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## Needs Assessment

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**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.

\* “Student” is defined as P-12 students and does not include adults/teachers.

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## 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.

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## Sample Table for Section 1

**Suggestion:** Use bullets and phrases instead of complete sentences.

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

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## Section 1

<b>BOX A</b>		
<p><b>Standard 1:</b> The knowledge and skills for effective teaching which ensure student* learning by:</p> <p><b>Criterion a: using instructional strategies that make learning meaningful and show positive impact on student learning</b></p> <ul style="list-style-type: none"> <li>• What instructional strategies do you use to make learning meaningful?</li> <li>• In what ways do you determine [assess] the relevance and meaning of the instructional strategies?</li> <li>• In what ways do your instructional strategies show a positive impact on student learning?</li> </ul>		
<p><b>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.</b></p>	<b>BOX B</b> List what you and your students do at the Criterion Met level	<b>BOX C</b> List supporting teacher instructional and/or student voice evidence/data
<p><b>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.</b></p>	<b>BOX D</b> List what you and your students do that is below Criterion Met level	<b>BOX E</b> List supporting teacher instructional and/or student voice evidence/data
<b>BOX F</b>		
<p>Based on my lists above, I would set the following professional growth goal(s) for myself:</p>		

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**BOX A**

**Standard 1:** The knowledge and skills for effective teaching which ensure student\* learning by:

**Criterion b: using a variety of assessment strategies and data to monitor and improve instruction**

- 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><b>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.</b></p>	<p><b>BOX B</b> List what you and your students do at the Criterion Met level</p>	<p><b>BOX C</b> List supporting teacher instructional and/or student voice evidence/data</p>
<p><b>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.</b></p>	<p><b>BOX D</b> List what you and your students do that is below Criterion Met level</p>	<p><b>BOX E</b> 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:

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**BOX A**

**Standard 1:** The knowledge and skills for effective teaching which ensure student\* learning by:

**Criterion c: using appropriate classroom management principles, processes and practices to foster a safe, positive, student-focused environment**

- 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?

**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.**

**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

**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.**

**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:

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

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

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

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**BOX A**

**Standard 1:** The knowledge and skills for effective teaching which ensure student\* learning by:

**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**

- 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><b>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.</b></p>	<p><b>BOX B</b> List what you and your students do at the Criterion Met level</p>	<p><b>BOX C</b> List supporting teacher instructional and/or student voice evidence/data</p>
<p><b>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.</b></p>	<p><b>BOX D</b> List what you and your students do that is below Criterion Met level</p>	<p><b>BOX E</b> 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:

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<b>BOX A</b>		
<p><b>Standard 2:</b> A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by:</p> <p><b>Criterion a: evaluating the effects of his/her teaching through feedback and reflection</b></p> <ul style="list-style-type: none"> <li>• What are your sources of feedback?</li> <li>• In what ways do you gather and reflect on feedback?</li> <li>• In what ways do you use feedback and reflection to evaluate the effects of your teaching?</li> </ul>		
<p><b>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.</b></p>	<b>BOX B</b> List what you and your students* do at the Criterion Met level	<b>BOX C</b> List supporting teacher instructional and/or student voice evidence/data
<p><b>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.</b></p>	<b>BOX D</b> List what you and your students do that is below Criterion Met level	<b>BOX E</b> List supporting teacher instructional and/or student voice evidence/data
<b>BOX F</b>		
<p>Based on my lists above, I would set the following professional growth goal(s) for myself:</p>   		

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<b>BOX A</b>		
<p><b>Standard 2:</b> A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by:</p> <p><b>Criterion b: using professional standards and district criteria to assess professional performance and plan and implement appropriate growth activities</b></p> <ul style="list-style-type: none"> <li>In what ways do you use professional standards and district criteria to assess professional performance and plan and implement appropriate growth activities?</li> <li>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)?</li> </ul>		
<p><b>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.</b></p>	<p><b>BOX B</b> List what you and your students do at the Criterion Met level</p>	<p><b>BOX C</b> List supporting teacher instructional and/or student voice evidence/data</p>
<p><b>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.</b></p>	<p><b>BOX D</b> List what you and your students do that is below Criterion Met level</p>	<p><b>BOX E</b> List supporting teacher instructional and/or student voice evidence/data</p>
<p><b>BOX F</b></p> <p>Based on my lists above, I would set the following professional growth goal(s) for myself:</p>		

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

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**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><b>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.</b></p>	<p><b>BOX B</b> List what you and your students do at the Criterion Met level</p>	<p><b>BOX C</b> List supporting teacher instructional and/or student voice evidence/data</p>
<p><b>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.</b></p>	<p><b>BOX D</b> List what you and your students do that is below Criterion Met level</p>	<p><b>BOX E</b> List supporting teacher instructional and/or student voice evidence/data</p>
<p><b>BOX F</b> Based on my lists above, I would set the following professional growth goal(s) for myself:</p>		

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**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><b>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.</b></p>	<p><b>BOX B</b> List what you and your students do at the Criterion Met level</p>	<p><b>BOX C</b> List supporting teacher instructional and/or student voice evidence/data</p>
<p><b>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.</b></p>	<p><b>BOX D</b> List what you and your students do that is below Criterion Met level</p>	<p><b>BOX E</b> List supporting teacher instructional and/or student voice evidence/data</p>
<p><b>BOX F</b> Based on my lists above, I would set the following professional growth goal(s) for myself:</p>		

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## 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	

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## 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

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