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 schoolwide decision-making, and to anything that affects the welfare of their students.

### What Teachers Say

#### Percent of teachers who say that the following are a moderate to major problem:

- Lack of time necessary for adequate planning and/or implementation: **[Bar Chart]**
- Lack of adequate team planning time: **[Bar Chart]**
- Lack of training for teachers: **[Bar Chart]**
- Lack of developed curriculum: **[Bar Chart]**

#### Percent of teachers who say that most of the time or always:

- Things are pretty disorganized: **[Bar Chart]**

---

### Teacher Efficacy

#### Percent of teachers who say they agree or strongly agree that:

- I am encouraged to make my own decisions: **[Bar Chart]**
- My team or grade level shares professional material and information with each other: **[Bar Chart]**
- Staff push themselves to do their best work: **[Bar Chart]**
- Student discipline/behavioral management: **[Bar Chart]**
- School-wide goals: **[Bar Chart]**
- The opportunities they have to take part in decisions: **[Bar Chart]**

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### 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>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Classes not taught by a highly qualified teacher (%)</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
</tr>
<tr>
<td>Teacher in the field of education more than 25 years</td>
<td>0%</td>
<td>0%</td>
<td>12%</td>
</tr>
<tr>
<td>Teacher in the field of education less than 1 year</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Teachers in the building 3 years or less</td>
<td>30%</td>
<td>30%</td>
<td>27%</td>
</tr>
</tbody>
</table>