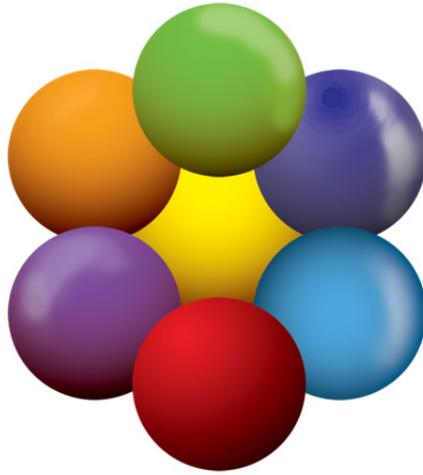


Just ASK's

**New Teacher
Needs Assessment and
Goal Setting Tools**

Paula Rutherford



About Just ASK

The Essential Question of Just ASK's Work

What do schools and classrooms look like when they are organized around a commitment to the achievement of high standards by all students?

Just ASK Publications & Professional Development (Just ASK) is based in Alexandria, Virginia, USA. Established in 1989, Just ASK provides products and services for educators in formats that facilitate a shared understanding and the use of best practice in teaching, learning, and leading in 21st century classrooms, schools, and districts.

Driven by the essential question displayed above, the publications and products developed and distributed by Just ASK are used by Just ASK consultants in their long-term multifaceted work with schools and districts, stand alone for use in professional development initiatives led by district personnel, and are often used as texts for college courses. These comprehensive resources use a common language and concept system that makes the rigorous state standards come alive. Because they are cross-referenced, administrators, teacher leaders, veteran teachers, mentors, coaches, and new teachers can all be on the same page!

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New Teacher Needs Assessment

Please rate each item below to indicate your level of concern about or interest in that topic at this time.

Possible Ratings

- 1 for a low level of concern or interest at this time
- 2 for a moderate level of concern or interest at this time
- 3 for a high level of concern or interest at this time

Personal

- _____ Making living arrangements
- _____ Locating gyms and recreational facilities
- _____ Getting to know people

Professional/Human Resources

- _____ Payroll, benefits, and investment information
- _____ Certification and tenure requirements
- _____ Teacher performance evaluation system
- _____ Professional development opportunities
- _____ Professional organizations

Curriculum, Instruction, and Assessment

- _____ District and state learning standards
- _____ Planning for instruction using the SBE planning process
- _____ Building a repertoire of instructional strategies
- _____ Differentiation of instruction
- _____ Assessing student learning (formative and summative)
- _____ Using student work and achievement data to inform instruction
- _____ Going from rubrics to grades

Organizational Systems for the Classroom

- _____ Setting up the classroom
- _____ Classroom organizational systems
- _____ Organizing my time and work

Getting to Know and Working with Students

- _____ Getting to know the students
- _____ Creating a learning community
- _____ Working with students to establish norms and rules
- _____ Diagnosing student needs
- _____ Teaching diverse learners
- _____ Motivating students
- _____ Assisting students with special needs



New Teacher Needs Assessment

Collegial Interactions and Collaboration

- Establishing a professional relationship with the administrative staff
- Working as a member of a grade level, interdisciplinary, or departmental team
- Working with my mentor
- Co-teaching and collaboration between general and special education teachers
- Working with a paraprofessional

School and School System Policies and Procedures

- Understanding my legal rights and responsibilities as a teacher
- School and district policy handbooks
- Completing administrative paperwork
- Administration of standardized achievement tests
- Obtaining instructional resources and material
- Ordering materials and supplies
- Use of district and school library, media, and technology resources

Parents and Community

- Establishing positive home contact
- Working with parents as partners
- Working with parents of special needs students
- Back-to-School Night
- Parent conferences
- Grading and reporting student learning



New Teacher Needs Assessment Challenges and Concerns

<p>Personal</p>	<p>Professional</p>
<p>Curriculum, Instruction, and Assessment</p>	<p>Organizational Systems for Teacher and Classroom</p>



New Teacher Needs Assessment Challenges and Concerns

<p>Students</p>	<p>Collegial Interactions and Collaboration</p>
<p>School and School System Policies and Procedures</p>	<p>Parents and Community</p>



How Am I Doing?

Planning Instruction

Mark each item: **O** for Okay for Now, **G** for Goal for the Month, or **N** for Not Yet

- ___ I use state learning standards, district curriculum, and learning targets to plan for the year, the unit, and the lesson.
- ___ I use the standards-based planning process to plan and pace for the year.
- ___ I use the standards-based planning process for units and lessons by aligning assessments and learning experiences with the standards.
- ___ I identify the focus of the content areas being taught.
- ___ I design summative assessments prior to deciding on learning experiences for units or lessons.
- ___ I design learning experiences that give students practices and rehearsals at the same level of understanding as the level at which the standards are written.
- ___ I communicate how any given lesson/learning experience is directly related to the standards.
- ___ I state standards in lesson plans.
- ___ I analyze instructional materials for match to district outcomes.
- ___ I identify supplemental materials and design learning experiences to fill any gaps in standard materials.
- ___ I use the task analysis process to identify the knowledge, skills, and level of understanding required by the standard and the assignment or assessment task, consider where individuals and the group of students are with the required knowledge, skills, and level of understanding, and plan learning experiences accordingly.
- ___ I include knowledge of student readiness levels, interests, and learning styles in designing learning experiences.
- ___ I build pauses for processing into the lesson design and use **10:2 Theory** and **Wait Time** as guidelines.
- ___ I plan and write out the key questions to ask during a lesson.
- ___ I analyze text structure, point out the structure, and teach students to use graphic organizers to represent the thinking processes used by the author and to capture the key information in the text.
- ___ I align assignments, including homework, with standards and assessments and be purposeful about examining homework results for evidence of



How Am I Doing? Planning Instruction

Mark each item: O for Okay for Now, G for Goal for the Month, or N for Not Yet

___ I eliminate lessons and learning exercises that do not move students toward meeting the standards.

___ I collaborate/consult with support staff about special needs students.

For special educators:

___ I use knowledge of medical conditions and medications and their possible effects on student learning and behavior to plan instruction.

___ I use knowledge of educational disabilities and giftedness and their effects on student learning needs to individualize instruction.



How Am I Doing?

Framing the Learning

Mark each item: **O** for Okay for Now, **G** for Goal for the Month, or **N** for Not Yet

- ___ I communicate the standards and learning objectives in age appropriate language.
- ___ I communicate why what students are learning is important to know.
- ___ I communicate how the learning exercises the students are doing are related to the learning outcomes; that is, explain the purpose and relevance of all assignments and tasks.
- ___ I communicate how the current lesson is related to and builds on previous lessons.
- ___ I help students build skills at recognizing how the current lesson is related to and builds on previous lessons.
- ___ I communicate to students how their learning will be assessed.
- ___ I provide scoring guides such as rubrics, performance task lists, and checklists to students before they begin working.
- ___ I provide daily, unit, and semester agendas.
- ___ I have students access and use their prior knowledge.
- ___ I identify student misconceptions and naïve understandings; help students reframe their thinking as appropriate.
- ___ I provide or have students make connections between what is being learned, other areas of study and to life beyond the classroom.
- ___ I provide multiple illustrations, examples, and comparisons of complex or highly abstract ideas or concepts.
- ___ I use positive and negative examples to help identify critical or important attributes.
- ___ I have students make predictions about what will happen next or about the next steps they need to take.
- ___ I have students process and summarize learning throughout the lesson.
- ___ I have students assess old predictions, make new predictions, make connections, pose questions, and/or identify significant information at processing points.
- ___ I check for understanding throughout lessons by asking questions students can answer only if they truly understand concepts and/or the reasons for the processes.



How Am I Doing?

Framing the Learning

Mark each item: **O** for Okay for Now, **G** for Goal for the Month, or **N** for Not Yet

- ___ I make accessible multiple sources of information such as books, magazines, journals, posters, pictures, charts, graphs, maps, and technology.
- ___ I use Bloom's Taxonomy and the Question and Task Wheel to purposefully design questions and tasks at a variety of cognitive levels.
- ___ I ask all students questions that require higher levels of thinking and probe student answers for clarification and extension.
- ___ I pose open-ended thought-provoking questions.
- ___ I name, model, and provide practice of thinking processes so that students can build and independently access their own thinking skills repertoire.
- ___ I teach students to use journals, learning logs or interactive notebooks to analyze and reflect on their own learning and the effectiveness of their effort.
- ___ I have students analyze print text, media, and technological sources for reliability and relevance.
- ___ I point out, or have students identify, how ideas are alike and different and how they relate to one another.
- ___ I have students use data to support opinions and generalizations.
- ___ I have students think critically and creatively by asking questions that have more than one answer.
- ___ I help students explore and build on their ideas.
- ___ I ensure that class time spent on practice exercises and learning the facts leads to meaningful use of the facts and skills in the near future.
- ___ I use essential questions and key concepts to help students organize new information in ways that make sense to them.
- ___ I have students take sides on issues and explain points of view.
- ___ I have students resolve their differences by discussing their thinking.
- ___ I design tasks that require students to apply learning across content areas.
- ___ I design tasks where students have to apply learning in new situations with unpredictable variables.



How Am I Doing?

Making Learning Active

Mark each item: **O** for Okay for Now, **G** for Goal for the Month, or **N** for Not Yet

- ___ I encourage students to express varied opinions as long as they support those opinions with data.
- ___ I encourage students to think about how the information they are learning relates to other subjects and their lives beyond the school day.
- ___ My students think critically and creatively because I ask questions that have more than one answer.
- ___ I encourage students to think and discuss answers with a partner or a small group before answering in the larger group.
- ___ I encourage my students to reflect on their experiences when learning something new and they often “mess with” new ideas before lectures or reading.
- ___ I help students examine their own thinking and build on their ideas.
- ___ I ask students what they already know about a unit before introducing it.
- ___ I use essential questions and key concepts to help students organize new information in ways that make sense to them.
- ___ Students share responsibility for generating their own vocabulary lists and the questions they want answered.
- ___ Students resolve their differences by discussing their thinking.
- ___ Class time spent on practice exercises and learning the facts leads to meaningful use of the skills and facts in the near future.
- ___ I encourage students to try solving difficult problems, even before they learn all the material.
- ___ Students are allowed to explore topics that excite or interest them.
- ___ I design assessments around real-world applications.
- ___ Students help determine how they demonstrate learning and how they are assessed.



How Am I Doing?

Integrating Literacy Instruction

Mark each item: **O** for Okay for Now, **G** for Goal for the Month, or **N** for Not Yet

- ___ I create a text-rich environment by collecting, displaying, and using a wide variety of subject-related books, magazines, posters, etc., in the classroom.
- ___ I provide opportunities for students to locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
- ___ I use diverse fiction and non-fiction sources to include many authors and perspectives, as well as children's and young adult literature.
- ___ I teach reading as a process of constructing meaning through the interaction of the reader's prior knowledge and experiences, the information presented in the text, and the context/purpose of the reading.
- ___ I teach affixes, prefixes, and common roots used frequently in the content area.
- ___ I identify independent, instructional, and frustration reading levels of groups and individuals and plan assignments accordingly.
- ___ I provide a balanced literacy program that includes reading to students, reading with students, independent reading by students, writing for and with students, and writing by students.
- ___ I analyze and evaluate instructional materials by considering readability, content, length, format, cultural orientation, and illustrations/visuals.
- ___ I model my thinking aloud while reading so that students hear what good readers do when they are tackling text.
- ___ I know the habits/behavior patterns held by unsuccessful readers and develop a repertoire of strategies to help students change those habits.
- ___ I ensure that students frequently refer to the **Academic Vocabulary** and domain-specific words posted on the **Word Walls** and use the vocabulary in their writing and discussions.
- ___ I engage students in argumentative writing in which they support their points with evidence from texts or other reliable sources.

I provide opportunities for students to:

- ___ Speak for a variety of purposes and audiences.
- ___ Listen in a variety of situations to information from a wide array of sources.
- ___ Write in clear, concise, organized language that varies in content and form for different audiences and purposes.



How Am I Doing?

Integrating Literacy Instruction

Mark each item: O for Okay for Now, G for Goal for the Month, or N for Not Yet

- ___ Read various materials and texts with comprehension and critical analysis.
- ___ View, understand, and use nontextual visual information.
- ___ Build a repertoire of strategies and learn when to use which.
- ___ Do technical reading such as manuals, charts, surveys, and graphs.



How Am I Doing? Assessing Learning

Mark each item: O for Okay for Now, G for Goal for the Month, or N for Not Yet

- ___ I go beyond grading student work to critiquing and analyzing student work to see which components of the standards are at mastery, which are progressing, and which are in need of teaching and re-teaching.
- ___ I select assessment tools from a wide range of options including, but not limited to, paper and pencil assessments.
- ___ I do a pre-assessment as part of the planning for units and lessons.
- ___ I design rubrics, performance task lists, and checklists that articulate in precise language performance and assessment requirements.
- ___ I provide students with clear criteria and exemplars of processes and products before they begin the work.
- ___ I check for understanding across all students by using signal cards, slates, think pads, choral responses, and circulation. I then adjust instruction accordingly.
- ___ I provide formative rehearsals for summative assessments at appropriate levels of thinking.
- ___ I design and give assignments, including homework, that provide practice and rehearsals and then analyze the results.
- ___ I include student self-assessment of products and of the effectiveness of the effort.
- ___ I teach students to give each other feedback through peer editing and review.
- ___ I use every assignment as data on what to teach next and to whom and in what ways.
- ___ I engage students in the design of assessment criteria.
- ___ I have students score anonymous work to help them understand what the scoring criteria looks like in student work.
- ___ I structure individual accountability in group work.
- ___ I monitor impact of teacher behavior on student success and modify behavior, plans, and instructional strategies accordingly.
- ___ I describe the criteria and/or the techniques I use to determine the effectiveness of my instruction.
- ___ I compare desired outcomes with actual outcomes and adjust plans accordingly.
- ___ I go beyond recording completion of homework; use successful/unsuccessful completion as formative assessment data to inform teaching decisions.



How Am I Doing?

Organizing the Classroom for Learning

Mark each item: **O** for Okay for Now, **G** for Goal for the Month, or **N** for Not Yet

- ___ I clearly articulate reasonable expectations; communicate how those expectations build a learning community and facilitate individual student learning (See **Chapter II: Creating a Positive Learning Environment.**)
- ___ I establish age-appropriate procedures for regularly reoccurring events; engage students in discussing why these procedures are necessary.
- ___ I teach and model procedures.
- ___ I continuously assess the effectiveness and efficiency of each procedure and routine.
- ___ I engage students in assessing the effectiveness of procedures and routines.
- ___ I eliminate or revise procedures and routines that are require too much time and energy or are ineffective.
- ___ I have student attention before beginning instruction or giving directions.
- ___ I use high-results attention moves such as Wait Time, the look, proximity, and circulation.
- ___ I avoid talking over students at all times.
- ___ I post the agenda and the learning outcomes in the same place each day.
- ___ I explain the work to be done and how to do it; provide exemplars when possible.
- ___ Before students start working, I check to be sure they know exactly what to do and how to do it.
- ___ I break complex directions/processes into chunks and include guided practice on each chunk.
- ___ I go beyond oral directions; write and post steps to any process that has three or more steps.
- ___ I give directions to a large group when they apply to all students; when directions apply only to certain groups, I provide directions via task cards at the learning centers.
- ___ I use known or easy content to teach a new process, and use a known process to introduce or teach difficult new material.
- ___ I use a variety of calling-on patterns; determine the necessity of raising hands to speak. Require only when necessary and teach students to listen to one another without arms waving in the air.
- ___ I assist students in developing organizational systems that work for them
- ___ I warn students of upcoming transitions.



How Am I Doing?

Organizing the Classroom for Learning

Mark each item: **O** for Okay for Now, **G** for Goal for the Month, or **N** for Not Yet

- ___ I establish signals for transitions.
- ___ I match the pace of the instruction with the complexity of the concepts being studied and with the amount of unfamiliar vocabulary.
- ___ I mass practice at the beginning of new learning and followup with distributed practice throughout the learning.
- ___ After practice of small chunks, I move quickly to meaningful use of the information and skills.
- ___ I create systems for students to use when they need assistance; promote their reliance on one another rather than coming to me.
- ___ I do not do for students anything they can do for themselves.
- ___ I build in movement.
- ___ I use pairs and short time periods for pair discussions as a rehearsal for larger groups and longer small group discussions.
- ___ I establish and practice routines for moving into and out of small groups.
- ___ I structure small group work by assigning roles, using talking tokens, and doing peer and self-assessment, etc.
- ___ I teach, model, and practice social skills needed for successful work and learning in small groups.
- ___ I use flexible grouping based on readiness levels, interest, information processing styles, student choice, and random order.
- ___ I maximize instructional time through the use of bell work, fillers, and anchoring activities.
- ___ I organize supplies, equipment, and papers so that they are easily accessible.
- ___ I establish systems for obtaining and returning instructional materials.
- ___ I use flexible room arrangements to match instructional objectives and desired student interaction.
- ___ I teach students to help arrange/rearrange the student desks/tables quickly and safely.
- ___ I arrange the room so that the students and I can move around the room with ease.
- ___ I reduce distance and barriers between myself and my students.
- ___ When working with a small group, I position myself so that I can monitor other students at work,



How Am I Doing?

Creating a Positive Learning Environment

Mark each item: **O** for Okay for Now, **G** for Goal for the Month, or **N** for Not Yet

- I learn student names and information about each one early in the year.
- I greet students at the door with a smile and a handshake.
- I use student names in examples.
- I make a strong effort to interact positively with each student each day.
- I develop and use a system for monitoring the nature and frequency of interactions with individual students.
- I create opportunities for students to learn about themselves and each other.
- I am knowledgeable about the fads, fashions, music, hobbies, sports, and other recreational activities that are of interest to my students.
- I display student work both in the classroom and in public areas; identify the standard of learning the work represents.
- I teach students how to set and work toward learning goals.
- I encourage students to ask for and get help from one another.
- I encourage students to monitor their own academic progress.
- I set up conditions where students can assess the effectiveness of their learning habits and learn to make the necessary adjustments.
- I teach students to self-assess the appropriateness and effectiveness of their social skills.
- I model respect in words spoken, voice tone, eye contact, and in body language.
- I use music, books, posters, and pictures from different cultures.
- I practice equity and explain to students the difference between equity (get what you need when you need it) and equality (all get the same thing at the same time).
- I role-play situations with students to identify appropriate and inappropriate behavior.
- I provide student choice of learning process, teach them to make good choices, and analyze why the choices were or were not the best choices.
- I explain the reason why I am doing what I am doing or making the decision I am making.
- I change strategies to meet students' needs rather than expecting students to change to meet teacher needs.
- I take advantage of opportunities to use humor.



How Am I Doing?

Creating a Positive Learning Environment

Mark each item: **O** for Okay for Now, **G** for Goal for the Month, or **N** for Not Yet

- I remember that I am a 24/7 role model.
- I develop and use a repertoire of ways to encourage students.
- I reinforce students' attempts to solve problems and exert effort.
- I make it a practice to recognize effective effort.
- I resolve behavioral issues privately with minimum disruption of instruction
- I stay focused on learning; do not let off-task behavior or backtalk take me off track; note it and deal with it when it fits my agenda.
- I identify the causes of inattentive or disruptive behavior and match my response to the perceived cause.
- I wait to hold discussions about inattentive or disruptive behavior, or unmet expectations, until both of us are calm.
- I focus on future behavior rather than on past behavior.
- I include students in developing procedures for handling inappropriate behavior or unmet expectations.
- I use logical consequences directly related to the behavior.
- I use a clearly articulated range of consequences for unmet expectations based on the quality, intensity, and frequency of the action.
- I avoid sarcasm and ridicule.
- I promote intrinsic motivation (I did it!) rather than extrinsic motivation (You did it so you get a sticker or a piece of candy.)
- I show interest in students' lives beyond the classroom by becoming involved in student activities.
- I monitor student attributions and use attribution retraining with those who make external attributions.
- I demonstrate respect for students as individuals with different personal and family backgrounds and a wide range of skills, talents, and interests.



How Am I Doing?

Setting Yourself Up for Success

Mark each item: **O** for Okay for Now, **G** for Goal for the Month, or **N** for Not Yet

- I use the district mission and vision statements, the district learning standards, and the criteria for professional performance as benchmarks for professional practice.
- I demonstrate knowledge about and use of current state and federal laws regarding special services students.
- I consult with and inform appropriate personnel about legal questions.
- I keep my grade book updated and legible.
- I maintain accurate attendance records.
- I inventory school property, books and instructional materials, and maintain accurate records
- I perform duties such as restroom supervision, lunch duty, hall duty, and bus duty as assigned.
- I use clear, concise, and grammatically correct language in oral and written communication.
- I submit reports correctly and on time.
- I attend required meetings.
- I am prompt to and attentive at staff, departmental, and team meetings.
- I participate and contribute at staff, departmental, and team meetings.
- I provide substitutes with thorough instructional plans and notes on classroom procedures.
- I develop and make accessible emergency substitute plans.
- I handle situations involving staff members in a professional manner.
- I implement decisions made by groups in which I served or was represented.
- I maintain Internet access safeguards appropriate to age level and as identified by the district.
- I use discretion in handling confidential information and difficult situations.
- I ensure that supportable facts, rather than rumors or insinuations, are discussion points in conversations and conferences.
- I collaborate with special education teachers/general education teachers to facilitate the learning of students with IEPs.
- I seek out and use professional expertise for assistance and guidance in supporting students with intellectual, emotional, or physical challenges.



How Am I Doing? Setting Yourself Up for Success

Mark each item: **O** for Okay for Now, **G** for Goal for the Month, or **N** for Not Yet

- I serve as a school representative when asked to do so.
- I serve as a catalyst for constructive change.
- I demonstrate responsibility in attendance and punctuality as required by school policy.
- I am always professionally groomed and attired.
- I express views and ideas to others in a professional manner that is respectful of the possibility and probability of different perspectives.
- I align professional development work with school and district goals.
- I adjust classroom practice as a result of professional learning completed independently, in collaboration with colleagues, and/or sponsored by the school or district.
- I work with colleagues across grade levels to align curriculum and decrease redundancy.
- I recognize that collegial sharing is essential to the learning process for both students and educators.
- I use all available resources accessible locally, at the state level, nationally, and technologically.
- I use communication skills that demonstrate an awareness of cultural, gender, and generational differences.
- I assess group dynamics and productivity and adjust own behavior to maximize the outcomes of the work.



How Am I Doing?

Working with Parents as Partners

Mark each item: **O** for Okay for Now, **G** for Goal for the Month, or **N** for Not Yet

- ___ I demonstrate that I consider family members partners in their child's education rather than as subordinates to be directed by me.
- ___ I provide opportunities for families, even those who might not have been active in the school in the past, to feel welcome as participants in the classroom and school communities.
- ___ I do not rush to judgement about the parenting skills of my students families.
- ___ I am purposeful about using families as sources of information about students' educational, linguistic, and social backgrounds.
- ___ I consistently keep parents informed about the instructional program and the learning experiences I plan for their children through a website, newsletters, and/or evening academic events that feature student work and expected standards.
- ___ I work to develop an understanding of the racial, cultural, linguistic, and socioeconomic backgrounds of my students and use personal practical experience and research to respond respectfully to those differences.
- ___ I am readily available for conferences with parents and my behavior indicates that I consider such interactions an important part of my job.
- ___ I plan conferences with an end in mind and I ensure that parents know the outcomes and agenda in advance.
- ___ I seek out parents and make parents feel comfortable contacting me and interacting with me as a partner in their child's education.
- ___ I contact parents with good news as often as I contact parents with bad news.
- ___ I contact parents in a timely manner whenever there is a change in their child's behavior.
- ___ I use discretion in handling confidential information and difficult situations.
- ___ I ensure that supportable facts, rather than rumors or insinuations, are discussion points in conversations and conferences.
- ___ I use clear, concise, and grammatically correct language in oral and written communication.
- ___ I use communication skills that demonstrate an awareness of cultural, gender, and generational differences.

