Handout 4: District Assessment

| In My District, I Receive: | All of the Time | Some of the Time | Not to My Knowledge |
| --- | --- | --- | --- |
| Ongoing access to multiyear effectiveness data to inform talent management decisions (hiring, staffing, developing, and supporting) |  |  |  |
| Timely access to data |  |  |  |
| Differentiated principal training on how to collect, analyze, and use data |  |  |  |
| Targeted training on applying effectiveness data |  |  |  |
| Support in developing high-quality data practices |  |  |  |
| Guidance on which data are to be used for specific decisions |  |  |  |
| Training and support needed to have honest, clear, and sometimes difficult conversations about teacher performance  |  |  |  |
| The autonomy to use data from my own school to design schoolwide professional development plans |  |  |  |
| Time to analyze data |  |  |  |

| My District: | Yes | No | N/A |
| --- | --- | --- | --- |
| Facilitates a culture of trust, especially concerning the use of data |  |  |  |
| Hosts a usable data dashboard that enables me to store, access, and analyze data |  |  |  |
| Provides a formal and informal support system for accessing and using effectiveness data |  |  |  |
| Requires the use of talent management data when making school-level staffing assignments |  |  |  |
| Implements a district screening process for all applicants using a rubric aligned with the evaluation framework  |  |  |  |
| Provides me with training on how to identify indicators of potential effectiveness in teacher candidates  |  |  |  |
| Compares data obtained from the hiring process to outcomes to ensure high-quality hiring processes |  |  |  |
| Sets data-based requirements for identifying teacher leaders  |  |  |  |
| Has teacher professional development resources that are aligned with specific indicators on the instructional framework |  |  |  |
| Provides a tracking system to monitor teachers’ participation in professional development opportunities |  |  |  |