**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.

|  |
| --- |
| 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.

|  |
| --- |
| 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** |
| Professional Knowledge – supports my understanding of curriculum, subject content, and pedagogy | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Instructional Planning – supports my understanding of using the curriculum standards, effective strategies, resources, and data to address the differentiated needs of all students | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Instructional Strategies – supports my understanding of researched-based instructional strategies relevant to the content to engage students in active learning  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Differentiated Instruction – supports my ability to provide appropriate content and develop skills based on individual learning differences | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Assessment Strategies – supports my understanding of diagnostic, formative, and summative assessment strategies and instruments | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Assessment Uses – supports my understanding of using assessment data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Positive Learning Environment – supports my ability to provide well-managed, safe, and orderly environment that is conducive to learning encourages respect for all | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Academically Challenging Environment – supports my ability to create a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Professionalism – supports my understanding of professional ethics and provides opportunities for advancement and professional growth | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Communication – supports my ability to communicate effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| **Personnel**  | **VE** | **E** | **SE** | **NE** | **DK/N/A** |
| Recruitment Efforts to attract and retain quality teachers and leaders | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Providing Job-Embedded Support for Teachers: Support Staff (Academic Coaches, PD Staff, Teacher Support Specialists) | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Providing Job-Embedded Support for Teachers: Mentors | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Providing Job-Embedded Support for Teachers: Induction Activities | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Providing Job-Embedded Support for School Leaders: Mentors | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Providing Job-Embedded Support for School Leaders: Induction Activities | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 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 | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Maintaining a Positive School Climate | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Ensuring Highly Effective and Experienced Teachers are Equitably Distributed Across Content Courses and Grade Levels | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 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.**