

## Where are we now?

**Directions:** Use the following statements to guide conversation on how to use this protocol.

We have access to data to determine current state of professional learning called for in the vision.

| Strongly agree | Agree | No opinion | Disagree | Strongly disagree |
|----------------|-------|------------|----------|-------------------|
|                |       |            |          |                   |

We have the data we need to determine our current state of access and use of high-quality instructional materials and curriculum.

| Strongly agree | Agree | No opinion | Disagree | Strongly disagree |
|----------------|-------|------------|----------|-------------------|
|                |       |            |          |                   |

We can accurately identify relevant data for each part of the vision statement.

| Strongly agree | Agree | No opinion | Disagree | Strongly disagree |
|----------------|-------|------------|----------|-------------------|
|                |       |            |          |                   |

We know how to analyze the data to determine the spending priorities for content-based professional learning using Title IIA funding.

| Strongly agree | Agree | No opinion | Disagree | Strongly disagree |
|----------------|-------|------------|----------|-------------------|
|                |       |            |          |                   |

We have available funding source(s) to ensure all teachers have access to high-quality instructional materials.

| Strongly agree | Agree | No opinion | Disagree | Strongly disagree |
|----------------|-------|------------|----------|-------------------|
|                |       |            |          |                   |

Our data are helpful in guiding decisions and actions for implementing and monitoring the quality of content-based professional learning.

| Strongly agree | Agree | No opinion | Disagree | Strongly disagree |
|----------------|-------|------------|----------|-------------------|
|                |       |            |          |                   |