NOTE: This worksheet is to be completed by the PI toward the conclusion of Final Year data collection.

2005–06 Local Systemic Change
District Policy Ratings
Final Year Worksheet[1]

PIs have been asked to monitor the context for standards-based mathematics/science education in the participating districts, both to help ensure that the LSC interventions are designed to achieve systemic reform, and to provide information for the core evaluation.

This worksheet is provided to help PIs focus on important dimensions of policies and practices in a single district. LSC projects that target one, two, or three districts should complete a worksheet for each district included in their project. Projects that collected this information for three representative districts in previous years should use the same districts in the final year.

The "Annotated Guide for District Policy Ratings" elaborates on a number of the terms used in this worksheet. Note that these worksheets are for internal project use, and should not be submitted to HRI.

At the end of the final core evaluation data collection year, the PI and Lead Evaluator will be asked to use this information to collaborate in providing information about the supportiveness of the context for the project as a whole, reflecting what most teachers in the project have/will encounter.

[1]Since 2005−06 is the last year of data collection for the LSC core evaluation, all active LSCs are considered to be in their Final Year of data collection. Projects are encouraged to contact their NSF program officer to discuss their post-core evaluation plans.

District Policy Ratings: Final Year Worksheet

District: _____

Please assess the likely supportiveness of context for effective mathematics/science instruction using the designated instructional materials once the LSC has ended. Answer for the subject(s) and grade levels targeted by the LSC.

I. District Policies and Practices

Select the response that best summarizes how *district policies and practices* in each of the areas listed will impact the process of mathematics/science reform in this LSC district. (Select one number on each line.)

		Major barrier	Moderate barrier	Neutral or mixed impact	Moderate facilitator	Major facilitator
1.	Mathematics/science curriculum framework/scope and sequence	1	2	3	4	5
2.	Selection of instructional materials	1	2	3	4	5
3.	System for purchasing and managing materials and supplies	1	2	3	4	5
4.	State-wide student assessment	1	2	3	4	5
5.	District-wide student assessment	1	2	3	4	5
6.	Evaluation of teacher performance	1	2	3	4	5
7.	Consistency of LSC mathematics/science reforms with other district reforms	1	2	3	4	5
8.	Organizational structures/policies within schools (e.g., time for preparation and planning; importance placed on mathematics/science)	1	2	3	4	5

Notes:

II. Attitudes and Beliefs of Various Stakeholders

Select the response that best describes the extent of support (or opposition) of each of the following toward mathematics/science reform in this district. (Select one number on each line.)

	Considerable active opposition		Neutral/ No evidence of active opposition or support		Considerable active support
1. Attitudes and beliefs about reform from *within* the K–12 educational system:					
a. Teachers targeted by the LSC	1	2	3	4	5
b. Principals	1	2	3	4	5
c. Central office administrators	1	2	3	4	5
2. Attitudes and beliefs about reform from community stakeholders *external to* the K–12 educational system:					
a. Parents	1	2	3	4	5
b. Science-rich institutions	1	2	3	4	5
c. Institutions of higher education	1	2	3	4	5
d. Teacher unions	1	2	3	4	5

Notes:

III. Capacity, Infrastructure, and Resources for Reform

Districts differ in their capacity, infrastructure, and resources devoted to mathematics/science reform. Please describe the status of this district by indicating the extent to which each of the following existed at the end of the LSC project. In addition, rate the likelihood of each of the following to exist after the LSC. Please answer for the subject(s) and grade levels targeted by this LSC.

A. Planning and implementing mathematics/science professional development

(Select one number in each column on each line.)

This district:	**Existed at the end of the LSC** Not at all 1 2 3 4 5 To a great extent	**Likely to exist after the LSC** Not at all 1 2 3 4 5 To a great extent	
1. Has structure(s) in place for assessing teachers' needs	1 2 3 4 5	1 2 3 4 5	
2. Has the capacity to plan and deliver high-quality mathematics/science professional development:			
a. Internally	1 2 3 4 5	1 2 3 4 5	
b. Through arrangements with an external group (e.g., local university)	1 2 3 4 5	1 2 3 4 5	
3. Ties professional development specifically to the mathematics/science curriculum	1 2 3 4 5	1 2 3 4 5	
4. Provides teachers with the opportunity for a coherent professional development program	1 2 3 4 5	1 2 3 4 5	
5. Has incentives in place for teachers to participate in ongoing professional development	1 2 3 4 5	1 2 3 4 5	
6. Uses staff development days for mathematics/science professional development	1 2 3 4 5	1 2 3 4 5	
7. Uses district's federal funds to support mathematics/science professional development:			
a. Title I	1 2 3 4 5	1 2 3 4 5	N/A
b. Title II, Part A (Teacher Quality Funds)	1 2 3 4 5	1 2 3 4 5	N/A
c. Title II, Part B (Mathematics/Science Partnership Program)	1 2 3 4 5	1 2 3 4 5	N/A
8. Provides teachers with support as they implement in their classrooms what they have learned in professional development	1 2 3 4 5	1 2 3 4 5	
9. Has systems in place for orienting new teachers to science/mathematics education	1 2 3 4 5	1 2 3 4 5	

Notes:

B. Other district policies and practices for mathematics/science education

(Select one number in each column on each line.)

This district has a system in place for aligning the following policies and practices with the mathematics/science reform vision:	**Existed at the end of the LSC** Not at all				To a great extent	**Likely to exist after the LSC** Not at all				To a great extent
1. Mathematics/science curriculum framework/scope and sequence	1	2	3	4	5	1	2	3	4	5
2. Selection of instructional materials	1	2	3	4	5	1	2	3	4	5
3. System for purchasing and managing supplies and materials	1	2	3	4	5	1	2	3	4	5
4. District-wide student assessments	1	2	3	4	5	1	2	3	4	5
5. Recruiting/hiring new teachers	1	2	3	4	5	1	2	3	4	5
6. Evaluation of teacher performance	1	2	3	4	5	1	2	3	4	5
7. Organizational structures/policies within schools (e.g., time for preparation and planning; importance placed on mathematics/science)	1	2	3	4	5	1	2	3	4	5

Notes:

C. Stakeholder support for mathematics/science reform

(Select one number in each column on each line.)

This district has a system in place for garnering and maintaining support for mathematics/science reform from the following groups:	**Existed at the end of the LSC**					**Likely to exist after the LSC**				
	Not at all				To a great extent	Not at all				To a great extent
1. Teachers targeted by the LSC	1	2	3	4	5	1	2	3	4	5
2. Principals	1	2	3	4	5	1	2	3	4	5
3. Central office administrators	1	2	3	4	5	1	2	3	4	5
4. Parents	1	2	3	4	5	1	2	3	4	5
5. Mathematics/science-rich institutions	1	2	3	4	5	1	2	3	4	5
6. Institutions of higher education	1	2	3	4	5	1	2	3	4	5
7. Teacher unions	1	2	3	4	5	1	2	3	4	5

Notes: