

**ESSA Talent Plan**

# Step 1. Resource Documents

Guiding Questions Template

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| Use these questions to help your district discuss the data with concrete language. |
| Why are there disproportionate rates of access to effective instruction in your district?  |
| Which groups of students are most affected by this? |
| Are low-income students taught by inexperienced, ineffective, or out-of-field teachers at higher rates than other students?  |
| Are minority students taught by inexperienced, ineffective, or out-of-field teachers at higher rates than other students? |
| What other student groups are more likely to have access to inexperienced, ineffective, or out-of-field teachers? |

Problem Statement Planning Template

|  |  |
| --- | --- |
| Data | Problem Statements |
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|  |  |
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|  |  |
|  |  |
|  |  |

Blank Root Cause Analysis Planning Template

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| --- |
| Problem Statement:  |
|  |
| How might you frame this problem statement in terms of ATTRACTING effective teachers? | How might you frame this problem statement in terms of ASSIGNING effective teachers? | How might you frame this problem statement in terms of SUPPORTING effective teachers? | How might you frame this challenge statement in terms of a challenge in RETAINING effective teachers? |
|  |  |  |  |
| Why do you think this is the case? | Why do you think this is the case? | Why do you think this is the case? | Why do you think this is the case? |
|  |  |  |  |
| How do you know? (data/evidence) | How do you know? (data/evidence) | How do you know? (data/evidence) | How do you know? (data/evidence) |
|  |  |  |  |
| Why do you think this is the case? | Why do you think this is the case? | Why do you think this is the case? | Why do you think this is the case? |
|  |  |  |  |
| How do you know? (data/evidence) | How do you know? (data/evidence) | How do you know? (data/evidence) | How do you know? (data/evidence) |
|  |  |  |  |
| Why do you think this is the case? | Why do you think this is the case? | Why do you think this is the case? | Why do you think this is the case? |
|  |  |  |  |
| How do you know? (data/evidence) | How do you know? (data/evidence) | How do you know? (data/evidence) | How do you know? (data/evidence) |
|  |  |  |  |
| Why do you think this is the case? | Why do you think this is the case? | Why do you think this is the case? | Why do you think this is the case? |
|  |  |  |  |
| How do you know? (data/evidence) | How do you know? (data/evidence) | How do you know? (data/evidence) | How do you know? (data/evidence) |
|  |  |  |  |
| Is it within your sphere of control or influence? | Is it within your sphere of control or influence? | Is it within your sphere of control or influence? | Is it within your sphere of control or influence? |
|  |  |  |  |
| Root Cause | Root Cause | Root Cause | Root Cause |
|  |  |  |  |

Data Checklist

|  |  |
| --- | --- |
| Data | What data do I need? |
| Access to experienced teachers for: |
| Minority students |   |
| Low-income students |  |
| Other: |  |
| Access to in-field teachers for: |
| Minority students |  |
| Low-income students |  |
| Other: |  |
| Access to effective teachers for: |
| Minority students |   |
| Low-income students |  |
| Other: |  |
|  |