Follow-up Faculty Questionnaire
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Instructor__________________________________________
Course Title and Number________________________________
Semester and Year __________________________________

PRIOR TO COMPLETING THIS SURVEY PLEASE READ THIS STATEMENT.
Participation in this survey is voluntary and refusal to participate will involve no penalty. Also please be advised that you may discontinue participation at any time without penalty. For questions or concerns, or special accommodations, please contact Elizabeth Getzel at (804) 827-0748 voice, (804) 828-2494 TTY, or at lgetzel@atlas.vcu.edu.

Purpose of the Survey
This survey is designed to provide preliminary information about how you present information in your course and your experience in teaching students with learning disabilities. Your responses will remain confidential and will assist the Professional Development Academy staff in planning future trainings or information sharing. As you think back over this semester, please respond to the following survey questions. We will be comparing your responses on this survey to the survey you completed at the beginning of the semester.

Directions
Items 1-20 are in reference to teaching methods that you may regularly employ and should be answered according to the following scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD). Items 21-26 are located on the next two pages and require brief but thoughtfully written responses. If a question is not applicable to you, please leave that question blank.

Please circle the answer that most clearly represents your response.

1. SA A N D SD I clearly state course goals and objectives at the start of the semester.
2. SA A N D SD I strictly follow a detailed syllabus.
3. SA A N D SD At the beginning of each lecture, I clearly state the objective.
4. SA A N D SD I present information in both visual and verbal formats while lecturing (e.g., overheads or outlines).
5. SA A N D SD I provide outlines or notes covering the main points of my lectures (e.g., class hand-outs or on a web site).
6. SA A N D SD I summarize or draw conclusions at the end of each lecture.
7. SA A N D SD I make lectures interactive (e.g., class discussions or class activities).
8. SA A N D SD I regularly leave time for questions during or at the end of a lecture.
9. SA A N D SD During a lecture, I identify key terms in writing (e.g., on the board or in an overhead).
10. SA A N D SD I leave overheads up longer than I deem necessary in order for students to copy.
11. SA A N D SD I present information in alternative formats such as diagrams, charts, or graphs.
12. SA A N D SD I give students the option of choosing alternative ways to demonstrate their subject knowledge (e.g., providing the choice of taking a final exam, submitting a final paper, or giving an oral presentation).
13. SA A N D SD I utilize a variant grading system with various tasks weighted differently.
14. SA A N D SD I administer frequent quizzes.
15. SA A N D SD I provide study guides for exams.
16. SA A N D SD I provide review sessions for exams.
17. SA AND SD I encourage the formation of study groups.
18. SA AND SD I assign group tasks.
19. SA AND SD I am very familiar with the services on campus for students with disabilities.
20. SA AND SD I have requested assistance from the Office for Services for Students with Disabilities

21. Describe any changes or improvements that you have made in your method of teaching this semester to accommodate the learning needs of all students, but in particular the needs of students with learning disabilities.

22. Describe any experiences you have had this semester with a student with a learning disability that have been positive or of particular value to you as an instructor.

23. Describe any experiences you have had this semester with a student with a learning disability that have been negative or particularly difficult for you as an instructor.
24. What changes could you make to your current teaching method that would further enhance the learning of students with learning disabilities?

25. What aspects of your course do you still find particularly difficult for you to provide appropriate accommodations for students with learning disabilities: lectures, labs, writing assignments, testing, computer/on-line coursework, field trips, internships, other? Why?

26. List the academic services available on your campus for students with learning disabilities.

27. Other comments?

Completed- Thank you!