**5.1 Needs Assessment**

Candidates conduct needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to inform the content and delivery of technology-based professional learning programs.

Reflection

The Individual Teacher Needs Assessment assignment was completed to highlight my ability to conduct a needs assessment to determine an individual’s strengths and weaknesses to offer an individualized technology-based professional learning program. I created a Levels of Teaching Innovation (LoTi) survey and an Adopter survey with members of PLC group 3. After we collaborated, we gave our surveys to individuals or groups from our respective schools. After analyzing the results of both surveys, I decided on an individualized professional learning program for an individual teacher in the building where I worked. The Needs assessment meets the International Society for Technology in Education’s (ISTE) Essential Condition of Assessment and Evaluation- “Continuous assessments, both of learning and for learning, and evaluation of use of technology and digital resources” (Williamson and Redish, 2009, p.13).

5.1 Needs Assessment outlines the criteria candidates need to conduct needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to inform the content and delivery of technology-based professional learning programs. The artifact I chose demonstrates my skills to conduct an individual needs assessment and to determine an appropriate technology-based professional learning program for said individual. For the purposes of my narrative, I called the participant Ms. T. Ology. Based on her responses, she was a strong candidate for technology coaching. Her responses on both surveys were very inconsistent indicating that her knowledge of and usage of technology was also inconsistent as well. Because Ms. T. Ology’s actions and words did not match, I had to ask follow-up questions to try and find a starting point. After several meetings and missed appointments, I would say that she fits the description of someone “in the precontemplative stage of change, that Knight (2007, p. 85-89) writes about. Prochaska et al.’s Stages of Change (1994) lists the following stages that take place in a spiral type back and forth pattern: 1) Precontemplation- ignore data that suggests change, 2) Contemplation- begin to Assignment 2: Storey Teacher Technology Assessment Narrative Knight, Jim. (2007). Instructional coaching: A partnership approach to improving instruction. Corwin Press: Thousand Oaks. consider change, 3) Preparation- making plans to/ for change, 4) Action- initiate change: “Just do it” 5) Maintenance- ongoing personal struggle associated with said change, and 6) Termination- no longer struggling to make change happen” (Storey, 2018, Teacher Technology Assessment Narrative, pg. 2-3). I recommended an individualized technology plan (ITP), like an individualized education plan (IEP) for students with disabilities for Ms. T. Ology. We met a few times and I coached her through accessing and using a few digital tools that were tied to our school-based initiatives regarding technology use.

Completing this needs assessments artifact demonstrates my skills in determining an individual’s strength and weaknesses regarding technology use and my knowledge in developing an individualized coaching session or sessions. If I had to do this again, I would have asked fewer open-ended questions in our face-to-face interview. I would ask her more multiple-choice type questions to help her identify what she needed to learn and what she wanted to learn. I recall her commenting that she felt pressure to use technology beyond her current use. She mentioned receiving feedback from administrators regarding her level of technology integration.

The work that went into creating this artifact was useful to me acting in the role of technology coach. Individualized coaching lends itself to faculty development, which should in turn improve student learning. The impact of this needs assessment would show up in a follow-up or post technology coaching survey where ideally, the individual or individuals should rank higher on the LoTi survey. When teachers engage in professional development, they should learn new skills that impact student engagement and ultimately student achievement, both of which might show up on student, parent, and teacher surveys and College and Career Ready Performance Index (CCRPI) scores.