A needs assessment questionnaire was distributed to regional school districts through the Professional Development committee of the Northern Kentucky Cooperative for Educational Services. The questionnaire was designed to assess respondents’ priorities for professional development (PD), and direct potential partnerships between NKCES and NKCEE to better meet the needs of local school districts. The questionnaire invited respondents to define their top three priorities for professional development in the coming school year. The top priorities identified were organized into categories reflecting needs with Instruction, Assessment, Professional Growth and Effectiveness (PGES), and Instructional Technology (Table 1).

Table 1. Top priorities for professional development

|  |  |
| --- | --- |
| Instruction | |
|  | Next Generation Science Standards |
|  | Social Studies standards |
|  | Literacy |
|  | Mathematics instructional practices |
|  | Content area reading and writing |
|  | Curriculum maps and pacing guides |
|  | Co-teaching |
|  | Strategies regarding mental health and behavior challenges with students in crisis/Trauma Based responsive strategies |
| Assessment | |
|  | Response to intervention |
|  | Assessment for learning |
|  | True differentiation |
|  | Closing the achievement gap |
| PGES | |
|  | Other Professionals |
|  | Coaching |
| Technology | |
|  | Integration of technology in the classroom |

Similarly, the second-ranked (Table 2) priorities for PD were organized into categories reflecting needs with Instruction, Assessment, PGES, and Instructional Technology. For third-ranked (Table 3) priorities, a Miscellaneous category was added.

Table 2. Second-ranked priorities for professional development

|  |  |
| --- | --- |
| Instruction | |
|  | New standards: common core (reading, math, science) |
|  | NGSS implementation |
|  | Framework for teaching domains 2 and 3 |
|  | Literacy and Math |
|  | Instructional Strategies |
|  | Differentiated instruction (other than ability grouping) to assist with closing the gap |
|  | Student attitudes when failure is an option |
|  | Social Studies instructional practices |
|  | Depth of Knowledge |
|  | Special Education |
| Assessment | |
|  | Formative Assessment |
|  | Authentic formative assessment strategies |
| PGES | |
|  | Effective instruction |
| Technology | |
|  | 1-to-1 computer implementation strategies |

Table 3. Third-ranked priorities for professional development

|  |  |
| --- | --- |
| Instruction | |
|  | 21st Century/Next Generation Learning |
|  | NGSS implementation and science instructional practices |
|  | Multicultural education – work with ELL |
|  | New programs (literacy, math and Springboard) |
|  | Active/student engagement |
|  | Differentiated instruction |
|  | RTI – revisiting and building on |
|  | Writing across the curriculum |
|  | Gifted and Talented |
| Assessment | |
|  | Assessment development/use of data |
|  | Effective assessment and feedback |
| PGES | |
|  | Implementation |
| Miscellaneous | |
|  | Effective instructional coaching |
|  | Program Reviews |
|  | Creating time for embedded professional learning in the day |

When asked to rank preferences for PD delivery, face-to-face delivery was ranked as the first preference, with the CINSAM fishbowl model ranked second (7 of 15), and the online-hybrid model ranked last (Table 4).

Table 4. Preferences for delivery of PD offerings

|  |  |  |  |
| --- | --- | --- | --- |
| Rank | 1 | 2 | 3 |
| Face-to-Face workshop | 9 | 4 | 2 |
| Fishbowl model (train, practice, get feedback on practice) | 5 | 7 | 3 |
| Online-hybrid model (read or view materials online followed by workshop) | 1 | 4 | 10 |

A majority of respondents indicated preference for “Summer Intensives” with suggestions of mid-June or early August for single- or multiple-day offerings (Table 5). Second rated preferences for timing were during “After school hours in the fall” (60%) and “After school hours in the spring” (50%). No more than 8 respondents chose “During school hours” in either fall or spring, and 1 respondent chose “Weekends” as an option for PD offerings (Table 5).

Table 5. Preferences for timing of professional development offerings

|  |  |  |  |
| --- | --- | --- | --- |
| Rank | Answer | Response | % |
| 1 | After school hours/Spring | 10 | 50% |
| 2 | During school hours/Spring | 7 | 35% |
| 3 | Summer Intensives | 17 | 85% |
| 4 | Weekends | 1 | 5% |
| 5 | After school hours/Fall | 12 | 60% |
| 6 | During school hours/Fall | 8 | 40% |

A total of 21 people from 13 different school districts responded within the allotted time frame; one full week was provided for responses and an email reminder was sent within three days of the deadline. A total of 20 respondents recorded their district association in response to the questionnaire (Table 6).

Table 6. District associations

|  |  |
| --- | --- |
| District | Count |
| Beechwood Independent | 1 |
| Bellevue Independent | 1 |
| Boone County | 1 |
| Campbell County | 1 |
| Covington Independent | 4 |
| Dayton Independent | 1 |
| Erlanger-Elsmere Independent | 5 |
| District | Count |
| Fort Thomas Independent | 1 |
| Kenton County | 1 |
| Newport Independent | 1 |
| Pendleton County | 1 |
| Southgate Independent | 1 |
| Williamstown Independent | 1 |
| Total | 20 |

Additional responses and specific suggestions will be reviewed by the NKCES and NKCEE in order to plan future collaboration and PD offerings.