

Teacher Center of Broome County NEEDS ASSESSMENT SURVEY RESULTS May 2003

305 people completed the Annual Needs Assessment during the month of May.

1. District	Result	Responses	Percentage
Binghamton		45	15%
Broome Catholic Schools		14	5%
Broome Tioga BOCES		31	10%
Chenango Forks		19	6%
Chenango Valley		13	4%
Deposit		5	2%
Harpursville		25	8%
Maine Endwell		32	10%
Susquehanna Valley		20	7%
Vestal		29	10%
Whitney Point		37	12%
Windsor		10	3%
Other (non-public consortium)		4	1%
Other		21	7%

2. Position	Result	Responses	Percentage
Classroom Teacher		144	47%
Special Area Teacher		738	24%
Special Education Teacher		4434	14%
Pupil Personnel (guidance, social work, etc.)		10	3%
Building Administrator		3	1%
District Administrator		4	1%
Other		15	5%
Substitute Teacher		12	4%

3. Level	Responses	Percentage
Pre K - Grade 2	68	22%
Grades 3, 4, and 5	37	12%
Grades 6, 7 and 8	67	22%
High School	74	24%
Other	59	20%

Years of Service	Responses	Percentage
Fewer than 3 years	49	16%
3-10 years	109	36%
11-19 years	58	19%
20-25 years	34	11%
>25 years	55	18%

Respondents were asked to please rank these professional development delivery systems in order of preference with 1 being their most favorite and 10 being your least favorite. For the results below, we took the top three choices of all participants, tallied the results for each, and ranked them according to popularity.

Ranking	Delivery	Respondents who listed this choice as first, second or third
1	Professional Conferences	177
2	Superintendent's Conference Day	176
3	Pull Out Workshops	152
4	After School Workshops	151
5	Study Groups	62
6	Summer - July	53
7	Online Courses	52
8	Peer Visitations	41
9	Summer August	41
10	Saturdays	10

Check any of the topics below that you feel should be offered by the Teacher Center to improve teacher effectiveness and increase student achievement? *For the results below, we took the top three choices of all participants, tallied the results for each, and ranked them according to popularity.*

Ranking	Result	Responses <i>Respondents who listed this choice as first, second or third</i>
1	Technology Integration Training	105
2	Discipline/Classroom Management	102
3	Assessment Techniques	62
4	Special Education Issues	51
5	Project Based Learning	47
6	Literacy Issues	48
7	Content Area Strategies	38
8	Using Data to Improve Student Learning	37
9	Team Teaching	20
10	Multiple Intelligences	18
11	Brain Based Learning	19
12	Teacher Leadership	13
13	Interdisciplinary Connections	13
14	Parent Conference Techniques	8
15	Peer Coaching	8
16	Action Research	5
17	Cooperative Learning	4

As part of this section, two areas of responses were combined.

- 1. Respondents were asked to please expand on any topics that they checked so that we could understand specifically what type of information would be most beneficial.*
- 2. Respondents were asked to name one or more content areas/topics that they personally felt a need for more training and information?*

Technology Integration Training

Web resources related to the curriculum; using technology in the classroom with one computer; student compositions on the computer/MIDI keyboard; produce artworks through the use of electronic media - altering images and specifically digital imaging (photography); hand held computers and the variety of practical uses in the classroom; technology--related to use in the classroom and in teacher related records; ideas for technology use at all grade levels.

Discipline/Classroom Management

Motivating all students to perform at their peak performance levels; effective discipline for the at risk, emotionally disturbed or alternative student; Teaching Tolerance; personal control of stress and reaction when challenged; setting up your class at the beginning of year; discipline and effective management for large and small groups; collaborating with teachers for effective differentiation of instruction; bullying, anger management or conflict resolution for students; that one problem student who disrupts a class; handling lack of parental support in discipline.

Assessment Techniques

Assessment and literacy; alternatives for standardized testing in kindergarten; portfolios; assessments in the arts; assessments of improvements must be evaluated and followed with action plans; curriculum based assessment for assessment techniques; provide different tools for assessment rather than the standard ones we all use; using rubrics; specifically ELA exams: helping students become successful in completing and passing these exams; rubric specific on skills; assessing students with greater interdisciplinary themes of study; creating benchmarks as a report card type of document; making alternative assessments for the slow or struggling learner; including (embedding) critical thinking skills in classroom instruction; science lab assessments; ways to make the classroom tests have questions related to the type of questions on the assessments.

Brain Based Learning

Brain based and implications for elementary classroom use; more connections to actual learning rather than just brain gym exercises; an explanation of which exercises would help specific types of learning; are we teaching to both the left and right side of the brain; brain based learning specifically applied to primary classroom instruction; how best to teach the kids at certain ages when different parts of their brain are in development; discussing research to back-up multiple intelligence and whole brain learning theories correlated to the to NYS standards; incorporating the multiple intelligences and brain-based learning into the classroom - lesson ideas; action based learning specifically relates to how physical education improves brain function; brain based learning techniques to support and understand HOW we learn and process information. Current research in how to help students learn more effectively.

Special Education

Different types of special education exclusionary models utilized in both elementary and secondary schools; math-special ed; special education and English; incorporating math into special areas; strategies for improving social skills for the learning disabled student; how to manage slow learners; how can they get the special help they require without holding back the rest of the class; sign language; fieldtrips/guest speakers - organizing and implementing with an alternative school setting; Regents requirements for classified students; what alternative programs are feasible during these tough times; issues concerning emotional problems in children; students focusing especially on autism; Special Education Collaboration; training in creating effective yet user-friendly behavior modification plans and using data to support the effectiveness of Instructional Support Team processes; auditory processing difficulties; developing math readiness skills for developmentally delayed students; ADHD; motivating the ED student; reading difficulties and ASI students; special education law especially regarding 504 plans; recognizing learning disabilities and helping children with special needs; modifying tests and lesson plans to help students with special needs; autism, cerebral palsy and other specific disabilities; integrating special education students into the regular classroom; training for special

educators that would help them share the responsibility with the classroom teacher.

Content Area

Math integrated with reading and writing; English Language Arts/Literature; music can support learning in any area; biology - perhaps something on the new required labs; "tricks" to help student understand concepts; Global Studies; ELA for the special educator; strategies to get students interested in reading and writing and to keep them reading and writing; science; writing in the elementary classroom; designing third grade Social Studies units aligning with the NYS Standards-NOT textbook driven; ELA--strategies to help non-English faculty to find some practical ways to help improve student ELA scores; emerging science and social studies activities; foreign language teachers- workshops to share strategies and methods and confer on Regents grading etc.; reading in all of the content areas; science in relation to preparing 4th grade for the ESPET; It would be great if the Teacher Center could work with SUNY-Binghamton and BCC to bring content training to the teachers. For example the Albany area Teacher center has lots of workshops through SUNY Albany and Union College; Math A Resource Room skills; math content for elementary and special education teachers; reading strategies for reluctant middle school readers; rehearsal management is kind of a specialty area I know but workshops in this area would be most helpful - lots of people with more experience yield better ideas and techniques; social studies and science for primary grades-little time for them but essential; music; AIS staff in the classroom; reading strategies for vocabulary and comprehension development that they could be using to enhance student learning; use of graphing calculator; science – rocks; DNA; reading in the content areas; Math A for Regents; astronomy; weather; primary writing skills; math activities and sharing with other math teachers in the middle school; NYS assessment for PE that the state ed. department is currently working on; writing in the math classroom; integrating math with literacy; teaching of AP Courses; science and social studies modifications; English - need up to date information on English curriculum; guided reading; integrating reading in math; science - finding and using hands-on experiments on a regular basis; teaching writing effectively.

Literacy Issues

Literacy strategies for high school students working in a classroom setting; 4 blocks; establishing literacy collaborative locally; motivating children to want to write; decoding strategies comprehension strategies and motivation to read for secondary students; best practices.

Using Data to Improve Student Learning

Ways to make taking data more efficient so it can be more relevant when planning goals and lesson plans; how data can objectively support what students have learned and the value for a teacher is that if certain items of knowledge are depressed or elevated instruction can be altered and/or presented in different ways/modalities; present information on how to assess students using various methods which will produce standard data that can be shared in building or among buildings; how to look at the statistical reports provided by BOCES for state tests and interpret and extrapolate program strengths and weaknesses; using standardized test data and results from ELA to improve instruction and overall test scores. Collecting data from systematic observations to assess my students in math; data analysis and survey development (how to structure/administer a valid survey).

Interdisciplinary

Interdisciplinary activities involving P.E. and classroom teachers; science integration with other subjects, working together at all subject levels.

Project Based Learning

Integrating art into other subject areas as a way of expanding to meet learning styles of students and meeting challenges of expanding on an area of study for gifted students; ideas on how to incorporate projects into the primary classrooms and how to assess those projects; projects for a diverse population.

Multiple Intelligences
Using the research effectively; how to identify learning style.
Peer Coaching
Mentor Training
Teacher Leadership
Building "team leaders"; leadership skills.
Action Research
Action Research - why is it so important; how can this help teaching your students; how do you find a topic; procedures and guidelines.
Team Teaching
How to get the most out of team teaching; team teaching as a very effective model that helps meet the needs of individual students; co-teaching and how to get the regular ed. teacher to want me in the classroom; guidance in this; ideas that have worked and teachers that have used them successfully would be ideal; co-teaching and thematic units; finding a good match opening and keeping the lines of communication open and comfortable.
Parent Conference Techniques
Effective communication with parents; do's and don'ts Parent teacher conferences and confrontations.

Please add at least one topic that is not listed above that you feel would be important to offer to teachers of your particular grade or subject area. (Response Summarized)

Additional Topics
Workshop on Mel Levine s "one mind at a time"; school climate; learning centers; teaching tolerance; poetry; preparing students for the transition from middle school to high school and preparing students for the transition from elementary to middle school; activities or ways to improve instruction in the regular classroom for ESL students; additional grant resources in this time of tight budgets; offerings in project adventure or life time activities would be great block scheduling; bully free schools; subs: application process and interviewing skills character ed through music; communication within a faculty; constructivism; current resources/literature available for professional development; curriculum mapping and easy ways to connect with the grade level below and above you more than what topics are taught but details of curriculum; when the finish 1st grade they will have mastered x y and z...; ways the librarian can supplement or enhance current curriculum; how the librarian can get involved with curriculum planning lesson planning assessment; dealing with children (and parents) of rural poverty; dealing with gifted and talented students--who they are and why it s important to recognize them; differentiation of instruction for multiple ability level and learning style students; effective team-meeting techniques (how to reduce the amount of complaining and increase the amount of work accomplished); discussion and feedback on the new state required labs' effective time; "facilitation skills - teachers are often in situations where they need to run meetings such as grade level meetings or committee meetings; workshop to help teachers use their substitutes; gay and lesbian issues in the class room student and staff issues how to better service this population; gender differences in learning and how it should effect our teaching; globe implementation; goal setting with kids; training for psychologists on specific new tests that come out; adult learners; grant writing; workshops offered for staff with 15 or more years experience; NCLB; make and take workshops - to make math/reading/writing centers in your grade level; working with paraprofessionals; writing

grants; study skills for students; Regents Review tips; more helpful hints for substitute teachers; legal issues; National Teacher Certification; time management; running effective meetings and how to accomplish program-wide goals; ; "I know how to use graphing calculators but I would like to know more of the little ""tricks"" that you can do with them. 'Presentation from a Psychologist on a new assessment i.e. WISC IV or Psychological Corporation making the presentation. They will usually do it for free; test anxiety.

Which of the following professional development opportunities have you taken advantage of during the past school year? (Note all that apply.)

Result	Responses	Percentage
Workshop – After School	132	22%
Professional Organizations	119	20%
District Training Supported by the Teacher Center	108	18%
Professional Conferences	89	15%
Technology Training	43	7%
None	33	5%
Study Groups	37	6%
Graduate Courses	23	4%
Peer Visitation	13	2%
Substitute Teacher Training	9	1%

Which Teacher Center of Broome County resources/information have you accessed during the past year? (Note all that apply.)

Result	Responses	Percentage
Information from TC-UPDATE (online mail list)	216	37%
Information from the Teacher Center website	123	21%
Educational Equipment (<i>Ellison Machine (45), Bookbinder (1), Button Maker (2), Laminator (16), Digital Cameras (3) and Poster Maker (4)</i>)	81	14%
Highlights Newsletter	97	16%
Handheld Computer Loan	6	1%
Classroom Performance System	2	0%
Professional Resources from the Library	15	3%
None	46	8%

Do you think an online survey is a good idea or would a paper survey be better?

Online	Paper	Could Not Decide	No Answer
234	4	19	48

Would you be interested in participating in a Teacher Center online discussion group targeted to your area of specialization?

Yes	No	No Answer
137	111	57

Can you think of any questions we should have asked and didn't ask?

It might help for you to know what discipline I teach - (Math). - Why don't you participate in Teacher Center programs (time issue? location? - Are you satisfied with the amount of college classes available at the teacher center? - What times are best for workshops? - What are substitutes doing wrong or right? - How can substitutes improve? - How many workshops did you attend this year? - Does the course fee keep you from attending that many classes? - Would you like to see the courses offered in other locations? - How useful were the programs/workshops you attended? - Were the workshops/programs what you expected based on the descriptions?- Is there a reason you did not take advantage of offerings this year?- What days are best for us to schedule workshops on?- Times and places for classes- i.e. what fits busy peoples schedules - How many teachers do you know that will not contribute to this survey because they avoid using the computer in your department?- What training or services would you have taken advantage of if it had been available this year?- Does the TC neighborhood deter you from taking classes?- Are you interested in serving on the policy board or program committee?- Is location (Columbus school on Hawley street)a factor regarding attendance at workshops and are the times of after school workshops held at this location late enough in the evening for teachers who must commute distances to receive training?
*(Example: Teachers from Tioga Hills in Vestal District cannot make it to a 4:00 class). - Perhaps a question about fees - \$5 seems reasonable but it always is a factor in deciding whether to give up after school time drive and locate your facility find time to make a call to register----and come up with \$5 – Are you satisfied with the number of college courses offered through the TC? – How would we rate the workshops we attended?

Do you have any ideas how we can get more teachers to respond to this survey?

Bribe them with candy or gifts for their classrooms etc. - Shorten a little or break it down into two separate surveys - Send it to as many people as you can stressing the need for input as a way to emphasize the importance of keeping state funding for your programs! - Perhaps a paper flier announcing that they should visit this site! - More incentives such as class through the Teacher Center, gift certificates - these are good ideas with the drawings and having the ambassador encourage teachers to respond- Offer a trinket of some sort perhaps a Teacher Center pen or a button that says "I took the Teacher Center Survey and all I got was this lousy button" - Satco's and Barnes and Noble gift certificates or massages are always good - The Guidance counselor at my school asked me to fill out your survey since I am new and was not aware of your services - Bribe them like you did with the gift certificate, I would not have done it if it weren't for that - Have every school district on the March conference day fill the survey out. - Each person that responds gets a small prize such as a pen, memo pad etc. - something that is cheap but has appeal to teachers - Print it out and mail to teachers -Lessen the time it takes to complete be sure that all questions are relevant. - The Barnes and Noble did it for me. – Encouragement by principals.

Comments: List here suggestions and feedback for the Teacher Center Policy Board.

Keep up the good work - Being awarded a Teacher Center Study Grant has been a wonderful professional experience - Please consider offering the visual arts workshops on Supt. Conference days- It is hard for those of us w/ young children - I truly love all that you offer to the staff of the local districts and I love being a part of spreading the word as an ambassador. I think that you should make an actual show at schools to explain the pros of the teacher center. I know this may be difficult because of principal/time constraints, but I really think it would be most effective. - I am done with my grad. work but it was wonderful to take classes here in Binghamton. - I had to laminate over 60 ft of projects that my students did and then bind each of their books. I was provided with an excellent resource. Everyone in the office helped me. It was super. I wish that more teachers would realize the huge benefits. - You are a great program and I appreciate all the insight on children and the services you offer are wonderful. - You may want to outline what your offerings are and get the word out to more people. For instance how does one get something laminated what is the cost where does one have to take it and pick it up. – I'm sorry I didn't know about many of your offerings or I knew they were out there I just didn't know how to access them. - You need to send out your offerings with explicit directions of how to utilize them at the beginning of the year and then send reminders throughout the year. The beginning of the year is hectic. - Survey was non-threatening and short and fun - I believe that online courses are a great way to get teachers interested because they are often done when we have time! - Your assistance has been invaluable in the past. Please do not eliminate all services, but listen to the teachers and what they use most so we can continue to use your services. - I enjoy the teacher

center and access it whenever I can. - I was disappointed to see that you don't offer the mini-grant program any longer. That was very useful to me. - I went to the Teacher Center twice to do some posters and the door was locked and no one was around. I just happened to be at Columbus for a meeting. I went during the hours that people were supposed to be there. - Many of your programs look great...but after school sometimes are difficult to attend especially ones that are in the city - distance - Later hours once per week or a few weekend hours (Sat 8-10 or 12) would be helpful for those of us who find it difficult to make it in during your usual hours to take advantages of the services there. Will you post the statistics from this survey? I would be interested in seeing them. - Make the districts be the area for more conferences so it is more accessible for us. I live quite a distance from Binghamton and rarely get there after 4 pm. - The offerings are broad and the Center seems to continually strive to meet the needs of their customers. - Push arts education! - If the free laminating/posters/ buttons/etc are still available then I plan to take advantage of it. I didn't need it at the beginning of the year and others may be like me. - Remember that not all schools get out at the same time... sometimes your after school workshops start at 3:30 or 4:00. We don't get out until 3:40 and with bus duty I don't always get out exactly at 3:40. I always feel bad arriving late to the workshops (on the other hand I do realize that we have had a long school day and don't want to stay too late either). - I loved the handheld computer workshop, but haven't had time to really integrate it into my program yet. I appreciate all your programming. -You offer a wide variety of workshops and I like getting on-line updates. I am not a teacher in Broome Co (I am Chenango Co) but I have benefited from your services. Thank you. I would have like to attend some of the workshops you offered after school, but I was either not able to work out the scheduling or was too tired by the end of the school day. I like to attend the summer workshops, but they are usually only in the morning -- and I teach summer school in the mornings so I can't go. Beginning of the year info packet of what you offer. I was unaware of many of these things. The mini-grant programs are wonderful! Our district has been able to do some great staff development with these funds that wouldn't have happened otherwise. Keep doing what you're doing.... this is such a valuable resource and offers so much to teachers. Really promote your offerings! The workshops I have attended have been helpful. I really like the updates of ongoing programs as well as the wide variety of programs offered. I went to a great program last summer at Rogers Environmental center because of the TC. Just keep pushing us in the right direction. We all know that we need professional advancement but we are busy already and hesitate sometimes to sign up for things that we really need. You are the source for that information and we need you! "This survey took much more than the ""minute"" that was indicated There were many more services offered in your list than I was aware of. I read your newsletter faithfully but forgot about things like the button machine and Ellison dies. Perhaps a list in the corner of each newsletter? I also am not clear where you are located. I get confused about which programs and services are offered by BOCES and which by the Teacher Center. - The Teacher Center is wonderful for teachers - I am very grateful for all of your planning and implementing of such informative and helpful services. You are very much appreciated... thank you again! - Basically the same info. I shared in previous responses. More really practical workshops on strategies for dealing with the various learning style and ability level students we have on a daily basis and prepping them for Regents exams without teaching to the test all year. One other thing-I think it may be easier for people to come and utilize services if you weren't located at Columbus School. - I toured the Teacher's Center this past spring- I knew the TC offered great things but I never realized how much. Programs are diverse close to home relevant to our work. I have been pleased with the offerings thus far. It's just a matter of getting approval and weighing which conferences would be most beneficial for me-- BOCES, NY Library Association, TC Superintendent's Day etc. - Continue the outstanding job you do! I enjoyed all of the programs I participated this year. I would hate to lose the opportunity to attend your workshops or participate in study groups. I think you are an asset to teachers and I know I have attended a few workshops and will continue to do so. - I have attended a copy of workshop that were offered out of town. Would there be a possibility of having a bus or car pool through the Teacher's Center to attend these out of town workshops. I attended one on discipline and Mel Levine's One Mind at a Time. Great workshops but there were no one I could review the material with. That would have been helpful. Good job! - I like the enthusiasm even in times of financial need to serve our teachers to the best of your ability. -Seems as though you are all doing a wonderful job. Many different programs to meet the needs of all groups. Could there be other sites available to teachers? For example a room at a District Office building? -I want to thank you over and over for awarding me a grant to form a study group. I wasn't sure how it would work but all the teachers involved myself included have gained knowledge, confidence and renewed excitement for teacher literacy (our topic of study). - How do we help kids to want to learn? They want excitement all the time. I am concerned about the lack of parental involvement in children's daily lives. More children seem to be setting their own bedtimes and dress codes at earlier and earlier ages. The teacher center is a valuable resource and needs permanent funding to keep its status. It seems that every year it is under attack of losing its funding. I realize that my district does not participate in Teacher Center "things". I didn't know if there is a way that teachers in these districts could pay a fee or such to use and borrow supplies (binders, Ellison machines)" Keep up the good work. - Being awarded a

Teacher Center Study Grant has been a wonderful professional experience. It has been an opportunity to work with fellow teachers outside our curriculum who we don't get an opportunity to work closely with. - Please consider offering the visual arts workshops on Supt. Conference days. It is hard for those of us w/ young children at home to get to after school workshops or Saturday workshops. - Workshop that has a longer course of study - more in depth - may be beneficial for schools starting new programs.

This survey is wonderful and easy. Great job! I love going to your after school workshops. This year I enjoyed the Math website exploration the effective questioning and the new children's books and of course the 3 workshops I took on the handhelds. I love anything to do with new technology and ideas to keep current. Thank you for this chance to respond. I think that you are doing a great job! You are doing a terrific job! I always get a friendly and efficient response to requests and registrations--Kathy is the best! Thank you for all the support you give teachers. It's the positive encouragement that keeps us teachers going. THANKS!!!! I think the Teacher Center is a very valuable tool for teachers. I know that I have greatly benefited from it and so have my students. I have truly enjoyed the after school workshops I have done and I would encourage you to keep them available at a low price. Thank you for all you do offer. Perhaps working with our Superintendent to get more presentations at In-service days would be helpful. This was a great idea to offer the Barnes and Noble Gift...even though I never win anything it was worth my time and effort to fill this out. I would love to have some of these TC courses available on Superintendent's Conference Days-- if that could be arranged with our district. I didn't prioritize that very high because it has not been a choice for us in the recent past since we usually have district-run staff development. I would love to have TC courses as an alternative choice if what the district is offering is not relevant for teachers wanting help developing other skills. Being a recent graduate from the master's program at Binghamton and being novice to the reading field I would love the opportunity to learn and grow as an educator. Since money is so tight our district will not match the Teacher Center conference money. Is there an alternate avenue to take to receive grant money to attend conferences out of the area? I love the Doug Vitarius classes- how about a whole day in the summer with a make and take session. 'Keep up the good work! Great job! - You are a godsend! I have benefited from your grants, classes and workshops, also support of the Poetry Recitation and many other resources. THANK YOU! Please consider the importance of training for certified teachers who must substitute until permanent placement is found. I am consistently restricted from registering for program due to my current status. I place great value on professional development. 'Thank you for everything you do!'