



Inclusive Education Practices Faculty Survey

This survey is designed to gather information regarding your beliefs toward and comfort with the inclusion of students with disabilities in general education classes. This information will assist in designing supports for schools that are increasing their delivery of special education services in general education settings. THANK YOU.

School: _____

Date: _____

Position:

_____ General Educator _____ Special Educator _____ Administrator

_____ Building/Office Support _____ Instructional Assistant

_____ Related Services Provider _____ Other: _____

Check off the box below the most accurately reflects your opinion and belief:

<i>My beliefs about educating students with disabilities:</i>	YES, I agree	SOME- TIMES	NO, I don't agree	I JUST DON'T KNOW!
1. Every student, regardless of disability, should be assigned to and be instructed in general education classes.				
2. Students who have disabilities can be positive contributors to general education classes.				
3. Any student, and all students, can learn in the general education classroom.				
4. Students without disabilities can benefit when a student with a disability and extensive support needs is included in the class.				
5. A student with a disability and extensive support needs can benefit from and successfully achieve IEP goals in a general education class.				
SUB-TOTAL:	/5	/5	/5	/5

<i>My beliefs about the role of educators in my school:</i>	YES, I agree	SOME- TIMES	NO, I don't agree	I JUST DON'T KNOW!
6. Our school and staff have a vision for enacting a positive philosophy to include all students with disabilities.				
7. Our school community, including family members of students who do not have disabilities, supports a vision for inclusive education.				
8. Our school's schedule and staff assignments are designed to support school-wide inclusive practices that support academic and social success for all students.				
9. Our school's administration supports teachers working and learning together to include students with disabilities.				
10. The role of special educators in the general education classroom is clearly defined.				
11. Specialized and general educators know how to use collaborative planning time and collaborative teaching structures.				
12. When a special education teacher is assigned to co-teach in a general education class, it benefits the whole class.				
13. Special educators are equipped to teach the curriculum alongside general educators.				
14. General educators are equipped to provide specialized instruction to students with disabilities.				
15. In our building, students who have disabilities feel welcome and participate in all aspects of school life.				
SUB-TOTAL:	/10	/10	/10	/10

Faculty Survey Continued

<i>My beliefs about my ability to educate all learners in general education classes:</i>	YES, I agree	SOME- TIMES	NO, I don't agree	I JUST DON'T KNOW!
16. I feel comfortable including students with disabilities in the general education classroom.				
17. I am adequately prepared to deliver instruction to a wide variety of learners using the general education curriculum as a base for instruction.				
18. I am willing to collaborate with other teachers.				
19. I feel comfortable and able to supervise and support the staff assigned to my class				
20. I am comfortable using technology (computers or adaptive equipment) to support the instruction of a wide variety of learners.				
21. I can adequately assess the progress and performance of most students who have IEPs.				
22. I can make instructional and curriculum accommodations for children with IEPs.				
23. I have the time to collaborate with other teachers when needed.				
24. I am willing to change and improve my instructional style to be able to reach more students.				
25. I feel that I can make a difference in the life of a student who has a disability.				
SUB-TOTAL:	/10	/10	/10	/10
TOTAL:	/25	/25	/25	/25

Please share any additional comments that you have: