

NDU SPED Collective Retention Rubric Survey

Welcome! This survey is designed to better understand the experiences of special education professionals across North Dakota.

Your input will help identify both strengths and needs, so we can work together to support educators and improve retention. Thank you for taking the time to share your perspective.

This survey is designed to help you reflect on your **current assignment** and how well it aligns with the [NDU SPED Collective Retention Rubric](#). For each section, please select the option that best matches your **current experience**. Your responses will guide conversations about support, workload, and retention.

North Dakota United may utilize comments and data provided to amplify the voice of its members. These comments will be shared only anonymously or as a collective summary. Your name and email will be collected solely if you opt to provide them.

Responses will only be reported in aggregate. Individual responses will not be shared with districts or administrators, regardless of whether you provide identifying information.

* Indicates required question

1. What is your current assignment? Choose the assignment that you have for the majority of the school day. *

Mark only one oval.

- ☐ Early childhood special education teacher
- ☐ K-12 special education teacher
- ☐ School psychologist
- ☐ School social worker
- ☐ Occupational therapist
- ☐ Speech language pathologist
- ☐ Speech language pathologist assistant
- ☐ Physical therapist
- ☐ Audiologist
- ☐ Educational support professional
- ☐ Other special education position
- ☐ Not currently working in special education

Domain 1: Paperwork Requirements and Supports

Intro: These items describe practices related to **due process and paperwork**. Please indicate how often each condition is present in your setting.

2. My district provides time during the duty day (outside of prep) for due process paperwork.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

☐ 1

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3. If IEP/evaluation meetings occur outside the duty day or during prep, I receive compensation or additional support.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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4. Professional development is available to support due process requirements and paperwork completion.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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5. I have access to someone knowledgeable (e.g., facilitator or coordinator) who can answer paperwork questions.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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6. The culture around due process compliance emphasizes support and guidance more than discipline.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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7. New special educators receive mentoring in due process requirements from experienced educators.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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8. Paperwork requirements and supports are addressed in the negotiated agreement.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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Domain 2: Workload

Intro: These items describe how **workload and caseloads** are determined and supported.

Please respond to the following based on your current experience.

9. My district uses a clear system, developed with special educator input, for assigning workloads and caseloads.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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10. Before changes are made to caseloads, I am included in the review and decision-making process.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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11. Additional support or compensation is available when workload increases significantly.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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12. Workload expectations are described in the negotiated agreement.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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Domain 3: Student & Staff Safety

Intro: These items describe practices **related to crisis planning, staff support, and safe learning environments**. Please respond to the following based on your current experience.

13. Training and access to district emergency/crisis and lockdown procedures are provided for staff.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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14. A crisis intervention team exists, with protocols and trained members.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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15. Staff have access to time or compensation for planning and implementing behavior intervention plans.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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16. Debriefing, break, or leave options are provided for staff following a crisis.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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17. When crisis team members are unavailable, consistent trained staff fill in so services are not disrupted.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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18. Training in de-escalation, protective measures, and restrictive procedures is provided to staff.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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19. Notification and support are provided when students with a history of violent behavior are placed in an educator's class or caseload.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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20. Protective gear and related training are made available to staff when needed.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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21. Policies on staff injuries are communicated, and staff are expected to document incidents.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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22. Leave options are available for staff injured during a crisis, without loss of pay or expectation to continue working.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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23. Student and staff safety is addressed in the negotiated agreement.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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Paraprofessional Management

Intro: These items describe **paraprofessional pay, voice, support, and professional development**.

Please respond to the following based on your current experience.

24. Pay and benefits for paraprofessionals keep pace with cost of living.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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25. Paraprofessionals are able to provide feedback, and administration addresses it.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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26. Paid professional development opportunities are available for paraprofessionals without increasing teachers' workload.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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27. A designated staff member manages paraprofessional schedules and training, with adjusted workload when needed.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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28. Annual professional evaluations for paraprofessionals are conducted by administrators.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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29. Paraprofessional management is described in the negotiated agreement.

Scale for all items:

- **1 – Rarely Present**
- **2 – Sometimes Present**
- **3 – Consistently Present**

Mark only one oval.

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Comments

Please provide your responses to the following questions to help North Dakota United better serve you.

30. What additional supports would make your job more sustainable? *

31. Is there anything else you'd like us to know about your current assignment?

Location

32. What special education unit do you work for? *

 Dropdown

Mark only one oval.

- ☐ Bismarck Special Education Unit
- ☐ Burleigh County Special Education Unit
- ☐ Central Region Special Education Unit
- ☐ Dickinson Special Education Unit
- ☐ East Central Special Education Unit
- ☐ Fargo Special Education Unit
- ☐ Fort Totten Special Education Unit
- ☐ Fort Yates Special Education Unit
- ☐ Grand Forks Special Education Unit
- ☐ Griggs/Steele/Traill Special Education Unit
- ☐ Jamestown Special Education Unit
- ☐ James River Special Education Unit
- ☐ Lake Region Special Education Unit
- ☐ Minot Special Education Unit
- ☐ Morton/Sioux Special Education Unit
- ☐ Northern Plains Special Education Unit
- ☐ Oliver/Mercer Special Education Unit
- ☐ Peace Garden Student Support Services
- ☐ Rural Cass County Special Education Unit
- ☐ Sheyenne Valley Special Education Unit
- ☐ Souris Valley Special Services
- ☐ South Central Prairie Special Education Unit
- ☐ South Valley Special Education Unit

- ☐ Southwest Special Education Unit
- ☐ Turtle Mountain Special Education Unit
- ☐ Upper Valley Special Education Unit
- ☐ Wahpeton Special Education Unit
- ☐ West Fargo Special Education Unit
- ☐ West River Special Education Unit
- ☐ Wilmac Special Education Unit
- ☐ I do not work for a special education unit
- ☐ Other

33. In your current role, how many different school districts do you serve

Mark only one oval.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4+

34. What is the enrollment of the district(s) you serve? Select all that apply

Check all that apply.

- ☐ 0-300
- ☐ 301-600
- ☐ 601-1000
- ☐ 1001+

35. What district(s) do you primarily serve? (not required)

36. Are you a North Dakota United Member? *

Mark only one oval.

☐ Yes

☐ No

37. Are you interested in learning more about the North Dakota United Special Education Collective or willing to engage with legislators and the community on issues related to special education? *

Mark only one oval.

☐ Yes *Skip to question 38*

☐ No

Learn More and Engage

Responses will only be reported in aggregate. Individual responses will not be shared with districts or administrators, regardless of whether you provide identifying information.

38. Please provide your **Name**.

39. Please provide your **personal(not school) email**.

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