

Figure 3.3: Leading Educator Wellness Needs Assessment Tool

Critical Action	1 Not Evident	2 Somewhat Evident	3 Fully Evident
Engaging in Purposeful Self-Care	<ul style="list-style-type: none"> • Leader does not make time to address personal wellness. • Leader does not have a plan to improve physical, emotional, mental, and social wellness. 		<ul style="list-style-type: none"> • Leader has developed a customized wellness plan with clearly stated goals for improved wellness. • Leader is actively implementing their customized wellness plan and is regularly monitoring progress toward goals.
Implementing a Common Vision for Educator Wellness	<ul style="list-style-type: none"> • A vision for educator wellness does not exist. • Educators are unaware of needs related to educator wellness. 		<ul style="list-style-type: none"> • A common and powerful vision for educator wellness has been developed. • The vision has been effectively communicated to educators, providing a vivid description of the positive impacts of a focus on wellness.
Performing a Needs Assessment	<ul style="list-style-type: none"> • Resources and information needed to inform the needs assessment have not been gathered. • The needs assessment has not been completed. 		<ul style="list-style-type: none"> • Resources and information collected from interviews and artifacts needed to inform the needs assessment have been gathered. • The needs assessment has been thoroughly completed. • A summary of results has been developed to inform goal setting and action planning.

Critical Action	1 Not Evident	2 Somewhat Evident	3 Fully Evident
Setting Goals and Creating Action Plans	<ul style="list-style-type: none"> The SIP or DIP does not include goals or strategies for educator wellness. 		<ul style="list-style-type: none"> The SIP or DIP includes SMART goals or strategies for educator wellness. The SIP or DIP identifies clear measures of success. Plans for professional learning are clearly defined.
Designing and Facilitating Effective Professional Learning	<ul style="list-style-type: none"> Plans for professional learning focused on wellness do not exist or are episodic in nature. 		<ul style="list-style-type: none"> A differentiated, job-embedded professional learning plan focused on wellness has been developed with input from educators. The plan contains measures to determine whether stated adult learning goals are resulting in improved practice.
Monitoring Progress and Sustaining Educator Wellness	<ul style="list-style-type: none"> Systems for monitoring or celebrating progress do not exist. 		<ul style="list-style-type: none"> Structures are in place to support the close and regular monitoring of data that informs progress toward wellness goals. Monitoring results in adjustments and refinement of goals and actions. Planned celebrations contribute to increased educator buy-in and serve to honor the hard work taking place.