	○	○

| **TPE 2: Monitoring Student Learning During Instruction** Monitors student progress based upon each student's IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards. (2) | ○ | ○ | ○ | ○ | ○ | ○ |

| **TPE 3: Interpretation of Assessments** Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability; Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction.) (3) | ○ | ○ | ○ | ○ | ○ | ○ |

Q10 Comment:

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Q26 How much do these learning goals impact your professional life?

	Do not wish to answer ()	Not at all (1)	Slightly (2)	Moderately (3)	Very (4)	Extremely (5)
TPE 1: Pedagogical Skills for Subject Matter Uses knowledge of the characteristics of students with moderate/severe disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction. (17)	○	○	○	○	○	○
TPE 2: Monitoring Student Learning During Instruction Monitors student progress based upon each student's IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards. (18)	○	○	○	○	○	○

| **TPE 3: Interpretation of Assessments** Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability; Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students' progress and plan or modify instruction.) (19) | ○ | ○ | ○ | ○ | ○ | ○ |

Q12 Comment:

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Q27 How knowledgeable are you about these learning goals?

|	Do not wish to answer ()	Not knowledge able at all (1)	Slightly knowledge able (2)	Moderately knowledge able (3)	Very knowledge able (4)	Extremely knowledge able (5)
TPE 4: Making Content Accessible Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. (4)	○	○	○	○	○	○

TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. (5)	○	○	○	○	○	○
TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. (6)	○	○	○	○	○	○
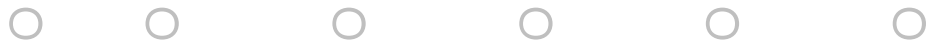
Q28 Comment:

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Q35 How much do these learning goals impact your professional life?

	Do not wish to answer ()	Not at all (1)	Slightly (2)	Moderately (3)	Very (4)	Extremely (5)
TPE 4: Making Content Accessible Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures. (4)	○	○	○	○	○	○
TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners. (2)	○	○	○	○	○	○

TPE 6: Developing Appropriate Teaching Practices
Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education. (3)

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Q30 Comment:

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Q31 How knowledgeable are you about these learning goals?

	Do not wish to answer ()	Not knowledgeable at all (1)	Slightly knowledgeable (2)	Moderately knowledgeable (3)	Very knowledgeable (4)	Extremely knowledgeable (5)
TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' literacy in English and provide instruction differentiated to students' language abilities. (1)	○	○	○	○	○	○

TPE 8: Learning about Students Gets to know students' a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement; Reflects on above student data (with consultation from others, as needed) to identify and provide needed supports to students in need of specialized instruction or	◯	◯	◯	◯	◯	◯

adaptations. (2)						
TPE 9: Instruction al Planning Makes instruction comprehens ible and meaningful through differentiate d lessons based upon student's experiences, interests, linguistic and cultural background and developmen tal learning needs; Effectively, trains, supervises, and/or uses paraeducato rs and other personnel (e.g., related service providers, peer tutors) to help students achieve goals. (3)	○	○	○	○	○	○

Q32 Comment:

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Q36 How much do these learning goals impact your professional life?

	Do not wish to answer ()	Not at all (1)	Slightly (2)	Moderately (3)	Very (4)	Extremely (5)
TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' literacy in English and provide instruction differentiated to students' language abilities. (1)	○	○	○	○	○	○

TPE 8: Learning about Students Gets to know students' a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement; Reflects on above student data (with consultation from others, as needed) to identify and provide needed supports to students in need of specialized instruction or adaptations. (2)

○   ○   ○   ○   ○   ○

| **TPE 9: Instructional Planning** Makes instruction comprehensible and meaningful through differentiated lessons based upon student's experiences, interests, linguistic and cultural background and developmental learning needs; Effectively, trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals. (3) | ○ | ○ | ○ | ○ | ○ | ○ |

Q34 Comment:

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Q37 How knowledgeable are you about these learning goals?

	Do not wish to answer ()	Not knowledgeable at all (1)	Slightly knowledgeable (2)	Moderately knowledgeable (3)	Very knowledgeable (4)	Extremely knowledgeable (5)
TPE 10: Instructional Time Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional. (1)	○	○	○	○	○	○

TPE 11: Social Environment Uses a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students; Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes. (2)

○　　○　　○　　○　　○　　○

TPE 12: Professional, Legal, and Ethical Obligations Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment; Knows and honors obligations to protect the confidentiality, health, and safety of students, families, and school personnel; Models ethical behavior and honors laws relating to professional misconduct. (3)

○   ○   ○   ○   ○   ○

| **TPE 13: Professional Growth** Sets professional goals for increasing subject matter knowledge and teaching effectiveness; Attends professional development on a regular basis. (4) | ○ | ○ | ○ | ○ | ○ | ○ |

Q38 Comment:

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Q39 How much do these learning goals impact your professional life?

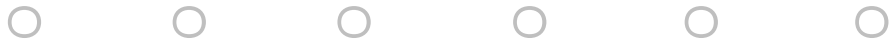|	Do not wish to answer ()	Not at all (1)	Slightly (2)	Moderately (3)	Very (4)	Extremely (5)
TPE 10: Instructional Time Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional. (1)	○	○	○	○	○	○

TPE 11: Social Environment Uses a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students; Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes. (2)

○   ○   ○   ○   ○   ○

TPE 12: Professional, Legal, and Ethical Obligations Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment; Knows and honors obligations to protect the confidentiality, health, and safety of students, families, and school personnel; Models ethical behavior and honors laws relating to professional misconduct. (3)	○	○	○	○	○	○
TPE 13: Professional Growth Sets professional goals for increasing subject matter knowledge and teaching effectiveness; Attends professional development on a regular basis. (4)	○	○	○	○	○	○

Q40 Comment:

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X→

Q21 OVERALL EXPERIENCE
Overall, how well do you think your program prepares graduates to work at schools?

○ Do not wish to answer ()

○ Not well at all (1)

○ Slightly well (2)

○ Moderately well (3)

○ Very well (4)

○ Extremely well (5)

Q50 Comment:

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Q47 Do you have any recommendations for enhancing the Special Education Program learning experience?

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Q48 Do you have any other comments you would like to make to the Special Education faculty about your student experience?

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Q22 NETWORK/PROFESSIONAL DEVELOPMENT OPPORTUNITIES The Chapman Special Education Program wants to develop programs and workshops to meet the needs of our graduates. Would you be interested in any of the following? Please choose all the events and programs that interest you.

☐ Not at This Time (1)

☐ Professional Networking Events and Workshops (suggest possible topics) (2)
_____

☐ Professional Development Events and Workshops (suggest possible topics) (3)
_____

☐ Serving as a Mentor or Resource to Current Students (4)

☐ Being Interviewed for Program Profile (5)

Q23 As a graduate of our program, is there anything else you would like to comment on regarding the Special Education Program?

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End of Block: Default Question Block