University of Colorado Denver
The Evaluation Center
School of Education & Human Development

Link to complete this survey online:
https://udsehd.qualtrics.com/SE/?SID=SV_6nY0EEzEd82itcp

T-PREP Needs/Asset Assessment

District Name:	
Form completed by:	Date:

Licensure

1. **What alternative licensing have you offered/used in the past?**

   a. **What do you believe to be your strengths in this area?**

   b. **What would you like to continue and extend?**

   c. **What would you like to change?**

2. **Please estimate the number of teachers who will need alternative licensure for the 2015/16 academic year and in what grade levels and/or subject areas?**

# Teachers needed for 15-16	Grade level and/or subject area

The following questions will help us further understand how we might work together to meet your licensure needs and will also help us with mandatory grant reporting.

3. **Please indicate to the best of your knowledge the availability of licensed teachers for your district in the following grade level and subject areas:**

Grade Level	Low availability	Medium availability	High availability
	Few qualified applicants making it difficult to hire qualified teachers.	Some qualified applicants so usually qualified teachers are hired.	Many qualified applicants so we can be selective in hiring teachers.
Early Childhood Ed.			
K – 3			
4 – 6			
7 – 8			
9 – 12			

Subject Areas	Low availability	Medium availability	High availability
	Few qualified applicants making it difficult to hire qualified teachers.	Some qualified applicants so usually qualified teachers are hired.	Many qualified applicants so we can be selective in hiring teachers.
Literacy			
Math			
Science			
Social Studies			
English Language Learners			
Special Education			

4. **Please indicate to the best of your knowledge the availability of licensed teachers with the following characteristics?**

Teacher characteristics	Low availability	Medium availability	High availability
	Few qualified applicants making it difficult to hire qualified teachers.	Some qualified applicants so usually qualified teachers are hired.	Many qualified applicants so we can be selective in hiring teachers.
Bi-lingual			
Teacher of color			
First Generation College student			
Career Changer			

5. **For the purposes of grant reporting, what percentages of *teachers* are currently employed who have alternative licensure in your district? ____ %**

6. **Where do teachers in your district have access to reliable internet connection?**
   ___ At school
   ___ At a central district office
   ___ At a public library
   ___ At a community center
   ___ At BOCES
   ___ At home at their own expense
   ___ Unknown

Mentoring and Induction

Mentor Training

7. **Please describe what you see to be your needs around mentor training.**

     a. **What have you been doing?**

     b. **What do you consider to be your strengths?**

     c. **What would you like to extend and/or add?**

The following questions will help us further understand how we might work together to meet your needs around mentor training.

8. **Do your teachers have access to mentor training?**
     ____Yes
     ____No
     -If yes, please describe

9. **How would you rate your district's level of interest in accessing online training for mentor teachers?** (For example online training could include: webinars and modules around coaching strategies and techniques, supports for new teachers, reflective practice, effective questioning techniques; teacher planning conversations; conflict resolution; and/or professional development facilitation.
     ____ Low interest
     ____ Some interest
     ____ High interest

Induction

10. **Please describe what you see to be your induction needs.**

     a. **What have you done and/or currently doing?**

     b. **What do you consider to be your strengths in this area?**

     c. **What would you like to extend and/or add?**

The following questions will help us further understand how we might work together to meet your induction needs.

11. **What are your current school/district goals and initiatives that you will want to be sure are addressed with your teachers who are participating in this induction program?**

12. **The success of new teachers is strongly correlated to the relationship established with a quality mentor. Please circle the option that best describes your need for the development of quality mentors to support new teachers.**

    a. We have a program in our school/district that develops mentors. Mentors from this program are selected to work with new teachers.

    b. We have teachers willing to serve as mentors but would like to team with UCD to provide training for them to take on such roles.

    c. We do not have teachers who can serve as mentors and would like to team with UCD to provide a mentor to support our new teachers.

13. **How would you rate your district's level of interest in the following general Induction services available?**

Induction Service	Low Interest	Some Interest	High Interest
Full Teacher mentoring support: includes baseline assessment of teacher needs through video observations; monthly video coaching, online learning modules customized to meet individual teacher needs and linked to practices in the classroom.			
Video coaching: a series of video observation cycles, which includes teacher videotaping classroom, uploading to online platform, receiving embedded support in the video from a content area expert and a follow-up conversation with the teacher to determine focus of next cycle.			
Access to online professional development modules indicated in question #16			

Induction Package Options

The School of Education and Human Development (SEHD) at UCD offers some exciting packages for induction. These options are mainly online, but #2 has a face-to-face mentor-training component. Each option has different mentor selection, training, and evaluation choices.

14. Please circle options that are of most interest to you and/or place a star by the aspects that appeal most to you.

_____ *Option 1 –Induction Program*

SEHD Provides:	Partner provides:
• Development of the Induction Plan for CDE's Approval • Inductee participation in eight Online Module Electives (See Appendix A for possibilities) • Customization of 2 Induction Modules based upon partner's interests or school agrees to create training around the school's mission, policies, etc.)	**Option 1** requires that our partner has an established mentor development program in your school/district/organization. Mentors from your program are selected to work with inductees. As part of the CDE approval process, the partner school/district/organization will share the mentor selection criteria and process information.

_____ *Option 2 –Induction Program + Mentor Training*

SEHD Provides:	Partner provides:

• Development of the Induction Plan for CDE's Approval
• Inductee participation in eight Online Module Electives (See Appendix A for possibilities)
• Customization of 2 Induction Modules based upon partner's interests
• *Face-to-face Instructional Mentoring training* (2 days in-person)
• Online Instructional Mentoring Modules
• 10 hours of follow-up support
	Option 2 is selected when the partnering organization has teachers willing to serve as mentors but will need SEHD to provide training for them to take on such roles.
	• SEHD will provide 34 hours of instructional mentor training in blended environment which includes:
	  o two-day on-site mentor training (12 contact hours)
	  o access to training modules focused on mentoring (12 contact hours)
	  o follow-up support with SEHD staff (10 hours)

_____ *Option 3 - Induction Program + SEHD Mentors*

SEHD Provides:

- Development of the Induction Plan for CDE's Approval
- SEHD Online Professional Learning Module Electives (8 modules) (See Appendix A for possibilities)
- Customization of 2 Induction Modules based upon partner's interests
- 22.5 hours with SEHD Mentors
- Use of Edthena – Video Observation

Option 3 is selected when our partner would like SEHD to provide a mentor to support our inductees.
- An SEHD Director will assign an SEHD-affiliated mentor.
- SEHD-affiliated mentors meet all the criteria of quality mentorship plus are trained to provide online video observation and feedback. Online video observations and feedback will occur through Edthena. Edthena is an online collaborative tool for improvement which allows for the following:
  a. Video allows mentors to observe from afar.
  b. Video allows teachers to observe themselves and have access to the same information as the observer.
  c. Observation online creates a safe and separate space meant for feedback and improvement.
  d. Video avoids the presence of other adults who impact student behavior.

Professional Development

15. Please describe what you see to be your professional development needs.

    a. What have you done and/or are currently doing?

    b. What do you consider to be your strengths in this area?

    c. What would you like to extend and/or add?

16. **The topics/modules listed below are cross-walked with the Teacher Quality Standards and aligned with the Colorado Academic Standards. As we are interested in developing the partnership around your current and future needs, please check the Induction and Professional Development topics that are important to your district.**

Please also indicate topics of interest that are not represented in this chart. We are also interested in how you rank them, as that will allow us to work with you to begin to develop a plan for the future.

Induction	Professional Development	Induction and Professional Development Content
		Understanding How Students Learn (TQ Standard III): The neuroscience, implications for learning environments and reaching all learners in the classroom.
		Understanding of Self and Others in Teaching and Learning (TQ Standard II): Teacher exploration of their own identity, elements of culture, biases and communication styles and patterns and the implications for their classroom environment and teaching.
		Instructional Design (TQ Standard I & III): Linking instruction to CO Academic Standards, backwards design and differentiating instruction)
		Assessment for Learning - Formative Assessment (TQ Standard III): Planning for and putting into practice formative assessment practices, providing quality descriptive feedback to students on their performance, and incorporating self- and peer-assessment into the learning process.
		Culturally Responsive Classroom Management (TQ Standard II): Attributes of a culturally responsive classroom manager and a set of proactive classroom management tools, vision and plan to reduce behavioral challenges in the classroom. For teachers who need to reset their classroom or for the start of the school year to ensure they have strategies in place on day one.
		Relationship-Driven Classroom Management Strategies (TQ Standard II): Strategies designed to improve the teacher-student and student-student relationships in the classroom. Explicit reactive strategies will be introduced to help teachers more effectively manage behavioral challenges in their classroom.
		Pedagogy for Culturally and Linguistically Diverse Students (TQ Standard III): A system of principles and methods that support and facilitate teaching for culturally and linguistically diverse students. How to organize the classroom as communities of learners, design innovative instructional activities, encourage student interaction, use a variety of grouping formations, and use dialogue to teach directly to learning goals.
		Common Core English Language Arts (TQ Standard I): Elementary and Secondary levels
		Secondary Content Literacy (TQ Standard I): Supports for secondary content teachers in integrating literacy practices into their teaching and learning.

Induction	Professional Development	Induction and Professional Development Content
		Common Core Mathematics (TQ Standard I): Elementary and Secondary levels
		English Language Acquisition (TQ Standard I & III): Understanding of the basics of English language acquisition, developing academic language, and sheltering instruction for English learners.
		Response to Intervention (MTSS) (TQ Standard III): An understanding of the essential elements of MTSS.
		Special Education Teacher Support (TQ Standard III): Identification, IEPs, accommodations, collaboration, behavior, assistive technology
		Student Engagement in Writing The is a big-picture view of what the Colorado Academic Standards require educators to teach in the three types of writing: narrative, opinion/argumentative, and informational. This series will help to situate you as a teacher and provide a view of the writing landscape expected for the year. What it means to be an engaged student writer will be explored in each of the types of writing along with what kind of feedback to provide to student writers.
		Young Adult and Children Literature: Webinar options include how to engage boys in reading; choosing culturally responsive books; and how to approach non-fiction reading in secondary schools.
		STEAM: Professional development in the area of science, technology, engineering, arts, or math
		Problem-based Action Study Team: A school team works with instructional coaches around a school-based problem of practice with the intention to research and implement a solution specific to the needs of a particular school, community or organization.
		Professional Book Studies: A variety of online book studies are offered around leadership, student learning, and teacher topics.
		Technology Integration: How to integrate technology for teaching and learning in the 21st Century. Topics could include: Digital Literacy, Google Aps, iPad Aps, Flipped classrooms, Mobile Learning, eBooks, media literacy, etc.
		Leadership: Facilitation skills, instructional coaching skills, literacy coaching, educator effectiveness
		Teacher self-care and Stress reduction: Workshop, webinar, and online PD options include stress management, mindfulness, and burnout prevention topics.
		Preparing teachers to work effectively with paraeducators: Face to face workshop that includes: role clarification, collaborative planning, delegation, feedback and on-the-job training.
		Please describe other induction or professional development needs that are not listed above.

17. **Please rank the topics listed below, 1-5 to represent your priorities. (1= highest priority).**

_____ English Language Acquisition (TQ Standard I & III)
_____ Response to Intervention (MTSS) (TQ Standard III)
_____ Special Education Teacher Support (TQ Standard III)
_____ Student Engagement in Writing
_____ Young Adult and Children Literature
_____ STEAM
_____ Problem-based Action Study Team
_____ Professional Book Studies
_____ Technology Integration
_____ Leadership
_____ Teacher self-care and Stress reduction
_____ Preparing teacher to work effectively with paraeducators

____ Need not listed here _____

____ Need not listed here _____

18. Please indicate the level of interest your district has in each of the following formats.

Formats of Induction and Professional Development Resources	Low Interest	Some Interest	High Interest
Webinars: Live, interactive webinars that require audience participation. 24x7 access to archived webinars allow for review of content as needed; when needed.			
Online Video Coaching: Teachers film themselves teaching and upload video to a secure web-based platform and receive coaching support from a content area expert/instructional coach who embeds feedback in the form of questions, suggestions, strengths, comments that the teacher responds to and engages in teacher reflection with content expert. This cycle can be repeated as needed.			
In-person Learning Community: Provide face-to-face opportunities to explore current practices related to an educational topic of interest or expressed need. By sharing resources, ideas, and concerns in a supportive/collaborative environment guided by an experienced teacher educator, participants will increase their teacher toolkits.			
Facilitated Online Professional Learning Community: Using a web-based video conferencing platform, teachers participate in an online PLC facilitated by an instructor/content area expert at UC Denver around problems of practice, lesson-planning, online module content, and other topics of interest.			
Personalized Coaching: Just-in-time, as-needed support can be accessed in person, on the phone or via a web-based video conference room. Access to a coach who can provide personalized support for day-to-day issues around challenging student behaviors, classroom management, pedagogy and instructional needs that new teachers face.			
Large Group Face-to-face Workshops: Provide face-to-face opportunities to explore an educational topic of interest or expressed need in a structured training format. Applied practice activities and follow-up coaching is recommended to retain workshop content.			
Small Group Face-to-face Workshops: Provide face-to-face opportunities to explore an educational topic of interest or expressed need in a structured training format. Applied practice activities and follow-up coaching is recommended to retain workshop content.			

19. Please estimate to the best of your knowledge the number of participants you foresee needing the following services:

	Licensure Needs	Number of Local Mentors	Mentor Training	Induction	Professional Development
Number	_____	_____	_____	_____	_____