

IDNA

Instructor Development Needs Analysis:
a paper-and pencil tool for systematically determining
the development needs of trainers and educators

A Different Kind of Community Service.

Volunteers from the Westinghouse Electric Company (WELCO) of CBS, Inc. developed this tool at no cost to US taxpayers. This innovation supports the US Department of Energy (DOE) Carlsbad Area Office (CAO) and WELCO joint efforts to assist in the economic and educational development of host communities.

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Instructor Development Needs Analysis (IDNA)

Evaluator's Guide

Introduction

The purpose of this tool is to assist businesses, government agencies, non-profit organizations, and educational institutions in identifying the development needs of their instructional staffs.

Instructions:

- Review all of the tasks on the survey form, delete modify, or add tasks as appropriate for your organization/institution

- Have each instructor in your organization/institution complete a survey form. Be sure that each instructor receives the participant's guide.
- Collect all of the analysis forms. Go through each form scoring each task. Example:

Task	Difficulty	Importance	Frequency
Develop lesson objectives	1 2 3 4 5	1 2 3 4 5	D W M Y N

$$3 + 4 + 2 = 9$$

- Note that frequency is scored as follows:

$$D = 1 \quad W = 2 \quad M = 3 \quad Y = 4 \quad N = 5$$

- After you have scored each task on each form, it is time to determine the mean score for each task. To calculate the mean score, add all of the individual scores together for a given task and divide by the number of instructors who completed the analysis. The mean scores should be = 3.0 and = 15.0.
- Order the tasks from highest mean score to lowest mean score. You have just created a prioritized list of instructor development needs using a systematic approach to training.
- As appropriate, use the following guide to determine the best type of training:

Mean Score

- 3-7 -- *No formal training necessary – address specific needs through informal on-the-job training (OJT)*
- 8-11 -- *Initial formal training necessary (train one time)*
- 12-15 -- *Initial and on-going formal training necessary*

Instructor Development Needs Analysis (IDNA)

Participant's Guide

Purpose

The purpose of this assessment is to identify instructor development needs in your organization. Because the data that you provide will be used to determine the training that you and others will receive in the future, it is critical that you are candid and thorough in completing this form. The authors of this tool recommend that you take a break halfway through the analysis. It is unnecessary to identify yourself on the form. Thank you for your participation.

Use the following to make your selections:

Difficulty * in performing task properly	Importance in performing task properly	Frequency in performing task
1 = EASY for me to perform	1 = of MINIMAL IMPORTANCE in the learning process	D = I perform this task DAILY or more
2 = SOMEWHAT EASY for me to perform	2= of SOME IMPORTANCE in the learning process	W= I perform this task WEEKLY
3 = AVERAGE DIFFICULTY for me to perform	3= of AVERAGE IMPORTANCE in the learning process	M= I perform this task MONTHLY
4 = DIFFICULT for me to perform	4= of ABOVE AVERAGE IMPORTANCE in the learning process	Y = I perform this task YEARLY or less
5 = VERY DIFFICULT for me to perform	5= of EXTREME IMPORTANCE in the learning process	N = I have NEVER performed this task

* If you have not performed a given task before, *estimate* how difficult the task would be for you to perform

Instructor Development Needs Assessment (IDNA)

Survey Form - For each task, circle Difficulty, Importance, and Frequency Levels

Task	Difficulty	Importance	Frequency
Assist in developing vision and mission statements	1 2 3 4 5	1 2 3 4 5	D W M Y N
Assist in developing strategic plan	1 2 3 4 5	1 2 3 4 5	D W M Y N
Assist in developing instructional policies			
Determine student learning needs (perform needs analysis)	1 2 3 4 5	1 2 3 4 5	D W M Y N
Determine most effective instructional methodology based on student learning styles	1 2 3 4 5	1 2 3 4 5	D W M Y N
Research subject area	1 2 3 4 5	1 2 3 4 5	D W M Y N
Master subject area	1 2 3 4 5	1 2 3 4 5	D W M Y N
Assist in developing a curriculum outline	1 2 3 4 5	1 2 3 4 5	D W M Y N
Team develop a course	1 2 3 4 5	1 2 3 4 5	D W M Y N
Develop course syllabus	1 2 3 4 5	1 2 3 4 5	D W M Y N
Develop course objectives/goals	1 2 3 4 5	1 2 3 4 5	D W M Y N
Develop lesson plan	1 2 3 4 5	1 2 3 4 5	D W M Y N
Develop lesson objectives	1 2 3 4 5	1 2 3 4 5	D W M Y N
Develop paper-and-pencil test	1 2 3 4 5	1 2 3 4 5	D W M Y N
Develop multiple-choice test items	1 2 3 4 5	1 2 3 4 5	D W M Y N
Develop short answer test items	1 2 3 4 5	1 2 3 4 5	D W M Y N
Task	Difficulty	Importance	Frequency

Develop essay test items	1 2 3 4 5	1 2 3 4 5	D W M Y N
Develop matching test items	1 2 3 4 5	1 2 3 4 5	D W M Y N
Develop fill-in-the-blank test items	1 2 3 4 5	1 2 3 4 5	D W M Y N
Develop performance-based test	1 2 3 4 5	1 2 3 4 5	D W M Y N
Develop performance standards/identified desired outcomes	1 2 3 4 5	1 2 3 4 5	D W M Y N
Develop instructions for student projects, research papers, and assignments	1 2 3 4 5	1 2 3 4 5	D W M Y N
Develop alternative assessment methods (portfolios, self-evaluation, peer evaluation, rubrics)	1 2 3 4 5	1 2 3 4 5	D W M Y N
Assist in the development of tools for determining the effectiveness of course instruction	1 2 3 4 5	1 2 3 4 5	D W M Y N
Select course reading material (books, magazines, on-line resources)	1 2 3 4 5	1 2 3 4 5	D W M Y N
Select course audio-visual material (videos, cassettes)	1 2 3 4 5	1 2 3 4 5	D W M Y N
Select course software	1 2 3 4 5	1 2 3 4 5	D W M Y N
Select equipment to be used by students in classroom/lab	1 2 3 4 5	1 2 3 4 5	D W M Y N
Select/develop visual aids to be used in course (such as maps, models)	1 2 3 4 5	1 2 3 4 5	D W M Y N

Task	Difficulty	Importance	Frequency
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Select case studies for course	1 2 3 4 5	1 2 3 4 5	D W M Y N
Select simulations/games for course	1 2 3 4 5	1 2 3 4 5	D W M Y N
Manage/monitor course material budget	1 2 3 4 5	1 2 3 4 5	D W M Y N
Procure material to be used by students in course	1 2 3 4 5	1 2 3 4 5	D W M Y N
Develop lesson plan transparencies	1 2 3 4 5	1 2 3 4 5	D W M Y N
Develop computerized slide show for lesson plan	1 2 3 4 5	1 2 3 4 5	D W M Y N
Develop slide projector show for lesson plan	1 2 3 4 5	1 2 3 4 5	D W M Y N
Develop student handouts/guides	1 2 3 4 5	1 2 3 4 5	D W M Y N
Develop case studies for course	1 2 3 4 5	1 2 3 4 5	D W M Y N
Develop simulations, games for course	1 2 3 4 5	1 2 3 4 5	D W M Y N
Operate/maintain computer	1 2 3 4 5	1 2 3 4 5	D W M Y N
Use word processing software	1 2 3 4 5	1 2 3 4 5	D W M Y N
Use desktop publishing software	1 2 3 4 5	1 2 3 4 5	D W M Y N
Use programming software	1 2 3 4 5	1 2 3 4 5	D W M Y N
Use spreadsheet software	1 2 3 4 5	1 2 3 4 5	D W M Y N
Use presentation/graphic software	1 2 3 4 5	1 2 3 4 5	D W M Y N

Task	Difficulty	Importance	Frequency
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Access/use Internet	1 2 3 4 5	1 2 3 4 5	D W M Y N
Use e-mail system	1 2 3 4 5	1 2 3 4 5	D W M Y N
Operate/maintain slide projector	1 2 3 4 5	1 2 3 4 5	D W M Y N
Operate/maintain overhead projector	1 2 3 4 5	1 2 3 4 5	D W M Y N
Operate/maintain VCR	1 2 3 4 5	1 2 3 4 5	D W M Y N
Operate/maintain LCD projector	1 2 3 4 5	1 2 3 4 5	D W M Y N
Operate/maintain computer printer	1 2 3 4 5	1 2 3 4 5	D W M Y N
Operate/maintain scanner	1 2 3 4 5	1 2 3 4 5	D W M Y N
Operate/maintain student classroom/lab equipment	1 2 3 4 5	1 2 3 4 5	D W M Y N
Operate/maintain photocopying machine	1 2 3 4 5	1 2 3 4 5	D W M Y N
Arrange classroom/lab so that it is conducive to learning	1 2 3 4 5	1 2 3 4 5	D W M Y N
Inspect the classroom/lab for safety hazards	1 2 3 4 5	1 2 3 4 5	D W M Y N
Introduce self to students	1 2 3 4 5	1 2 3 4 5	D W M Y N
Provide course overview to students (cover syllabus, goals, objectives, learning expectations)	1 2 3 4 5	1 2 3 4 5	D W M Y N
Cover course ground rules (attendance, breaks, lab procedures, grading, evacuation procedures)	1 2 3 4 5	1 2 3 4 5	D W M Y N

Task	Difficulty	Importance	Frequency
Conduct an icebreaker	1 2 3 4 5	1 2 3 4 5	D W M Y N

Discuss learning from previous course session/build bridge to current session	1 2 3 4 5	1 2 3 4 5	D W M Y N
Discuss anticipated learning in current course session	1 2 3 4 5	1 2 3 4 5	D W M Y N
Present subject matter verbally while practicing effective questioning/involvement techniques	1 2 3 4 5	1 2 3 4 5	D W M Y N
Demonstrate/model task while practicing effective questioning, involvement techniques	1 2 3 4 5	1 2 3 4 5	D W M Y N
Observe student demonstrate/perform task while practicing effective questioning, involvement techniques and providing feedback	1 2 3 4 5	1 2 3 4 5	D W M Y N
Provide students with examples to assist them in application of concepts in life/work	1 2 3 4 5	1 2 3 4 5	D W M Y N
Motivate students to master subject area, skill, curriculum	1 2 3 4 5	1 2 3 4 5	D W M Y N
Provide instruction consistent with policies	1 2 3 4 5	1 2 3 4 5	D W M Y N
Team teach course	1 2 3 4 5	1 2 3 4 5	D W M Y N
Facilitate simulation or game	1 2 3 4 5	1 2 3 4 5	D W M Y N
Facilitate group/team discussion of topic	1 2 3 4 5	1 2 3 4 5	D W M Y N
Facilitate computer learning	1 2 3 4 5	1 2 3 4 5	D W M Y N
Task	Difficulty	Importance	Frequency
Facilitate case study analysis	1 2 3 4 5	1 2 3 4 5	D W M Y N

Conduct written examination	1 2 3 4 5	1 2 3 4 5	D W M Y N
Conduct performance-based examination	1 2 3 4 5	1 2 3 4 5	D W M Y N
Conduct, evaluate alternative assessment methods (portfolios, self-evaluation, peer evaluation, rubrics)	1 2 3 4 5	1 2 3 4 5	D W M Y N
Provide students with instructions for completing projects, research papers, assignments	1 2 3 4 5	1 2 3 4 5	D W M Y N
Grade written examinations	1 2 3 4 5	1 2 3 4 5	D W M Y N
Grade performance-based examinations	1 2 3 4 5	1 2 3 4 5	D W M Y N
Grade projects, research papers, assignments	1 2 3 4 5	1 2 3 4 5	D W M Y N
Maintain grade-attendance book	1 2 3 4 5	1 2 3 4 5	D W M Y N
Evaluate examination, project, assignment, and or research paper results to determine instructional effectiveness	1 2 3 4 5	1 2 3 4 5	D W M Y N
Use examination, project or paper results to modify lessons to improve instructional effectiveness	1 2 3 4 5	1 2 3 4 5	D W M Y N
Review examination, paper, and project results with students	1 2 3 4 5	1 2 3 4 5	D W M Y N
Task	Difficulty	Importance	Frequency
Summarize learning at end of course lesson	1 2 3 4 5	1 2 3 4 5	D W M Y N

Solicit post-course feedback, evaluation from students	1 2 3 4 5	1 2 3 4 5	D W M Y N
Use student post-course feedback, evaluation to determine instructional effectiveness	1 2 3 4 5	1 2 3 4 5	D W M Y N
Respond to fire alarm, bomb threat, severe weather during course session	1 2 3 4 5	1 2 3 4 5	D W M Y N
Respond to a student who is injured/becomes ill during a course session	1 2 3 4 5	1 2 3 4 5	D W M Y N
Respond to potential blood-borne pathogens in classroom, lab	1 2 3 4 5	1 2 3 4 5	D W M Y N
Deal with student who becomes violent or threatens violence	1 2 3 4 5	1 2 3 4 5	D W M Y N
Deal with student who appears to be intoxicated, on drugs	1 2 3 4 5	1 2 3 4 5	D W M Y N
Deal with student who is angry with you	1 2 3 4 5	1 2 3 4 5	D W M Y N
Deal with student who is verbally disrupting the course session	1 2 3 4 5	1 2 3 4 5	D W M Y N
Deal with student who is harassing another student	1 2 3 4 5	1 2 3 4 5	D W M Y N
Deal with student who is chronically late or absent from class	1 2 3 4 5	1 2 3 4 5	D W M Y N
Deal with student observed cheating on an examination	1 2 3 4 5	1 2 3 4 5	D W M Y N
Task	Difficulty	Importance	Frequency
Deal with student who is passively hostile, resistant to learning	1 2 3 4 5	1 2 3 4 5	D W M Y N

Deal with student who is functionally illiterate	1 2 3 4 5	1 2 3 4 5	D W M Y N
Deal with student who is not performing up to her/his abilities	1 2 3 4 5	1 2 3 4 5	D W M Y N
Deal with student who tries to do unrelated work during course (not on task)	1 2 3 4 5	1 2 3 4 5	D W M Y N
Deal with student who sleeps during course	1 2 3 4 5	1 2 3 4 5	D W M Y N
Deal with angry stakeholders (student's manager, parents)	1 2 3 4 5	1 2 3 4 5	D W M Y N
Make accommodations for disabled students in accordance with federal law	1 2 3 4 5	1 2 3 4 5	D W M Y N
Maintain dynamic over student learning and behavior	1 2 3 4 5	1 2 3 4 5	D W M Y N
Inspire students to practice life-long learning	1 2 3 4 5	1 2 3 4 5	D W M Y N
Counsel students about careers	1 2 3 4 5	1 2 3 4 5	D W M Y N
Counsel student who comes to you with problems	1 2 3 4 5	1 2 3 4 5	D W M Y N
Coach student one-on-one	1 2 3 4 5	1 2 3 4 5	D W M Y N
Manage time effectively	1 2 3 4 5	1 2 3 4 5	D W M Y N
Write grant or business proposal	1 2 3 4 5	1 2 3 4 5	D W M Y N

Task	Difficulty	Importance	Frequency
Write reports, papers	1 2 3 4 5	1 2 3 4 5	D W M Y N
Make presentation to peers, superiors	1 2 3 4 5	1 2 3 4 5	D W M Y N

Develop personal objectives, career goals	1 2 3 4 5	1 2 3 4 5	D W M Y N
Perform a self-assessment to improve instructional effectiveness	1 2 3 4 5	1 2 3 4 5	D W M Y N
Stay up to date in field	1 2 3 4 5	1 2 3 4 5	D W M Y N
Assist in evaluation of peers	1 2 3 4 5	1 2 3 4 5	D W M Y N
Lead/serve on a committee	1 2 3 4 5	1 2 3 4 5	D W M Y N
Manage job stress/prevent burnout	1 2 3 4 5	1 2 3 4 5	D W M Y N

Add organization-specific tasks as Appropriate

	1 2 3 4 5	1 2 3 4 5	D W M Y N
	1 2 3 4 5	1 2 3 4 5	D W M Y N
	1 2 3 4 5	1 2 3 4 5	D W M Y N
	1 2 3 4 5	1 2 3 4 5	D W M Y N
	1 2 3 4 5	1 2 3 4 5	D W M Y N
	1 2 3 4 5	1 2 3 4 5	D W M Y N
	1 2 3 4 5	1 2 3 4 5	D W M Y N
	1 2 3 4 5	1 2 3 4 5	D W M Y N
	1 2 3 4 5	1 2 3 4 5	D W M Y N