

# The Growing Great Teachers District Assessment

## Instructions

---

Read each of the statements in the table on the following page and rate where your school system falls:

- 3= My school system has this element, evident across the vast majority of schools (including high-needs schools)
- 2= My school system has some aspect of this element, or only evident in some schools
- 1= My school system does not have this element, or only evident in very few schools

Elements scored as 3 are strengths to build on. Elements scored as 2 are prime opportunities for further exploration and improvement. Elements scored as 1 may need more time and attention to improve.

When all elements are tallied up, a score of:

- 30 or higher represents a highly effective system with clear opportunities to make an impact
- 20-29 represents a school system with several opportunities for potential improvement
- 13-19 represents a school system that needs to invest deeply in creating the conditions for great teaching and learning

Elements	#	School System “Enabling Conditions” to Grow Great Teachers	Self-Assessment
The right people in all schools...	1	<b>Guiding teachers:</b> A strong cadre of rigorously selected, subject-matched guiding teachers in schools that host rookie teachers.	
	2	<b>Pipeline of excellent rookie teachers:</b> A strong pipeline of aspiring rookie teachers with strong learning mindsets who are likely to stay in the school/district for multiple years and to grow into highly effective teachers.	
	3	<b>Strong teacher evaluation system:</b> Clear, rigorous, evidence-based teacher evaluation system that accurately identifies the most effective teachers to act as guiding teachers and accurately identifies rookie teachers’ opportunities for growth, as well as identifies teachers who are not growing and should be exited.	
	4	<b>Clear roles for rookies and guiding teachers:</b> Clear rookie teacher and guiding teacher career paths and compensation models that acknowledge their differentiated levels of contribution and provide specific, consistent expectations for their roles.	
...with effective instructional support	5	<b>Rigorous, comprehensive curricula:</b> All teachers, including rookies, have access to rigorous and coherent curricula that aligns to college- and career-ready standards (CCRS).	
	6	<b>Content experts:</b> The faculty who support rookie teachers have deep content-area expertise related to CCRS and the school’s curriculum and assessments, and they support a small enough cadre of rookies.	
	7	<b>School leaders with expertise in rigorous curricula:</b> School leaders demonstrate CCRS understanding, and deliberately design and manage their new teacher support system to grow teachers’ abilities to instruct in alignment with CCRS.	
	8	<b>Time for collaborative planning:</b> The school calendar allows sufficient time for expert-led, content-specific professional learning, ideally for <i>all</i> teachers, but at minimum for rookies. “Sufficient time” means at least 90 minutes per week and eight full days per year for teacher collaboration.	
...and sufficient and flexible resources	9	<b>Resource flexibility:</b> School leaders have clear and transparent flexibilities—including flexibility in hiring, staffing, scheduling, and other areas of resource use—to design and implement a cost-neutral new teacher support strategy.	
	10	<b>Deliberate school sizes:</b> School size and programming enable best practices in professional learning; for example, grade sizes are large enough to support shared-content teaching teams and matched-subject, rookie-guiding teacher pairs.	

<p>...supported through strong central processes for innovation and continuous improvement</p>	11	<p><b>Aligned school planning processes:</b> The district’s core school planning processes (hiring, staffing, budgeting, etc.) occur on a logical and efficient timeline that support the timely and deliberate placement of rookie and guiding teacher pairs.</p>	
	12	<p><b>Continuous improvement processes:</b> The district has clear and effective processes for monitoring the implementation of new teacher support structures and has the capacity to adjust course as necessary.</p>	
	13	<p><b>Effective community partnerships:</b> The district builds external partnerships that increase the effectiveness and efficiency of new teacher supports. This may include community partnerships that provide low-cost coverage for protected time for new teacher development, or external instructional partnerships that build the capacity of rookie and guiding teachers.</p>	

**Total:** \_\_\_\_\_