APPENDIX A

Needs Assessment Profile
Overview

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

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

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

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

Instructors

A local or regional Professional Development Coordinator should give instructors the needs assessment profiles to complete. The instructors should then make one copy of the completed profile
for themselves and forward the original to the Professional Development Coordinator for aggregation and analysis.

**Professional Development Coordinators**

Professional Development Coordinators have a dual role in the use of Needs Assessment Profiles. First, as staff members, they should complete the Needs Assessment Profiles for Professional Development Coordinators, an activity that allows them to analyze their own professional development strengths and areas for further development. In regions or states with several professional development coordinators, the Summary Profile Form should be used to aggregate responses from the individual profiles. Based upon information provided by the summaries, administrators and coordinators can plan appropriate professional development approaches and activities on a regional or statewide basis, for either specific individuals or for groups of professional development coordinators.

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

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

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

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

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

Administrators

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

SECTION TWO

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

Name: ____________________________________________
Title: ____________________________________________
Agency: ____________________________________________

(street) (city) (state) (zip)

Phone: ____________________ Fax: ____________________
e-mail: ____________________

PROFESSIONAL DEVELOPMENT

Briefly describe your current professional development roles/responsibilities

________________________________________________________________________

Your professional development activities are primarily: (Check one box)
rural □ suburban □ urban □

Opportunity for collegiality: high □ medium □ low □

SUPPORT

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

Administrative Support

Funding □ Policies □ Practices □

high □ medium □ low □

high □ medium □ low □

high □ medium □ low □

TEACHING AREAS

Do you teach? yes □ no □
If yes, your teaching areas are: ESL □ ABE □ GED □ ASE □ LD □ Workplace □ Family Literacy □ Other (specify) □

If yes, extent of teaching:
Part-time □ (______ hours weekly)
Full-time □ (______ hours weekly)
Coordination/administration □ (______ hours weekly)

COMFORT LEVEL AND ACCESS TO COMPUTERS

Comfort: high □ medium □ low □
Access: high □ medium □ low □

Appendix A

A-5
### EDUCATION/TRAINING

| Teacher Education | Yes [ ] | No [ ] |
| Teacher Education Focus | Elementary [ ] |
| | Secondary [ ] |
| | Higher Ed [ ] |
| | ABE [ ] |
| | ESL [ ] |

| Previous technical training or professional development activities | Intermittent [ ] | Ongoing [ ] |
| Types of activities | Workshops/Presentations [ ] | Observations/Feedback [ ] |
| | Projects (e.g., curriculum development, program enhancement) [ ] |
| | Inquiry/Research [ ] |
| | Other (specify) [ ] |

<table>
<thead>
<tr>
<th>Topic areas</th>
</tr>
</thead>
</table>

| Level of experience as trainer or facilitator: |
| Novice [ ] | Limited experience [ ] | Very experienced [ ] |

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

| Large group [ ] | Pairs [ ] |
| Small group [ ] | Alone [ ] |
KNOWLEDGE OF PROFESSIONAL DEVELOPMENT APPROACHES

<table>
<thead>
<tr>
<th>Inquiry/Research</th>
<th>Preference</th>
<th>Knowledge</th>
<th>Frequency of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Med.</td>
<td>High</td>
</tr>
<tr>
<td>Observation/Feedback (e.g., coaching)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product/Program Development (e.g., curriculum development, program redesign)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop/Presentation (ongoing) (e.g., skills acquisition)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop/Presentation (one-time) (e.g., awareness)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SELF ANALYSIS

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

1.
2.
3.
4.
SUMMARY PROFILE OF PROFESSIONAL DEVELOPMENT COORDINATORS

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

Professional development activities are primarily:

- rural [ ]
- suburban [ ]
- urban [ ]

Opportunity for collegiality:
- high [ ]
- medium [ ]
- low [ ]

SUPPORT

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

<table>
<thead>
<tr>
<th>Funding</th>
<th>Administrative</th>
<th>Support</th>
<th>Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>high</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>med</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>low</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TEACHING AREAS

Do you teach?  yes [ ] no [ ]

If yes, your teaching areas are:
- ESL [ ]
- ABE [ ]
- GED [ ]
- ASE [ ]
- LD [ ]
- Workplace [ ]
- Family Literacy [ ]
- Other (specify) ____________________________

COMFORT LEVEL AND ACCESS TO COMPUTERS

Comfort:
- high [ ]
- medium [ ]
- low [ ]

Access:
- high [ ]
- medium [ ]
- low [ ]
## EDUCATION/TRAINING

### Teacher Education
- **Yes**
- **No**

### Teacher Education Focus
- Elementary
- ESL
- Secondary
- ABE
- Higher Ed

### Previous Technical Training or Professional Development Activities
- Intermittent
- Ongoing

### Types of Activities
- Workshops/Presentations
- Observations/Feedback
- Projects (e.g., curriculum development, program enhancement)
- Inquiry/Research
- Other (specify): ____________________________________________
  (Tally duplications)

### Topic Areas (Tally duplications): ____________________________________________

### Level of Experience as a Trainer or Facilitator:
- Novice
- Limited Experience
- Very Experienced
### PREFERRED LEARNING SITUATIONS (Check all that apply)
(Record numbers responding in each category)

<table>
<thead>
<tr>
<th>Situation</th>
<th>Pre</th>
<th></th>
<th></th>
<th>Post</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Large group</td>
<td></td>
<td></td>
<td></td>
<td>Pair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small group</td>
<td></td>
<td></td>
<td></td>
<td>Alone</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Approach</th>
<th>Preference</th>
<th>Knowledge</th>
<th>Frequency of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry/Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation/Feedback (e.g., coaching)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product/Program Development (e.g., curriculum development, program redesign)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop/Presentation (ongoing) (e.g., skills acquisition)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop/Presentation (one-time) (e.g., awareness)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NEEDS ASSESSMENT PROFILE FOR INSTRUCTORS

Name: ____________________________________________

Agency: ____________________________________________

_____________________________________________________

(street)

_____________________________________________________

(city) (state) (zip)

Phone: ___________________ Fax: ___________________

e-mail: ___________________

TEACHING ASSIGNMENT

Briefly describe your current teaching assignment:

________________________________________________________________________

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

1. rural ☐ suburban ☐ urban ☐

2. isolated ☐ collegial ☐

SUPPORT

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

Administrative Support

Funding Policies Practices

High Medium Low

TEACHING AREAS

Your teaching areas are ESL ☐ ABE ☐ GED ☐ ASE ☐ LD ☐ Workplace ☐ Family Literacy ☐ Other (specify) ☐

Extent of teaching Full-time ☐ (______ hours weekly)

Part-time ☐ (______ hours weekly)

Coordination/Administration ☐ (______ hours weekly)

Number of years experience teaching in adult education ______

COMFORT LEVEL AND ACCESS TO COMPUTERS

COMFORT: High ☐ Medium ☐ Low ☐

ACCESS: High ☐ Medium ☐ Low ☐
EDUCATION/TRAINING

Teacher Education: yes □ no □
Focus: Elementary □ Secondary □ Higher Education □ ESL □ Adult Education □

Previous Technical Training or Professional Development Activities: Intermittent □ Ongoing □

Types of Activities:
- Workshops/Presentations □
- Observation/Feedback □
- Projects (e.g., curriculum development, program enhancement) □
- Inquiry/Research □
- Other (specify) □

Topics Studied in Professional Development Activities:

LEARNING PREFERENCES (Check any that apply)

<table>
<thead>
<tr>
<th>Large group</th>
<th>Pairs</th>
<th>Small group</th>
<th>Hands-on activities</th>
<th>Taught by colleagues</th>
</tr>
</thead>
</table>

PROFESSIONAL DEVELOPMENT PREFERENCES

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

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

PROFESSIONAL DEVELOPMENT CONTENT

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

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

Issues/Interests/Problems:
- Ways to get ESL students to practice using oral English
- Getting students to read for meaning rather than word recognition
- Does teaching of thinking skills improve GED test performance?
- Will writing skills improve more by using computer-generated journals or by handwritten journals?
Your Topics (list no more than 2):

1

2

SELF ANALYSIS

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

1

2

3

4
SUMMARY PROFILE OF INSTRUCTORS

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

Teaching situation:
1. rural □ suburban □ urban □
2. isolated □ collegial □

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

<table>
<thead>
<tr>
<th>Administrative Support</th>
<th>Policies</th>
<th>Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>high</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>med</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>low</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

TEACHING AREAS

ESL □ ABE □ GED □ AEE □ LD □
WORKPLACE □ FAMILY LITERACY □

OTHER
________________________________________
________________________________________
________________________________________

Extent of teaching
FULL-time □ Part-time □ Coordination/Admin. □

Years of experience in adult education
0-5 □ 6-10 □ 10-15 □ 16-20 □ Over 20 □

COMFORT LEVEL AND ACCESS TO COMPUTERS

COMPUTE
high □ med □ low □

ACCESS
high □ med □ low □
EDUCATION/TRAINING

Teacher education: yes ☐ no ☐

Focus:
- Elementary ☐
- Higher Education ☐
- Secondary ☐
- Adult Education ☐
- ESL ☐

Previous Technical Training/Professional Development Activities:
- Intermittent ☐ Ongoing ☐

Types of Previous Professional Development Activities:
- Workshops/Presentations ☐
- Observation/Feedback ☐
- Projects ☐
- Inquiry/Research ☐
- Other (specify): ____________________________

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

- ____________________________
- ____________________________
- ____________________________
- ____________________________
- ____________________________

LEARNING PREFERENCES

- Large Groups ☐
- Pairs ☐
- Hands-on ☐
- Small Groups ☐
PROFESSIONAL DEVELOPMENT PREFERENCES

- [ ] Developing own plan of study with support from your agency
- [ ] Researching issue, problem, or topic in own teaching environment
  - Alone [ ] With Others [ ] Online [ ]
- [ ] Practicing classroom strategies with feedback from observers
- [ ] Working on agency project (curriculum development/agency program)
- [ ] Attending workshops or conferences to learn new instructional skills

INDIVIDUAL CHOICES FOR PROFESSIONAL DEVELOPMENT CONTENT

List choices and tally number, should duplicated choices appear.

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________

RANK ORDER OF PROFESSIONAL DEVELOPMENT ACTIVITIES

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
NEEDS ASSESSMENT PROFILE FOR STATE OR LOCAL ADMINISTRATORS

Name: 
Title: 
Agency:  

(Street)  
(City)  
(State)  
(Zip)  
Phone:  
Fax:  
Email:  

POSITION

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

________________________________________________________________________

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

<table>
<thead>
<tr>
<th>Funding</th>
<th>Hands-On Involvement</th>
<th>Ongoing Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Med.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Where would you rank professional development among your funding priorities?

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

COMFORT LEVEL AND ACCESS TO COMPUTERS

<table>
<thead>
<tr>
<th>COMFORT</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESS</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
</tbody>
</table>

PROFESSIONAL DEVELOPMENT PREFERENCES

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

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

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

<table>
<thead>
<tr>
<th>Types of Approaches Funded by State</th>
<th>Personal Knowledge of Approaches of Use By Your Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Med.</td>
</tr>
</tbody>
</table>

- Inquiry/Research (e.g., action research)
- Observation/Feedback (e.g., coaching)
- Product/Program Development (e.g., curriculum development, program redesign)
- Workshop/Presentation (ongoing) (e.g., skill development)
- Workshop/Presentation (one time) (e.g., awareness)
Give ways in which you have facilitated access to each of the above professional development approaches:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

SELF ANALYSIS

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

1. ______________________________________________________

2. ______________________________________________________

3. ______________________________________________________

4. ______________________________________________________