ACTION PLANNER TOOL 5—
NEEDS ASSESSMENT: TEACHER SKILL/COMPETENCE VERSUS ACTUAL PERFORMANCE

Instructions: Fill in the name(s) of the person(s) completing the tool and the date of the final version. Indicate the level of planning (i.e., district, school, team, or individual). In column one, list major student learning gaps (see Tool 4). In column two, indicate the skills/competencies that staff members need most to close each student learning gap. In the third column, indicate how skilled staff members are using data from your needs assessment and follow-up discussions. (Note: Answers for column three may vary for different groups, such as new and veteran teachers.) In the last column, indicate whether each teacher skill/competency is a gap or strength. For staff strengths, put a note on a later meeting agenda to discuss organization barriers that prevent staff from improving student learning results.

Name(s): _____ Date: _____

Organization Level *(check one)*: ❑ District   ❑ School   ❑ Team   ❑ Individual

Student Learning Gaps	Staff Skills/ Competencies Needed	Actual Staff Performance	Gap or Strength?
Example: *Schoolwide reading progress gap for top-performing students.*	*a. Techniques for instructing gifted readers* *b. Skills for motivating and influencing gifted students* *c. Techniques for identifying slowed progress early*	*a. According to a survey, teachers use the same content for gifted and average readers* *b. A student survey revealed that 70% of gifted readers were bored with the material; it seems that staff members don't know how to motivate gifted students.* *c. No structure in place for staff to identify student slippage early*	*a. Gap* *b. Gap* *c. Gap*