

ATTACHMENT 2A-5
Employer Needs Survey Form
Data Summary
SUMMARY REPORT
N=24

1. How many special education positions do you currently have in your school/district?

Janie Darr Elementary:	1	
West Fork PS:	7	
Greenland HS:	6	
Farmington PS:	12	
Hellstern MS:	5	
Grace Hill Elementary:	3	
Lincoln Consolidated:	8	
Rogers PS:		Speech, Resource, two Community Based Instruction Self-Contained classrooms
Rogers PS2:		In my building, three-across the district, I have no clue....
Bentonville PS:	5	
Fayetteville PS:		70 Special Ed teachers, 60 paraprofessionals, 2 sign language interpreters, 17 SPL, 8.5 FTE School Psychology Specialists/Licensed Examiners, 2 Occupational Therapists, 1 Physical Therapist, and 1 PT Assistant
Springdale PS:		I had one opening in SPED at my school, but noticed that there are several posted for the Springdale district.
Pea Ridge PS:	7	
Gentry Middle School:	7	
Huntsville PS:	13	
OHMS:	7	
Lincoln Jr. High B'ville:	9	
Bentonville:	155	
Springdale 2:	2	
???:		13 in district
Bright Field Middle:	6	
Rogers Public Schools:	112	
SSSD:	26	
Springdale:	116	

2. How many special education teaching position openings do you generally have each year?

JDE:	None in my building	
WFPS:	1 or 2	
GHS:	0	
FRMPS:		We usually don't, but this year has been a bit unusual as I believe we've lost 2-3. I had to replace one here at the high school.
HMS:	1	

GHE: 3
 LC: 1 or 2
 RPS: 1 or 0
 RPS2: None
 BPS: 1
 FYPS: 5 to 10 annually
 SDPS: At my school I have had an opening for each of the past three years.
 PRPS: 1
 GMS: 1
 HPS: 1
 OMHS: 1
 LJHB: 1
 BV: 15
 SD2: .5
 ??? : 2-3
 BFM: 1
 RPS: 4-6
 SSSD: 1 or 2
 SD: 5

3. How many special education teaching positions do you have open at this time?

JDE: I hired a half time this year

WFPS: None – hiring one tonight at a special board meeting
 GHS: 1
 FRMPS: 0
 HMS: 1
 GHE: 0
 LC: 3
 RPS: 0
 RPS2: None
 BPS: 1
 FYPS: 0 at this time; we filled 12 this year
 SDPS: None since I just filled it yesterday.
 PRPS: 0
 GMS: 0
 HPS: 0
 OHMS: 1
 LJHB: 0
 BV: 4
 SD2: 0
 ??? : 0
 BFM: 0
 RPS: 2
 SSSD: 0
 SD: 3

4. How many special education teachers do you currently have who are not fully certified?

JDE: None
WFPS: None
GHS: 1
FRMPS: 0
HMS: 0
GHE: 0
LC: 2
RPS: 0
RPS2: None
BPS: 0
FYPS: 9
SDPS: None
PRPS: 0
GMS: 0
HPS: 2
OMHS: 0
LJHB: 0
BV: 12
SD2: 0
???: 0
BFM: 1
RPS: 4
SSSD: 1
SD: 0

5. How many special education teaching position openings do you anticipate having the next 5 years?

JDE: 2
WFPS: 3 or 4
GHS: 2
FRMPS: **Impossible to say...educators leave for a number of reasons.**
HMS: 5
GHE: 0
LC: 2
RPS: Possibly the speech
RPS2: None
BPS: 3
FYPS: 5 to 6 per year
SDPS: 1-3
PRPS: 4-5
GMS: 5-6
HPS: 3
OMHS: 3 or 4
LJHB: 4-5
BV: 15-20

SD2: 1
 ???: 0
 BFM: 2-4
 RPS: 20
 SSSD: 5
 SD: 35

6. If you do not have any special education teaching openings now, when do you anticipate having openings for special education teachers?

JDE: Next school year
 WFPS: Next school year
 GHS: 2 years
 FRMPS: Hopefully none in the foreseeable future, I had to replace one in July, very difficult, but as you know keeping good educators on staff is an ongoing process, especially in the smaller districts as we cannot compete with the larger districts on the fiscal side, though we are ahead of the larger districts on the human relations side due to our size.
 GHE: Hopefully not
 RPS: When my Resource and one of the CBI retire in the next five to ten years
 RPS2: No idea as all my teachers are under 40.
 FYPS: April to July 2014
 SDPS: Over the next 1-3 years
 PRPS: 2. There is a possibility of a position opening up next year.
 GMS: 2014-2015 school year
 HPS: 2 years from now
 LJHB: 1
 SD2: Within the next year
 ???: Do not anticipate losing any in the near future (building level)
 BFM: Over the next few years as our student population grows and veteran teachers retire
 SSSD: 1 per year
 SD: We typically fill open positions prior to the beginning of school. It is not uncommon, however, for us to add positions before October 1 to be in compliance with ADE rules/regulations regarding special education teacher caseload.

7. Would you give hiring preference to applicants who are fully certified in special education?

JDE: yes
 WFPS: Absolutely
 GHS: yes
 FRMPS: Yes
 HMS: yes
 GHE: Yes
 LC: yes

RPS: Yes
RPS2: Yes
BPS: Yes
FYPS: Yes
SDPS: Absolutely. Springdale doesn't hire noncertified teachers.
PRPS: If they are the best candidate
GMS: Yes
HPS: Yes
OMHS: Yes
LJHB: Yes
BV: We look for fully certified as well as their HQT status for middle level and secondary positions. It is important that students understand that just a general special education degree does not qualify them for content specific resource positions at the Middle – High School levels.
SD2: Yes, even for regular education positions since many students in the least restrictive environment are in regular classrooms with resource room support
???: Yes
BFM: Yes
RPS: Yes
SSSD: Yes
SD: Absolutely.

8. Would it be helpful for your teachers if some or all of the courses in this degree program were offered online/distance technology, evenings or weekends?

JDE: yes
WFPS: Absolutely
FRMPS: Yes. **If I were in the program I would appreciate a mix of on-line and evening based classes.**
HMS: Yes
GHE: I just do not have any idea on this
LC: Yes. Any of these options would be good for teachers working on certification. I have two teachers working on their Masters in Special Education through Arkansas Tech University and it is completely online.
BPS: Yes
FYPS: Yes
PRPS: Yes, definitely
GMS: Yes
HPS: Yes
LJHB: Yes
BV: Yes
SD2: Yes
SSSD: Yes
SD: Yes

If yes, what would be your preference

- 15 part online
- 2 offer courses at the workplace
- 11 evening based program
- 8 weekend based program
- 3 all online

9. Please indicate the skills teachers would need for employment as a special education teacher (Please check all that apply)

- 21 Assessment of students with disabilities
- 21 Knowledge of special education law
- 21 Knowledge of the curriculum
- 22 Knowledge of due process requirements
- 22 Knowledge related to classroom management
- 22 Behavior management skills
- 20 Skills related to interacting with parents and family members
- 22 IEP development skills

Other skills not listed (identify)

JDE: SPECIAL EDUCATION TEACHERS NEED SPECIALIZED TRAINING IN TEACHING STUDENTS HOW TO READ, SPECIALIZED TRAINING IN RECOGNIZING AND TREATING STUDENTS WITH DYSLEXIA!

RPS: Knowledge of developmental delays, autism, specific strategies for severe emotional and behavioral issues, being a resource to homeroom teachers, working as part of a diagnostic and prescriptive team

BPS: comprehensive literacy model; Cognitively Guided Instruction (CGI) math teaching strategies; effective strategies for teaching literacy, math and writing; understanding of DRA, DIBELS, other assessments and data also used in the regular ed classrooms

FYPS: Training that will assist teachers with meeting the Highly Qualified requirement. Disability specific instructional strategies such as dyslexia or autism. Specific skills in the area of teaching literacy/reading. Specific skills in the area of teaching math concepts. Consultation/Coaching skills. Collaboration skills.

PRPS: Knowledge of the common core, transition, collaboration skills with regular ed teachers, time management, differentiation strategies, PARCC assessments

LJHB: Knowledge of differentiated instruction; basic understanding of different Disabilities

BV: Disability awareness, specifically autism; differentiated instruction, data collection and development of Standards Based IEPs based on data

SD: Students who complete a BSE in special education should possess the skills necessary to enter a classroom with a practical understanding of disability categories; identification of the gaps between a student's present level of functioning and the grade level curriculum; how to develop an IEP that appropriately addresses the gaps mentioned above, is data based, and legally

defensible; special educators must be experts in the development of appropriate data collection instruments and the collection of data; they must be knowledgeable concerning research-based interventions which address specific student needs.

10. How will this proposed degree program benefit your local community, the state, and/or region?

- WFPS: More well-trained special education teachers will benefit everyone
GHS: It would be beneficial to all because of the shortage of sped teacher.
FRMPS: I believe it has the possibility of increasing the pool of qualified applicants who go to college planning on doing their degree work in SpEd...not as an afterthought because of a shortage in the area.
HMS: We would then be able to access more quality applicants as well as offer educational opportunities for those who wish to be special educators or who have the potential to be great special education teachers.
GHE: Make it more accessible to gain SPED degrees
LC: This degree program will allow individuals that are interested in special education to get certified in this area instead of having to add it to their license later. It will increase the pool of applicants in this critical shortage area.
RPS: SpEd teachers are hard to find. Good ones are hard to keep.
RPS2: Unsure
BPS: Greatly! We need teachers with Special Education degrees!
FYPS: This will assist our district and our region by ensuring that we are able to have access to Licensed teachers. It will give us the opportunity to coordinate and collaborate around Coursework, internship experiences and student teaching assignments.
SDPS: Understanding Arkansas required SPED paperwork.
Working with other classroom teachers in inclusion settings
PRPS: It will help us have a "pool" of certified teachers to choose from.
GMS: Our special education numbers are increased. We will need to hire more teachers. They are hard to find.
HPS: It would make accessing the degree easier for future teacher candidates and we would be able to hire teachers prepared to teach special needs students.
OMHS: The programs would ensure teachers who have the training to teach students with special needs are teaching them. Also, it would allow us to select from a larger number of certified teachers in SPED.
LJHB: It will provide a better pool of teachers available for special education
BV: Increase the number of certified Special Educators in our area
SD2: There are very few qualified special education teachers for resource and self-contained classrooms.
???: I think it is needed. I feel fortunate to have 2 certified quality individuals. It is very hard to fill and they do tend to move a lot.

- BFM: The number of special education students is growing along with the diversity of disabilities. Specific training for SPED teachers would provide a stronger base within the building as we adapt to meet the changing needs of students.
- SSSD: Offer more options for teachers for jobs and benefit our students with needs.
- SD: Having a BSE program at the U of A will benefit our community, state and region by enabling educators who are “called” to teach children with disabilities to focus their undergraduate program on that area of instruction. Having a clear understanding of grade level curriculum is vital since the special educators must identify the gaps between their students’ present level of performance and grade level work.

11. In your opinion, how important is it for this program to be approved?

- JDE: I think it is worthwhile—particularly if teachers are given special training in teaching students with learning disabilities to read.
- WFPS: In my opinion, it is highly important that this program be approved.
- GHS: Very important because of the shortage.
- FRMPS: Schools are always looking for highly qualified applicants, who have had for a long time the desire to foremost be a teacher, and secondly to be a teacher to children with special needs.
- HMS: VERY IMPORTANT! We are at a loss for quality special education educators
- GHE: Seems very important to me
- LC: I believe it is crucial that this program be approved. All districts are experiencing an increase in special education students in their schools. This area of certification has been on the critical shortage list for the state of Arkansas for many years. It is important to get quality candidates prepared in special education on the front end. It is overwhelming for teachers to work on an ALP in special education while teaching and getting acclimated to special education.
- RPS: Very
- RPS2: Not very
- BPS: Very important
- FYPS: This program is critical to this region as we are one of the fastest growing areas and the schools are competing for quality special education teachers.
- SDPS: Very important.
- PRPS: It will be important for our students with special needs and their families as more qualified special ed teachers will be available for hire in our districts.
- GMS: I believe it will be a benefit for every school in the area no matter what size they are.
- HPS: It would be nice to have access to this program in Northwest Arkansas.
- OMHS: Very important.
- LJHB: Although, I think it’s a great idea to have teachers certified as a regular education teacher first, you are limiting the pool of those that want to

solely be a special education teacher and can be a quality teacher. In my opinion, this is very important.

- BV: Important
- SD2: This program will help special education programs across the state. Every time that a position is available, it is difficult to find qualified candidates.
- ???: Very important! There is a great need!
- BFM: Very important. Appropriate instruction for special education students is a big challenge in our state. I'm very fortunate to have a highly skilled SPED staff, but the deeper our knowledge and strength, the better we educate all students.
- RPS: It would be helpful.
- SSSD: Very important! We have been blessed to usually find excellent teachers for our special education students but I know that there are usually always openings in NWA that go unfilled until the end of summer or filled with alternate licensees.
- SD: It is possibly the single most important addition to the University's program as it relates to teaching children with disabilities.

12. Provide any additional comments about the proposed degree program.

JDE: Special Education teachers currently do not have the training to adequately help students who have a true learning disability in reading. We must change this!

- WFPS: There are so many kids in our schools that have special needs; yet unfortunately, the lack of special education teachers in the state is recognized as a critical shortage area.
- FRMPS: Glad to hear that the flagship University in Arkansas is stepping up to this challenge. My best wishes to you and your faculty.
- RPS: There are too many issues presenting in children for a teacher to have an add-on instead of a specific degree focus to be as well prepared as possible for the reality of each day.
- FYPS: Please let me know if I can be of any assistance as you develop this program.
- SDPS: I hope it would be constructed around the specific yet broad range of student needs in the public schools.
- PRPS: Students need to spend time in classrooms early on to ensure this is the degree they want to pursue. Exposure to a variety of special ed programs will help the student be better prepared for a variety of special ed teaching positions.
- ???: It needs to be given strong consideration. Applicants are few and far between, by adding this degree route, it would greatly improve the applicants and provide more of them!
- SD: Accessing the knowledge and skills of special educators who currently work in the field should be a pivotal piece of the program. For students to be ready for the rigors of teaching in a special education classroom, they must have opportunities to put into practice the strategies they read about in books and hear in lectures. They should be required to observe and

volunteer I special education classrooms early in the program so they can determine whether or not they are prepared for the rigors fo the profession. An understanding of the additional time they must invest outside the classroom to complete due process paperwork and analyze data must be emphasized. Being a special educator is not for the fait of hear or individuals who think it is an “8 to 3” job.