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ABSTRACT

This "skill packet" is a training document that serves as a guide to performing needs assessment in the educational context. It is anticipated that, at the end of the training, participants will be able to: (1) define needs assessment concepts; (2) identify strategies for conducting a needs assessment; (3) describe the strategies and instruments used in needs assessment; and (4) apply the results of needs assessments in providing assistance to schools. A section of the guide is devoted to each of these anticipated outcomes. Activities are designed to support the instruction through practice, and advice is provided for the trainer in working with the group on the activities. Handouts and evaluation forms are included with the activities. (SLD)

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Needs Assessment

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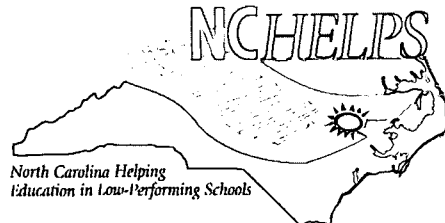


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INTRODUCTION

North Carolina Helping Education in Low-Performing Schools (NC HELPS) is a collaborative effort to garner the state's resources to improve low-performing and at-risk schools. Members of the collaborative are the

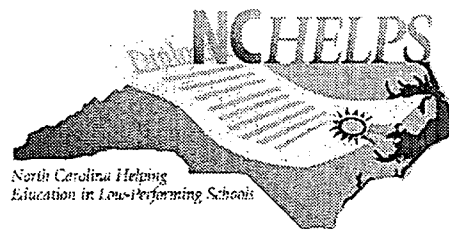
- ▶ Office of the Governor,
- ▶ State Board of Education,
- ▶ Department of Public Instruction,
- ▶ University of North Carolina,
- ▶ North Carolina Association of Independent Colleges and Universities,
- ▶ Department of Community Colleges, and the
- ▶ North Carolina Business Committee for Education.

Two key initiatives of the initiative are to provide schools with technical assistance partners that will facilitate the school's improvement efforts. This includes, but is not limited to, grant writing, needs/assets assessment, and managing change. In addition, educators working in these schools will be identifying service providers to assist with high-quality professional development, especially in the content areas and appropriate instructional and assessment strategies.

Needs Assessment



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Implementation Suggestions

Implementation Suggestions

What skill level does a trainer need to deliver this skill packet?

Trainers delivering this skill packet, *Needs Assessment*, need moderate to high trainer skills. Some of the activities require the ability to read a group and adapt activities based on the group's reactions to an activity. Other activities require trainers to be comfortable with processing (i.e., synthesizing, analyzing) the outcomes with participants.

How can a trainer prepare to deliver this skill packet?

To prepare to deliver this skill packet, a trainer should read and become thoroughly familiar with any materials participants are expected to read as part of activities and the documents listed in the bibliography at the end of the skill packet.

Additionally, the trainer should review any activities being used in the skill packet to make sure that s/he is thoroughly familiar with the "flow" of the parts of the activity and comfortable with leading participants through the activity.

Next, a trainer should prepare handouts and transparencies to be used in the skill packet.

Finally, a trainer should prepare the training room, taking care to provide participants with as many creature comforts as possible.

What tips are there for working with adults?

The following statements about adults as learners are taken from the article by Fred H. Wood and Steven R. Thompson, "Assumptions about Staff Development Based on Research and Best Practice."

Adult Learner Characteristics	Staff Development Implications
Adults will commit to learning when the goals and objectives are considered realistic and important to them.	Staff Development should address areas that educators believe are important and have immediate application in the "real world."
Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs.	Staff development must enable teachers and administrators to see the relationship between what they are learning and their day-to-day activities and problems.
Adult learning is ego involved; asking an educator to learn and implement new professional behaviors may promote a more or less positive view of self.	Staff development should be structured to provide support from peers and reduce the fear of judgment during learning.
Adults need to see the results of their efforts and have feedback on how well they are doing.	Staff development should provide opportunities for educators to try out what they are learning and receive structured, helpful feedback.

Adult Learner Characteristics	Staff Development Implications
Adults are much more concrete in the way they operate than formerly thought.	Educators should have an opportunity for directed, concrete experiences in which they apply what they are learning in a real or simulated work setting.
Adults who participate in small groups are more likely to move their learning beyond understanding to application, analysis, synthesis, and evaluation.	Staff development ought to include learning in small groups in which teachers and administrators have an opportunity to share, reflect, and generalize from their learning and experiences.
Adults come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies.	Staff development must accommodate this diversity in terms of needs, knowledge, readiness to learn, etc.
Adults want to be the origin of their own learning and will resist learning situations that they believe are an attack on their competence.	Staff development needs to give educators some control over the what, who, how, why, when, and where of their learning.
Because the transfer of learning is not automatic for adults, it must be planned for and facilitated.	Coaching and other kinds of follow-up support are needed to help educators transfer learning into daily practice.

What are some training tips?

- Select the most comfortable sites for training with comfortable chairs, tables, good lighting, adjustable heat or air conditioning, adjacent rest rooms, etc.
- Use the best audio-visual equipment that is available.
- Have music available to use before the session, during breaks, at lunch, etc.
- Have a roll sheet for participants to sign in each day.
- Have participants make name tags.
- Have individually wrapped pieces of candy on each table for snacking.
- Place materials in folders.
- Have as many activities as possible posted on walls prior to the start of the session in which they will be used.
- Have a bell or "popper" to use as a signal during activities.
- Have supplementary materials on display for review by participants.
- Have extra materials and business cards available for participants to take as they wish.
- Start each new session with a warm up activity.
- Start on time; finish on time; take breaks as indicated.
- Keep pace appropriate to activities. Do not pressure, but do not lag.

- Keep atmosphere friendly, helpful, open, and humorous.
- Re-group table groups occasionally so that participants meet new people.
- Do energizers from time to time as energy lags—just before lunch, after lunch, in the afternoon after a day-long session. For example, dance the “hokey-pokey”; do sit-down exercises; do deep breathing exercises.
- Observe constantly to gauge the level of participants’ involvement. Try to involve everyone in discussion by having various tasks for table group participants to perform (e.g., reporter, recorder, time keeper facilitator).

How should this skill packet be delivered?

For an in-depth coverage of the information in this skill packet, trainers should deliver the activities in brief sessions spread out over a span of time (e.g., several weeks or months).

Also, warm-up activities, supplemental activities, and homework assignments can be added to enrich the basic content of the packet.

Participants may determine that some of the topics covered in the skill packet deserve further study. In their study, they may want to use some of the following types of activities:

- journal clubs,
- study groups,
- structured classroom observations with debriefing sessions,
- structured visitations with debriefing sessions,
- workshops with application in the classroom, and
- development of pacing guides, instructional materials, or curriculum guides.

In summary, for the best effect, the activities in this skill packet should be spread over time with provision for reflection, application, and synthesis built into the delivery schedule.

How should the training room be set up?

The training room should be set up so that all participants are as comfortable as possible and can see and hear everything that they need to participate in the activities. The trainer needs a table for activity sheets, transparencies, materials, and equipment; a refreshment table; a materials display table; and a small table set up near the entrance for agendas, name tags, and roll sheets.

Organization of Materials

Organization of Materials

How are the materials in the skill packet organized?

The activities in the entire skill packet are described in a Packet Overview. Then the activities in this skill packet are arranged sequentially and described on individual activity direction sheets.

How is the Packet Overview to be used?

The Packet Overview gives a trainer a **quick overview** of the entire skill packet. The Packet Overview is laid out in a matrix similar to the one at the top of each activity direction sheet. In this way, a trainer has a ready-reference to the entire skill package:

- the number of each activity,
 - the time needed to carry out all of the activities in each section,
 - the purposes of each section, and
 - the content of each section.
-

How are the activity direction sheets formatted?

Each activity direction sheet is formatted the same way. Centered at the top of the page, the activity number and name are listed. Following the activity number and name is a matrix giving

- the time necessary to carry out the activity,
- the purpose(s) of the activity,
- the setting for the activity (e.g., individual, small group, triads), and
- the materials and equipment needed for the activity.

The remainder of each activity direction sheet is divided into two columns. On the **left side of the page** in bold letters are listed the actions which the trainer should do to carry out the activity. Also listed on the left side are the equipment and materials as they are needed **sequentially** in the activity. On the **right side of the page**, the trainer is given a more complete explanation as to how the activity is to be carried out.

Packet Overview: Needs Assessment

SECTION	TIME	PURPOSE	CONTENT
I: Basic Needs Assessment Concepts	(Activity 1) 1 hour	To define needs assessment To emphasize the purpose of a needs assessment To promote better awareness of variables that can be assessed	Definition of needs assessment Purpose of needs assessment Awareness of variables that impact student achievement
II: Strategies For Conducting A Needs Assessment	(Activity 2) 30 Minutes	To identify existing school documents/data To examine advantages and disadvantages of reviewing existing documents/data To explain information to consider during review of existing documents/data To review sample checklist for existing NCDPI documents/instructional resources	Documents/Data that are available for reviewing at schools (Curriculum, Staff Development Plan, EOG/EOC Test Data Advantages and disadvantages of reviewing documents /data
	(Activity 3) 1 Hour	To introduce observation as a process for collecting information To practice observing To explain advantages and disadvantages of observations in a classroom	Observation techniques Components observable in a classroom Sample observation forms

	(Activity 4) 45 Minutes	<p>To identify what should be observed in an effective classroom</p> <p>To review sample observation forms</p> <p>To create an observation form</p> <p>To promote understanding of interviews and develop a protocol for interviewing</p> <p>To review samples of interview forms</p> <p>To practice interviewing</p>	<p>Purpose of interviews</p> <p>Advantages and disadvantages of interviews</p> <p>Individual interview practice</p>
	(Activity 5) 45 Minutes	<p>To promote understanding for the use of surveys</p> <p>To discuss various types of surveys, such as mail, telephone or on-site</p> <p>To review samples of surveys</p>	<p>Purpose of surveys</p> <p>Types of surveys</p> <p>Advantages and disadvantages of surveys</p>
III: Reporting and Using Results of a Needs Assessment	(Activity 6) 45 Minutes	<p>To promote the understanding of methods used to review assessment results</p> <p>To review ways schools may use needs assessment results</p>	<p>Methods used to review needs assessments</p> <p>Ways schools may use needs assessment results</p>

OUTCOMES

At the end of this skill packet, participants will be able

- To define needs assessment concepts
- To identify strategies for conducting a needs assessment
- To describe the strategies and instruments used in needs assessments
- To apply results of needs assessments in providing assistance to schools

Section I: Basic Needs Assessment Concepts

Section I: Activity 1

Basic Needs Assessment Concepts

TIME	PURPOSE	SETTING	MATERIALS
60 Minutes	<ul style="list-style-type: none"> • To promote a better understanding of the meaning of a needs assessment • To emphasize the purpose of a needs assessment • To promote better awareness of variables that can be assessed 	Whole Group Table Group Individuals	Overhead Projector Notes—Needs Assessment Transparencies— What is a Needs Assessment? What is the Purpose Of a Needs Assessment? Transparency Pens Chart Paper Chart Stand Magic Marker Masking Tape Handouts—School Review/Needs Assessment Variables That Impact Student Achievement

Describe Activity

Tell participants that they are going to define needs assessment concepts and develop awareness of variables that can be assessed.

Define Needs Assessment

Have participants brainstorm their assumptions of a needs assessment.

Chart Stand

List participants responses on chart paper.

Chart Paper

Using Notes and Transparency — *What is a Needs Assessment?* share the definition of a needs assessment with the participants.

Magic Markers

Overhead Projector

Notes—What is a Needs Assessment?

Transparency —What is a Needs Assessment?

Explain the Purpose of a Needs Assessment

Use Transparency and Notes—*What is the Purpose of a Needs Assessment?* to explain the purpose.

Notes—Purpose of a Needs Assessment

Overhead Projector

Transparency —What is the Purpose of a Needs Assessment?

Chart Paper

Markers

Masking Tape

Ask table groups to make a list of variables that can be assessed, record them on chart paper and post around the room. Tell them they have ten minutes.

Monitor

Monitor until all groups have completed the task.

Report Out

Have the reporter from each table group share their list of variables.

Share Variables and Sample Checklist

Give participants the Handout —*School Review/Needs Assessment* and Handout —*Variables That Impact Student Achievement* Checklist to review.

Handout—School Review/Needs Assessment

Handout—Variables That Impact Student Achievement Checklist

Explain that the checklist can be used to assist in assessing a school. Tell the participants that this checklist can be used during a 2-3 day visitation to the school. A plus (+) would indicate evidence of the variable while a minus (-) would indicate a lack of evidence for that variable. The information gathered by using this checklist could be used in writing a service plan or school improvement plan.

Summarize

Review the definition and purpose of a needs assessment with participants.

Tell participants this information will be useful to them in the next sessions.

Emphasize that the entire session will focus on the importance a needs assessment in the school improvement process.

Section I: Activity 1

Notes—Needs Assessment

Definition of Needs Assessment

A needs assessment is one of the essential tasks in a planning process and must be done before planning begins. Needs assessment is the process of gathering information from all stakeholders in order to guide planning. It is important to ask people to identify and clarify their own needs; they know what their needs are better than anyone else. Feedback from you, school and community about their actual needs and interests, creates a better planning base. Be careful that you are not imposing your own needs and expectations on others in the school.

Purpose of a Needs Assessment

Some purposes of a needs assessment are:

- To establish a baseline of information regarding the current status of important child and family outcomes within the school and community. These can be used as a basis for setting goals, defining tasks, and targeting resources where appropriate.
- To create a deeper understanding of how existing services do and do not meet the needs of children and families. A needs assessment identifies what gaps and barriers exist and how these might interfere with effective delivery of services. A needs assessment determines the extent to which people are satisfied with existing services.
- To provide a comprehensive picture by piecing together bits of information from a variety of people in a variety of positions. We advocate gathering information from many different people. This approach allows you to begin to see the picture from a number of different perspectives, and to look across those perspectives to see the common themes.
- To forge a consensus about the school's and community's needs by soliciting the views and broad-based participation of people within the school and community. If people have been asked for their opinion on the front end, they are more likely to "buy-in" later in the process. A needs assessment also provides you with an opportunity to share information with others about the school and community giving everyone an opportunity to see the "big" picture.
- To prepare an inventory of available resources within the school and community to support strengths and to identify potential sources for addressing problems.

Section I: Activity 1
Transparency 1—What is a Needs Assessment?

What is a Needs Assessment?

A needs assessment is the process of gathering information from all stakeholders in order to guide planning.

What is the Purpose of a Needs Assessment?

- To establish a baseline of information
- To create a better understanding of existing services
- To provide a comprehensive picture
- To forge a consensus about the school's and community's needs
- To prepare an inventory of available resources within the school and community

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NCDPI/SI

Needs Assessment

Section I: Activity 1

Handout—School Review/Needs Assessments

Variables That Could Be Examined

SCHOOL REVIEW/NEEDS ASSESSMENT VARIABLES THAT COULD BE EXAMINED

(Not all inclusive-nor in priority order)

- Attitudes and beliefs of the school staff
- Curriculum alignment
- Effective classroom instruction
- Trends documented in test data analysis
- Use of disaggregated test data to inform instruction
- Staff development and school improvement plan based on identified needs
- Faculty meeting focus on instructional issues
- High time on task behavior
- Opportunities for faculty to collaborate
- Standard of excellence set for students and staff
- Effective use of curriculum support materials
- Adherence to school improvement plan
- Strong instructional leadership
- Use of time/organization of school day
- Vertical and horizontal articulation
- All staff members support the learning process
- Systemic way of addressing individual student needs
- Diversity of student population and teachers' ability to address diversity
- Policies/Regulations support strong instructional program
- Stability of student population
- Teachers use effective/differentiated strategies
- District level support/instructional leadership
- Instructional support staff has a defined role in the implementation of the school improvement plan
- Community resources available and utilized
- Effective evaluation of teachers
- Attendance rate of staff and students
- Safety strategies implemented
- Dropout rate
- Student and staff behavior expectations
- Caring, nurturing, accepting
- Students have positive vision of self
- School is safe and orderly
- Teachers involved in decision making
- All staff (custodians, lunch room staff, etc.) expected to support the school's academic growth
- Parents received openly and respectfully
- Students assess instruction positively
- Mentoring for beginning teachers
- Parental involvement
- Established check points to assess progress and to make adjustments
- Teachers use varied methods to assess student performance
- Teacher turnover
- Teacher involvement in shared decision making
- Teachers are knowledgeable of content and SCS
- Administrative ability
- Media Center supports instruction
- Elective teachers participate in the implementation of school improvement plan
- District resources adequate and available
- Budget allocated based on need
- Ongoing feedback to teachers regarding performance
- Clear direction set by Board of Education

Section I: Activity 1 Handout-Observations

OBSERVATIONS

Variables That Impact Student Achievement Curriculum and Instruction

School: _____ Grade/Subject: _____

Teacher/Schoolwide: _____ Date/Time: _____

Variable - <i>Include notes or not observed</i>	Evidence - <i>Indicate by plus (+), minus (-)</i>
The curriculum is aligned.	<p><u>Individual teachers:</u></p> <input type="checkbox"/> Goals and objectives written in daily lesson plans <input type="checkbox"/> Pacing guide(s) for each curricular area <input type="checkbox"/> Standard Course of Study (SCS) handbooks in curricular areas <input type="checkbox"/> Copies of EOG test results and other assessments (e.g., portfolios)
Classroom instruction is effective.	<p><u>Schoolwide:</u></p> <input type="checkbox"/> Checklist of best practices for each curricular area <input type="checkbox"/> Observation of best practices in the classroom (by peer, principal, mentor) <input type="checkbox"/> Results of action research used in school <input type="checkbox"/> School-developed assessments of benchmarks <input type="checkbox"/> Evidence that teachers are on schedule with pacing guides <p><u>Individual teachers:</u></p> <input type="checkbox"/> Copies of lesson plans with evidence of alignment <input type="checkbox"/> Copies of lesson plans that indicate student centered activities <input type="checkbox"/> Portfolios of students' writing <input type="checkbox"/> Copies of teacher-made tests <input type="checkbox"/> Reading records for individual students <input type="checkbox"/> Notes of teacher-student conferences <input type="checkbox"/> School Improvement Plans indicating special considerations (e.g., inclusion, PDPs, IEPs, 504 Plans)
There is evidence of high time on task.	<p><u>Schoolwide:</u></p> <input type="checkbox"/> High rates of student attendance <input type="checkbox"/> High rates of staff attendance <input type="checkbox"/> On-going assessment of grade-level goals <input type="checkbox"/> Use of positive, prompt and unobtrusive discipline strategies <p><u>Individual teachers:</u></p> <input type="checkbox"/> Observation that most classroom time allocated to instruction or instruction-related activities <input type="checkbox"/> Observation that students positively involved in activities <input type="checkbox"/> Few student tardies/absences <input type="checkbox"/> Few interruptions of instructional time <input type="checkbox"/> Available substitute plans

Curriculum and Instruction (continued)

Variable - Include notes or not observed	Evidence - Indicate by plus (+), minus (-)
Curriculum support materials are used effectively.	<p><u>Schoolwide:</u></p> <input type="checkbox"/> Flexible schedules <input type="checkbox"/> Programs such as Safe Schools' SROs, DARE <input type="checkbox"/> Receipt and implementation of grant monies
There is strong instructional leadership in the school.	<p><u>Individual teachers:</u></p> <input type="checkbox"/> Materials listed in lesson plans <input type="checkbox"/> Variety of technology and supplemental books <input type="checkbox"/> Proportional instruction and hand-on activities (e.g., manipulatives, field trips) <input type="checkbox"/> Goals incorporated in lesson plans <input type="checkbox"/> Positive written student feedback
The school day is organized to get the maximum use of instructional time.	<p><u>Schoolwide:</u></p> <input type="checkbox"/> Involvement of parents, faculty, and staff validated through guidelines, instructional practices, and decision making <input type="checkbox"/> Observation of positive rapport and communication among teachers, parents, students, principal, and staff <input type="checkbox"/> Instructional program addressed in staff meetings <input type="checkbox"/> Minutes of grade-level meetings or faculty meetings indicate planning <input type="checkbox"/> Minutes and agendas of regular team, grade-level, or faculty meetings <input type="checkbox"/> Evidence that budget allocated to instructional priorities <input type="checkbox"/> Evidence that decision-making shared as appropriate
Teachers use effective, differentiated instructional strategies.	<p><u>Schoolwide:</u></p> <input type="checkbox"/> Schedules maximize use of time <input type="checkbox"/> Flexible scheduling <input type="checkbox"/> Minutes and agendas of regular team, grade-level, or faculty meetings where time discussed
	<p><u>Individual teachers:</u></p> <input type="checkbox"/> Observation of different strategies (e.g., cooperative learning, 4MAT, higher order thinking, action research) <input type="checkbox"/> Results of on-going assessments related to SCS/EOG <input type="checkbox"/> Teacher/student portfolios <input type="checkbox"/> Lesson plans/pacing guides

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Curriculum and Instruction (continued)

Variable - <i>Include notes or not observed.</i>	Evidence - <i>Indicate by plus (+), minus (-)</i>
District-level support and instructional leadership is evident.	<u>Schoolwide:</u> <input type="checkbox"/> Interviews/surveys with selected staff <input type="checkbox"/> Teacher licensure <input type="checkbox"/> Observation of current practices in schools <input type="checkbox"/> Course offerings at middle/high school level <input type="checkbox"/> Encouragement of visitations, demonstration teaching, peer coaching, etc.
Teachers are knowledgeable of and teach the content of the SCS.	<u>Individual teachers:</u> <input type="checkbox"/> EOG results indicating growth <input type="checkbox"/> On-going assessments, records monitoring attainment of benchmarks <input type="checkbox"/> Lesson content aligned with SCS <input type="checkbox"/> Use of resource materials <input type="checkbox"/> Teacher licensure
The media center supports the instructional program.	<u>Schoolwide:</u> <input type="checkbox"/> Records and schedules classes of media specialist <input type="checkbox"/> Records of materials shared with teachers <input type="checkbox"/> Inventory of media resources <input type="checkbox"/> Minutes from Media Advisory Committee meetings <input type="checkbox"/> Teacher/student/parent surveys <input type="checkbox"/> Technology plan/record of implementation <input type="checkbox"/> Media specialist attending grade-level meetings <input type="checkbox"/> Professional shelf maintained in media center <input type="checkbox"/> Circulation of materials among students
All staff members support the learning process.	<u>Schoolwide:</u> <input type="checkbox"/> Records of professional growth efforts <input type="checkbox"/> Evidence of work ethic (e.g., being on time) <input type="checkbox"/> Teacher/student surveys <input type="checkbox"/> Vision statement <input type="checkbox"/> Rosters of committees <input type="checkbox"/> EOG results indicating growth
All staff (e.g., custodians, cafeteria staff) support the school's academic growth.	<u>Schoolwide:</u> <input type="checkbox"/> Membership and attendance on committees <input type="checkbox"/> Records of services provided indicating integrated efforts by staff <input type="checkbox"/> Lists of non-traditional use of staff <input type="checkbox"/> Minutes of committee meetings

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Curriculum and Instruction (continued)

Variable - Include notes or not observed	Evidence - Indicate by plus (+), minus (-)
There is evidence of vertical and horizontal articulation.	<u>Schoolwide:</u> <input type="checkbox"/> Schedule and minutes of grade level (between and in) and school-wide meetings (including central office) <input type="checkbox"/> Representation of programs/service areas on school committees and/or district-wide councils <input type="checkbox"/> Written procedures regarding representation on committees for vertical and horizontal articulation <input type="checkbox"/> Memos/announcements
Faculty meetings are focused on instructional issues.	<u>Schoolwide:</u> <input type="checkbox"/> Agenda showing purpose and objectives <input type="checkbox"/> Minutes focused on instruction <input type="checkbox"/> Minutes distributed
A process exists for systematically addressing individual student's instructional needs.	<u>Schoolwide:</u> <input type="checkbox"/> Written policy <input type="checkbox"/> Files—involvement of resource people <input type="checkbox"/> Agendas/minutes-SIT <input type="checkbox"/> Documentation of promotion/retention rates, attendance records, alternative placement programs <u>Individual teachers:</u> <input type="checkbox"/> Teacher documentation of use of disaggregated test scores <input type="checkbox"/> Lesson plans reflecting various strategies <input type="checkbox"/> Interim progress reports/benchmarks <input type="checkbox"/> Alternative assessments, portfolios, and cumulative folders
There is adequate time for planning.	<u>Schoolwide:</u> <input type="checkbox"/> Master schedules
Student-led conferencing is used.	<u>Schoolwide:</u> <input type="checkbox"/> Writing conferences with annotated portfolios <input type="checkbox"/> Calendar/schedules of student conferences <input type="checkbox"/> Training schedule on Peer mediation/conflict resolution and evaluations
Appropriate materials and supplies are available.	<u>Schoolwide:</u> <input type="checkbox"/> Inventory of teacher tools <input type="checkbox"/> Checklist of required/necessary supplies (regularly updated) <input type="checkbox"/> Teacher input <input type="checkbox"/> Lesson plans reflecting appropriate use of materials/learning strategies
There are smooth transitions between classroom activities.	<u>Individual teachers:</u> <input type="checkbox"/> Number of transitions <input type="checkbox"/> Appropriate schedules <input type="checkbox"/> School-enforced rules

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Curriculum and Instruction (continued)

Variable - Include notes or not observed	Evidence - Indicate by plus (+), minus (-)
Students complete out-of-class activities.	<u>Individual teachers:</u> <input type="checkbox"/> Homework/project checklists <input type="checkbox"/> Calendars <input type="checkbox"/> Grades <input type="checkbox"/> Student/teacher portfolios
Staff pays attention to individual learning styles.	<u>Schoolwide:</u> <input type="checkbox"/> Staff development records <input type="checkbox"/> Professional library <input type="checkbox"/> Copies of lesson plans <input type="checkbox"/> Disaggregation of test data <input type="checkbox"/> Team minutes <input type="checkbox"/> Surveys/needs assessments
Staff uses effective instructional grouping practices.	<u>Schoolwide:</u> <input type="checkbox"/> Cooperative/whole/skill groups <input type="checkbox"/> Written rationale for groupings on lesson plans <input type="checkbox"/> Surveys/interviews <input type="checkbox"/> Schedules <input type="checkbox"/> Written policy on grouping
Staff uses lesson/unit plans and pacing guides.	<u>Schoolwide:</u> <input type="checkbox"/> Task analysis and time lines/pacing guides <input type="checkbox"/> Lesson plans reflecting goals/objectives of SCS
Quality staff development is available, based on individual and organizational needs, and actually implemented into classroom instruction and practice.	<u>Schoolwide:</u> <input type="checkbox"/> Staff Development Plan <input type="checkbox"/> Individual PDPs monitored by team members or principal <input type="checkbox"/> Records of individual and school staff development <input type="checkbox"/> Staff development correlated with SIP <input type="checkbox"/> Copies of staff development evaluations/rosters <input type="checkbox"/> Teacher portfolios <input type="checkbox"/> Needs assessments
Staff has the ability to address the needs of diverse cultures.	<u>Schoolwide:</u> <input type="checkbox"/> Availability of multi-cultural materials <input type="checkbox"/> Use of diverse community resources <input type="checkbox"/> Surveys/interviews <input type="checkbox"/> Lesson plans <input type="checkbox"/> Schedules of cultural activities <input type="checkbox"/> Documentation of school climate <input type="checkbox"/> School displays

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Section II: Strategies for Conducting A Needs Assessment

SECTION II: ACTIVITY 2

Review of Existing Documents/Data

TIME	PURPOSE	SETTING	MATERIALS
30 minutes	<ul style="list-style-type: none"> • To identify existing school documents/data • To examine advantages and disadvantages of reviewing existing documents/data • To explain information to consider during review of existing documents/data • To review sample checklist for existing NCDPI documents/instructional resources 	Whole Group	Overhead Projector Chart Paper Chart Stand Markers Transparencies— Advantages of Reviewing Existing Documents/Data Disadvantages of Reviewing Existing Documents/data What to Consider During Document/Data Review Handouts—Review of Existing Document/Data Checklist What to Consider During Document/Data Review Checklist of NCDPI Resource Materials Notes—Review of Existing Document/Data

Describe Activity Tell participants they will identify existing documents/data in their school necessary for a needs assessment and the information to consider during a document/data review.

Identify Existing School Documents/Data Ask participants to brainstorm existing documents found in their school (e.g., EOG/EOC Test Data, School Improvement Plan, IEPs). List participants responses on chart paper.

Distribute Handout—*Review of Existing Documents/Data Checklist.*

Compare/contrast participant-generated list to handout.

Chart Paper
 Chart Stand
 Markers

Handout—Review of Existing Documents/Data Checklist

Examine Advantages and Disadvantages of Reviewing Existing Documents/Data

Use Transparencies—*Advantages of Reviewing Existing Documents/Data* and *Disadvantages of Reviewing Existing Documents/Data* and Notes—*Review of Existing Documents/Data* to present a mini-lecture.

Transparencies—Advantages of Reviewing Existing Documents/Data and Disadvantages of Reviewing Existing Documents/Data

Notes—Review of Existing Documents/Data

Explain Information To Consider During Document/Data Review

Present a mini-lecture on information to consider during document review using Transparency and Handout—*What to Consider During Document Review* and Notes—*Review of Existing Documents/Data*

Notes—Review of Existing Document/.Data

Transparency—What to Consider During Document Review

Handout—What to Consider During Document Review

Review Sample Checklist For Existing NCDPI Documents

Distribute Handout—*A Checklist of NCDPI Resource Materials for Reading, Writing, and Mathematics K-8*.

Discuss use of handout to check availability of important existing DPI documents necessary for high student performance.

Handouts—A Checklist
of NCDPI Resource
Materials for Reading,
Writing, and
Mathematics K-8

Notes—Review of
Existing
Document/Data

**Answer
Questions**

Answer any questions about review of existing documents/data.

Section II: Activity 2

Notes—Review of Existing Documents/Data

Identifying Existing Documents/Data

One of the first steps in a Needs Assessment is to identify needs based on existing conditions which are documented in data already available for analysis.

Advantages of Analyzing Existing Documents/Data

The advantages are that the data does not have to be collected and keeps the cost of the needs assessment down. Also, analyzing the existing documents/data represents actual conditions rather than opinion.

Disadvantages of Analyzing Existing Documents/Data

The disadvantages are dependent on the quality of data/documents that exist. Also, questions that may need to be asked are restricted by the nature of the available documents/data. The information may be incomplete and/or inconsistent. The gathering of documents/data may take clerical time that is not readily available.

Section II: Activity 2

Handout

Review of Existing Document/Data Checklist

As part of the needs assessment at each school, a team will review the documents indicated below:

- | | |
|---|---|
| _____ School Improvement Plan | _____ Parental Involvement Plan |
| _____ Title I Plan | _____ Discipline Policies/Practices |
| _____ Title I Self-Monitoring Instrument | _____ Intervention Strategies |
| _____ Teacher/Student Handbooks | _____ Master Schedule |
| _____ Curriculum Materials:
Standard Course of Study
Handbooks
Pacing Guides
Curriculum Guides
Informal/Periodic Assessments | _____ Staff Development Plan |
| | _____ EOG/EOC Test Data (3 years) |
| | _____ Budget |
| | _____ IEPs |
| _____ Meeting Plans:
Faculty
Grade Level
Comprehensive | _____ EC roster indicating
handicapping conditions |
| _____ At-Risk Student Information:
Identification/Referral Process
Remediation | |

Section II: Activity 2
Transparency—Purpose of Reviewing Existing Documents/Data

Reviewing Existing Documents/Data

Purpose: To identify needs based on existing conditions which are documented in data already available for analysis

Section II: Activity 2
Transparency—Advantages of Reviewing Existing Documents/Data

Advantages of Reviewing Existing Documents/Data

- **Data does not have to be collected since it is readily available**
- **Existing documents/data represent actual conditions rather than opinion**
- **Information can be acquired prior to actually entering the school**

Section II: Activity 2
Transparency—Disadvantages of Reviewing Existing Documents/Data

Disadvantages of Reviewing Existing Documents/Data

- **Assessment is dependent on the quality of documents/data that exist**
- **Questions that may be needed to be asked are restricted by the nature of documents/data**
- **Information may be incomplete and/or inconsistent**
- **What is present on paper may not be true in reality**
- **Adequate clerical assistance may not be available**

Section II: Activity 2
Transparency—What to Consider During Document/Data Review
(Continued)

What to Consider During
Document/Data Review

- **Curriculum Materials**
- **Discipline Policies**
- **Staff Development Plan**
- **Budget**
- **IEPs**
- **Parent Involvement Plan**

Section II: Activity 2
Transparency—What to Consider During Document/Data Review

What to Consider During
Document/Data Review

- **EOG/EOC Test Data (3 years)**
- **School Improvement Plan & Title I Plan**
- **Master Schedule**
- **Academic Remediation Plan**
- **Grade-Level/Department Planning Schedule**

SECTION II: ACTIVITY 2 HANDOUT

A Checklist of NCDPI Resource Materials for Reading, Writing, and Mathematics-K-8

School _____

LEA _____

Person Completing Checklist _____

Date _____

Schools that have successful K-8 reading, writing, and math programs have been found to use many of the following resource materials to insure that the written and tested curriculum is taught.

Please review the list in each subject area and identify whether the materials are available to your teachers in their classrooms, are housed in your school's professional library, or are not available in your school. You may want to set up sessions to review any materials that you check as not available in your school.

English/Language Arts Resource Materials Developed by NCDPI	In each teacher's classroom <small>(as appropriate)</small>	In professional library	Not available
English/Language Arts Standard Course of Study K-12 (Revised 1997)			
Teacher Handbook, English/Language Arts K-12			
Reference Guide for Integrating Curriculum—Grades K-5			
Linking Curriculum, Instruction and Testing Series			
Grades 3-4, A Topical Unit on Pets			
Grades 5-6, A Topical Unit on Relationships Between Animal and People			
Grades 7-8, A Topical Unit on Time			
Item Bank Testlets			
Reading Testlets, Grade 3			
Reading Testlets, Grade 4			
Reading Testlets, Grade 5			
Reading Testlets, Grade 6			
Reading Testlets, Grade 7			
Reading Testlets, Grade 8			
Teaching Narrative: Write On			

Evaluating and Improving Student Writing and Writing Instruction: A Systematic Approach			
Spelling In Use			
Literacy Strategies			
English/Language Arts Resource Materials Developed by NCDPI (continued)	In each teacher's classroom (as appropriate)	In professional library	Not available
A Five-Year Plan for Reading InService			
The North Carolina Guide to the Early Years for Children Ages 3-7			
Language Arts 1st-2nd Grade Assessment Materials			

Mathematics Resource Materials Developed by NCDPI	In each teacher's classroom (as appropriate)	In professional library	Not available
Mathematics Standard Course of Study K-12			
Teacher Handbook, Mathematics K-12			
Reference Guide for Integrating Curriculum—Grades K-5			
Linking Curriculum, Instruction and Testing Series			
Grades 3-8, The Data Collection, Display and Interpretation Strand			
Grades 3-8, The Geometry Strand			
Grades 3-8, Patterns, Relationships, Pre-Algebra			
Grades 3-8, The Problem-Solving Strand			
Item Bank Testlets			
Mathematics Testlets, Grade 3			
Mathematics Testlets, Grade 4			
Mathematics Testlets, Grade 5			
Mathematics Testlets, Grade 6			
Mathematics Testlets, Grade 7			
Mathematics Testlets, Grade 8			
Strategies for Instruction in Mathematics and Activities for Instruction and Assessment			
Kindergarten Strategies			
Grade 1 Strategies			

Grade 2 Strategies			
Grade 3 Strategies			
Grade 4 Strategies			

Mathematics Resource Materials Developed by NCDPI (continued)	In each teacher's classroom <i>(as appropriate)</i>	In professional library	Not available
Grade 5 Strategies			
Superstars II, Primary			
Superstars II, Intermediate			
Superstars II, Grade 6			
Superstars III, Grades K-2			
Superstare III, Grades 3-5			
Resources for Algebra			
Mathematics Matrices			
Grade 1 Observation Matrix			
Grade 2 Observation Matrix			
Grade 3 Observation Matrix			
Grade 4 Observation Matrix			
Grade 5 Observation Matrix			
Grade 6 Observation Matrix			
Grade 7 Observation Matrix			
Grade 8 Observation Matrix			
Geometry Strategies, Grades 6-8			
MathStars, Problem Solving Newsletter			
Mathematics 1st-2nd Grade Assessment Materials			

BEST COPY AVAILABLE

SECTION II : ACTIVITY 3

Observations

TIME	PURPOSE	SETTING	MATERIALS
60 minutes	<ul style="list-style-type: none"> • To introduce observation as a process for collecting information • To practice observing • To explain advantages and disadvantages of observations in a school needs assessment • To identify what should be observed in an effective classroom • To review sample observation forms • To create an observation form 	Individual Whole Group Small Group	Overhead projector Paper/Pencil Chart Paper Chart Stand Markers Transparencies— Purpose of Observations Advantages of Observations and Disadvantages of Observations Handouts— Observable Classroom Environment What do you observe? Classroom Observation Highlights Classroom Observation Form Notes— Observations

Describe Activity Tell participants they will learn observation techniques necessary for a school needs assessment and identify components observable in an effective classroom. They will also review sample observation forms and create their own.

Practice Observing and Define Observations

Give participants a quick opportunity to practice observation skills by allowing 3 minutes to observe their immediate surroundings and record what they observe.

Trainer records and compares observations as participants share.

Pencil/Paper
 Chart Paper
 Chart Stand
 Markers

Display Transparency—*Purpose of Observations* and explain use of observations as a strategy for school needs assessment using Notes—*Observations*.

Transparency—
 Purpose of Observation

Notes—Observations

NCDPI/SI

Needs Assessment

Identify Advantages and Disadvantages of Observations

Present a mini-lecture on the advantages and disadvantages of observations using Transparencies—*Advantages of Observations and Disadvantages of Observations* and Notes—*Observations*.

Transparencies—
Advantages of
Observations,
Disadvantages

Handouts—Observable
Classroom Environment
What do you observe?

Notes—Observations

Identify Observable Components of an Effective Classroom

Distribute and discuss Handouts—*Observable Classroom Environment* and *What do you observe?*. Identify components in an effective classroom. Use Notes—*Observations*.

Handouts—
Observable Classroom
Environment
What do you observe?

Notes—Observations

Review Sample Observation Forms

Distribute and review Handouts—*Classroom Observation Highlights, Classroom Observation Form*. Discuss use of forms during classroom observations.

Handouts—Classroom
Observation Highlights
Classroom Observation
Form

Create an Observation Form

Ask participants to work in small groups to create their own observation form. Ask for volunteers to share their form with large group.

Paper/pencil

Answer Questions

Answer any questions about observations as a strategy for collecting information.

Section II: Activity 3

Notes—Observations

Purpose of Observations

Observations are ways to gather information about surroundings, processes, behaviors and events from the perspective of someone external to the immediate situation.

Advantages and Disadvantages of Observations

The advantages of observations are that they provide an external view, and offer an opportunity to study large groups and situations. Another advantage is that they provide a way to describe immediate surroundings, processes, behaviors and events.

A disadvantage of observations is that there may be difficulty in obtaining consistency and reliability due to differences in observer's visions of what a classroom should look like. Another disadvantage is that sometimes those being observed change their behavior because of the presence of an observer. For example, in one scheduled classroom observation students were seated in groups. At other nonscheduled observation times, straight rows were always observed.

Observing an Effective Classroom

To be able to identify what should be observed in an effective classroom, one needs a certain set of values or vision of what school ought to be like. One premise might be, for example, that an ideal climate is one that promotes deep understanding, excitement about learning, and social as well as intellectual growth.

In such a classroom, students play an active role in decisions and teachers work *with* students rather than doing things *to* them. The environment supports children's desire to find out things, facilitates the process of discovery, and, in general, meets children's' needs.

Observation Forms

A variety of forms can be found or created to use as a guide in classroom observations for a needs assessment.

Section II: Activity 3
Transparency—Definition of Observations

Observations

Purpose: To gather information about surroundings, processes, behaviors and events from the perspective of someone external to the immediate situation.

Section II: Activity 3
Transparency—Advantages of Observations

Advantages of Observations

Provides an external view

**Opportunity to study large groups
and situations**

**Describes immediate surroundings,
processes, behaviors and events**

Section II: Activity 3
Transparency—Disadvantages of Observations

Disadvantages of Observations

Obtaining consistency and reliability of observations

38

Observing behavior that changes because of the presence of the observer

55

56

Section II: Activity 3
Handout

Observable Classroom Environment

	MORE IDEAL ENVIRONMENT	LESS IDEAL ENVIRONMENT
LOCATION OF TEACHER	<ul style="list-style-type: none"> • Typically working with students 	<ul style="list-style-type: none"> • Typically front and center
TEACHER'S VOICE	<ul style="list-style-type: none"> • Warm, respectful, genuine 	<ul style="list-style-type: none"> • Controlling and commanding • Condescending and super-sweet
CLASS DISCUSSION	<ul style="list-style-type: none"> • Students address one another directly • Emphasis on thoughtful exploration of complicated issues • Students ask questions at least as often as teacher does 	<ul style="list-style-type: none"> • All exchanges involve and may be directed by teacher • Students wait to be called on • Emphasis on facts and right answers • Students race to be first to answer questions
SOUNDS	<ul style="list-style-type: none"> • Frequent buzz of activity and ideas being exchanged • Teacher talking with students rather than at them 	<ul style="list-style-type: none"> • Frequent "Who can tell me?" queries • Teacher's voice loudest and most often heard • Long periods of silence
STUDENTS' REACTION TO VISITORS	<ul style="list-style-type: none"> • Welcoming and anxious to explain or show what they're doing 	<ul style="list-style-type: none"> • Unresponsive or hoping to be distracted from what they're doing
TASKS	<ul style="list-style-type: none"> • A variety of activities take place simultaneously 	<ul style="list-style-type: none"> • All students usually do the same thing
FURNITURE	<ul style="list-style-type: none"> • Chairs around tables to facilitate interaction • Comfortable work areas 	<ul style="list-style-type: none"> • Desks in rows or chairs all facing in one direction
WALLS	<ul style="list-style-type: none"> • Displays of students' work • Evidence of student collaboration • Signs, exhibits or lists created by students rather than teacher • Pictures of and information about the people who spend time together in the classroom 	<ul style="list-style-type: none"> • Austere • Decorated with commercial posters • List of consequences for misbehavior • List of rules created by an adult • Sticker charts or other evidence that students are ranked • Students' work displayed but it is (1) suspiciously flawless, or (2) only "the best" students' work, or (3) virtually all alike

Section II: Activity 3

Handout

What do you observe?

Inviting Qualities

Fresh paint
Pleasant smells
Living plant(s)
Attractive up-to-date bulletin boards
Soft lighting
Big, soft pillows
Lots of books and magazines
Fresh air
Comfortable furniture
Rocking chair
Fresh flowers on the desk
Open doors
Candy jar with candy
Attractive pictures
Comfortable temperature
Well-tended playground
Bright hallways
Clean windows
Clean floors
Positively worded signs
Brightly lit parking lot
Sunny rooms

Disinviting Qualities

Dark corridors
Bad smells
Dingy colors
Full trash cans
Hard lighting
Insects (flies, roaches)
Excessive noise
Bare walls
Bare lightbulbs
Stack of out-of-date materials
Fluorescent lights that buzz
Full pencil sharpeners
Dead plant(s)
Long line(s)
Burned-out lightbulbs
Broken windows
Cold room
Artificial plants and flowers
Exhaust fumes
Straight rows
Dirty fingerprints
Peeling paint and plaster

Adapted from *Inviting School Success*: Purkey (1984)

Section II: Activity 3
Handout

CLASSROOM OBSERVATION HIGHLIGHTS

Teacher _____ Date _____ Time _____
Subject _____ Grade _____ # in Group _____

LESSON PLAN

NC SCS GOAL _____

OBJECTIVE _____

TEACHING STRATEGIES (Check all that are appropriate)

- | | |
|--|---|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Demonstration |
| <input type="checkbox"/> Student Presentation(s) | <input type="checkbox"/> Manipulatives |
| <input type="checkbox"/> Laboratory Experience | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Small Group Instruction | <input type="checkbox"/> Active Learning |
| <input type="checkbox"/> Large Group Instruction | <input type="checkbox"/> Chalkboard Work |
| <input type="checkbox"/> Developmentally Appropriate | <input type="checkbox"/> Written Activities |
| <input type="checkbox"/> Questioning Techniques | <input type="checkbox"/> Coaching |
| <input type="checkbox"/> Individualization | <input type="checkbox"/> Projects |
| <input type="checkbox"/> Integrated Learning | <input type="checkbox"/> Research |
| <input type="checkbox"/> Music, Drama, Fine Arts | <input type="checkbox"/> Test |
| <input type="checkbox"/> Physical Activity | <input type="checkbox"/> Game(s) |
| <input type="checkbox"/> Peer Tutoring | <input type="checkbox"/> Field Trip |
| <input type="checkbox"/> Guest Experts | <input type="checkbox"/> Discovery |
| <input type="checkbox"/> Silent Reading | <input type="checkbox"/> Drill |
| <input type="checkbox"/> Independent Practice | <input type="checkbox"/> Lecture |
| <input type="checkbox"/> Role Playing | <input type="checkbox"/> AV Usage |
| <input type="checkbox"/> Guided Practice | <input type="checkbox"/> Centers |
| <input type="checkbox"/> Learning Contracts | <input type="checkbox"/> Review__ |

STUDENT BEHAVIOR

Actively Involved Passive Inappropriate

ASSESSMENT _____

Section II: Activity 3

Handout

Needs Assessment CLASSROOM OBSERVATION FORM

SCHOOL _____ SUBJECT _____

TEACHER _____ DATE _____

TIME Observation _____ Debriefing _____

I. NC SCS OBJECTIVE(S) TAUGHT

II. STRENGTHS OBSERVED (strategies, materials, etc.)

III. SUGGESTIONS FOR IMPROVEMENT

IV. ADDITIONAL COMMENTS (on back)

Section II: Activity 4 Interviews

TIME	PURPOSE	SETTING	MATERIALS
45 Minutes	<ul style="list-style-type: none"> • To promote the understanding of interviews and develop a protocol for interviewing • To review samples of interview forms • To practice interviewing 	Whole group Teams	Overhead Projector Notes—Conducting Interviews Transparencies—Disadvantages and Advantages of Interviews Individual Interviews Conducting An Interview Developing An Interview Protocol Handouts—Directions For Interviewers Data Collection: Structured Interview Interview Guide Needs Assessment Interview Questions Interview Questions For Teachers and Staff Practice Individual Interview Guide

Describe Activity Tell participants that they will explore the purpose of interviews, discuss the advantages and disadvantages, review samples of a variety of interview forms, and practice individual interviews.

Purposes of Interviews Using Notes—*Conducting Interviews* trainer will explain the purpose of an interview and use Transparency—*Disadvantages and Advantages of Interviews* for discussion.

Notes—
Conducting Interviews

Transparency—
Disadvantages and Advantages of Interviews

Overhead Projector

Conducting An Interview

Using Transparencies—*Developing an Interview Protocol and Conducting an Interview* trainer will lead discussion.

Transparency—
Developing an Interview
Protocol

Handouts—*Directions For Interviewers and Data Collection: Structured Interview* will be reviewed by participants.

Transparency—
Conducting an Interview

Handouts—
Directions For
Interviewers
Data Collection:
Structured Interview

Review Samples of Interview Forms

Trainer will facilitate in the review of three samples of interview questionnaires. Handouts—*Needs Assessment Interview Questions, Interview Guide and Interview Questions For Teachers and Staff.*

Handouts—
Needs Assessment
Interview Questions
Interview Guide
Interview Questions For
Teachers and Staff

Practice Conducting An Interview

Trainer will direct participants in practicing individual interviews by following directions on Handout—*Practice Individual Interview Guide.*

Handout—
Practice Individual
Interview Guide

Summarize

Tell participants that surveys are used to explore topics in depth; to explore respondents' views and perspectives in their own terms and frame of understanding.

Interviews may be utilized as a needs assessment tool.

Session II: Activity 4

Notes – Conducting Interviews

CONDUCTING INTERVIEWS

INTERVIEWS

PURPOSE: To explore topics in depth; to explore respondents' views and perspectives in their own terms and frame of understanding.

TYPES: Individual
Face-to-face
Telephone
Group
Group Interview Focus Group

ADVANTAGES OF INTERVIEWS

- Can explore topics in depth
- Can explain questions to respondents
- Can build respondent interest and support
- Usually obtain a higher response rate and higher quality responses than mailed survey

DISADVANTAGES OF INTERVIEWS

- Costly in terms of time and personnel
- Cannot reach large numbers of people

INDIVIDUAL INTERVIEWS

Best suited for:

- Questions seeking comprehensive and/or complex responses regarding events, situations, beliefs and attitudes
- Personal or potentially sensitive questions

CONTINUUM OF TYPES OF INDIVIDUAL INTERVIEWS

Standardized:

- For studies seeking to discover a group's answers to a specified group of questions
- A structured interview guide is followed carefully to ensure that questions are asked in the same way of each respondent
- Data are summarized by question
- Comparisons may be made by designated groups (e.g., teachers, administrators, students and parents)

Structured/Nonstandardized:

- For studies seeking to discover a group's answers to a specified group of questions AND each individual's knowledge and perspective
- An interview protocol using a limited number of broad questions addressing the topic of interest and containing possible areas in which to probe for more depth or understanding is followed
- Data are summarized by question and include individual as well as collective views
- Comparisons may be made by designated groups and among individual perspectives

Informal:

- For studies seeking to discover individual perspective on a topic
- An interview protocol is seldom used—instead the interview relies entirely on the spontaneous generation of questions in the natural flow of an interaction
- Data are summarized by individual and the perspectives that are revealed
- Comparisons may be made among the perspectives identified

For comprehensive needs assessments, the structured/nonstandardized types of interview will most often be the most appropriate because they provide for gathering similar information from all respondents and allow for gathering individual perspectives or knowledge that may not otherwise be included in the results.

DEVELOPING AN INTERVIEW PROTOCOL FOR A STRUCTURED/NONSTANDARDIZED INTERVIEW

- Begin with a clear outline of the information-that you wish to gather (e.g., views of the school, attitudes regarding the school's climate or leadership, etc.)
- Design questions that lend themselves to thoughtful exploration (Avoid yes/no questions)
- Frame questions broadly enough to encourage discussion, but not so broadly that the respondent has no idea what the question is asking
- Begin with questions about noncontroversial topics that encourage the respondent to talk descriptively
- Begin probes that clarify responses or establish the meaning of a respondent's answer (who, when, where, what, how). Avoid probes that might lead the respondent to a desired answer.
- Limit the number of questions to those that can be answered well (including opportunities for further exploration) in the time available for the interview
- Try it out on people who represent the respondent group (e.g., administrators, teachers, etc.) Ask for their feedback and revise the protocol accordingly.

CONDUCTING AN INTERVIEW

- Establish rapport with the respondent by demonstrating a genuine interest in and a caring about their knowledge, opinions, and beliefs.
- Maintain a stance of neutrality so that the respondent can feel that they can tell you anything without engendering either favor or disfavor with regard to the content of their response.
- Support and recognize responses both verbally and nonverbally.
- Maintain control of the interview, i.e., how it is flowing, how the interviewee is reacting to questions, what kind of feedback is effective, and the time.

GROUP INTERVIEWS

BEST SUITED FOR:

- Issues where opinions differ or are unknown
- Assessments of multiple stakeholders
- Situations where both depth and extensive participation are needed

ADVANTAGES OF INTERVIEWS

- **EXPLORE TOPICS IN DEPTH**
- **EXPLAIN QUESTIONS TO RESPONDENTS**
- **BUILD RESPONDENT INTEREST/SUPPORT**
- **OBTAIN A HIGHER RESPONSE RATE AND HIGHER QUALITY RESPONSES**

DISADVANTAGES OF INTERVIEWS

- **COSTLY IN TERMS OF TIME/PERSONNEL**
- **CANNOT REACH LARGE NUMBERS OF PEOPLE**

Section II: Activity 4
Transparency—Developing an Interview Protocol

Developing an Interview Protocol

- A clear outline
- Questions that lend themselves to thoughtful exploration
- Broad questions that encourage discussion
- Begin with questions about non-controversial topics

Section II: Activity 4
Transparency—Developing an Interview Protocol (Continued)

- Design probes that clarify responses
- Avoid probes that might lead the respondent to a desired answer
- Limit the number of questions
- Try it out on people who represent the respondent group

CONDUCTING AN INTERVIEW

- **ESTABLISH RAPPORT**
- **MAINTAIN A STANCE OF NEUTRALITY**
- **SUPPORT AND RECOGNIZE RESPONSES BOTH VERBALLY AND NONVERBALLY**
- **MAINTAIN CONTROL OF THE INTERVIEW**

Section II: Activity 4

Handout—Directions for Interviewers

DIRECTIONS FOR INTERVIEWERS

Following are some tips to keep in mind when conducting individual or group structured interviews:

- Before the interview starts, make sure that your interview site is private so that information shared will be confidential.
- Take time to establish rapport with the person(s). (Introduce yourself-. Ask them to tell something about themselves. In a group, ask each person to tell you their name, subject area or grade, and perhaps how long they have taught at the school.)
- Share the purpose of the interview. (To collect information on the status of reading, writing, and mathematics instruction in the school.)
- Discuss that information shared by interviewee(s) will be kept confidential. No one will be identified by name. Contributions will be kept anonymous.
- Tell person(s) that you will be taking notes of key points they make.
- Be sure to get answers to the questions listed. If necessary, try to allocate time for answers to each question. Try to keep the interview focused so that all questions can be answered during the allotted time.
- If necessary, ask follow-up, clarifying, or probing questions. Do so sparingly.
- Bring the interview to a close during the allotted time.
- At the end, thank the person(s) and explain what will happen next with the information. (It will be compiled with information from other interviews and classroom observations to formulate recommendations for the school.)

NOTE:

- After the interview, check your notes to make sure that you have captured everything clearly.
- Prepare a typed copy of your notes to share with the liaison for the school.
- Be prepared to share your findings/insights with the other team members during debriefing.

Session II: Activity 4

Handout-Data Collection: Structured Interview

DATA COLLECTION: STRUCTURED INTERVIEW

Suggested Guidelines for Conducting the Structured Interview:

- The Structured Interview process should be well planned in order to elicit desired information. Take time to establish rapport with the person who is being interviewed; as well as to share the purpose for the interview. It is the responsibility of the interviewer to get the interview started, listen attentively and bring the interview to closure. Even though the interviewer's role carries a sense of power, it should be used constructively.
- Schedule interviews in advance and allocate sufficient time for each one. No two interviews will be exactly alike.
- A decision must be made as whether to interview all members of the staff or to select a random sample.
- If the interviewer opts to use a random sample, care should be taken to ensure that the integrity of the process is not compromised (e.g., arrange names in alphabetical order and select every third or fifth person if the sampling group is small; use a number greater than this for larger groups). The more data points you have the better the technical base for inferences.
- The interviewer should be familiar with the purpose of the interview, as well as the questions in the Interview Guide. The interviewer should be able to answer clarifying questions, but should neither sanction nor reject information given by the interviewee.
- Use open-ended questions to get the interview started. Avoid questions that can be answered "yes" or "no". Use probes to help the interviewee cover more specific topics within the larger issue.
- Interview questions should be pre-selected and each interviewee should be asked the same questions, not necessarily in the same order. If one of the pre-selected questions can be used as a follow-up question to information that has already been given, it is permissible to do so. The key is to start the person talking and ensure that they talk about all of the topics. When possible, fit the questions into their flow of talking, trying not to stop their flow. If this is not appropriate, wait until the end of their story and say: "I have just a few more questions to ask."
- The interview is similar to a conversation in which each party uses what was said by the other to make transitions; however, the interview has a specific purpose for what is discussed.
- The interviewer should take notes during the interview and may ask clarifying questions in order to accurately interpret what is being said.
- At the end of the interview, thank the person and explain what will happen next with information that was given. Ask if there are any questions and if you may talk with them again if additional information is needed.
- Immediately following the interview, take time to reflectively analyze and write up your notes.
- Share insightful gleanings (in written format) with other members of the team.

4. How do you assess student progress?

5. What approaches/programs/materials are you using in reading, writing, mathematics, and/or technology?

Follow-up question:

Are there adequate instructional supplies, materials, and equipment available for teachers to teach the Standard Course of Study?

6. In what types of staff development activities have you participated?

Session II: Activity 4

Handout—Interview Guide

INTERVIEW GUIDE

Interviews as a part of information gathering can be conducted in groups, teams, or on an individual basis. It is suggested that interviews be limited to 5-8 questions for each interviewing session.

SAMPLE QUESTIONS:

1. If you had the authority to change anything about this school directly related to school achievement what would it be?
2. How effective is the communication in your school, grade-level or building?
3. Taking an objective look at the instructional practices in your school, what do you see as strengths?...As weaknesses?
4. What role do you think parents should play in their child's education?
5. Who is involved in the decision making process at this school?
6. What is the mission of the school?
7. What do you think is the role of the assistance team?
8. What do you feel are three main characteristics of a positive school climate? Are those characteristics present here?
9. Is time provided for professional growth activities for faculty and staff? What changes would you make in the staff development process?
10. In your opinion, what are the greatest strengths of your school...and name two of the greatest needs?

INITIAL QUESTIONS

1. Tell us about the strengths of your school.
2. Tell us about areas of your school that need improvement.
3. How can we help make your school exemplary?
4. How will you help us become involved in the total school community?
5. Who are the leaders in the school and community?
6. How much do you already know about the assistance team's responsibility to your school?
7. Tell us about the students at _____.
8. Would you share with us highlights of the last few years at _____ school?
9. As you know, we plan to become an integral part of the school family and community. Will you provide us a workspace?
10. What reservations do you have if any about our role in assisting you? What can we do to deter any apprehensions?
11. Tell us about the history and traditions of _____ school, community, and town.
12. What are your expectations of this assistance team?
13. Discuss with us protocol in seeking information on test data, demographics, etc.?
14. Describe the climate at _____ school.

Session II: Activity 4

Handout – Interview Questions for Teachers and Staff

INTERVIEW QUESTIONS FOR TEACHERS AND STAFF

The following suggested questions may be utilized as a needs assessment tool for teacher interviewing. Interviewers are encouraged to select five to eight questions for a given interview period that are relative to the purpose of the interview. Questions have been categorized to address specific areas of concern that may need to be addressed.

GENERAL QUESTIONS

Why did you become a teacher?

What strengths do you feel you bring to this organization?

How would you define your role/responsibilities as a teacher in this school?

What do you perceive as being a major problem at this school, if any?

INSTRUCTION

What strengths and weaknesses do you feel are evident in the instructional practices of this school?

How important is integration across the curriculum? Do you feel that this process strengthens or hinders the educational program?

What resources do you need to do your job more effectively?

What is the difference between teaching and assigning, especially as it relates to writing?

If you had a problem related to curriculum and instruction, who would you go to? Are there any barriers to your teaching?

How are curricula and other programs scheduled?

How effective is the media center in supporting and enriching the instructional program of the school as well as in your classroom?

How are language diversity and barriers handled in the school and the classroom?

What type of ESL class is offered?

What models are used in the EC program?

Describe the Title I program.

How often does the school base committee meet? Who attends these meetings?

To what degree is the *Standard Course of Study* taught in your class?

How is the curriculum aligned with the *Standard Course of Study*?

What are the various types of assessment tools you use in your classroom?

SCHOOL CLIMATE

Tell us about the students at this school.

What do you feel are the main characteristics of a positive school climate?

STUDENT PERFORMANCE

If you had the authority to change anything about the school directly related to student achievement, what would it be?

How important do you feel assessment is in relation to student achievement?

What incentives are offered to students for successful achievements?

What expectations do you have of your students?

Is there a leadership team in your school?

What is the procedure for the selection/or election of the leadership team?

What provisions are made for fair and equitable representation of faculty and staff on the team?

Is the staff involved in disaggregation of test data? Is so, how? If not, why not?

DISCIPLINE

If you have a problem with behavior, what procedure is used to deal with the problem?

Explain the discipline policy in your school?

What is the policy on re-entry of students after out-of-school suspensions?

What programs are in place to help students learn to solve problems, resolve conflicts, and mediate situations between themselves?

What plan does the school have in place to help defuse problems arising from cultural diversity?

STAFF DEVELOPMENT

What procedure is used to determine the staff development needs of the school?

Who is involved in making staff development decisions for the school?

How is information shared with the staff when a staff member attends a conference or workshop?

How is staff development determined and monitored?

BUDGET

Is there a budget committee in the school? Who serves on this committee? How is the committee chosen?

How are various funds used? On what bases is this decision made?

Section II: Activity 4
Handout

CONDUCTING INTERVIEWS

PRACTICE INDIVIDUAL INTERVIEW GUIDE

Directions

1. Choose a partner.
2. Identify one partner as the interviewer and the other as the interviewee.
3. Conduct an interview using the questions listed below.
4. Discuss the interview process and identify important factors that should be used in conducting an individual interview.

Questions

1. Tell me a little about yourself and your career as a teacher?
2. What, in your opinion, is the major purpose of your job?
3. What characteristics should effective schools have?
4. What would you hope to be the outcome of your current teaching year?
5. Do you enjoy teaching?

Section II: Activity 5 Surveys

Time	Purpose	Setting	Materials
45 Minutes	<ul style="list-style-type: none"> • To promote understanding for the use of surveys • To discuss various types of surveys, such as mail, telephone or on-site • To review samples of surveys 	Whole Group	3x5 Cards Pens Transparencies— Purpose of a Survey Three Types of Surveys Overhead Projector Handout—Parent Survey Notes—Advantages/ Disadvantages of Surveys

Describe Activity

Participants will learn the definition of surveys, discuss various types, review several types of surveys, and discuss advantages and disadvantages of surveys.

Beginning Activity

Trainer starts by sharing some unusual survey that they know of, or have participated in.

3x5 Card

Ask participants to write on a 3x5 Card a survey question/situation that they have had that was unusual.

Pens

Call on volunteers to share their questions/feelings.

Discuss Purpose of a Survey

Trainer uses Transparency—*Purpose of a Survey*—to lead participants through a discussion of purposes of surveys.

Transparency—Purpose of a Survey

Overhead Projector

Share Information

Using Transparency—*Three Types of Surveys*—trainer explains what each type is best suited for in mail, telephone, and on-site surveys.

Transparency—Three Types of Surveys

Overhead Projector

Examine Sample of Survey

Handout—Parent Survey

Trainer distributes an example of a Sample Parent Survey.

Give participants time to review the sample.

Divide tables into Groups A, B, C. Have each group list different types of surveys that could be used by their school.

Have group share and discuss their lists.

Advantages/ Disadvantage Information

Notes—Advantages
/Disadvantages of Surveys

Trainer uses Notes—*Advantages/Disadvantage of Surveys*—to enhance participants knowledge.

Summarize

Tell participants that surveys are a valuable tool in Needs Assessment. Surveys assist in gathering data on facts and opinions. There are various types of surveys such as mail, telephone or on-site. The forms can be acquired or invented for the necessary survey. Each type has noted advantages or disadvantages in usage.

Section II: Activity 5

Notes—Advantages and Disadvantages of Surveys

Advantage of Surveys

- Ease of administration
- Usually less costly than other methods
- Reach a large number of people

Disadvantages of Surveys

- Low rate of returns
 - Restricted on types of questions that may be asked
 - Difficulty of reaching non-mainstream respondents (e.g., illiterate, non-English speaking, etc.)
-

Section II: Activity 5
Transparency—Purpose of a Survey

What is the Purpose of a Survey?

To gather facts and /or
opinions from groups of
people who have
information regarding
needs.

Section II: Activity 5
Transparencies—Three Types of Surveys

Mail Surveys

Best suited for:

- Collecting straightforward, factual information
- People who are used to routinely filling out and returning forms

Section II: Activity 5
Transparencies—Three Types of Surveys

Telephone Surveys

Best suited for:

- Collecting responses to open-ended questions
- Assessments where terminology or questions may require explanation
- People with listed telephone numbers

Section II: Activity 5
Transparencies—Three Types of Surveys

On-Site Surveys

Best suited for:

- Meetings attended by a good representation of targeted respondents (e.g., faculty meeting)
- Situations where a high return rate is desired

Session II: Activity 5

Handout-Parent Survey

Parent Survey

Dear Parent:

_____ School is in the process of developing a Parental Involvement Program. Parents play an important role in the intellectual, social, and emotional growth of their children, especially during the early years. This program will be designed to help children become more successful in school by working with their parents during these more important years. The program emphasis will be to provide training, guidance, and counseling for parents in the area of child growth and development. In order to determine needs of the children in our school, we would appreciate your answering the following questions.

Superintendent or Principal

-
1. What specifically would you like to know about the school? _____

 2. From what source(s) do you get most of your information about the school?
 Newspaper Television
 Children Friends
 Teachers, Principal Other _____
 School Newsletter
 3. Would you be interested in learning about the
 testing program in your school
 improving your child's self-image
 improving your self-image?
 4. What specific subjects taught would be of interest to you?
 Reading Art and Music
 Math Other _____
 5. Would you be interested in becoming more involved in school affairs and/or school Instruction?
 Yes No
 6. Would you be interested in attending a class or session on how parents can help their children at home?
 Yes No

7. Have you ever:

Yes No

- a. Met the principal of your child's school?
 b. Met the teacher(s) of your child's school?
 c. Visited a class (in session) at your child's school?
 d. Attended any school function?
 e. Had lunch with your child at school?
 f. Visited the school for any other reasons?

8. Would you be interested in participating in a small group, coffee-discussion hour at the school?

Yes No Best Time: Morning Afternoon Evening

9. Check the questions below that would help you help your child. Those checked should be ones in which you would be able to participate.

- parent-teacher conference
 group meetings with a speaker
 educational films
 meetings to just talk with other parents
 sessions about homework, reading, math, etc.

10. I feel that I can talk openly with my child's teacher.

Yes No To Some Degree

I am well informed about what my child is doing at school

Yes No To Some Degree

I feel that the teacher needs to be aware of home problems that may affect my child's work.

Agree Disagree

11. How effective are the following toward improved communication with your child's teacher and the school?

Open House	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Evening Grade-Level Orientation Session	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Teacher-Parent Conferences	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Parent-Group Session	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor

12. As a parent, do you have trouble with: (Check those that apply)

- your child's homework
 discipline
 spending enough time with your child
 dealing with his/her problems
 motivating your child.

13. As a single parent:

Is discipline a problem?

Often Seldom Never

Is it a problem to transport your child to school-related events?

Often Seldom Never

Is it difficult to spend time with your child?

Often Seldom Never

14. During an average week, do you spend time with your child in the following activities?

Yes

No

- | | | | |
|--------------------------|--------------------------|----|--|
| <input type="checkbox"/> | <input type="checkbox"/> | a. | Playing together with them |
| <input type="checkbox"/> | <input type="checkbox"/> | b. | Reading to them |
| <input type="checkbox"/> | <input type="checkbox"/> | c. | Just talking (Do not include telling them what to do.) |
| <input type="checkbox"/> | <input type="checkbox"/> | d. | Watching T.V. together |
| <input type="checkbox"/> | <input type="checkbox"/> | e. | Helping them with homework |

15. Please indicate how interested you are in knowing more about any of these areas: (If you are interested, circle 1. If somewhat interested, circle 2. If very interested, circle 3.)

- | | | | |
|--|---|---|---|
| a. Things to do with my child at home that are fun and educational | 1 | 2 | 3 |
| b. Whether my child is developing the way he/she should | 1 | 2 | 3 |
| c. How to help my child do better in school | 1 | 2 | 3 |
| d. Services provided by the community | 1 | 2 | 3 |

Thank you for taking the time to answer these important questions. Your child should return the survey to his/her homeroom teacher by _____

(Community Education Section, 1985)

Section III: Reporting and Using Results of a Needs Assessment

SECTION III: ACTIVITY 6

Reporting and Using Results of a Needs Assessment

TIME	PURPOSE	SETTING	MATERIALS
60 minutes	<ul style="list-style-type: none"> • To enhance understanding of methods used to review needs assessment results • To identify strategies schools may use to analyze data and report needs assessment results • To summarize needs assessment by sharing sample needs assessment report and sample assistance service plan 	<p>Small groups Whole group</p>	<p>Overhead projector Chart Paper Chart Stand Markers Masking Tape Transparency Pens Transparencies— Reporting & Using Results Using the Results Reporting the Results Sensible Data Analysis Strategies Service Plan Handouts— Other Questions to Ask Reflection Questions Sample Needs Assessment Report Sample Assistance Service Plan Service Plan</p> <p>Notes—Review Data</p>

Describe Activity Participants will learn methods of reviewing needs assessment results and ways schools may use the results of a needs assessment.

List Ways to Use Needs Assessment Results Ask table groups to select a time keeper, reporter and recorder. Each group is to take 5 minute to brainstorm and list effective ways they would use needs assessment data and another 5 minutes to list ways they would get the information out to the right people. The recorder writes the results on chart paper and posts.

Chart Paper
Chart Stand
Markers
Masking Tape

Ask reporter from each group to share their findings. The reports will be based on audience's understanding of the issue, educational level, interest and way of acquiring information.

Review Data Organization and Questions

Discuss strategies and questions outlined in Notes—*Review Data and Handout—Other Questions to Ask.*

Notes—Review Data

Handout—Other Questions to Ask

Identify Data Analysis Strategies

Show Transparency—*Sensible Data Analysis Strategies* and discuss each of the five strategies outlined on the transparency.

Transparency—Sensible Data Analysis Strategies

Discuss Reporting and Using Results

Discuss with the group each of the three Transparencies—*Reporting and Using Results, Reporting the Results, and Using the Results.*

Transparencies—Reporting and Using Results
Reporting the Results
Using the Results

Ask participants to compare this information to the wall charts they created earlier. Elaborate missing points.

Review Reflection Questions

Use Handout—*Reflection Questions*—to discuss. Have participants add to the list of reflection questions.

Handout—Reflection Questions

Summarize Reporting and Using Results

Use Notes—*Summarize* to remind participants that all the needs assessment sections are part of a very important school improvement process. A needs assessment is conducted in order to create a usable, individualized school service plan.

Notes—Summarize

Handouts—Sample Needs Assessment Report
Sample Assistance Service Plan

Use Handouts—*Sample Needs Assessment Report*—to show participants an example of a final assessment of school needs. Discuss.

Transparency—Service Plan

Use Transparency—*Service Plan*—to show a possible structure for a school service plan. Distribute Handout—*Sample Assistance Service Plan*—as an example of a final product of the needs assessment process. Discuss and answer any question about reporting and using results from a needs assessment.

SECTION III: ACTIVITY 6

NOTES—Review Data

Review Data Organization by Questions

One of the most common mistakes made in data analysis is getting mired in the numbers and losing sight of the goal, which is to answer your evaluation questions. You easily can get so engrossed in the results of a single instrument, that attention shifts from answering a question to analyzing a particular set of scores. Design your evaluation so that you will have multiple measures to inform each question and to corroborate your findings.

Section III: Activity 6

Handouts

Other Questions To Ask

- Are gifted and talented or advanced placement programs representative of all groups in the student population?
- Is the percentage of students scoring in the upper quartile about the same across all sub-groups? In the lower quartile?
- Do patterns of grading differ according to social class, ethnicity, or gender? If there are disparities, do they correspond with those found when standardized test scores are disaggregated?
- Do boys and girls perform equally well in all subjects areas?
- Are students with special needs, such as limited English proficiency, receiving a level of services adequate to ensure their achievement of the same high standards as non-LEP children?
- Are students with disabilities included in all school activities and served in the least restrictive environment?
- What special needs students are represented in your student population? List the percentage of the total student population represented by each group, i.e., Limited English Proficient (LEP), Migrant , Speech/Language Impaired.
- How many (or what percentage) high school dropouts are former students of your school? What percentage of these dropouts were special needs students?
- What percentage of students are identified as exceptional (students with disabilities, gifted students)?
- What percentage of students with disabilities are mainstreamed into academic classes?

- How may non-disabled students serve as mentors, special friends, or helpers to students with disabilities?
- What percentage of students with disabilities receive a portion of their instructional programs in community setting?
- How many special needs children were referred to the office for disciplinary reasons and from which classrooms?
- What programs for at-risk students are offered?
- How many incidences of violence occurred?
- What is the truancy rate?
- Are letters sent home to non-English speaking parent in their native language?

What other questions should the Schoolwide Planning Team ask in order to obtain a clear understanding of schoolwide needs?

Section III: Activity 6
Transparency—Sensible Data Analysis Strategies

Sensible Data Analysis Strategies

- **Look at trends over time**
- **Compare results with a similar group or an appropriate norm group**
- **Compare results against a standard**
- **Monitor the performance of subgroups**
- **Look for relationships between process and outcomes**

**Section III: Activity 6
Transparency-Reporting and Using Results**

REPORTING AND USING RESULTS

**Section III: Activity 6
Transparency-Reporting The Results**

REPORTING THE RESULTS

**Get the right information to the right people
in a format that will reach them and convince
them that action is necessary.**

Section III: Activity 6
Transparency-Using the Results

Using The Results

Planning strategies to meet identified needs

Building local support and involvement

To improve practice

To design, develop and implement a plan

Section III: Activity 6

Handouts

Reflection Questions

- Were all members of the school community meaningfully involved in all aspects of the needs assessment process?
- How were questions generated?
- How was the information gathered?
- How effective was the committee in communicating with the rest of the school?
- How did the school community feel about the results?
- What strengths were found in the school community through the process?
- What challenges were identified?
- Did the process yield some surprising information.
- How did the process and report build a sense of ownership of and responsibility for the school?

Adding to the list.

SECTION III: ACTIVITY 6

NOTES—Summarize

Summarize

The results of a comprehensive needs assessment are used to improve the effectiveness of the program. This effort begins with utilizing the needs assessment results to set goals, and design, develop and implement a service plan to meet those goals. Needs assessment is an on going process. The process can be as effective as the results.

Section III: Activity 6 Handout

Sample Needs Assessment Report Eager Beaver Elementary School Perfect Public Schools

Cleaver Beaver, Principal

Attitude

- Accept reality of North Carolina State ABC Accountability Model 1996-97 low-performing status
- Develop positive attitude toward standardized tests required by North Carolina State ABC Accountability Model
- Support assistance and changes necessary for improving low-performing status

Curriculum

- Teach all objectives in the North Carolina Standard Course of Study, especially in language arts and mathematics
- Integrate mathematics objectives into other content areas, when natural, and teach all other mathematics objectives in isolation, when necessary
- Teach all students grade-level curriculum on which they will be tested, including students in Exceptional Children's Programs
- Use Perfect Public Schools Mathematics Pacing Guide to determine when to teach which mathematics objectives
- Include NC SCS mathematics and language arts objectives in written daily lesson plans
- Model NC SCS and NC EOG content and context (i.e. think alouds, visuals, demonstration writing, manipulatives, vocabulary study)
- Utilize a variety of instructional resources (i.e. *Strategies for Instruction in Mathematics, Reading and Mathematics Testlets*, commercial NC EOG practice materials)
- Vary instructional practices (i.e. direct instruction, test-taking strategies, reteaching, cooperative learning teaching social skills)
- Schedule two 90-minute blocks of instructional time daily for language arts and mathematics

Climate

- Display student work reflecting NC SCS mathematics and language arts goals and objectives
- Provide grade-level support for new teachers
- Distribute students evenly among classes so that each teacher has an equitable number of children in Achievement Levels I, II, III and IV
- Schedule bi-weekly, 2-hour blocks of common planning time for grade-level teams
- Establish and enforce posted classroom behavior expectations consistently, firmly and professionally

Student Achievement

- Evaluate school activities and practice “selective abandonment” to continue only those activities that most directly reflect the NC SCS at each grade level
- Develop and implement writing, reading and mathematics remediation plans for students scoring at Achievement Levels I and II
- Coordinate school volunteers with classroom teachers to (1) reinforce and reteach NC SCS goals and objectives and (2) minimize interruptions to regular classroom instruction
- Use school-wide support personnel for instructional purposes to reinforce and reteach NC SCS goals and objectives
- Teach and monitor the writing process and criteria with writing conferences, partner writing, write alouds, writing to a prompt)
- Train school volunteers and support staff in the writing process and criteria

Assessment

- Administer the Perfect Public Schools Benchmark Assessments to prepare for NC EOG tests and analyze results to guide instruction
- Plan strategies and reteach objectives not mastered on the Perfect Public Schools Benchmark Assessments
- Prepare students for the NC writing test by administering a mock writing test to practice and score narrative prompts
- Conduct teacher-administrator conferences to (1) evaluate student results on the Perfect Public Schools Benchmark Assessments and school mock writing test(s) and (2) discuss reteaching plans for objectives and writing skills not mastered on these benchmark assessments
- Monitor and evaluate teaching and reteaching of (1) goals and objectives not mastered on the Perfect Public Schools Benchmark Assessments and (2) writing skills not mastered on the school mock writing test(s).

Needs Assessment Team

Signatures

Service Team Leader

Principal

Date

Section III: Activity 6
Transparency
SERVICE PLAN

School _____ LEA _____

Principal _____ DPI Liaison(s) _____

Identified Problem Areas	Strategies	Person(s)	Time Line	Evaluation Measures

Site

NCDPI/SI

Needs Assessment

Section III: Activity 6
Handout
SAMPLE ASSISTANCE SERVICE PLAN
1997-98

School *Eager Beaver Elementary*

LEA *Perfect Public Schools*

Principal *Beaver Cleaver*

DPI Liaison(s)

Identified Problem Areas	Strategies	Person(s) Responsible	Time Line	Evaluation Measures
<ul style="list-style-type: none"> 1. Curriculum • Availability 	<ul style="list-style-type: none"> • Inventory & order suggested DPI materials and other resources to support NC Standard Course of Study. • Pick up and deliver DPI instructional materials • Assist staff in planning and implementing Parent Family Math Night. 	<ul style="list-style-type: none"> Principal Lead Teacher/Curriculum Planner DPI Voluntary Assistance Liaison DPI Liaison 	<ul style="list-style-type: none"> November 4, 1997 - November 25, 1997 November 10, 1997 - November 25, 1997 January 5, 1998 - February 2, 1998 	<ul style="list-style-type: none"> Observation of materials in classrooms Delivery to school List of Participants
<ul style="list-style-type: none"> • Alignment 	<ul style="list-style-type: none"> • Use pacing guides aligned to NC SCS, reading and mathematics testlets, and other aligned instructional resources. • Provide professional development and technical assistance in reading, writing and mathematics. • Bi-weekly meetings for the purpose of sharing, reviewing strategies and materials, and discussing remediation of students who are not making the 80% Benchmark goals. 	<ul style="list-style-type: none"> Principal Teachers DPI Voluntary Assistance Liaison DPI Voluntary Assistance Team 	<ul style="list-style-type: none"> November 4, 1997 - May 30, 1998 November 4, 1997 - May 30, 1998 	<ul style="list-style-type: none"> Observation of aligned classroom instruction and lesson plan DPI evaluation forms and documentation of on-site visit forms

Section III: Activity 6
Handout
SAMPLE ASSISTANCE SERVICE PLAN
1997-98

School Eager Beaver Elementary LEA Perfect Public Schools

Principal Beaver Cleaver

DPI Liaison(s) _____

Identified Problem Areas	Strategies	Person(s) Responsible	Time Line	Evaluation Measures
2. Student Achievement Reading • Level 2s • Level 1s	<ul style="list-style-type: none"> Develop, implement and monitor remediation plan to include extra instruction in reading before, during, and after instructional day. 	Principal Reading Recovery Teachers Tutors/Volunteers DPI Voluntary Assistance Liaison	November 4, 1997 - May 30, 1998	Written Plan(s) Observation of remediation North Carolina End-of-Grade Reading Test
Mathematics • Level 2s • Level 1s	<ul style="list-style-type: none"> Develop, implement and monitor remediation plan to include extra instruction in mathematics before, during, and after instructional day. 	Principal School Personnel Tutors/Volunteers DPI Voluntary Assistance Liaison	November 4, 1997 - May 30, 1998	Written Plan(s) Observation of remediation North Carolina End-of-Grade Mathematics Test
Writing • Less than 2.5	<ul style="list-style-type: none"> Teach and monitor the narrative writing process and criteria. Provide writing tutoring for fourth grade students in Saturday remediation sessions during the month of February. 	Principal Fourth Grade Teachers School Personnel DPI Writing Consultant	November 4, 1997 - March 4, 1998	Classroom Observations Writing Portfolios Scored Prompts North Carolina Writing Test

Section III: Activity 6

Handout

SAMPLE ASSISTANCE SERVICE PLAN

1997-98

School _____ LEA _____

Principal _____ DPI Liaison(s) _____

Identified Areas Of Need	Strategies	Person(s) Responsible	Time Line	Evaluation Measures
3. Periodic Student Assessment	<ul style="list-style-type: none"> Administer DPS Benchmarks in reading and mathematics with student mastery goal of 80%. Practice and score narrative writing prompts with a performance goal of 2.5. 	Principal Classroom Teachers School Testing Coordinator	<p>November 4, 1997 - NC EOG Test</p> <p>November 4, 1997 - NC Writing Test</p>	<p>Benchmark results</p> <p>Scored narrative prompts</p>

Principal's Signature _____ DPI Liaison's Signature _____

Date _____

Date _____

EVALUATION FORM

Title of Presentation: _____
Presenter(s): _____
Date: _____
Location: _____

Participant's Position: _____
School: _____

Part I

1. What was the most useful part of this session?

•

2. What did you learn from this session?

•

3. How will this help you in your position?

•

Part II

Please indicate your opinion of this session by checking the appropriate column according to the scale below:

SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree

Statement	SA	A	D	SD
1. The purpose/objectives of the session were clear.				
2. The presentation increased my knowledge of the content.				
3. The presentation was organized effectively.				
4. Activities were appropriate to my needs.				
5. The presenter(s) encouraged and allowed time for questions.				
6. As an overall evaluation of this session, I consider it worthwhile.				

Part III Additional Comments/Suggestions

•

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Questions?

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Leadership Development

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Safe and Orderly Schools

School-Based Partnerships

Parental/Community Involvement: Strategies to Train Parents

Planning for School Improvement

Professional Development

Using Data for School Improvement

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