



WORKSHEET 1: TEAM MEMBERS

Perspective/ Expertise Needed	Name	Role/Title	Expertise
Knowledge of continuous improvement efforts taking place across the district			
School-based formal leaders/administrators			
Practicing educators: classroom teachers, instructional coaches, etc.			
Formal authority within the district that can ensure action plan implementation			
Other key personnel in the district			



WORKSHEET 2: AREAS OF STRENGTH

Conditions Signaling Areas of Strength	Average	Survey Items Signaling Areas of Strength	Average

**To what degree do your results align with what you anticipated?
What surprises did you encounter in the data?**

Key takeaways:

What are your team's initial thoughts about district-level actions that may contribute to the conditions and survey items noted above?

Contributors to areas of strength in conditions:

Contributors to areas of strength in survey items:



WORKSHEET 3: OPPORTUNITIES FOR IMPROVEMENT

Conditions Signaling Opportunities for Improvement	Average	Survey Items Signaling Opportunities for Improvement	Average

**To what degree do your results align with what you anticipated?
What surprises did you encounter in the data?**

Key takeaways:

What are your team's initial thoughts about district-level actions that may contribute to the conditions and survey items noted above?

Contributors to opportunities for improvement in conditions:

Contributors to opportunities for improvement in survey items:



WORKSHEET 4: PATTERNS IN PRACTICES AND POLICIES FOR AREAS OF STRENGTH

Your district's top area of strength:		
Items Within Your Top Areas of Strength	Contributing Practices	Contributing Policies
What patterns do you see in your top strengths?		
What patterns do you see in the practices and/or policies related to those items?		
How might the patterns you see in the strengths be leveraged to address opportunities for improvement?		



WORKSHEET 5: THEORY ABOUT AREAS OF STRENGTH

Theory:		
What evidence confirms or refutes your team's theory?		
Practices and Policies	Expertise	Support or Actions



WORKSHEET 6: PATTERNS IN PRACTICES AND POLICIES FOR OPPORTUNITIES FOR IMPROVEMENT

Your district's most opportune area for improvement:

Items Within Your Most Opportune Area for Improvement	Contributing Practices	Contributing Policies	Other Contributing Factors

What patterns do you see in the items from your most opportune area for improvement?

What patterns do you see in the practices, policies, and/or other contributing factors related to the items in your improvement area?

How might the patterns you see in areas of strength be leveraged to address this opportunity for improvement?



WORKSHEET 7: THEORY ABOUT OPPORTUNITIES FOR IMPROVEMENT

Theory:

What evidence confirms or refutes your team's theory?

Practices or Policies	Expertise	Application of Strength



WORKSHEET 8: FOCUS AREA

	Area of Strength	Opportunity for Improvement
Condition		
Survey Items		
Practices that can be leveraged for continuous improvement		
Policies that can be leveraged for continuous improvement		



WORKSHEET 9: CONNECT WITH CONTINUOUS IMPROVEMENT EFFORTS

Discussion Prompt	Notes
Where might data related to working conditions already be reflected in our district continuous improvement processes? Which goal and/or strategy includes the related information?	
Which goals and strategies within our continuous improvement efforts are informed or impacted by teacher working conditions?	
How might information from the working conditions strengths and improvement items inform current district continuous improvement work?	
How might our team integrate the SCTWCS information into what is already being done through our district continuous improvement efforts?	
How might this information guide practice and policy related to support and evaluation of school- or district-level leaders?	
What district-level practices might be contributing to challenges? How might those practices shift in order to improve working conditions?	
What district-level policies might be contributing to challenges? To what degree can those policies be shifted to improve working conditions?	



WORKSHEET 10: IDENTIFYING A PRIORITY OF PRACTICE

Priority of Practice:	
Criteria to check against:	Explanation of how the area of focus meets criteria:
How is this area of focus within your locus of control?	
What and whose practice is being addressed?	
What makes this an underlying challenge?	
In what ways can this be actionable through inquiry?	



WORKSHEET 11: SETTING THE VISION FOR SUCCESS

When our team's priority focus on teacher working conditions is resolved, here is what we all would:

 <p>SEE</p>	 <p>HEAR</p>
 <p>SAY</p>	 <p>THINK</p>



WORKSHEET 12: NEXT STEPS

Priority of Practice:			
Action Steps	Person Facilitating Efforts	Status (Not Started, In Progress, Launched)	Notes on Impact and Learning
Next Meeting:			