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.

 Recruiting and Supporting Teachers

What Teachers Say

Teacher Participation Rates

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

- Lack of time necessary for adequate planning and/or implementation
- Lack of adequate team planning time
- Lack of training for teachers
- Lack of developed curriculum
- Things are pretty disorganized

What Teachers Say

Teacher efficacy

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

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

What Teachers Say

Teacher participation rates

Teacher efficacy

Teacher Participation Rates

Teacher efficacy

Teacher efficacy

Additional teacher-quality indicators

Teachers with emergency certification (%)

Classes not taught by a highly qualified teacher (%)

Teacher in the field of education more than 25 years

Teacher in the field of education less than 1 year

Teachers in the building 3 years or less

This School  | This District  | The State
--- | --- | ---

Teachers with emergency certification (%) | 0% | 1% | 2%

Classes not taught by a highly qualified teacher (%) | 0% | 2% | 6%

Teacher in the field of education more than 25 years | 17% | 19% | 16%

Teacher in the field of education less than 1 year | 0% | 1% | 2%

Teachers in the building 3 years or less | 58% | 22% | 31%