



## **SETTT Teacher Needs Assessment Items**

**5/19/23**

SETTT for Success project staff gathered examples of survey items that trainers may use or adapt to evaluate teacher needs for professional development on a range of topics that could support effective academic instruction for students with significant cognitive disabilities. Each of these is an open resource without any copyright restrictions. For each survey we provide a link to the original survey, a brief summary of the survey contents, and the items themselves.



Professional Development Needs Assessment (Hanover Research, 2019)

- The questionnaire is designed to survey school staff about perceptions of PD needs.
- Teachers choose which items they would be interested in receiving additional PD.
- The questionnaire includes general categories of needs relevant items, as well as additional items for specific needs (e.g., technology, data collection, equitable education)

1. In which of the following areas would you be most interested in receiving additional PD? Please select up to 5 options.

- ☐ Technology-related (e.g., integration, skill development)
- ☐ Differentiated instruction
- ☐ Promoting equitable education (e.g., cultural proficiency, differentiated instruction)
- ☐ Data collection and analysis (e.g., analyzing or tracking student assessment or progress)
- ☐ Subject-specific programs (e.g., math, foreign language)
- ☐ Supporting exceptional student populations (e.g., EL, Special Education)
- ☐ Social and Emotional Learning (SEL)
- ☐ Classroom management
- ☐ Lesson planning/curriculum development
- ☐ Developing and using formative/summative assessments
- ☐ None of the above

*Additional items for “Technology-related (e.g., integration, skill development)”*

Select the areas in which you would like technology-related professional development. Please select all that apply.

- ☐ Using technology for interactive instruction (e.g., SMART Boards)
- ☐ Using technology for productive classroom tools (e.g., Word and Excel)
- ☐ Using technology for collaborative apps (e.g., Bring Your Own Technology/BYOT)
- ☐ Other (please specify): \_\_\_\_\_



*Additional items for “Differentiated instruction”*

Select the areas in which you would like professional development in providing differentiated instruction to students. Please select all that apply.

- ☐ Implementing specially designed instruction
- ☐ Managing a differentiated classroom
- ☐ Differentiating lessons and assignments
- ☐ Other (please specify): \_\_\_\_\_

*Additional items for “Promoting equitable education”*

Select the areas in which you would like professional development in promoting equitable education. Please select all that apply.

- ☐ Creating culturally responsive classrooms or schools
- ☐ Cultural diversity discussions
- ☐ Cultural proficiency
- ☐ Culturally responsive instruction
- ☐ Culturally responsive communications
- ☐ Culturally responsive family outreach and engagement
- ☐ District equity practices
- ☐ Identifying diverse student needs
- ☐ Response to Intervention (RtI)
- ☐ Supporting diverse student needs
- ☐ Tiered disciplinary practices
- ☐ Other (please specify): \_\_\_\_\_



*Additional items for “Data collection and analysis (e.g., analyzing or tracking student assessment or progress)”*

Select the areas in which you would like professional development in data collection and analysis. Please select all that apply.

- ☐ Data analysis to drive instructional practices
- ☐ Strategies to analyze student work
- ☐ Using classroom data to provide feedback to students
- ☐ Other (please specify): \_\_\_\_\_

*Additional items for “Subject-specific programs (e.g., math, foreign language)”*

Select the areas in which you would like professional development in subject-specific programs. Please select all that apply.

- ☐ Strategies for teaching reading
- ☐ Strategies for teaching writing
- ☐ Strategies for teaching math
- ☐ Strategies for teaching science
- ☐ Strategies for teaching social studies
- ☐ Strategies for teaching foreign language
- ☐ Other (please specify): \_\_\_\_\_

*Additional items for “Supporting special student populations (e.g., EL, Special Education)”*

Select the areas in which you would like professional development in supporting special student populations. Please select all that apply.

- ☐ Supporting economically disadvantaged students
- ☐ Supporting English learners (ELs)
- ☐ Supporting Gifted and Talented students
- ☐ Supporting minority students



- ☐ Supporting students receiving special education services
- ☐ Supporting at-risk students
- ☐ Strategies for targeted interventions
- ☐ Other (please specify): \_\_\_\_\_

*Additional items for “Social Emotional Learning (SEL)”*

Select the areas in which you would like professional development in Social Emotional Learning. Please select all that apply.

- ☐ Understand MTSS components and tiers of support
- ☐ Understand the components of Positive Behavioral Interventions and Supports (PBIS)
- ☐ Understand the components of a Trauma informed/compassionate classroom
- ☐ Understand the basics of suicide prevention
- ☐ Other (please specify): \_\_\_\_\_

*Additional items for “Classroom management”*

Select the areas in which you would like professional development in classroom management. Please select all that apply.

- ☐ Establishing classroom rituals and routines
- ☐ Engaging students
- ☐ Managing student learning and achievement
- ☐ Disruptive and unresponsive students
- ☐ Increasing positive student behavior
- ☐ Other (please specify): \_\_\_\_\_

*Additional items for “Lesson planning/curriculum development”*



Select the areas in which you would like professional development in instructional lesson planning/curriculum development. Please select all that apply.

- ☐ Understanding, planning for, and assessing the standards
- ☐ Strategies for raising rigor or depth of knowledge
- ☐ Using rubrics
- ☐ Other (please specify): \_\_\_\_\_

*Additional items for “Developing and using formative/summative assessments”*

Select the areas in which you would like professional development in formative/summative assessments. Please select all that apply.

- ☐ Monitoring student progress using formative assessments
- ☐ Assessing student achievement using summative assessments
- ☐ Differentiating student instruction using formative/summative assessments
- ☐ Other (please specify): \_\_\_\_\_

Please share any other topics that you would like to be offered for professional development in the future.

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### Needs Assessment Questionnaire for Beginning Teachers

- The questionnaire was designed for new teachers to rank the degree of their need for assistance in different topics, to identify different potential PD topics.
- Teachers rank their need for assistance in different topics from little to no need for support and very high need for support.
- The questionnaire includes 26 items (two open-ended) for gathering teacher self-reported needs.

Part A. Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

Topic	Degree of Need for Assistance				
	Little or no need	Some need	Moderate need	High need	Very high need
Finding out what is expected of me as a teacher					
Communicating with the principal					
Communicating with other teachers					
Communicating with parents					
Organizing and managing my classroom					
Maintaining student discipline					
Obtaining instructional resources and materials					
Planning for instruction					
Managing my time and work					
Diagnosing student needs					
Evaluating student progress					
Motivating students					
Assisting students receiving special education services					
Dealing with individual difference among students					
Understanding the curriculum					
Completing administrative paperwork					
Using a variety of teaching methods					
Facilitating group discussions					



Grouping for effective instruction					
Administering standardized achievement tests					
Understanding the school system's teacher evaluation process					
Understanding my legal rights and responsibilities as a teacher					
Dealing with stress					
Becoming aware of special services provided by the school district					

Part B. Please respond to the following items.

25. List any professional needs you have that are not addressed in the items above.

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26. What additional types of support should the school district provide you and other beginning teachers?

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[Professional Development in Special Education Needs Assessment](#) (Bresnahan-Halstead Center, University of Northern Colorado, 2019)

- The questionnaire was designed to identify PD needs among teachers and staff.
- Teachers rank their level of interest for participating in PD in each topic.
- The questionnaire includes 30 items grouped by topic (e.g., classroom management and instructional strategies)

Using the scale below, indicate how interested you are in participating in professional development focused on the topic.

Topic	1 (low interest)	2	3	4	5 (high interest)
<b>Classroom Management and Instructional Strategies</b>					
Inclusive instructional strategies					
Behavior management and learning styles					
Data collection tools and progress monitoring					
Strategies/program alternatives for behavior challenges					
Strategies for students with ADD & ADHD					
Strategies for students with autism					
Strategies for students with learning disabilities					
Strategies for gifted and/or talented students					
Strategies for culturally linguistically diverse students with disabilities					
Evidence-based strategies for math for students with disabilities					
Evidence-based strategies for literacy for students with disabilities					
Evidence-based strategies for written language for students with disabilities					
Universal Design for Learning					
Differentiated instruction and individualization					
Standard-based/performance-based instructional strategies					
Response to Intervention					
Helping students with disabilities interact with content					
Assistive technology in the classroom					
Strategies to engage and motivate students with disabilities					
Effective classroom management rules and procedures					
Lesson planning					

Topic	1 (low interest)	2	3	4	5 (high interest)
<b>Teaming, Collaboration, Consultation, and Communication within the School Setting</b>					
Collaboration, consultation and communication with general education teachers					
Collaboration, consultation and communication with special education teachers					
Collaboration, consultation and communication with general education administrators					
Collaboration, consultation and communication with special education coordinators					
Developing positive attitudes in students with disabilities toward themselves					
Developing positive attitudes in non-disabled students toward the students with disabilities					
Developing positive attitudes in building staff toward the students with disabilities					
Developing positive attitudes toward collaboration/consultation					