



Funded by  
the European Union



KOSOVAN PEER LED QUALITY ASSURANCE MODEL

# TEACHER NEEDS ANALYSIS QUESTIONNAIRE.

---

"Support to basic and upper secondary education" Project



# Student questionnaire to assess training needs of teachers

|  |              |             |       |
|--|--------------|-------------|-------|
| How often do your teachers ask the whole class to write answers on whiteboards or scrap paper and show the answer to the teachers?                             |              |             |       |
| Most lessons   | Some lessons | Few lessons | Never |
|  |              |             |       |
| How often do your teachers ask questions which the whole class answers at the same time (This is called a use hinge question)?                                 |              |             |       |
| Most lessons   | Some lessons | Few lessons | Never |
|  |              |             |       |
| How often do your teachers give students easier or more difficult tasks because of work that the whole class have answered at the same time? (Hinge questions) |              |             |       |
| Most lessons   | Some lessons | Few lessons | Never |
|  |              |             |       |
| Do your teachers ever give you a grade 1,2,3,4,5 without telling you why or telling you how you can improve?   |              |             |       |
| Most of the time   | Sometimes    | Not often   | Never |
|  |              |             |       |
| How often do you check your own work? ( self assessment)   |              |             |       |
| Most lessons   | Some lessons | Few lessons | Never |
|  |              |             |       |

How often do you set goals and targets for yourself based on the results from assessments?

Most lessons

Some lessons

Few lessons

Never

How often do you assess the work of other students in your class ?

Most assessments

Some assessments

Few assessments

Never

How often do you use a rubric in lessons? ( See example of rubric below)

| 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. |

Most assessments

Some assessments

Few assessments

Never

How many lessons contain lesson objectives and success criteria?

Most lessons

Some lessons

Few lessons

None

How many lessons contain a challenge for students in the class?

Most lessons

Some lessons

Few lessons

None

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

Most lessons

Some lessons

Few lessons

Never

How often are you given a choice about tasks you can complete? For example: You can work alone, in pairs or in a group. You can choose to do exercise A or Exercise B which is more difficult.

Most lessons

Some lessons

Few lessons

Never

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

Most students

Some students

Few students

No students

How often do you give your teachers feedback about your classroom experience? For example: Answer questionnaires about the quality of the teaching. Say what activities you liked or did not like.

Frequently

Sometimes

Not often

Never

How often do your teachers ask you to talk to your partner in lessons? For example: Answer a question together.

Most lessons

Some lessons

Not often

Never

How often are you asked to work in pairs or in groups to solve problems?

Most lessons

Some lessons

Not often

Never

How often does the bad behaviour of students have a negative affect on your learning?

Most lessons

Some lessons

Not often

Never

How often do you feel unhappy in lessons?

Most lessons

Some lessons

Not often

Never

# Student questionnaire to assess training needs of teachers

|  |              |             |       |
|--|--------------|-------------|-------|
| How often do your teachers ask the whole class to write answers on whiteboards or scrap paper and show the answer to the teachers?               |              |             |       |
| Most lessons   | Some lessons | Few lessons | Never |
| Teachers needs training on responsive teaching strategies.   |              |             |       |
| How often do your teachers ask questions which the whole class answers at the same time (This is called a use hinge question)?                   |              |             |       |
| Most lessons   | Some lessons | Few lessons | Never |
| Teachers needs training on responsive teaching strategies.   |              |             |       |
| How often do your teachers give students easier or more difficult work because of questions that the whole class have answered at the same time? |              |             |       |
| Most lessons   | Some lessons | Few lessons | Never |
| Teachers needs training on responsive teaching strategies.   |              |             |       |
| Do your teachers ever give you a grade 1,2,3,4,5 without telling you why or telling you how you can improve?                                     |              |             |       |
| Most of the time   | Sometimes    | Not often   | Never |
| Teachers needs training on giving effective feedback   |              |             |       |
| How often do you check your own work? ( self assessment)   |              |             |       |
| Most lessons   | Some lessons | Few lessons | Never |
| Teachers needs training on self-regulated learning strategies.   |              |             |       |

How often do you set goals and targets for yourself based on the results from assessments?

Most lessons

Some lessons

Few lessons

Never

Teachers needs training on self-regulated learning strategies.

How often do you assess the work of other students in your class ?

Most assessments

Some assessments

Few assessments

Never

Teachers needs training on giving effective feedback.

How often do you use a rubric in lessons? ( See example of rubric below)

| 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. |

Most assessments

Some assessments

Few assessments

Never

Teachers needs 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

None

Teachers needs training on planning lessons.

How many lessons contain a challenge for students in the class?

Most lessons

Some lessons

Few lessons

Never

Teachers needs training on differentiating learning by content, process, product and learning environment.

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

Most lessons

Some lessons

Few lessons

Never

Teachers needs training on differentiating learning by content, process, product and learning environment.



How often are you given a choice about tasks you can complete? For example: You can work alone, in pairs or in a group. You can choose to do exercise A or Exercise B which is more difficult.

Most lessons

Some lessons

Few lessons

Never

Teachers needs training on differentiating learning by content, process, product and learning environment.

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

Most students

Some students

Few students

No students

Teachers needs training on giving effective feedback and self-regulated learning strategies.

How often do you give your teachers feedback about your classroom experience? For example: Answer questionnaires about the quality of the teaching. Say what activities you liked or did not like.

Frequently

Sometimes

Not often

Never

Teachers needs training on student centred learning and the importance of giving students a voice

How often do your teachers ask you to talk to your partner in lessons? For example: Answer a question together.

Most lessons

Some lessons

Not often

Never

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

How often are you asked to work in pairs or in groups to solve problems?

Most lessons

Some lessons

Not often

Never

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

How often does the poor behaviour of students have a negative affect on your learning?

Most lessons

Some lessons

Not often

Never

Teachers needs training on positive behaviour management strategies.

How often do you feel unhappy in lessons?

Most lessons

Some lessons

Not often

Never

Teachers needs training on positive behaviour management strategies. ( If questionnaire is not anonymous, teachers should investigate further)





Kosovo Legal  
Services Company



IBE



EDUCATIONAL  
RESEARCH  
INSTITUTE

This publication has been produced with the financial support of the European Union. Its contents are the sole responsibility of the KosEd Project and do not necessarily reflect the views of the European Union.