

AMSP District Needs Study

Harold G. Peach, Jr., Data Research Analyst, AMSP
Josh Poulette, Technical Research Associate, AMSP
Barbara Q. Shoemaker, PEP Coordinator, AMSP
Donald J. Long, Co-PI & Associate Director, AMSP
Betsy Evans, Technical Research Associate, AMSP
Stephen Henderson, Co-PI, AMSP

Purpose

- Assess Professional Development Needs
- Understand Barriers to High-Quality Instruction
- Compare Appalachian Region to the Nation In Regards to the Role of Instructional Standards
- Determine the Sources of Information that Shape Views

Instruments

Step I Rate the degree of need that exists in your district for each of the following:

Need/Problem/Weakness/Deficiency	Very Great Need	Great Need	Moderate Need	Little Need	Not Needed	No Opinion
A. Curriculum alignment to standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Instructional strategies/Standards-based Practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Teacher content knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Questioning skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Technology use in instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Differentiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Parent Involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. Rigorous course enrollment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. Academic gaps and subgroups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Needs Analysis Survey

District: _____
 Subject: Mathematics Science

Appalachian Math Science Partnership
 187 Ralph G. Anderson Building
 University of Kentucky
 Lexington, KY 40506-0503
 (606) 257-0215

Step II Choose the top three needs from Step I. Rank the three needs from highest to lowest priority. Choose from the categories below each column and place the corresponding letter in the box. Explain your choice in the box to the right of each letter. Do not limit your responses to needs you think AMSP is able to address.

Priority	Need/Problem/Weakness/Deficiency	What led you to this conclusion? / What led you to determine/identify this problem/need/deficiency?	What intervention/service/assistance could address this need? / How do you propose to address it?
Example	B. How to use manipulatives effectively in the classroom.	J. The teachers indicate they do not know how to use manipulatives effectively in class. Also lack of manipulative use mentioned in PIR.	C. Work with expert on use of manipulatives.
Highest Priority Need			
Second Highest Priority Need			
Third Highest Priority Need			
Other Need (Not listed in categories below)			

Categories	(choose one per priority need)	(choose all that apply)	(choose all that apply)
A. Curriculum alignment to standards B. Instructional strategies/Standards-based Practices C. Teacher content knowledge D. Questioning skills E. Assessment F. Technology use in instruction G. Differentiation H. Leadership I. Parent Involvement J. Rigorous course enrollment K. Academic gaps and subgroups		Post-graduation tracking and surveys A. Student retention / readmission B. Students going on to college Internal and External Assessments C. Program improvement reviews D. State Assessment Report E. Student Surveys F. Annual Yearly Progress (AYP) Report G. Feedback from college or university H. School improvement planning process I. Number of students in higher level courses J. Teacher surveys / feedback K. Student feedback L. Site based council M. Other (describe in box above)	Professional development A. Content knowledge B. Specific programs or areas of study C. Instructional strategies/Standards-based Practices D. Technology use in the classroom E. Assessment Release time for... F. Planning G. Observations / Mentoring Curriculum alignment / mapping to standards H. State I. National J. Parent / community engagement K. Partnering (K12 with IEC) L. Other (describe in box above)

2006-2007 District Needs Survey (v. E) http://www.ksurvey.com/scripts/survey_reviewsurvey1_1_1.html

AMSP 2006-07 District Needs Survey (v. E)

2. Your school district (you may have to scroll down to find yours):

Please select one ...

3. Your position:

Teacher
 School Administrator
 District Administrator
 Other

4. Subject(s) that you work in:

Mathematics
 Science
 Mathematics and Science
 N/A
 Other

5. Level that you work in:

Elementary (grades p-5)
 Middle (grades 6-8)
 High (grades 9-12)
 K-12

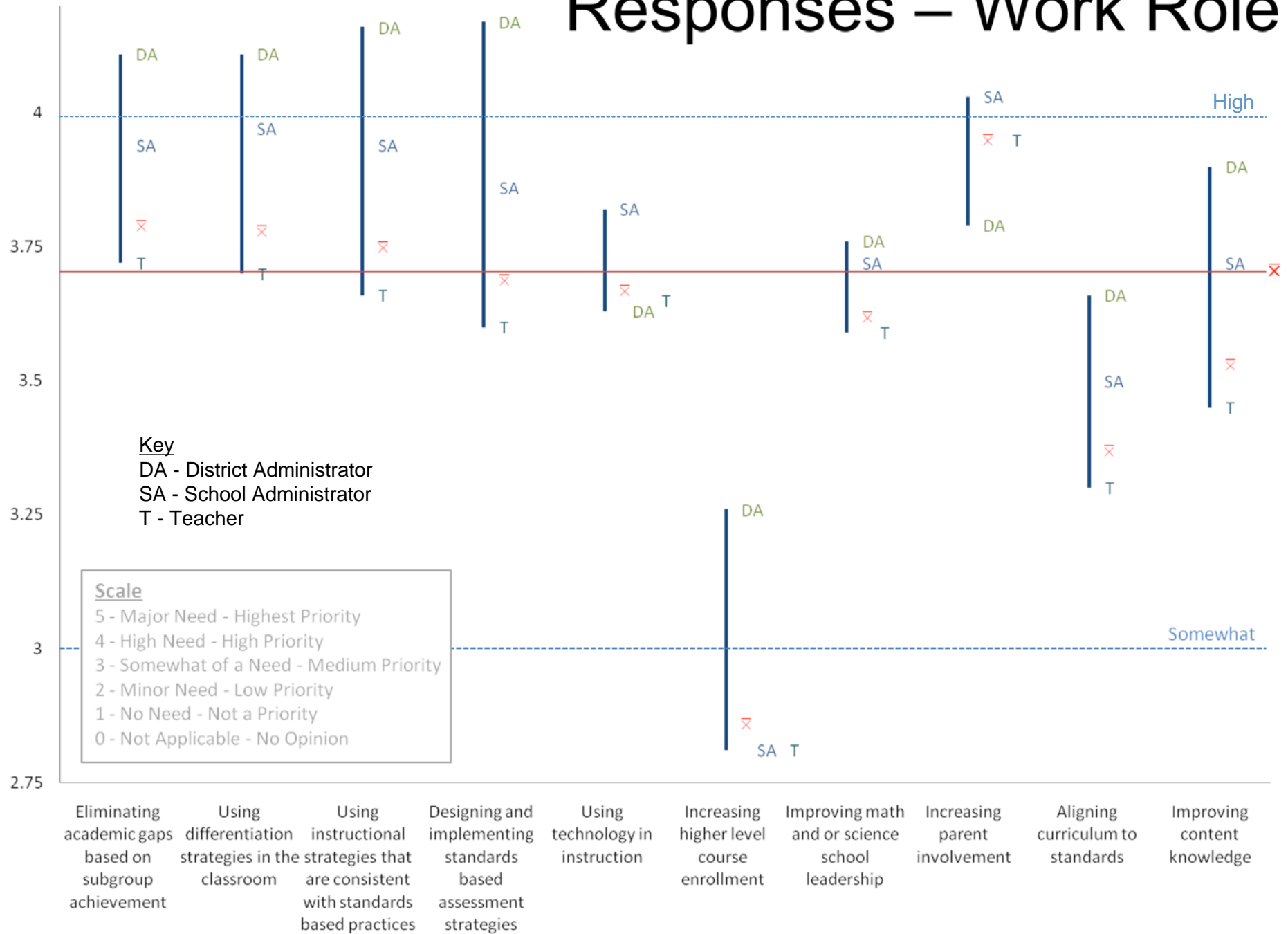
Caveats

- Validity – Multiple Revisions with Survey Grounded in Focus Group Process and Feedback
- Reliability – Not Performed
- Assumptions – Responses Represent the Views of Those Surveyed
- Self-selected Participants for Focus Groups and Online Survey
- Survey Format is Multiple Choice, including Likert Scale Response Types

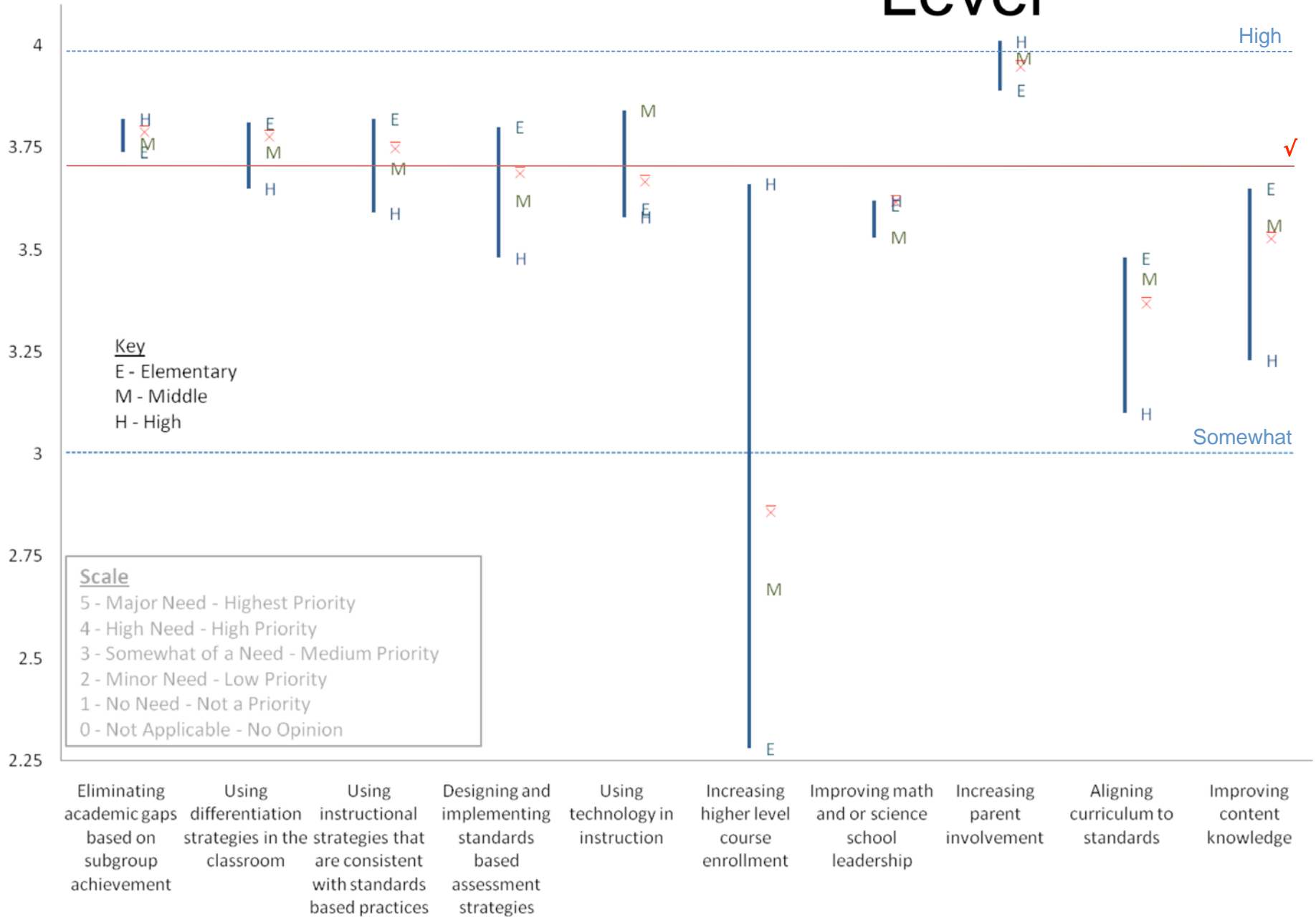
Respondents

	Completed		Surveyed	
District Administrators	63(50.%)		126	
Non BIS School Administrators	48(28.9%)		166	
BIS School Administrators	46(28.8%)	94(28.8%)	160	326
Non BIS Teachers	222(24.2%)		917	
BIS Teachers	257(31.9%)	479(27.8%)	806	1,723
TOTAL	636(29.2%)		2,175	

Responses – Work Role



Responses - Grade Level



Outcomes

- Discussion Opportunity, Deepening of Partnerships Among K-12 and Higher Education
- Effective Two-Stage Model, Focus Groups Followed By On-line Survey
- Valuable Information Collected Concerning The Four Purposes