

Figure 3.4: Unpacking the Needs Assessment

Directions: In groups of two to three wellness team members, discuss each prompt in preparation for completing the needs assessment.

1. Engaging in purposeful self-care

- Are the leaders of the district or school actively engaged in purposeful self-care?
- What questions might we ask school or district leaders that provide evidence of engagement in purposeful self-care?
- What strategies are district or school leaders using to achieve growth in their physical, mental, emotional, or social wellness?

2. Implementing a common vision for educator wellness

- What is your school or district's vision for educator wellness?
- To what degree has that vision been communicated to all staff?
- To what degree does there seem to be buy-in or positive energy around that vision?
- With whom would the team need to speak or what additional information would we need to collect to verify our responses?

3. Performing a needs assessment

- What actions have been taken by the school or district to conduct a needs assessment that provides insights into wellness efforts?
- How have the results of the needs assessment been illustrated to all staff?
- With whom would the team need to speak or what additional information would we need to collect to ensure the needs assessment is completed thoroughly so results inform goal setting and action planning?

4. Setting goals and creating action plans

- Do wellness goals exist in the school- or district-improvement plan (SIP/DIP)? What are those goals? Are staff aware of these goals, and do they understand their role in achieving goals?
- Are there specific strategies present in the SIP or DIP that align to wellness goals? What are those strategies?
- What other wellness activities are taking place in the school or district?
- With whom would the team need to speak or what additional information would we need to collect to gain a deeper understanding of the school or district's strategic efforts to improve wellness and plan actions?

5. Designing and facilitating effective professional learning

- What is the school or district's plan for providing job-embedded and differentiated professional learning to educators?
- What professional learning (or training) has taken place to support wellness habits?
- Are educators familiar with the four dimensions and twelve routines of professional wellness (Kanold & Boogren, 2022)?
- With whom would the team need to speak or what additional information would we need to collect to inform the design of the school or district's professional learning plan for wellness?

6. Developing systems for monitoring progress and celebrating success

- What is the school or district's plan for monitoring progress?
- How is wellness incentivized and celebrated?
- How is the data reported to all stakeholders?
- With whom would the team need to speak or what additional information would we need to collect to inform the design of the school or district's monitoring and celebration plans?