

Additional Needs Assessments Information

Needs Assessments

Introduction

Needs assessments can be a first step in developing a focus and goals for mentoring sessions.

Needs assessments help the mentor organize the beginner teacher's needs. The brief survey can be used to focus both the mentor and mentees attention. In this way, mentoring sessions become more productive and the mentor is better able to plan the content of their sessions prior to meeting.

There are 3 steps in conducting a needs assessment:

1. Choose an assessment
 - a. Create a needs assessment based on the district's evaluation tool or use a pre-made needs assessment.
 - b. [See an example of a needs assessment for special education below.](#)
2. Ask your mentees to complete the assessment and rank highest to lowest needs.
3. Focus subsequent conversations on your mentee's highest needs.

Needs Assessment

The New Teacher Self-Assessment/Needs Form on the next pages should be introduced during early contacts. Using this form will provide the mentor with a starting point in working with the new teacher. The form also provides a mechanism for the new teacher to reflect upon his/her immediate needs. The new teacher should check those areas in which he/she would like some assistance and, in the space allotted, describe his/her concerns or perceptions of need. When completed, the form can be discussed.

**Teacher Self-Assessment/Needs Form
Special Education II**

Teacher: _____ Mentor: _____ Date: _____

Directions: Please rate your level of expertise with each Attribute listed below. Note: “1” indicates very limited expertise and “4” indicates a great deal of expertise.

DOMAIN I: PLANNING

1	2	3	4	Component A: The teacher plans effectively for instruction.
				IA1. Specifies learner outcomes in clear, concise objectives
				IA2. Includes activities/environments that develop objectives
				IA4. Identifies materials/equipment/resources/adaptations, other than standard classroom materials, as needed for lesson/activity
				IA5. States method(s) of evaluation to measure learner outcomes
				IA6. Develops/implements an Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP), when appropriate

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

DOMAIN II: MANAGEMENT

1	2	3	4	Component A: The teacher maintains an environment conducive to learning.
				IIA1. Organizes available space, materials, and/or equipment to facilitate learning
				IIA2. Promotes a positive learning climate
				IIA3. Promotes a healthy, safe environment
1	2	3	4	Component B: The teacher maximizes the amount of time available for instruction.
				IIB1. Manages routines and transitions in a timely manner
				IIB2. Manages and/or adjusts allotted time for activities and provision of auxiliary services.

1	2	3	4	Component C: The teacher manages learner behavior to provide productive learning opportunities.
				IIC1. Establishes expectations for learner behavior
				IIC2. Uses monitoring techniques to facilitate learning

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DOMAIN III: INSTRUCTION

1	2	3	4	Component A: The teacher delivers instruction effectively.
				IIIA1. Uses technique(s) which develop(s) lesson/activity objective(s)
				IIIA2. Sequences lesson/activity to promote student learning/development
				IIIA3. Uses available teaching material(s), equipment, and environment to achieve lesson/activities objective(s)
				IIIA4. Adjusts lesson/activity when appropriate
				IIIA5. The teacher integrates technology into instruction.

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive*

1	2	3	4	Component B: The teacher presents appropriate content.
				IIIB1. Presents functional content appropriate to the learners' capacities
				IIIB2. Presents relevant subject matter/curriculum content in appropriate settings
				IIIB3. Illustrates application of content through examples, unexpected situations, and other means

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

1	2	3	4	Component C: The teacher provides opportunities for student involvement in the learning process.
				IIIC1. Accommodates individual differences
				IIIC2. Demonstrates ability to communicate effectively with students
				IIIC3. Stimulates and encourages independent performance and optimal levels of thinking
				IIIC4. Promotes student participation

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*

1	2	3	4	Component D: The teacher assesses student progress.
				IIID1. Consistently monitors ongoing performance of students
				IIID2. Uses appropriate and effective assessment technique(s)
				IIID3. Provides timely feedback to students
				IIID4. Produces evidence of student academic growth under his/her instruction

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DOMAIN IV: PROFESSIONAL DEVELOPMENT

1	2	3	4	Component B: The new teacher plans for professional self-development.
				IVB1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan
				IVB2. Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them

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DOMAIN V: SCHOOL IMPROVEMENT

1	2	3	4	Component A: The teacher takes an active role in building-level decision making.
				VA1. Participates in grade level and subject area curriculum planning and evaluation
				VA2. Serves on tasks force(s) and/or committees
				VA3. Implements school improvement plan at the classroom level
1	2	3	4	Component B: The teacher creates partnerships with parents/caregivers and colleagues.
				VB1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning
				VB2. Encourages parents/caregivers to become active partners in their children’s education and to become involved in school and classroom
				VB3. Seeks community involvement in instructional program

Assistance/Resources Requested: *Please describe what you perceive to be a need or the type of assistance or resources you would like to receive.*