



**TEACHING**

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TEACHING RESULTS:  
Individual Summary

Assessment	<div>★</div> Needs Most Improvement	<div>★★</div> Needs Improvement	<div>★★★</div> Close to Best Practices	<div>★★★★</div> Best Practice
Defining and Measuring Effectiveness				
Hiring				
Individual Growth				
School-Based Support				
Compensation and Career Path				

## HOW DO I INTERPRET MY RESULTS?

Your results show how your responses compare to "best practice." Our definition of "best practice" is based on nearly 10 years of work with large urban districts, as well as deep study of the research into what makes high-performing school systems succeed.

You can read more about our vision for urban school system transformation in [One Vision, Seven Strategies](#) or in the [School System 20/20](#) section of our website.

These results are not an evaluation of your district—they are the beginning of a strategic conversation. We hope they spark crucial discussions with your colleagues, and point to where more research and data may be needed. You can see a detailed report of your answers below.

**A note about "Don't Know":** "Don't Know" answers may lower your overall score in a particular section. If you marked "Don't Know" for every statement in a section, that bar will not appear at all. Check your detailed report below for your "Don't Know" count.

## WHAT'S NEXT?

**Learn What Your Peers Think:** Resource Check is most useful when used in a group. For example, an entire leadership team can take the self-assessment as a part of the budgeting and strategic planning process. Each person's answers are kept private, while the group result is visible to all. [Learn more about setting up a group »](#)

**Continue your assessments:** Go deeper in the areas of [Funding](#), [School Design](#), and [Turnaround](#), or try the full [Resource Check](#), which includes these areas and more.

**Understand the big picture:** Learn more about our vision for transforming school systems through:

- [The School System 20/20 infographic](#)
- [The One Vision, Seven Strategies paper](#)
- [The School System 20/20 site](#) which is filled with publications, case studies, videos, and step-by-step worksheets to help you better understand how your district organizes people, time, and money currently, and to learn best practices for using your resources to meet students' needs.

**More on Teaching:** Learn more about our vision for transforming school teaching:

- [The Teaching Job Resource Guide](#)
  - [First Steps: What School Systems Can Do Right Now to Improve Teacher Compensation and Career Path](#)
  - [A New Vision for Teacher Professional Growth & Support](#)
  - [Teaching District Story: Washington, D.C.](#)
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## Defining and Measuring Effectiveness

Your Score:

- 1 The district defines, measures, and reports teaching effectiveness and uses this information to inform all other aspects of the human capital system. NO ANSWER

Does your district:

- Have clear and consistent practice standards that reflect current research on practices that improve student learning?
- Measure teaching effectiveness using both adherence to practice standard and value-added student outcomes?
- Provide principals and other evaluators with easy access to teaching effectiveness data as well as contextual factors (e.g. teaching load, course assignment, student attendance and mobility, etc.)?
- Evaluate teachers at least annually—more frequently for those without tenure or struggling?
- Support and hold accountable principals and other teacher evaluators for timely, accurate, and rigorous evaluations?

## Hiring

Your Score:

- 1 The district recruits and hires talented teachers to work in teams that, match experience and capabilities to the needs of the job. NO ANSWER
- Does your district have an effective program for hiring high-quality teachers for all positions—especially in high-need areas and low-performing schools?
  - Do principals have the authority to choose and assign teachers based on the fit of the skills and expertise with team, school and student needs?
  - Does your district provide additional support to schools with high concentrations of new or underperforming teachers?

## Individual Growth

Your Score:

- 1 The district views teacher professional growth and support broadly, integrating human capital, professional growth, and teaching support. NO ANSWER

Does your district:

- Ensure professional growth investments are aligned with the district's context and vision of how to improve instruction?
- Ensure teachers have sufficient time to meet both individual growth and organization needs?
- Include less direct professional growth investments, such as department staff time devoted to building teaching capacity, teacher time set aside for professional growth and collaboration, or "lanes" when quantifying total professional growth investment?

- 2 The district ensures the financial sustainability and quality of professional growth programs. NO ANSWER

Does your district:

- Limit use of short-term federal funding to startup costs, rather than ongoing costs, such as compensation for coaches?
- Leverage external resources and technology to promote quality and efficiency?

- 3 The district structures development and career opportunities to encourage professional growth and retain the most effective teachers and leaders. NO ANSWER

- Do all teachers have individual professional growth plans, informed by evaluations?
- Is professional growth primarily job-embedded, supported by school-based leaders or instructional coaches?
- Does your district provide support at critical career junctures—such as induction, remediation, transition to leadership, or when certifying for high-need areas?

## School-Based Support

Your Score:

- 1 The district ensures that teaching teams include expert coaching support and schedules time to collaborate on improving instruction in response to student needs. NO ANSWER
- Are teachers deliberately organized into teams with complementary skills and experience?
  - Do teacher teams have at least 90 minutes per week of collaborative planning time?
  - Are school-based lead teachers and coaches selected from high-performing teachers, with clear job descriptions and adequate time allowances?
  - Are principals held accountable for effective use of school-based support resources?

## Compensation and Career Path

Your Score:

- 1 District compensation models and career paths reward the greatest contributors and attract top talent to the biggest challenges. NO ANSWER
- Are teacher salaries and benefit structures competitive with surrounding districts?
  - Do teachers in hard-to-staff subjects or schools receive differential compensation?
  - Does the district provide high-performing teachers with opportunities for leadership paths and/or flexible workloads?
  - Does the district promote only those teachers who are most effective and actively “manage out” those who are not effective?