Decision List Worksheet

Organized by Talent Area

You can use the space between the decisions to edit the text to fit your district's context.

Delete	=	This decision is not applicable to my district. Remove permanently.
Defer	=	We will consider this decision at a later time.
Reassign	=	This decision should be made by a different decision maker (e.g. reassign it from a principal to principal supervisor). Write in the new decision-maker.
New Start Date	=	This decision should start in a different month than what is currently suggested on the accompanying calendar. Write in the new month.

When you are done with the worksheet, transfer your work to the "customize" section of the Talent Decision Planner Excel tool to create your Decision Guides.

Hiring

Teacher

Hiring Needs: Advise. Advise my principal on team and school hiring needs (positions, skills) based on assessment of our students, team, and faculty.

Hiring Process: Advise. Advise my principal on adjustments to the teacher hiring process.

Principal

Hiring Process: Adjust. Decide if I need to adjust my hiring process.

Hiring Needs: Assess. Determine hiring needs based on assessment of students and faculty.

Recruitment: Interview targeted candidates. Target candidates to interview that are likely to succeed in my school and in the district.

Selection: Make offers. Select candidates based on the skills, credentials, and traits that best fit my school's needs.

Principal Supervisor

Hiring Process: Identify best practices. Identify school leaders who exhibit best practices in hiring, and those who need support from HR and/or principal supervisor.

Hiring Needs: Support principals. Plan how to support principals in identifying hiring needs.

Central Office

Selection: Adjust. Adjust the selection process based on performance, retention, and characteristics of new hires.

Hiring Needs: Project out. Annually project teacher hiring needs (positions, skills) based on the district's academic needs, historical trends, and budget projections.

Recruitment: Adjust. Adjust the recruitment process based on performance, retention, and characteristics of new hires.

Add additional decisions that you think should be in this section.

Hiring Calendar

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	August

Teacher

Hiring Needs: Advise

Hiring Process: Advise

Principal

Hiring Process: Adjust

Hiring Needs: Assess

Recruitment: Interview Targeted Candidates

Selection: Make offers

Principal Supervisor

Hiring Process: Identify best practices

Hiring Needs: Support principals

Central Office

Selection: Adjust

Hiring Needs: Project out

Recruitment: Adjust

Job & Team Assignment

Teacher

Teacher Teams: Design collaborative planning time. (Teacher leader) Set agenda and purpose for collaborative planning meetings (e.g., data analysis, instructional coaching, student social and emotional needs, etc.).

Job Assignments: Consider certification options. Decide if I should get an additional certification in order to reach my career goals and meet school needs.

Job Assignments: Determine personal preferences. Identify my preferences for teaching assignments based on my development goals, desired career path, and expertise.

Job Assignments: Help match teachers to students. (Teacher leader) Assign students to teachers on a flexible basis (considering small group, large groups or blended learning options for each subject).

Teacher Teams: Advise assignments. (Teacher leader) Make recommendations to my principal about which teachers should be on my team.

Principal

Teacher Teams: Define team types. Determine priority teacher team types (i.e., content teams, vertical teams, and teams with shared students) and which should receive expert-supported collaborative planning time.

Job Assignments: Advise on certifications. Determine which teachers, if any, should pursue additional certifications to maximize flexibility in job and team assignments.

Job & Team Assignment continued

| | | | Delete | Defer | Reassign | New Start Date |

Principal

Job Assignments: Differentiate workload. Determine how to differentiate the teacher workload (# of distinct courses, subjects, student load) according to each teacher's skills and experience.

○ ○ _____ _____

Teacher Teams: Assign teachers. Assign teachers to strong and effective grade and subject teams by considering the combination of individual teacher strengths, preferences, and development needs.

○ ○ _____ _____

Job Assignments: Match teachers to students. Determine how to assign students to teachers, considering student need.

○ ○ _____ _____

Teacher Teams: Organize for effectiveness. Determine whether teams have the time, expert support, tools and processes to work effectively together.

○ ○ _____ _____

Principal Supervisor

Job Assignments: Support workload differentiation. Plan how to support principals in their plans to differentiate teacher workloads according to skill and experience.

○ ○ _____ _____

Job Assignments: Support student-teacher matching. Plan how to support principals in assigning teachers to students, based on need.

○ ○ _____ _____

Teacher Teams: Support principals. Plan how to support principals in their plans for assigning and supporting teacher teams.

○ ○ _____ _____

Job & Team Assignment continued

Central Office

Teacher Distribution: Assign excessed teachers. Determine where I should place teachers who have been excessed and not rehired by other schools, but must legally remain within the district.

○ ○ _____ _____

Teacher Distribution: Assess. Determine if the district should change its policies and practices to ensure equitable and strategic distribution of talent across schools.

○ ○ _____ _____

Job Assignments: Provide certification incentives. Determine what incentives, if any, the district should provide to teachers who pursue additional certifications in high-needs subjects or hard-to-staff areas (eg., Special Education, English Language Learner, etc).

○ ○ _____ _____

Add additional decisions that you think should be in this section.

Job & Team Assignment Calendar

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	August

Teacher

Teacher Teams: Design collaborative planning time

Job Assignments: Consider certification options

Job Assignments: Determine personal preferences

Job Assignments: Help match teachers to students

Teacher Teams: Advise assignments

Principal

Teacher Teams: Define team types

Job Assignments: Advise on certifications

Job Assignments: Differentiate workload

Teacher Teams: Assign teachers

Job Assignments: Match teachers to students

Teacher Teams: Organize for effectiveness

Principal Supervisor

Job Assignments: Support workload differentiation

Job Assignments: Support student-teacher matching

Teacher Teams: Support principals

Job & Team Assignment Calendar continued

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	**August**

Central Office

Teacher Distribution: Assign excessed teachers

Teacher Distribution: Assess

Job Assignments: Provide certification incentives

Measuring Teacher Effectiveness

Principal

Evaluation Accuracy: Gather data. Determine what additional information and data I need to make decisions about each teacher's evaluation ratings.

Evaluation Accuracy: Audit and adjust. Align evaluation practices to student outcomes, district standards, and across evaluators.

Principal Supervisor

Evaluation Training: Adjust. Determine which schools and evaluators need additional training and support to evaluate teachers according to district standards accurately, reliably, and rigorously.

Evaluation Accuracy: Spread best practice. Identify schools with strong teacher evaluation practices and disseminate across the cluster.

Central Office

Evaluation Load: Assess overall resources. Determine if the district needs to dedicate more resources to teacher evaluation to manage the load.

Evaluation Accuracy: Prioritize rubric skills. Determine which parts of the evaluation rubric should receive greater attention from evaluators.

| Delete | Defer | Reassign | New Start Date |

Central Office

Evaluation Training: Adjust. Assess whether evaluators across the district rate teachers in comparable and accurate ways according to the rubric, and whether we need to adjust training to address any issues.

Evaluation Load: Assess school need. Determine which schools and principals may need additional support to manage their evaluation load.

Add additional decisions that you think should be in this section.

Measuring Teacher Effectiveness Calendar

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	August

Principal

Evaluation Accuracy: Gather data

Evaluation Accuracy: Audit and adjust

Principal Supervisor

Evaluation Training: Adjust

Evaluation Accuracy: Spread best practice

Central Office

Evaluation Load: Assess overall resources

Evaluation Accuracy: Prioritize rubric skills

Evaluation Training: Adjust

Evaluation Load: Assess school need

Professional Growth & Support

Teacher

Individual PD Plan: Adjust. Adapt the individual professional growth plan as needed over time.

○ ○ _____ _____

Individual PD Plan: Develop. Develop an individual professional growth plan (in conjunction with the team leader or principal) that builds strengths and addresses improvement areas.

○ ○ _____ _____

Team PD Plan: Advise. Identify and advise principal of team professional growth needs, and my potential role in supporting them.

○ ○ _____ _____

Team PD Plan: Develop. (Teacher leader) Develop a team professional growth plan by setting team goals and planning the supports to meet those goals.

○ ○ _____ _____

Principal

Struggling Teachers: Identify needs. Identify struggling teachers and determine what additional supports I should give them.

○ ○ _____ _____

School PD Plan: Adjust. Monitor implementation of school professional growth plan and adjust as necessary.

○ ○ _____ _____

Instructional Leadership: Build out team. Ensure there are sufficient instructional leaders (amount, type) to meet school professional growth goals.

○ ○ _____ _____

Professional Growth & Support continued

Principal

Individual PD Plan: Support. Support teachers in developing individual professional growth plans in the context of school and team needs.

○ ○ _____ _____

School PD Plan: Develop. Develop and manage a school PD plan based on needs assessment and district best practices.

○ ○ _____ _____

School PD Plan: Plan observation cycles. Develop and execute a teacher observation and coaching plan that is differentiated by teacher need, including frequency and focus of observation and coaching cycles.

○ ○ _____ _____

Principal Supervisor

School PD Plan: Support principals. Determine which principals to provide the greatest support in developing their school professional growth plan.

○ ○ _____ _____

PD Resources: Identify best practices. Determine which teacher development practices appear to be generating the best results within my cluster and should be disseminated across the cluster.

○ ○ _____ _____

Central Office

PD Resources: Ensure focus. Ensure professional growth resources target the most pressing teacher growth areas.

○ ○ _____ _____

PD Resources: Ensure equity. Determine if we need to adjust professional growth resources across schools and clusters to ensure equity and sufficiency.

○ ○ _____ _____

Professional Growth & Support

Central Office

Struggling Teachers: Adjust supports. Survey and adjust (if needed) how low-performing teachers are matched to support, and what supports they are provided.

○ ○ _____ _____

PD Resources: Identify best practices. Determine which teacher development practices appear to be generating the best results across the district and should be disseminated across all schools.

○ ○ _____ _____

Add additional decisions that you think should be in this section.

Professional Growth & Support Calendar

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	August

Teacher

- Individual PD Plan: Adjust
- Individual PD Plan: Develop
- Team PD Plan: Advise
- Team PD Plan: Develop

Principal

- Struggling Teachers: Identify needs
- School PD Plan: Adjust
- Instructional Leadership: Build out team
- Individual PD Plan: Support
- School PD Plan: Develop
- School PD Plan: Plan observation cycles

Principal Supervisor

- School PD Plan: Support principals
- PD Resources: Identify best practices

17

Professional Growth & Support Calendar continued

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	August

Central Office

PD Resources: Ensure focus

PD Resources: Ensure equity

Struggling Teachers: Adjust supports

PD Resources: Identify best practices

Career Path

Teacher

Career Goals: Plan. Identify career goals and plan steps to achieve them.

Teacher Leaders: Recommend. (Teacher leader) Advise principal on which of my teachers are prepared for role changes and/or increased responsibility.

Principal

Tenure: Grant. Grant tenure only to teachers who are sufficiently effective.

Ineffective Teachers: Manage out. Determine which teachers, if any, should be managed out due to persistent low effectiveness.

Teacher Leaders: Select for school roles. Select teachers to leadership roles based on performance and capabilities.

Principal Supervisor

Ineffective Teachers: Support managing out. Plan how to support principals in managing out low-performing teachers.

Tenure: Support principals. Plan how to differentiate support for principals to ensure consistent application of tenure standards.

Teacher Leaders: Support principals. Plan how to support principals in selecting high-performing teachers for leadership opportunities and recognition.

Central Office

Ineffective Teachers: Review managing out process. Identify changes needed, if any, to the district's process for managing out ineffective teachers to ensure it is fair to teachers while protecting education quality.

○ ○ _____ _____

Teacher Leaders: Support principals. Identify changes, if any, to how the district supports principals in selecting high-performing teachers for leadership opportunities and recognition.

○ ○ _____ _____

Tenure: Ensure rigor. Plan how to support and train principals and principal supervisors to ensure that tenure standards are clear, rigorous and consistently applied.

○ ○ _____ _____

Teacher Leaders: Select for district roles. Select candidates for district teacher leadership roles and programs.

○ ○ _____ _____

Add additional decisions that you think should be in this section.

Career Path Calendar

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	August

Teacher

Career Goals: Plan

Teacher Leaders: Recommend

Principal

Tenure: Grant

Ineffective Teachers: Manage out

Teacher Leaders: Select for school roles

Principal Supervisor

Ineffective Teachers: Support managing out

Tenure: Support principals

Teacher Leaders: Support principals

Central Office

Ineffective Teachers: Review managing out process

Teacher Leaders: Support principals

Tenure: Ensure rigor

Teacher Leaders: Select for district roles

Value Proposition

Teacher

High-Performer Retention: Advise on candidates. (Teacher leader) Advise my principal on which teachers we should target to retain.

○ ○ _____ _____

Career Ladder: Advise. Advise my principal on changes to my school's value proposition regarding opportunities for teachers to develop and advance.

○ ○ _____ _____

High-Performer Retention: Advise on process. Advise my principal on changes to my school's value proposition to ensure we attract and retain highly effective teachers.

○ ○ _____ _____

Teacher Recognition: Advise. Advise my principal on changes to my school's value proposition to recognize teachers in ways beyond monetary compensation.

○ ○ _____ _____

Principal

High-Performer Retention: Identify high performers. Determine which particular teachers, if any, I want to target to retain.

○ ○ _____ _____

Career Ladder: Adjust. Determine changes needed, if any, to my school's value proposition regarding opportunities for teachers to develop and advance.

○ ○ _____ _____

High-Performer Retention: Adjust strategies. Determine changes needed, if any, to my school's value proposition to ensure we attract and retain highly effective teachers.

○ ○ _____ _____

Delete	Defer	Reassign	New Start Date

Principal

Teacher Recognition: Adjust strategies. Determine changes needed, if any, to my school's value proposition to recognize teachers in ways beyond monetary compensation.

Working Conditions: Adjust. Determine changes needed, if any, to strengthen my school's value proposition regarding working conditions.

Principal Supervisor

High-Performer Retention: Disseminate best practices. Identify principals and schools that have successful teacher retention practices, and share these best practices with other principals in my cluster.

Career Ladder: Advise on strategy. Determine which principals need support in changing their value proposition regarding opportunities for teachers to develop and advance.

Working Conditions: Support principals. Determine which principals need support in making changes to their school's value proposition regarding working conditions.

High-Performer Retention: Support principals. Plan how to support principals in developing plans to retain highly-effective teachers.

Teacher Recognition: Support principals. Determine which principals need support in changing their value proposition to recognize teachers in ways beyond monetary compensation.

Central Office

High-Performer Retention: Assess strategy. Determine changes needed, if any, to the district's value proposition to retain the most effective teachers.

Value Proposition

Central Office

Benefits: Assess strategy. Determine changes needed, if any, to the district's value proposition regarding teacher benefits.

Salary: Assess strategy. Determine changes needed, if any, to the district's value proposition regarding teacher direct pay.

Teacher Recognition: Assess strategy. Determine changes needed, if any, to the district's value proposition regarding how teachers are recognized beyond monetary compensation.

Career Ladder: Assess strategy. Determine changes needed, if any, to the district's value proposition regarding opportunities for teachers to develop and advance.

High-Performer Retention: Identify best practices. Identify principals and schools with successful retention practices and disseminate.

Working Conditions: Assess strategy. Determine changes needed, if any, to the district's value proposition regarding working conditions.

Add additional decisions that you think should be in this section.

Value Proposition Calendar

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	August

Teacher

High-Performer Retention: Advise on candidates

Career Ladder: Advise

High-Performer Retention: Advise on process

Teacher Recognition: Advise

Principal

High-Performer Retention: Identify high performers

Career Ladder: Adjust

High-Performer Retention: Adjust strategies

Teacher Recognition: Adjust strategies

Working Conditions: Adjust

Principal Supervisor

High-Performer Retention: Disseminate best practices

Career Ladder: Advise on strategy

Working Conditions: Support principals

High-Performer Retention: Support principals

Teacher Recognition: Support principals

25

Value Proposition Calendar continued

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	August

Central Office

High-Performer Retention: Adjust strategy

Benefits: Adjust strategy

Salary: Adjust strategy

Teacher Recognition: Adjust strategy

Career Ladder: Adjust strategy

High-Performer Retention: Identify best practices

Working Conditions: Adjust strategy