



Assessment Questions by Category

Category 1: Professional compensation structure	
1.1 Salaries and benefits	What is the starting salary for a teacher in your district with a bachelor's degree and no previous teaching experience?
	What is the salary for a teacher in your district with a Ph.D and 15 years of teaching experience?
	What is the salary for a teacher in your district with a Ph.D and 29 years of teaching experience?
	Do teachers in your district participate in your state's pension system, or does your district have its own system?
1.2 Differential pay	How does your salary system reward performance?
	If your district has additional compensation (salary increase or a bonus) available to teachers based on effectiveness, who is eligible?
	Approximately how much more is a teacher rated Highly Effective paid compared to a teacher of the same experience and education level who is rated Effective (either as a salary increase or a bonus)?
	Can a teacher earn additional pay by working in a school classified as "high-needs" or "hard-to-staff"?
	Is the additional pay described in the previous question dependent on teacher effectiveness?
	Can a teacher earn additional pay by teaching subjects deemed "hard-to-staff"?
	Do teachers with National Board certification get any additional pay (salary increase, stipend, or bonus)?
Category 2: Professional support	
2.1 Professional development	How broad and how personalized is the professional development offered to teachers in your district?
	Does your district's evaluation system provide clear links between the feedback that teachers get and the professional development available to them?
	What does your district do to help teachers choose the professional development that best meets their needs?
	How does your district assess the effectiveness of its professional development programs?
2.2 Planning time	How much planning time are teachers entitled to in a week?
	Does the district make planning time available specifically for collaboration?

	Does the district provide support (such as tools, written guidance, coaching, or PD) for teachers to use planning time to collaborate effectively?
	Does the district allow schools to use available planning time flexibly to meet local needs?
2.3 Support for new teachers	Does your district have a formal mentoring program for new teachers?
	Does the district have a formal induction program for new teachers?
	Does the district provide professional development specifically tailored to new teachers?
	Does the district provide substantial training and/or guidance to principals or mentors on supporting new teachers?
	How many times must a new teacher be observed in her first year?
	What is the deadline for the first formal observation of a new teacher?
2.4 Feedback and coaching	Does the district collect information from teachers on whether they are satisfied with the feedback they receive after observations?
	Are observers required to give feedback to all teachers after observations?
	Do observers receive training in how to give effective feedback to teachers?
Category 3: Management and operations	
3.1 Staffing decisions	If a teacher is excessed (i.e. moved out of their school due to changes in staffing requirements), how are they placed in another school?
	If a teacher wants to move to a different school within the district, who decides if the move takes place?
	If teachers are to be excessed (i.e. moved out of their school due to changes in staffing requirements), what are the criteria for deciding which teachers are excessed?
	If teachers are to be laid off in your district, what are the criteria for deciding which teachers are laid off?
	What is your approximate teacher turnover rate?
	Does your district have a dismissal policy with explicit requirements around teacher ineffectiveness?
	Approximately what percentage of teachers in your district teach classes outside their certification area?
	Approximately what percentage of teachers in your district were dismissed for poor performance last

	year?
3.2 Teacher evaluation	How many rating levels (such as Highly Effective, Effective, Ineffective) does your teacher evaluation system have?
	How much do student growth measures contribute to a teacher's evaluation rating?
	Are all teachers in your district evaluated every year?
	How many people observe a given teacher during each evaluation cycle?
	How many times must a teacher be observed each year?
3.4 School leadership	How often are principals evaluated?
	If a principal is performing poorly, are there formal consequences following their evaluation?
	Are those who conduct principal evaluations trained and/or certified in evaluation?
	Is feedback from teachers included in principal evaluations?
	Do teachers at a school have input into the principal hiring process?
	Does the district offer professional development specifically tailored to principals?
	Does the district have a principal pipeline program or other mechanism for supporting the development of high-quality aspiring principals for the district?
	What is your approximate principal turnover rate?
	Approximately what percentage of principals in your district are interim or acting principals?
	How many principals does each principal supervisor in your district supervise?
3.5 Teacher input into decision-making	Does your district conduct, or require schools to conduct, climate surveys that include teacher views?
	Does the district offer opportunities for teachers to provide input into district-wide decisions?
	How are teachers selected to participate in these opportunities?
Category 4: Career pathways and leadership opportunities	
4.1 Opportunities to lead	Does your district have a 'career ladder' structure or other comprehensive structure to allow teachers to progress their career inside and outside the classroom?
	Does the district have opportunities for teachers to take on leadership roles and/or advanced career positions ("teacher leader roles") without becoming

	an administrator?
4.2 Reward and support leadership	Does the district have a 'pipeline' or other program for teachers to become teacher leaders?
	Is additional pay available for teachers taking on leadership roles and advanced career positions?
	Do teachers who take on teacher leader roles receive non-monetary support, such as a reduced class load or additional prep time?
	Are teachers evaluated specifically on their performance in any teacher leader roles they hold?
	Is professional development in leadership and mentoring skills available for teachers who want to take on teacher leader roles?
4.3 Selection for leadership	What are the criteria for selecting teachers for leadership roles and advanced career positions?
	Who selects teachers for teacher leader roles within a school?