
Needs Assessment

To be used as a reference for **Entry 1** and not submitted for scoring.

Purpose

The Needs Assessment is a tool to help you determine your 3 focus goals for **Entry 1: Professional Growth and Contributions**. Your 3 focus goals from Section 3 are used to complete Textbox 1.1.1 of Entry 1.

Organization

The Needs Assessment is organized into 3 sections:

- **Section 1** provides a table for each of the 12 criterion, where you complete an analysis of your areas of strength and areas needing improvement.
- **Section 2** provides a summary table of your 12 goals.
- **Section 3** provides a table where you state the 3 focus goals to be used in Entry 1, along with the supporting teacher instructional and student voice evidence/data. Evidence/data can consist of student reflections, student work, observations, transcripts of conversation with students, assessment data, and other examples of tools that provide evidence of impact on student learning.

Needs Assessment Completion Steps

- Step 1:** Read the Washington Professional Educator Standard Board (PESB) approved standards and criteria. These standards and criteria are the basis for all 3 entries and the rubrics.
- Step 2:** Read Entry 1 and the rubric (focusing on the Criterion Met level).
- Step 3:** Read Section 1 below. Reflect on the bulleted questions in Box A for each criterion to help build your lists within the table. You may use bullets and phrases instead of complete sentences.
- Step 4:** After reflection on the bulleted questions in Box A and your review of the Criterion Met level rubric, determine and list in Box B what you do now in your practice that would earn a score at the Criterion Met level. Include teacher instructional and/or student voice data in Box C to support your list in Box B.
- Step 5:** Repeat Step 4 to determine and list in Box D what areas need improvement and, therefore, would earn a score below the Criterion Met level. Include teacher instructional and/or student voice data in Box E to support your list in Box D.
- Step 6:** Based on your lists completed in Steps 4 and 5, write a professional growth goal(s) for the specific criterion and place it in Box F.
- Step 7:** Copy and paste each professional growth goal in Box F of each criterion into the Section 2 table entitled “Summary Table of Your 12 Professional Growth Goals.”
- Step 8:** Review each of your 12 professional growth goals listed in the Section 2 summary table. Select your **3** focus goals to be used in Entry 1.

Sample Table for Section 1

Suggestion: Use bullets and phrases instead of complete sentences.

BOX A		
Standard and Criteria • Bulleted Questions	BOX B List what you and your students do at the Criterion Met level	BOX C List supporting teacher instructional and/or student voice evidence/data
At Criterion Met Level		
Below Criterion Met Level	BOX D List what you and your students do that is below Criterion Met level	BOX E List supporting teacher instructional and/or student voice evidence/data
BOX F Based on my lists above, I would set the following professional growth goal(s) for myself:		

Section 1

BOX A		
<p>Standard 1: The knowledge and skills for effective teaching which ensure student learning by:</p> <p>Criterion a: using instructional strategies that make learning meaningful and show positive impact on student learning</p> <ul style="list-style-type: none"> What instructional strategies do you use to make learning meaningful? In what ways do you determine [assess] the relevance and meaning of the instructional strategies? In what ways do your instructional strategies show a positive impact on student learning? 		
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what you do in your practice for this criterion that would earn a score at the Criterion Met level. Include evidence/data to support your list.</p>	BOX B List what you and your students do at the Criterion Met level	BOX C List supporting teacher instructional and/or student voice evidence/data
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what in your practice for this criterion would earn a score below the Criterion Met level. Include evidence/data to support your list.</p>	BOX D List what you and your students do that is below Criterion Met level	BOX E List supporting teacher instructional and/or student voice evidence/data
<p style="text-align: center;">BOX F</p> <p>Based on my lists above, I would set the following professional growth goal(s) for myself:</p> 		

BOX A		
<p>Standard 1: The knowledge and skills for effective teaching which ensure student learning by:</p> <p>Criterion b: using a variety of assessment strategies and data to monitor and improve instruction</p> <ul style="list-style-type: none"> • What formative and summative assessments do you use? • In what ways do you use formative and summative assessment results to make instructional decisions? • In what ways are your students involved in developing scoring criteria such as rubrics? 		
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what you do in your practice for this criterion that would earn a score at the Criterion Met level. Include evidence/data to support your list.</p>	BOX B List what you and your students do at the Criterion Met level	BOX C List supporting teacher instructional and/or student voice evidence/data
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what in your practice for this criterion would earn a score below the Criterion Met level. Include evidence/data to support your list.</p>	BOX D List what you and your students do that is below Criterion Met level	BOX E List supporting teacher instructional and/or student voice evidence/data
BOX F		
<p>Based on my lists above, I would set the following professional growth goal(s) for myself:</p> 		

BOX A		
<p>Standard 1: The knowledge and skills for effective teaching which ensure student learning by:</p> <p>Criterion c: using appropriate classroom management principles, processes and practices to foster a safe, positive, student-focused environment</p> <ul style="list-style-type: none"> • What principles, processes and practices do you use to foster a safe, positive, student-focused environment to ensure high levels of achievement for all students? • In what ways do you involve students in decision making? • What strategies do you use to give students feedback on their behavior? • What methods do you use for assessing students' sense of safety in your classroom? • In what ways do you structure collaborative work among your students? How are roles chosen or assigned? How do you assess collaborative work? • In what ways does your classroom environment fit your instructional goals? 		
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what you do in your practice for this criterion that would earn a score at the Criterion Met level. Include evidence/data to support your list.</p>	BOX B List what you and your students do at the Criterion Met level	BOX C List supporting teacher instructional and/or student voice evidence/data
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what in your practice for this criterion would earn a score below the Criterion Met level. Include evidence/data to support your list.</p>	BOX D List what you and your students do that is below Criterion Met level	BOX E List supporting teacher instructional and/or student voice evidence/data
BOX F		
<p>Based on my lists above, I would set the following professional growth goal(s) for myself:</p>		

BOX A		
<p>Standard 1: The knowledge and skills for effective teaching which ensure student learning by:</p> <p>Criterion d: designing and/or adapting challenging curriculum that is based on the diverse needs of each student</p> <ul style="list-style-type: none"> • What strategies do you use to determine the diverse needs of <i>each</i> student? • In what ways do you communicate learning targets to each student? • In what ways do you determine if each student knows and understands the learning targets? • What opportunities do you provide for each student to reflect on his/her own learning and thinking strategies? • What strategies do you use to assist each student in his/her reflection? • In what ways do you adapt a curriculum to appropriately challenge each student? 		
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what you do in your practice for this criterion that would earn a score at the Criterion Met level. Include evidence/data to support your list.</p>	BOX B List what you and your students do at the Criterion Met level	BOX C List supporting teacher instructional and/or student voice evidence/data
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what in your practice for this criterion would earn a score below the Criterion Met level. Include evidence/data to support your list.</p>	BOX D List what you and your students do that is below Criterion Met level	BOX E List supporting teacher instructional and/or student voice evidence/data
BOX F		
<p>Based on my lists above, I would set the following professional growth goal(s) for myself:</p> 		

BOX A		
<p>Standard 1: The knowledge and skills for effective teaching which ensure student learning by:</p> <p>Criterion e: demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members</p> <ul style="list-style-type: none"> • In what ways do you develop rapport with your students by learning about their previous experiences, prior learning, interests and learning styles? • In what ways do you teach your students about other cultures and backgrounds that may or may not be represented in your class? • In what ways do you teach sensitivity about cultural diversity? 		
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what you do in your practice for this criterion that would earn a score at the Criterion Met level. Include evidence/data to support your list.</p>	BOX B List what you and your students do at the Criterion Met level	BOX C List supporting teacher instructional and/or student voice evidence/data
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what in your practice for this criterion would earn a score below the Criterion Met level. Include evidence/data to support your list.</p>	BOX D List what you and your students do that is below Criterion Met level	BOX E List supporting teacher instructional and/or student voice evidence/data
BOX F		
<p>Based on my lists above, I would set the following professional growth goal(s) for myself:</p> 		

BOX A		
<p>Standard 1: The knowledge and skills for effective teaching which ensure student learning by:</p> <p>Criterion f: integrating technology into instruction and assessment</p> <ul style="list-style-type: none"> • In what ways do you utilize technology as an instructional tool? • In what ways do you involve your students with technology as a learning tool? • In what ways do you integrate technology into assignments, projects, or assessments? • In what ways do you teach responsible and ethical use of technology? 		
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what you do in your practice for this criterion that would earn a score at the Criterion Met level. Include evidence/data to support your list.</p>	BOX B List what you and your students do at the Criterion Met level	BOX C List supporting teacher instructional and/or student voice evidence/data
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what in your practice for this criterion would earn a score below the Criterion Met level. Include evidence/data to support your list.</p>	BOX D List what you and your students do that is below Criterion Met level	BOX E List supporting teacher instructional and/or student voice evidence/data
BOX F		
<p>Based on my lists above, I would set the following professional growth goal(s) for myself:</p> 		

BOX A		
<p>Standard 1: The knowledge and skills for effective teaching which ensure student learning by:</p> <p>Criterion g: informing, involving and collaborating with families and community members as partners in each student’s educational process, including using information about student achievement and performance</p> <ul style="list-style-type: none"> • What have been your most successful strategies for informing, involving and collaborating with families and community members as partners? • What have been some challenges? • When you have a strategy that is not very effective, what are your next steps? 		
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what you do in your practice for this criterion that would earn a score at the Criterion Met level. Include evidence/data to support your list.</p>	BOX B List what you and your students do at the Criterion Met level	BOX C List supporting teacher instructional and/or student voice evidence/data
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what in your practice for this criterion would earn a score below the Criterion Met level. Include evidence/data to support your list.</p>	BOX D List what you and your students do that is below Criterion Met level	BOX E List supporting teacher instructional and/or student voice evidence/data
BOX F		
<p>Based on my lists above, I would set the following professional growth goal(s) for myself:</p> 		

BOX A

Standard 2: A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by:

Criterion a: evaluating the effects of his/her teaching through feedback and reflection

- What are your sources of feedback?
- In what ways do you gather and reflect on feedback?
- In what ways do you use feedback and reflection to evaluate the effects of your teaching?

<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what you do in your practice for this criterion that would earn a score at the Criterion Met level. Include evidence/data to support your list.</p>	<p>BOX B List what you and your students do at the Criterion Met level</p>	<p>BOX C List supporting teacher instructional and/or student voice evidence/data</p>
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what in your practice for this criterion would earn a score below the Criterion Met level. Include evidence/data to support your list.</p>	<p>BOX D List what you and your students do that is below Criterion Met level</p>	<p>BOX E List supporting teacher instructional and/or student voice evidence/data</p>

BOX F

Based on my lists above, I would set the following professional growth goal(s) for myself:

BOX A

Standard 2: A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by:

Criterion b: using professional standards and district criteria to assess professional performance and plan and implement appropriate growth activities

- In what ways do you use professional standards and district criteria to assess professional performance and plan and implement appropriate growth activities?
- When you implement your plan for appropriate growth activities, in what ways do you know your plan had an impact on student learning (either positive or challenging)?

<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what you do in your practice for this criterion that would earn a score at the Criterion Met level. Include evidence/data to support your list.</p>	<p>BOX B List what you and your students do at the Criterion Met level</p>	<p>BOX C List supporting teacher instructional and/or student voice evidence/data</p>
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what in your practice for this criterion would earn a score below the Criterion Met level. Include evidence/data to support your list.</p>	<p>BOX D List what you and your students do that is below Criterion Met level</p>	<p>BOX E List supporting teacher instructional and/or student voice evidence/data</p>
<p>BOX F</p> <p>Based on my lists above, I would set the following professional growth goal(s) for myself:</p>		

BOX A		
<p>Standard 2: A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by:</p> <p>Criterion c: remaining current in subject area(s), theories, practice, research and ethical practice</p> <ul style="list-style-type: none"> In what ways do you remain current in your subject area(s), theories, practice, research and ethical practice? In what ways do you use research on best practices to inform your decision making and planning? 		
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what you do in your practice for this criterion that would earn a score at the Criterion Met level. Include evidence/data to support your list.</p>	BOX B List what you and your students do at the Criterion Met level	BOX C List supporting teacher instructional and/or student voice evidence/data
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what in your practice for this criterion would earn a score below the Criterion Met level. Include evidence/data to support your list.</p>	BOX D List what you and your students do that is below Criterion Met level	BOX E List supporting teacher instructional and/or student voice evidence/data
BOX F		
<p>Based on my lists above, I would set the following professional growth goal(s) for myself:</p> 		

Box A

Standard 3: A successful candidate for the professional certificate shall demonstrate professional contributions to the improvement of the school, community and the profession by:

Criterion a: advocating for curriculum, instruction and learning environments that meet the diverse needs of each student

- In what ways do you advocate for curriculum, instruction and learning environments that meet the diverse needs of each student in your school and community?
- In what ways do you advocate for curriculum, instruction and learning environments that improve the profession?

<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what you do in your practice for this criterion that would earn a score at the Criterion Met level. Include evidence/data to support your list.</p>	<p>BOX B List what you and your students do at the Criterion Met level</p>	<p>BOX C List supporting teacher instructional and/or student voice evidence/data</p>
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what in your practice for this criterion would earn a score below the Criterion Met level. Include evidence/data to support your list.</p>	<p>BOX D List what you and your students do that is below Criterion Met level</p>	<p>BOX E List supporting teacher instructional and/or student voice evidence/data</p>
<p>BOX F Based on my lists above, I would set the following professional growth goal(s) for myself:</p>		

Box A

Standard 3: A successful candidate for the professional certificate shall demonstrate professional contributions to the improvement of the school, community and the profession by:

Criterion b: participating collaboratively in school improvement activities and contributing to collegial decision-making

- In what ways do you collaborate with your grade-level team, department or other similar groups in your building?
- In what ways does this collaboration impact student learning?
- In what ways do you collaborate with educators in different roles than yours? (For example, if you are classroom teacher, how do you collaborate with specialists or vice versa?)
- In what ways have you shared your new learning, materials or experiences with colleagues?

<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what you do in your practice for this criterion that would earn a score at the Criterion Met level. Include evidence/data to support your list.</p>	<p>BOX B List what you and your students do at the Criterion Met level</p>	<p>BOX C List supporting teacher instructional and/or student voice evidence/data</p>
<p>After reflection on the bulleted questions in Box A and your review of the Criterion Met rubric, consider what in your practice for this criterion would earn a score below the Criterion Met level. Include evidence/data to support your list.</p>	<p>BOX D List what you and your students do that is below Criterion Met level</p>	<p>BOX E List supporting teacher instructional and/or student voice evidence/data</p>
<p>BOX F Based on my lists above, I would set the following professional growth goal(s) for myself:</p>		

Section 2

Write all 12 of your professional growth goals from Section 1 in the summary table below.

Summary Table for Your 12 Professional Growth Goals		
Standard	Criterion	Taken from BOX F of each table above.
1	a	
1	b	
1	c	
1	d	
1	e	
1	f	
1	g	
2	a	
2	b	
2	c	
3	a	
3	b	

Section 3

Now that you have completed the Needs Assessment, identify the 3 focus goals that you will use in building your response to Entry 1.

Your 3 Focus Goals for Entry 1 and Supporting Evidence/Data	
Standard and Criterion	State your 3 focus goals to be used in Entry 1, Textbox 1.1.1, along with the supporting teacher instructional artifacts and student work, including student voice artifacts