

Teacher and ESA Leadership Experience Survey

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Teacher and ESA Leadership Experience Survey

Executive Summary

In order to increase understanding of teachers' and educational staff associates' (ESAs') leadership experience, training, and development opportunities, the Enhancing Capacity for Special Education Leadership (ECSEL) program conducted a survey of special education teachers and ESAs who are engaged in leadership roles in their schools or districts in Washington state.

The research was conducted in two phases between May 12, 2022, and June 22, 2022. First, district superintendents and special education directors in Washington state were asked to provide the names and email addresses of teachers and ESAs in their districts who have been appointed to formal leadership roles. Second, the 90 teachers and ESAs who were identified as holding leadership roles were invited to participate in an online survey to increase understanding of the leadership roles that special education teachers and ESAs are filling in Washington. The questionnaire used in the survey asked respondents to describe their leadership position; professional background; and responsibilities, opportunities, and learning in the leadership position.

Fifty-two (58%) of the 90 teachers and ESAs who were asked to participate responded to the survey. Nine teachers and ESAs answered the first three questions, and 43 completed the survey. Key findings of this survey are summarized below.

Leadership Position

- The most common location for the survey respondents' leadership positions was a "Single School" (38%). Roughly equal numbers of survey respondents said that they were located in "Multiple Schools" (29%) or their "Entire District" (27%), and three respondents (6%) said they were in some "Other" location.
- Over half (56%) of the survey respondents said that the person responsible for supervising them in their leadership role was the "District Special Education Administrator," 29 percent said that their "Principal/Assistant Principal" was responsible for supervision, and 15 percent (8 leaders) said that some "Other" person was responsible.
- Over half (56%) of the survey respondents said that their leadership role was a full-time assignment, 38 percent said that their position was part-time, and six percent (3 leaders) responded "Other." Most (60%) of the leaders who worked in a single school said that their leadership assignment was "not full-time" or for "fewer than 10 hours per week." Most leaders who worked in multiple schools (67%) and in the entire district (79%) said that their leadership role was a "full-time" assignment.
- Leaders who participated in the survey said that they are compensated with a stipend (37%), in a funded position with release from other duties (33%), in some other way (12%), or that they did not receive compensation for their leadership role (19%).

Professional Background

- Leaders who participated in the survey said that their total experience supporting students with disabilities ranged from 7 to 35 years, and leaders reported that they had, on average, 16.6 years of experience supporting students with disabilities. Leaders also said that they had been in their current leadership position for between 1 and 13 years and averaged 3.5 years of experience in their current position.
- Leaders' previous positions included special education teacher at all levels of education, ESA, and general education teacher.

Responsibilities, Opportunities, and Learning in Leadership Position

- Over half (51% to 65%) of the survey respondents said that they had significant leadership responsibilities in four areas: "Support teachers in addressing learning difficulties of individual students," "Support compliance with IEP and other special education policies," "Formal mentor for new teacher(s)," and "Facilitate and/or document IEP meetings."
- Over two thirds (67% to 86%) of the leaders said that the following statements apply to their current leadership role "extremely well": "The position involves working with colleagues who have different experiences and perspectives," "The position involves an expectation for creating change," "To be effective in this position, I have had to expand my expertise to additional specialty area(s)," and "In the past year, this leadership role has given me the opportunity to impact programming for individual students."
- Over half (53% to 67%) of the leaders said that experiences that have been "extremely helpful" in preparing them to be successful in their current leadership role were "Previous professional practice," "Previous leadership experiences you have had on the job," "Feedback from supervisors in previous leadership responsibilities," and "Opportunities to observe a colleague or supervisor."
- Significantly more teachers and ESAs with district-level supervisors than those with building-level supervisors said that five statements applied "extremely well" to their leadership roles: "This position involves working across organizational boundaries (in or out of the school district)," "This position involves working with colleagues who have different experiences and perspectives," "This position involves an expectation for creating change," "To be effective in this position, I have had to expand my professional network," and "In the past year, this leadership role has given me the opportunity to impact professional practices in my school district." However, responses to open-ended questions about training and mentoring, significant learnings, support for continued development suggest that teachers and ESAs with district-level and building-level supervisors have similar experiences and needs.

Teacher and ESA Leadership Experience Survey

Implications Highlighted by the ECSEL Faculty

The survey results clearly show that Washington State has a significant cadre of special educators who have assumed leadership roles in their schools and districts. With an average of sixteen years of professional experience, these teachers and Educational Staff Associates (ESAs) work in both individual schools and across their districts to support special education.

The responsibilities most frequently mentioned by survey respondents demonstrate that teacher and ESA leaders provide practical support to school professionals as they address student learning challenges, engage in IEP development, mentor new colleagues, and ensure compliance with special education policies. To succeed, these leaders share and interpret information about needs, innovations, new initiatives, and current events horizontally and vertically in the organization. Their positions thus create unique opportunities to build relationships that support program implementation and to lead for improved outcomes for students.

The leaders' perceived effectiveness in their positions varied. Two-thirds of respondents felt that the statement, "In the past year, this position has given me the opportunity to impact programming for individual students" applied extremely well to their situation. But only about half of the leaders agreed to a similar extent that their positions had provided opportunities to impact school routines or professional practices. This suggests that the leaders' perceived impact relates more to individual student services than to broader systems change.

The importance of these leaders' responsibilities does not appear to be reflected in the preparation and support they receive for their leadership roles. Responses indicate that preparation has come largely from initial preparation in one's specialty area, learning through experience, and informal support from colleagues and supervisors. Ongoing professional development in the position is similar in many respects: Responses to the open-ended question about professional learning opportunities indicates that about half of these leaders had participated in some professional development, although most reported only one-time events, and indicated that training was focused on specialty topics rather than the broader responsibilities of their leadership role. About one-fifth of respondents reported receiving mentoring from their supervisor, and another fifth described support from peers, but fully twelve percent of respondents indicated that they had received no professional development at all in their position.

A more positive aspect of the survey results comes from leaders' responses to questions about their responsibilities. A majority of respondents agreed that their responsibilities involved the kind of challenges that research across many organizations has shown to be the most significant influences on individuals' continued development as leaders. These include working with diverse colleagues, the need to expand social networks, work with tight deadlines, and taking on unfamiliar responsibilities. Consequently, on-the-job learning in teacher and ESA leadership positions may provide a useful pathway into more advanced leadership roles.

Important takeaways from the study, then, are that Washington's special education teacher and ESA leaders provide critical linkages between priorities of the district and daily realities of school programs for students with disabilities. Their responsibilities provide powerful opportunities for ongoing leader development and create what is arguably the state's most important leadership pathway toward local special education administrator positions. It appears, however, that more comprehensive professional development could improve individual impact and support a more robust leadership pipeline.

Teacher and ESA Leadership Experience Survey

Introduction

In order to increase understanding of teachers' and educational staff associates' (ESAs') leadership experience, training, and development opportunities, the Enhancing Capacity for Special Education Leadership (ECSEL) program conducted a survey of special education teachers and ESAs who are engaged in leadership roles in their schools or districts in Washington state.

This report describes the special education teacher and ESA leadership experience survey. Research methods are discussed first, followed by results. A copy of the questionnaire used in the survey is attached to the report.

Methods

The research was conducted in two phases. First, district superintendents and special education directors in Washington state were asked to provide the names and email addresses of teachers and ESAs in their districts who have been appointed to formal leadership roles. Second, the teachers and ESAs identified in leadership roles were invited to participate in an online survey to increase understanding of the leadership roles that special education teachers and ESAs are filling in Washington.

Phase 1. On May 12, 2022, a message was emailed to superintendents and local special education directors in Washington state explaining that the ECSEL program was planning a survey "to learn more about the leadership experiences that teachers and ESAs have on the job" and asking for the names and email addresses of "teachers and ESAs in the district who have been appointed to formal leadership roles, such as a TOSA, instructional coach, department chair, lead teachers, lead school psychologists, or school-wide coordinator of special education services." Email addresses for superintendents and local special education directors were obtained from the Washington Office of Superintendent of Public Instruction, and the superintendents and directors used a link to an online survey (in Catalyst) to provide the names and email address of leaders in their district. Follow-up reminder email messages were sent to superintendents and directors on May 22 and May 26, 2022. All email messages were signed by the ECSEL faculty and sent by William Rasplica from his UW email address.

By May 27, 2022, superintendents and directors had provided the names and email addresses of a total of 90 special education teachers and ESAs as possible participants in the ECSEL teacher and ESA leadership experience survey.

Phase 2. On May 31, 2022, an email message announcing the planned leadership experience survey was sent to the 90 teachers and ESAs identified as holding formal leadership roles in Washington. On June 1, 2022, another email message invited those teachers and ESAs to participate in the online survey and included a link to the survey (in Qualtrics). Follow-up reminder

email messages were sent to the teachers and ESAs on June 9 and June 17, 2022. All email messages were signed by the ECSEL faculty and sent by William Rasplca from his UW email address.

The questionnaire used in the teacher and ESA leadership experience survey was developed with the input and approval of ECSEL faculty. The questionnaire asked respondents to describe their leadership position; professional background; and responsibilities, opportunities, and learning in the leadership position. If respondents wished to receive a summary of the survey results, they also were asked to provide their email addresses. A copy of the questionnaire is attached to this report.

Results

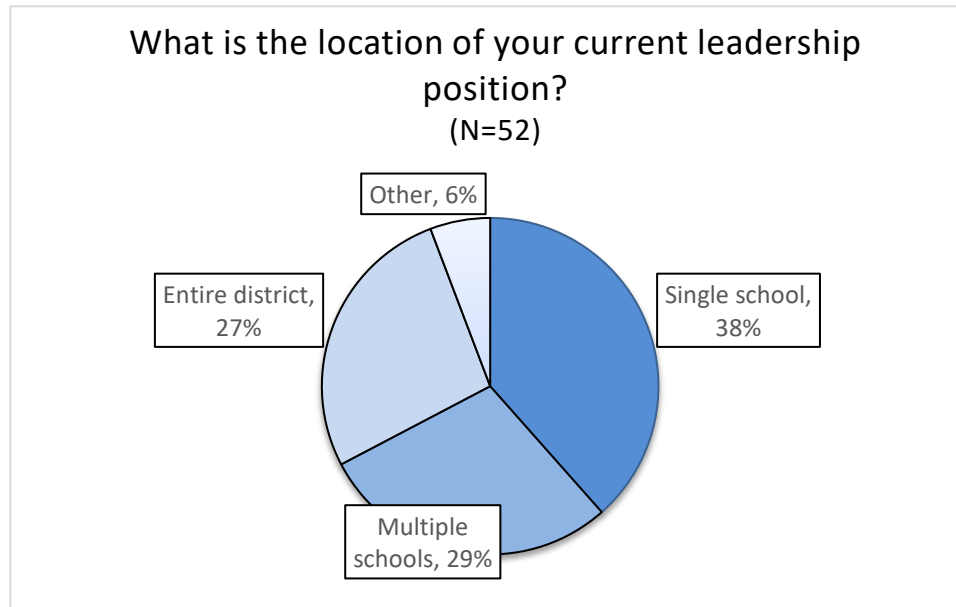
By June 22, 2022, 52 (58%) of the 90 teachers and ESAs asked to participate had responded to the survey. Nine respondents answered the first three questions, and 43 respondents completed the survey. Results presented below are based on all responses to each question.

Teachers' and ESAs' leadership positions are discussed first, followed by their professional backgrounds, and then responsibilities, opportunities, and learning in their leadership positions. Next, responses of teachers and ESAs with district-level supervisors are compared to responses of those with building-level supervisors for six questions regarding leadership experience, training, and development opportunities. Finally, survey respondents' interest in receiving a summary of the survey results is described.

Leadership Position

The first four questions in the survey asked about the respondents' current leadership position. Responses to these questions are discussed below and detailed in the next four charts. Percentages do not always total 100 in these charts due to rounding.

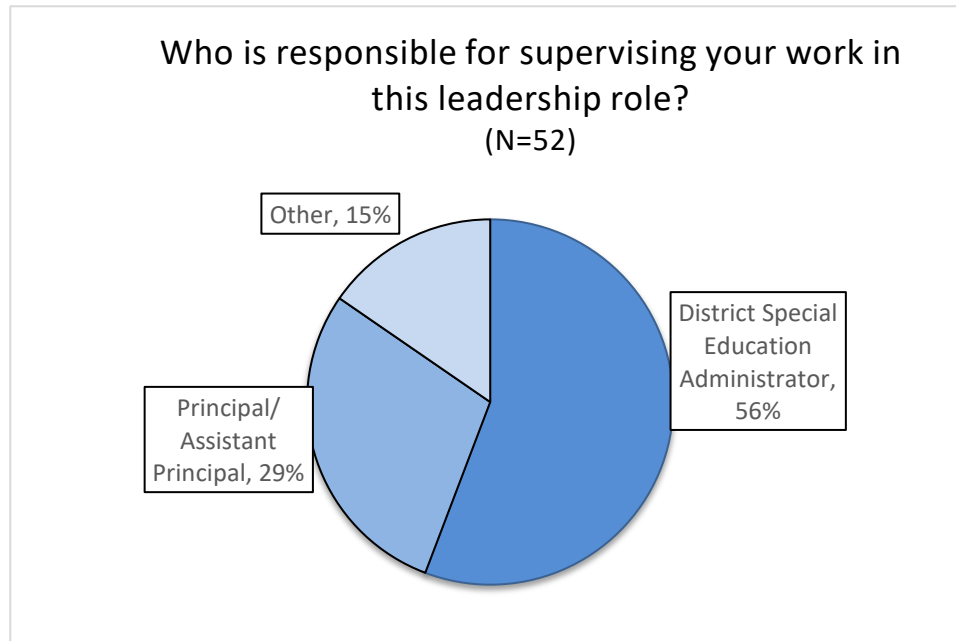
First, leaders were asked about the location of their current leadership position. As the next chart shows, the most common location for the survey respondents' leadership positions was a "Single School" (38%). Roughly equal numbers of survey respondents said that they were located in "Multiple Schools" (29%) or their "Entire District" (27%), and three respondents (6%) said they were in some "Other" location.



The three (6%) respondents who described the location of their current position as “Other” specified the following locations:

- *ESD 171*
- *Varies upon need of students*
- *Multiple leadership positions - Building leadership position for special education programs at our school - District special education leadership position for entire school - District literacy leadership position for multiple schools K-6*

Over half (56%) of the survey respondents said that the person responsible for supervising them in their leadership role was the “District Special Education Administrator,” 29 percent said that their “Principal/Assistant Principal” was responsible for supervision, and 15 percent said that some “Other” person was responsible, as the next chart shows.

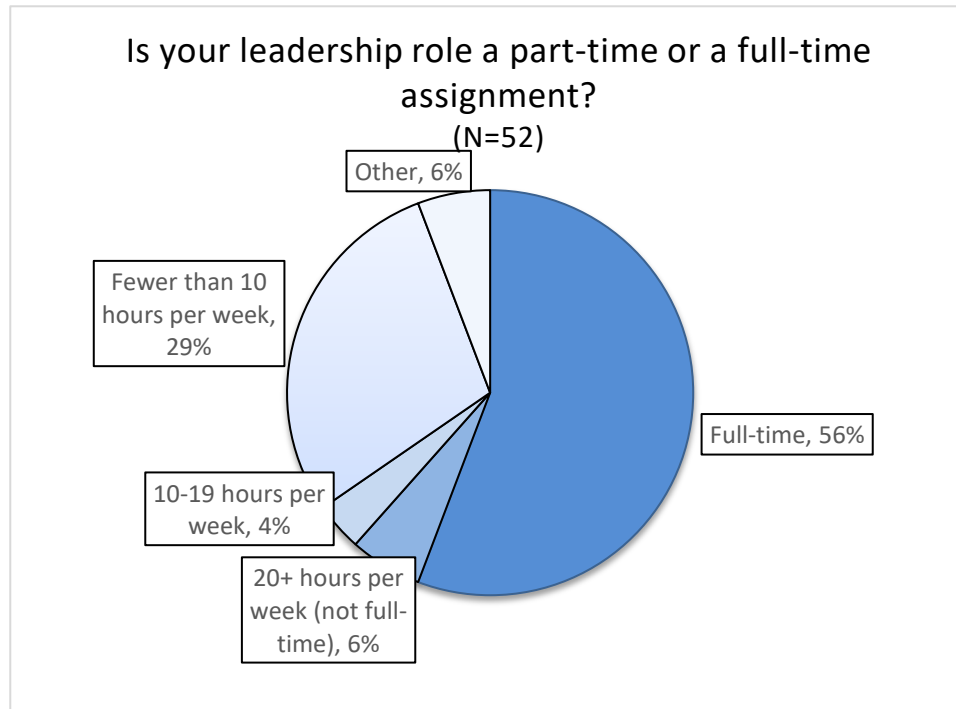


The eight leaders (15%) who said that they had “Other” supervisors described their supervisors as follows:

- *Assistant Supt*
- *Both an Assistant Principal (my evaluator/supervisor) and a District Special Education Administrator (supervises program). I also have a CTE Administrator who supervises the CTE portion of program*
- *Department Head*
- *Director of Teaching and Learning*
- *ESD Associate Director of Student Success and Learning*
- *Functional Academics Classrooms Team Lead*
- *School Psychologist - Lead*
- *Building leadership role: Principal/Assistant Principal, District special education role: District Special Education Administrator, Literacy leadership role: Interim Director of Curriculum and Instruction, K - 6*

As might be expected, most (75%) of the leaders who work in a single school said that they were supervised by principals or assistant principals. Most of the leaders who work in multiple schools (87%) and in entire districts (93%) said that they were supervised by the “District Special Education Administrator.”

Over half (56%) of the survey respondents said that they their leadership role was a full-time assignment, 38 percent said that their position was part-time, and six percent (3 respondents) responded “Other.” These results are shown in the next chart.



The three leaders who chose “Other” as their response to this question described their positions as follows:

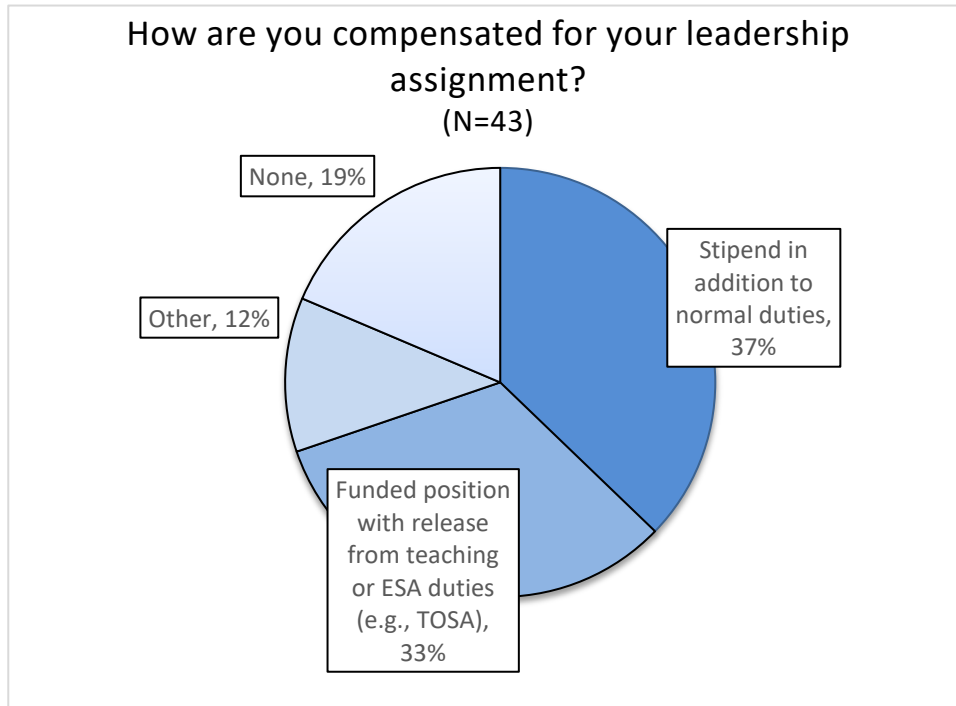
- *Embedded within role (we don't have a transition specialist so that wraps into my current role). I am also a PLC leader which is fewer than 10 hours per week.*
- *Portions of added work responsibilities*
- *Building leadership role: Fewer than 10 hours per week, District special education role: Fewer than 10 hours per week, Literacy leadership role: Fewer than 10 hours per week*

Leaders who indicated that their position was less than full time were asked to describe their other professional positions. These survey respondents described a variety of other positions, and their verbatim answers to this question are shown in the following table.

If your leadership role is a part-time assignment, what other professional positions are you assigned?
.7 typical school psychologist role
Classroom Life Skills teacher
Full time special education teacher
I am a full time special education teacher and work with students at Anacortes High School and Cap Sante HS, both located in Anacortes, WA
I am a special education teacher and PLC leader.
I do not receive any additional time as the lead of our ESA group which includes leading monthly therapist meetings (4 hours), staffing support, procedural support, and maintaining caseload. The AT position is 2 days a week to support the entire district.
OT Behavior Specialist I am a lead special ed provider at an elementary in which I lead handling of special ed issues as well as drive progress toward more inclusive practices. I also provide consultation to other buildings for behavior directly under my SpEd director. I design and lead trainings for the paraeducators in our district.
Para-Professional schedule, Student Study Team, PLC, Department Lead and attend Department Head meetings, collect data, pass along building and district information, support new or newly hired Sped team teachers, Attend all IEPs as district representative unless my own caseload or Safety Net IEP student, attend all Manifestation Meetings as district rep. I am the first person admin or other teachers come to about an IEP student (not the case manager but me, and I do not know why) Not allowed access to budget details, can't order materials or approve materials
PLC Leader, Special Programs District Equity Team
School psych, and school psych dept lead
School Psychologist (specified by 3 respondents)
Special Education
Special Education Teacher (specified by 3 respondents)
Special Education Teacher (Resource Program, K-4)
Special Education Teacher (Self-Contained) Behavior Support Trainer for Staff and Administration

Most (60%) of the leaders who worked in a single school said that their leadership assignment was “not full-time” or for “fewer than 10 hours per week.” Most leaders who worked in multiple schools (67%) and in the entire district (79%) said that their leadership role was a “full-time” assignment.

Leaders who participated in the survey said that they are compensated with a stipend (37%), in a funded position with release from other duties (33%), in some other way (12%), or that they do not receive compensation for their leadership role (19%). These results are shown in the next chart.



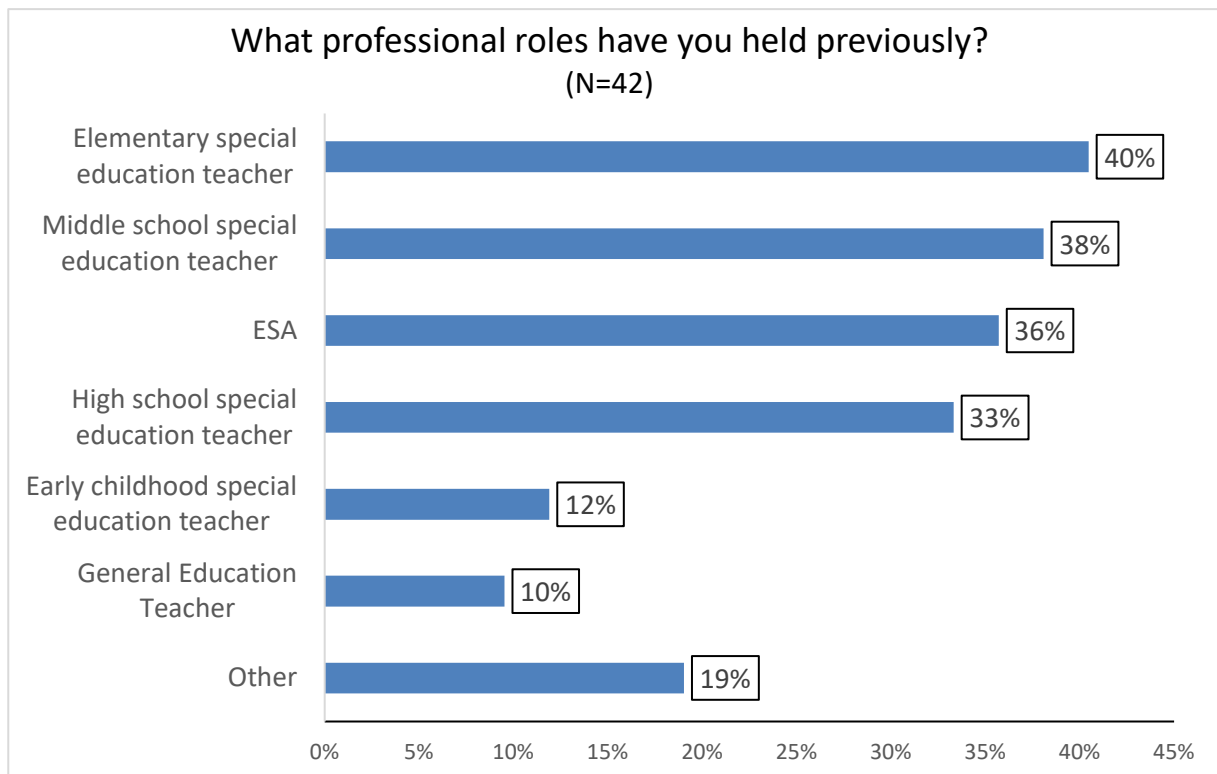
The “Other” sources and types of compensation that leaders described are as follows:

- *.3 FTE from a discretionary bank of FTE*
- *Additional pay at hourly per diem rate.*
- *Fee for service and CSA*
- *incorporated into teaching day, or hourly if beyond work hours*
- *This is a full time position funded by the district.*

Professional Background

The survey also asked about respondents’ professional background. Leaders said that their total experience supporting students with disabilities ranged from 7 to 35 years, and leaders reported that they had, on average, 16.6 years of experience supporting students with disabilities. Leaders also said that they had been in their current leadership position for between 1 and 13 years and averaged 3.5 years of experience in their current position.

The next chart summarizes the professional positions that survey respondents held previously. Percentages total more than 100 in this chart because some respondents have held more than one position previously.



Leaders who said that they previously held positions as ESAs were asked to specify their ESA role. Verbatim responses to this question are as follows:

- *BCBA*
- *Occupational Therapist*
- *OT, BCBA*
- *Psych*
- *psychologist*
- *School Psychologist* (specified by 6 respondents)
- *School Psychologist, Principal, Assistant Principal*
- *SLP* (specified by 2 respondents)
- *Special Ed Liaison, Program Specialist*

Leaders who said that they previously held “Other” professional positions described those positions as follows:

- *BCBA*

- *Early Childhood Education Teacher*
- *High School and Middle School Principal*
- *paraeducator*
- *Speech Therapy Assistant*
- *TOSA – Reading Intervention for Secondary*
- *TOSA in a different district*
- *University research assistant, University Instructor*

Responsibilities, Opportunities, and Learning in Leadership Position

Leaders were asked a series of questions about their leadership positions, responsibilities, and experiences. Responses to these questions are presented in the tables and charts, below.

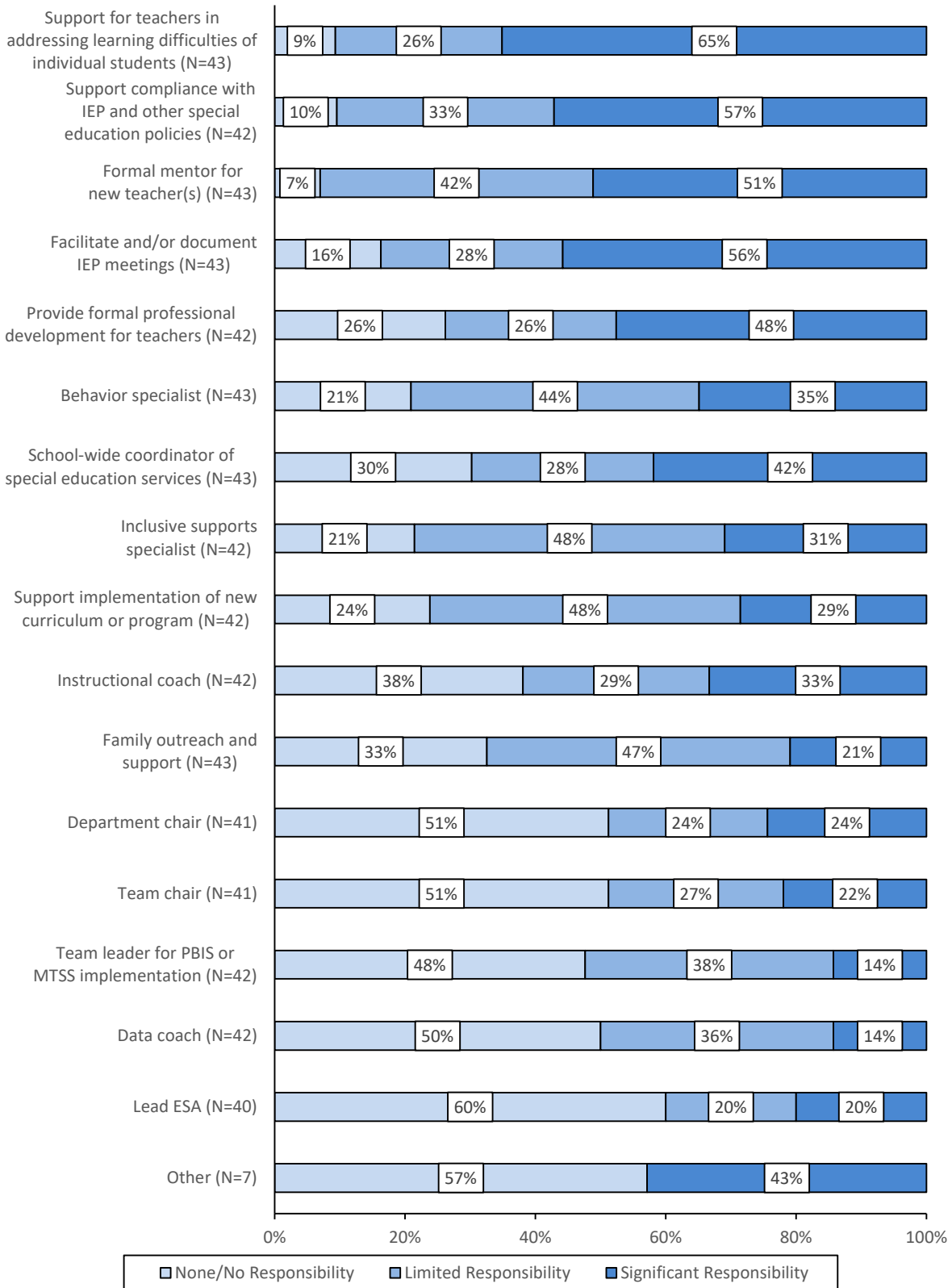
First in this section of the questionnaire, leaders were asked, “What is the title of your current leadership position?” Verbatim responses to this question are shown in the following table.

What is the title of your current leadership position?
(not officially) a Transition Specialist for district – embedded in Transition Teacher role PLC Leader
21 st Century Learning Program Site Supervisor Edgenuity Student/Family Mentor
Building Leadership Representative Special Education Leadership Representative K-6 Literacy Leadership Representative
Classroom Support Teacher (CST)- aka Instructional Coach
Co-Lead of Assistive Technology Team and Lead of OT/PT Group
Consultant Teacher/BCBA
Department Head for the Structured Learning Center (SLC)
Department head of special education and mentor teacher
Director of Special Services
Education Specialist in Special Education
Elementary Program Specialist
ESY Coordinator
I am on the High School Leadership Team and the Sped Department Chair
I don't technically have a title. I'm just given leadership roles.
I have been a support for teachers within my building and other district buildings for programs such as the WAAIM assessment, News 2 You curriculum, Styer Fitzgerald and other curriculum needs. I have also worked in my own building with staffing needs, behavior support, IEP writing, and collaboration.

Instructional Coach
Instructional Teacher Leader
Interim Assistant Principal
Leader
Managing Director of Student Success
Mentor
No one else wanted it in our building's Sped Team. The long-running individual was in lead for 15 years. No guidance or support of what was expected was provided. I have taken a couple of PD sessions on team building, conflict resolution/management and was for a single year prior to COVID on the building's SIT team.
None
PLC Leader (specified by 2 respondents)
Program Specialist
Psych dept lead MTSS leadership team Teacher trainer
School Psychologist (specified by 2 respondents)
School Psychologist Lead
School psychologist team co-lead
Secondary Special Education Instructional Coach
Secondary Special Education TOSA BCBA
Special Education and Early Learning Facilitator
Special Education Consultant Teacher (specified by 3 respondents)
Special education department head
Special Education Facilitator
Special Education Program Specialist
Special Education Teacher and Principal Intern
Special Services Coordinator/TOSA
Specialist and Support Staff Team Lead
Teacher Mentor and School Department Chair

The next three charts summarize leaders' opinions of and experiences in their positions. Percentages do not always total 100 in these charts due to rounding.

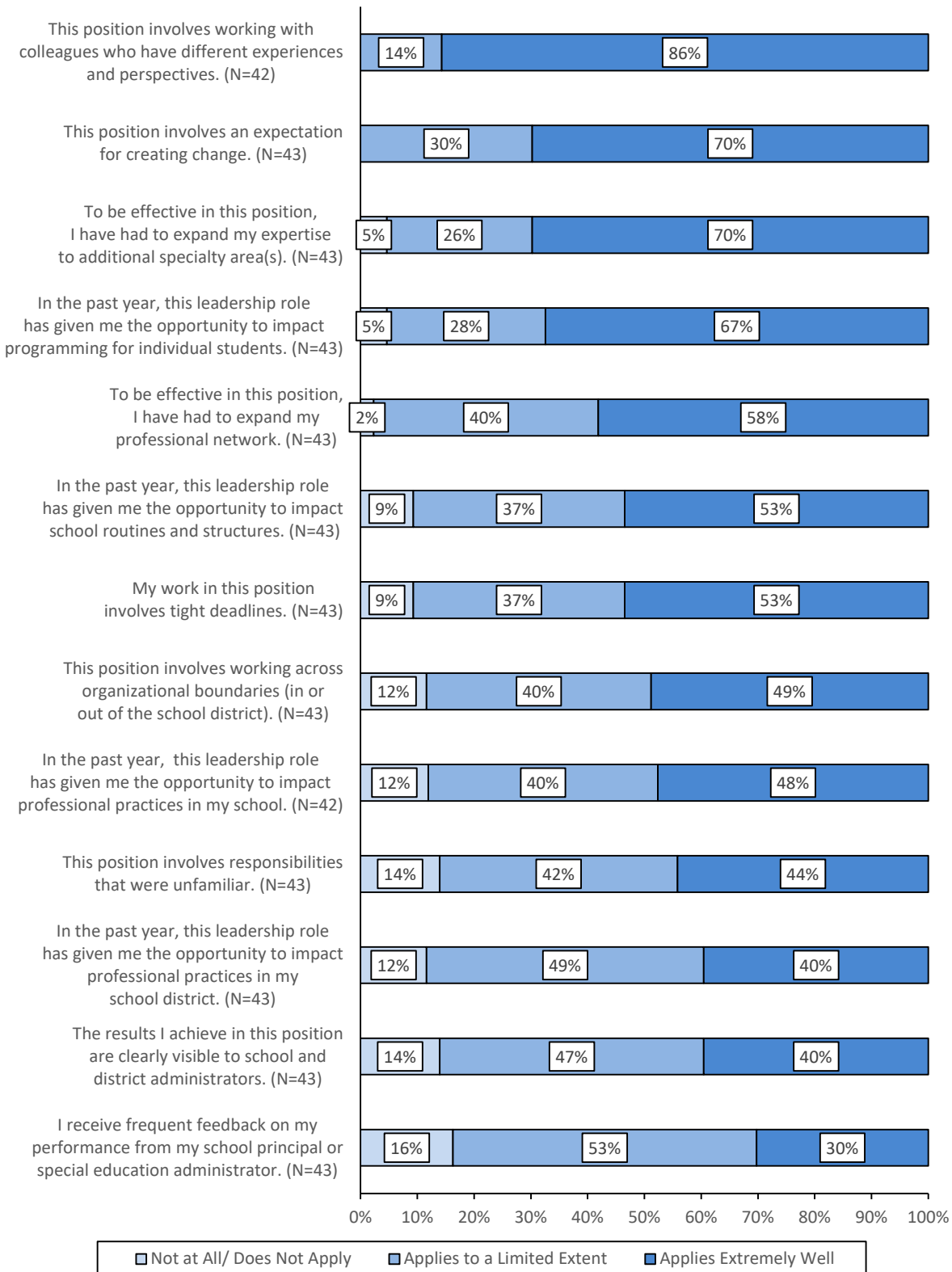
To what extent do you have each of the following leadership responsibilities?

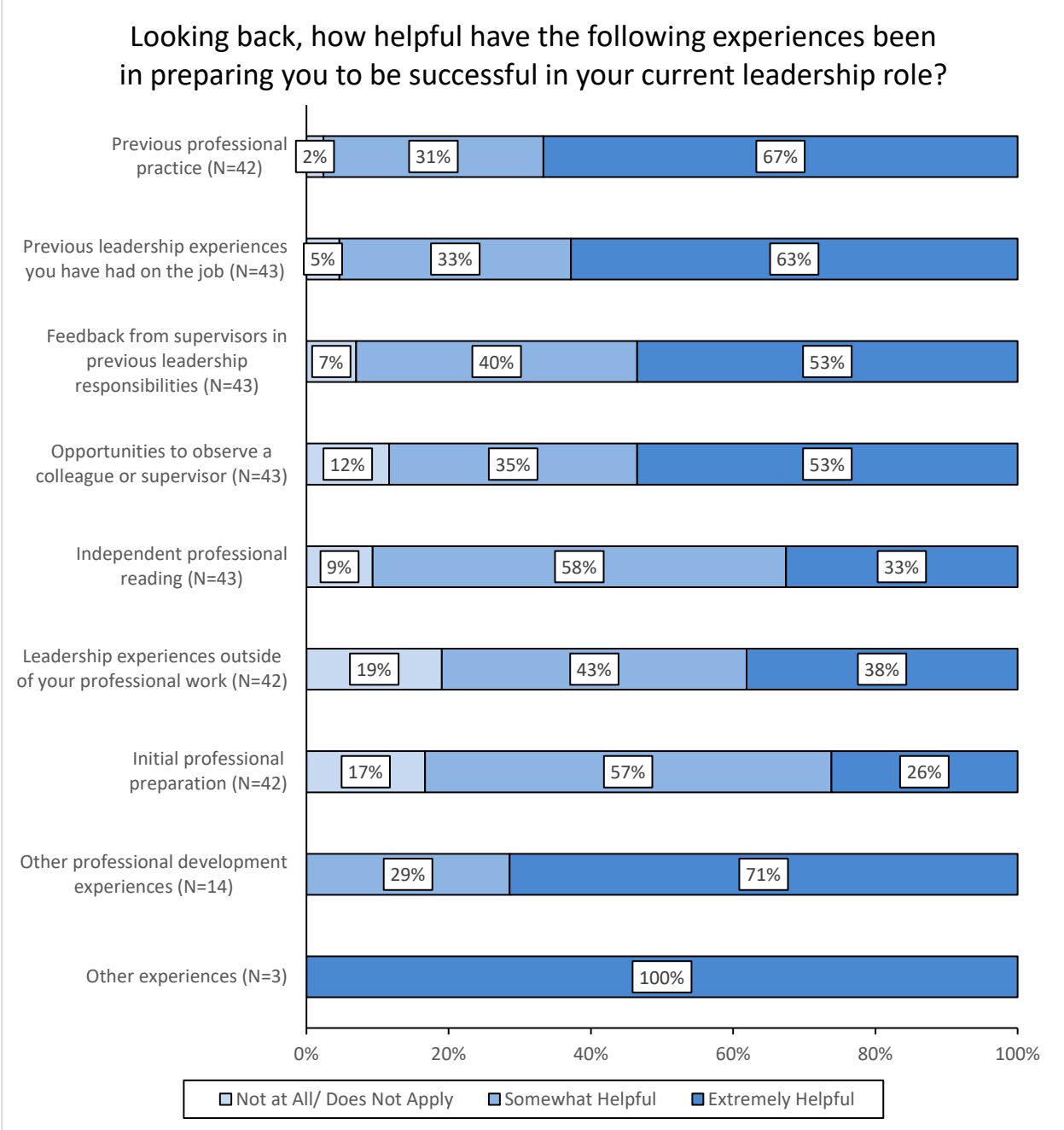


Four respondents described “Other” leadership responsibilities not listed in this question. The respondents’ verbatim descriptions of these responsibilities are as follows:

- *.5 administrator of the early learning center*
- *Conduct FBAs*
- *Researching curriculum/program needs, supporting vertical alignment across grade levels/buildings, supporting student transitions between buildings and programs*
- *Staffing/assignments*

How well do each of the following statements describe your current leadership role?





Leaders described “Other professional development experiences” that have been helpful in preparing them to be successful as follows:

- *ASCD Conference very informative and helpful in my daily practices.*
- *BEST Mentor academy, OSPI Early Learning Fellows, National Board Certification*
- *BEST Mentor Academy, urban collaborative, Inclusionary Practices (UW Haring Center), Principal Leadership Academy, among many more*

- *Breakthrough Coach and Mentoring Matters*
- *Completing a PhD program in special education*
- *I had a mentor*
- *PD offered through ESD*
- *Principal endorsement, Inclusion and Inclusive Practices, UDL, CRT, visiting demo sites in other districts, other Leadership PD*
- *Regional AT meetings to learn from others*
- *Too many to list but AVID, inclusive teaching, co-teaching, writing seminars, legal IEP's, autism training, etc.*
- *UDL, Inclusive Practices, MTSS, De-escalation, Equity*
- *Visible Learning*

Leaders described the following “Other experiences” that have been helpful in preparing them to be successful in their current leadership role:

- *Attending conferences and workshops on MTSS and PBIS*
- *Cadre Trainer of the WEA's Special Education Support Center*
- *extensive research specific to student needs*

Next, leaders were asked four open-ended questions about (1) the training and mentoring received in their current leadership position, (2) their most significant learning from this position, (3) what would support their continued development in this position, and (4) what additional comments they would like to share. Verbatim responses to these questions are presented in the following four tables.

What training and mentoring have you received since being appointed to your current leadership position that supports your work?
2 Day workshop on leadership roles. Mentoring from previous team lead.
Absolutely none
District wide training with consultant Mentoring
Early Learning Fellows for three years-Through EDS 113
Early mentoring by a colleague in the beginning of my career.
Frequent mentorship from the special education director
I am getting my admin certification through EWU.
I believe that coming from a larger district into a smaller district, I have been given mentorship that guides me in a way to see how things have been done here, and integrate my ideas and leadership without overwhelming or intimidating the teachers here, who are used to their way.
I had a mentor BCBA for a year and half. I went to OSPI mentor training. I sought professional training and continuing education on my own (which the district released me for or paid the course fees for in my first two years)
I have been offered to attend Visible Learning and have participated in numerous trainings on inclusion and co-teaching.
I have sought out help from the other district TOSA's to learn how they balance their time and manage long term projects. I have also reached out to administrator friends to help.
I shared the co-lead of the OT/PT group with an experienced staff member one year. Then I co-lead with a new hire to the district. We had monthly meetings with the Director of Special Education to discuss the direction of the group and review agenda for upcoming meeting. As co-lead of the AT Team we advocated and demonstrate a need which led to the position. No training specific to my job as an OT or leadership roles existed. Director of Special Education regular meetings I guess could be considered mentoring.
I went back to school for a graduate certificate in transition I participate in several professional groups (including a transition network at the county and regional level) to learn from peers as well as online PD I meet with mentors in my network to learn and gain ideas
Informal support from district special ed admin
It is very informal. I go to my building admin a ton whenever I encounter a new situation that requires an admin's wisdom. I constantly feel I am in over my head (which is how you know you are growing and learning, right?)
I've been trained in Right Response, state testing requirements (WIDA), and working with students on the Autism Spectrum.
I've received on the job training from a principal. I have received a little support from district leaders.

Limited explicit training and mentoring has been designed and offered to support my position. As a group of program specialist and as the special education leadership team in the district we conduct regular PLC activities to support our professional practice and growth (book studies, etc...). We have participated in trainings around specific initiatives (UDL/Inclusive practices).
Lots of books and national leadership conferences.
Member of School Improvement Team, Member Educators of Color Leaders Community through my local PSESD
Mentoring 101 (but was not applicable to my duties as “mentor” in my district).
As a special education teacher assisting first year special education teachers, my role is often to be responsible for IEPs, as many of the first year teachers in our district are not yet certificated.
Mentoring from of leadership positions, training on new curriculum, UDL, inclusion
No training yet
None
None, everything I have been doing has been because someone else mentored me and taught me. Then I took over the role.
OJT on a variety of tasks. Participation on district level committees /trainings
Ongoing PD in the sped field, collaboration with teaching and learning department
PD on mentorship and monthly mentoring meet ups with practice, book study and weekly check ins with more experienced TOSAs/Consulting Teachers, leadership that embeds regular reflective practices into weekly meetings, routine Critical Friends groups, Positive Discipline groups, attending various PD not available to staff in buildings – reading conferences, AVID conference, Math conference, and other “thought leaders” like John Hattie.
Professional development in Instructional Coaching practices (Student Centered Coaching), mentoring from seasoned instructional coaches, collaboration with peers, professional development in mentoring practices, professional development in Universal Design for Learning (UDL).
Professional Development specifically for leadership team representatives (i.e. beginning stages of Visible Learning) Closer mentoring relationship with my school and district administrators
SWPBIS & SWIS Facilitator training.
The training that has been most helpful has been in conjunction with our teaching and learning department. PD has centered around UDL and inclusive practices. Behavior meetings with the ESD have been helpful as well. Continued mentoring from supervisors and staff in this position longer than me have been absolutely essential for learning the ins and outs of my specific district.
Training through private evaluation systems (Kauffman, and Assoc). Training on 21 st Century Federal Grant.
UDL, Inclusive Practices, De-escalation, Equity, Mentor/Coaching Skills
Urban Collaborative, Katie Novak,

Very little to none. All of the professional development I have participated in has been information I have sought out. My current leadership has provided me with little intentional training, other than learning on the job and no direct mentorship.

We had a four hour training just before school began in regards to this position.

Weekly check ins and feedback/mentoring with my special education administrators, participation in several professional learning opportunities

What do you consider your most significant learning from your current leadership position?
That it's okay to be firm when needed, and there is always support when need just ask.
All of my teaching experiences has been with middle school students. I now support K-12. I am learning so much about elementary student needs on one end of the spectrum and then transition services on the other. I am learning about the district, how things are funded, potential barriers to making progressive changes to our practice (i.e. expanding inclusive practices). I am learning more about the demands of being an elementary or high school special ed teacher and thinking about the supports that would be best for that grade band. There's so much more to say about what I am learning. I guess I am also making so many connections to what I know. I am constantly thinking about what new info I am learning, what info is like my experience, and what info is missing that I need to learn more about. It's a lot!
Collaborating with other colleagues, be a part of the decision making process at my school.
Collaboration and mentoring from other instructional coaches
Conflict mediation, and conversing with others at a level that is respectful and allowing others to be heard. Also, respecting what situations and stressors that might come up and being able to use them for good, without taking them personal. But benefiting from the learning and growth opportunities.
Delegating responsibilities, setting forth expectations and holding staff accountable.
Early Learning Fellows
Experience from leading team meetings and getting feedback for improvement.
Hands-on experience
How to develop and implement stronger traits of being an advocate and team leader.
How to support and represent all members equally.
How to support teachers
How to work with mentoring new teachers in implementing transition
I have learned a lot about organizational structures and barriers to organizational change. I hope I am finding effective ways to remove some of these barriers and create systemic change.
Inclusionary practices
Inclusive Practices and Equity Work
It afforded me a greater perspective of special ed as a whole and the need for inclusion.
It really is the advise from other admin and their perspective on how they handle situations. So long as it feels ethical, legal, and in the best interest of the student, I typically stow it away for future reference on how to handle a similar situation.
I've learned a lot more about MTSS and tiered interventions. This has been my goal and I've been supported by my principal and the special education director.
Leading teams through changes
Learning centered around compliance and funding. I have a better understanding of the Safety Net process, along with 442 corrections. I have also been able to participate in our Community Impact grant. These are experiences beyond what I had as a classroom teacher.
Learning fro my special programs director
Not sure

Observing leadership styles of other leaders and coworker's perceptions of their actions. Formal graduate work during MBA with a focus on management has been something I reference during situations and reflections of skills to develop.
On the job learning, and observing others. There has been a lot of what I would classify as trial and error.
Opportunities to participate on /in doing the task with feedback being provided.
Organizational change is challenging and multi-faceted.
Regular and structured conversations about leadership.
Say no thank you. There was no clear set of expectations to understand what was expected of me. There was no feedback or communication beyond my typical observation/evaluation communication. I did not know what questions to ask so there was no way of knowing where to start and how to improve.
Supporting diverse groups of adults and building a team Communicating and having difficult conversations
That special education teachers need to take more leadership roles.
The accessibility to my special education administrators to understand the vision, priorities and philosophies of our district. Being able to ask specific questions about the work I am doing has been a lifeline.
The depth of special education across the grade levels.
The importance of: -change in practice starts with building administrators -systems change and structures that support inclusion -relationship, communication and collaboration with those that create the systems and structures -the need for additional supports for the teachers that implement inclusive practices (administrative support, professional development, collaboration time, etc) -understanding the many roles of the special education teacher
The most significant learning from my current position has been how to have difficult conversations with colleagues while maintaining professionalism.
The most significant learning that I've taking from this position is helping 20entor young teachers to gain the confidence to be successful in the Special Education Role.
This being a very difficult year for our school due to many issues, it realized the absolute importance of breathing, and taking time to listen to all of you colleagues, to understand what each brings to the table.
Understanding of systems and how systems and process in adjacent departments can be effectively integrated (or work against each other)

What would support your continued development in this role?
A formalized job description; more ability to create change (I can create processes and systems but lack the power to implement them—this momentum has to come from admin)
Additional funding for special education in Washington State
Additional release time.
Collaborating/coordinating with others in similar roles in other districts. I would LOVE to make this professional connections and be part of a network of folks in these district wide support roles in special education departments. I am the only one in our district currently and I would love to learn from others.
Communication Collaboration Coordination Calibration
Continued availability to meet with supervisor/leader. Clear policies and procedures to reference to support decision making. Interactions with other leaders in similar positions.
Continued opportunities and training
Continued opportunities to attend professional developments, as well as continued mentorship.
Continued professional development trainings
Continued professional development.
Further information around SpEd law. We are often called to fill in for supervisors when they are out. This would be helpful in contentious meetings.
Getting some systems in place will help this team move forward in positive ways for student and staff learning and growth.
I think I've kinda reached as far as I can grow and will need to diversify to continue to grow. My next goal is Sped Admin.
I'd like training in forming master schedules and applicable inclusive practices for secondary schools.
Increased training and support around management of adults.
More ability to train paraeducators so they are able to support teachers in the classroom.
More admin level support, more time for developing this work (release from current position), clearer measurement of our outcomes, role clarity
More directed mentoring and specific higher ed courses. As is, I just grab what I can from my admin because I'm not yet in an admin program, so I don't have an official intern position. But because of my unique skill sets and my interest in advancing in that direction, my sped leader and building admin rely heavily on me to do more.
More hours in a day.
More consistent opportunities to meet as a leadership team and more intentional time dedicated to the follow-up and follow-through with the information I am bringing back to my team(s).
More hours in the day.
More information on OSPI form packages. This was something I had zero prior learning about, but was expected to know.

More opportunities for shared planning team mates.
More opportunities for training/professional development
More people like me to support staff in our district. 2 of us are not enough for a district our size (8600)
More time dedicated to being able to support new teachers without having to teach at the same time.
More training, more pay/time allocated
One thing that would be helpful is to have more clear and explicit roles and responsibilities detailed to clarify where the role of the program specialist fits in school support and how that differs from district special education administrator roles.
Another thing that would be very helpful are more genuine opportunities to actual use curriculum materials with students. It is challenging to support teachers and staff members with curriculum when my knowledge and exposure is limited to the initial trainings given to all staff members using it (without regular opportunities to use it with students).
Ongoing professional development: systems change, UDL, leadership skills, measuring effectiveness of leadership
Opportunities to develop systems for what I do and teams that I support. Time allocated for developing systems or procedures that are needed.
Purposeful and meaningful mentorship and evaluation,
Regular and structured conversations about leadership.
Something probably unique to my situation is that we have not had stable district office staff for a couple years. We have had many changes and issues at the district level which I've never experienced until recently. It has been very hard for our whole community.
Time management- I leave my computer for a day to be in the field and come back to 100+ emails. Its hard to sort through and prioritize when this is a newly created position so no one really knew what exactly I would do. I am trying to see what projects create the biggest organizational change and are the most beneficial to help manage this. I need to learn more about organizational change and creating safe and welcoming environments for coaching and mentoring to occur. And I would love to understand the funding more to help properly advocate with other admin.
Training
Understanding better, what the building expectations are. More communication and understanding what the system looks like in our building.
We need the time to meet with the Special Education Department. Training for new teachers and new educational assistants.
Yes
I would a basic understanding of what is expected of building leaders in a Sped role. Sped is not like any other program and operates differently. I was given none of the opportunities or encouragements to seek PD in this area. District pays for nothing and offers nothing.

<p style="text-align: center;">Are there any additional comments you would like to share about teacher and ESA leadership?</p>
<p>As an ESA, I'm lucky to work with special ed admin who recognize the importance of work that supports teaching and who are willing to give me a seat at the table. I know this isn't true of ESAs everywhere and I would love to see more inclusion of ESAs in systems development and programming decisions.</p>
<p>ESA leadership seems to encompass a broad field of responsibility since ESA's don't receive the same district support as teachers. For example; there are TOSAs or program specialists to support teachers in different aspects of their roles, new teacher orientation and formal mentorship program with compensation and dedicated staffing. ESA leadership is an interesting position to support each other while trying to impact general outcomes for students, but we aren't always thought of when decisions are being made at the administrative level. It has required more forward thinking and planning to get on people's radars and/or be invited to be part of discussions. Education is a very different environment than other workplaces, which makes leadership positions more challenging, less formal, more time intensive, and less compensated.</p>
<p>for clarification, on the last question, "Looking back, how helpful have the following experiences been in preparing you to be successful in your current leadership role?" I wasn't sure if I was to interpret that as these are things I've received and found to be helpful, or these are things I think would be helpful if I could get them. I went the fact that I haven't had all those experiences, so I might have rated lower if I didn't have that experience. But that is not to say I don't THINK it would be helpful, just I haven't had it.</p>
<p>I am somewhat uncomfortable providing feedback to enhance to ECSEL curriculum when my application was rejected from the program for this cohort while a colleague of mine was accepted with an incomplete application. Practices like this may lead people to question the reputation of a program and it's application process.</p>
<p>I believe Instructional Coaches are IMPERATIVE to the development of school staff. It allows a safe space for teachers and other staff to try new things with the support from a colleague. This is especially vital in our school system now, with trying to adapt to our changing student population and unchanging school system.</p>
<p>I don't think it is effective to keep adding on to existing roles. To make an impact and actually build out change, teachers need time (including supported release time) Very difficult to do this work as a full time teacher with responsibilities for transition specialist, CTE, and leading new teachers without additional time and support</p>
<p>I would like leadership training to focus more on developing leaders based on data about level 5 leadership (Jim Collins' work) and other research that shows that strong leaders have humility. The US culture seems to idolize extroversion, when in reality humble (often introverted) leaders with a lot of drive, are more likely to lead well. Maybe this just seems like opinion, but this is what both research and my own experience with leaders around me has shown. Our culture seems too often to look for the wrong kind of leaders. My district is in turmoil right now because of many leadership issues.</p>
<p>N/A</p>
<p>N/A</p>

na
NA
No
None
None
None at this time. Thank you!
Not at this time.
not that this time
There needs to be clear boundaries and responsibilities. A person can not do a FTE day of teaching and then be expected to be the support for others without time to learn, practice and communicate/coordinate with others and appropriate compensation.
This has been a wonderful opportunity for me and it is my first year in this role. I have gained a lot of knowledge and experiences that will help me grow in my effectiveness in supporting students and staff in our district. It has been unique in that none of my undergraduate or graduate work specifically focused on this type of role but it has been a great opportunity for growth for me!
This is a much needed position in our field of work. I hope we continue to grow and foster these positions to support new special education teachers who often come to us ill prepared or uncertified.

Selected Results by Supervisor’s Position

Responses of the teachers and ESAs with district-level supervisors were compared to responses of those with building-level supervisors for six questions regarding leadership experience, training, and development opportunities. Of the 43¹ teachers and ESAs who completed the leadership survey, 28 indicated that they had district-level supervisors, and 15 described having building-level supervisors.

Two of the questions about leadership experience, training, and development opportunities asked teachers and ESAs to rate a series of items about their positions: How well each of 13 statements described their current leadership role, and how helpful seven experiences were in preparing them to be successful in their current leadership role. Either 42 or all 43 of the respondents rated each of these items, and the ratings were compared using chi-square tests. The responses of teachers and ESAs with district-level supervisors differed significantly ($p < .05$) from those of teachers and ESAs with building-level supervisors on the following five items regarding respondents’ current leadership role.

¹ Fifty-two teachers and ESAs responded to the survey, 34 of whom indicated that they had district-level supervisors, and 18 described having building-level supervisors. Since 9 of the survey respondents completed only the first three questions and did not answer questions about leadership experience, training, and development opportunities, the discussion of results by supervisor’s position focuses on responses of the 43 who completed the entire survey.

- “This position involves working across organizational boundaries (in or out of the school district)”;
- “This position involves working with colleagues who have different experiences and perspectives”;
- “This position involves an expectation for creating change”;
- “To be effective in this position, I have had to expand my professional network”; and
- “In the past year, this leadership role has given me the opportunity to impact professional practices in my school district.”

More teachers and ESAs with district-level supervisors than those with building-level supervisors said that these items (above) applied “extremely well” to their leadership roles.

Ratings of the other statements regarding teachers’ and ESAs’ current role did not differ significantly by the supervisor’s position. The statements that did **not** differ significantly covered a range of topics and are listed below:

- “This position involves responsibilities that were unfamiliar”;
- “To be effective in this position, I have had to expand my expertise to additional specialty area(s)”;
- “My work in this position involves tight deadlines”;
- “I receive frequent feedback on my performance from my school principal or special education administrator”;
- “In the past year, this leadership role has given me the opportunity to impact school routines and structures”;
- “In the past year, this leadership role has given me the opportunity to impact professional practices in my school”;
- “In the past year, this leadership role has given me the opportunity to impact professional practices in my school district”; and
- “In the past year this leadership role has given me the opportunity to impact programming for individual students.”

Ratings of the seven items regarding experiences that prepared teachers and ESAs for their current roles did not differ significantly by their supervisor’s position.

The four other survey questions that pertained to teachers’ and ESAs’ leadership experience, training, and development opportunities were open-ended questions. The questions asked teachers and ESAs to describe the training and mentoring they have received, their most significant learning from their current leadership position, what would support their continued development, and their additional comments about teacher and ESA leadership.

The following tables present verbatim responses to these questions by supervisor’s position. These tables permit comparison of the responses of teachers and ESAs with district-level and with building-level supervisors, and their responses suggest that teachers and ESAs with district-level and building-level supervisors have similar experiences and identify similar issues.

What training and mentoring have you received since being appointed to your current leadership position that supports your work?

District-Level Supervisor

District wide training with consultant Mentoring
Frequent mentorship from the special education director
I am getting my admin certification through EWU.
I had a mentor BCBA for a year and half. I went to OSPI mentor training. I sought professional training and continuing education on my own (which the district released me for or paid the course fees for in my first two years)
I have sought out help from the other district TOSA's to learn how they balance their time and manage long term projects. I have also reached out to administrator friends to help.
I shared the co-lead of the OT/PT group with an experienced staff member one year. Then I co-lead with a new hire to the district. We had monthly meetings with the Director of Special Education to discuss the direction of the group and review agenda for upcoming meeting. As co-lead of the AT Team we advocated and demonstrate a need which led to the position. No training specific to my job as an OT or leadership roles existed. Director of Special Education regular meetings I guess could be considered mentoring.
I went back to school for a graduate certificate in transition I participate in several professional groups (including a transition network at the county and regional level) to learn from peers as well as online PD I meet with mentors in my network to learn and gain ideas
Informal support from district special ed admin
It is very informal. I go to my building admin a ton whenever I encounter a new situation that requires an admin's wisdom. I constantly feel I am in over my head (which is how you know you are growing and learning, right?)
I've been trained in Right Response, state testing requirements (WIDA), and working with students on the Autism Spectrum.
Limited explicit training and mentoring has been designed and offered to support my position. As a group of program specialist and as the special education leadership team in the district we conduct regular PLC activities to support our professional practice and growth (book studies, etc...). We have participated in trainings around specific initiatives (UDL/Inclusive practices).
Lots of books and national leadership conferences.
Mentoring 101 (but was not applicable to my duties as "mentor" in my district).
As a special education teacher assisting first year special education teachers, my role is often to be responsible for IEPs, as many of the first year teachers in our district are not yet certificated.
No training yet
OJT on a variety of tasks. Participation on district level committees /trainings
Ongoing PD in the sped field, collaboration with teaching and learning department

<p>PD on mentorship and monthly mentoring meet ups with practice, book study and weekly check ins with more experienced TOSAs/Consulting Teachers, leadership that embeds regular reflective practices into weekly meetings, routine Critical Friends groups, Positive Discipline groups, attending various PD not available to staff in buildings - reading conferences, AVID conference, Math conference, and other "thought leaders" like John Hattie.</p>
<p>Professional development in Instructional Coaching practices (Student Centered Coaching), mentoring from seasoned instructional coaches, collaboration with peers, professional development in mentoring practices, professional development in Universal Design for Learning (UDL).</p>
<p>Professional Development specifically for leadership team representatives (i.e. beginning stages of Visible Learning) Closer mentoring relationship with my school and district administrators</p>
<p>The training that has been most helpful has been in conjunction with our teaching and learning department. PD has centered around UDL and inclusive practices. Behavior meetings with the ESD have been helpful as well. Continued mentoring from supervisors and staff in this position longer than me have been absolutely essential for learning the ins and outs of my specific district.</p>
<p>Training through private evaluation systems (Kauffman, and Assoc). Training on 21st Century Federal Grant.</p>
<p>UDL, Inclusive Practices, De-escalation, Equity, Mentor/Coaching Skills</p>
<p>Urban Collaborative, Katie Novak,</p>
<p>Very little to none. All of the professional development I have participated in has been information I have sought out. My current leadership has provided me with little intentional training, other than learning on the job and no direct mentorship.</p>
<p>Weekly check ins and feedback/mentoring with my special education administrators, participation in several professional learning opportunities</p>

Building-Level Supervisor

<p>2 Day workshop on leadership roles. Mentoring from previous team lead.</p>
<p>Absolutely none</p>
<p>Early Learning Fellows for three years-Through EDS 113</p>
<p>Early mentoring by a colleague in the beginning of my career.</p>
<p>I believe that coming from a larger district into a smaller district, I have been given mentorship that guides me in a way to see how things have been done here, and integrate my ideas and leadership without overwhelming or intimidating the teachers here, who are used to their way.</p>
<p>I have been offered to attend Visible Learning and have participated in numerous trainings on inclusion and co-teaching.</p>
<p>I've received on the job training from a principal. I have received a little support from district leaders.</p>
<p>Member of School Improvement Team, Member Educators of Color Leaders Community through my local PSED</p>

Mentoring from of leadership positions, training on new curriculum, UDL, inclusion
None
None, everything I have been doing has been because someone else mentored me and taught me. Then I took over the role.
SWPBIS & SWIS Facilitator training.
We had a four hour training just before school began in regards to this position.

What do you consider your most significant learning from your current leadership position?

District-Level Supervisor

All of my teaching experiences has been with middle school students. I now support K-12. I am learning so much about elementary student needs on one end of the spectrum and then transition services on the other. I am learning about the district, how things are funded, potential barriers to making progressive changes to our practice (i.e. expanding inclusive practices). I am learning more about the demands of being an elementary or high school special ed teacher and thinking about the supports that would be best for that grade band. There's so much more to say about what I am learning. I guess I am also making so many connections to what I know. I am constantly thinking about what new info I am learning, what info is like my experience, and what info is missing that I need to learn more about. It's a lot!
Collaboration and mentoring from other instructional coaches
Delegating responsibilities, setting forth expectations and holding staff accountable.
Hands-on experience
How to develop and implement stronger traits of being an advocate and team leader.
How to work with mentoring new teachers in implementing transition
I have learned a lot about organizational structures and barriers to organizational change. I hope I am finding effective ways to remove some of these barriers and create systemic change.
Inclusionary practices
Inclusive Practices and Equity Work
It afforded me a greater perspective of special ed as a whole and the need for inclusion.
It really is the advise from other admin and their perspective on how they handle situations. So long as it feels ethical, legal, and in the best interest of the student, I typically stow it away for future reference on how to handle a similar situation.
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Understanding of systems and how systems and process in adjacent departments can be effectively integrated (or work against each other)

Building-Level Supervisor

That it's okay to be firm when needed, and there is always support when need just ask.
Collaborating with other colleagues, be a part of the decision making process at my school.
Conflict mediation, and conversing with others at a level that is respectful and allowing others to be heard. Also, respecting what situations and stressors that might come up and being able to use them for good, without taking them personal. But benefiting from the learning and growth opportunities.
Early Learning Fellows
Experience from leading team meetings and getting feedback for improvement.
How to support and represent all members equally.
How to support teachers
I've learned a lot more about MTSS and tiered interventions. This has been my goal and I've been supported by my principal and the special education director.
NOt sure
Organizational change is challenging and multi-faceted.
Say no thank you. There was no clear set of expectations to understand what was expected of me. There was no feedback or communication beyond my typical observation/evaluation communication. I did not know what questions to ask so there was no way of knowing where to start and how to improve.

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Continued opportunities to attend professional developments, as well as continued mentorship.

Further information around SpEd law. We are often called to fill in for supervisors when they are out. This would be helpful in contentious meetings.

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More directed mentoring and specific higher ed courses. As is, I just grab what I can from my admin because I'm not yet in an admin program, so I don't have an official intern position. But because of my unique skill sets and my interest in advancing in that direction, my sped leader and building admin rely heavily on me to do more.

More hours in a day.

More consistent opportunities to meet as a leadership team and more intentional time dedicated to the follow-up and follow-through with the information I am bringing back to my team(s).

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Understanding better, what the building expectations are. More communication and understanding what the system looks like in our building.

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Are there any additional comments you would like to share about teacher and ESA leadership?

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Very difficult to do this work as a full time teacher with responsibilities for transition specialist, CTE, and leading new teachers without additional time and support

N/A

na

NA

No

None

None at this time. Thank you!

Not at this time.

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N/A

None

not that this time

There needs to be clear boundaries and responsibilities. A person can not do a FTE day of teaching and then be expected to be the support for others without time to learn, practice and communicate/coordinate with others and appropriate compensation.

Interest in Survey Results

The last question in the survey asked respondents if they would like to receive a summary of the survey results. Twenty-eight respondents said, "Yes," they would like to receive a summary of results, and 26 also provided their email addresses so that they could receive the summary.

Teacher Leadership Survey

The Enhancing Capacity for Special Education Leadership (ECSEL) faculty want to learn more about the leadership experiences that special education teachers and ESAs have before entering a formal leadership preparation program. The results of this survey will be used to strengthen program curriculum and support more leadership development opportunities for our state's special educators.

Please answer the following questions about your leadership position, background, responsibilities, and learning in your leader role. The information you provide will be anonymous and confidential.

A. Leadership Position

Q1 What is the location of your current leadership position?

- Single school (1)
- Multiple schools (2)
- Entire District (3)
- Other (Please specify) (4) _____

Q2 Who is responsible for supervising your work in this leadership role?

- Principal/Assistant Principal (1)
- District Special Education Administrator (2)
- Other (Please specify) (3) _____

Q3 Is your leadership role a part-time or a full-time assignment?

- Full-time (1)
- 20+ hours per week (but less than full-time) (2)
- 10 - 19 hours per week (3)
- Fewer than 10 hours per week (4)
- Other (Please specify) (5) _____

Display This Question:

- If Is your leadership role a part-time or a full-time assignment? = 20+ hours per week (but less than full-time)*
- Or Is your leadership role a part-time or a full-time assignment? = 10 - 19 hours per week*
- Or Is your leadership role a part-time or a full-time assignment? = Fewer than 10 hours per week*
- Or Is your leadership role a part-time or a full-time assignment? = Other (Please specify)*

Q3A If your leadership role is a part-time assignment, what other professional positions are you assigned?

Q4 How are you compensated for your leadership assignment?

- Funded position with release from teaching or ESA duties (e.g., TOSA) (1)
- Stipend in addition to normal duties (2)
- Other (Please specify) (3) _____
- None (4)

B. Professional Background

Q5 How many years of experience do you have supporting students with disabilities in total?

Q6 How many years have you been in your current leadership position?

Q7 What professional roles have you held previously? Please check all that apply.

Early childhood special education teacher (1)

Elementary special education teacher (2)

Middle school special education teacher (3)

High school special education teacher (4)

General education teacher (5)

ESAs (Please specify role) (6)

Other (Please specify) (7)

C. Responsibilities, Opportunities, and Learning in Leadership Position

Q8 What is the title of your current leadership position?

Q9 To what extent do you have each of the following leadership responsibilities?

	None/No Responsibility (1)	Limited Responsibility (2)	Significant Responsibility (3)
School-wide coordinator of special education services (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department chair (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal mentor for new teacher(s) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional coach (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team leader for PBIS or MTSS implementation (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead ESA (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for teachers in addressing learning difficulties of individual students (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior specialist (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusive supports specialist (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data coach (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support compliance with IEP and other special education policies (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate and/or document IEP meetings (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support implementation of new curriculum or program (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide formal professional development for teachers (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family outreach and support (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team chair (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Please specify) (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 How well do each of the following statements describe your current leadership role?

	Not at All/ Does Not Apply (1)	Applies to a Limited Extent (2)	Applies Extremely Well (3)
This position involves working across organizational boundaries (in or out of the school district) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This position involves working with colleagues who have different experiences and perspectives (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This position involves an expectation for creating change. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This position involves responsibilities that were unfamiliar. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be effective in this position, I have had to expand my expertise to additional specialty area(s). (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be effective in this position, I have had to expand my professional network (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work in this position involves tight deadlines (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive frequent feedback on my performance from my school principal or special education administrator. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The results I achieve in this position are clearly visible to school and district administrators (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the past year, this leadership role has given me the opportunity to impact school routines and structures. (10)

In the past year, this leadership role has given me the opportunity to impact professional practices in my school. (11)

In the past year, this leadership role has given me the opportunity to impact professional practices in my school district. (12)

In the past year, this leadership role has given me the opportunity to impact programming for individual students. (13)

Q11 Looking back, how helpful have the following experiences been in preparing you to be successful in your current leadership role?

	Not at All/ Does Not Apply (1)	Somewhat Helpful (2)	Extremely Helpful (3)
Initial professional preparation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Previous leadership experiences you have had on the job (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership experiences outside of your professional work (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to observe a colleague or supervisor (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback from supervisors in previous leadership responsibilities (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent professional reading (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Previous professional practice (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other professional development experiences (Please specify) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Please specify) (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 What training and mentoring have you received since being appointed to your current leadership position that supports your work?

Q13 What do you consider your most significant learning from your current leadership position?

Q14 What would support your continued development in this role?

Q15 Are there any additional comments you would like to share about teacher and ESA leadership?

Q16 Would you like to receive a summary of results from this survey?

Yes (1)

No (2)

Display This Question:

If Would you like to receive a summary of results from this survey? = Yes

Q16A Please provide your email address so we can send you the summary of results. *Your email address will be stored separately from your other responses, so all survey responses remain anonymous.*

Thank you very much for your time and opinions. Your input will be extremely helpful as we work to improve preparation and support for teacher and ESA leadership positions in local school districts across the State of Washington.

Please click the right arrow at the bottom of this page to complete this survey.