**SAMPLE LEA Personnel Survey**

**Title II, Part A Needs Assessment**

**XXX School/ District**

Dear Staff Member,

Please take a few moments to answer the following questions. We value your feedback in our annual needs assessment process. Responses will be summarized and analyzed in order to plan for the next fiscal year. The estimated time to complete the survey is between 3-5 minutes.

1. The following best describes my role: (Please select all applicable answers).

Paraprofessional

Pre-K Teacher

Elementary/Primary Teacher

Middle School Teacher

High School Teacher

Principal or Assistant Principal

Specialized Support Personnel

Other School Leader

District Leader

2. I also work with the following students: (Please select all applicable answers).

Students with Disabilities

English Learners

Gifted/ Talented/AP/IB

Migrant

3. Rate each area on the level at which targeted professional development would enhance your capacity to support students.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| APD= Advanced Professional Development; IPD = Introductory Professional Development;  N/A = Professional Development Not Applicable | | | | | | | |
| **Diverse Needs of Students** | **APD** | **IPD** | **N/A** | **Academic Content Areas** | **APD** | **IPD** | **N/A** |
| Students with Disabilities |  |  |  | English/ Language Arts |  |  |  |
| English Learners |  |  |  | Reading |  |  |  |
| Gifted/Talented Students/AP/IB |  |  |  | Mathematics |  |  |  |
| Migrant Students |  |  |  | Science |  |  |  |
| Economically Disadvantaged Students |  |  |  | Social Science |  |  |  |
| Minority Students |  |  |  | Foreign Language |  |  |  |
| Response to Intervention |  |  |  | Fine Arts |  |  |  |
| Early Childhood Students (Ages 0-8) |  |  |  | CTAE |  |  |  |
| Student Supports and Intervention Programs |  |  |  | Health and Physical Education |  |  |  |
| Classroom Management |  |  |  | Other (Please specify) |  |  |  |
| Other (Please specify) |  |  |  |  |  |  |  |

3. Rate each area on the level at which you perceive its current effectiveness.

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| VE= Very Effective; E = Effective; SE = Somewhat Effective; NE = Not Effective; N/A = Don’t Know/ Not Applicable | | | | | |
| **Professional Development** | **VE** | **E** | **SE** | **NE** | **DK/N/A** |
| High Quality, Evidence Based Professional Development for Student Support and Intervention Programs |  |  |  |  |  |
| High Quality, Evidence-Based Professional Development on Content and Pedagogy |  |  |  |  |  |
| High Quality, Evidence-Based Professional Development on Leadership |  |  |  |  |  |
| High Quality Evidence Based Personalized Professional Development Opportunities |  |  |  |  |  |
| High Quality Evidence Based Personalized Method(s) of Providing Professional Development Opportunities (Job-embedded/ Coaching, PLCs, Virtual, Consultants, etc.) |  |  |  |  |  |
| High Quality Evidence Based Professional Development Materials |  |  |  |  |  |
| Ongoing Support for High Quality Evidence Based Professional Development Implementation |  |  |  |  |  |
| **Personnel** | **VE** | **E** | **SE** | **NE** | **DK/N/A** |
| Recruiting through Teacher and Leader Preparation Programs |  |  |  |  |  |
| Recruiting through Advertising  (Websites, Publications, Radio, TV, Social Media, Other Media) |  |  |  |  |  |
| Recruiting through Recruitment Fairs |  |  |  |  |  |
| Providing Job-Embedded Support for Teachers: Support Staff  (Academic Coaches, PD Staff, Teacher Support Specialists) |  |  |  |  |  |
| Providing Job-Embedded Support for Teachers: Mentors/ Induction Activities |  |  |  |  |  |
| Providing Job-Embedded Support for School Leaders: Mentors/ Induction Activities |  |  |  |  |  |
| Maintaining a Positive School Climate |  |  |  |  |  |
| Retaining Effective Teachers |  |  |  |  |  |
| Retaining Effective Principals and other School Leaders |  |  |  |  |  |
| Providing Advancement and Professional Growth Opportunities  (Endorsements, Leadership Academies) |  |  |  |  |  |
| Providing Financial Incentives (linked to student progress & performance evaluations) |  |  |  |  |  |
| **Factors that Impact the Learning and Work Environment** | **VE** | **E** | **SE** | **NE** | **DK/N/A** |
| Ensuring Balanced and/or Strategically Scheduled Class Sizes  that Support Student Achievement and Equitable Opportunities |  |  |  |  |  |
| Ensuring Highly Effective and Experienced Teachers are  Equitably Distributed Across Content Courses and Grade Levels |  |  |  |  |  |
| Ensuring Students (especially low income and minority) are Not Assigned to Inexperienced, Ineffective Teachers for Two Consecutive Grade Levels or Content Courses |  |  |  |  |  |
| Assigning Teachers Courses that are In-Field for their Professional Qualifications  (Certification OR, if waived, Degree, Testing, Coursework) |  |  |  |  |  |
| Providing Students with Access to and Enrollment in Appropriate Supports and Interventions for Challenges that Impact Student Achievement |  |  |  |  |  |
| Prioritizing Local, State, and Federal Funds in a Way that is Equitable, Promotes Student Achievement, and is Fiscally Responsible |  |  |  |  |  |

**Thank you very much for your time. Your feedback is greatly appreciated.**