



Literacy for All Junior/Senior High: A Community of Practice 2013-2014

Alberta Regional PD Consortia (ARPDC), through Edmonton Regional Learning Consortium (ERLC) have received a grant from Alberta Education to coordinate this project. A component of this pilot involves gathering information from participants at strategic points during the pilot to evaluate the effectiveness of both the Community of Practice and literacy resources. This data will be collected and analyzed by an independent researcher. The data will be used to inform implementation and to measure results of the pilot. The identity of survey participants will be confidential and will be accessed by the researcher only. Individual participants will not be identified in any communications or reports.

If you have questions concerning the survey or the research component of the pilot, please contact Karen Loerke 780-444-2497 ext 290.

Thank you for your participation.

A. When teaching students with moderate/severe cognitive disabilities how confident are you in your ability to:

*5 being most confident

1. provide effective instruction in reading

- 1
- 2
- 3
- 4
- 5

2. provide effective instruction to develop written communication skills

- 1
- 2
- 3
- 4
- 5

3. provide effective instruction to develop language and communication

- 1
- 2
- 3
- 4
- 5

4. embed and support students' use of augmentative and/or alternative communication devices and/or systems in classroom instruction

- 1
- 2
- 3
- 4
- 5

5. collaborate with parents to support the development of their students's literacy and communication skills

- 1
- 2
- 3
- 4
- 5

6. collaborate with other professionals (e.g. reading specialists, psychologists, speech pathologists, occupational therapists) to develop programming and strategies to support students' literacy and communication skills

- 1
- 2
- 3
- 4
- 5

B. Consider which of the areas below you need to learn more about in this pilot year. Use the scale below to indicate your level of need for additional information in each of these areas:
*5 being most confident

7. use of augmentative and alternative communication devices and/or systems

- 1
- 2
- 3
- 4
- 5

8. development of communication skills

- 1
- 2
- 3
- 4
- 5

9. development of written communication skills

- 1
- 2
- 3
- 4
- 5

10. development of reading skills

- 1
- 2
- 3
- 4
- 5

11. use of assistive technologies (other than AAC devices/systems) to support student literacy

- 1
- 2
- 3
- 4
- 5

12. awareness of appropriate teaching resources

- 1
- 2
- 3
- 4
- 5

13. collaboration with parents

- 1
- 2
- 3
- 4
- 5

14. collaboration with related professionals (e.g. reading specialists, psychologists, speech pathologists, occupational therapists)

- 1
- 2
- 3
- 4
- 5

Please consider your current use of learning and teaching resources for students with moderate/severe cognitive disabilities in your classroom:

15. Do you currently use any particular learning and teaching resources with this population of students?

16. How effective have you found these learning and teaching supports to be in planning and delivering literacy instruction to students with moderate/severe cognitive abilities?

- 1
- 2
- 3
- 4
- 5

17. What is most useful to you in these resources?

18. What are some challenges you have with these resources?

Please indicate how you currently feel about teaching literacy skills to students with moderate/severe cognitive disabilities:

*5 being the highest rating

19. Anxious

- 1
- 2
- 3
- 4
- 5

20. Excited

- 1
- 2
- 3
- 4
- 5

21. Overwhelmed

- 1
- 2
- 3
- 4
- 5

22. Confident

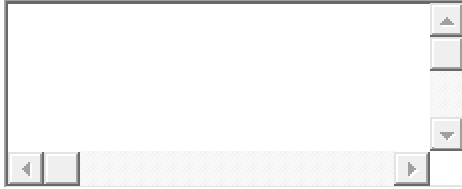
- 1
- 2
- 3
- 4
- 5

23. Comfortable

- 1
- 2
- 3
- 4
- 5

What is your current experience with teaching students with moderate/severe cognitive abilities?

24. I have taught students with moderate/severe cognitive disabilities for:



25. What type of training do you have?

- Bachelor of Education
- Master's Degree
- Specialized Certificate

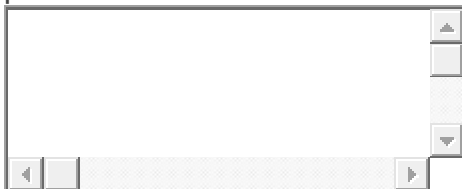
26. Please indicate any specialization in your training:



27. Have you previously participated in literacy training? (examples: Balanced literacy, Reading Diagnostic Course etc.)

- Yes
- No

28. If so, please list up to three that have had the most impact on your teaching practice:



29. Do you have any other thoughts or questions as you embark upon this pilot?

