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KOSOVAN PEER LED QUALITY ASSURANCE MODEL

TEACHER NEEDS ANALYSIS QUESTIONNAIRE.

"Support to basic and upper secondary education" Project

Glossary

Differentiating content means using various delivery formats such as video, texts, lectures, or audio.

Differentiating by product means teachers assess the same knowledge or skill for each student but they offer their students a variety of ways to demonstrate their knowledge (e.g., video, written report, presentation).

Differentiating by process, means teachers teach the same concept or skill to each student but they vary the manner in which it is taught. Students might work in pairs or groups, use technology, use objects to help them understand a concept.

Differentiating the learning environment means the teacher makes changes to either the physical environment or the atmosphere the students work in. (e.g., playing relaxing music, allowing students to work alone or in groups).

Hinge Question is a key check for understanding at a point of a lesson that is critical for students to understand. Every student must respond to the question within two minutes. The teacher must be able to collect and interpret the responses from all students in 30 seconds and decide how to proceed with the lesson.

A rubric is a guide used to evaluate performance, a product, or a project. It usually includes performance criteria; and a rating scale (Excellent, Good, Satisfactory, Unsatisfactory or 1,2,3,4,5 or A, B, C, D, E).

5	4	3	2	1
Showed a thorough understanding of the task	Showed a comprehensive understanding of the task	Showed a basic understanding of the task	Showed a limited understanding of the task	Did not understand the task.

Teacher Needs Assessment Questionnaire

How often do you use diagnostic formative assessments (Short cycle formative assessment) in lessons?			
Most lessons	Some lessons	Few lessons	Never
How often do you use hinge questions in lessons?			
Most lessons	Some lessons	Few lessons	Never
How often do you adjust the lesson based on diagnostic assessments such as hinge questions?			
Most lessons	Some lessons	Few lessons	Never
How often do you assign students easier or more difficult tasks based on diagnostic assessments (Short cycle formative assessment)?			
Most lessons	Some lessons	Few lessons	Never
Do you ever give students a grade 1,2,3,4,5 without giving them detailed oral or written feedback?			
Most of the time	Sometimes	Not often	Never

How often do students self-assess their own work?			
Most lessons	Some lessons	Few lessons	Never
How often do students set goals and targets for themselves?			
Most lessons	Some lessons	Few lessons	Never
How often do students assess the work of their peers based upon clear criteria?			
Most assessments	Some assessments	Few assessments	Never
How often do you use a rubric to assess students?			
Most assessments	Some assessments	Few assessments	Never
How many of your lessons contain lesson objectives and success criteria?			
Most lessons	Some lessons	Few lessons	Never
How many of your lessons contain a challenge for students?			
Most lessons	Some lessons	Few lessons	Never

How many of your lessons show evidence of differentiation by content, by process, by product and learning environment?			
Most lessons	Some lessons	Few lessons	Never
How often do your students do the same task at the same time?			
Most lessons	Some lessons	Few lessons	Never
How often are students given a choice about tasks they can complete?			
Most lessons	Some lessons	Few lessons	Never
On average how many of your students answer oral questions during one lesson?			
Most students	Some students	Few students	No students
How many of your students know what to do to obtain a better grade?			
Most students	Some students	Few students	No students
How often do you ask students to give feedback about their classroom experience?			
Frequently	Sometimes	Not often	Never

How often do you use positive behaviour management strategies?

Every lesson

Some lessons

Not often

Never

How often do you ask students to talk to their partners in class?

Every lesson

Some lessons

Not often

Never

How often are students asked to work collaboratively to solve problems?

Every lesson

Some lessons

Not often

Never

Teacher Needs Assessment Questionnaire Analysis

How often do students self-assess their own work?			
Most lessons	Some lessons	Few lessons	Never
Teachers need training on self-regulated learning strategies.			
How often do students set goals and targets for themselves?			
Most lessons	Some lessons	Few lessons	Never
Teacher need training on self-regulated learning strategies			
How often do students assess the work of their peers based upon clear criteria?			
Most assessments	Some assessments	Few assessments	Never
Teachers need training on giving effective feedback.			
How often do you use a rubric to assess students?			
Most assessments	Some assessments	Few assessments	Never
Teachers need training on giving effective feedback and self-regulated learning strategies.			
How many of your lessons contain lesson objectives and success criteria?			
Most lessons	Some lessons	Few lessons	Never
Teachers need training on planning lessons.			

How often do students self-assess their own work?			
Most lessons	Some lessons	Few lessons	Never
Teachers need training on self-regulated learning strategies.			
How often do students set goals and targets for themselves?			
Most lessons	Some lessons	Few lessons	Never
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How often do students assess the work of their peers based upon clear criteria?			
Most assessments	Some assessments	Few assessments	Never
Teachers need training on giving effective feedback.			
How often do you use a rubric to assess students?			
Most assessments	Some assessments	Few assessments	Never
Teachers need training on giving effective feedback and self-regulated learning strategies.			
How many of your lessons contain lesson objectives and success criteria?			
Most lessons	Some lessons	Few lessons	Never
Teachers need training on planning lessons.			
How many of your lessons contain a challenge for students?			
Most lessons	Some lessons	Few lessons	Never
Teachers need training on differentiating learning by content, process, product and learning environment.			

How many of your lessons show evidence of differentiation by content, by process, by product and learning environment?

Most lessons	Some lessons	Few lessons	Never
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Teachers need training on differentiating learning by content, process, product and learning environment.

How often do your students do the same task at the same time?

Most lessons	Some lessons	Few lessons	Never
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Teachers need training on differentiating learning by content, process, product and learning environment.

How often are students given a choice about tasks they can complete?

Most lessons	Some lessons	Few lessons	Never
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Teachers need training on student centred learning strategies and on differentiating learning by content, process, product and learning environment.

On average how many of your students answer oral questions during one lesson?

Most students	Some students	Few students	No students
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Teachers need training on responsive teaching strategies and effective questioning techniques.

How many of your students know what to do to obtain a better grade?

Most students	Some students	Few students	No students
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Teachers need training on giving effective feedback and self-regulated learning strategies.

How often do you ask students to give feedback about their classroom experience?

Frequently	Sometimes	Not often	Never
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Teachers need training on giving effective feedback and self-regulated learning strategies.

How often do you use positive behaviour management strategies?

Every lesson

Some lessons

Not often

Never

Teachers need training on positive behaviour management strategies.

How often do you ask students to talk to their partners in class?

Every lesson

Some lessons

Not often

Never

Teachers need training on embedding active and collaborative learning strategies into professional practice.

How often are students asked to work collaboratively to solve problems?

Every lesson

Some lessons

Not often

Never

Teachers need training on embedding active and collaborative learning strategies into professional practice.



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