

Phelesha Hamilton (DISD District 6)

Hamilton is focused on raising the quality of substitute teachers in the District



www.dallaskidsfirst.org

Overall Score		D-
Critical Trait	Description	Grade
Experience	Does the candidate have a history of successful experience with related problem solving? Does the candidate bring a valuable perspective to the board?	D
Board Governance	Does the candidate appreciate the distinction between setting policy for administration vs. micromanaging administration? Is the candidate clearly anchored by an awareness of the challenges facing DISD?	F
Independence	Will student achievement unequivocally drive the candidate's decision making, or will non-student factors play a disproportionate role in the candidate's decision making?	C-
Urgency	Does the candidate approach Dallas ISD's student achievement challenges with a sense of urgency? Does the candidate have a tangible action plan for improving DISD performance?	D
Community Awareness	Does the candidate understand the board's job relative to the work of others and know the tools at the board's disposal? Does/will the candidate actively and meaningfully learn and share information with the community to improve DISD performance?	F
Knowledge	Does the candidate fundamentally understand Dallas ISD's student achievement challenges? Is candidate knowledgeable about potential solutions and related arguments? Is the candidate well-informed about school governance issues?	F

Strengths	Concerns
Hamilton is a substitute teacher which gives her insight into student behavior and classroom challenges. The candidate is a DISD graduate and she stated that she was not properly prepared for college-level work.	Hamilton's understanding of the role and responsibilities of trustee do not show knowledge of a needed distinction between managing and governing the district. Our interview and her candidate questionnaire responses reflect a low level of awareness of board policy and the function it serves.
	Hamilton's strong opinions on student discipline would prevent her from supporting the recent unanimous vote by the board regarding research-based efforts to lower suspension rates among our youngest students. Her motivations to serve on the board are centered on raising the quality of professional development for substitute teachers and she did not communicate awareness of the broader scope of DISD challenges and knowledge of potential solutions to our panel. Hamilton's questionnaire references a district priority focused on Imagine 2020 which no longer exists.
	No tangible plan or approach to DISD's student achievement challenges was communicated. Hamilton only expressed concern and urgency for higher quality substitute teachers.
	Hamilton did not communicate any relative professional experience related to policy-setting and budgeting that would add value to the required decision-making of a trustee.

****Anyone that donates more than \$200 in an election cycle is excluded from DKF's decision making process.**