**Identifying Teacher Programming Needs**

Directions: Copy and distribute the form on the next page to teachers to determine their academic programming needs for the after-school program. Once you have collected the forms, compile the information in a table like the example below. To aid in the decision-making process, you can sort the information by grade level, subject/topic area, or priority level.

Example

Lincoln School Teacher Programming Needs

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher Name andGrade Level | Subject/Topic Area | Specific Skills | PriorityLevel |
| Ms. Meier, Grade 4 | Math concepts | • Long division• Fractions | Medium |
| Mr. Davisson, Grade 4 | Interacting with special needs students | • Understanding disabilities• Communicating respectfully | High |
| Mrs. Smythe, Grade 5 | Life science labs and experiments | • Life stages of insects• Plant structures and functions | Low |

**Identifying Teacher Programming Needs (continued)**

Survey of Teacher Programming Needs

In order to plan effective after-school programs that support the regular school day, we are asking teachers to list the subjects or topic areas where students need additional assistance. Your suggestions should be based on assessments of student achievement, observations, student preferences, or parent feedback. For each subject or topic area, please list specific skills where students need assistance and assign a priority level—low, medium, or high—to these skills.

Teacher Name:

Grade Level(s):

|  |  |  |
| --- | --- | --- |
| Subject/Topic Area | Specific Skills | Priority Level |
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