Needs Assessment Plan
ISLT 9471: Instructional System Design
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Target Audience:

Principal, Program Specialist, and kindergarten through fifth grade teachers of Kelly Springs Elementary School

- All audience members are women ranging in age from 24 to 60.
- All are college graduates holding bachelors or masters degrees in the field of education. The Program Specialist and Principal have additional degrees in leadership.
- Teaching experience varies widely among the group between first year teachers to veteran teachers of 25 years.
- All have basic computer skills (mouse use, saving/opening files, basics of MS Word, e-mail) while a few have more advanced skills (Powerpoint, spreadsheets).
- All have access to a laptop, a desktop computer, internet, and a projector.
- The teachers have learned what they know about technology integration from peers or through self-instruction.
- All teachers use computerized textbook supplements, gradebooks and attendance programs.

Information Sought:

Actuals: Teachers use technology in classroom lessons through

- Accelerated Reader
- Alabama Math Initiative
- Electronic textbook supplements
- Powerpoint presentations
- Word processing programs
- Drill/practice software or websites

Optimals: Frequent inclusion of a variety of technologies in lesson planning:

- WebQuests
- Google Lit Trips
- Developing project-based learning with student multimedia projects
- Using electronic graphic organizers such as Kidspiration or Inspiration
- Moodles
- Wikis
- Google Docs
- Google Maps
- Google Sites
- Google Earth
- Google SketchUp
- Online Surveys
- Virtual Field Trips

Feelings: Teacher and administrators opinions and attitudes regarding integration of technology in our school and in their individual classrooms.

Causes: Not relevant in this assessment because the technologies targeted are new to the audience.

Solutions: Principal and Program Specialist have the power to make decisions regarding professional development topics and scheduling.   The solution will be to schedule and plan workshops on the optimals in the order determined best by the survey and interview results.

Learning Situation Hypotheses:
The information obtained through appropriate need assessment methods will determine the topic and method/level/length of instruction for a professional development workshop designed to increase knowledge of use of technology integration in lessons.

Sources of Information:
The principal and program specialist as leaders of the school have information and feelings about the direction they want technology use in the school to go (actuals and optimals). They are sources of information on problems and solutions because they have the power to approve and schedule professional development activities. They also monitor lesson plans and are aware of how technology is being used on a regular basis in the building. These administrators will also have expressed feelings regarding the professional development.

The teachers are good sources for determining actuals, optimals, and feelings. The teachers can tell you how they use technology, what they would like to know about using technology, and their feelings and preferences about which form of technology use they are interested in integrating into their lessons.

Needs Assessment Methods:
Technique: Survey Questionnaire
   Information Sought: Problems, actuals, optimals, feelings, causes and solutions
   Group Size: 40 teachers, 1 principal, 1 program specialist (entire school faculty)
   Anonymity/Confidentiality: complete
   Development Cost/Ease: Minimal
   Administration Cost/Ease: The only cost involved will be copies. The surveys will be
                                                passed out and returned via interoffice mail.
   Scoring/Analysis Cost/Ease: Scoring and Analysis will require a couple of hours.
   Probable Response Rate: At my school, the probable response rate will be 90-100%.
                                            The teachers are generally compliant and the prinicipal
                                            will request they complete survey and return to me.
   Risks: Untruthful responses
   Buy In /Persuasion Potential: Low
   Diversity of Opinions Sought: Wide
   Product/Results: Information that describes the teachers, their use of technology, and

their areas of interest in the topics desired as optimals. The information can be used to rank the order of preference and determine the most desired area of interest for professional development.

Problem/Situation Complexity: Relatively simple.

Objectivity of Data: very objective

Advantages: It will yield the information needed to rank a list of desired optimals into a prioritized list of professional development topics.

Disadvantages: Time Consuming,

Justification: I chose a survey questionnaire because it is low cost, it will be an efficient method of polling a large group of teachers, and it will give me information I need to plan a successful professional development workshop.

Technique: Personal Interview

Information Sought: Problems, solutions, feelings

Group Size: Interviewer, principal, and program specialist

Anonymity/Confidentiality: None

Development Cost/Ease – Low

Administration Cost/Ease – Low - The interview with the administrators would only require approximately one hour.

Scoring/Analysis Cost/Ease – low

Probably Response Rate/Risks – very probable - The administrators are stakeholders in the goal of the needs assessment.

Buy In /Persuasion Potential – Highly Probable – The administrators have stated their desire for integration of technology.

Diversity of Opinions Sought – Two, that will most likely be in consensus with the other.

Product/Results – At the conclusion of the interview, a decision will have been made on the topic of professional development to be planned and the date of the workshop.

Problem/Situation Complexity: Results of the Survey Questionnaire will be ranked in order of priority for professional development planning.

Objectivity of Data - Very

Advantages – efficient manner in which to make decisions regarding solution options

Disadvantages – None, since I work with the principal and program specialist very well.

Justification: I chose the personal interview with the administrators because they have the power to approve and schedule professional development. Sitting down with them to discuss the results of the completed surveys will be the most efficient means to rank the topics in order of desired priority. It will also allow a training date to be set.

Information collected will be used to rank and select the optimal topics for professional development priority.   I will study the responses on the surveys from the teachers to guide me in planning many varied ideas for integration of the selected optimal to include in the workshop to hopefully interest them and sell them on using the optimal in their class lessons. The surveys will also give me information on prerequisite skills I could potentially need to target. For example, I may need to include instruction on importing and manipulating graphics, how to

import data from other programs or how to download graphic images. These are skills that would be useful in developing a Wiki, a Goggle Doc and other optimals.