

Arkansas PD Needs Survey 2014-2015

Position

1) What is your position?*

- Assistant Principal/Dean of Students
- Assistant Superintendent
- Counselor
- Curriculum Director
- Federal Coordinator
- Gifted and Talented
- Instructional Facilitator
- LEA Supervisor
- Librarian/Media Specialist
- Paraprofessional
- Preschool Teacher
- Principal
- Special Education Teacher
- Superintendent
- Teacher
- Technology Coordinator
- Other - Please Specify: _____*

2) With what grade level do you primarily work?*

- K-12 - All
- Elementary
- Intermediate
- Middle

- Junior High
- High School
- Other - Please Specify: _____ *

3) Area of Specialty? (Check all that apply)*

- Career and Technical
- Fine Arts
- Foreign Language
- Health and Wellness
- Library/Media
- Literacy
- Mathematics
- PE, Health or Athletics
- Science
- Social Studies
- Special Education
- Support Staff
- Other - Please Specify: _____ *

MATH

**Mathematics Professional Development Topics to
Address Big Shifts**

4) From the following list, please select the professional development modules that will most benefit you in the implementation of Common Core State Standards in Mathematics.

Please select up to 5 items and drag them to the right. Arrange them in order of importance by dragging the most important items to the top.

Please select N/A if these modules would not benefit you.

_____N/A

_____Data and Statistics for Middle School Teachers: Building the Foundation (5-8)

_____Building Integer Concepts and Operations Conceptually With Deeper Understanding (5-8)

_____Proof and Proving in High School Geometry (9-12)

_____High School Vectors (9-12)

_____CGI YR 1 - (K-3)

_____CGI YR 2 - (K-3)

_____CGI YR 3 - (K-3)

_____ECM YR 1 - (3-6)

_____ECM YR 2 - (3-6)

_____ECM YR 3 - (3-6)

_____Mathematical Design Collaborative (MDC) (6-12)

Literacy

Literacy Professional Development Topics to Address Big Shifts

5) From the following list, please select the professional development modules that will most benefit you in the implementation of Common Core State Standards in Literacy. You may select multiple items.

Please select up to 5 items and drag them to the right. Arrange them in order of

importance by dragging the most important items to the top.

Please select N/A if these modules would not benefit you.

- N/A
- Comprehensive Literacy: Overview (K-1) (K-12 special education)
- Comprehensive Literacy: Phonemic Awareness and Phonics (K-1) (K-12 special education)
- Comprehensive Literacy: Overview (2-3) (K-12 special education)
- Comprehensive Literacy: Word Study (2-3) (K-12 special education)
- Comprehensive Literacy: Overview (4-5) (K-12 special education)
- Comprehensive Literacy: Word Study (4-5) (K-12 special education)
- Comprehensive Literacy: Overview (6-8) (K-12 special education)
- Comprehensive Literacy: Narrative Reading and Writing (6-8) (K-12 special education)
- DIBELS/DIBELS Next: Data-Driven Decision Making (K-6)
- Text Complexity (2-5)
- Text Complexity (6-12)
- Close Reading (3-5)
- Close Reading (6-12)
- Vocabulary (K-3)
- Vocabulary (4-5)
- Vocabulary (9-12)
- Foundational Skills (K-5)
- Argumentative Writing (6-8)
- Argumentative Writing (9-12)
- Informative/Explanatory Writing (K-3)
- Informative/Explanatory Writing (4-5)
- Informative/Explanatory Writing (6-12)
- Phonics and Structural Analysis (K-3)
- Disciplinary Literacy in History/Social Studies-Close Reading (5-8)
- Disciplinary Literacy in History/Social Studies-Close Reading (9-12)
- Disciplinary Literacy in History/Social Studies-Argument (5-8)
- Disciplinary Literacy in History/Social Studies-Argument (9-12)

- _____ Disciplinary Literacy in Science and Technical Subjects-Close Reading (5-8)
 - _____ Disciplinary Literacy in Science and Technical Subjects-Close Reading (9-12)
 - _____ Disciplinary Literacy in Science and Technical Subjects-Argumentation (5-8)
 - _____ Disciplinary Literacy in Science and Technical Subjects-Argumentation (9-12)
 - _____ Text-Dependent Questions (K-5)
 - _____ Text-Dependent Questions (6-12)
 - _____ Short and Sustained Research (K-5)
 - _____ Short and Sustained Research (6-12)
 - _____ LDC (Literacy Design Collaborative) (6-12)
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SCIENCE

State-Initiated Science Professional Development

6) From the following list, please select the professional development modules that will most benefit you in the implementation of New Arkansas Science Standards. You may select multiple items.

Please select up to 2 items and drag them to the right. Arrange them in order of importance by dragging the most important items to the top.

Please select N/A if these modules would not benefit you.

- _____ N/A
- _____ Safety First! Science Safety Awareness for the Elementary Classroom K-6
- _____ Planning for New Arkansas Science Standards: K-12 Introduction to Three-Dimensional Learning K-12
- _____ Transitioning to New Arkansas Science Standards: Targeted Support for Elementary Teachers K-6
- _____ Transitioning to New Arkansas Science Standards: Putting Practices in Place 5-12

State-Initiated PD

State-Initiated Professional Development

Please rate the importance of the following workshops.

Please rate from one (1) to ten (10) with one (1) being the lowest importance and ten (10) being the highest importance.

7) Dyslexia - (Screeners, School Based Identification, Evaluations, etc)

0 _____ [] _____ 10

Comments:

8) Response to Intervention

0 _____ [] _____ 10

Comments:

9) Disciplinary Literacy

Please rate only the areas in which you teach.

Science 0 _____ [] _____ 10

Math 0 _____ [] _____ 10

Art 0 _____ [] _____ 10

PE 0 _____ [] _____ 10

Music 0 _____ [] _____ 10

Literacy 0 _____ [] _____ 10
Social Studies 0 _____ [] _____ 10

Comments:

TESS DOMAIN 1

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage

1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning

10) Check the component(s) that are the focus of your Professional Growth Plan

(1a) Demonstrating Knowledge of Content and Pedagogy

(1b) Demonstrating Knowledge of Students

- (1c) Setting Instructional Outcomes
 - (1d) Demonstrating Knowledge of Resources
 - (1e) Designing Coherent Instruction
 - (1f) Designing Student Assessments
 - N/A
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TESS DOMAIN 2

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student pride in work

2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals

2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources

11) Check the component(s) that are the focus of your Professional Growth Plan

- (2a) Creating an Environment of Respect and Rapport
- (2b) Establishing a Culture for Learning
- (2c) Managing Classroom Procedures
- (2d) Managing Student Behavior

(2e) Organizing Physical Space

N/A

TESS DOMAIN 3

DOMAIN 3: Instruction

3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence

12) Check the component(s) that are the focus of your Professional Growth Plan

(3a) Communicating With Students

(3b) Using Questioning and Discussion Techniques

(3c) Engaging Students in Learning

(3d) Using Assessment in Instruction

(3e) Demonstrating Flexibility and Responsiveness

N/A

TESS DOMAIN 4

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching • Accuracy • Use in future teaching

4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records

4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program

4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations

13) Check the component(s) that are the focus of your Professional Growth Plan

(4a) Reflecting on Teaching

(4b) Maintaining Accurate Records

(4c) Communicating with Families

(4d) Participating in a Professional Community

(4e) Growing and Developing Professionally

(4f) Showing Professionalism

N/A

Reflect

Reflect on your Professional Growth or Teacher Improvement Plan, current student achievement data, and your school's ACSIP plan as you respond. Indicate your top 2 needs in each area.

14) Advocacy/Leadership*

- N/A
- 504
- Behavior Intervention
- CAPS/Career Planning & Course Counseling
- CCSS
- Inclusion
- Internet Safety & Ethics
- Legal Issues Specific to Students
- Legal Issues Specific to Staff including Ethics, Family Medical Leave Act, FERPA, and Teacher Fair Dismissal from Teacher Point of View
- Mentoring-AIMM
- National Board Certification
- School Safety

15) Assessment*

- N/A
- ADE Data Center
- Constructing Surveys
- DIBELS –Accessing & Interpreting Results
- Data Analysis and Disaggregation
- Data Walls including Digital Data Walls

- Defining and Using Different Types of Assessments – Formative, Interim, Through Course, Summative
- AR Student GPS Dashboard
- PARCC (Common Core) Assessments
- Root Cause Analysis
- Understanding Accountability under the ESEA Waiver

Supporting System Change*

- N/A
 - Classroom Walkthrough & Understanding Reflective Practice
 - Closing the Achievement Gap
 - Instructional Facilitators Including: Coaching, Mentoring, and Peer Support
 - Improving School/Team Culture
 - RTI (Response to Intervention)
 - The Real Work of PLCs
 - Other: _____
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Reflect2

Reflect on your Professional Growth or Teacher Improvement Plan, current student achievement data, and your school's ACSIP plan as you respond. Indicate your top 2 needs in each area.

16) Cognitive Research/Instructional Strategies*

- N/A
- Brain Compatible Teaching & Learning
- Differentiation – How It Is Different
- Co-Teaching

17) Standards/Frameworks/Curriculum Alignment*

- N/A
 - Common Core Standards
 - Vertical & Horizontal Alignment Processes
 - Content Standards/Frameworks:
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18) Parental Involvement*

- N/A
 - Building Positive Relationships to Promote Parent Involvement
 - Conferencing Skills
 - Family Math/Science/Literacy Nights
 - Family and Community Engagement Strategies
 - Parental Involvement Beyond the School House
 - Parental Involvement in Elementary
 - Parental Involvement in Middle Schools
 - Parental Involvement in Secondary Schools
 - Parental Understanding of Common Core State Standards
 - Involving Parents of Poverty
 - Understanding Other Cultures & Strategies to Involve Them:
-

ADMIN

Which ISLLC standard is the focus of your Professional Growth Plan?*

- Standard 1 – Vision, Mission, and Goals
- Standard 2 – Teaching and Learning

- [] Standard 3 – Managing Organizational Systems and Safety
- [] Standard 4 – Collaborating with Families and Stakeholders
- [] Standard 5 – Ethics and Integrity
- [] Standard 6 – The Education System

TECH

Help us plan summer Professional Development by indicating the level of PD you desire on the following technology items.

19) MEDIA*

	No PD Needed/Desired	Basic PD Desired	Int-Adv PD Desired
Capturing and editing Video for Classroom Use (smartphone, videocamera, etc. with MovieMaker, iMovie or Adobe Premier etc)	()	()	()
Capturing	()	()	()

and editing Images for Classroom Use (smartphone, digital camera, etc. using PhotoStory, iMovie etc)			
Using Video or Images to create a finished product relevant to Instruction.	()	()	()

20) iPAD WORKSHOPS*

	No PD Needed/Desired	Basic PD Desired	Int-Adv PD Desired
Basic Use & Starter Apps (Mirroring, Classroom Response, Flashcards, Whiteboard, iBooks, QR Codes, etc.)	()	()	()
iPads in the Elementary Classroom	()	()	()

iPads in the Middle School/High School Classroom	()	()	()
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21) INTERACTIVE WHITEBOARDS*

	No PD Needed/Desired	Basic PD Desired	Int-Adv PD Desired
Basic Use of Whiteboards	()	()	()
Using Whiteboards in the Elementary Classroom	()	()	()
Using Whiteboards in the Middle School/High School Classroom	()	()	()

22) WEB 2.0 INTEGRATING RESOURCES*

	No PD Needed/Desired	Basic PD Desired	Int-Adv PD Desired

Wikis/Blogs	()	()	()
Google Sites	()	()	()
Project Based Learning	()	()	()
Technology Integration in the Elementary Classroom	()	()	()
Technology in the Middle School/High School Classroom	()	()	()
Flipped/Blended/Online Learning Tools and Strategies	()	()	()

23) LMS (LEARNING MANAGEMENT SYSTEMS)

For use at the classroom level*

	No PD Needed/Desired	Basic PD Desired	Int-Adv PD Desired
Blackboard	()	()	()
Canvas	()	()	()
Edmodo	()	()	()
Moodle	()	()	()
Schoology	()	()	()
Other	()	()	()

TECH2

Help us plan summer Professional Development by indicating the level of PD you desire on the following technology items

24) DATA*

	No PD Needed/Desired	Basic PD Desired	Int-Adv PD Desired
AR studentGPS Dashboard	()	()	()
ADE Data Center	()	()	()
TRIAND	()	()	()

25) ADE TECHNOLOGY INITIATIVES*

	No PD Needed/Desired	Basic PD Desired	Int-Adv PD Desired
Arkansas IDEAS	()	()	()
Arkansas	()	()	()

Itunes U			
Arkansas Digital Sandbox	()	()	()
Arkansas Moodle	()	()	()
State Library Database (Traveler)	()	()	()

26) ONLINE COLLABORATIVE PRODUCTIVITY TOOLS*

	No PD Needed/Desired	Basic PD Desired	Int-Adv PD Desired
Google Applications (Google Docs, Spreadsheets, etc.)	()	()	()
Chromebooks & Chrome Apps/Extensions	()	()	()
Microsoft Live@EDU/Microsoft 360	()	()	()
Other	()	()	()

27) Essential Skills*

	No PD Needed/Desired	Basic PD Desired	Int- Adv PD Desired
Modeling the technology skills needed by students for PARCC assessments	()	()	()
BYOD (Bring Your Own Device)	()	()	()
Internet Safety/Cyberbullying	()	()	()
Project Based Learning	()	()	()
Lesson Plans (creation)	()	()	()

28) Social Media*

	No PD Needed/Desired	Basic PD Desired	Int- Adv PD Desired
Google Plus	()	()	()
Facebook in the Classroom	()	()	()
Twitter	()	()	()

BARRIERS

29) What tablet device do you use?*

- iPad
 Android (Samsung Galaxy, Nexus, Asus)
 Microsoft Surface (Pro or RT)
 None

30) What Operating System (OS) does your computer run?*

- Windows
 Apple/Mac
 Chrome OS
 Linux

31) Select any barriers that are currently preventing you from using any technology as a teaching tool and/or to support your work.*

	No Obstacle	Minor Obstacle	Major Obstacle
Lack of Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Network Infrastructure Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web Filter (Blocked Websites)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Insufficient Bandwidth/ Internet Connectivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insufficient Planning/Practice Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insufficient level of Instructional Technology Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insufficient level of Technical Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32) What is one Web resource you can't live without?*

33) What is your favorite classroom app?*

Service

34) How many sessions have you attended within the last year?

None

1-5

6-10

() More than 10

Please rate the service you have received from your Education Service Cooperative in each of the following areas.*

	Unsatisfactory	Basic	Proficient	Distinguished
Choice of Offerings	()	()	()	()
Trainings Attended	()	()	()	()
Service Within District	()	()	()	()
Overall Level of Satisfaction	()	()	()	()

35) Comments

Thank You!

Thank you for taking our survey. Your response is very important to us.

