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Report on the Teacher Needs Survey

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Report on the Teacher Needs Survey

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Executive Summary

To help PreK-12 teachers pursue student achievement goals effectively, the Coalition for Psychology in Schools and Education recognized the vital importance of involving educators in the design and implementation of professional development (Azin-Manley et al., 1996; Desimone et al., 2002; Kisner et al., 1998; Ruhland & Bremer, 2002). In response to the 2005-2006 on-line Teacher Needs Survey, a total of 2334 teachers from 49 States and the District of Columbia shared their classroom management, instructional strategies, classroom diversity, and parental communication needs with APA for the first time. Such results are noteworthy at a time when two-thirds of teachers report that they have no control over the content or delivery of available professional development (Choy et al., 2006). More importantly, national data suggest that when teachers think they have influence in determining the content of in-service professional development, they are more likely than those who think they have no influence to participate in such learning opportunities (NCES, 2005). Educator-designed professional development may therefore provide an opportunity to enhance the effectiveness and retention of new and experienced educators (Ediger, 1995; Levine, 2006; NSDC, 1994; Raudenbush et al., 1992). Educators in the Teacher Needs Survey respondent pool indicated:

- ✓ A preference for receiving professional development in the form of in-district workshops with teams of teachers or on-line modules.
- ✓ A preference for receiving professional development activities related to instructional skills and classroom management.
- ✓ A preference for receiving professional development activities related to classroom management among first year teachers.

For classroom management, specific areas receiving the highest interest ratings included:

- *Ensure that students' negative behaviors are not an ongoing distraction to teachers and their classroom*
- *Ensure that students are socially and emotionally safe in the classroom*
- *Ensure that all students participate in classroom interaction*

For instructional skills, specific areas receiving the highest interest ratings included:

- *Promote critical thinking*
- *Motivate students to learn*
- *Design or implement a challenging curriculum, including problem solving techniques*

For classroom diversity, specific areas receiving the highest interest ratings included:

- *Groups of students of varying grade level readiness*
- *Gifted students*
- *Special learning needs students*

For communication with families and caregivers, areas of greatest interest included:

- *Behavior problems*
- *Academic problems*

Coalition History

The Coalition for Psychology in Schools and Education began in 2002 as a way to bring together psychologists who are interested in applying psychological science to improve Pre-K-12 education. Within the American Psychological Association, the Coalition has included, but not been limited to, representatives from 14 APA divisions and a number of affiliated groups.

APA divisions that have been actively involved in the Coalition include divisions 5 (Evaluation, Measurement, and Statistics), 7 (Developmental Psychology), 12 (Society of Clinical Psychology), 13 (Consulting Psychology), 15 (Educational Psychology), 16 (School Psychology), 17 (Society of Counseling Psychology), 25 (Behavior Analysis), 27 (Society for Community Research and Action), 35 (Society for the Psychology of Women), 37 (Child, Youth and Family Services), 43 (Family Psychology), 53 (Society of Clinical Child and Adolescent Psychology), and 44 (Society for the Psychological Study of Gay, Lesbian and Bisexual Issues).

Affiliated groups that have been actively involved include: APA Board of Educational Affairs (BEA), APA Board of Scientific Affairs (BSA), Committee on Psychological Tests and Assessment (CPTA), Committee of the Teachers of Psychology in Secondary Schools (TOPSS), Committee on Children, Youth and Families (CYF), Council of Representatives' Child and Adolescent Caucus (CAC), Committee on Ethnic Minority Affairs (CEMA), and Psychology Teachers at Community Colleges (PTACC).

History of the Teacher Needs Survey

The Coalition's goal is to support educators' ability to apply the results of psychological science in their classrooms and schools. To support this goal, the Coalition began designing an on-line Teacher Needs Survey in May 2004. The purpose of the survey was to ask educators what type of support they would like from psychology and in what format. The Teacher Needs Survey focused on four educational areas: instructional strategies, classroom management, classroom diversity, and parent/caregiver outreach. Between August and December 2004, the Coalition piloted the survey nationwide and gathered a sample of 900 Pre-K-12 teachers. At the Coalition's December 2004 meeting, representatives reviewed the survey results. The pilot data were used to refine the survey, including additions to the demographics section (ethnicity, gender, region, grade); changes to the rating scales (Likert Scale); and a reduction in the number of questions relating to teachers' professional development needs.

Following the 2004 Coalition meeting, proposed revisions were reviewed and adopted in stages. After two mailed circulations of draft revisions, the on-line survey was launched in April 2005. A preliminary report using an initial sample of 499 participants was made to Coalition members in December 2005. The purpose of the report was to evaluate how the data should be evaluated and presented. Between December 2005 and May 2006, an additional 1835 participants completed the on-line survey making a total respondent pool of 2334 educators distributed among 49 states and the District of Columbia.

Areas Addressed in the Teacher Needs Survey

The Teacher Needs Survey asked educators to indicate the specific types of training they would be interested in receiving under each of the four areas addressed—classroom management, instructional strategies, classroom diversity, and communication with families/caregivers. In

addition, educators were asked to indicate their level of preparation in each of the four areas and to rank order each area with regard to priority of training. Finally, educators were asked to rank the type of training modality they would prefer from options including on-line modules; regional, university, or conference workshops; and in-district workshops. A number of demographic items were also completed.

Method

Participants represent a convenience sample of educators who responded to the on-line survey. Over 200 educational organizations were contacted of which 84 responded by broadly disseminating the web-link. Organizations included national, state, and district unions and other educational organizations.

In addressing the representativeness of the Teacher Needs Survey respondent pool, a comparison was made with a recent national sample of over 63,000 educators conducted by the National Center for Education Statistics (Strizek et al., 2006). See Tables 1-4.

Teacher Needs Survey Results

Sample Characteristics

The 2334 respondents to the Teacher Needs Survey (TNS) were educators drawn from 49 States and Washington D.C.. The highest number for any State was California ($n = 207$) and the lowest was Alaska ($n = 2$). A total of 80% of the respondents were women and among those indicating their ethnic/racial background there were 84% who indicated White, 7% African American, 4% Latino/a or Hispanic, 2% American Indian, and 2% Asian American/Pacific Islander.

- ✓ The majority of respondents were from public schools (95%) and 39% taught at the high school level, 26% 6th – 8th grade, and 35% Pre-K – 5th grade. A total of 80% of the sample taught in Urban and Suburban settings.
- ✓ Comparison with the NCES sample of 63,000 educators indicates that the TNS sample was over represented for female educators (Table 1) and equally representative for educators who identify as White/non-Hispanic, African-American, Asian American and Native Hawaiian/Pacific Islander (Table 2). The current sample was under represented for Latino/a or Hispanic educators and over represented for American Indian educators (Table 2). The current sample was under represented for parochial schools (Table 3).

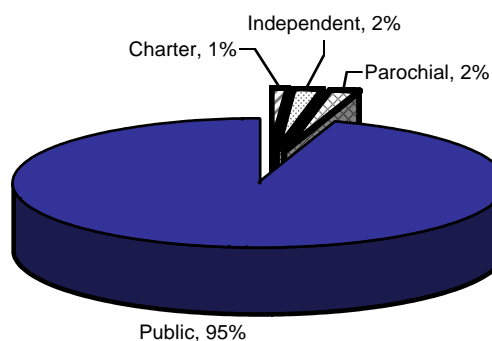


Figure 1: School Type

		School Type			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Charter	25	1.1	1.1	1.1
	Independent	54	2.3	2.4	3.5
	Parochial	43	1.8	1.9	5.4
	Public	2121	90.9	94.6	100.0
	Total	2243	96.1	100.0	
Missing	Miss	91	3.9		
Total		2334	100.0		

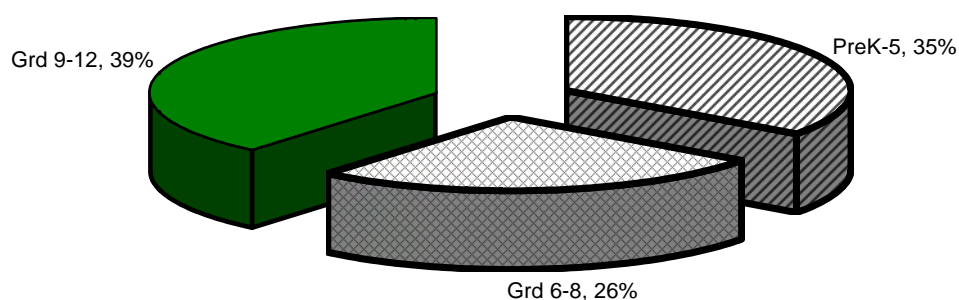
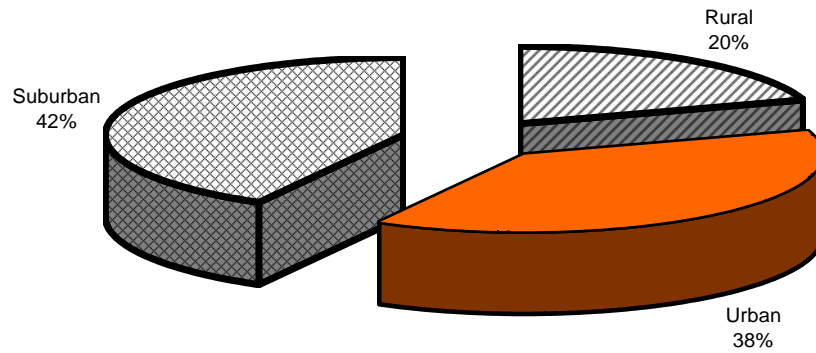


Figure 2: Grade Level Taught

		Grade Level			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"PK-5"	774	33.2	34.6	34.6
	6-8	583	25.0	26.0	60.6
	9-12	883	37.8	39.4	100.0
	Total	2240	96.0	100.0	
Missing	miss	94	4.0		
Total		2334	100.0		

Figure 3: Educational Setting



Educational Setting					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	459	19.7	20.4	20.4
	Suburban	941	40.3	41.9	62.3
	Urban	848	36.3	37.7	100.0
	Total	2248	96.3	100.0	
Missing	miss	86	3.7		
Total		2334	100.0		

State by State Breakdown

State Breakdown	Frequency	Percent
No Response	80	3.43
Alabama	44	1.89
Alaska	2	0.09
Arizona	20	0.86
Arkansas	21	0.90
California	207	8.87
Colorado	25	1.07
Connecticut	25	1.07
Delaware	4	0.17
District of Columbia	8	0.34
Florida	80	3.43
Georgia	47	2.01
Hawaii	11	0.47
Idaho	4	0.17
Illinois	108	4.63
Indiana	10	0.43
Iowa	51	2.19
Kansas	58	2.49
Kentucky	32	1.37
Louisiana	24	1.03
Maine	24	1.03
Maryland	29	1.24
Massachusetts	74	3.17
Michigan	131	5.61
Minnesota	99	4.24
Mississippi	9	0.39
Missouri	55	2.36
Montana	50	2.14
Nebraska	51	2.19
Nevada	12	0.51
New Hampshire	7	0.30
New Jersey	68	2.91
New Mexico	31	1.33
New York	124	5.31
North Carolina	60	2.57
Not Applicable	15	0.64
Ohio	83	3.56

State Breakdown	Frequency	Percent
Oklahoma	13	0.56
Oregon	7	0.30
Pennsylvania	65	2.78
Rhode Island	7	0.30
South Carolina	7	0.30
South Dakota	3	0.13
Tennessee	6	0.26
Texas	94	4.03
Utah	32	1.37
Vermont	30	1.29
Virginia	83	3.56
Washington	73	3.13
West Virginia	6	0.26
Wisconsin	117	5.01
Wyoming	8	0.34
Total	2334	100.00

Years of Teaching, Certification Type and Type of Preparation

- ✓ The majority (73%) of respondents reported that they had been licensed five or more years, and 38.1% indicated teaching 15 or more years.
- ✓ The majority (69%) of participants reported holding a regular education license while 28% held either a special education or dual certification license.
- ✓ A total of 89% of the respondents indicated that they had completed pre-service preparation in the form of a bachelor's degree, five-year degree, post-baccalaureate, or Master's degree program, while six percent of the sample indicated an alternative certification program and five percent indicated "Other."

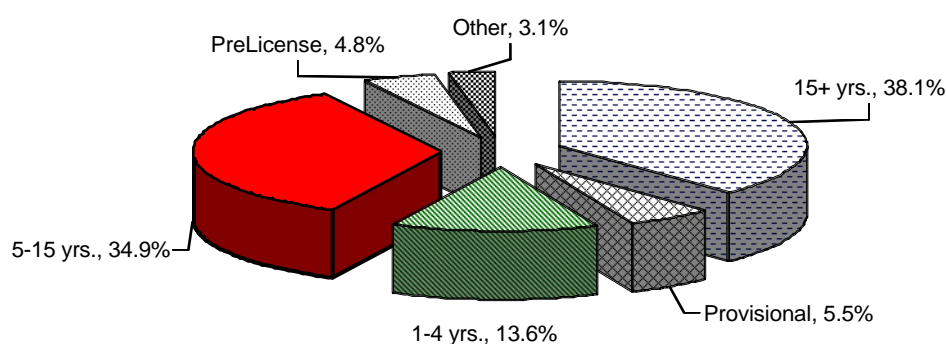


Figure 4: Years Teaching

		Years of Teaching			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PreLicense	108	4.6	4.8	94.5
	Provisional	125	5.4	5.5	100.0
	1-4	309	13.2	13.6	13.6
	5-15	792	33.9	34.9	86.6
	15+	866	37.1	38.1	51.7
	Other	71	3.0	3.1	89.7
	Total	2271	97.3	100.0	
Missing	Miss	63	2.7		
Total		2334	100.0		

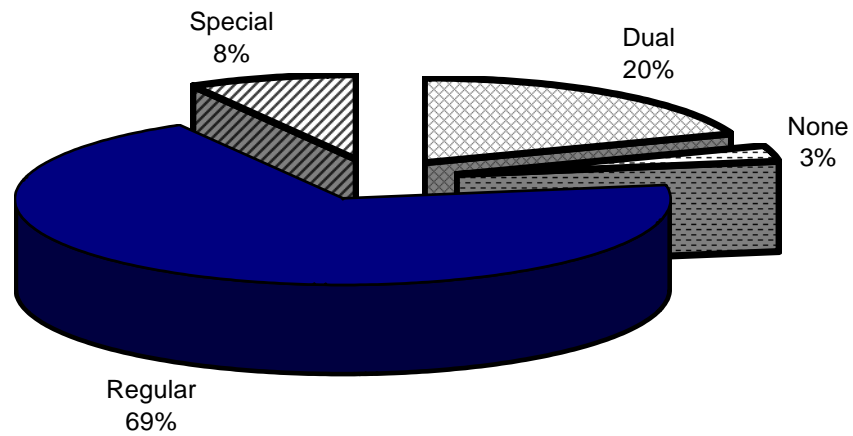


Figure 5: Certification Type

		Certification Type			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dual	428	18.3	19.5	19.5
	None	69	3.0	3.1	22.6
	Regular	1517	65.0	69.1	91.8
	Special	181	7.8	8.2	100.0
	Total	2195	94.0	100.0	
Missing	miss	139	6.0		
Total		2334	100.0		

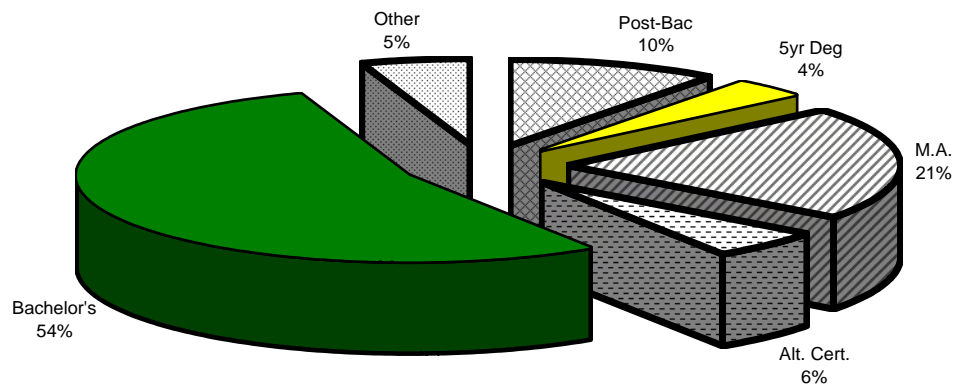


Figure 6: Type of Preparation

Type of Preparation		Frequency	Percent	Valid Percent
Valid	Bachelor's	1226	52.5	53.9
	5yr Deg	85	3.6	3.7
	Master's	485	20.8	21.3
	Post-Bac	233	10.0	10.3
	Alt. Cert	126	5.4	5.5
	Other	118	5.1	5.2
Missing	Miss	61	2.6	
Total	Total	2334	100.0	100.0

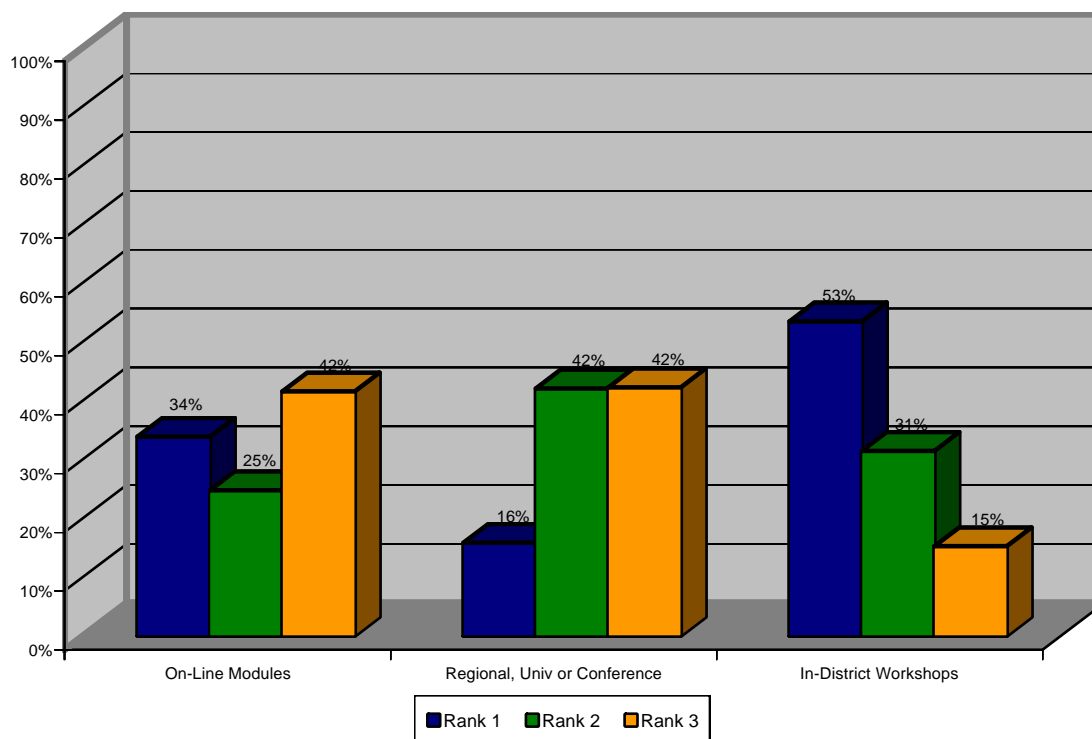
Descriptive Results

Preferred Method of Professional Development Training

Participants were asked to rank order the type of training modality they would like to receive. Modality options included providing instruction modules on-line for use via computer; offering regional, university, or conference workshops; or gathering teams of teachers to attend district-level workshops.

- ✓ Results indicated that most educators preferred in-district workshops with teams of teachers participating. More specifically:
 - 53% of the respondents ranked in-district workshops with teams of teachers as their first choice and an additional 31% ranked in-district workshops as their second choice.
 - 34% of the respondents ranked on-line modules as their first choice and an additional 25% ranked on-line workshops as their second choice.
 - 16% of the respondents ranked regional, university, or conference workshops as their first choice and an additional 42% ranked regional workshops as their second choice.

Rankings for Preferred Method of Professional Development Training



* Note: Percentages across rankings will not add to 100% because a small amount (less than 5%) of participants ranked more than one area as number 1, 2, or 3, respectively.

On-Line Modules

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	726	31.1	33.8	33.8
	2	531	22.8	24.7	58.5
	3	892	38.2	41.5	100.0
	Total	2149	92.1	100.0	
Missing	99	185	7.9		
Total		2334	100.0		

Regional, University or Conference Workshops

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	338	14.5	15.8	15.8
	2	899	38.5	42.0	57.8
	3	904	38.7	42.2	100.0
	Total	2141	91.7	100.0	
Missing	99	193	8.3		
Total		2334	100.0		

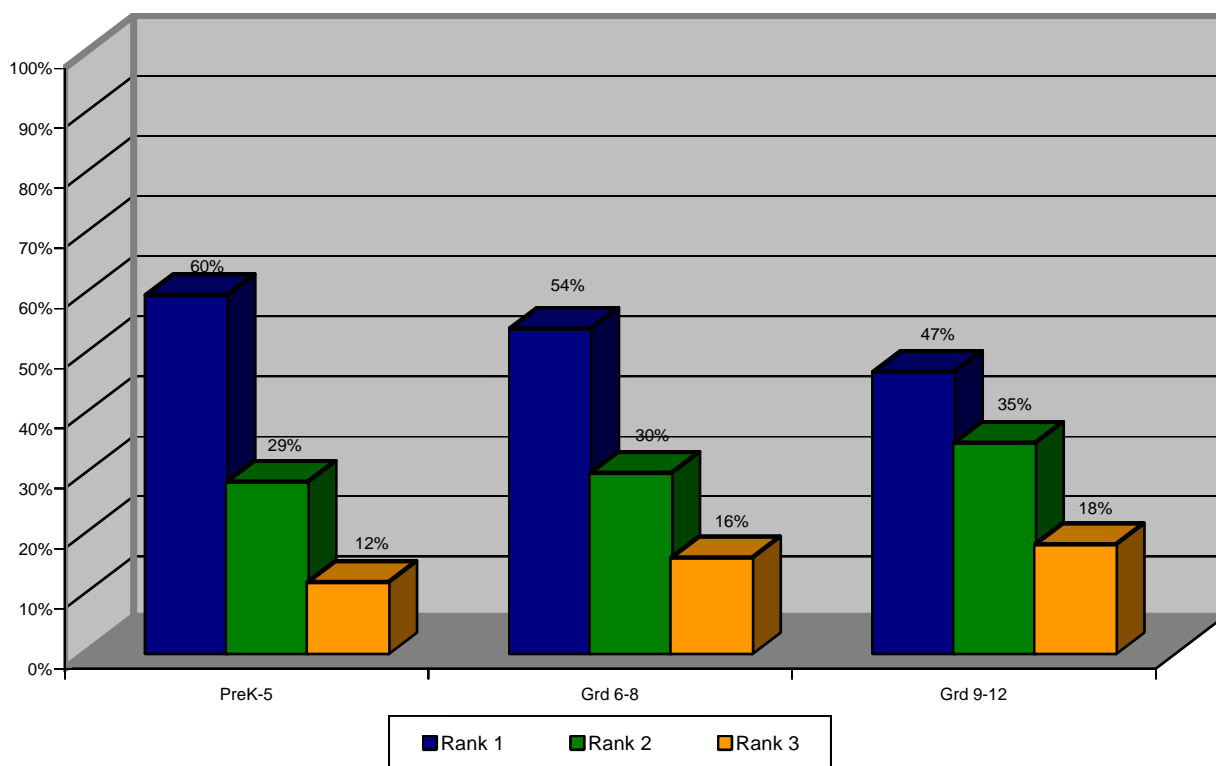
In-District Workshops

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1145	49.1	53.4	53.4
	2	674	28.9	31.4	84.8
	3	325	13.9	15.2	100.0
	Total	2144	91.9	100.0	
Missing	99	190	8.1		
Total		2334	100.0		

✓ Training Modality Preferences by Grade Level:

- Across grade levels, in-district workshops with teams of teachers attending were preferred over the other two modalities (Pre-K-5 = 60%, 6-8 = 54%, and 9-12 = 47%).
- Across all grade levels, on-line modules were preferred second to in-district workshops (Pre-K-5 = 31%, 6-8 = 33%, and 9-12 = 38%).

Rankings for In-District Workshops by Grade Level



In-District Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	433	55.9	59.6	59.6
	2	207	26.7	28.5	88.2
	3	86	11.1	11.8	100.0
	Total	726	93.8	100.0	
Missing	99	48	6.2		
Total		774	100.0		

a Grdvl1 = "PK-5"

In-District Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	295	50.6	54.0	54.0
	2	164	28.1	30.0	84.1
	3	87	14.9	15.9	100.0
	Total	546	93.7	100.0	
Missing	99	37	6.3		
Total		583	100.0		

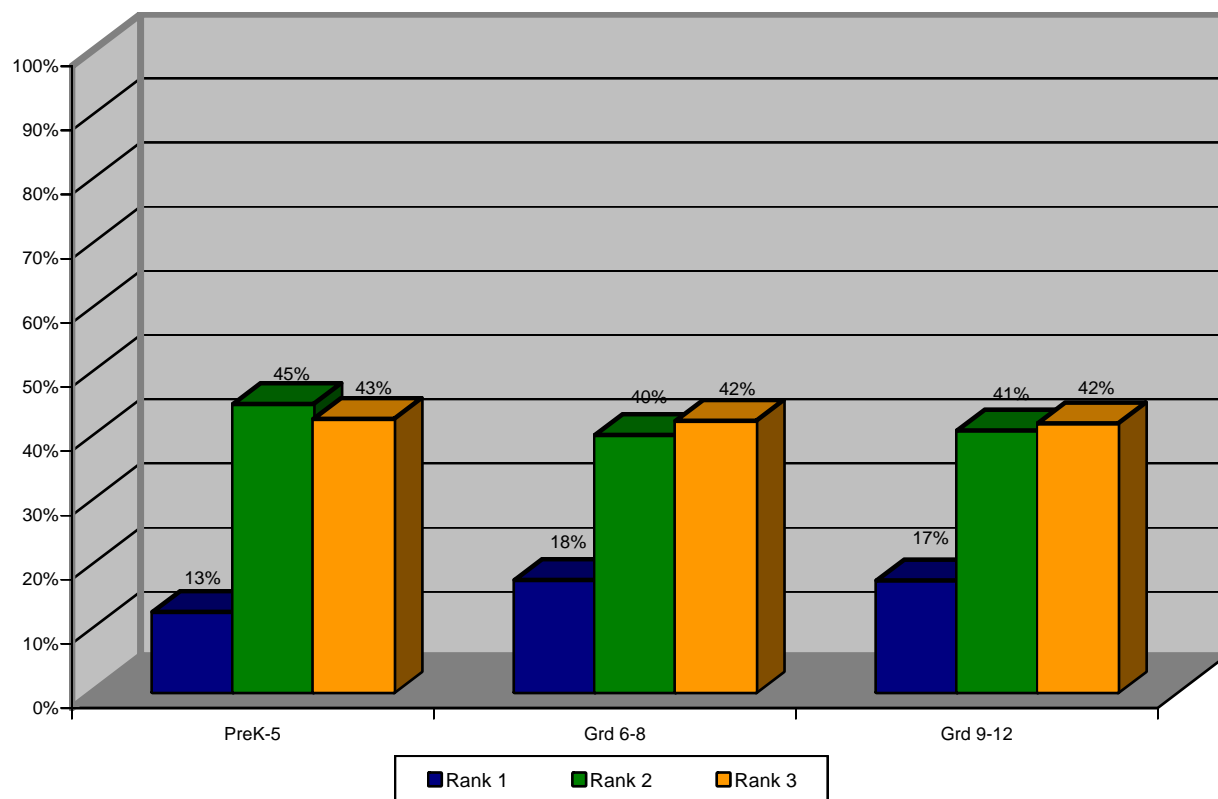
a Grdvl1 = 6-8

In-District Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	385	43.6	46.8	46.8
	2	288	32.6	35.0	81.9
	3	149	16.9	18.1	100.0
	Total	822	93.1	100.0	
Missing	99	61	6.9		
Total		883	100.0		

a Grdvl1 = 9-12

Rankings for Regional, University or Conference Workshops by Grade Level



Regional, University or Conference Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	90	11.6	12.5	12.5
	2	323	41.7	44.9	57.4
	3	307	39.7	42.6	100.0
	Total	720	93.0	100.0	
Missing	99	54	7.0		
Total		774	100.0		

a Grdvl1 = "PK-5"

Regional, University or Conference Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	96	16.5	17.5	17.5
	2	220	37.7	40.1	57.7
	3	232	39.8	42.3	100.0
	Total	548	94.0	100.0	
Missing	99	35	6.0		
Total		583	100.0		

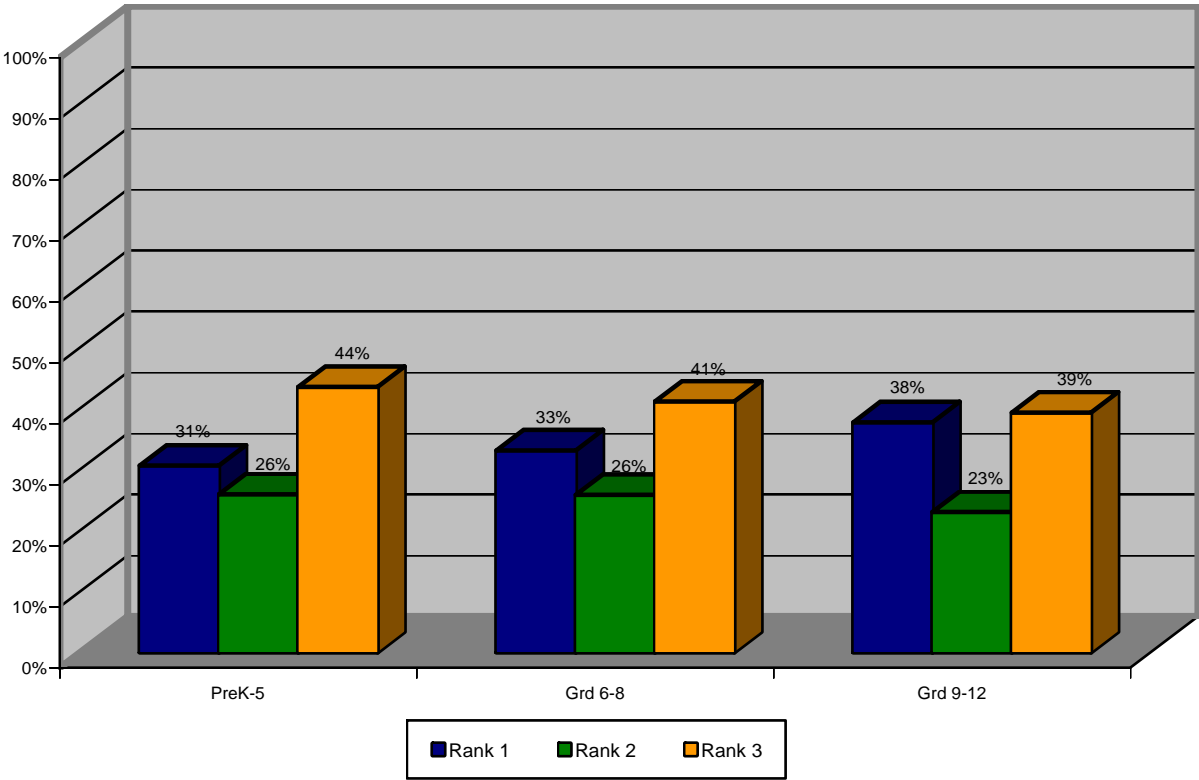
a Grdvl1 = 6-8

Regional, University or Conference Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	143	16.2	17.4	17.4
	2	336	38.1	40.8	58.1
	3	345	39.1	41.9	100.0
	Total	824	93.3	100.0	
Missing	99	59	6.7		
Total		883	100.0		

a Grdvl1 = 9-12

Rankings for On-Line Modules by Grade Level



On-Line Modules(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	222	28.7	30.6	30.6
	2	188	24.3	25.9	56.5
	3	316	40.8	43.5	100.0
	Total	726	93.8	100.0	
Missing	99	48	6.2		
Total		774	100.0		

a Grdvl1 = "PK-5"

On-Line Modules(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	181	31.0	33.1	33.1
	2	141	24.2	25.8	58.9
	3	225	38.6	41.1	100.0
	Total	547	93.8	100.0	
Missing	99	36	6.2		
Total		583	100.0		

a Grdvl1 = 6-8

On-Line Modules(a)

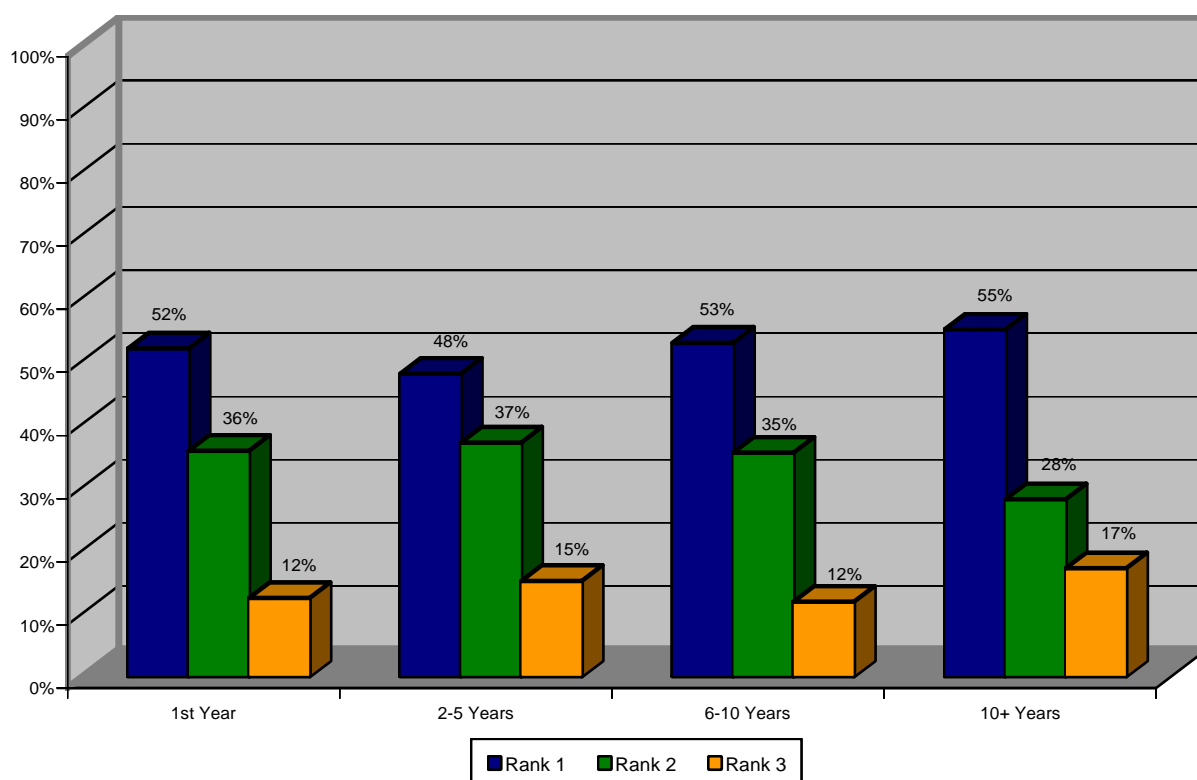
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	312	35.3	37.7	37.7
	2	190	21.5	23.0	60.7
	3	325	36.8	39.3	100.0
	Total	827	93.7	100.0	
Missing	99	56	6.3		
Total		883	100.0		

a Grdvl1 = 9-12

✓ Training Modality Preferences by Years Teaching:

- The pattern of training modality rankings were the same across years teaching. In-district workshops with teams of teachers was ranked as the preferred training modality (1st year = 52%, 2-5 years = 48%, 6-10 years = 53%, and 10+ years = 55%) and on-line training was the second preferred training modality (1st year = 39%, 2-5 years = 39%, 6-10 years = 33%, and 10+ years = 33%).

Rankings for In-District Workshops by Years Teaching



In-District Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	67	50.0	51.9	51.9
	2	46	34.3	35.7	87.6
	3	16	11.9	12.4	100.0
	Total	129	96.3	100.0	
Missing	99	5	3.7		
Total		134	100.0		

a Teaching_Experience = 1st year

In-District Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	171	45.5	47.9	47.9
	2	132	35.1	37.0	84.9
	3	54	14.4	15.1	100.0
	Total	357	94.9	100.0	
Missing	99	19	5.1		
Total		376	100.0		

a Teaching_Experience = 2-5

In-District Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	224	50.0	52.8	52.8
	2	150	33.5	35.4	88.2
	3	50	11.2	11.8	100.0
	Total	424	94.6	100.0	
Missing	99	24	5.4		
Total		448	100.0		

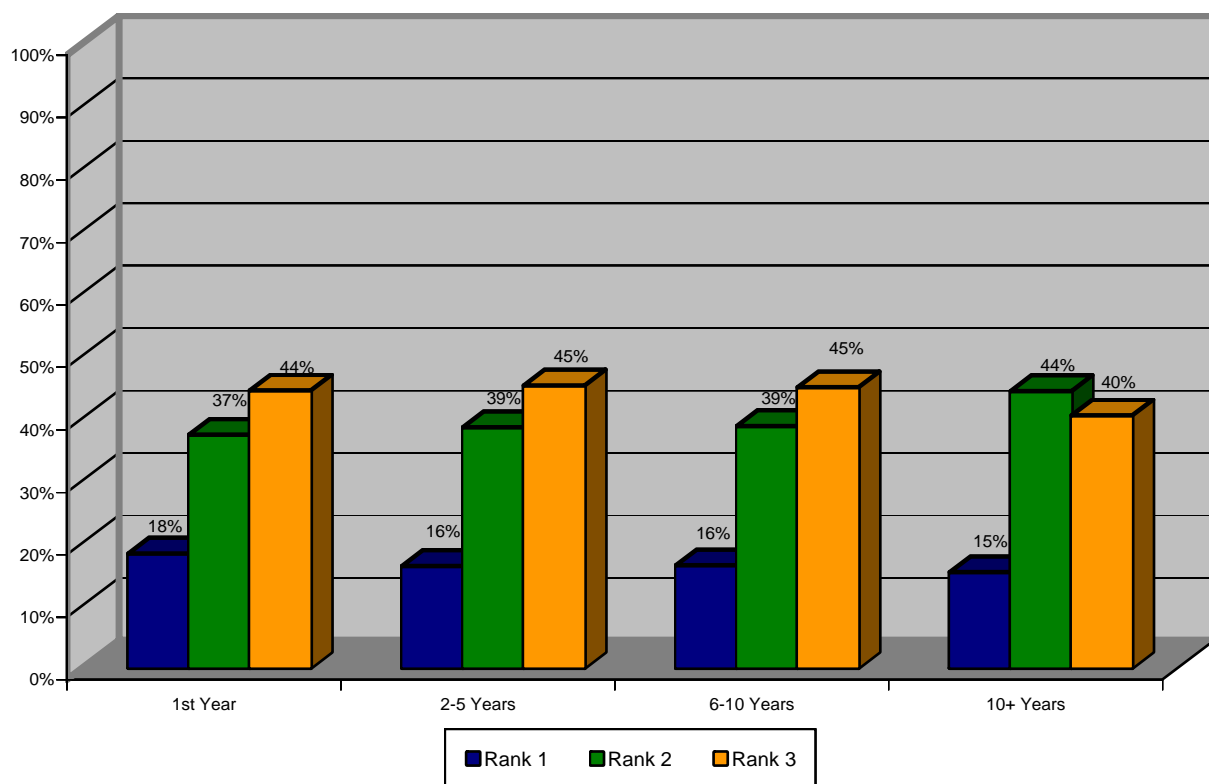
a Teaching_Experience = 6-10

In-District Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	657	51.0	54.9	54.9
	2	335	26.0	28.0	82.9
	3	204	15.8	17.1	100.0
	Total	1196	92.9	100.0	
Missing	99	92	7.1		
Total		1288	100.0		

a Teaching_Experience = 10+

Rankings for Regional, University or Conference Workshops by Years Teaching



Regional, University or Conference Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	23	17.2	18.3	18.3
	2	47	35.1	37.3	55.6
	3	56	41.8	44.4	100.0
	Total	126	94.0	100.0	
Missing	99	8	6.0		
Total		134	100.0		

a Teaching_Experience = 1st year

Regional, University or Conference Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	58	15.4	16.3	16.3
	2	137	36.4	38.5	54.8
	3	161	42.8	45.2	100.0
	Total	356	94.7	100.0	
Missing	99	20	5.3		
Total		376	100.0		

a Teaching_Experience = 2-5

Regional, University or Conference Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	69	15.4	16.4	16.4
	2	163	36.4	38.7	55.1
	3	189	42.2	44.9	100.0
	Total	421	94.0	100.0	
Missing	99	27	6.0		
Total		448	100.0		

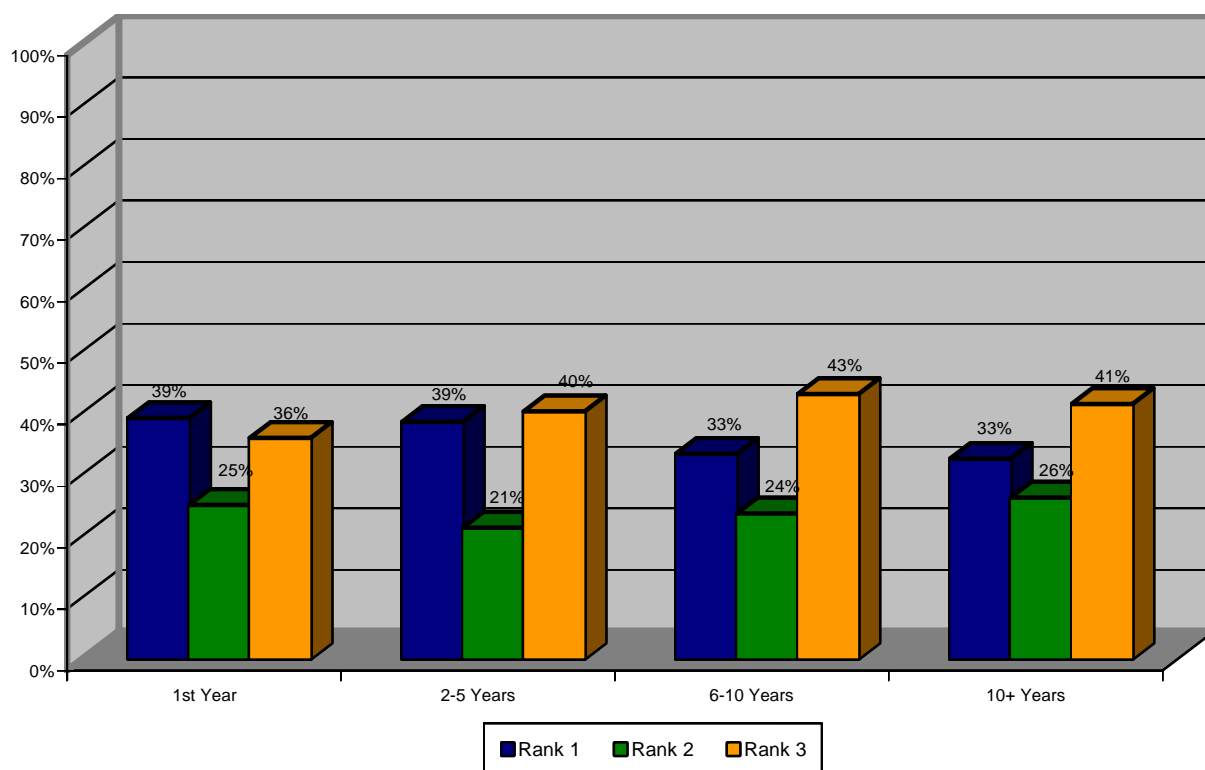
a Teaching_Experience = 6-10

Regional, University or Conference Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	183	14.2	15.3	15.3
	2	532	41.3	44.3	59.6
	3	485	37.7	40.4	100.0
	Total	1200	93.2	100.0	
Missing	99	88	6.8		
Total		1288	100.0		

a Teaching_Experience = 10+

Rankings for On-Line Modules by Years Teaching



On-Line Modules(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	50	37.3	39.1	39.1
	2	32	23.9	25.0	64.1
	3	46	34.3	35.9	100.0
	Total	128	95.5	100.0	
Missing	99	6	4.5		
Total		134	100.0		

a Teaching_Experience = 1st year

On-Line Modules(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	137	36.4	38.5	38.5
	2	76	20.2	21.3	59.8
	3	143	38.0	40.2	100.0
	Total	356	94.7	100.0	
Missing	99	20	5.3		
Total		376	100.0		

a Teaching_Experience = 2-5

On-Line Modules(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	141	31.5	33.3	33.3
	2	100	22.3	23.6	57.0
	3	182	40.6	43.0	100.0
	Total	423	94.4	100.0	
Missing	99	25	5.6		
Total		448	100.0		

a Teaching_Experience = 6-10

On-Line Modules(a)

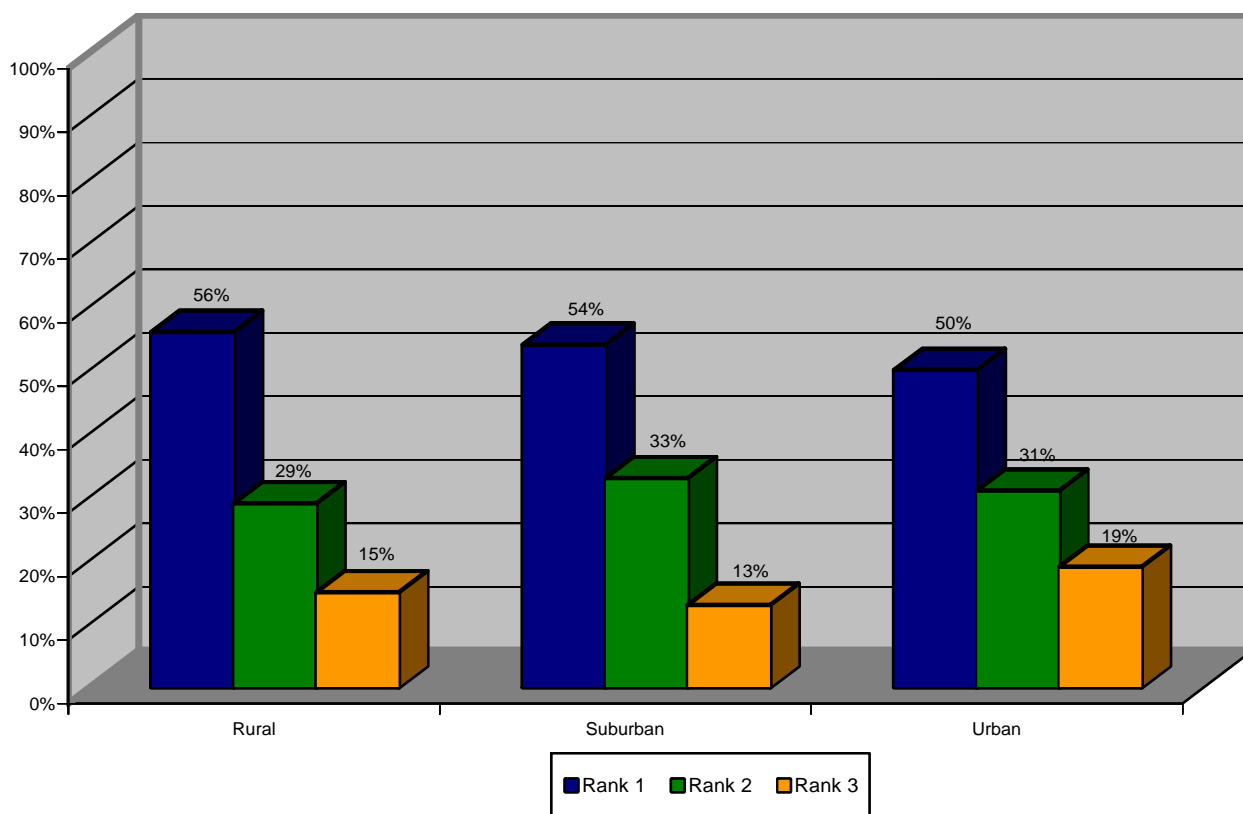
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	391	30.4	32.5	32.5
	2	315	24.5	26.2	58.6
	3	498	38.7	41.4	100.0
	Total	1204	93.5	100.0	
Missing	99	84	6.5		
Total		1288	100.0		

a Teaching_Experience = 10+

✓ Training Modality Preferences by Educational Setting of Teacher Respondents:

- The pattern of training modality rankings were the same across educational settings. In-district workshops with teams of teachers was ranked as the preferred training modality (Rural = 56%, Suburban = 54%, and Urban = 50%) and on-line training was the second preferred training modality (Rural = 31%, Suburban = 32%, and Urban = 37%)

Rankings for In-District Workshops by Educational Setting



In-District Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	242	52.7	56.1	56.1
	2	126	27.5	29.2	85.4
	3	63	13.7	14.6	100.0
	Total	431	93.9	100.0	
Missing	99	28	6.1		
Total		459	100.0		

a intro_area = Rural

In-District Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	480	51.0	54.3	54.3
	2	291	30.9	32.9	87.2
	3	113	12.0	12.8	100.0
	Total	884	93.9	100.0	
Missing	99	57	6.1		
Total		941	100.0		

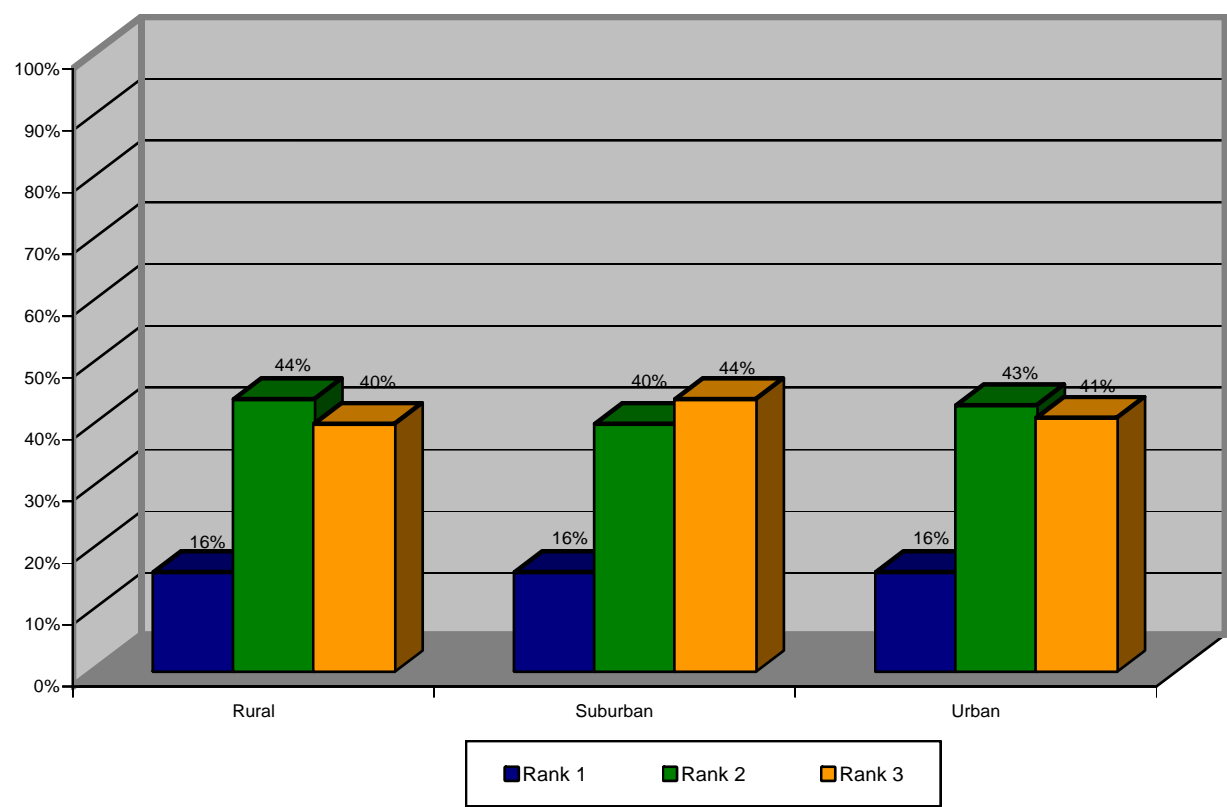
a intro_area = Suburban

In-District Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	395	46.6	50.3	50.3
	2	245	28.9	31.2	81.4
	3	146	17.2	18.6	100.0
	Total	786	92.7	100.0	
Missing	99	62	7.3		
Total		848	100.0		

a intro_area = Urban

Rankings for Regional, University or Conference Workshops by Educational Setting



Regional, University or Conference Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	69	15.0	16.1	16.1
	2	188	41.0	43.9	60.0
	3	171	37.3	40.0	100.0
	Total	428	93.2	100.0	
Missing	99	31	6.8		
Total		459	100.0		

a intro_area = Rural

Regional, University or Conference Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	141	15.0	16.0	16.0
	2	354	37.6	40.0	56.0
	3	389	41.3	44.0	100.0
	Total	884	93.9	100.0	
Missing	99	57	6.1		
Total		941	100.0		

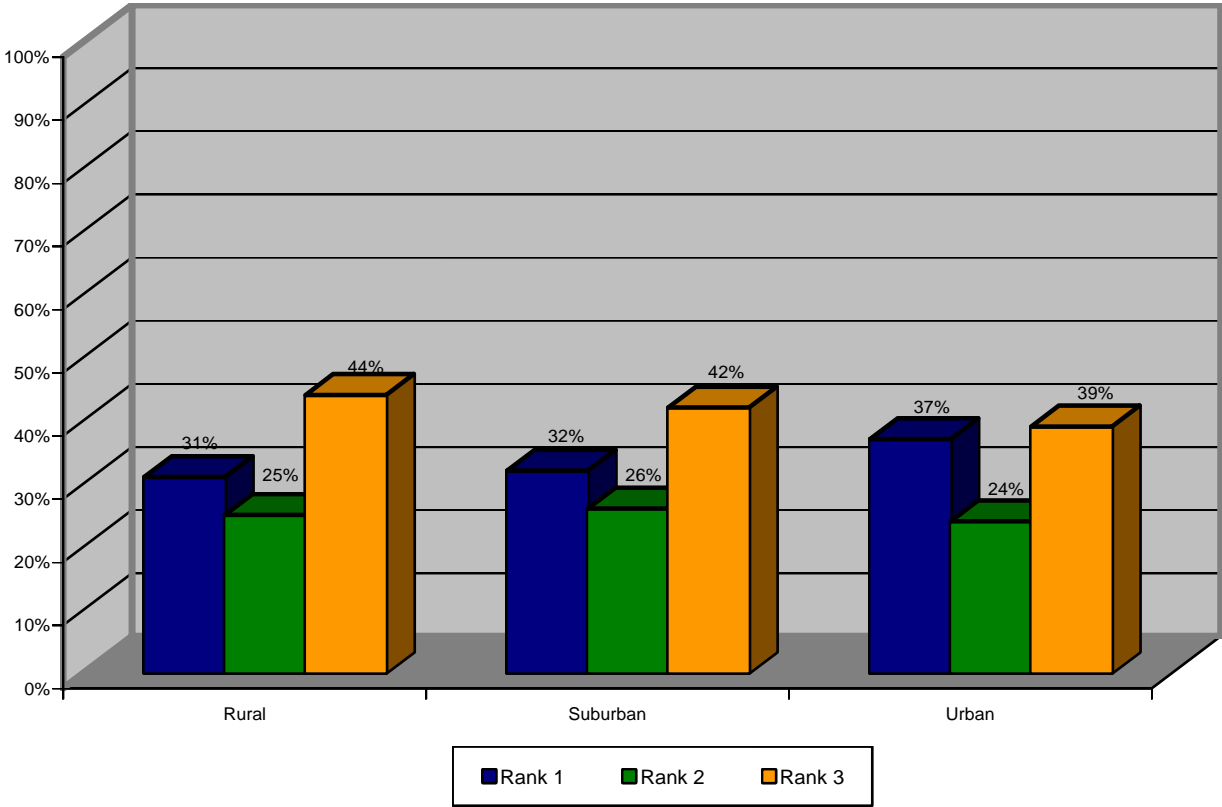
a intro_area = Suburban

Regional, University or Conference Workshops(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	123	14.5	15.6	15.6
	2	338	39.9	42.9	58.6
	3	326	38.4	41.4	100.0
	Total	787	92.8	100.0	
Missing	99	61	7.2		
Total		848	100.0		

a intro_area = Urban

Rankings for On-Line Modules by Educational Setting



On-Line Modules(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	135	29.4	31.3	31.3
2	107	23.3	24.8	56.1
3	189	41.2	43.9	100.0
Total	431	93.9	100.0	
Missing 99	28	6.1		
Total	459	100.0		

a intro_area = Rural

On-Line Modules(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	286	30.4	32.2	32.2
2	227	24.1	25.6	57.8
3	374	39.7	42.2	100.0
Total	887	94.3	100.0	
Missing 99	54	5.7		
Total	941	100.0		

a intro_area = Suburban

On-Line Modules(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	293	34.6	37.1	37.1
2	186	21.9	23.6	60.7
3	310	36.6	39.3	100.0
Total	789	93.0	100.0	
Missing 99	59	7.0		
Total	848	100.0		

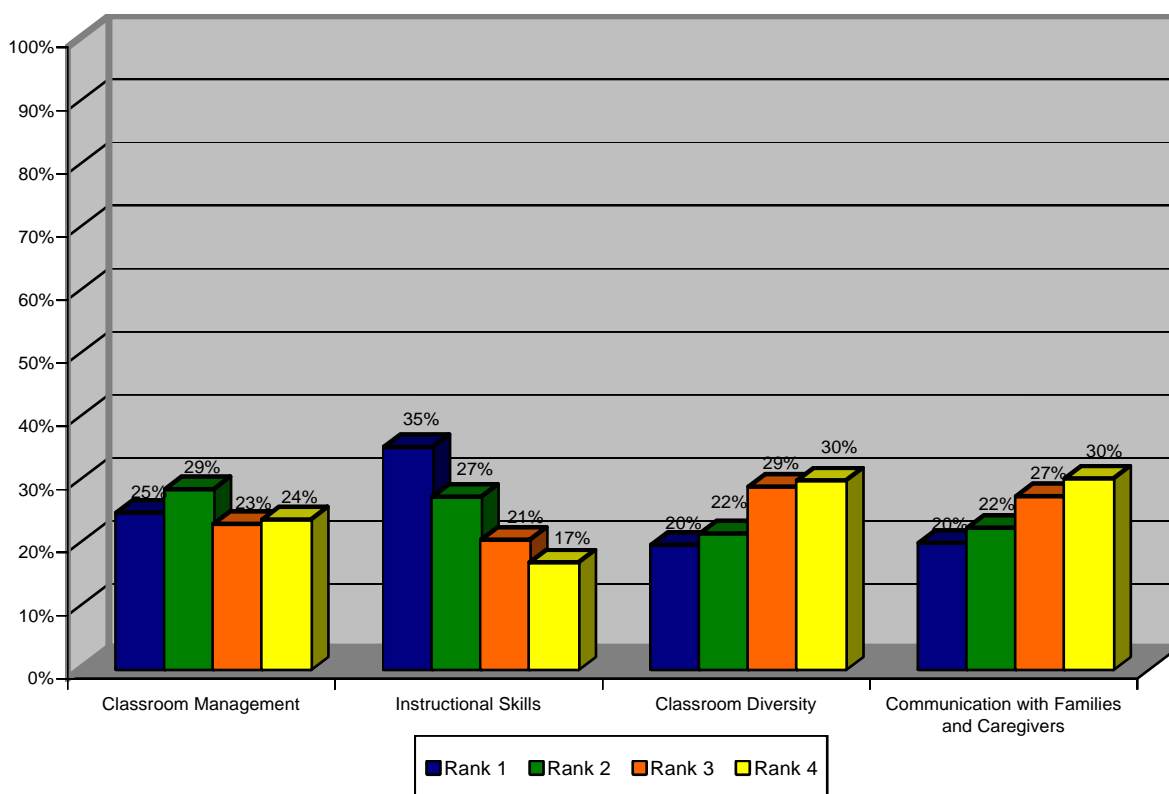
a intro_area = Urban

Professional Development Needs

Participants were asked to rank order their professional development needs. Options included classroom management, instructional skills, classroom diversity, and communication with families and caregivers.

- ✓ Results indicated that instructional skills and classroom management were the two highest ranked professional development need areas.
 - 35% of the respondents ranked instructional skills as their first choice.
 - 25% of the respondents ranked classroom management as their first choice.
 - 20% of the respondents ranked classroom diversity and communication with families and caregivers as their first choice, respectively.
 - Classroom management and instructional skills also received the highest percentage of second rankings.

Rankings for Professional Development Needs



Classroom Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	543	23.3	24.8	24.8
	2	624	26.7	28.5	53.3
	3	505	21.6	23.0	76.3
	4	519	22.2	23.7	100.0
	Total	2191	93.9	100.0	
Missing	99	143	6.1		
Total		2334	100.0		

Instructional Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	770	33.0	35.2	35.2
	2	598	25.6	27.3	62.6
	3	449	19.2	20.5	83.1
	4	370	15.9	16.9	100.0
	Total	2187	93.7	100.0	
Missing	99	147	6.3		
Total		2334	100.0		

Classroom Diversity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	431	18.5	19.7	19.7
	2	470	20.1	21.5	41.3
	3	631	27.0	28.9	70.1
	4	652	27.9	29.9	100.0
	Total	2184	93.6	100.0	
Missing	99	150	6.4		
Total		2334	100.0		

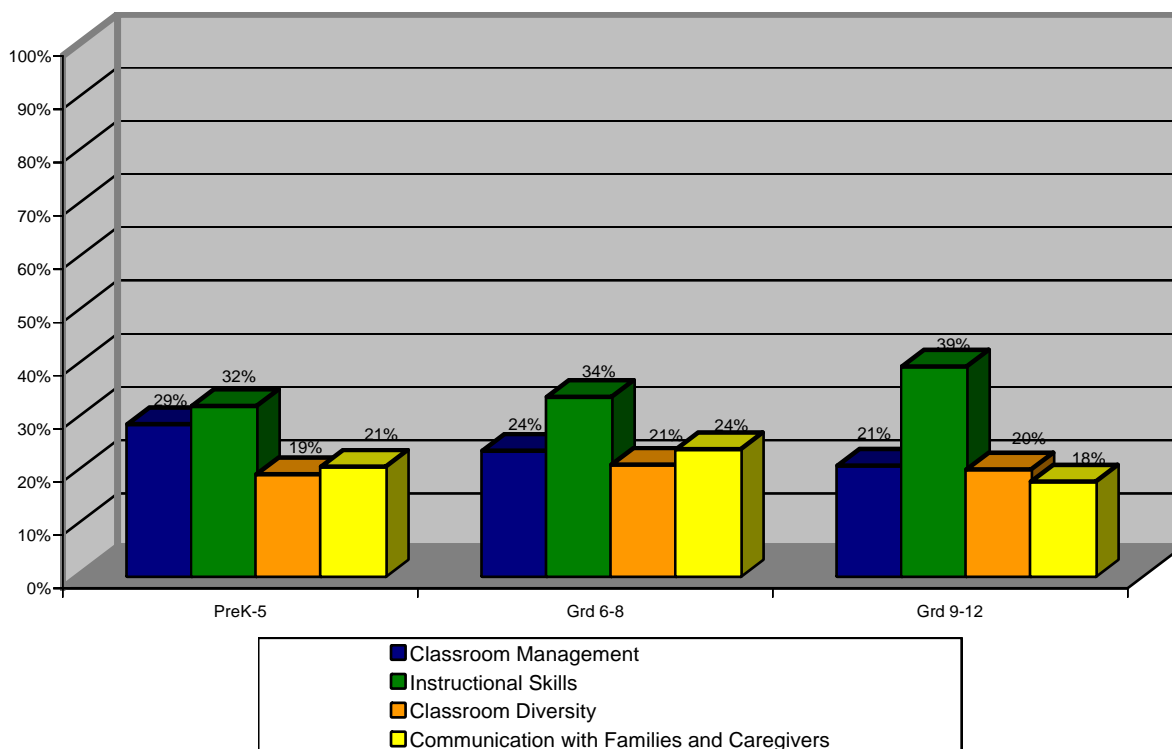
Communication with Families and Caregivers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	436	18.7	20.0	20.0
	2	489	21.0	22.4	42.4
	3	599	25.7	27.4	69.8
	4	659	28.2	30.2	100.0
	Total	2183	93.5	100.0	
Missing	99	151	6.5		
Total		2334	100.0		

✓ Professional Development Needs by Grade Level Taught:

- Across grade levels, professional development in instructional skills received the highest percentage of first rankings.
- For Pre-K-5 educators, 29% indicated that professional development in classroom management was their first priority.
- Following instructional strategies, middle and high school educators indicated a more even distribution of first rankings for the three remaining professional development areas - classroom management, classroom diversity, and communication with families and caregivers. For middle school educators, first rankings ranged from 24% for classroom management and communication with families and caregivers to 21% for classroom diversity. For high school educators, the first rankings ranged from 21% for classroom management to 18% for communication with families and caregivers.

Professional Development Needs by Grade Level- Rank 1



Classroom Management(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	212	27.4	28.5	28.5
2	197	25.5	26.5	55.0
3	176	22.7	23.7	78.7
4	158	20.4	21.3	100.0
Total	743	96.0	100.0	
Missing 99	31	4.0		
Total	774	100.0		

a Grdvl1 = "PK-5"

Instructional Skills(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	237	30.6	31.9	31.9
2	207	26.7	27.9	59.8
3	151	19.5	20.3	80.1
4	148	19.1	19.9	100.0
Total	743	96.0	100.0	
Missing 99	31	4.0		
Total	774	100.0		

a Grdvl1 = "PK-5"

Classroom Diversity(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	142	18.3	19.1	19.1
2	154	19.9	20.7	39.8
3	201	26.0	27.1	66.9
4	246	31.8	33.1	100.0
Total	743	96.0	100.0	
Missing 99	31	4.0		
Total	774	100.0		

a Grdvl1 = "PK-5"

Communication with Families and Caregivers(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	152	19.6	20.5	20.5
2	189	24.4	25.5	46.0
3	218	28.2	29.4	75.3
4	183	23.6	24.7	100.0
Total	742	95.9	100.0	
Missing 99	32	4.1		
Total	774	100.0		

a Grdvl1 = "PK-5"

Classroom Management(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	130	22.3	23.5	23.5
2	159	27.3	28.7	52.2
3	115	19.7	20.8	72.9
4	150	25.7	27.1	100.0
Total	554	95.0	100.0	
Missing 99	29	5.0		
Total	583	100.0		

a Grdvl1 = 6-8

Instructional Skills(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	185	31.7	33.6	33.6
2	139	23.8	25.2	58.8
3	147	25.2	26.7	85.5
4	80	13.7	14.5	100.0
Total	551	94.5	100.0	
Missing 99	32	5.5		
Total	583	100.0		

a Grdvl1 = 6-8

Classroom Diversity(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	115	19.7	20.9	20.9
2	128	22.0	23.2	44.1
3	155	26.6	28.1	72.2
4	153	26.2	27.8	100.0
Total	551	94.5	100.0	
Missing 99	32	5.5		
Total	583	100.0		

a Grdvl1 = 6-8

Communication with Families and Caregivers(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	131	22.5	23.8	23.8
2	121	20.8	22.0	45.7
3	134	23.0	24.3	70.1
4	165	28.3	29.9	100.0
Total	551	94.5	100.0	
Missing 99	32	5.5		
Total	583	100.0		

a Grdvl1 = 6-8

Classroom Management(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	175	19.8	20.7	20.7
2	254	28.8	30.1	50.8
3	211	23.9	25.0	75.7
4	205	23.2	24.3	100.0
Total	845	95.7	100.0	
Missing 99	38	4.3		
Total	883	100.0		

a Grdvl1 = 9-12

Instructional Skills(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	332	37.6	39.3	39.3
2	233	26.4	27.6	66.9
3	142	16.1	16.8	83.8
4	137	15.5	16.2	100.0
Total	844	95.6	100.0	
Missing 99	39	4.4		
Total	883	100.0		

a Grdvl1 = 9-12

Classroom Diversity(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	168	19.0	20.0	20.0
2	182	20.6	21.6	41.6
3	254	28.8	30.2	71.8
4	237	26.8	28.2	100.0
Total	841	95.2	100.0	
Missing 99	42	4.8		
Total	883	100.0		

a Grdvl1 = 9-12

Communication with Families and Caregivers(a)

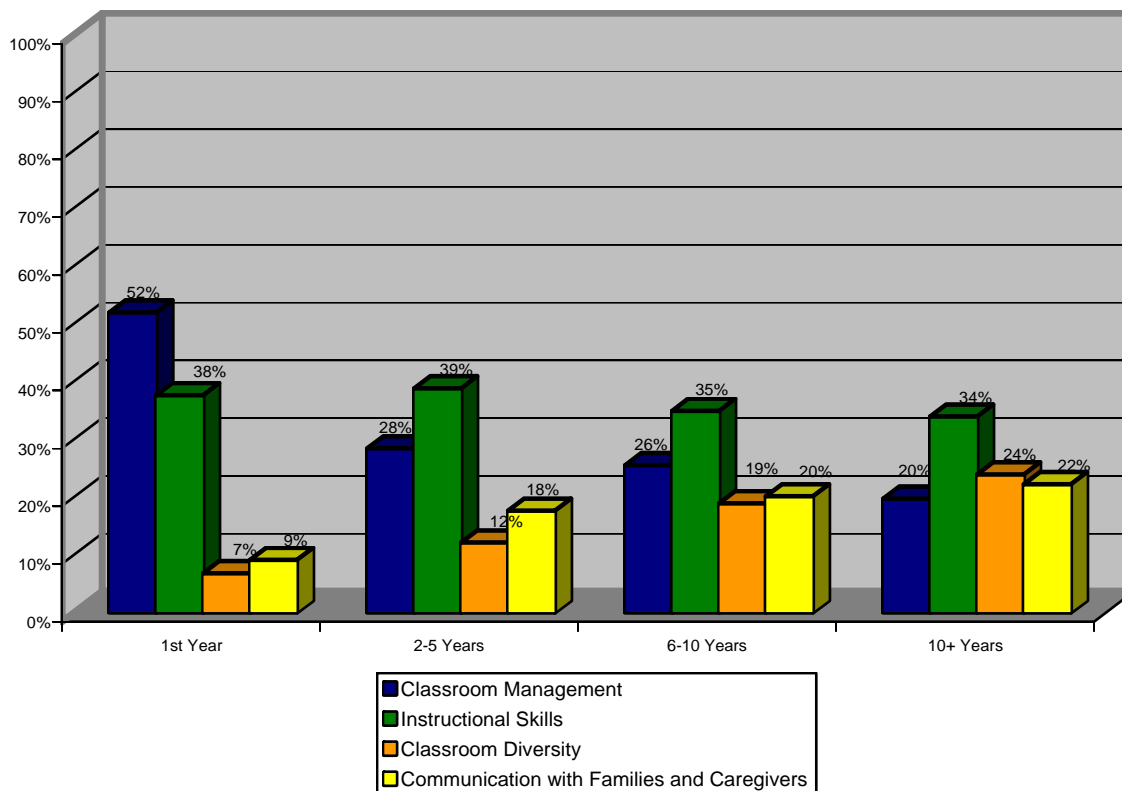
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	149	16.9	17.7	17.7
2	169	19.1	20.1	37.8
3	230	26.0	27.3	65.2
4	293	33.2	34.8	100.0
Total	841	95.2	100.0	
Missing 99	42	4.8		
Total	883	100.0		

a Grdvl1 = 9-12

✓ Professional Development Needs by Years Teaching:

- A total of 52 percent of the first year teachers ranked classroom management as the number one choice for professional development. Moreover, only a few first year educators ranked classroom diversity and communication with families and caregivers as the number one need.
- For teachers with two or more years of teaching experience, instructional skills received the highest first ranking.
- For teachers between two and five years of teaching experience, 28% indicated their first priority as classroom management.
- For teachers with six to ten years of experience, 26% indicated classroom management as their first priority.
- For teachers with ten or more years of teaching experience, 24% indicated classroom diversity as their first priority and 22% indicated communication with family and caregivers as their first priority.

Professional Development Needs by Years Teaching- Rank 1



Classroom Management(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	69	51.5	51.9	51.9
	2	37	27.6	27.8	79.7
	3	18	13.4	13.5	93.2
	4	9	6.7	6.8	100.0
	Total	133	99.3	100.0	
Missing	99	1	.7		
Total		134	100.0		

a Teaching_Experience = 1st year

Instructional Skills(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	50	37.3	37.6	37.6
	2	54	40.3	40.6	78.2
	3	18	13.4	13.5	91.7
	4	11	8.2	8.3	100.0
	Total	133	99.3	100.0	
Missing	99	1	.7		
Total		134	100.0		

a Teaching_Experience = 1st year

Classroom Diversity(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	6.7	6.8	6.8
	2	20	14.9	15.0	21.8
	3	53	39.6	39.8	61.7
	4	51	38.1	38.3	100.0
	Total	133	99.3	100.0	
Missing	99	1	.7		
Total		134	100.0		

a Teaching_Experience = 1st year

Communication with Families and Caregivers(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	9.0	9.1	9.1
	2	26	19.4	19.7	28.8
	3	41	30.6	31.1	59.8
	4	53	39.6	40.2	100.0
	Total	132	98.5	100.0	
Missing	99	2	1.5		
Total		134	100.0		

a Teaching_Experience = 1st year

Classroom Management(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	103	27.4	28.4	28.4
	2	123	32.7	33.9	62.3
	3	71	18.9	19.6	81.8
	4	66	17.6	18.2	100.0
	Total	363	96.5	100.0	
Missing	99	13	3.5		
Total		376	100.0		

a Teaching_Experience = 2-5

Instructional Skills(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	141	37.5	38.8	38.8
	2	103	27.4	28.4	67.2
	3	66	17.6	18.2	85.4
	4	53	14.1	14.6	100.0
	Total	363	96.5	100.0	
Missing	99	13	3.5		
Total		376	100.0		

a Teaching_Experience = 2-5

Classroom Diversity(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	44	11.7	12.1	12.1
	2	73	19.4	20.1	32.2
	3	120	31.9	33.1	65.3
	4	126	33.5	34.7	100.0
	Total	363	96.5	100.0	
Missing	99	13	3.5		
Total		376	100.0		

a Teaching_Experience = 2-5

Communication with Families and Caregivers(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	64	17.0	17.6	17.6
	2	70	18.6	19.3	36.9
	3	110	29.3	30.3	67.2
	4	119	31.6	32.8	100.0
	Total	363	96.5	100.0	
Missing	99	13	3.5		
Total		376	100.0		

a Teaching_Experience = 2-5

Classroom Management(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	110	24.6	25.5	25.5
	2	109	24.3	25.3	50.8
	3	94	21.0	21.8	72.6
	4	118	26.3	27.4	100.0
	Total	431	96.2	100.0	
Missing	99	17	3.8		
Total		448	100.0		

a Teaching_Experience = 6-10

Instructional Skills(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	150	33.5	34.9	34.9
	2	125	27.9	29.1	64.0
	3	89	19.9	20.7	84.7
	4	66	14.7	15.3	100.0
	Total	430	96.0	100.0	
Missing	99	18	4.0		
Total		448	100.0		

a Teaching_Experience = 6-10

Classroom Diversity(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	81	18.1	18.9	18.9
	2	86	19.2	20.0	38.9
	3	118	26.3	27.5	66.4
	4	144	32.1	33.6	100.0
	Total	429	95.8	100.0	
Missing	99	19	4.2		
Total		448	100.0		

a Teaching_Experience = 6-10

Communication with Families and Caregivers(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	86	19.2	20.1	20.1
	2	100	22.3	23.4	43.5
	3	124	27.7	29.0	72.4
	4	118	26.3	27.6	100.0
	Total	428	95.5	100.0	
Missing	99	20	4.5		
Total		448	100.0		

a Teaching_Experience = 6-10

Classroom Management(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	241	18.7	19.7	19.7
2	342	26.6	27.9	47.6
3	319	24.8	26.0	73.6
4	323	25.1	26.4	100.0
Total	1225	95.1	100.0	
Missing 99	63	4.9		
Total	1288	100.0		

a Teaching_Experience = 10+

Instructional Skills(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	414	32.1	33.9	33.9
2	306	23.8	25.0	58.9
3	267	20.7	21.8	80.8
4	235	18.2	19.2	100.0
Total	1222	94.9	100.0	
Missing 99	66	5.1		
Total	1288	100.0		

a Teaching_Experience = 10+

Classroom Diversity(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	292	22.7	23.9	23.9
2	284	22.0	23.3	47.2
3	329	25.5	27.0	74.2
4	315	24.5	25.8	100.0
Total	1220	94.7	100.0	
Missing 99	68	5.3		
Total	1288	100.0		

a Teaching_Experience = 10+

Communication with Families and Caregivers(a)

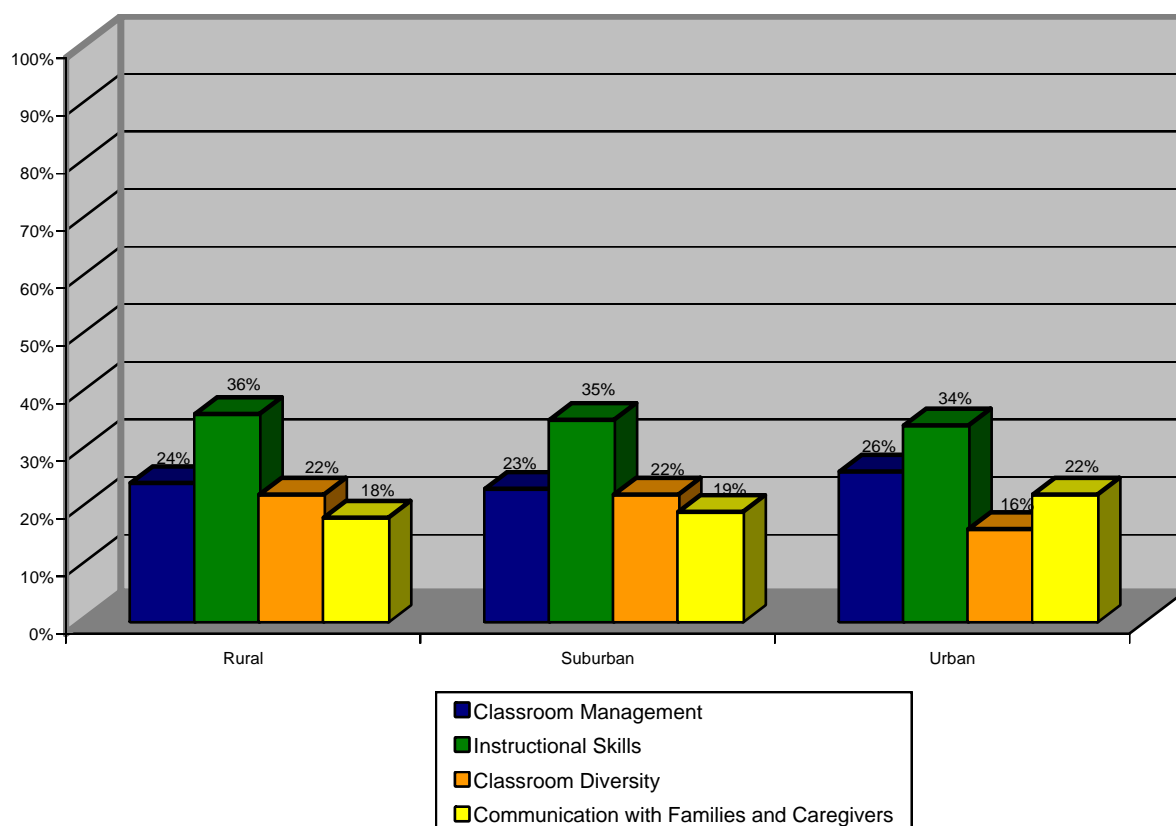
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	271	21.0	22.2	22.2
2	285	22.1	23.3	45.5
3	309	24.0	25.3	70.8
4	356	27.6	29.2	100.0
Total	1221	94.8	100.0	
Missing 99	67	5.2		
Total	1288	100.0		

a Teaching_Experience = 10+

✓ Professional Development Needs by Educational Setting:

- Instructional skills was the highest rated area for professional development needs (Rural = 36%, Suburban = 35%, Urban = 34%).
- For Rural and Suburban educators, professional development in the areas of classroom management and classroom diversity were evenly split; for Urban teachers, classroom management was more highly indicated as a professional development need compared to classroom diversity.
- A number of Urban educators also indicated that communication with families and caregivers was an important professional development need (22%) and unlike Rural and Suburban, communication with families and caregivers received a higher rank than training in classroom diversity.

Professional Development Needs by Educational Setting- Rank 1



Classroom Management(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	104	22.7	23.7	23.7
2	138	30.1	31.5	55.3
3	88	19.2	20.1	75.3
4	108	23.5	24.7	100.0
Total	438	95.4	100.0	
Missing 99	21	4.6		
Total	459	100.0		

a intro_area = Rural

Instructional Skills(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	157	34.2	36.1	36.1
2	127	27.7	29.2	65.3
3	93	20.3	21.4	86.7
4	58	12.6	13.3	100.0
Total	435	94.8	100.0	
Missing 99	24	5.2		
Total	459	100.0		

a intro_area = Rural

Classroom Diversity(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	96	20.9	22.1	22.1
2	81	17.6	18.6	40.7
3	114	24.8	26.2	66.9
4	144	31.4	33.1	100.0
Total	435	94.8	100.0	
Missing 99	24	5.2		
Total	459	100.0		

a intro_area = Rural

Communication with Families and Caregivers(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	80	17.4	18.4	18.4
2	92	20.0	21.1	39.5
3	133	29.0	30.6	70.1
4	130	28.3	29.9	100.0
Total	435	94.8	100.0	
Missing 99	24	5.2		
Total	459	100.0		

a intro_area = Rural

Classroom Management(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	208	22.1	22.9	22.9
2	278	29.5	30.6	53.5
3	231	24.5	25.4	79.0
4	191	20.3	21.0	100.0
Total	908	96.5	100.0	
Missing 99	33	3.5		
Total	941	100.0		

a intro_area = Suburban

Instructional Skills(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	321	34.1	35.3	35.3
2	240	25.5	26.4	61.7
3	178	18.9	19.6	81.3
4	170	18.1	18.7	100.0
Total	909	96.6	100.0	
Missing 99	32	3.4		
Total	941	100.0		

a intro_area = Suburban

Classroom Diversity(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	199	21.1	21.9	21.9
2	190	20.2	20.9	42.9
3	268	28.5	29.5	72.4
4	250	26.6	27.6	100.0
Total	907	96.4	100.0	
Missing 99	34	3.6		
Total	941	100.0		

a intro_area = Suburban

Communication with Families and Caregivers(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	175	18.6	19.4	19.4
2	205	21.8	22.7	42.0
3	236	25.1	26.1	68.1
4	288	30.6	31.9	100.0
Total	904	96.1	100.0	
Missing 99	37	3.9		
Total	941	100.0		

a intro_area = Suburban

Classroom Management(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	210	24.8	26.2	26.2
2	193	22.8	24.1	50.3
3	181	21.3	22.6	72.9
4	217	25.6	27.1	100.0
Total	801	94.5	100.0	
Missing 99	47	5.5		
Total	848	100.0		

a intro_area = Urban

Instructional Skills(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	274	32.3	34.3	34.3
2	217	25.6	27.2	61.5
3	170	20.0	21.3	82.7
4	138	16.3	17.3	100.0
Total	799	94.2	100.0	
Missing 99	49	5.8		
Total	848	100.0		

a intro_area = Urban

Classroom Diversity(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	129	15.2	16.2	16.2
2	193	22.8	24.2	40.4
3	236	27.8	29.6	69.9
4	240	28.3	30.1	100.0
Total	798	94.1	100.0	
Missing 99	50	5.9		
Total	848	100.0		

a intro_area = Urban

Communication with Families and Caregivers(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	178	21.0	22.3	22.3
2	183	21.6	22.9	45.1
3	214	25.2	26.8	71.9
4	225	26.5	28.1	100.0
Total	800	94.3	100.0	
Missing 99	48	5.7		
Total	848	100.0		

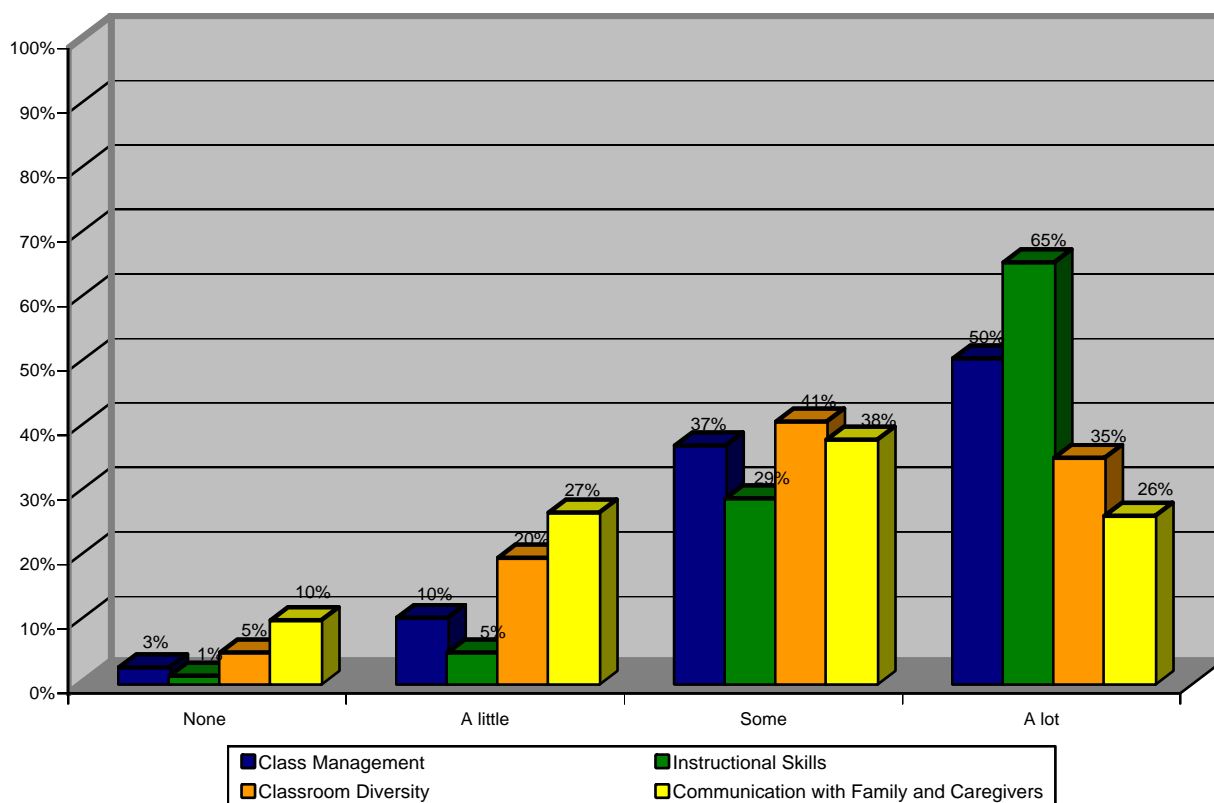
a intro_area = Urban

Level of Preparation

Participants were asked to indicate the degree to which they have received training with regard to classroom management, instructional skills, classroom diversity, and communication with families and caregivers. Each respondent indicated either “none,” “a little,” “some,” or “a lot.”

- ✓ The table below indicates that 65% of the respondents indicated “a lot” of preparation for use of instructional skills and 50% indicated “a lot” of preparation for classroom management.
- ✓ A total of 35% and 26% of respondents indicated receiving “a lot” of preparation for addressing classroom diversity and working with families and caregivers, respectively.

Level of Preparation in Each Professional Development Area



Classroom Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	57	2.4	2.5	63.1
	little	231	9.9	10.2	10.2
	some	836	35.8	36.9	100.0
	lot	1140	48.8	50.4	60.6
	Total	2264	97.0	100.0	
Missing	miss	70	3.0		
Total		2334	100.0		

Instructional Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	27	1.2	1.2	71.3
	little	108	4.6	4.8	4.8
	some	648	27.8	28.7	100.0
	lot	1475	63.2	65.3	70.1
	Total	2258	96.7	100.0	
Missing	miss	76	3.3		
Total		2334	100.0		

Classroom Diversity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	109	4.7	4.8	59.4
	little	441	18.9	19.5	19.5
	some	917	39.3	40.6	100.0
	lot	790	33.8	35.0	54.5
	Total	2257	96.7	100.0	
Missing	miss	77	3.3		
Total		2334	100.0		

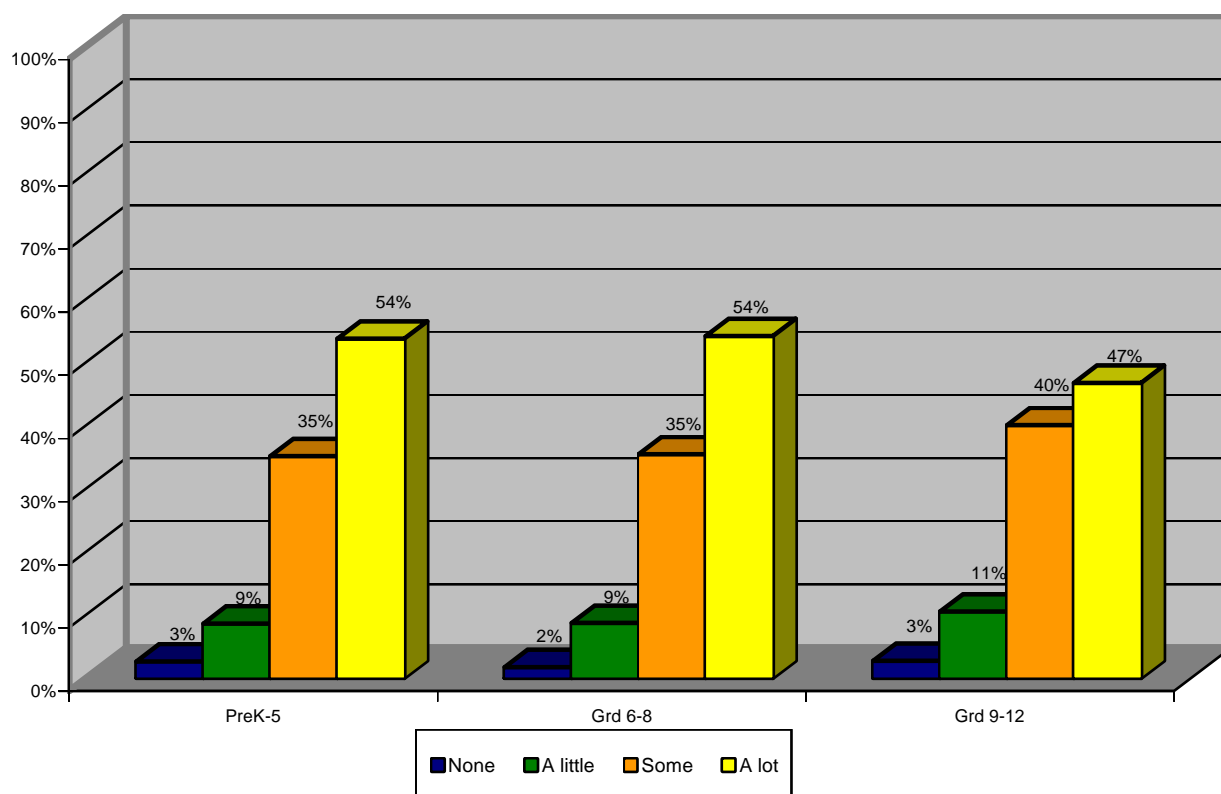
Communication with Families and Caregivers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	220	9.4	9.8	62.2
	little	596	25.5	26.5	26.5
	some	851	36.5	37.8	100.0
	lot	585	25.1	26.0	52.4
	Total	2252	96.5	100.0	
Missing	miss	82	3.5		
Total		2334	100.0		

✓ Level of Preparation by Grade Level

- The overall pattern of preparation did not vary by grade level—preparation was highest for instructional skills and classroom management, respectively, and lowest for addressing classroom diversity and communicating with families and caregivers.

Level of Preparation in Classroom Management by Grade Level



Classroom Management(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	20	2.6	2.6	64.9
	little	66	8.5	8.6	8.6
	some	269	34.8	35.1	100.0
	lot	411	53.1	53.7	62.3
	Total	766	99.0	100.0	
Missing	miss	8	1.0		
Total		774	100.0		

a Grdvl1 = "PK-5"

Classroom Management(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	10	1.7	1.7	64.6
	little	50	8.6	8.7	8.7
	some	203	34.8	35.4	100.0
	lot	310	53.2	54.1	62.8
	Total	573	98.3	100.0	
Missing	miss	10	1.7		
Total		583	100.0		

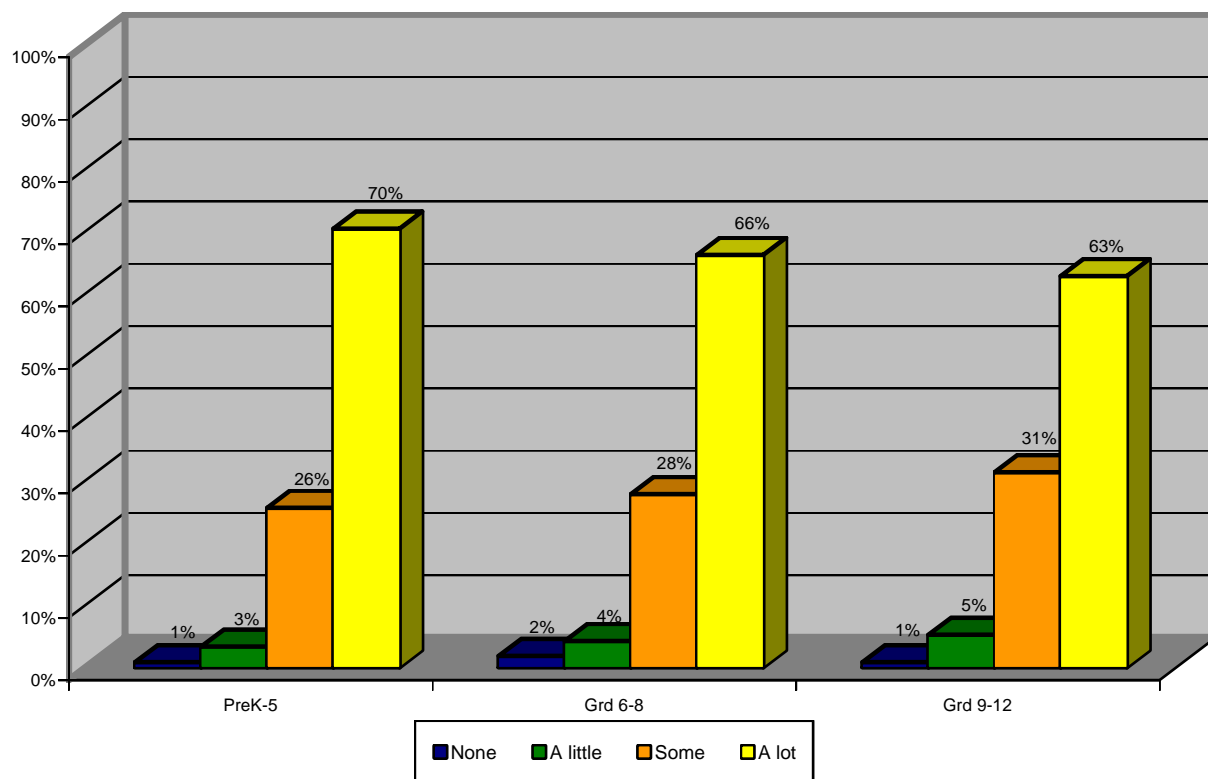
a Grdvl1 = 6-8

Classroom Management(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	24	2.7	2.7	60.0
	little	92	10.4	10.5	10.5
	some	350	39.6	40.0	100.0
	lot	408	46.2	46.7	57.2
	Total	874	99.0	100.0	
Missing	miss	9	1.0		
Total		883	100.0		

a Grdvl1 = 9-12

Level of Preparation in Instructional Skills by Grade Level



Instructional Skills(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	6	.8	.8	74.4
	little	25	3.2	3.3	3.3
	some	195	25.2	25.6	100.0
	lot	537	69.4	70.4	73.7
	Total	763	98.6	100.0	
Missing	miss	11	1.4		
Total		774	100.0		

a Grdvl1 = "PK-5"

Instructional Skills(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	10	1.7	1.8	72.2
	little	24	4.1	4.2	4.2
	some	159	27.3	27.8	100.0
	lot	378	64.8	66.2	70.4
	Total	571	97.9	100.0	
Missing	miss	12	2.1		
Total		583	100.0		

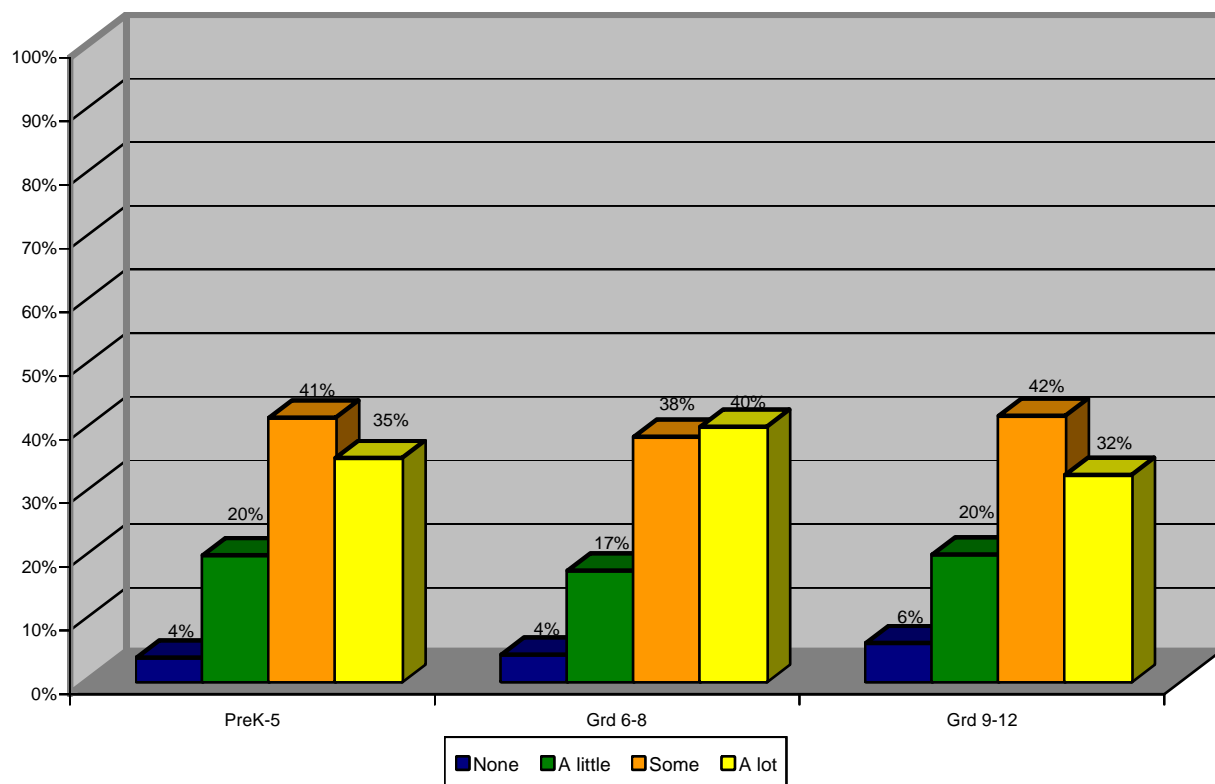
a Grdvl1 = 6-8

Instructional Skills(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	7	.8	.8	68.7
	little	45	5.1	5.2	5.2
	some	273	30.9	31.3	100.0
	lot	548	62.1	62.8	67.9
	Total	873	98.9	100.0	
Missing	miss	10	1.1		
Total		883	100.0		

a Grdvl1 = 9-12

Level of Preparation in Classroom Diversity by Grade Level



Classroom Diversity(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	28	3.6	3.7	58.6
	little	151	19.5	19.8	19.8
	some	316	40.8	41.4	100.0
	lot	268	34.6	35.1	54.9
	Total	763	98.6	100.0	
Missing	miss	11	1.4		
Total		774	100.0		

a Grdvl1 = "PK-5"

Classroom Diversity(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	24	4.1	4.2	61.6
	little	99	17.0	17.4	17.4
	some	219	37.6	38.4	100.0
	lot	228	39.1	40.0	57.4
	Total	570	97.8	100.0	
Missing	miss	13	2.2		
Total		583	100.0		

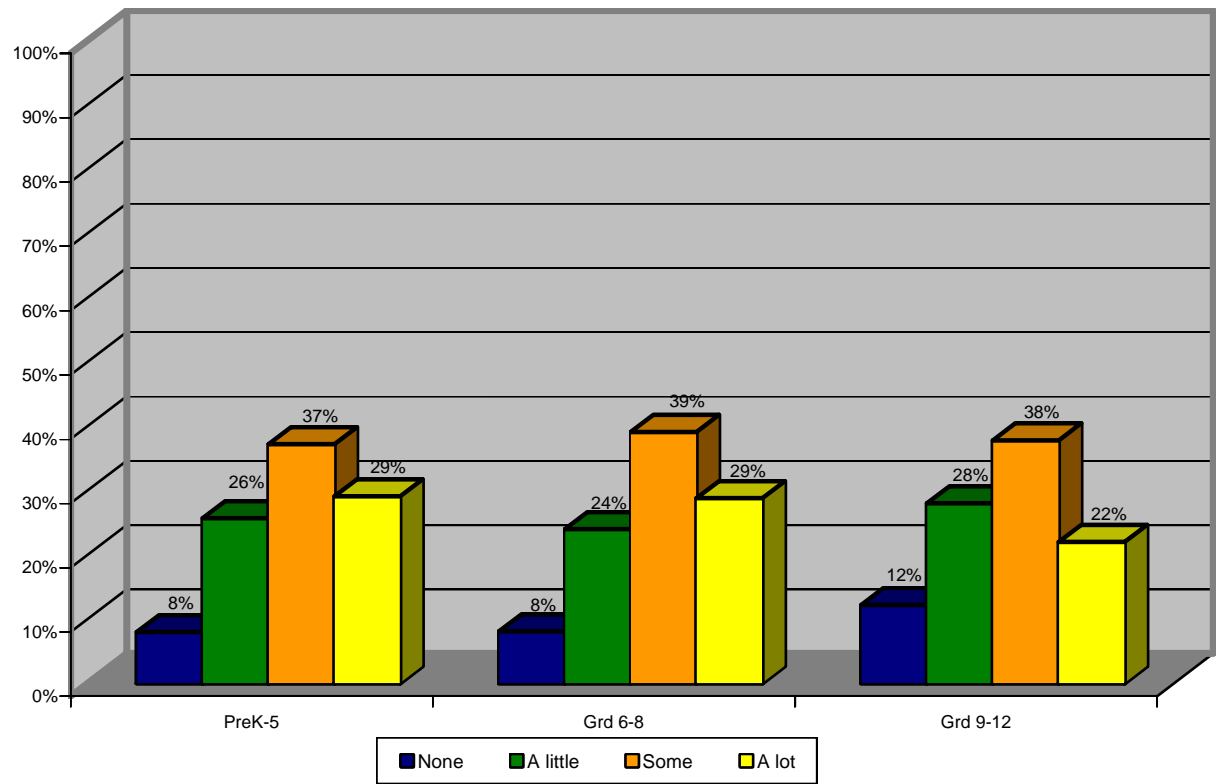
a Grdvl1 = 6-8

Classroom Diversity(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	52	5.9	6.0	58.3
	little	174	19.7	19.9	19.9
	some	364	41.2	41.7	100.0
	lot	283	32.0	32.4	52.3
	Total	873	98.9	100.0	
Missing	miss	10	1.1		
Total		883	100.0		

a Grdvl1 = 9-12

Level of Preparation in Communication with Families and Caregivers by Grade Level



Communication with Families and Caregivers(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	61	7.9	8.0	62.8
	little	196	25.3	25.7	25.7
	some	284	36.7	37.2	100.0
	lot	222	28.7	29.1	54.8
	Total	763	98.6	100.0	
Missing	miss	11	1.4		
Total		774	100.0		

a Grdvl1 = "PK-5"

Communication with Families and Caregivers(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	46	7.9	8.1	60.9
	little	137	23.5	24.0	24.0
	some	223	38.3	39.1	100.0
	lot	164	28.1	28.8	52.8
	Total	570	97.8	100.0	
Missing	miss	13	2.2		
Total		583	100.0		

a Grdvl1 = 6-8

Communication with Families and Caregivers(a)

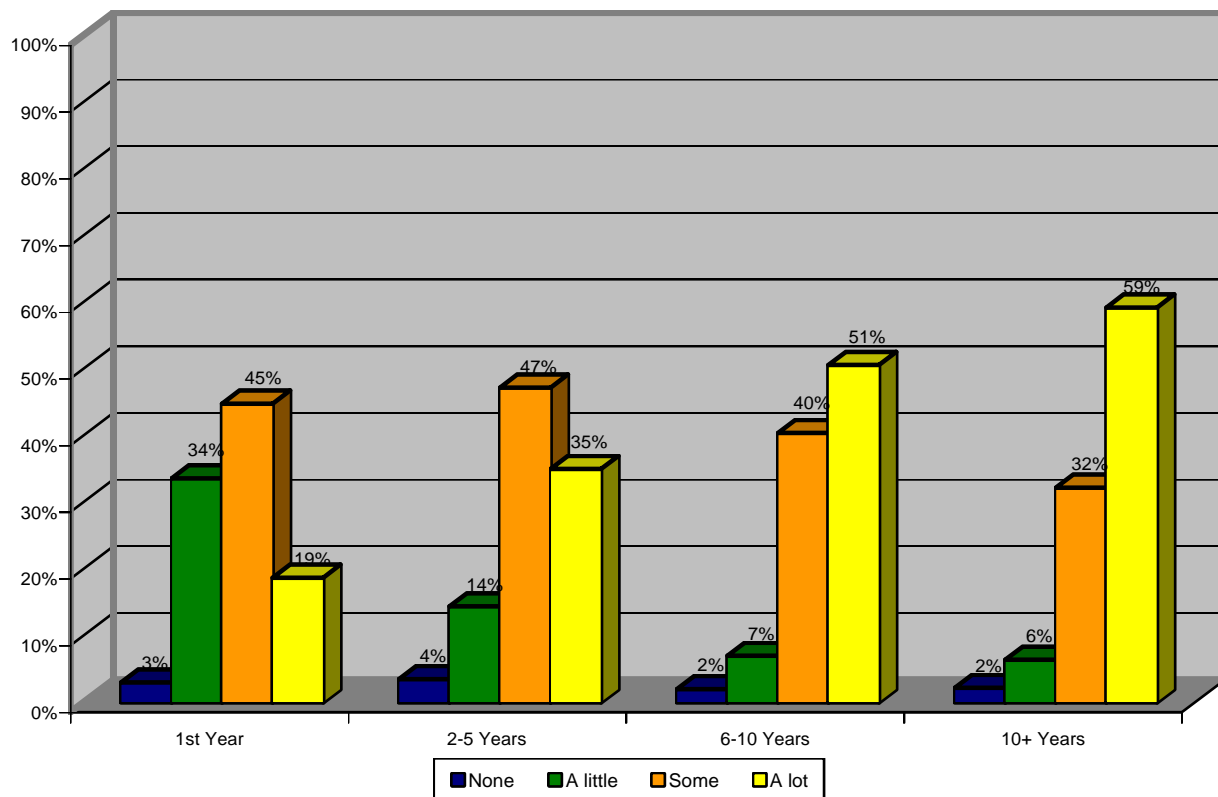
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	106	12.0	12.2	62.2
	little	243	27.5	28.0	28.0
	some	328	37.1	37.8	100.0
	lot	191	21.6	22.0	50.0
	Total	868	98.3	100.0	
Missing	miss	15	1.7		
Total		883	100.0		

a Grdvl1 = 9-12

✓ Level of Preparation by Years Teaching

- In relation to years teaching, educators teaching six or more years indicated more preparation in each of the four areas.

Level of Preparation in Classroom Management by Years Teaching



Classroom Management(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	4	3.0	3.0	55.2
	little	45	33.6	33.6	33.6
	some	60	44.8	44.8	100.0
	lot	25	18.7	18.7	52.2
	Total	134	100.0	100.0	

a Teaching_Experience = 1st year

Classroom Management(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	13	3.5	3.5	52.8
	little	53	14.1	14.4	14.4
	some	174	46.3	47.2	100.0
	lot	129	34.3	35.0	49.3
	Total	369	98.1	100.0	
Missing	miss	7	1.9		
Total		376	100.0		

a Teaching_Experience = 2-5

Classroom Management(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	9	2.0	2.0	59.6
	little	31	6.9	7.0	7.0
	some	180	40.2	40.4	100.0
	lot	225	50.2	50.6	57.5
	Total	445	99.3	100.0	
Missing	miss	3	.7		
Total		448	100.0		

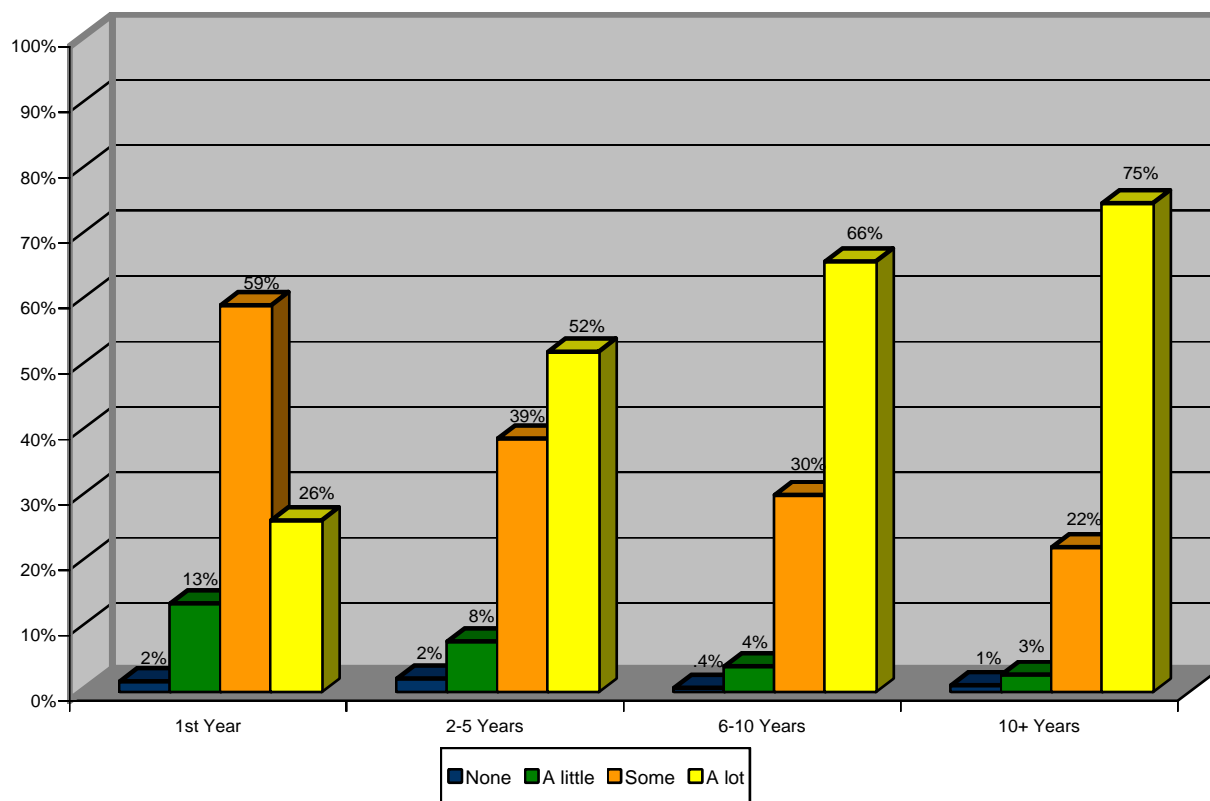
a Teaching_Experience = 6-10

Classroom Management(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	28	2.2	2.2	67.8
	little	82	6.4	6.4	6.4
	some	411	31.9	32.2	100.0
	lot	757	58.8	59.2	65.6
	Total	1278	99.2	100.0	
Missing	miss	10	.8		
Total		1288	100.0		

a Teaching_Experience = 10+

Level of Preparation in Instructional Skills by Grade Level



Instructional Skills(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid none	2	1.5	1.5	41.0
little	18	13.4	13.4	13.4
some	79	59.0	59.0	100.0
lot	35	26.1	26.1	39.6
Total	134	100.0	100.0	

a Teaching_Experience = 1st year

Instructional Skills(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid none	7	1.9	1.9	61.4
little	28	7.4	7.6	7.6
some	142	37.8	38.6	100.0
lot	191	50.8	51.9	59.5
Total	368	97.9	100.0	
Missing miss	8	2.1		
Total	376	100.0		

a Teaching_Experience = 2-5

Instructional Skills(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid none	2	.4	.5	70.0
little	17	3.8	3.8	3.8
some	133	29.7	30.0	100.0
lot	291	65.0	65.7	69.5
Total	443	98.9	100.0	
Missing miss	5	1.1		
Total	448	100.0		

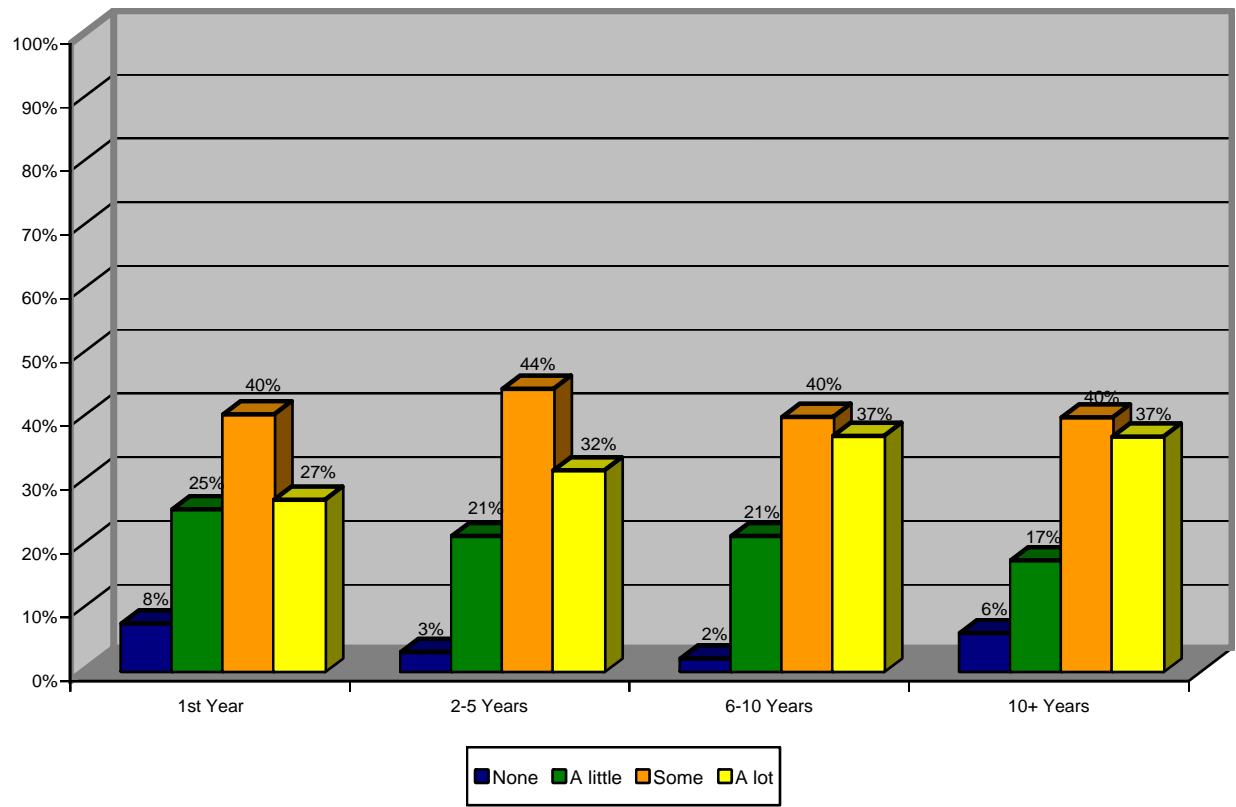
a Teaching_Experience = 6-10

Instructional Skills(a)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid none	12	.9	.9	78.0
little	32	2.5	2.5	2.5
some	280	21.7	22.0	100.0
lot	951	73.8	74.6	77.1
Total	1275	99.0	100.0	
Missing miss	13	1.0		
Total	1288	100.0		

a Teaching_Experience = 10+

Level of Preparation in Classroom Diversity by Years Teaching



Classroom Diversity(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	10	7.5	7.5	59.7
	little	34	25.4	25.4	25.4
	some	54	40.3	40.3	100.0
	lot	36	26.9	26.9	52.2
	Total	134	100.0	100.0	

a Teaching_Experience = 1st year

Classroom Diversity(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	11	2.9	3.0	55.7
	little	78	20.7	21.2	21.2
	some	163	43.4	44.3	100.0
	lot	116	30.9	31.5	52.7
	Total	368	97.9	100.0	
Missing	miss	8	2.1		
Total		376	100.0		

a Teaching_Experience = 2-5

Classroom Diversity(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	9	2.0	2.0	60.1
	little	94	21.0	21.2	21.2
	some	177	39.5	39.9	100.0
	lot	164	36.6	36.9	58.1
	Total	444	99.1	100.0	
Missing	miss	4	.9		
Total		448	100.0		

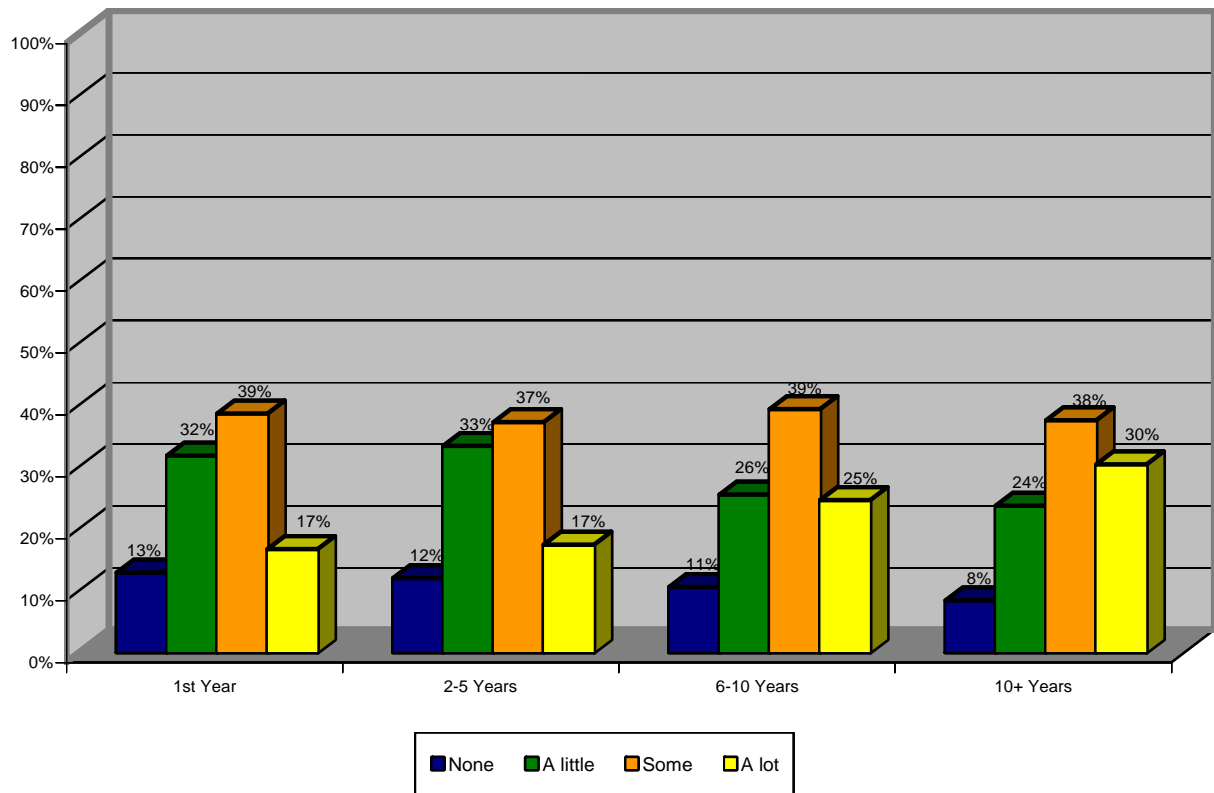
a Teaching_Experience = 6-10

Classroom Diversity(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	76	5.9	6.0	60.2
	little	222	17.2	17.4	17.4
	some	507	39.4	39.8	100.0
	lot	469	36.4	36.8	54.2
	Total	1274	98.9	100.0	
Missing	miss	14	1.1		
Total		1288	100.0		

a Teaching_Experience = 10+

Level of Preparation in Communication with Families and Caregivers by Years Teaching



Communication with Families and Caregivers(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	17	12.7	12.9	61.4
	little	42	31.3	31.8	31.8
	some	51	38.1	38.6	100.0
	lot	22	16.4	16.7	48.5
	Total	132	98.5	100.0	
Missing	miss	2	1.5		
Total		134	100.0		

a Teaching_Experience = 1st year

Communication with Families and Caregivers(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	44	11.7	12.0	62.8
	little	123	32.7	33.4	33.4
	some	137	36.4	37.2	100.0
	lot	64	17.0	17.4	50.8
	Total	368	97.9	100.0	
Missing	miss	8	2.1		
Total		376	100.0		

a Teaching_Experience = 2-5

Communication with Families and Caregivers(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	47	10.5	10.6	60.7
	little	113	25.2	25.5	25.5
	some	174	38.8	39.3	100.0
	lot	109	24.3	24.6	50.1
	Total	443	98.9	100.0	
Missing	miss	5	1.1		
Total		448	100.0		

a Teaching_Experience = 6-10

Communication with Families and Caregivers(a)

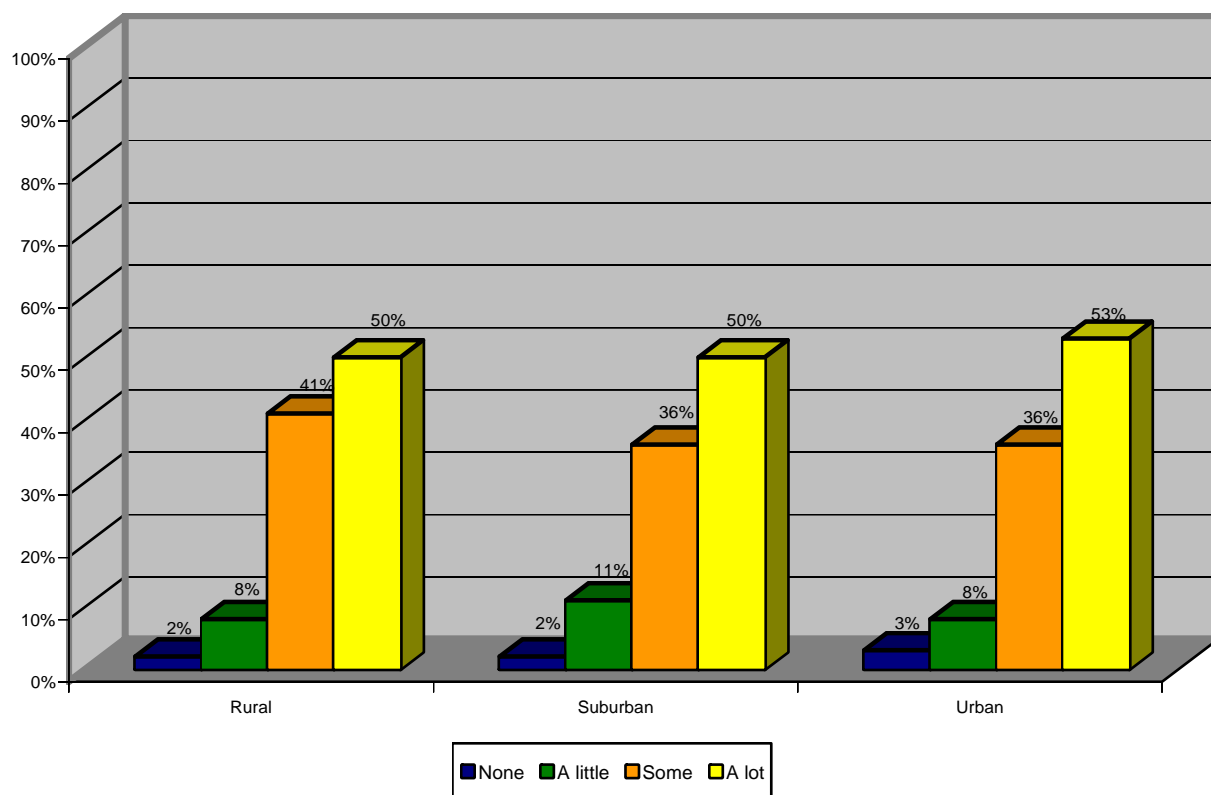
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	107	8.3	8.4	62.5
	little	301	23.4	23.7	23.7
	some	477	37.0	37.5	100.0
	lot	386	30.0	30.4	54.1
	Total	1271	98.7	100.0	
Missing	miss	17	1.3		
Total		1288	100.0		

a Teaching_Experience = 10+

✓ Level of Preparation by Educational Setting:

- Across educational settings, the highest ratings with regard to level of preparation were for instructional skills followed by classroom management.

Level of Preparation in Classroom Management by Educational Setting



Classroom Management(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	7	1.5	1.5	59.3
	little	37	8.1	8.2	8.2
	some	184	40.1	40.7	100.0
	lot	224	48.8	49.6	57.7
	Total	452	98.5	100.0	
Missing	miss	7	1.5		
Total		459	100.0		

a intro_area = Rural

Classroom Management(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	21	2.2	2.3	63.7
	little	103	10.9	11.1	11.1
	some	338	35.9	36.3	100.0
	lot	469	49.8	50.4	61.4
	Total	931	98.9	100.0	
Missing	miss	10	1.1		
Total		941	100.0		

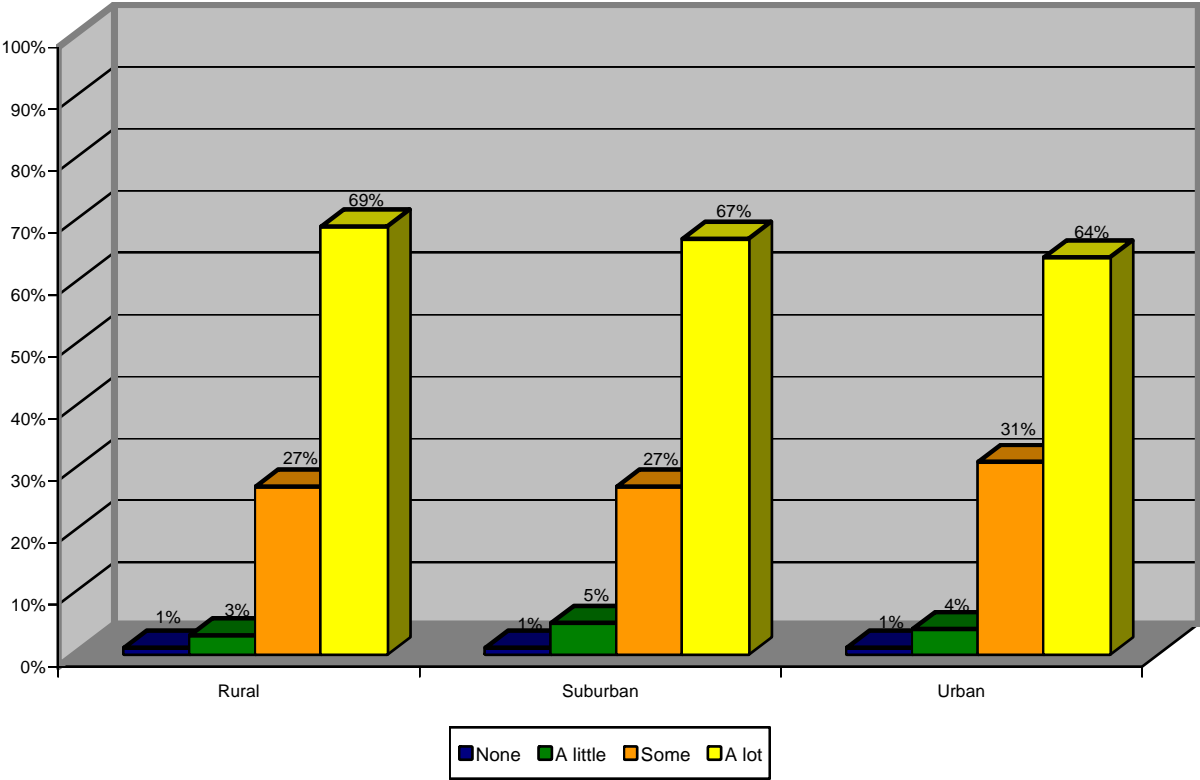
a intro_area = Suburban

Classroom Management(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	26	3.1	3.1	64.1
	little	70	8.3	8.3	8.3
	some	301	35.5	35.9	100.0
	lot	442	52.1	52.7	61.0
	Total	839	98.9	100.0	
Missing	miss	9	1.1		
Total		848	100.0		

a intro_area = Urban

Level of Preparation in Instructional Skills by Educational Setting



Instructional Skills(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	3	.7	.7	72.9
	little	14	3.1	3.1	3.1
	some	122	26.6	27.1	100.0
	lot	311	67.8	69.1	72.2
	Total	450	98.0	100.0	
Missing	miss	9	2.0		
Total		459	100.0		

a intro_area = Rural

Instructional Skills(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	9	1.0	1.0	72.8
	little	48	5.1	5.2	5.2
	some	253	26.9	27.2	100.0
	lot	619	65.8	66.6	71.8
	Total	929	98.7	100.0	
Missing	miss	12	1.3		
Total		941	100.0		

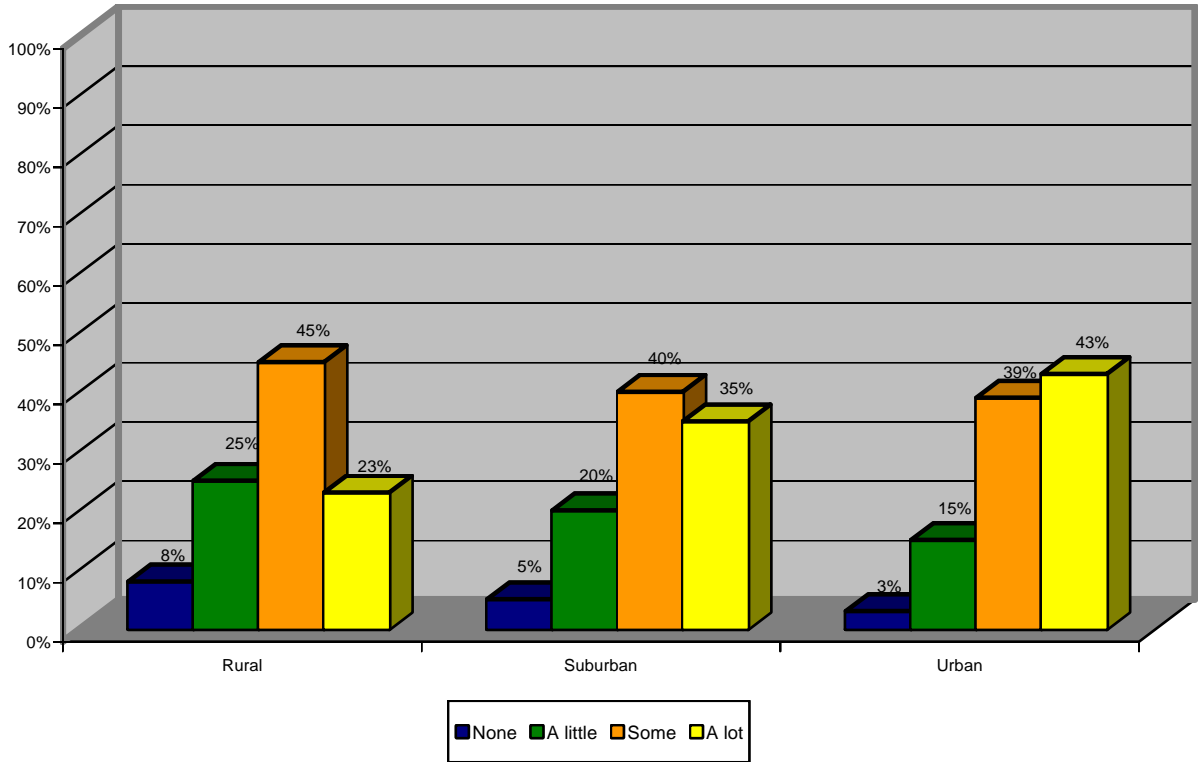
a intro_area = Suburban

Instructional Skills(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	10	1.2	1.2	69.5
	little	35	4.1	4.2	4.2
	some	255	30.1	30.5	100.0
	lot	537	63.3	64.2	68.3
	Total	837	98.7	100.0	
Missing	miss	11	1.3		
Total		848	100.0		

a intro_area = Urban

Level of Preparation in Classroom Diversity by Educational Setting



Classroom Diversity(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	34	7.4	7.5	55.4
	little	112	24.4	24.8	24.8
	some	201	43.8	44.6	100.0
	lot	104	22.7	23.1	47.9
	Total	451	98.3	100.0	
Missing	miss	8	1.7		
Total		459	100.0		

a intro_area = Rural

Classroom Diversity(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	46	4.9	5.0	59.4
	little	185	19.7	19.9	19.9
	some	377	40.1	40.6	100.0
	lot	320	34.0	34.5	54.4
	Total	928	98.6	100.0	
Missing	miss	13	1.4		
Total		941	100.0		

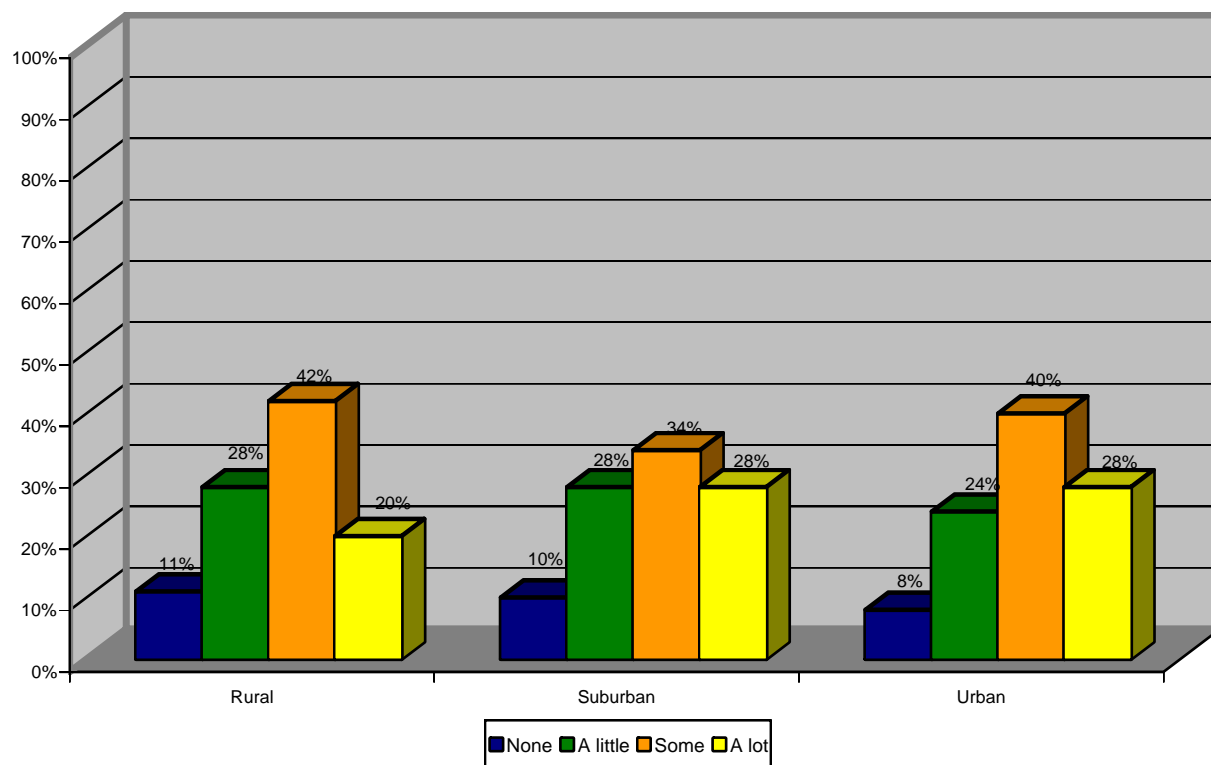
a intro_area = Suburban

Classroom Diversity(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	25	2.9	3.0	61.1
	little	127	15.0	15.2	15.2
	some	325	38.3	38.9	100.0
	lot	359	42.3	42.9	58.1
	Total	836	98.6	100.0	
Missing	miss	12	1.4		
Total		848	100.0		

a intro_area = Urban

Level of Preparation in Communication with Families and Caregivers
by Educational Setting



Communication with Families and Caregivers(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	48	10.5	10.7	58.3
	little	125	27.2	27.9	27.9
	some	187	40.7	41.7	100.0
	lot	88	19.2	19.6	47.5
	Total	448	97.6	100.0	
Missing	miss	11	2.4		
Total		459	100.0		

a intro_area = Rural

Communication with Families and Caregivers(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	96	10.2	10.3	66.3
	little	256	27.2	27.6	27.6
	some	313	33.3	33.7	100.0
	lot	263	27.9	28.3	55.9
	Total	928	98.6	100.0	
Missing	miss	13	1.4		
Total		941	100.0		

a intro_area = Suburban

Communication with Families and Caregivers(a)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	68	8.0	8.1	59.8
	little	200	23.6	24.0	24.0
	some	336	39.6	40.2	100.0
	lot	231	27.2	27.7	51.6
	Total	835	98.5	100.0	
Missing	miss	13	1.5		
Total		848	100.0		

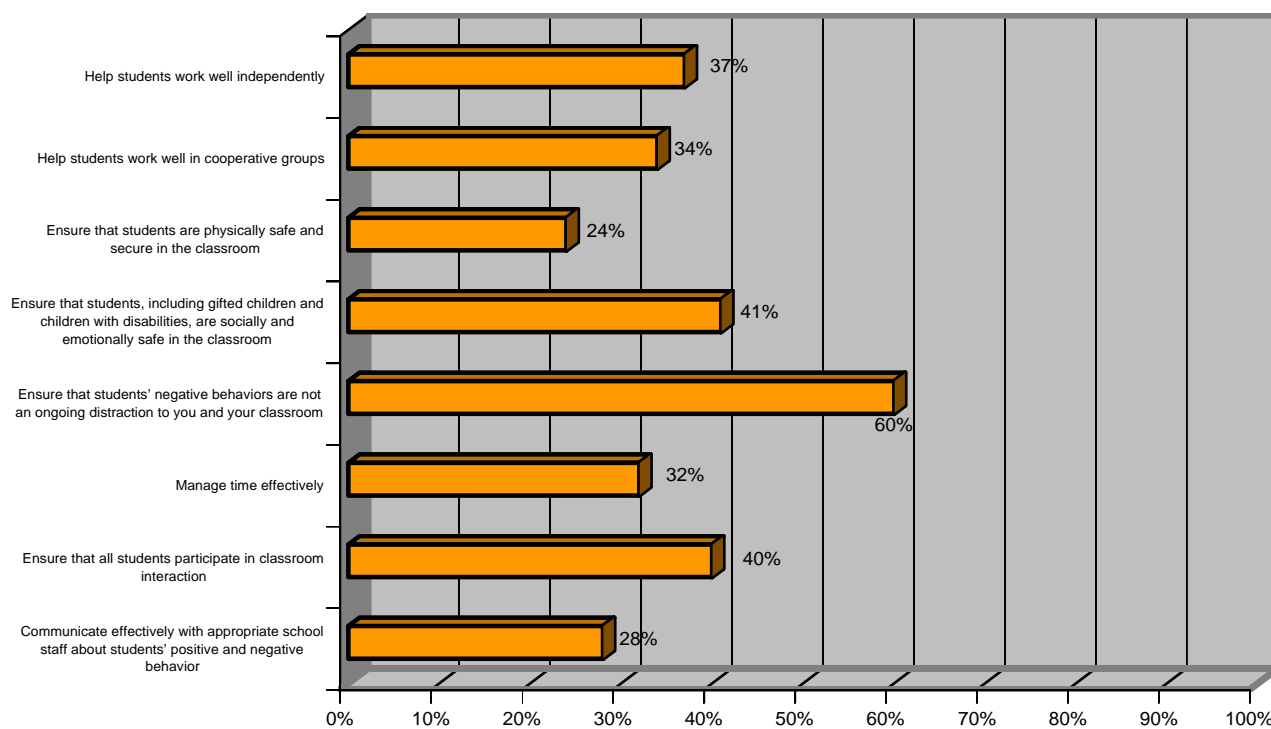
a intro_area = Urban

Specific Interests

- ✓ Educators indicated their level of interest in receiving training for specific areas within each of the classroom management, instructional skills, classroom diversity, and communication with families and caregivers topic areas. The summary below relates to the total sample responses to interest items.
- ✓ For classroom management, specific areas receiving the highest interest ratings included
 - Ensure that students' negative behaviors are not an ongoing distraction to you and your classroom
 - Ensure that students, including gifted children and children with disabilities, are socially and emotionally safe in the classroom
 - Ensure that all students participate in classroom interaction
- ✓ For instructional skills, specific areas receiving the highest ratings included:
 - Promote critical thinking
 - Motivate students to learn
 - Design or implement a challenging curriculum, including problem solving techniques
 - Modify instructional strategies to meet individual student needs
- ✓ For classroom diversity, specific areas receiving the highest ratings included:
 - Groups of students of varying grade level readiness
 - Gifted students
 - Special learning needs students
- ✓ For communication with families and caregivers, specific areas receiving the highest ratings included:
 - Behavior problems
 - Academic problems

Specific Interests in Classroom Management Skills

Interest in Specific Classroom Management Skills: "Very"



Help students work well independently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	146	6.3	6.4	27.9
	little	254	10.9	11.2	11.2
	neutral	232	9.9	10.2	21.4
	somewhat	800	34.3	35.3	63.2
	very	835	35.8	36.8	100.0
Total		2267	97.1	100.0	
Missing	miss	67	2.9		
Total		2334	100.0		

Help students work well in cooperative groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	128	5.5	5.7	28.0
	little	222	9.5	9.8	9.8
	neutral	283	12.1	12.5	22.4
	somewhat	860	36.8	38.1	66.1
	very	764	32.7	33.9	100.0
	Total	2257	96.7	100.0	
Missing	miss	77	3.3		
Total		2334	100.0		

Ensure that students are physically safe and secure in the classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	332	14.2	14.7	50.8
	little	312	13.4	13.8	13.8
	neutral	503	21.6	22.3	36.1
	somewhat	574	24.6	25.4	76.2
	very	538	23.1	23.8	100.0
	Total	2259	96.8	100.0	
Missing	miss	75	3.2		
Total		2334	100.0		

Ensure that students, including gifted children and children with disabilities, are socially and emotionally safe in the classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	152	6.5	6.7	27.4
	little	177	7.6	7.8	7.8
	neutral	291	12.5	12.8	20.7
	somewhat	725	31.1	32.0	59.4
	very	921	39.5	40.6	100.0
	Total	2266	97.1	100.0	
Missing	miss	68	2.9		
Total		2334	100.0		

Ensure that students' negative behaviors are not an ongoing distraction to you and your classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	89	3.8	3.9	15.4
	little	131	5.6	5.8	5.8
	neutral	129	5.5	5.7	11.4
	somewhat	561	24.0	24.7	40.1
	very	1361	58.3	59.9	100.0
	Total	2271	97.3	100.0	
Missing	miss	63	2.7		
Total		2334	100.0		

Manage time effectively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	226	9.7	10.0	36.9
	little	196	8.4	8.7	8.7
	neutral	411	17.6	18.2	26.9
	somewhat	702	30.1	31.1	68.1
	very	720	30.8	31.9	100.0
	Total	2255	96.6	100.0	
Missing	miss	79	3.4		
Total		2334	100.0		

Ensure that all students participate in classroom interaction

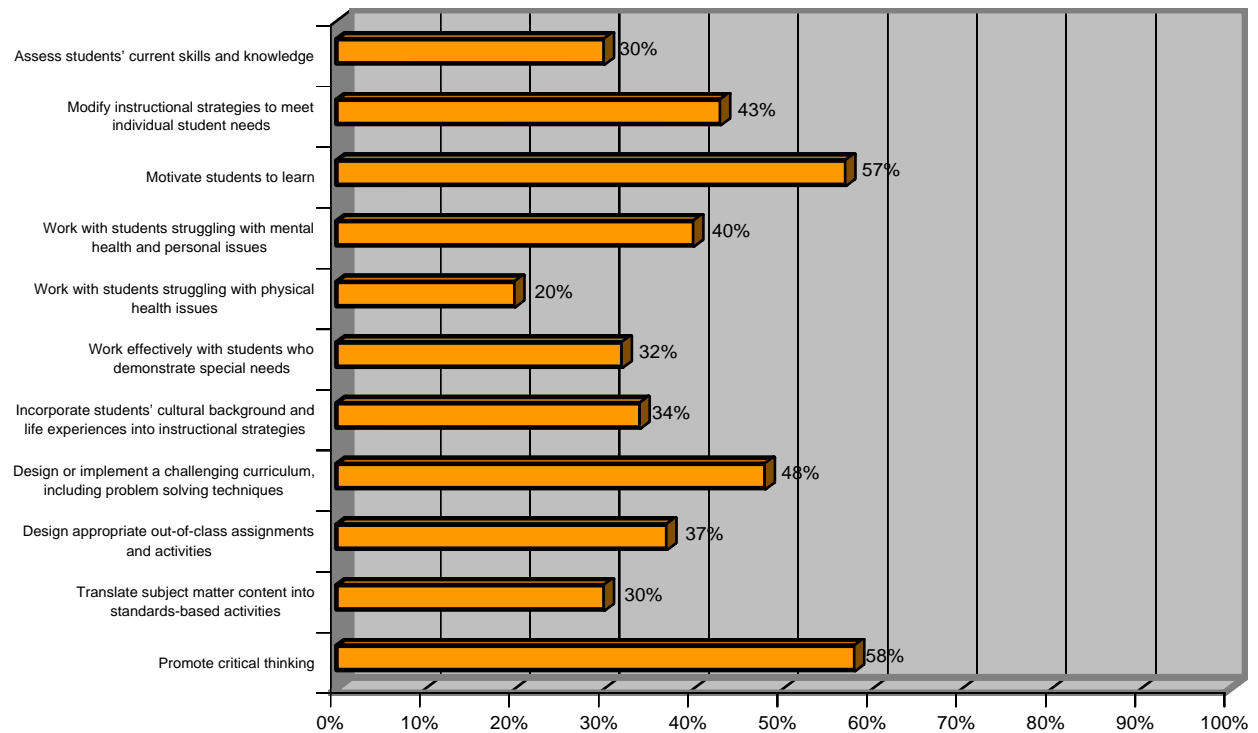
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	108	4.6	4.8	20.5
	little	128	5.5	5.7	5.7
	neutral	227	9.7	10.1	15.7
	somewhat	881	37.7	39.1	59.6
	very	912	39.1	40.4	100.0
	Total	2256	96.7	100.0	
Missing	miss	78	3.3		
Total		2334	100.0		

Communicate effectively with appropriate school staff about students' positive and negative behavior

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	227	9.7	10.1	38.4
	little	192	8.2	8.5	8.5
	neutral	447	19.2	19.8	28.3
	somewhat	757	32.4	33.6	72.0
	very	631	27.0	28.0	100.0
	Total	2254	96.6	100.0	
Missing	miss	80	3.4		
Total		2334	100.0		

Specific Interests in Instructional Skills

Interest in Specific Instructional Skills: "Very"



Assess students' current skills and knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	141	6.0	6.2	30.1
	little	193	8.3	8.6	8.6
	neutral	346	14.8	15.3	23.9
	somewhat	908	38.9	40.2	70.4
	very	669	28.7	29.6	100.0
	Total	2257	96.7	100.0	
Missing	miss	77	3.3		
Total		2334	100.0		

Modify instructional strategies to meet individual student needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	85	3.6	3.8	20.6
	little	151	6.5	6.7	6.7
	neutral	230	9.9	10.2	16.9
	somewhat	820	35.1	36.3	57.0
	very	971	41.6	43.0	100.0
	Total	2257	96.7	100.0	
Missing	miss	77	3.3		
Total		2334	100.0		

Motivate students to learn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	82	3.5	3.6	14.1
	little	79	3.4	3.5	3.5
	neutral	156	6.7	6.9	10.4
	somewhat	657	28.1	29.1	43.2
	very	1281	54.9	56.8	100.0
	Total	2255	96.6	100.0	
Missing	miss	79	3.4		
Total		2334	100.0		

Work with students struggling with mental health and personal issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	103	4.4	4.6	25.6
	little	167	7.2	7.4	7.4
	neutral	306	13.1	13.6	21.0
	somewhat	781	33.5	34.6	60.2
	very	897	38.4	39.8	100.0
	Total	2254	96.6	100.0	
Missing	miss	80	3.4		
Total		2334	100.0		

Work with students struggling with physical health issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	200	8.6	8.9	47.2
	little	269	11.5	11.9	11.9
	neutral	595	25.5	26.4	38.3
	somewhat	742	31.8	32.9	80.2
	very	447	19.2	19.8	100.0
	Total	2253	96.5	100.0	
Missing	miss	81	3.5		
Total		2334	100.0		

Work effectively with students who demonstrate special needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	127	5.4	5.6	29.8
	little	178	7.6	7.9	7.9
	neutral	366	15.7	16.2	24.1
	somewhat	857	36.7	38.0	67.8
	very	726	31.1	32.2	100.0
	Total	2254	96.6	100.0	
Missing	miss	80	3.4		
Total		2334	100.0		

Incorporate students' cultural background and life experiences into instructional strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	128	5.5	5.7	31.9
	little	200	8.6	8.9	8.9
	neutral	389	16.7	17.3	26.2
	somewhat	769	32.9	34.2	66.0
	very	764	32.7	34.0	100.0
	Total	2250	96.4	100.0	
Missing	miss	84	3.6		
Total		2334	100.0		

**Design or implement a challenging curriculum, including
problem solving techniques**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	100	4.3	4.4	19.9
	little	113	4.8	5.0	5.0
	neutral	236	10.1	10.5	15.5
	somewhat	715	30.6	31.8	51.7
	very	1087	46.6	48.3	100.0
	Total	2251	96.4	100.0	
Missing	miss	83	3.6		
Total		2334	100.0		

Design appropriate out-of-class assignments and activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	175	7.5	7.8	32.4
	little	160	6.9	7.1	7.1
	neutral	394	16.9	17.5	24.6
	somewhat	696	29.8	30.9	63.2
	very	828	35.5	36.8	100.0
	Total	2253	96.5	100.0	
Missing	miss	81	3.5		
Total		2334	100.0		

Translate subject matter content into standards-based activities

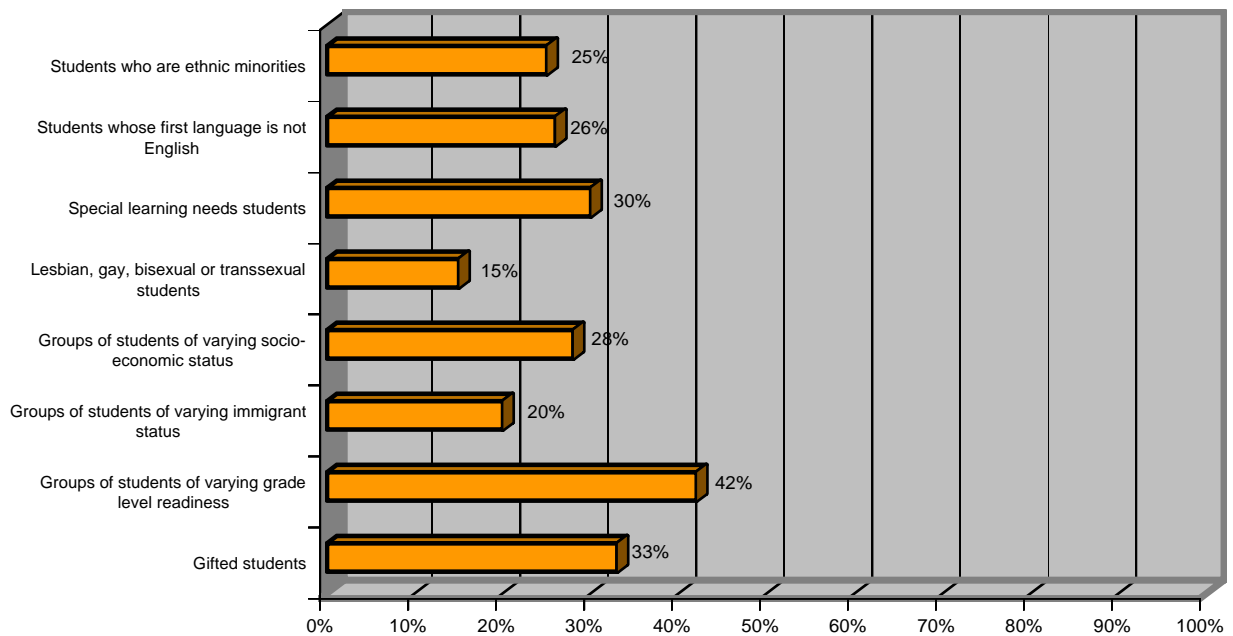
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	250	10.7	11.1	38.6
	little	176	7.5	7.8	7.8
	neutral	444	19.0	19.7	27.5
	somewhat	716	30.7	31.8	70.4
	very	666	28.5	29.6	100.0
	Total	2252	96.5	100.0	
Missing	miss	82	3.5		
Total		2334	100.0		

Promote critical thinking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	69	3.0	3.1	15.1
	little	83	3.6	3.7	3.7
	neutral	186	8.0	8.3	12.0
	somewhat	608	26.0	27.1	42.2
	very	1295	55.5	57.8	100.0
	Total	2241	96.0	100.0	
Missing	miss	93	4.0		
Total		2334	100.0		

Specific Interests in Classroom Diversity Skills

Interest in Specific Classroom Diversity Skills: "Very"



Students who are ethnic minorities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	232	9.9	10.3	42.6
	little	255	10.9	11.3	11.3
	neutral	475	20.4	21.0	32.3
	somewhat	741	31.7	32.8	75.5
	very	554	23.7	24.5	100.0
	Total	2257	96.7	100.0	
Missing	miss	77	3.3		
Total		2334	100.0		

Students whose first language is not English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	271	11.6	12.1	42.4
	little	234	10.0	10.4	10.4
	neutral	447	19.2	19.9	30.3
	somewhat	713	30.5	31.8	74.2
	very	579	24.8	25.8	100.0
	Total	2244	96.1	100.0	
Missing	miss	90	3.9		
Total		2334	100.0		

Special learning needs students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	177	7.6	7.9	34.2
	little	207	8.9	9.2	9.2
	neutral	385	16.5	17.1	26.4
	somewhat	814	34.9	36.2	70.5
	very	663	28.4	29.5	100.0
	Total	2246	96.2	100.0	
Missing	miss	88	3.8		
Total		2334	100.0		

Lesbian, gay, bisexual or transsexual students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	496	21.3	22.1	62.1
	little	223	9.6	9.9	9.9
	neutral	673	28.8	30.0	40.0
	somewhat	524	22.5	23.4	85.5
	very	326	14.0	14.5	100.0
	Total	2242	96.1	100.0	
Missing	miss	92	3.9		
Total		2334	100.0		

Groups of students of varying socio-economic status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	207	8.9	9.2	37.8
	little	185	7.9	8.2	8.2
	neutral	458	19.6	20.4	28.6
	somewhat	775	33.2	34.5	72.3
	very	624	26.7	27.7	100.0
	Total	2249	96.4	100.0	
Missing	miss	85	3.6		
Total		2334	100.0		

Groups of students of varying immigrant status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	300	12.9	13.3	50.2
	little	247	10.6	11.0	11.0
	neutral	582	24.9	25.9	36.9
	somewhat	672	28.8	29.9	80.1
	very	447	19.2	19.9	100.0
	Total	2248	96.3	100.0	
Missing	miss	86	3.7		
Total		2334	100.0		

Groups of students of varying grade level readiness

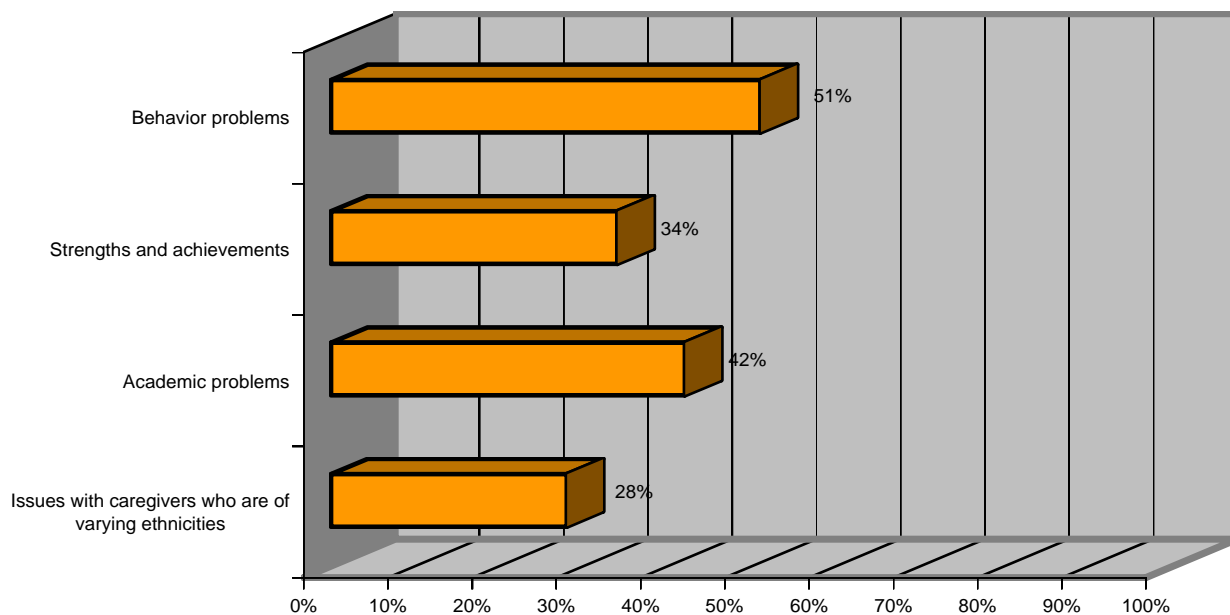
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	166	7.1	7.4	25.4
	little	126	5.4	5.6	5.6
	neutral	280	12.0	12.4	18.0
	somewhat	741	31.7	32.9	58.3
	very	939	40.2	41.7	100.0
	Total	2252	96.5	100.0	
Missing	miss	82	3.5		
Total		2334	100.0		

Gifted students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	205	8.8	9.2	34.0
	little	173	7.4	7.8	7.8
	neutral	378	16.2	17.0	24.8
	somewhat	732	31.4	32.9	67.0
	very	734	31.4	33.0	100.0
	Total	2222	95.2	100.0	
Missing	miss	112	4.8		
Total		2334	100.0		

Specific Interests in Communication with Families and Caregivers Skills

Interest in Specific Communication with Families and Caregivers Areas: "Very"



Behavior problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	132	5.7	5.8	19.6
	little	123	5.3	5.4	5.4
	neutral	188	8.1	8.3	13.8
	somewhat	664	28.4	29.4	49.0
	very	1152	49.4	51.0	100.0
	Total	2259	96.8	100.0	
Missing	miss	75	3.2		
Total		2334	100.0		

Strengths and achievements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	183	7.8	8.1	30.0
	little	138	5.9	6.1	6.1
	neutral	355	15.2	15.8	21.9
	somewhat	803	34.4	35.7	65.7
	very	773	33.1	34.3	100.0
Total		2252	96.5	100.0	
Missing	miss	82	3.5		
Total		2334	100.0		

Academic problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	140	6.0	6.2	22.7
	little	121	5.2	5.4	5.4
	neutral	252	10.8	11.2	16.5
	somewhat	786	33.7	34.8	57.6
	very	957	41.0	42.4	100.0
Total		2256	96.7	100.0	
Missing	miss	78	3.3		
Total		2334	100.0		

Issues with caregivers who are of varying ethnicities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not	256	11.0	11.4	40.1
	little	176	7.5	7.8	7.8
	neutral	468	20.1	20.9	28.7
	somewhat	705	30.2	31.4	71.6
	very	638	27.3	28.4	100.0
Total		2243	96.1	100.0	
Missing	miss	91	3.9		
Total		2334	100.0		

Teacher Needs Survey Aggregate Comments

INSTRUCTIONAL SKILLS	Number of Comments
Assess students' current skills and knowledge	4
Modify instructional strategies to meet individual student needs	10
Motivate students to learn	19
Work with students struggling with mental health and personal issues	22
Work with students struggling with physical health issues	2
Work effectively with students who demonstrate special needs	22
Incorporate students' cultural background and life experiences into instructional strategies	2
Design or implement a challenging curriculum, including problem solving techniques	6
Translate subject matter content into standards-based activities	2
Promote critical thinking	5
<u>Other:</u> Would like content-specific professional development	14
Would like support from administration to implement alternative instructional methods	12
Would like technology workshops	13
Would like more instructional time to implement new methods	17
Would like schooling that is learning-driven and not test-driven	7
Promote developmentally appropriate expectations	4
Would like to implement brain-based learning & instruction	5
Professional development on managing paperwork	6
Professional development on teaching with limited supplies	4
Develop curriculum that promotes healthy life style choices	2
Professional development on how to help students with career and college planning	1
Professional development on implementing NCLB mandates without funding	2
TOTAL NUMBER OF COMMENTS ON INSTRUCTIONAL SKILLS	181

COMMUNICATION WITH FAMILIES AND CAREGIVERS	Number of Comments
Behavior problems	10
Academic problems	7
Issues with caregivers who are of varying ethnicities	1
<u>Other:</u> Professional development on how to communicate with parents whose first language is not English	3
Methods for engaging parents in students' academics	19
Professional development for parents on parenting	10
Safeguards for protecting educators from unsupportive aggressive parents	3
Professional development on how to communicate with parents whose contact information is constantly changing or unavailable	3
Professional development on how to stand up to parents who demand unreasonable individual accommodations for their children in special education	2
TOTAL NUMBER OF COMMENTS ON COMMUNICATION WITH FAMILIES & CAREGIVERS	58

CLASSROOM MANAGEMENT SKILLS	Number of Comments
Ensure that students are physically safe and secure in the classroom	3
Ensure that students' negative behaviors are not an ongoing distraction to you and your classroom	22
Manage time effectively	5
Ensure that all students participate in classroom interaction	2
Communicate effectively with appropriate school staff about students' positive and negative behavior	3
<u>Other:</u> Unspecified classroom management skills	10
Smaller class size	6
Communicate effectively with students one-on-one	3
Develop and maintain consistent school discipline/conduct code	3
TOTAL NUMBER OF COMMENTS ON CLASSROOM MANAGEMENT	57

CLASSROOM DIVERSITY SKILLS	Number of Comments
Students who are ethnic minorities	10
Students whose first language is not English	14
Special learning needs students	3
Lesbian, gay, bisexual or transsexual students	4
Groups of students of varying socio-economic status	5
Groups of students of varying grade level readiness	6
Gifted students	7
<u>Other:</u> Unspecified classroom diversity skills	5
Gender-specific strategies	2
Groups of students of varying religion	1
TOTAL NUMBER OF COMMENTS ON CLASSROOM DIVERSITY SKILLS	57

FORMS OF TRAINING	Number of Comments in Support of Format
On-Line Modules	4
Regional, University or Conference Workshops	1
In-District Workshops	2
<u>Other:</u> Teacher-designed and teacher-led professional development	26
Professional development for administrators	4
NBPTS certification	2
Professional development that provides follow-up and feedback	4
TOTAL NUMBER OF COMMENTS ON FORMS OF TRAINING	43

OTHER COMMENTS	Number of Comments
Strengthen prestige of profession by improving working conditions, safety, educators' morale and career satisfaction	20
Increase teacher salaries	11
Increase funding for professional development	11
TOTAL	42

Sample Comments Selected at Random

#114) "Staff needs assistance in what was outlined above. Instructional skills are outlined in the teacher guides. However, guides do not divulge the psychology involved in skills development. In short, if you could help teachers learn how to manage as well as teach, then we may be on the road to improvement... Thank you..."

#211) I would LOVE to attend a workshop with someone knowledgeable about the various mental health issues that adolescents face. How do I best assist a student with depression, with panic attacks, who is dealing with gender identity issues? Everyone wants to talk about academic standards, but many of my students have to get through the other issues before they can focus on academics. There is a large body of students who need this kind of assistance and there is little available to them in the community that they can afford."

#223) "I would like to see classes offered that are not available through several different area universities and community colleges. How to teach students coping skills to help them overcome behaviors associated with dysfunctional families, OCD, ODD, ADD, ADHD, ED..., fill many voids in the educational community. Coping skills empower young people to adapt to family situations that carry over to our classrooms. Teachers, such as myself, who are non-threatening and constructive with students can have a life long impact when we work with them by teaching them ""survival"" skills."

#245) "I think that teachers should be invited to address psychologists, and vice versa, at our respective conferences. In many ways we are both working in the dark....it would be good to shed some light on our shared experiences/concerns -CCUSD, CA"

#252) "I think it is fantastic that you are assessing the concerns of many teachers with this survey. So much emphasis is placed on testing standards and meeting AYP that many of our other (more important) needs are neglected. This shift in focus from continuing education in the areas of instruction, behavior management, and communication skills to workshops on teaching to the test or encouraging rote memorization of facts is a disturbing, often overlooked trend in education. Thank you for taking the time to (1) recognize that there is more to teaching than a test score and (2) conducting a survey to see what types of professional developments would be truly beneficial for us!"

#264) "I read that Martin Seligman did a study that identified lack of self-discipline as the reason American students lag behind other cultures. I would be very interested in studies that research why this is and how it can be corrected. How can teachers ""teach"" self-discipline? What strategies are we currently practicing that might be exacerbating the problem? How is the current emphasis on standardized testing impacting this issue? (I have a guess that placing the responsibility on school districts and teachers is not helping the problem...?) Are the strategies suggested to combat learned helplessness effective in this regard? What about the ""self-esteem"" movement wherein students were praised for breathing? Did overpraise play a role in this? I care deeply about my students and my profession! I see the lack of self-discipline and self-motivation as very serious issues (obviously the Seligman study about which I read really hit

a nerve) about which I feel very helpless at this point. Please, APA - let the research begin!!!!!!!!!!!!!!!!!!!!!!"

#350) "I am interested in almost any QUALITY professional development. Unfortunately in my district, PD is dull, usually irrelevant, and when I sit down to reflect on how it will benefit my students, the answer is usually that it will not benefit my students. It is only done because NCLB or another mandate has mandated it. There is a complete disconnect between the real needs of teachers (and thus students) and the PD offered. Thank you for asking!"

#356) "I am becoming ever more desperate for training to work with students with significant mental health issues. I attended a two-day workshop last summer at UWGB. It helped me understand that I am NOT supposed to try to be a therapist. However, every year I am expected to work with students having more and more serious mental health issues. Right now I am dealing with 3 students who are bi-polar, one who is schizophrenic, one who is severely oppositional/defiant, and one who revealed to me last week that he is planning suicide. I know the proper channels through which to get help for these kids. My problem is knowing how to deal with them in the midst of a classroom full of others on a day to day basis."

#374) "I am a guidance counselor who does some teaching. There are a lot of professional development programs regarding bullying, school climate and such. I would like to see more professional development in the area of career and college planning and the psychological impact all of that has on parents and students."

#398) "Educational Psychology makes up 3 credits out of the typical 30 in an education program. Having gone through a bachelor's program in experimental psychology with a neuroscience emphasis, I cannot overemphasize how significant of a role my background in psychology has played in the effectiveness of my instruction, curriculum development, and assessment design. I think that the workings of the brain needs to play a more significant part in teacher training."

Other professional development resources:

#66) "These are all interesting topics and are being offered by many others such as PBS, Annenberg, ASCD, and most state education agencies -- online, regionally and locally. I am concerned that your group is only looking for the \$\$\$ associated with teacher professional development. Just another group trying to cash in on the ""bad teacher"" syndrome facing our country. Since I have never seen your group involved in Teacher Professional Development or even supporting teacher efforts this survey makes me very skeptical of your true motives and the organization's ability to even do this task well. (I have 30 years of teaching experience in math and science and have coached National MathCounts Winners and National Science Fair Winners.)"

#131) "Quality, sustained, accountability, collaborative training that models best classroom practice. We are tired of 'sit and get' with no follow up and no feedback on the effectiveness of our implementation of strategies. Arkansas Leadership Academy...PLEASE MORE OF THIS!"

#281) "I have taken a class from the Harvard Graduate School of Education's WIDE World Program (an outgrowth of Project Zero). This is an outstanding option for motivated, talented and creative professionals whose schedules are often mired in stupid district driven professional development."

#291) "I have been in teaching for 32 years and have watched ""experts"" time and again wheel into town do agree whiz performance and blow out with a check and no accountability. We have had enough with the ""sages on the stages"". I would suggest that instead of putting together this grand hierarchy, you look to the model of the National School Reform Faculty and its Critical Friends Groups. Literally, millions could be saved nationwide on PD if we forego the vast industrial model of professional development and put the dollars where they are most efficiently utilized. "

#340) "I am on the executive board of our district's professional development committee and am currently in mentoring training, which is not even mentioned above; I also attend the new teachers' induction classes to work more effectively with the mentoring process. I am always learning, myself, and at present am taking to ASCD online courses as well as my other autodidactic pursuits. I had hesitation in answering item G, for I go after the PD that I need or want..."

#372) "I am a licensed MFT and I substitute in SMMUSD in public schools preschool through high school. As a clinician it helps to continually inform me of the issues of children and teens. It also gives me an opportunity to be a part of my children's learning experience. My son has learning differences and I worked as a non-public school (k-12) counselor. If anyone would like any information regarding my perspective, please email me at Lmculp@go.com. I really see a lot of value in Dr. Mel Levine's work. My daughter's regular Ed third grade has integrated lifelong learning. I also see a lot of value in UCLA's UES ""Cool Tools"" program. The cool tools program gives all teachers in districts a language that helps address bullying. "

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Appendix A: Tables

Table 1: Percentage Distribution of Teachers by Sex		
<u>Sex</u>	NCES 2003-2004 (n=63,135)	Teachers' Needs Survey 2005-2006 (n=2275)
Female	75.2*	81.8
Male	24.8*	18.2

*Teachers include both full-time and part-time teachers.

Table 2: Percentage Distribution of Teachers by Ethnicity		
<u>Ethnicity</u>	NCES 2003-2004 (n=63,135)	Teachers' Needs Survey 2005-2006 (n=2351)**
White non-Hispanic	83.7*	84.4**
African American	7.4*	7.1**
Hispanic Single or Multiple Ethnicities	6.0*	4.2**
American Indian	0.6*	2.2**
Asian	1.4*	1.9**
Native Hawaiian or other Pacific Islander	0.2*	0.2**
Other	0.7*	***

*Teachers include both full-time and part-time teachers.

**Participants had the option of checking multiple ethnicities.

*** Subsumed into the six groups.

Table 3: Percentage Distribution of Teachers by School Type		
<u>School Type</u>	NCES 2003-2004 (n=63,135)	Teachers' Needs Survey 2005-2006 (n=2243)
Public	86.2*	94.6
Charter	1.1*	1.1
Parochial	9.2*	1.9
Nonsectarian Independent	3.4*	2.4
Bureau of Indian Affairs school	0.1*	--

*Teachers include both full-time and part-time teachers.

Appendix A: Tables

Table 4: Percentage Distribution of Teachers by Community Type		
<u>Community Type</u> (Based on the U.S. Census Bureau locale codes)	NCES 2003-2004 (n=63,135 Schools & Staffing Survey Data were weighted to represent 3,250,600 teachers)	Teachers' Needs Survey 2005-2006 (n=2248)
Central City/urban	29.9*	37.7
Urban fringe/ large town/suburban	52.1*	41.9
Rural/small town	17.9*	20.4
Bureau of Indian Affairs schools	0.01*	--

*Teachers include both full-time and part-time teachers.

Appendix B: Glossary of Terms

Classroom management: A collection of teaching strategies that promote the self-regulation of behavior by students in order to enable them to take maximum advantage of the available learning time (Skiba & Cummings, 2006).

In-district workshops: This modality would make available training to school districts where teams of teachers from a school would be encouraged to attend.

Instructional skills: The ways that teachers adapt their instruction to promote learning and motivation for students from different cultural and language backgrounds, life experiences, abilities and developmental levels.

On-line modules: This modality would provide on-line access to an instructional program that could be completed via computer any time.

Regional, university or conference workshops: This modality would make available workshops at various regional sites and conferences.

Appendix C: Participating Teacher Organizations

National Education Association
 Alabama Education Association
 Arizona Education Association
 Austin Education Association
 Brookline Educators Union
 California Teachers Association
 Cambridge Teachers Association
 Chapel Hill Association of Educators
 Colorado Education Association
 Dallas Education Association
 Delaware Education Association
 Florida Education Association
 Georgia Education Association
 Green Bay Education Association
 Hawaii State Teachers Association
 Illinois Education Association
 Indianapolis Education Association
 Iowa State Education Association
 Jefferson County Teachers Association
 Kansas Education Association
 Kentucky Education Association
 Lincoln Education Association
 Maine Education Association
 Maryland State Teachers Association
 Massachusetts Teachers Association
 Mesa Education Association
 Missouri Education Association
 Missouri State Teachers Association
 Montana Education Association
 Nebraska State Education Association
 Nevada State Education Association
 New Jersey Education Association
 New Mexico Education Association
 Ohio Education Association
 Oklahoma Education Association
 Omaha Education Association
 Oregon Education Association
 Osseo Education Association
 Pennsylvania State Education Association
 Professional Educators of Tennessee
 South Carolina Education Association
 Texas State Teachers Association
 Utah Education Association
 Vermont Education Association

Appendix C: Participating Teacher Organizations

Virginia Beach Education Association
 Washington Education Association
 Wisconsin Education Association Council
 Wyoming Education Association

American Federation of Teachers
 Albuquerque Teachers Federation
 Baltimore Teachers Union
 Boston Teachers Union
 California Federation of Teachers
 Chicago Teachers Union
 Cincinnati Federation of Teachers
 Dearborn Federation of Teachers
 Denver Federation of Teachers
 Detroit Federation of Teachers
 Hartford Federation of Teachers
 Houston Federation of Teachers
 Illinois Federation of Teachers
 Indiana Federation of Teachers
 Jefferson Federation of Teachers
 Madison Teachers Union
 Minneapolis Federation of Teachers
 New Hampshire Federation of Teachers
 Ohio Federation of Teachers
 Philadelphia Federation of Teachers
 Rhode Island Federation of Teachers
 San Antonio Alliance of Teachers
 Santa Cruz Federation of Teachers
 Texas Federation of Teachers
 United Educators of San Francisco
 United Federation of Teachers
 United Teachers of Dade
 United Teachers Los Angeles
 United Teachers of Wichita
 Wisconsin Federation of Teachers

Appendix D: Teacher Needs Survey

Teacher Needs Survey

Dear Educator,

The American Psychological Association (APA) wants to obtain input from America's teachers about their professional development needs.

Why are psychologists interested in teachers and education?

A mission of APA is to improve education at every level, most particularly with regard to the life of children and youth in schools. Psychologists want to reach out to educators and share their expertise in assessment, accountability, professional training (including providing direct services for teachers and students), interventions for behavioral and emotional difficulties, literacy, resilience, student learning, and achievement.

Why is APA asking me for input?

APA does not want to rely only on our perceptions about what teachers need in today's rapidly changing educational landscape. Instead, we want teachers to tell us what they need. We will then use this information to help inform public policy and to design professional development modules and courses for teachers.

Specifically, we are interested in your perceptions of the need for professional development in several areas, including classroom management, instructional practices, classroom diversity, family outreach, and other teaching skills and knowledge.

How long will this survey take, and is it confidential?

The survey will take about 10 minutes to complete and it is confidential. To protect confidentiality, data will be released in the aggregate only. Survey results will be available on the APA website at <http://www.apa.org/ed/cpse>.

How do I know this survey is legitimate, and do I have any protection as a participant?

The survey has been approved by the Institutional Review Board at the University of Maryland. If you have questions about your rights as a research participant or wish to report a research-related concern, please contact: Institutional Review Board Office, University of Maryland, College Park, Maryland, 20742; irb@deans.umd.edu; (telephone) 301-405-0678.

To request a copy of the Teachers' Needs Survey or if you have any questions or concerns, please contact [Heidi Sickler](#) or [Rena Subotnik](#). To request additional information by telephone, please contact Ashley Edmiston at 202-336-5977. We welcome your comments and interest. Thank you in advance for your time and cooperation.

Begin the Survey

Survey Bookmarks

[Introduction](#)

[Classroom Management](#)

[Instructional Skills](#)

[Classroom Diversity](#)

[Family Outreach](#)

[Level of Preparation](#)

[Preferred Form of Professional Development](#)

[Professional Development Priorities](#)

[Additional Comments](#)

Introduction

1. What grade(s) do you currently teach? (check all that apply)

☐

Pre-Kindergarten

☐

6th

☐

Kindergarten

☐

7th

- | | |
|------------------------------|-------------------------------|
| <input type="checkbox"/> 1st | <input type="checkbox"/> 8th |
| <input type="checkbox"/> 2nd | <input type="checkbox"/> 9th |
| <input type="checkbox"/> 3rd | <input type="checkbox"/> 10th |
| <input type="checkbox"/> 4th | <input type="checkbox"/> 11th |
| <input type="checkbox"/> 5th | <input type="checkbox"/> 12th |

2. At what type of school do you currently teach?

- ☐ Public
- ☐ Charter
- ☐ Independent
- ☐ Parochial

3. In which state do you currently teach?

4. Which setting best describes the community in which your school is located?

- ☐ Urban
- ☐ Suburban
- ☐ Rural

5. What is your gender?

- ☐ Female
- ☐ Male

6. What is your ethnicity/race? Please mark all that apply.

- | | |
|---|--|
| <input type="checkbox"/> White | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Black, African American or Negro | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Mexican, Mexican American or Chicano | <input type="checkbox"/> Guamanian or Chamorro |
| <input type="checkbox"/> Puerto Rican | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Cuban | <input type="checkbox"/> Asian Indian |
| <input type="checkbox"/> Other Spanish /Hispanic / Latino | <input type="checkbox"/> Chinese |
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Japanese | <input type="checkbox"/> Other |
| <input type="checkbox"/> Korean | |

7. Are you certified or licensed in your state?

- ☐ Not yet licensed/certified
- ☐ Provisional license/certification
- ☐ Licensed/certified up to four years or less
- ☐ Licensed/certified for five to 15 years experience
- ☐ Licensed/certified for more than 15 years
- ☐ Other (Please specify):

8. If you are certified, please indicate whether you have special or regular certification.

- ☐ Regular certification
- ☐ Special certification
- ☐ None

9. How many years of teaching experience do you have?

- ☐ First year
- ☐ Two to five years
- ☐ Six to ten years
- ☐ More than ten years

10. In what type of program were you prepared as a teacher?

- ☐ As part of a bachelor's degree program
- ☐ As part of a five-year program
- ☐ As part of a "5th year" program (post-baccalaureate teaching certificate only -- not an alternate route)
- ☐ As part of a master's degree program
- ☐ As part of an alternative route to certification (Teach for America; lateral entry; entry; state - sponsored alternative route)
- ☐ Other (Please specify):

A. Classroom Management

Using the rating scale, please indicate the degree to which you would be interested in training designed to:

CLASSROOM MANAGEMENT SKILLS	Not at all	A little	Neutral	Somewhat	Very
Help students work well independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students work well in cooperative groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure that students are physically safe and secure in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure that students, including gifted children and children with disabilities, are socially and emotionally safe in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ensure that students' negative behaviors are not an ongoing distraction to you and your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure that all students participate in classroom interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate effectively with appropriate school staff about students' positive and negative behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Please list): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Instructional Skills

The term "instructional skills" refers to the ways that teachers adapt their instruction to promote learning and motivation for students from different cultural and language backgrounds, life experiences, abilities and developmental levels.

Using the rating scale, please indicate the degree to which you would be interested in training designed to:

INSTRUCTIONAL SKILLS	Not at all	A little	Neutral	Somewhat	Very
Assess students' current skills and knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modify instructional strategies to meet individual student needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivate students to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with students struggling with mental health and personal issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with students struggling with physical health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work effectively with students who demonstrate special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate students' cultural background and life experiences into instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design or implement a challenging curriculum, including problem solving techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design appropriate out-of-class assignments and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translate subject matter content into standards-based activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Please list): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Classroom Diversity

Using the rating scale, please indicate the degree to which you would be interested in training designed to help you work with:

CLASSROOM DIVERSITY SKILLS	Not at all	A little	Neutral	Somewhat	Very
Students who are ethnic minorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students whose first language is not English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special learning needs students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesbian, gay, bisexual or transsexual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Groups of students of varying socio-economic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Groups of students of varying immigrant status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Groups of students of varying grade level readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gifted students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Please list): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Communication with Families and Caregivers

It is widely acknowledged that teachers need to build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.

Using the rating scale, please indicate the degree to which you would be interested in training designed to help you work more effectively with parents or other caregivers to discuss student:

COMMUNICATION WITH FAMILIES AND CAREGIVERS	Not at all	A little	Neutral	Somewhat	Very
Behavior problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strengths and achievements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Issues with caregivers who are of varying ethnicities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Please list): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. Please rate your level of previous preparation in each area.

LEVEL OF PREPARATION	None	A little	Some	A lot
Classroom Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication with Families and Caregivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F. If you are interested in participating in further professional development training in classroom management, instructional skills, classroom diversity and communicating with families, please rank the forms of professional development below from 1 to 3 in order of your preference.

Rank	Forms of Training
<input type="text"/>	On-Line Modules This modality would provide on-line access to an instructional program that could be completed via computer any time.
<input type="text"/>	Regional, University or Conference Workshops This modality would make workshops available at various regional sites and conferences
<input type="text"/>	In-District Workshops This modality would make training available to your district where teams of teachers from a school would be encouraged to attend.

G. Please rank your professional development needs below from 1 to 4 in order of priority.

Priority Rank	Preparation Area
<input type="text"/>	Classroom Management
<input type="text"/>	Instructional Skills
<input type="text"/>	Classroom Diversity
<input type="text"/>	Communication with Families and Caregivers

Please use this space for any other comments you may have.

Thank you very much for your participation