

# **APPENDIX A**

## **Needs Assessment Profile**



# ***Appendix A: Needs Assessment Profile***

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## **Overview**

That a needs assessment should be used as the foundation for professional development activities cannot be overstated, especially if those activities are to target some combination of individual and program needs. An effective needs assessment instrument can, in fact, raise the level of individual awareness concerning:

- areas for improving instruction,
- individual learning preferences, and
- preferred approaches to professional development.

Just as an Individual Educational Plan is helpful in planning instruction and in monitoring growth for adult students, a Needs Assessment Profile is helpful in identifying instructional and program needs and in planning appropriate professional development activities. In effect, the plan serves as a vehicle for analysis that can become a “road map” for individual-and program-enhancement activities. Needs assessment profiles, in addition, can be completed for different program staff (instructors, professional development coordinators, and state and local administrators). It often is beneficial to aggregate responses from individual instructors' profiles, as well as those responses from professional development coordinators' profiles — and have the staff as a team look at instructional and program needs and plan activities to foster both individual growth and program enhancement.

This appendix includes examples of needs assessment profiles for each of three target audiences: instructors, professional development coordinators, and state and local administrators. It also includes Summary Profile Forms for aggregating the results of completed instructor and professional development coordinator profiles. Below, we provide a brief orientation to the use of the profiles.

### **Instructors**

A local or regional Professional Development Coordinator should give instructors the needs assessment profiles to complete. The instructors should then make one copy of the completed profile

for themselves and forward the original to the Professional Development Coordinator for aggregation and analysis.

### **Professional Development Coordinators**

Professional Development Coordinators have a dual role in the use of Needs Assessment Profiles.

First, as staff members, they should complete the Needs Assessment Profiles for Professional Development Coordinators, an activity that allows them to analyze their own professional development

strengths and areas for further development. In regions or states with several professional development coordinators, the Summary Profile Form should be used to aggregate responses from the individual profiles. Based upon information provided by the summaries, administrators and coordinators can plan appropriate professional development approaches and activities on a regional or statewide basis, for either specific individuals or for groups of professional development coordinators.

Second, Professional Development Coordinators should distribute the Needs Assessment Profiles for Instructors, and then collect and aggregate the results. There is a Summary Profile Form for that aggregation. Depending upon how the information from the summaries are to be used, they could be aggregated:

- for all instructors in the agency,
- by teaching tasks such as ABE, ESL, or GED, or
- by individual sites.

Once the data are analyzed, the Professional Development Coordinators must work with instructors to negotiate professional development approaches for individuals and groups, as appropriate.

**If no professional development coordinator is readily available** instructors can complete and analyze the needs assessment profile themselves, and then negotiate the terms of their own professional development with an appropriate administrator.

Appendix B provides samples of formal professional development contracts and informal plans to facilitate professional development negotiations.

If content needs emerge, there are 10 professional development modules previously developed as part of the *Study of ABE/ESL Instructor Training Approaches* available from Pelavin Research Institute (PRI). A description of the 10 modules appears in Appendix C.

### **Administrators**

In completing the profile, administrators are provided a chance to reflect upon their own and their staff's professional development needs, and, at the same time, raise administrators awareness of an expanded array of professional development approaches.

## SECTION TWO

If an administrative profile shows a need for further exploration of any given professional development approach, it is recommended that one turn to Section 2 of this *Guide*. Various issues and suggestions discussed in that section may provide ideas and suggest avenues for enhancing the breadth and depth of professional development within a state, region, or local agency.



# NEEDS ASSESSMENT PROFILE FOR PROFESSIONAL DEVELOPMENT COORDINATORS

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Agency: \_\_\_\_\_

\_\_\_\_\_ (street)

\_\_\_\_\_ (city) \_\_\_\_\_ (state) \_\_\_\_\_ (zip)

Phone: \_\_\_\_\_ FAX: \_\_\_\_\_

e-mail: \_\_\_\_\_

## PROFESSIONAL DEVELOPMENT

Briefly describe your current professional development roles/responsibilities:

\_\_\_\_\_

\_\_\_\_\_

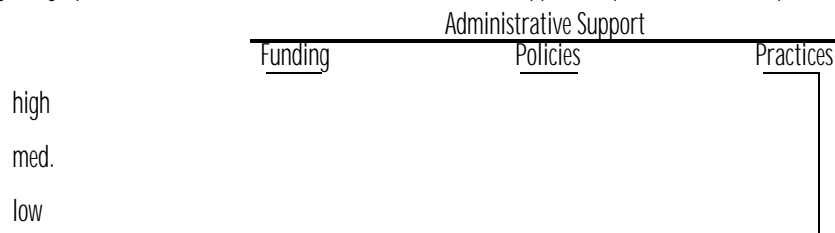
Your professional development activities are primarily: (Check one box)

rural  suburban  urban

Opportunity for collegiality high  medium  low

## SUPPORT

Shade the following bar graphs to the level that best describes administrative support for professional development in your situation:



## TEACHING AREAS

Do you teach? yes  no

If yes, your teaching areas are: ESL  ABE  GED  ASE

LD  Workplace  Family Literacy

Other (specify)  \_\_\_\_\_

If yes, extent of teaching: Part-time  (\_\_\_\_\_ hours weekly)

Full-time  (\_\_\_\_\_ hours weekly)

Coordination/administration  (\_\_\_\_\_ hours weekly)

## COMFORT LEVEL AND ACCESS TO COMPUTERS

Comfort: high  medium  low  Access: high  medium  low

**EDUCATION/TRAINING**

Teacher Education: Yes  No

Teacher Education Focus: Elementary   
Secondary   
Higher Ed   
ABE   
ESL

Previous technical training or professional development activities: Intermittent  Ongoing

Types of activities: Workshops/Presentations  Observations/Feedback   
Projects (e.g., curriculum development, program enhancement)   
Inquiry/Research   
Other (specify)

Topic areas: \_\_\_\_\_  
\_\_\_\_\_

Level of experience as a trainer or facilitator: Novice  Limited experience  Very experienced

**PREFERRED LEARNING SITUATIONS (Check all that apply)**

Large group  Pairs   
Small group  Alone



**KNOWLEDGE OF PROFESSIONAL DEVELOPMENT APPROACHES**

	<i>Preference</i>			<i>Knowledge</i>			<i>Frequency of Use</i>		
	Low	Med.	High	Low	Med.	High	Low	Med.	High
Inquiry/Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation/Feedback (e.g., coaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Product/Program Development (e.g., curriculum development, program redesign)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshop/Presentation (ongoing) (e.g., skills acquisition)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshop/Presentation (one-time) (e.g., awareness)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SELF ANALYSIS**

Given the preceding profile, what professional development activities do you think should be included in your schedule?  
(Rank-order, if possible. List as many or as few items as you think necessary.)

1.

2.

3.

4.



# SUMMARY PROFILE OF PROFESSIONAL DEVELOPMENT COORDINATORS

Directions: Record the number of persons responding in each category.

Professional development activities are primarily:

rural       suburban       urban

Opportunity for Collegiality      high       medium       low

## SUPPORT

Place the number of coordinators responding at each level that best describes professional development situations:

	Funding	Administrative Support Policies	Practices
high	_____	_____	_____
med.	_____	_____	_____
low	_____	_____	_____

## TEACHING AREAS

Do you teach?      yes       no

If yes, your teaching areas are:

ESL       ABE       GED       ASE

LD       Workplace       Family Literacy

Other (specify) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If yes, extent of teaching: Part-time  Full-time  Coordination/administration

## COMFORT LEVEL AND ACCESS TO COMPUTERS

Comfort: high  medium  low       Access: high  medium  low



**PREFERRED LEARNING SITUATIONS (Check all that apply)**  
**(Record numbers responding in each category)**

Large group	<input type="checkbox"/>	Pairs	<input type="checkbox"/>
Small group	<input type="checkbox"/>	Alone	<input type="checkbox"/>

**KNOWLEDGE OF PROFESSIONAL DEVELOPMENT APPROACHES (Record the numbers responding in each category)**

	Preference			Knowledge			Frequency of Use		
	Low	Med.	High	Low	Med.	High	Low	Med.	High
Inquiry/Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation/Feedback (e.g., coaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Product/Program Development (e.g., curriculum development, program redesign)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshop/Presentation (ongoing) (e.g., skills acquisition)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshop/Presentation (one-time) (e.g., awareness)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# NEEDS ASSESSMENT PROFILE FOR INSTRUCTORS

Name: \_\_\_\_\_

Agency: \_\_\_\_\_

\_\_\_\_\_ (street)

\_\_\_\_\_ (city) \_\_\_\_\_ (state) \_\_\_\_\_ (zip)

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

e-mail: \_\_\_\_\_

## TEACHING ASSIGNMENT

Briefly describe your current teaching assignment:

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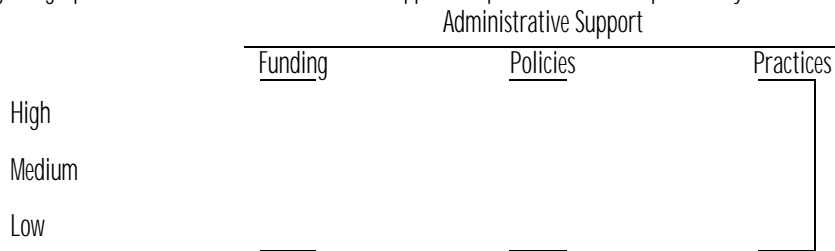
Your teaching situation: (Check one box each in #1 and #2)

1. rural  suburban  urban

2. isolated  collegial

## SUPPORT

Shade the following bar graphs to the level that best illustrates support for professional development in your instructional situation:



## TEACHING AREAS

Your teaching areas are: ESL  ABE  GED  ASE  LD  Workplace  Family Literacy

Other (specify)  \_\_\_\_\_

Extent of teaching: Full-time  (\_\_\_\_\_ hours weekly)

Part-time  (\_\_\_\_\_ hours weekly)

Coordination/administration  (\_\_\_\_\_ hours weekly)

Number of years experience teaching in adult education \_\_\_\_\_

## COMFORT LEVEL AND ACCESS TO COMPUTERS

COMFORT: High  Medium  Low

ACCESS: High  Medium  Low

**EDUCATION/TRAINING**Teacher Education: yes  no Focus: Elementary  Secondary  Higher Education  ESL  Adult Education Previous Technical Training or Professional Development Activities: Intermittent  Ongoing Types of Activities: Workshops/Presentations  Observation/Feedback Projects (e.g., curriculum development, program enhancement) Inquiry/Research Other (*specify*)  \_\_\_\_\_Topics Studied in Professional Development Activities: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_**LEARNING PREFERENCES**(Check any that apply)Large group  Pairs  Hands-on activities  Taught by colleagues Small group  Alone  Reading **PROFESSIONAL DEVELOPMENT PREFERENCES**

If you could select your own mode of professional development, what would be your preference? Please rank-order with 1 being your top choice and 5 being your last choice.

- \_\_\_\_\_ Developing your own plan of study with support from your agency.  
 \_\_\_\_\_ Researching an issue, problem, or topic in your own teaching environment.  
 \_\_\_\_\_ (Please check: Alone  With others  On-line )  
 \_\_\_\_\_ Practicing classroom strategies with feedback from another teacher or supervisor who observes you.  
 \_\_\_\_\_ Working on an agency project (e.g., curriculum development or agency reorganization).  
 \_\_\_\_\_ Attending workshops to learn new instructional skills.

**PROFESSIONAL DEVELOPMENT CONTENT**

List on page 3 an instructional strategy you would like to master or an instructional issue, interest, or problem you would like to study. A few examples are presented to stimulate your thinking.

**Strategies**

- ◇ Using a whole language approach
- ◇ Using small groups
- ◇ Monitoring student learning
- ◇ Teaching for transfer of learning

**Issues/Interests/Problems**

- ◇ Ways to get ESL students to practice using oral English
- ◇ Getting students to read for meaning rather than word recognition
- ◇ Does the teaching of thinking skills improve GED test performance?
- ◇ Will writing skills improve more by using computer-generated journals or by handwritten journals?



Your Topics: *(List no more than 2):*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

**SELF ANALYSIS**

Given the preceding profile, what professional development activities do you think should be included in your schedule?  
(Rank-order, if possible. List as many as you think necessary.)

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_



## SUMMARY PROFILE OF INSTRUCTORS

Directions: Record the number of persons responding in each category.

Teaching situation:

1. rural  suburban  urban

2. isolated  collegial

### SUPPORT

(Place in each square the number responding at that level.)

	Administrative Support		
	Funding	Policies	Practices
high	_____	_____	_____
med.	_____	_____	_____
low	_____	_____	_____

### TEACHING AREAS

ESL  ABE  GED  ASE  LD

WORKPLACE  FAMILY LITERACY

OTHER:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Extent of teaching: Full-time  Part-time  Coordination/Admin.

Years of experience in adult education:

0-5  6-10  10-15  16-20  Over 20

### COMFORT LEVEL AND ACCESS TO COMPUTERS

COMFORT: high  medium  low

ACCESS: high  medium  low

**EDUCATION/TRAINING**

Teacher education:      yes                       no

Focus:

Elementary	<input type="checkbox"/>	Higher Education	<input type="checkbox"/>
Secondary	<input type="checkbox"/>	Adult Education	<input type="checkbox"/>
ESL	<input type="checkbox"/>		

Previous Technical Training/Professional Development Activities:

Intermittent                       Ongoing

Types of Previous Professional Development Activities:

Workshops/Presentations       Observation/Feedback       Projects

Inquiry/Research

Other (*specify*): \_\_\_\_\_  
 \_\_\_\_\_

Topics Studied in Professional Development Activities: (*Tally number, should duplicate topics appear*)

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**LEARNING PREFERENCES**

Large Groups       Pairs       Hands-on       Small Groups

Alone  Reading  Being Taught by Colleagues 

**PROFESSIONAL DEVELOPMENT PREFERENCES**

Developing own plan of study with support from your agency

Researching issue, problem, or topic in own teaching environment

Alone  With Others  On-line

Practicing classroom strategies with feedback from observers

Working on agency project (curriculum development/agency program)

Attending workshops or conferences to learn new instructional skills

**INDIVIDUAL CHOICES FOR PROFESSIONAL DEVELOPMENT CONTENT**

List choices and tally number, should duplicate choices appear.

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_

**RANK ORDER OF PROFESSIONAL DEVELOPMENT ACTIVITIES** *(From self-analysis)*

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_



# NEEDS ASSESSMENT PROFILE FOR STATE OR LOCAL ADMINISTRATORS

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Agency: \_\_\_\_\_

\_\_\_\_\_  
(street)  
\_\_\_\_\_  
(city) (state) (zip)

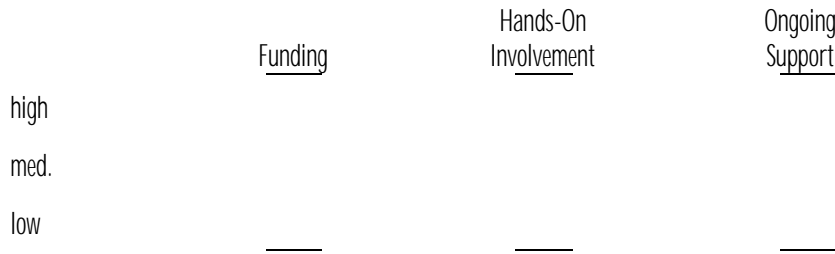
Phone: \_\_\_\_\_ FAX: \_\_\_\_\_  
e-mail: \_\_\_\_\_

## POSITION

Briefly describe your position as it relates to professional development in adult education:

\_\_\_\_\_  
\_\_\_\_\_

Shade the following bar graphs to the level that best describes your participation in professional development:



Site specific examples of how you demonstrate your support and leadership for professional development.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Where would you rank professional development among your funding priorities?

High Medium Low





How do you respond to legislative, social, cultural, and fiscal changes that impact on your professional development plan?

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**COMFORT LEVEL AND ACCESS TO COMPUTERS**

COMFORT: High  Medium  Low   
 ACCESS: High  Medium  Low

**PROFESSIONAL DEVELOPMENT PREFERENCES**

What is your professional development preference? Please rank-order with 1 being your top choice and 5 being your last choice.

- Developing your own plan of study with support from your agency.
- Researching an issue, problem, or topic in your own teaching environment.  
 (Please Check: Alone  With Others  On-Line
- Practicing classroom strategies with feedback from another teacher or supervisor who observes you.
- Working on an agency project (e.g., curriculum development or agency reorganization).
- Attending workshops to learn new instructional skills.

**PROFESSIONAL DEVELOPMENT APPROACHES (Please check the level in each column that best fits your profile)**

	<i>Types of Approaches Funded by State</i>			<i>Personal Knowledge of Approaches</i>			<i>Frequency of Use By Your Program</i>		
	Low	Med.	High	Low	Med.	High	Low	Med.	High
Inquiry/Research (e.g., action research)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation/Feedback (e.g., coaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Product/Program Development (e.g., curriculum development, program redesign)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshop/Presentation (ongoing) (e.g., skill development)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshop/Presentation (one-time) (e.g., awareness)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Give ways in which you have facilitated access to each of the above professional development approaches.

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**SELF ANALYSIS**

Given the preceding profile, what professional development activities do you feel should be included in your schedule?  
(Rank-order if possible.)

1. 

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2. 

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3. 

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4. 

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