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ABSTRACT

A training needs assessment instrument was developed by a school district (Lubbock, Texas) with 59 campuses that each plan and provide site-based staff development. The instrument was designed to obtain information regarding self-perceptions of educators' efficiency level in various professional teaching competencies/skills, and their desire/need--or lack of same--for training in these areas. Sixty skills grouped into 9 domains were identified by a group of selected teachers and administrators. The skills were then incorporated into the instrument. The design of the instrument was based on the discrepancy needs model, using a two-column six-point Likert scale format. The identified skills are listed between the two columns (scales). The discrepancy between the two scale values, for a specific question or statement describing a skill or competency, is referred to as the needs index. The needs index for each statement or competency is determined by computing the difference between the means of the two columns and calculating a correlated t-test. The higher the needs index, the greater the discrepancy and need for training or other type of intervention. The instrument was administered to all teachers, administrators, and teacher-aides at each of the campuses in the spring so that building principals and staff development specialists could have the data for planning staff development activities for the next school year. Specific training needs were also identified for district wide first-year teachers and teacher aides. Appendices include the survey instrument and response forms, compilations of training needs, and summary analysis of assessment results. (Author)

A Needs Assessment Instrument for Designing and Evaluating Site-Based Staff Development

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Abstract

A training needs assessment instrument was developed by a school district (Lubbock, TX) with 59 campuses that each plan and provide site-based staff development. The instrument was designed to obtain information regarding self-perceptions of educators' efficiency level in various professional teaching competencies/skills, and their desire/need - or lack of same, for training in these areas. These skills, 60 skills grouped into 9 domains, were identified by a group of selected teachers and administrators. The skills were then incorporated into the instrument. The design of the instrument was based on the discrepancy needs model, using a two-column six-point Likert scale format. The identified skills are listed between the two columns (scales). The discrepancy between the two scale values, for a specific question or statement describing a skill or competency, is referred to as the needs index. The needs index for each statement or competency is determined by computing the difference between the means of the two columns and calculating a correlated t-test. The higher the needs index, the greater discrepancy and a greater need for training or other type of intervention. The instrument was administered to all teachers, administrators, and teacher-aides at each of the campuses in the spring so that building principals and staff development specialists could have the data for planning staff development activities for the next school year. Specific training needs were also identified for district wide first-year teachers and teacher-aides. The instrument can be used as both a pre and post measure/survey.

A Needs Assessment Instrument for Designing and Evaluating Site-Based Staff Development

The Lubbock Independent School District (Lubbock, TX) has as one of its district-wide goals to provide staff development programs that are responsive to the specific and unique needs of classroom teachers. To achieve this goal of planning and delivering such programs, it was necessary to develop a process/instrument to collect appropriate data.

The district is comprised of approximately 30,000 students on 59 campuses with approximately 3,000 administrators, teachers and paraprofessionals.

In the fall of 1995, the district implemented a new staff development policy which allowed professionals to receive all of their annual inservice training on five workdays provided by the district. A former district requirement of accruing training hours outside the paid duty time was abandoned. Because of this major change, these five days became very significant as they then constituted the only time many professionals in the district would receive on-going training.

Since the district is dedicated to professional training that meets individual needs, which is coupled with a campus site-based management plan, an important need developed to have a method of collecting and analyzing training needs that reflected both the individual and the campus. Hence, the investigation began into finding/developing an instrument that would enable campuses to be data driven in their planning and implementation of staff development.

Development of the Instrument

The purposes guiding the design of the instrument were: (1) to collect pertinent information from all teachers so as to create a database that can be used for the planning and

delivering of staff development programs, and (2) to establish a benchmark from which conclusions can be drawn about the impact of the provided staff development programs and changes in teacher competence and behavior.

The basic design and format of this instrument was based upon another similar needs assessment instrument referred to as "Survey Concerning Fundamental Lawyering Skills" which was developed for the Minimum Continuing Legal Education Board of the Supreme Court of New Mexico (Askins & Johnson, 1996).

The theoretical framework of this instrument was designed to obtain information concerning a teacher's self-perception of his or her efficiency level in various teaching competencies or skills, and the desire (or lack of) for staff development in these competencies.

Discrepancy Needs Model

The design of the instrument was based on the discrepancy needs model. Discrepancy is defined to mean a difference between some standard of value and an actual status. A need is defined as a quantifiable gap in attitude, achievement, performance, or skills and concepts between the real and ideal or between the actual and desired (Hicks, 1973; Hinkle, & Wiersma, 1979; Johnson, Snyder, & Johnson, 1992; Kerlinger, 1973; Kirk, 1982).

The four components in a discrepancy needs assessment procedure are:

(1) determine desired conditions,

(2) determine existing conditions,

(3) determine discrepancies between the actual/existing and desired conditions, and

(4) analyze and assign priorities to the discrepancies.

The discrepancies constitute indices of need.

In the discrepancy needs format, respondents rate specific statements on two (either a five or six-point) Likert scales: (1) perception of the degree to which the situation actually exists, and (2) perception of the extent to which the situation is desired to exist. The discrepancy between the two scale values, for a specific question or statement describing a competency, is referred to as the need index.

The discrepancy-format response mode for most instruments include either a five or six-point scale for each of the two-columns such as: (1) disagree strongly, (2) disagree, (3) tend to disagree, (4) tend to agree, (5) agree, and (6) agree strongly. The actual-competence column is the respondent's perception of actual status while the desired-competence column is the respondent's perception of desired status. The needs index for each statement is determined by computing the difference between the means of the two columns and calculating a correlated t-test. The higher the needs index, the greater the discrepancy and the greater need for training or other type of intervention.

Since the "Site-Based Assessment for Designing Staff Development Activities" was designed to obtain information regarding a teacher's self-perception of his or her efficiency level in various competencies and the desire (or lack of) for staff development activities in these skills, a two-column (actual and desired) six-point Likert scale was used. The six categories of the scale used in each of the two columns are described on page 2 of the instrument (see appendix, green pages 3-6). The appendix is a separate document of this paper.

Selection of the Teaching Competencies

The teaching competencies/skills that were incorporated into the instrument, "Site-Based Needs Assessment for Designing Staff Development Activities," were identified/selected and

stated by various groups of professionals within the school district including: a group of selected teachers and administrators, content area specialists, representatives of the Education Service Center-Region 17, and the director of staff development and staff development demonstration teachers. Some major sources in identifying the competencies included the Learner-Centered Schools for Texas: A Vision of Texas Educators (Texas State Board of Education, 1995) and the study Development of An Instrument to Assist in Designing Staff Development for Middle Level Education (Watson, 1995). The final list consists of 60 competencies grouped into nine domains as follows:

Domain	Number of Competencies
Classroom Management	8
Technology - Personal Skill Level	7
Technology - Instructional Use Level	5
Curriculum Design	3
Students With Special Needs	6
Diversity	7
Conflict Resolution	6
General Teaching Strategies	11
Professional Skills	7
Total	60

The first two and last two pages of the instrument which contain a list of the competencies used in the instrument are presented in the appendix (green pages 3-6) as an example of how the competencies were stated.

Final Version of the Instrument

The final version of the instrument, "Site-Based Needs Assessment for Designing Staff Development Activities," consisted of four components: Cover Page; Specific Instructions; Competencies/Skills; and the Response Form.

Cover Page. This page contains an overview of the purpose of the survey and explains that the data will be used to plan and provide relevant staff development activities during the next school year (see appendix, green page 1). This page also describes the instrument as consisting of (1) this document listing 60 teaching competencies/skills grouped into 9 domains and (2) a separate Response Form. The respondents are requested, for each competency/skill, to:

1. Read the description of the competency/skill.
2. Respond in the left column of the Response Form by indicating your perceived competency in the skill by checking or circling one of the six numbers (scale 1-6).
3. Respond in the right column of the Response Form by indicating your interest/need, or desire for training in the skill by checking or circling one of the six numbers (scale 1-6).

Also, the cover page lists some general directions for marking responses on the Response Form.

Specific Instructions. This page (appendix, green page 2) describes specific instructions concerning reading the statement describing the competency/skill and making the response using the scale (1-6) in the left column (PERCEIVED COMPETENCY) and then making the response using the scale (1-6) in the right column (DESIRED TRAINING) on the provided Response Form. Also, an explanation is provided for each of the six scales in the left and right columns of the instrument.

Competencies/Skills. As previously stated, the final list consists of 60 competencies grouped into nine domains. The first two and last two pages of the competencies used in the instrument are listed in the appendix (green pages 3-6).

The Response Form. The form used to record the responses (appendix, blue pages 7-8) is separate from the instrument containing the statements of competencies. Posting of the data from each campus into the computer was made from this form. Much effort was made to emphasize that the responses to the instrument/survey would be anonymous; however, administrators, first-year teachers, and teacher-aides were requested to be identified. The purpose of this was to obtain information to provide specific training to the first-year teachers and aides at the beginning of the following school year..

Time-Line

The development, implementation, collection, and analysis of the data from the instrument followed a basic time-line.

During the spring semester of 1995, discussions began to take place between university personnel and school district administrators. The formulation of an idea of what a survey might look like and what data it could provide began to develop. A proposal and corresponding budget was formulated. These were presented to administrators with an enthusiastic response. In the fall of the 1995-96 school year, the domains were generated and the competencies identified. These were collaboratively developed with content specialists, Education Service Center representatives, and recommendations by the Texas Education Agency.

Early in the 1996 spring semester, the completed instrument was administered on individual campuses. The results were given back and the data were interpreted for each campus.

Campuses were then requested to use the data for planning purposes and were asked to show justification of activities in their staff development plans as to the correlation between the results of the needs assessment survey and their campus plans.

Scoring and Analysis of the Data

Personnel responding to the "Needs Assessment for Designing and Evaluating Site-Based Staff Development" recorded their responses on the separate Response Form. Like the survey instrument, the Response Form has two columns (perceived competency level and desired training level) and each column has a six-point Likert scale. For each competency/skill, the following information was computed:

- Mean (x_1) and standard deviation (SD) of the perceived column
- Mean (x_2) and standard deviation (SD) of the desired column
- The difference between the two means ($x_2 - x_1$)
- The t-value between the two means
- The t probability

The regular t-test is a statistical procedure commonly used to test the difference between two means. The paired or correlated t-test procedure takes into account that the respondent in the two measures (perceived competency level and desired training level) is the same person. Thus, the respondent's scores on actual status and desired training should be correlated. A paired t-test takes advantage of this correlation to calculate t. The t-value for each statement shows whether the probability of the observed difference between the actual and desired means occurs just by chance or if there is a true difference. A negative t-value indicates there is no perceived need for

training, while a positive t-value means there is a perceived training need. The higher positive t-value, the greater perceived need for training.

Types of Data Provided to Each Campus

Each campus was provided the following types of data:

- For each domain and competency, a mean score and standard deviation for perceived competency and desired level of training.
- A training needs index score for each domain and competency. This is the difference of the two mean scores and level of significance. The higher positive t-value, the greater need for training.
- A ranked order of the 60 skills in terms of perceived need for training. The list was in descending order by t-value.

Composite Data, First-year Teachers, and Teacher-Aides

In addition, a composite of responses from all teachers in the district was computed. This provided an overview of the perceived training needs, ranked by t-value, for all LISD classroom teachers (N = 1,674). Selected pages from this report are presented in the appendix (yellow pages 9-10). Selected pages from the report indicating training needs of first-year teachers (N=142), ranked by paired t-value, are presented in the appendix (pink pages 13-16). Also, a summary analysis of the results of the total assessment is listed in the appendix (orange pages 17-18).

Using The Data

The data given to the district and to each campus provided the hard evidence and not just a "gut feeling" that this is what professionals needed and wanted their training to address. It

followed then that it was each administrator's responsibility to insure that the data were utilized in campus staff development planning.

Across the district, technology was shown as the greatest staff development need. The top ten areas of need for most campuses was some aspect of technology. A possible explanation lies in the fact that technology is advancing rapidly, and the district lags behind in providing teachers with computers for their personal and instructional use.

Conflict resolution was reflected specifically when asked if teachers needed a model to apply when dealing with parents and students. This appeared frequently because teachers appear to need the parents' involvement when their child's behavior conflicts with classroom instruction.

The top ten (10) areas of desired/needed training for first year teachers looked significantly different from the campuses and the district as a whole. Most first year teachers desired training needs related to special needs students, i.e., bilingual and the gifted and talented.

In addition, legal rights of parents and students appeared several times in the top ten needs for desired training. It is felt that many classroom teachers may be more cognizant of the court cases involving students and parents' rights that are in the news on a regular basis.

Finally, the results at district level (appendix, yellow pages 9-12) provided the impetus to established several workshops for administrators and teachers during the fall of 1996. Courses were provided both on duty time and in the evenings and Saturdays addressing these topics.

Future Plans For Using the Instrument

Presently, the school district, in consultation with university personnel, is planning a revision of the instrument. The newly revised version will be used as a vehicle for evaluation. It

will be given to campuses in early 1997. The district will use data from last year's surveys to compare to the revised version to ascertain if in fact beneficial training occurred because of the use of the needs assessment survey. Was the focus(es) on last year's data prioritized and used in implementing staff development activities? The district expects to find that certain focuses, i.e., technology may continue to be reflected as needs or possibly other focuses may emerge. The district/campuses may find more than one focus(es) to occur. It is anticipated that new results will be revealed and old results will continue to be revised. The instrument has assisted the district to provide staff development programs that are responsive to the specific and unique needs of the classroom teachers.

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A Needs Assessment Instrument for Designing and Evaluating Site-Based Staff Development

Appendix

LISD
LUBBOCK INDEPENDENT SCHOOL DISTRICT

SITE-BASED NEEDS ASSESSMENT FOR DESIGNING STAFF DEVELOPMENT ACTIVITIES

The purpose of this survey is to obtain pertinent information relative to your knowledge and desire for staff development activities concerning your professional role. Thus, this information will be used to plan and provide relevant staff development activities during the next school year. Specifically, the instrument is designed to obtain information regarding self-perceptions of your efficiency level in various professional teaching competencies/skills, and your desire -- or lack of same, for training in these areas. These skills were selected and stated by a group of teachers and administrators.

The survey/instrument is anonymous; however, first-year teachers and teacher-aides are requested to be identified. (The purpose of this is to obtain information to provide specific training to the beginning teachers and aides next year.) The survey consists of (1) this document listing 60 teaching competencies/skills grouped into 9 domains and (2) a separate Response Form. You are requested, for each competency/skill, to:

1. Read the statement describing the competency/skill.
2. Respond in the left column on the Response Form by indicating your perceived competency in the skill by checking or circling one of the six numbers (scale 1-6).
3. Respond in the right column on the Response Form by indicating your interest/need, or desire for training in the skill by checking or circling one of the six numbers (scale 1-6).

Some general directions for marking responses on the Response Form include:

- Pencil or pen may be used.
- Mark your responses only on the Response Form, please do not write on this document.
- Erase cleanly any response you wish to change.
- There should be two responses for each skill.
- Upon completion, please return both this document and the Response Form to the administrator.

Specific instructions for completing the instrument are presented on the next page.

Specific Instructions

I. Beginning on the next page, first read the statement describing the competency/skill. Then, on the Response Form, indicate your perceived extent of competency of the skill/practice by checking or circling one of the six numbers (scale 1-6) in the left column marked **COMPETENCY**. The following definitions can be used to guide your selection of your response:

1 - **No knowledge of (skill unrelated):** You have no knowledge about this skill because it is unrelated to your professional role/assignment.

2 - **Little knowledge of:** Your knowledge of the skill/practice extends to no more than a simple definition.

3 - **Considerable knowledge of:** You have had formal training in the area (e.g., university course, extended in-service training, or AAT) along with the opportunity to do some research, extended reading, or observed practice in the classroom.

4 - **Experience with:** In addition to formal training, you have utilized the skill/practice/procedure at times in your classroom.

5 - **Extensive experience with:** You have used the skill/practice/procedure (even to the extent of modifying it in certain situations) repeatedly in your professional role.

6 - **Expertise in:** You have experience in the skill/practice/procedure in diverse situations; because of your experience/training you are qualified to serve as a consultant/coach or conduct workshops or other types of training.

II. Next, for the same skill, indicate on the Response Form the extent of your interest in, or desire for training by checking or circling one of the six numbers (scale 1-6) in the right column marked **TRAINING**. The following definitions can be used to guide the selection of your response:

1 - **Desire no training (skill unrelated):** You will never desire training in the skill/practice because the skill is unrelated to your professional role/assignment.

2 - **Desire no training (competency high):** You do not desire training in the skill/procedure because you believe your degree of competency is sufficient for your needs.

3 - **Desire awareness session:** You are less than familiar with the skill/practice, OR, your knowledge is not current in the area, and you would prefer a short overview so as to acquaint/reacquaint yourself with the skill.

4 - **Desire basic training:** You are familiar with the skill/practice, but your knowledge is only cursory. You would prefer some training to begin at the introductory level.

5 - **Desire intermediate training:** You are familiar with the skill/practice, have had some training (or are currently undergoing training), but feel the need for more. You would prefer additional training, to begin at an intermediate level.

6 - **Desire advanced training:** You are/are not familiar with the skill/practice, have/have not had training in the area, and desire concentrated staff development activities with ongoing and follow-up training (such as peer coaching) to develop a high level of proficiency in the area.

III. Repeat the procedure described in paragraphs I and II for each of the skills.

IV. If desired, detach this page for reference in responding to the survey.

COMPETENCY							SKILL	TRAINING					
--No knowledge of (skill unrelated): 1	--Little knowledge of: 2	--Considerable knowledge: 3	--Experience with: 4	--Extensive experience with: 5	--Expertise in: 6		As an educator, I have command of various skills such as:	--Desire no training (skill unrelated) 1	--Desire no training (competency high): 2	--Desire awareness training: 3	--Desire basic training: 4	--Desire intermediate training: 5	--Desire advanced training. 6
							Classroom Management						
1	2	3	4	5	6	**1.**	Implementing appropriate classroom management strategies/ techniques/models to insure productive and interesting classrooms.	1	2	3	4	5	6
1	2	3	4	5	6	**2.**	Implementing strategies and techniques for promoting quality student performance in both academic and social behavior.	1	2	3	4	5	6
1	2	3	4	5	6	**3.**	Using appropriate techniques to encourage active participation of students in decision-making. (Making decisions collaboratively as to classroom rules, organization and topics of study which communicate a caring attitude and trust of students.)	1	2	3	4	5	6
1	2	3	4	5	6	**4.**	Applying appropriate principles to insure a safe and productive environment.	1	2	3	4	5	6
1	2	3	4	5	6	**5.**	Providing authentic instruction that appropriately addresses the learning styles of students.	1	2	3	4	5	6
1	2	3	4	5	6	**6.**	Presenting positive reinforcement to develop instrinsic motivation. (Ability to give feedback that instills pride without using tangible rewards.)	1	2	3	4	5	6
1	2	3	4	5	6	**7.**	Facilitating student goal-setting and self evaluation.	1	2	3	4	5	6
1	2	3	4	5	6	**8.**	Using strategies to enable difficult students to meet their needs in a socially acceptable manner.	1	2	3	4	5	6

COMPETENCY

--No knowledge of (skill unrelated):
--Little knowledge of:
--Considerable knowledge:
--Experience with:
--Extensive experience with:
--Expertise in:
1 2 3 4 5 6

SKILL

As an educator, I havecommand of various skills such as:

TRAINING

--Desire no training (skill unrelated)
--Desire no training (competency high):
--Desire awareness training:
--Desire basic training:
--Desire intermediate training:
--Desire advanced training.
1 2 3 4 5 6

Technology - Personal Skill Level

1 2 3 4 5 6	**9.** Using a word processor. (A word processor is defined as a software package that you can use to input and edit text.)	1 2 3 4 5 6
1 2 3 4 5 6	**10.** Using a spreadsheet. (A spreadsheet is defined as a software package that you can use to work with numbers and formulas; i.e., gradebook)	1 2 3 4 5 6
1 2 3 4 5 6	**11.** Using a database. (A database is defined as a software package that you can use to organize facts and information.)	1 2 3 4 5 6
1 2 3 4 5 6	**12.** Using a software package to enhance documents with graphics and clipart.	1 2 3 4 5 6
1 2 3 4 5 6	**13.** Using telecommunications to communicate with other people (e-mail).	1 2 3 4 5 6
1 2 3 4 5 6	**14.** Using telecommunications to locate resources and/or gather information.	1 2 3 4 5 6
1 2 3 4 5 6	**15.** Using combinations of media (multimedia). (Multimedia is defined as combining text, video, graphics, and/or sound to convey ideas and/or information.)	1 2 3 4 5 6

COMPETENCY --No knowledge of (skill unrelated): --Little knowledge of: --Considerable knowledge: --Experience with: --Extensive experience with: --Expertise in: 1 2 3 4 5 6	SKILL As an educator, I have command of various skills such as:	TRAINING --Desire no training (skill unrelated) --Desire no training (competency high): --Desire awareness training: --Desire basic training: --Desire intermediate training: --Desire advanced training. 1 2 3 4 5 6
	General Teaching Strategies	
1 2 3 4 5 6	**43.** Developing instructional objectives so that intent is clearly communicated to learners.	1 2 3 4 5 6
1 2 3 4 5 6	**44.** Organizing and sequencing instruction around student objectives.	1 2 3 4 5 6
1 2 3 4 5 6	**45.** Making appropriate decisions about grouping students so that learning is facilitated.	1 2 3 4 5 6
1 2 3 4 5 6	**46.** Monitoring and adjusting classroom activities to improve the effectiveness of learning situations.	1 2 3 4 5 6
1 2 3 4 5 6	**47.** Leading students to analyze their own levels of effectiveness in working in a group.	1 2 3 4 5 6
1 2 3 4 5 6	**48.** Structuring lessons to include a variety of strategies that support learning within the cognitive, affective, and psychomotor domains.	1 2 3 4 5 6
1 2 3 4 5 6	**49.** Implementing/improving the teaching of skillful thinking into the curriculum.	1 2 3 4 5 6
1 2 3 4 5 6	**50.** Designing activities within the lesson that help students to think about their own thinking (metacognition).	1 2 3 4 5 6
1 2 3 4 5 6	**51.** Using effective questioning strategies.	1 2 3 4 5 6
1 2 3 4 5 6	**52.** Using cooperative learning to regularly provide a teamwork experience.	1 2 3 4 5 6

COMPETENCY		TRAINING
--No knowledge of (skill unrelated): --Little knowledge of: --Considerable knowledge: --Experience with: --Extensive experience with: --Expertise in: 1 2 3 4 5 6	**SKILL** As an educator, I have command of various skills such as:	--Desire no training (skill unrelated) --Desire no training (competency high): --Desire awareness training: --Desire basic training: --Desire intermediate training: --Desire advanced training. 1 2 3 4 5 6
1 2 3 4 5 6	**53.** Motivating students by understanding how motivation affects behavior and learning.	1 2 3 4 5 6
	Professional Skills	
1 2 3 4 5 6	**54.** Understanding the legal and ethical regulations related to the education of special populations.	1 2 3 4 5 6
1 2 3 4 5 6	**55.** Assessing student learning accurately. (Using alternative assessment, portfolios, etc.)	1 2 3 4 5 6
1 2 3 4 5 6	**56.** Developing long range plans based on student assessment. (Using resources generated from district or campus to assess needs of students - i.e. TAAS scores)	1 2 3 4 5 6
1 2 3 4 5 6	**57.** Being aware of the legal rights of all students and parents under the Texas Education Code.	1 2 3 4 5 6
1 2 3 4 5 6	**58.** Understanding the duties and responsibilities of a local site-based decision-making committee. (Site-based decisions committees have guidelines and responsibilities set by the state.)	1 2 3 4 5 6
1 2 3 4 5 6	**59.** Using a coaching/mentoring process for self-evaluation and improvement.	1 2 3 4 5 6
1 2 3 4 5 6	**60.** Developing a personal professional growth plan.	1 2 3 4 5 6

LUBBOCK INDEPENDENT SCHOOL DISTRICT

RESPONSE FORM

Check if administrator _____
a first-year teacher _____
a teacher-aide _____

Campus_____

Competency	Skill	Training	Competency	Skill	Training
1 2 3 4 5 6	1	1 2 3 4 5 6	1 2 3 4 5 6	19	1 2 3 4 5 6
1 2 3 4 5 6	2	1 2 3 4 5 6	1 2 3 4 5 6	20	1 2 3 4 5 6
1 2 3 4 5 6	3	1 2 3 4 5 6	1 2 3 4 5 6	21	1 2 3 4 5 6
1 2 3 4 5 6	4	1 2 3 4 5 6	1 2 3 4 5 6	22	1 2 3 4 5 6
1 2 3 4 5 6	5	1 2 3 4 5 6	1 2 3 4 5 6	23	1 2 3 4 5 6
1 2 3 4 5 6	6	1 2 3 4 5 6	1 2 3 4 5 6	24	1 2 3 4 5 6
1 2 3 4 5 6	7	1 2 3 4 5 6	1 2 3 4 5 6	25	1 2 3 4 5 6
1 2 3 4 5 6	8	1 2 3 4 5 6	1 2 3 4 5 6	26	1 2 3 4 5 6
1 2 3 4 5 6	9	1 2 3 4 5 6	1 2 3 4 5 6	27	1 2 3 4 5 6
1 2 3 4 5 6	10	1 2 3 4 5 6	1 2 3 4 5 6	28	1 2 3 4 5 6
1 2 3 4 5 6	11	1 2 3 4 5 6	1 2 3 4 5 6	29	1 2 3 4 5 6
1 2 3 4 5 6	12	1 2 3 4 5 6	1 2 3 4 5 6	30	1 2 3 4 5 6
1 2 3 4 5 6	13	1 2 3 4 5 6	1 2 3 4 5 6	31	1 2 3 4 5 6
1 2 3 4 5 6	14	1 2 3 4 5 6	1 2 3 4 5 6	32	1 2 3 4 5 6
1 2 3 4 5 6	15	1 2 3 4 5 6	1 2 3 4 5 6	33	1 2 3 4 5 6
1 2 3 4 5 6	16	1 2 3 4 5 6	1 2 3 4 5 6	34	1 2 3 4 5 6
1 2 3 4 5 6	17	1 2 3 4 5 6	1 2 3 4 5 6	35	1 2 3 4 5 6
1 2 3 4 5 6	18	1 2 3 4 5 6	1 2 3 4 5 6	36	1 2 3 4 5 6

Competency	Skill	Training
1 2 3 4 5 6	**37**	1 2 3 4 5 6
1 2 3 4 5 6	**38**	1 2 3 4 5 6
1 2 3 4 5 6	**39**	1 2 3 4 5 6
1 2 3 4 5 6	**40**	1 2 3 4 5 6
1 2 3 4 5 6	**41**	1 2 3 4 5 6
1 2 3 4 5 6	**42**	1 2 3 4 5 6
1 2 3 4 5 6	**43**	1 2 3 4 5 6
1 2 3 4 5 6	**44**	1 2 3 4 5 6
1 2 3 4 5 6	**45**	1 2 3 4 5 6
1 2 3 4 5 6	**46**	1 2 3 4 5 6
1 2 3 4 5 6	**47**	1 2 3 4 5 6
1 2 3 4 5 6	**48**	1 2 3 4 5 6
1 2 3 4 5 6	**49**	1 2 3 4 5 6
1 2 3 4 5 6	**50**	1 2 3 4 5 6
1 2 3 4 5 6	**51**	1 2 3 4 5 6
1 2 3 4 5 6	**52**	1 2 3 4 5 6
1 2 3 4 5 6	**53**	1 2 3 4 5 6
1 2 3 4 5 6	**54**	1 2 3 4 5 6

Competency	Skill	Training
1 2 3 4 5 6	**55**	1 2 3 4 5 6
1 2 3 4 5 6	**56**	1 2 3 4 5 6
1 2 3 4 5 6	**57**	1 2 3 4 5 6
1 2 3 4 5 6	**58**	1 2 3 4 5 6
1 2 3 4 5 6	**59**	1 2 3 4 5 6
1 2 3 4 5 6	**60**	1 2 3 4 5 6

COMMENTS

(Add any other skills/areas that you would like to have as staff development activities.)

TRAINING NEEDS RANKED BY PAIRED *t* VALUE
LISD Classroom Teachers

RANK	COMPETENCY	N	MEAN OF THE DIFFERENCE	STANDARD DEVIATION	*t*	PROB.
1	14. Using telecommunications to locate resources and/or gather information.	1674	1.551	1.901	33.395	0.0001
2	19. Allowing students, to use technology as a presentation tool for information, knowledge and/or skills. (Presentation packages include, but are not limited to, *PowerPoint Persuasion, HyperStudio, KidPix, ClarisWorks* slide show, etc.)	1674	1.341	1.773	30.945	0.0001
3	18. Using technology as a presentation tool to deliver information, knowledge and/or skills. (Presentation packages include, but are not limited to, *PowerPoint Persuasion, HyperStudio, ClarisWorks* slide show, etc.)	1674	1.333	1.828	29.849	0.0001
4	13. Using telecommunications to communicate with other people (e-mail).	1674	1.447	2.114	28.000	0.0001
5	15. Using combinations of media (multimedia). (Multimedia is defined as combining text, video, graphics, and/or sound to convey ideas and/or information.)	1674	1.197	1.960	24.994	0.0001

RANK	COMPETENCY	N	MEAN OF THE DIFFERENCE	STANDARD DEVIATION	*t*	PROB.
6	17. Creating curriculum assignments where technology use is encouraged. (For example, students are encouraged to word process reports, graph data with spreadsheets, collect information in a database, present reports/projects using multimedia, etc.)	1674	1.108	1.915	23.671	0.0001
7	16. Using technology to support instructional skills through computer-assisted instruction. (Computer-assisted instruction is defined as student use of the computer to reinforce and support basic instructional skills.)	1674	0.989	2.028	19.959	0.0001
8	20. Utilizing technology consistently in your job. (For example, using gradebook software; word process letters, tests, worksheets; using telecommunications to gather information; using database to maintain student information, using television; laser discs, graphing technology, projection devices, scanners, etc.)	1674	1.038	2.142	19.829	0.0001
9	12. Using a software package to enhance documents with graphics and clipart.	1674	1.057	2.313	18.701	0.0001
10	11. Using a database. (A database is defined as a software package that you can use to organize facts and information.)	1674	0.986	2.284	17.655	0.0001

RANK	COMPETENCY	N	MEAN OF THE DIFFERENCE	STANDARD DEVIATION	*t*	PROB.
52	3. Using appropriate techniques to encourage active participation of students in decision-making. (Making decisions collaboratively as to classroom rules, organization and topics of study which communicate a caring attitude and trust of students.)	1674	-0.612	1.926	-13.008	0.0001
53	6. Presenting positive reinforcement to develop intrinsic motivation. (Ability to give feedback that instills pride without using tangible rewards.)	1674	-0.743	2.078	-14.628	0.0001
54	52. Using cooperative learning to regularly provide a teamwork experience.	1674	-0.847	1.970	-17.590	0.0001
55	46. Monitoring and adjusting classroom activities to improve the effectiveness of learning situations.	1674	-0.881	2.015	-17.880	0.0001
56	1. Implementing appropriate classroom management strategies/ techniques/models to insure productive and interesting classrooms.	1674	-0.935	2.021	-18.928	0.0001
57	45. Making appropriate decisions about grouping students so that learning is facilitated.	1674	-0.993	1.970	-20.618	0.0001
58	43. Developing instructional objectives so that intent is clearly communicated to learners.	1674	-1.045	1.963	-21.775	0.0001

RANK	COMPETENCY	N	MEAN OF THE DIFFERENCE	STANDARD DEVIATION	*t*	PROB.
59	44. Organizing and sequencing instruction around student objectives.	1674	-1.141	1.933	-24.155	0.0001
60	4. Applying appropriate principles to insure a safe and productive environment.	1674	-1.473	1.965	-30.669	0.0001

TRAINING NEEDS RANKED BY PAIRED *t* VALUE
FIRST-YEAR TEACHERS

RANK	COMPETENCY	N	MEAN OF THE DIFFERENCE	STANDARD DEVIATION	*t*	PROB.
1	26. Dealing effectively with the learning needs of bilingual students.	142	1.106	1.481	8.894	0.0001
2	25. Differentiating curriculum for gifted and talented students.	142	1.056	1.619	7.775	0.0001
3	39. Applying a collaborative model with parents and students.	142	1.099	1.694	7.728	0.0001
4	19. Allowing students, to use technology as a presentation tool for information, knowledge and/or skills. (Presentation packages include, but are not limited to, *PowerPoint Persuasion, HyperStudio, KidPix, ClarisWorks* slide show, etc.)	142	1.049	1.800	6.948	0.0001
5	28. Understanding the learning needs of students in the migrant education program.	142	0.880	1.523	6.889	0.0001
6	27. Working successfully with Title I students.	142	0.965	1.682	6.836	0.0001
7	56. Developing long range plans based on student assessment. (Using resources generated from district or campus to assess needs of students; i.e., TAAS scores)	142	0.873	1.584	6.570	0.0001
8	59. Using a coaching/mentoring process for self-evaluation and improvement.	142	0.880	1.716	6.115	0.0001

RANK		COMPETENCY	N	MEAN OF THE DIFFERENCE	STANDARD DEVIATION	*t*	PROB.
9	29.	Understanding the learning needs of students coming from the culture of poverty.	142	0.880	1.724	6.085	0.0001
10	18.	Using technology as a presentation tool to deliver information, knowledge and/or skills. (Presentation packages include, but are not limited to, *PowerPoint Persuasion, HyperStudio, ClarisWorks* slide show, etc.)	142	0.930	1.908	5.806	0.0001
11	58.	Understanding the duties and responsibilities of a local site-based decision-making committee. (Site-based decisions committees have guidelines and responsibilities set by the state.)	142	0.746	1.586	5.607	0.0001
12	60.	Developing a personal professional growth plan.	142	0.845	1.888	5.334	0.0001
13	57.	Being aware of the legal rights of all students and parents under the Texas Education Code.	142	0.789	1.766	5.323	0.0001
14	8.	Using strategies to enable difficult students to meet their needs in a socially acceptable manner.	142	0.817	1.836	5.302	0.0001
15	55.	Assessing student learning accurately. (Using alternative assessment, portfolios, etc.)	142	0.718	1.669	5.129	0.0001

RANK	COMPETENCY	N	MEAN OF THE DIFFERENCE	STANDARD DEVIATION	t	PROB.
47	20. Utilizing technology consistently in your job. (For example, using gradebook software; word process letters, tests, worksheets; using telecommunications to gather information; using database to maintain student information, using television; laser discs, graphing technology, projection devices, scanners, etc.)	142	0.415	2.264	2.187	0.0304
48	30. Implementing instruction that recognizes racial, cultural, socioeconomic, and gender differences without fostering stereotypes.	142	0.218	1.759	1.479	0.1414
49	43. Developing instructional objectives so that intent is clearly communicated to learners.	142	0.211	1.825	1.379	0.1700
50	46. Monitoring and adjusting classroom activities to improve the effectiveness of learning situations.	142	0.190	1.883	1.203	0.2308
51	45. Making appropriate decisions about grouping students so that learning is facilitated.	142	0.113	1.830	0.734	0.4643
52	21. Recognizing the purpose for integrated curriculum.	142	0.085	1.796	0.561	0.5760
53	44. Organizing and sequencing instruction around student objectives.	142	0.070	1.741	0.482	0.6305
54	11. Using a database. (A database is defined as a software package that you can use to organize facts and information.)	142	0.077	2.331	0.396	0.6927

RANK	COMPETENCY	N	MEAN OF THE DIFFERENCE	STANDARD DEVIATION	t	PROB.
55	6. Presenting positive reinforcement to develop intrinsic motivation. (Ability to give feedback that instills pride without using tangible rewards.)	142	0.042	2.086	0.241	0.8096
56	12. Using a software package to enhance documents with graphics and clipart.	142	-0.035	2.528	-0.166	0.8654
57	52. Using cooperative learning to regularly provide a teamwork experience.	142	-0.042	1.967	-0.256	0.7984
58	10. Using a spreadsheet. (A spreadsheet is defined as a software package that you can use to work with numbers and formulas; i.e., gradebook.)	142	-0.127	2.426	-0.623	0.5345
59	4. Applying appropriate principles to insure a safe and productive environment.	142	-0.479	1.708	-3.341	0.0011
60	9. Using a word processor. (A word processor is defined as a software package that you can use to input and edit text.)	142	-1.204	2.348	-6.113	0.0001

Summary Analysis of the Results of the Site-Based Needs Assessment

1995-96 School Year

TECHNOLOGY

Observations:

Across the district, technology was shown as the greatest staff development need. Every campus perceived Personal and Instructional Technology as the areas of least competence and the areas in which they most desired training. The top ten areas of need for most campuses was some aspect of technology. Teacher aides, classroom teachers, administrators, and the district as a whole ranked technology as the top ten needs for training.

Possible Explanation:

There is a real desire for expertise in technology. Educators are seeing advancements in technology both nation wide and in neighboring districts and want to be current in skills. This is also a national concern because technology has advanced so rapidly.

Teachers are asking for the use of computers and access to technology. Only 2% of the 5,000 computers in the district are available for teacher use.

Many Staff Development classes in technology are offered but computers are not available for teacher use after the class is taken. Non-computer teachers then cannot provide technology to students because of the inaccessibility of classroom computers for practice and for personal and instructional use.

CONFLICT RESOLUTION

Observations:

According to the survey, 45% of the elementary schools listed conflict resolution as one to three of the top ten areas of desired training. Applying a collaborative model with parents and students was the most frequently listed item under conflict resolution.

Conflict resolution was not in the top ten needs for high schools. However, 3 of the 4 high schools listed a need for a collaborative model with parents and students in the training areas for consideration, but not necessarily in the top ten.

Possible Explanation:

#39 - Collaborative model with parents appeared frequently because teachers need the parents' involvement when their child's behavior conflicts with classroom instruction.

PROFESSIONAL SKILLS

Observations:

In the domain of Professional Skills, legal rights of students and parents, and coaching/mentoring appeared several times in the top ten needs of desired training.

Possible Explanation:

Many classroom teachers may be cognizant of the court cases involving students' and parents' rights that are in the news on a regular basis.

Teachers are hearing and reading about coaching and mentoring because it is part of the new recommended Texas teacher appraisal system. There also is a heavy emphasis on coaching and mentoring in most of the educational literature.

CLASSROOM MANAGEMENT

Observations:

Classroom management did NOT surface as a need. Considering the verbal and written concerns regarding discipline expressed by many campuses, it was a surprise that classroom management did not appear as a highly ranked area of need.

Possible Explanation:

The survey may not have been clear in this area. Responses may not have been valid because the questions were not asked in the right way.

Conflict resolution criteria may have been the areas responded to frequently because the participants may have been thinking of conflict resolution as discipline.

FIRST YEAR TEACHERS

Observations

The top ten areas of desired/needed training for first year teachers looked significantly different from the campuses and district. The majority of their top ten items concerned special needs students, e.g., Bilingual, G/T.

Possible Explanation:

Because of a higher rate of turn over in central, north, and east Lubbock, at least 80% of first year teachers are assigned to campuses in the district that are low socio-economic. Those teachers serve a larger percentage of children from poverty, diversity, and those with language deficits.

OVERALL

Observations:

There was likeness between the high schools, junior high schools, and elementary schools that gave reliability to the survey results.

Possible Explanation:

The survey criteria was designed to address overall educational concerns and issues. The instrument did not assess training needs in grade level or subject specific content.

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