The single most important aspect of a child’s education is having a good teacher. And teachers overwhelmingly cite student success as their principal motivator. To be maximally effective, teachers need to feel sure that their professional judgment is always vital to school improvement, to school-wide decision-making, and to anything that affects the welfare of their students.

### What Teachers Say

#### Percent of teachers who say their team or grade level has much or very much decision-making authority regarding:

- Teacher Participation Rates 2004-05
- Lack of time necessary for adequate planning and/or implementation
- Lack of support from teachers and/or other staff
- Lack of training for teachers
- Lack of developed curriculum
- Lack of information for teachers about the reforms and/or what is expected for school improvement

#### Percent of teachers who say they are satisfied or very satisfied with:

- Student discipline/behavioral management
- School-wide goals
- The opportunities they have to take part in decisions
- The extent to which teachers and staff support school improvement

#### Additional teacher-quality indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>This School</th>
<th>This District</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with emergency certification (%)</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Classes not taught by a highly qualified teacher (%)</td>
<td>22%</td>
<td>21%</td>
<td>25%</td>
</tr>
</tbody>
</table>