

# Needs Assessment Development Module 1 Facilitator's Guide

## Module 1: Overview and Purpose of the Needs Assessment

**Goal:** To support a state or district in developing a comprehensive needs assessment process that can be used by local schools for implementation at the local level. Please note that this module focuses on developing a standard needs assessment process rather than conducting a needs assessment at the school level.

**Participant Outcomes:** As a result of this module, participants will be able to:

- Understand and discuss the purpose of a needs assessment.
- Understand and discuss characteristics of successful needs assessments.
- Complete a draft purpose statement for the needs assessment process.

## Materials

The following materials are recommended for the work session and associated activities:

- Participant Agenda
- Module 1 presentation slide deck
- Chart paper
- Handout 1: Needs Assessment and the ESEA
- Handout 2: Elements of a Successful Needs Assessment Notes

## Agenda Outline

Table 1 provides a detailed outline of the agenda for the work session. It includes timing, slide numbers, activities, and materials. This outline provides facilitators with a big-picture view of this workshop and the corresponding activities. You may need to allot additional time for the activities depending on the audience's familiarity with the content.

**Table 1. Detailed Outline of the Agenda**

| Agenda Item                          | Time    | Slides | Activities  | Materials Needed  | Participant Configuration                       |
|--------------------------------------|---------|--------|---|---|---|
| Welcome, Overview, and Introductions | 10 min. | 1–7    | <ul style="list-style-type: none"> <li>• Welcome and introduce facilitators.</li> <li>• Preview the needs assessment development process, and review agenda and activities for this module.</li> </ul>  | Presentation slide deck   | Large group, seated in pairs or at small tables |
| Ice Breaker                          | 15 min. | 8      | <ul style="list-style-type: none"> <li>• Conduct ice breaker of choice as participants introduce themselves.</li> </ul>   | N/A   | Large group, seated in pairs or at small tables |
| Setting the Stage: Meeting Norms     | 5 min.  | 9      | <ul style="list-style-type: none"> <li>• Review norms on the slide and pick one to focus on today.</li> <li>• Ask the group: Are there other norms you typically work with in your agency?</li> <li>• Ask the group: What else might our group struggle with? What norms might support productive dialogue and respectful decision making?</li> <li>• Be prepared to insert “manage technology” if this is not offered by the group.</li> </ul> | Chart paper   | Large group, seated in pairs or at small tables |
| Purpose of the Needs Assessment      | 45 min. | 10–14  | <p><b>Think/Pair/Share (20–25 min.)</b><br/>Move participants into three groups if they are not already seated this way.</p> <ul style="list-style-type: none"> <li>• Introduce Handout 1 and orient participants to the activity.</li> <li>• Participants individually write two to three sentences or bullet points responding to each prompt (5 min.).</li> </ul>  | <ul style="list-style-type: none"> <li>• Handout 1: Needs Assessment and the ESEA</li> <li>• Chart paper for each group</li> <li>• Colored dots for voting</li> </ul> | Individual, small group, large group            |

| Agenda Item                                 | Time    | Slides | Activities   | Materials Needed  | Participant Configuration            |
|---|---------|--------|--|---|--------------------------------------|
| Purpose of the Needs Assessment (continued) | 45 min. | 10–14  | <ul style="list-style-type: none"> <li>• Participants share what they wrote in small groups, then use these to help craft a movie trailer narration capturing their best shared thinking. Small groups post the finished draft on chart paper using colored chart markers (12–15 min.).</li> <li>• Teams share the statement developed, round-robin style, and briefly share a few words about the thinking behind the statement (2–3 min. per team; 6–10 min. total).</li> <li>• Identify common elements and themes across groups after they share; iterate these elements and themes back for thoughts and feedback from the group.</li> </ul> <p><b>Prioritize Results (10 min.)</b></p> <ul style="list-style-type: none"> <li>• Distribute a single colored dot to each participant and request that they vote on the most compelling version by tagging the chart paper with their dot.</li> <li>• Review results with the group; suggest that if they don't want to let go of the other versions, there may be other places in their communications strategy to make use of these taglines.</li> </ul> | <ul style="list-style-type: none"> <li>• Handout 1: Needs Assessment and the ESEA</li> <li>• Chart paper for each group</li> <li>• Colored dots for voting</li> </ul> | Individual, small group, large group |

| Agenda Item                               | Time    | Slides | Activities   | Materials Needed  | Participant Configuration       |
|---|---------|--------|--|---|---------------------------------|
| Elements of a Successful Needs Assessment | 35 min. | 15–32  | <p><b>Three Levels of Reflection (20–25 min.)</b></p> <ul style="list-style-type: none"> <li>• Introduce Handout 2 and orient participants to its fields.</li> <li>• Introduce elements one at a time, starting with Elements 1 and 2.               <ol style="list-style-type: none"> <li>1. Needs-driven and context-specific approach</li> <li>2. Rigorous data analysis</li> </ol> </li> <li>• Ask participants to use Handout 2 for each element during the whole-group portion.</li> <li>• After Elements 1 and 2, pause for pairs to review and consolidate comments.</li> <li>• Share Elements 3 and 4 and engage in the same process as before.               <ol style="list-style-type: none"> <li>3. Stakeholder engagement</li> <li>4. Collaborative identification of improvement needs</li> </ol> </li> <li>• After Elements 3 and 4, pause for pairs to review and consolidate comments.</li> </ul> <p><b>Share-Out (10–15 min.)</b></p> <ul style="list-style-type: none"> <li>• Pairs share out, “What will be most critical to include in our needs assessment to make sure we fulfill the purpose?”</li> <li>• Go around, asking for one thought from each pair, to get input from everyone.</li> </ul> | <ul style="list-style-type: none"> <li>• Handout 2: Elements of a Successful Needs Assessment Notes</li> <li>• Chart paper</li> </ul> | Whole group, pairs, whole group |

| Agenda Item   | Time    | Slides | Activities  | Materials Needed  | Participant Configuration       |
|---|---------|--------|---|---|---------------------------------|
| Elements of a Successful Needs Assessment (continued) | 35 min. | 15–32  | <ul style="list-style-type: none"> <li>Capture notes on chart paper, dividing feedback between lists labeled “process,” “content,” and “presentation.” (Process = the process of completing the needs assessment at the local level (who and how). Content = what topics and data will be addressed. Presentation = how the needs assessment materials and instructions will be shared, and how results will be captured.) Dividing the feedback here sets things up for the work to come in Module 2.</li> </ul> | <ul style="list-style-type: none"> <li>Handout 2: Elements of a Successful Needs Assessment Notes</li> <li>Chart paper</li> </ul> | Whole group, pairs, whole group |
| Reflections & and Next Steps                          | 5 min.  | 32     | <ul style="list-style-type: none"> <li>Review the considerations surfaced during the review of the elements of a successful needs assessment against the “move trailer” purpose statement(s). Ask what considerations particularly stand out.</li> </ul>  |   | Whole group                     |

**Script**

The following slide-by-slide script provides guidance to facilitators as they present the content and learning activities included in the work module based on this module. Reviewing the entire guide prior to facilitating the work module is highly recommended.

**Module 1: Overview and Purpose of the Needs Assessment**

**Module purpose:** Inform needs assessment development through review of existing or previously developed needs assessment tools and processes.

**Facilitation Note:**

*Officially welcome the participants. Introduce yourself and fellow facilitators. Discuss your relevant background experiences to build participant confidence in your skills as facilitators.*

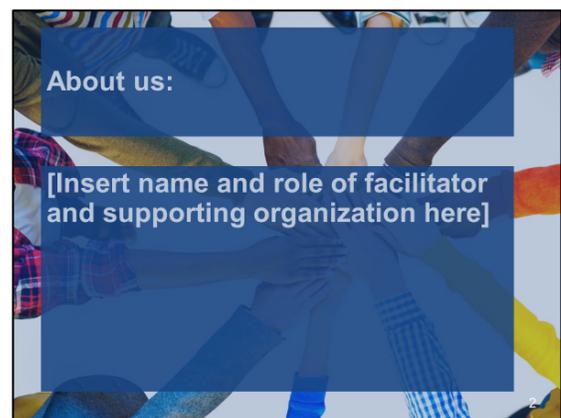
*\* Note: Other entities using this presentation may insert their logo in place of the State Support Network logo.*



Slide 1

**Facilitation Note:**

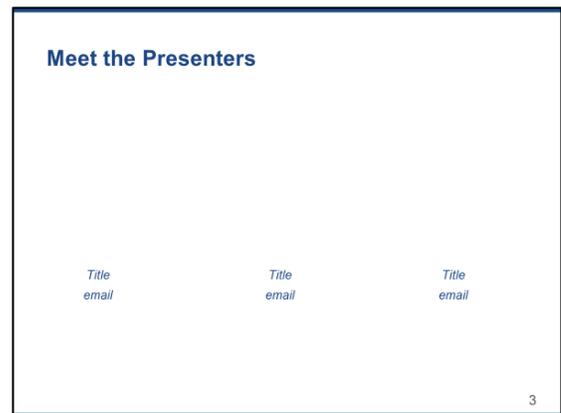
*If you are presenting on behalf of an organization (e.g., a regional educational service center), you may use this slide to introduce your organization supporting this work, or you may replace this slide with your own “about us” slide.*



Slide 2

**Facilitation Note:**

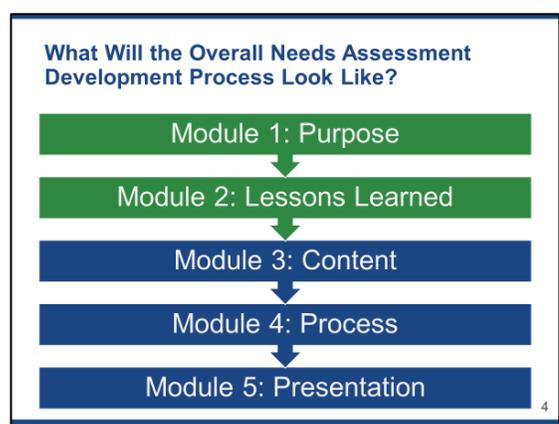
*Introduce presenters and (if desired) go around the room to allow participants to introduce themselves.*



Slide 3

**Explain:**

“Throughout the process, we work toward progressively greater detail level, starting with the broadest scope (the purpose) and gradually working down to the details of action planning. This approach ensures that each level of detail answers to the next highest level of magnitude. The framework gets us to achieve the purpose, ensure the data collected are aligned to the framework, and so on.”



Slide 4

**Facilitation Note:**

*Review agenda and meeting timing.*

- 
- Agenda, Module 1
1. Welcome and Overview
  2. Introductions and Ice Breaker
  3. Setting the Stage: Meeting Norms
  4. Purpose of the [State/District] Assessment
  5. Elements of a Successful Needs Assessment
  6. Reflect on Sessions and Next Steps
- 5

Slide 5

**Facilitation Note:**

*Review purpose.*

- 
- Overview – Purpose of This Module
- Lay the groundwork for the needs assessment.
  - Create a common vocabulary and common understanding of:
    - The elements of a successful needs assessment
    - The purpose for conducting a needs assessment
- 6

Slide 6

**Facilitation Note:**

*Review outcomes.*

**Overview - Outcomes**

As a result of this session, participants will be able to:

- Understand and discuss the purpose of a needs assessment.
- Understand and discuss characteristics of successful needs assessments.
- Complete a draft purpose statement for the needs assessment process.

7

Slide 7

**Facilitation Note:**

*Engage in icebreaker activity.*

**Introductions and Ice Breaker**

Insert any necessary slides for selected ice breaker.

8

Slide 8

**Explain:** “Take a look at the norms on this slide and pick one to lean into today.”

**Ask:** “Are there other norms you typically work with in your agencies?”

**Ask:** “What else might our group struggle with? What norms might support productive dialogue and respectful decision making?”

**Facilitation Note:**

*Be prepared to add “manage technology” if the group doesn’t offer it. Note that laptops will not be needed for the activities during this module.*

**Norms for Interaction**

- Be present.
- Share the air.
- Assume goodwill.
- Respect what is shared.
- Honor the thoughts behind all perspectives.
- Ask for clarification when you disagree or don’t understand.
- Others?



9

Slide 9

**Explain:**

“We are starting out with an activity where we will articulate what the needs assessment is for, why it’s important, and what we expect schools, districts, and the State to get out of it. At the end of this activity, we will have a draft statement that we will refer back to and refine over our time together.”

# Purpose of the Needs [State/District] Assessment

Begin with “Why.”

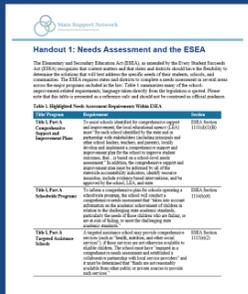
10

Slide 10

**Explain:**

“One of the purposes of the needs assessment is meeting the requirements of the ESEA. If you are not already familiar with the ESEA requirements around needs assessment, please read through Handout 1: Needs Assessment and the ESEA. Beyond simply meeting ESEA requirements, conducting a needs assessment can have a broader purpose in your schools that is specific to your context. Clarifying the purpose of the needs assessment can help others understand its value to their work.”

## Handout 1: Needs Assessment Requirements and ESEA



11

Slide 11

**Explain:**

“Think of the purpose statement like a film trailer: it should be both informative and intriguing. You should share just enough information to capture the purpose, while using language that conveys the compelling nature of the needs assessment activities. The statement should be short enough and memorable enough that everyone in the group can use it easily in conversation when talking with colleagues and stakeholders about this work. We will begin by working individually to jot down thoughts in response to some prompts, and then you’ll be working in groups to draft a full statement.”

## Crafting the Purpose Prompts

- Why is a needs assessment important?
- What do we want our [state or districts] to have at the end of our needs assessment decision-making?
- What other processes or requirements will be informed by the needs assessment results?



12

Slide 12

**Explain:** “Individually, take 3–5 minutes to jot down two or three notes or bullets in response to each question. Then, in your group, spend about 15 minutes discussing your responses and capturing your best thinking in statement form. You don’t have to directly answer the prompts in your group’s statement! Those prompts were just to get you thinking. Record your draft statement (or ‘trailer’) to share with the whole group. We are looking for compelling statements, so be creative!”

**Facilitation Note:**

*Be sure to prompt everyone to begin working in their groups after they’ve spent 5 minutes making individual notes. After this activity, have each team briefly share their notes with the whole group (no more than 2 minutes per pair).*

**Facilitation Note:**

*The facilitator identifies common elements and shares back to the group for thoughts and feedback.*

*Distribute a single colored dot to each participant, and request that they vote on the most compelling version by tagging the chart paper with their dots.*

*Remind participants that this is about capturing the content, not wordsmithing; we will revisit this statement throughout the process and can refine language as we go.*

**Explain:** “Now let’s look at what the elements of a successful needs assessment are.”

**Crafting the Purpose Instructions**

- Take 3–5 minutes to write two or three statements or bullets in response to each prompt.
- Individually, or in a small group, discuss your responses and capture your best thinking as a statement for another 15 minutes.
- Record your thoughts to share with the whole group.
- Briefly share your notes with the whole group.



Slide 13

**Purpose of a Needs Assessment**

*A concise statement that*

- Captures the essence of the idea,
- Motivates the audience to want to know more,
- Is two or three sentences long, and
- Can be shared by all stakeholders.

14

Slide 14

**Elements of a Successful Needs Assessment**

A Look at the Research

15

Slide 15

**Facilitation Note:**

*Process: Notes Catcher Activity*

- Overview (5 minutes)
- Elements (5 minutes per element / 20 minutes total)
- Presentation and notes completion (Note: Participants fill out handout **during** presentation and pause after each element to discuss for 2 minutes with an elbow partner.)
- Whole-group share-out

**Activity**

- During the presentation, please use Handout 2 to capture your thoughts.
- Be prepared to share your key takeaways with the group.



16

Slide 16

**Facilitation Note:**

*Review Handout 2 and ensure participants are clear on how they will be using it during this activity.*

*Explain that this handout will not be collected—it is just for capturing notes and thoughts and initial takeaways.*

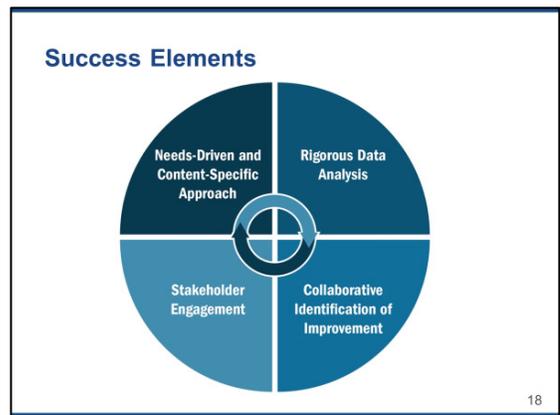
**Handout 2: Elements of a High-Quality Needs Assessment Notes**

| Research-Based Element                      | Key terms, words, and phrases that resonate with me | My thoughts about the element | Implications of this element for the needs assessment |
|---|---|-------------------------------|---|
| Needs-driven and context-specific approach  |   |                               |   |
| Rigorous data analysis                      |   |                               |   |
| Stakeholder engagement                      |   |                               |   |
| Collaborative identification of improvement |   |                               |   |

17

Slide 17

**Explain:** “The State Support Network has reviewed the research literature and identified the elements associated with successful collaborative needs assessment. These elements include a needs-driven and context-specific approach, diverse data collection and rigorous analysis, a transparent process for collaborative identification of improvement needs, and stakeholder engagement throughout.”



Slide 18

**Explain:** “A needs assessment can be overwhelming if you don’t start with some direction. You can’t assess everything! Do not drown people in data. Make it focused and relevant.

It’s important to start by identifying an improvement framework from which you’ll be working. This can be a framework you’ve developed that illustrates your approach to school success, or it can be an existing research-based example that you adopt, such as these here. This framework will help you identify the content you will address in the needs assessment.

Guiding questions provide a foundation for a practical, rigorous inquiry. Yes, research tells us there are specific topics that we should focus on to improve student outcomes, but it’s important to focus on the reasons why a school is identified for low performance. The guiding questions frame your inquiry and help establish what you need to know, about what or whom.

Finally, you need to consider local factors or context. What local constraints or considerations are relevant? How do we account for them at this stage?

In summary, this element serves as the core organizing structure of your needs assessment. Ideally the framework should not be a surprise to your audience—and if it is new, its use should not be limited to the needs assessment. In an ideal world, this framework illustrates your overall approach to school improvement, and the philosophy that underpins your intervention activities as well as the initial inquiry. Using the same framework for both helps ensure a consistent focus systemwide.”

#### Why Is a Framework Important?

- Provides a core organizing structure.
- Formalizes the priorities.
- Creates consistency and focus.

Everything maps back to the priorities.



Slide 19

**Explain:**

“There are four attributes to an effective needs assessment framework: (1) the elements of the framework obviously relate to one another; (2) it is based on research; (3) it answers the question: Will determining needs and priorities related to these issues result in meeting the needs assessment purpose? (in other words, it reflects your organizational priorities and theory of action related to school improvement); and (4) data can be collected and examined responding to each of the issues identified within the framework. (This last attribute is very important and may sound obvious, but we have had situations where states identified elements that were very difficult to collect data against, given logistical constraints.)

Before we move on, are there any questions about frameworks, or their role within a needs assessment?”

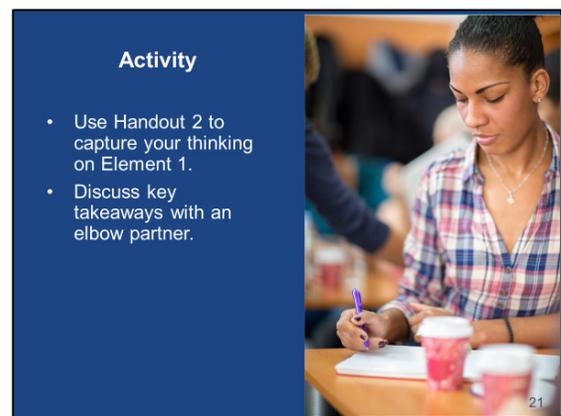


Slide 20

**Facilitation Notes:**

*Participants make notes individually on Handout 2 during presentation and pause after each element to discuss for 2 minutes with an elbow partner.*

*Some may find the task easier if you go back to displaying the slides you just presented, to help prompt their thinking. Follow their lead in ensuring they have the support they need to engage successfully.*

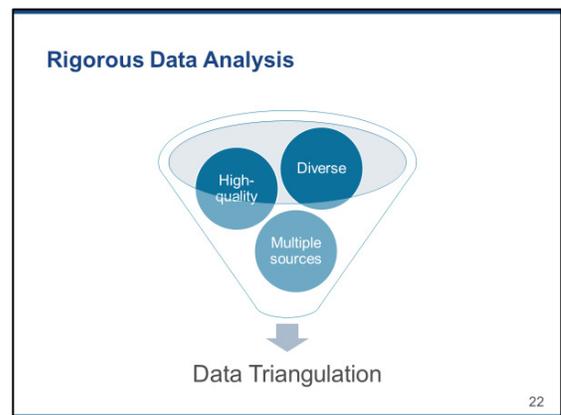


Slide 21

**Explain:**

Often people will assume that rigorous data collection and analysis means using numbers only. But, “rigorous,” in terms of data, means trustworthy, high-quality (clean). “Rigorous” does not mean “numeric.”

Everyone starts with student achievement data, but that alone will not drive a quality needs assessment. Diverse and rigorous data are more reliable and valid because they enable triangulation, a method of cross-checking data from multiple sources to identify trends and patterns.



Slide 22

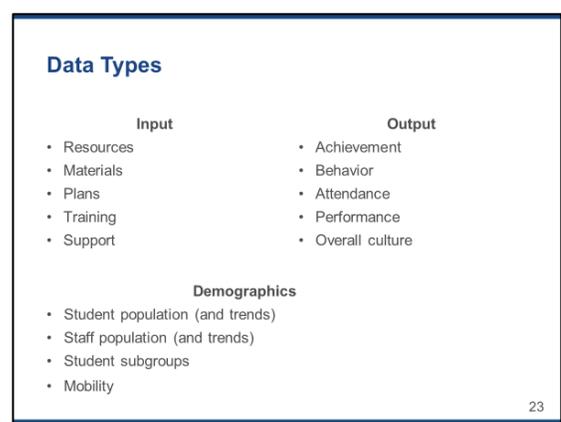
**Explain:**

“A successful needs assessment will leverage multiple data types. Plainly put, *inputs* are the resources you bring to bear to get the results you want. *Outputs* are what happen following the application of resources. *Demographics* illustrate the landscape. These are the contextual factors that are important to pay attention to but over which you typically have no control.

“You need all three in order to gain a full picture of school or district performance; this is what adds color to your picture, keeps it from being flat and one-dimensional.

“As we move through the development process, we will be working to include all of these types of data in the needs assessment. (All too often, a needs assessment considers output data only. Can anyone suggest why that might not go far enough?)”

Tony Bryk et al. (2010) have drawn from multiple years of data collection in Chicago and concluded that conditions and local context greatly affect improvement efforts. These data represent important factors that should be part of your conversation.



Slide 23

**Explain:**

“In addition to data types, there also are data methods. J. C. Greene has written about education research and evaluation and is a respected authority on research methodologies. She is one of many strong advocates for utilizing a mixed-methods approach when examining data from complex environments.”



Slide 24

**Explain:**

“A high-quality needs assessment consists of quantitative *and* qualitative data gathered from multiple sources using multiple methods of data collection. It is possible to gather input, output, and demographic data and have it all be quantitative.

Do not discount the value of qualitative data:

these data can provide an important backstory to performance data. They can also shed light on plan implementation. For example, consider a summary of professional development plans mapped against focus group responses describing teachers’ access to professional development or observed implementation of new teacher skills. Being able to examine those data while considering student performance trends with relevant demographic breakdowns by subgroup can be very powerful. Capturing these sources formally as part of data collections makes them transparent.”

**Data Collection Methods**

**Qualitative**

- Interviews
- Focus groups
- Observations (descriptive)
- Survey data (open response)
- School plans

**Quantitative**

- Achievement data
- Attendance data
- Graduation rates
- Classroom observations (scored)
- Demographic trend data
- Survey data (Likert scale)

25

Slide 25

**Facilitation Notes:**

*Participants make notes individually on Handout 2 during presentation and pause after each element to discuss for 2 minutes with an elbow partner.*

*Some may find the task easier if you go back to displaying the slides you just presented, to help prompt their thinking. Follow their lead in ensuring they have the support they need to engage successfully.*

**Activity**

- Use Handout 2 to capture your thinking on Element 2.
- Discuss key takeaways with an elbow partner.



26

Slide 26

**Explain:**

“If you do nothing else, at least do this.

All too often, an education needs assessment is something that is completed by one person, sitting alone at a computer. Yet an effective needs assessment is not a document, or even a computer program. It’s a **process** that includes engaging the input and perspectives of a wide variety of stakeholders. Many stakeholders are represented in the data: through demographics, through performance data, and through perception data. Going a step further and inviting stakeholders to *participate* in the entire process—determining what data to collect, helping to collect them, and then helping to analyze them—will bring the process to life and ensure that the process itself is meaningful and that the **results are owned** by the community.

Inviting the people who will be impacted by the needs assessment—who will be asked to devise and implement plans based upon the needs assessment results—also helps build **trust**, because they see that their input matters.

- Relational trust is a necessary and often core resource for school improvement (Bryk, 2002).
- Change happens at the speed of trust (Covey, 2008).

Stakeholder engagement also

- *Leverages implementation science*: It’s easy to assume that change follows awareness of the need for change. But only by leveraging the existing wisdom and communication networks in a community can we produce real and lasting change (Rogers, Singhal, & Quinlan, 2009).
- *Leads to action*: “An effective change process is an iterative one, driven by people who are closest to enacting the change, working collaboratively” (Wagner et al, 2006).

The voices of stakeholders up, down, and across the system are represented in the data collected for the needs assessment, and they are actively engaged in the interpretation of those data. This approach can lead to increased trust of the data

**Engaging Stakeholders**

- Builds ownership
- Builds trust
- Leverages implementation science
- Leads to action

27

Slide 27

used during the process, buy-in to key findings, and collective commitment to the action plans that emerge as a next step.”

**Explain:** “Engaging stakeholders in a *meaningful* way builds a group committed to collective action toward complex improvement problems (Bryk et al., 2010). This finding ultimately led Bryk to his seminal work on networked improvement communities, which is a conversation for another time!

But the point is, we want local stakeholders to be committed participants in the process, to feel this is done WITH them, not TO them.”

*Engaging stakeholders in a meaningful way builds a group committed to collective action toward complex improvement problems.*  
 – Bryk, 2010



Bryk A. S., Gomez L. M., Grunow A. (2010). Getting Ideas Into Action: Building Networked Improvement Communities in Education. Carnegie Foundation for the Advancement of Teaching, Stanford, CA.

Slide 28

**Facilitation Notes:**

*Participants make notes individually on Handout 2 during presentation and pause after each element to discuss for 2 minutes with an elbow partner.*

*Some may find the task easier if you go back to displaying the slides you just presented, to help prompt their thinking. Follow their lead in ensuring they have the support they need to engage successfully.*

**Activity**

- Use Handout 2 to capture your thinking on Element 3.
- Discuss key takeaways with an elbow partner.



Slide 29

**Explain:**

“*Collaborative identification of improvement needs* is, of course, a form of stakeholder engagement. However, it’s called out on its own because this particular form of stakeholder engagement is critical to success. Simply stated, local stakeholders don’t own assessment findings they didn’t identify or articulate for themselves. And yet, the ones furthest removed from the perceived problem are often the ones who identify it” (Curtis & City, 2009).

Providing school communities with an authentic role in identifying and prioritizing improvement needs

- *Builds local capacity and knowledge:* It levels the playing field. Everyone has access to the

**Collaborative Identification of Improvement Needs**

- Promotes transparency
- Provides school communities with an authentic voice and a role in the process
- Increases local capacity and knowledge
- Increases utility of data

Slide 30

data and contributes to it. When key indicators are determined at the local level, ownership and understanding increase (Curtis & City, 2009).

- *Increases utility of the data:* Local stakeholders understand the interrelatedness of people and challenges that could not be as well understood from the outside (Senge, 1994). Inviting diverse perspectives on what the data show enriches the process and results in more nuanced takeaways—and more contextualized interventions.

Get everyone to the table; get everyone invested. Research tells us this is the only way to drive positive, sustainable change.

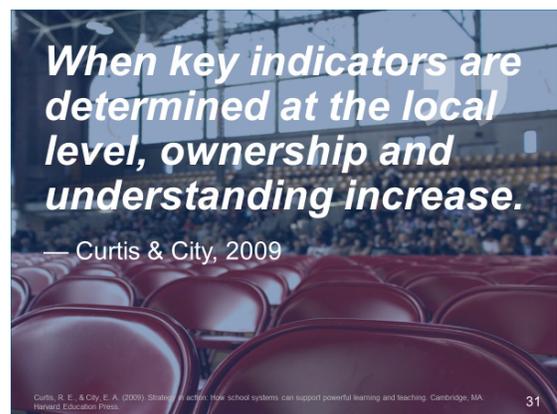
This is the most crucial element for generating a shared understanding of the needs and priorities for action that forms the foundation for successful improvement efforts. Ideally, this approach engages a critical mass of stakeholders from all levels (which may include leadership, staff, parents, students, and community partners, depending upon the context) in a collaborative process to collectively analyze data and co-create and prioritize meaningful key findings based on evidence through consensus building.

The collective and collaborative interpretation results in specific prioritized areas for action and support. This process gives clients and stakeholders ownership of the data and an active voice in setting priorities to make positive changes.

**Explain:**

“Curtis & City say, ‘when key indicators are determined at the local level, ownership and understanding increase.’

What kind of change can you envision might take place if local participants articulated indicators, identified their own needs, and determined their own priorities?”



Slide 31

**Facilitation Notes:**

*Participants make notes individually on Handout 2. Some may find the task easier if you go back to displaying the slides you just presented, to help prompt their thinking. Follow their lead in ensuring they have the support they need to engage successfully.*

*Reconvene for whole-group share-out of their takeaways. Ask for one takeaway from each pair to ensure equal participation.*

*Capture takeaways on chart paper as they are offered. Takeaways can be new ideas, thoughts about what was presented, or even just a rewording of something they heard that they found particularly powerful. It's helpful to separate takeaways into three categories: content (of the needs assessment), process (for completing the needs assessment at the local level), and presentation (how the needs assessment instructions are shared and results are captured). These categories will come back later in the second module, and these takeaways will be used then.*

**Ask:** “Did anyone have any thoughts or revelations they would like to share? Any new thoughts on the purpose statements?”

**Activity**

- Use Handout 2 to capture your thinking on Element 4.
- Share your key takeaways with the group.



Slide 32

**Reflect on Session and Next Steps**

33

Slide 33

**Facilitation Notes:** Here is a quick preview of what you can expect from Module 2. Explain what comes next and thank everyone for their participation. Handout 2 need not be collected but do photograph or save the takeaways that were captured on chart paper.

### Module 2: Outcomes

During this module, participants will do the following:

- Reflect and provide feedback on previous needs assessment processes used here.
- Inform development of new state needs assessments through review of other state examples.

34

Slide 34

## References

- Bryk, A. S., Gomez, L. M., & Grunow, A. (2010). *Getting ideas into action: Building networked improvement communities in education*. Stanford, CA: Carnegie Foundation for the Advancement of Teaching. Retrieved from [https://www.carnegiefoundation.org/wp-content/uploads/2014/09/bryk-gomez\\_building-nics-education.pdf](https://www.carnegiefoundation.org/wp-content/uploads/2014/09/bryk-gomez_building-nics-education.pdf)
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