HOW-TO GUIDE

Assessing Needs and Capacities to Inform Teacher Retention & Recruitment Efforts

Introduction

A needs assessment is a process for systematically reflecting on and reviewing information to understand an issue. The "needs" portion of the assessment defines what programs or supports need change to more effectively retain and recruit teachers in a district. The "capacities" portion identifies what is currently within the district and broader community's power to address. Taking the time to reflect on needs and capacity within a district early on in teacher retention and recruitment (TRR) efforts can help communities direct their efforts toward actions that match their recruitment and retention needs and build on their existing strengths.

ABOUT THIS RESOURCE

This guide walks district staff members and their partners (e.g., school board members, school building staff members, Tribal organizations, unions, parents, students, and other local providers) through a process for conducting a needs and capacities assessment. It is informed by the Alaska TRR Playbook, research, and examples from other districts and states. These materials can be used in conjunction with *How-To Guide: Creating a Teacher Retention & Recruitment Action Team* to guide planning for community meetings focused on understanding TRR within the district.

USING THIS GUIDE

Needs and capacities assessments work best when completed as a group endeavor. Having multiple perspectives allows for a more holistic view of what is happening in the district and region. Leveraging stories, surveys, and/or administrative data also supports a more holistic view of district experiences. While a collaborative, intensive needs assessment may take longer, it can create a shared understanding to build support from collaborators and is key to successful implementation. This guide supports district leaders, school board members, teachers, principals, union representatives, tribal partners, families, local government representatives, chambers of commerce, parent teacher associations or organizations, higher

education partners, and other community partners that intersect with TRR to collaboratively share and interpret information about a district's TRR efforts. To support a thorough process, this guide is divided into three parts:

1. Assessing district needs across the six essential areas outlined in Alaska's TRR Playbook
2. Assessing district capacities, both those specific to the six essential areas and those that affect implementation and use of the TRR Playbook tools broadly (e.g., stability of leadership, limited competition across initiatives)
3. Reflecting on the assessments to set priorities

Each part allows district TRR Action Teams or community partners leading TRR efforts to quickly outline whether a need or capacity is present as well as to record information relevant to their perspective. You may adapt the questions for your district, especially if you have already engaged in TRR efforts. Below are two approaches for completing the assessment, which can be adapted to fit your community's context:

1. **Each team member (and any additional community members who might make sense to engage in the needs assessment process) completes sections 1 & 2 individually and discusses section 3 as a group.** This approach might be helpful for large teams and/or if information is not readily available. This can also help if team members need to consult specific constituents they represent.
2. **Complete all sections as a group.** This approach might be helpful for small teams (under 5 people) who represent a specific perspective within the district. It can also be useful for teams where members do not have much time or capacity to reflect outside of meetings. However, this option may require at least one person pulling together information sources in advance, so they are readily available for review.

GETTING READY FOR ASSESSMENT

As previously noted, this guide offers participants flexibility in how they conduct the needs assessment to accommodate existing infrastructure (e.g., ease of access to information, history of convening, comfort with data interpretation). In addition to the options described for filling out the needs assessment, district TRR teams and/or other groups interested in TRR are encouraged to take a broad view of the information used to shape their assessments of needs and capacities. Types of information that might be used include:

- Administrative data, such as data gathered from teacher and staff applicants during hiring

DATA DEFINITIONS

- **Quantitative data:** numerical information, usually a number, a rate, or analysis of close-ended survey items
- **Qualitative data:** text, photo, or other non-numerical information; usually analyzed in terms of themes
- **Administrative data:** information collected over the course of running a program or activity

processes, number of vacancies at schools, statistics on which positions tend to be filled, data on school staff members' income needs or use of public benefits to make ends meet (e.g., childcare subsidies, Supplemental Nutrition Assistance Programs)

- Survey data, such as school climate surveys provided to students, school staff members, and families; teacher surveys (annual and/or exit surveys)
- Formally collected qualitative data, such as exit interviews at the end of a school year or when a teacher resigns, hosted listening sessions or focus groups with teachers, parents, students, unions, or Tribal communities
- Informally collected qualitative data, such as conversations with school building staff members, meeting records with community partners such as Tribes, higher education leaders, or chambers of commerce
- Documented policies, procedures, contracts, negotiated agreements, and benefits structures

Drawing on different sources of information allows participants to fully benefit from the strengths of each information source and acknowledge limitations. For example, informal qualitative data can provide a detailed perspective on an issue, but not insight into how widespread that issue is. Each person and/or group working on the assessment should consider what types of information they have access to about teacher experiences in the district. District staff members and organizations with access to administrative and/or formally collected data may benefit from engaging with their data staff. These analysts or statisticians can help explain what data is available as well as clean and/or present data, so it is easier to review and interpret. However, this assessment can still be used even with limited data and/or analytic capacity.

Section 1. Assessing needs across the six essential areas of Alaska's TRR Playbook

Instructions: Reflect on your district's level of concern about each issue or whether it is a strength. Mark an X in the column that best fits where you think your district lies. Share what informs your assessment in the Assessment Notes, including what information you drew on to shape your assessment, why you selected this as an option, previous discussions with community members, surveys, administrative data, and/or observations.

ESSENTIAL AREA 1. WORKING CONDITIONS

	0 – Don't Know	1 – A lot of concern	2 – Some concern	3 – Not a concern (is a strength)	Assessment Notes
Interpersonal relationships within schools, including how educators connect with school leadership, their peers, and students					
Relationship of schools to broader community, including family engagement and ability to draw on the community for support					
Time and resources supporting educator effectiveness, including available planning time, supplies, adequate space, and skills					

	0 – Don't Know	1 – A lot of concern	2 – Some concern	3 – Not a concern (is a strength)	Assessment Notes
Financial well-being of educators, encompassing both wages and benefits with the opportunity to meet immediate needs and save for the future					

Group reflection on needs (if people fill out individually, you can use appendix A to collate the data):

1. Is there anything about either the ratings or some of the information shared by team members to inform the ratings (e.g., a piece of data, a story) that really sticks out? Why (e.g., strongly reinforced something, was surprising)? Does it prompt any changes to your rating and/or give you ideas about how to address your rating?
2. On average, how did we rate our district in this essential area?
    - **Interpreting Score.** In general, an average score of less than one may suggest a need for more information (i.e., efforts made to measure working conditions) or better communication. An average score between one and two suggests a fair amount of need. An average score between two and three suggests minimal needs or an essential area of strength in the district.
3. How much did we agree on our rankings? If we didn't agree, where do those differences seem to be coming from?
    - **Interpreting Score.** It can help to look at the range of responses among the people filling out the assessment (i.e., the lowest and highest ratings) and consider the diversity of perspectives represented. For example, a narrow range between ratings may reflect similar information shared among raters. A wide range in ratings may reflect raters with different perspectives interpreting how school-level data reflects the district overall, focusing on specific populations (e.g., teachers and administrators may have different experiences of working conditions), or feedback received directly from a community partner.

ESSENTIAL AREA 2. LEADERSHIP DEVELOPMENT

	0 – Don't Know	1 – A lot of concern	2 – Some concern	3 – Not a concern (is a strength)	Assessment Notes
Clarity of pathways for leadership development, including specific guidelines for leadership positions and career advancement, particularly for teachers					
Availability of skill development, including training and mentorship opportunities across educator roles (i.e., teachers, principals, and superintendent) and the resources to fully participate in skill development opportunities (i.e., removal of barriers that impede attendance)					
Accessibility of leadership opportunities, including awareness of opportunities and support to pursue growth (e.g., permission, encouragement)					

	0 – Don't Know	1 – A lot of concern	2 – Some concern	3 – Not a concern (is a strength)	Assessment Notes
Incentivization of growth and leadership so that compensation reflects the investment of educators in their professional development					
Healthy organizational practices that encourage the collection and use of honest feedback from teachers for administrators					

Group reflection on needs (if people fill out individually, you can use appendix A to collate the data):

1. Is there anything about either the ratings or some of the information shared by team members to inform the ratings (e.g., a piece of data, a story) that really sticks out? Why (e.g., strongly reinforced something, was surprising)? Does it prompt any changes to your rating and/or give you ideas about how to address your rating?
2. On average, how did we rate our district in this essential area?
    - **Interpreting Score.** In general, an average score of less than one may suggest a need for more information (i.e., efforts made to measure working conditions) or better communication. An average score between one and two suggests a fair amount of need. An average score between two and three suggests minimal needs or an essential area of strength in the district.
3. How much did we agree on our rankings? If we didn't agree, where do those differences seem to be coming from?
    - **Interpreting Score.** It can help to look at the range of responses among the people filling out the assessment (i.e., the lowest and highest ratings) and consider the diversity of perspectives represented. For example, a narrow range between ratings may reflect similar information shared among raters. A wide range in ratings may reflect raters with different perspectives interpreting how school-level data reflects

the district overall, focusing on specific populations (e.g., teachers and administrators may have different experiences of working conditions), or feedback received directly from a community partner.

ESSENTIAL AREA 3. RETIREMENT SYSTEMS

	0 – Don't Know	1 – A lot of concern	2 – Some concern	3 – Not a concern (is a strength)	Assessment Notes
Financial literacy among district staff members, especially as it pertains to managing finances for retirement					
Awareness of the proposed hybrid retirement structure, specifically the options for defined benefits or defined contributions					
Promotion of financial literacy education, including highlighting financial literacy topics currently offered by DEED and reinforcing key concepts from educational offerings					

	0 – Don't Know	1 – A lot of concern	2 – Some concern	3 – Not a concern (is a strength)	Assessment Notes
Accessibility of financial literacy education, including time and space to engage with financial literacy education topics and periodic reminders to reflect on and update retirement selections					
Support for staff members to advance personal financial goals, including policy to allow funding for additional contributions to employees' retirement accounts					

Group reflection on needs (if people fill out individually, you can use appendix A to collate the data):

1. Is there anything about either the ratings or some of the information shared by team members to inform the ratings (e.g., a piece of data, a story) that really sticks out? Why (e.g., strongly reinforced something, was surprising)? Does it prompt any changes to your rating and/or give you ideas about how to address your rating?
2. On average, how did we rate our district in this essential area?
    - **Interpreting Score.** In general, an average score of less than one may suggest a need for more information (i.e., efforts made to measure working conditions) or better communication. An average score between one and two suggests a fair amount of need. An average score between two and three suggests minimal needs or an essential area of strength in the district.

3. How much did we agree on our rankings? If we didn't agree, where do those differences seem to be coming from?
    - **Interpreting Score.** It can help to look at the range of responses among the people filling out the assessment (i.e., the lowest and highest ratings) and consider the diversity of perspectives represented. For example, a narrow range between ratings may reflect similar information shared among raters. A wide range in ratings may reflect raters with different perspectives interpreting how school-level data reflects the district overall, focusing on specific populations (e.g., teachers and administrators may have different experiences of working conditions), or feedback received directly from a community partner.

ESSENTIAL AREA 4. RECRUITMENT STRATEGIES

	0 – Don't Know	1 – A lot of concern	2 – Some concern	3 – Not a concern (is a strength)	Assessment Notes
Early recruitment of qualified applicants to fill available positions in a timely manner, timely posting of positions					
Regular recruitment of a diversity of applicants: drawing from Native and local communities as well as candidates from other fields					
Recruitment of high-quality applicants for each job category or level					

	0 – Don't Know	1 – A lot of concern	2 – Some concern	3 – Not a concern (is a strength)	Assessment Notes
Conversion of applicants to hires: timeliness of hiring process from application submission to hiring/start date and retention of high-quality applicants during hiring process					

Group reflection on needs (if people fill out individually, you can use appendix A to collate the data):

1. Is there anything about either the ratings or some of the information shared by team members to inform the ratings (e.g., a piece of data, a story) that really sticks out? Why (e.g., strongly reinforced something, was surprising)? Does it prompt any changes to your rating and/or give you ideas about how to address your rating?
2. On average, how did we rate our district in this essential area?
    - **Interpreting Score.** In general, an average score of less than one may suggest a need for more information (i.e., efforts made to measure working conditions) or better communication. An average score between one and two suggests a fair amount of need. An average score between two and three suggests minimal needs or an essential area of strength in the district.
3. How much did we agree on our rankings? If we didn't agree, where do those differences seem to be coming from?
    - **Interpreting Score.** It can help to look at the range of responses among the people filling out the assessment (i.e., the lowest and highest ratings) and consider the diversity of perspectives represented. For example, a narrow range between ratings may reflect similar information shared among raters. A wide range in ratings may reflect raters with different perspectives interpreting how school-level data reflects the district overall, focusing on specific populations (e.g., teachers and administrators may have different experiences of working conditions), or feedback received directly from a community partner.

ESSENTIAL AREA 5. PARAPROFESSIONAL PATHWAYS

	0 – Don't Know	1 – A lot of concern	2 – Some concern	3 – Not a concern (is a strength)	Assessment Notes
Clarity of pathways for paraprofessionals to become lead educators (i.e., certified teachers)					
Availability of certificate programs for paraprofessionals, including multiple, feasible options for participation (e.g., not cost prohibitive, offered in locations near home, removal of barriers to participation)					
Accessibility of programs for paraprofessionals within worksites and in communities, including awareness of opportunities and support to pursue growth (e.g., permission, encouragement)					

	0 – Don't Know	1 – A lot of concern	2 – Some concern	3 – Not a concern (is a strength)	Assessment Notes
Incentivization of paraprofessional certificate programs, including matching professionals' tuition and/or time investment with compensation, cultural relevance, and community support					

Group reflection on needs (if people fill out individually, you can use appendix A to collate the data):

1. Is there anything about either the ratings or some of the information shared by team members to inform the ratings (e.g., a piece of data, a story) that really sticks out? Why (e.g., strongly reinforced something, was surprising)? Does it prompt any changes to your rating and/or give you ideas about how to address your rating?
2. On average, how did we rate our district in this essential area?
    - **Interpreting Score.** In general, an average score of less than one may suggest a need for more information (i.e., efforts made to measure working conditions) or better communication. An average score between one and two suggests a fair amount of need. An average score between two and three suggests minimal needs or an essential area of strength in the district.
3. How much did we agree on our rankings? If we didn't agree, where do those differences seem to be coming from?
    - **Interpreting Score.** It can help to look at the range of responses among the people filling out the assessment (i.e., the lowest and highest ratings) and consider the diversity of perspectives represented. For example, a narrow range between ratings may reflect similar information shared among raters. A wide range in ratings may reflect raters with different perspectives interpreting how school-level data reflects the district overall, focusing on specific populations (e.g., teachers and administrators may have different experiences of working conditions), or feedback received directly from a community partner.

ESSENTIAL AREA 6. CERTIFICATION

	0 – Don't Know	1 – A lot of concern	2 – Some concern	3 – Not a concern (is a strength)	Assessment Notes
Awareness of online certification system, including comfort in navigation, accessing documentation, and timelines for DEED processing					
Ease of testing and certification, including taking the Praxis, completing teacher preparation programs, or cost barriers					
Ease of recertification, including addressing cost barriers, opportunity costs, or testing alternatives					
Awareness of reciprocity of teaching licenses between states, especially among applicants					

	0 – Don't Know	1 – A lot of concern	2 – Some concern	3 – Not a concern (is a strength)	Assessment Notes
Ability to complete Alaska Studies and Multicultural coursework, including additional training formats and/or alternative methods to satisfy requirements					

Group reflection on needs (if people fill out individually, you can use appendix A to collate the data):

1. Is there anything about either the ratings or some of the information shared by team members to inform the ratings (e.g., a piece of data, a story) that really sticks out? Why (e.g., strongly reinforced something, was surprising)? Does it prompt any changes to your rating and/or give you ideas about how to address your rating?
2. On average, how did we rate our district in this essential area?
    - **Interpreting Score.** In general, an average score of less than one may suggest a need for more information (i.e., efforts made to measure working conditions) or better communication. An average score between one and two suggests a fair amount of need. An average score between two and three suggests minimal needs or an essential area of strength in the district.
3. How much did we agree on our rankings? If we didn't agree, where do those differences seem to be coming from?
    - **Interpreting Score.** It can help to look at the range of responses among the people filling out the assessment (i.e., the lowest and highest ratings) and consider the diversity of perspectives represented. For example, a narrow range between ratings may reflect similar information shared among raters. A wide range in ratings may reflect raters with different perspectives interpreting how school-level data reflects the district overall, focusing on specific populations (e.g., teachers and administrators may have different experiences of working conditions), or feedback received directly from a community partner.

Section 2. Assessing district capacity to respond to needs

Instructions: Review each capacity and mark an X under each essential area column where that capacity is present. Share what informs your assessment in the Assessment Notes, including what information you drew on to shape your assessment, why you selected this as an option, previous discussions with community members, formal statements, policy documents, known funding, or partnerships.

ESSENTIAL AREA-SPECIFIC CAPACITIES

Potential Capacities	Working Conditions	Leadership Development	Retirement Systems	Recruitment Strategies	Paraprofessional Pathways	Certification	Assessment Notes
Senior district leaders (e.g., superintendent, school board) see this as a top priority or area of improvement.							
School leaders, staff members, and/or those representing them (e.g., teachers union) see this as a top priority or area of improvement.							
Parents, students, and the broader community see this as a top priority or area of improvement.							

Potential Capacities	Working Conditions	Leadership Development	Retirement Systems	Recruitment Strategies	Paraprofessional Pathways	Certification	Assessment Notes
We have **district-level staff capacity** (e.g., time, authority, knowledge, and skills) to work on this essential area.							
We have **mechanisms for supporting school-level staff** time to engage in planning and/or implementation of solutions in this area.							
We have **funding** that can be directed toward solutions we identify, including funding for both new and returning higher quality educators developed as a result of this work.							

Potential Capacities	Working Conditions	Leadership Development	Retirement Systems	Recruitment Strategies	Paraprofessional Pathways	Certification	Assessment Notes
We have **community partners** we can engage to expand available resources for this essential area.							
We collect **data on processes** (e.g., HR data, hiring practice documentation) related to this essential area.							
We collect **data on outcomes** related to this essential area.							
We know the **district policies** related to this essential area and our team has authority to adjust those policies.							

Group reflection on TRR-specific capacities (if people fill out individually, you can use appendix A to collate the data):

1. What sticks out to you about the capacities our district has to tackle specific priorities and/or the information shared about people's rankings?
2. Are some capacities consistently more available across the different essential areas than others? If so, what would it look like to leverage those capacities to their fullest?
    - **Interpreting Score:** It can help to look at the total number and/or percentage of people reporting that the capacity exists for an essential area. If a row consistently shows that a majority of people think the capacity exists, that might suggest that it's a capacity that exists across the board.
3. Do we generally agree on what will be supported or deemed important by senior district leaders, school building leaders and staff members, and the broader community? If not, where do those differences come from?
    - **Interpreting Score:** This question looks specifically at the first three rows. Consensus might look like being further away from 50 percent, especially if you have a larger group of people contributing to the needs and capacity assessment. For example, if only 20 percent of people indicate something is a priority for a specific group, that suggests people more generally feel that it's not a priority than if 45 percent of people checked that something is a priority.
    - **Interpreting Score:** As with how people perceive needs, differences in prioritization of the essential areas among senior district leaders, school building personnel, and the broader community may reflect differing access to information, direct level of impact, and connection to specific community members. It may be especially helpful to look back at the assessment notes and the quantitative and qualitative data people used to support their ratings.

OTHER CAPACITY CONSIDERATIONS

In addition to the capacities that align with the TRR Playbook essential areas, think about other capacities that your district may have to support employee wellness.[1]

Instructions: Reflect on some of these contextual factors that can affect the implementation of school improvement efforts. Mark whether this is an area of strength for you, an area that you have started addressing, or a place where you need to build capacity.

Contextual Factor	0 – Need Capacity	1 – Emerging Area	2 – Strength
Retention in senior district leader positions (e.g., length of time leaders are in place or turnover rates)			
Retention in school leadership positions (e.g., length of time leaders stay in position and in school)			
Routine collaboration among district staff members to achieve shared goals, including shared ownership of initiatives (e.g., meeting frequency and engagement, reports of effective collaboration, ability to share feedback on collaborative efforts)			
Use of data to improve rather than punish			

Contextual Factor	0 – Need Capacity	1 – Emerging Area	2 – Strength
Pattern of discontinuing or modifying ineffective policies, processes, and/or programs			
Involvement of school staff members, families, students, and community partners (especially Tribal communities) in the decision-making process for new initiatives			
Involvement of a diverse group of school staff members (e.g., role, tenure, race, ethnicity, gender, sexual orientation) in the decision-making process for new initiatives			
Sufficient persistence of leaders in pursuing actions to determine whether new initiatives are working			
Sufficient allocation of resources (funding, staff time, and supplies) by senior leadership to support new initiatives			
Emphasis on learning rather than compliance when monitoring progress			

Contextual Factor	0 – Need Capacity	1 – Emerging Area	2 – Strength
Limited number of new initiatives to avoid "initiative fatigue"			
No current high-profile or resource-intensive initiatives that may compete with or otherwise negatively impact implementation of TRR efforts (e.g., legislative pressure for other priorities; major organizational restructures, or severe budget shortfalls)			

Group reflection on TRR-specific capacities (if people fill out individually, you can use appendix A to collate the data):

1. What sticks out to you about our general capacities as a district? Where do our strengths seem to be? Where do we need more support?
    - **Interpreting Score:** An average score of less than 1 suggests that there's room to grow, with scores closer to 1 suggesting that at least some progress has been made. An average score greater than 1 means that this capacity exists, at least in part, in the district.
2. Many of these questions outline how our district has approached education initiatives in the past, even those unrelated to TRR. Based on the scores provided, are there things that we want to do differently as we work on TRR efforts so we can be successful?

ADDITIONAL RESOURCES: COMMUNITY ENGAGEMENT

Meaningful engagement can make a significant difference in support for school initiatives. See *How-To Guide: Creating a Teacher Retention & Recruitment (TRR) Action Team* and *How-To Guide: Engaging in Meaningful Tribal Consultation* for guidance on which collaborators to involve in the district's TRR initiative and how.

Section 3. Bridging needs and capacities to set priorities

TRR Action Team leads can use the following questions to facilitate a team discussion to work toward consensus on assessments and set priorities. Space is provided at the bottom to log the TRR Action Team's final priorities based on the discussion.

DISCUSSION QUESTIONS

The group reflection questions listed at the end of each section allow teams to think about individual essential areas and the capacities on their own to begin the meaning making process. This next set of questions is intended to support deeper exploration and look at the links between needs and capacities with the intention of moving toward actions to prioritize.

- Which essential areas are of high concern for us **and** have leadership/community support, funding, and/or staff capacity available to address them? *(These might be the quick wins where we can have a lot of impact and are ready to tackle.)*
- Are there essential areas that we don't seem to know a lot about, especially ones that are high priorities among leadership or the community? *(These might be important to prioritize for information gathering.)*
- Are there any mismatches between what is a large concern for us and what has support from leadership and/or the community? *(This might be an opportunity for either community engagement and/or awareness raising.)*
- What are the main specific and/or general capacity gaps flagged in our assessment? *(These might need to be strengthened before exploring and/or building out a specific solution or intervention.)*

FACILITATION TIP—SHARE INDIVIDUAL ASSESSMENTS VIA A GALLERY WALK

A data gallery walk is an activity that can support quick review of information in a way that gets people up and moving.

How it works

1. **Collate responses to sections 1 and 2 in advance of the meeting. (Use appendix A for ideas and data templates, if needed.)**
2. **Create posters that summarize the ratings (e.g., an average score, range, table reporting number of people with that rating) and the information people used to make their rating (e.g., an excerpt or quote, a large graph displaying a specific piece of data).**
3. **During the meeting, display posters around the space and allow 10–15 minutes for people to walk around to view the posters with the discussion questions in mind. They can go in any order and spend as much or as little time at a poster as they choose within the period. Facilitators can opt to provide sticky notes for people to write reactions.**
4. **After people have had a chance to look through the different posters, come back together to share observations verbally.**

This activity can be facilitated online with the posters made in virtual white boards.

- Among the essential areas where need was highest, are there any that we are particularly energized or excited to tackle? *(Having at least one of these might be helpful to maintaining internal motivation for your group.)*

Next steps and tracking progress

After coming to consensus on the district's needs and capacities, these can be translated into an implementation plan (see appendix D, "How to Create a Teacher Retention & Recruitment (TRR) Action Team"). If completed semi-annually to annually, you can use this assessment as part of active progress tracking. Alternatively, once you've decided on specific areas of focus, you might choose to track some specific sources of data (likely ones listed in the assessment notes) for the essential areas you have prioritized for improvement.

COMING TO CONSENSUS

Instructions: The TRR Action Team lead can monitor the reflection conversation for themes to enter in the spaces below.

Based on our collective view of needs and where we have capacity across Alaska's TRR essential areas, these are the top areas we want to prioritize and feel like we have the bandwidth to tackle:

TRR Priority 1	TRR Priority 2	TRR Priority 3

Based on our assessment of existing capacities, we want to engage in the following capacity-building strategies (either building on an established capacity or developing an essential capacity):

Capacity Area 1	Capacity Area 2	Capacity Area 3

After our conversation, we still have the following questions and/or items for consensus.

Parking Lot. Questions & Items for Further Discussion

Appendix A. Data Collation

TRR Action Teams that had members individually fill out the assessment can use the following tables to look across rankings and organize responses to support meaning making. For the essential areas and the general capacities, teams can add or omit rater columns to match the number of individuals filling out the needs and capacity assessment. Additionally, for the essential areas and general capacities, use the numerical score attached to the column selected.

ESSENTIAL AREA 1. WORKING CONDITIONS SCORE SUMMARY

	Rater 1 Score	Rater 2 Score	Rater 3 Score	Rater 4 Score	Rater 5 Score	Rater 6 Score	Rater 7 Score	Average Score	Range (Lowest & Highest)
Interpersonal relationships within schools									
Relationship of schools to broader community									
Time and resources supporting educator effectiveness									
Financial well-being of educators									

Key information sources cited for working conditions and financial stability

Additional emergent needs beyond original needs assessment categories

ESSENTIAL AREA 2. LEADERSHIP DEVELOPMENT SCORE SUMMARY

	Rater 1 Score	Rater 2 Score	Rater 3 Score	Rater 4 Score	Rater 5 Score	Rater 6 Score	Rater 7 Score	Average Score	Range (Lowest & Highest)
Clarity of pathways for leadership development									
Availability of skill development for teachers, administrators, and superintendent									
Accessibility of leadership opportunities									
Incentivization of growth and leadership									
Healthy organizational practices									

Key information sources cited for educator leadership development

Additional emergent needs beyond original needs assessment categories

ESSENTIAL AREA 3. RETIREMENT SYSTEMS SCORE SUMMARY

	Rater 1 Score	Rater 2 Score	Rater 3 Score	Rater 4 Score	Rater 5 Score	Rater 6 Score	Rater 7 Score	Average Score	Range (Lowest & Highest)
Financial literacy among district staff members									
Awareness of the proposed hybrid retirement structure									
Promotion of financial literacy education									
Accessibility of financial literacy education									
Support for staff members to advance personal financial goals									

Key information sources cited for retirement systems

Additional emergent needs beyond original needs assessment categories

ESSENTIAL AREA 4. RECRUITMENT STRATEGIES SCORE SUMMARY

	Rater 1 Score	Rater 2 Score	Rater 3 Score	Rater 4 Score	Rater 5 Score	Rater 6 Score	Rater 7 Score	Average Score	Range (Lowest & Highest)
Early recruitment of qualified applicants									
Regular recruitment of a diversity of applicants									
Recruitment of high-quality applicants									
Conversion of applicants to hires									

Key information sources cited for recruitment strategies and processes

Additional emergent needs beyond original needs assessment categories

ESSENTIAL AREA 5. PARAPROFESSIONAL PATHWAYS SCORE SUMMARY

	Rater 1 Score	Rater 2 Score	Rater 3 Score	Rater 4 Score	Rater 5 Score	Rater 6 Score	Rater 7 Score	Average Score	Range (Lowest & Highest)
Clarity of pathways for paraprofessionals									
Availability of certificate programs for paraprofessionals in communities and within worksites									

	Rater 1 Score	Rater 2 Score	Rater 3 Score	Rater 4 Score	Rater 5 Score	Rater 6 Score	Rater 7 Score	Average Score	Range (Lowest & Highest)
Accessibility of certificate programs for paraprofessionals									
Incentivization of paraprofessional programs									

Key information sources cited for paraprofessional pathways

Additional emergent needs beyond original needs assessment categories

ESSENTIAL AREA 6. CERTIFICATION SCORE SUMMARY

	Rater 1 Score	Rater 2 Score	Rater 3 Score	Rater 4 Score	Rater 5 Score	Rater 6 Score	Rater 7 Score	Average Score	Range (Lowest & Highest)
Awareness of online certification system									
Ease of testing and certification									
Ease of recertification									
Awareness of reciprocity of teaching licenses between states									

	Rater 1 Score	Rater 2 Score	Rater 3 Score	Rater 4 Score	Rater 5 Score	Rater 6 Score	Rater 7 Score	Average Score	Range (Lowest & Highest)
Ability to complete Alaska Studies and Multicultural coursework									

Key information sources cited for certification

Additional emergent needs beyond original needs assessment categories

TRR-SPECIFIC CAPACITIES SCORE SUMMARY

For this table, record the number and percentage of people who selected this capacity as present for the associated essential area.

	Number Reporting Capacity for Working Conditions (%)	Number Reporting Capacity for Leadership Development (%)	Number Reporting Capacity for Retirement Systems (%)	Number Reporting Capacity for Recruitment Strategies (%)	Number Reporting Capacity for Paraprofessional Pathways (%)	Number Reporting Capacity for Certification (%)
Prioritized by senior district leaders						
Prioritized by school leaders, staff members						
Prioritized by parents, students, and the broader community						
Available district-level staff capacity (e.g., time, authority, knowledge, and skills)						
Available mechanisms for supporting school-level staff members' time						
Available funding						
Available community partners						

	Number Reporting Capacity for Working Conditions (%)	Number Reporting Capacity for Leadership Development (%)	Number Reporting Capacity for Retirement Systems (%)	Number Reporting Capacity for Recruitment Strategies (%)	Number Reporting Capacity for Paraprofessional Pathways (%)	Number Reporting Capacity for Certification (%)
Available process data						
Available outcome data						
Available and editable district policies						

OTHER CAPACITIES SCORE SUMMARY

Contextual Factor	Rater 1 Score	Rater 2 Score	Rater 3 Score	Rater 4 Score	Rater 5 Score	Rater 6 Score	Rater 7 Score	Average Score	Range (Lowest & Highest)
Retention in senior district leader positions									
Retention in school leadership positions									
Routine collaboration among district staff members									

Contextual Factor	Rater 1 Score	Rater 2 Score	Rater 3 Score	Rater 4 Score	Rater 5 Score	Rater 6 Score	Rater 7 Score	Average Score	Range (Lowest & Highest)
Use of data to improve rather than punish									
Pattern of discontinuing or modifying ineffective policies, processes, and/or programs									
Involvement of school staff members, families, students, and community partners in the decision-making process									
Involvement of a diverse group of school staff members in the decision-making process									
Sufficient persistence of leaders in pursuing actions to determine whether new initiatives are working									

Contextual Factor	Rater 1 Score	Rater 2 Score	Rater 3 Score	Rater 4 Score	Rater 5 Score	Rater 6 Score	Rater 7 Score	Average Score	Range (Lowest & Highest)
Sufficient allocation of resources by senior leadership to support new initiatives									
Emphasis on learning rather than compliance when monitoring progress									
Limited number of new initiatives to avoid "initiative fatigue"									
No competing current high-profile or resource-intensive initiatives									

Key information sources cited for other capacities and contextual factors

Additional emergent needs beyond original needs assessment categories

Endnote

[1] These factors draw from a toolkit developed to advance comprehensive school employee wellness. Stratford B., Solomon B., Thompson J., O'Toole D., Garcia K., Surani K., Martinez M., Her S. (2023). A toolkit for school systems to advance comprehensive school employee wellness—Child trends.

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