Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■

New
Teacher
Center

Understanding Teaching Conditions

PROFESSIONAL LEARNING MODULE

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This *Understanding Teaching Conditions Handouts* is intended for use with the following additional resources:

- *Understanding Teaching Conditions Facilitator's Guide*

- Sample agenda

- Slide presentation

These online resources are available for download on the *Professional Learning Modules* webpage of the Center on Great Teachers and Leaders website. Please visit the webpage at http://www.gtlcenter.org/technical-assistance/professional-learning-modules/.

Understanding Teaching Conditions Handouts

September 2014

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Handout 1: Assigning Partners

Directions: Identify three different colleagues in the room who will be your activity partners, and assign each of them a corresponding symbol here.
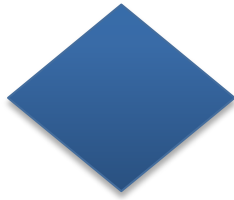
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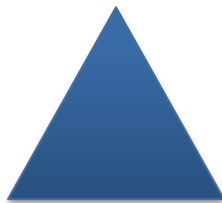
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Handout 2: What Are Working Conditions?

Directions: Rank order the pictures from most to least favorable working conditions, where 1 is the most favorable or positive working condition.

_____   _____   _____   _____

_____   _____   _____   _____

Handout 3a: Teaching and Learning Conditions[1]

Time	• Available time to plan, collaborate, provide instruction, and eliminate barriers to maximize instructional time during the school day
Facilities and Resources	• Availability of instructional, technology, office, communication, and school resources to teachers
Community Support and Involvement	• Community and parent or guardian communication and influence in the school
Managing Student Conduct	• Policies and practices to address student conduct issues and ensure a safe school environment
Teacher Leadership	• Teacher involvement in decisions that affect classroom and school practices
School Leadership	• The ability of school leadership to create trusting, supportive environments and address teacher concerns
Professional Development	• Availability and quality of learning opportunities for educators to enhance their teaching
Instructional Practices and Support	• Data and support available to teachers to improve instruction and student learning

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[1] Definitions adapted from the New Teacher Center (http://teachingconditions.org/constructs).

Handout 3b: Teaching and Learning Conditions

Directions: Use the website www.teachingconditions.org to determine potential data sources that could be used to assess each teaching condition. In addition, use the website to determine potential state-, district-, and school-level policies that could affect each teaching condition.

Teaching Condition	Potential Data Sources	Factors That Affect Teaching Condition	Additional Notes
Time			
Facilities and Resources			
Community Support and Involvement			
Managing Student Conduct			
School Leadership			
Teacher Leadership			
Professional Development			
Instructional Practices and Support			

Handout 4: Supporting Resources and Ancillary Data Sources

Standard 1: Time

Schools protect teachers' time to plan, collaborate, and provide effective instruction.

1a: Teachers' class sizes facilitate high-quality instruction.

1b: Teachers have sufficient time to provide all students with effective instruction.

1c: Teachers have time during the school day to plan and collaborate.

1d: Schools make efforts to streamline processes to increase instructional time and decrease required paperwork.

Class Size	Instructional Time	Plan and Collaborate	Streamline Processes for Paperwork
Student attendance rate	Number of substitutes in a year	Teacher attendance rate	Number of faculty meetings
Students per teacher Demographics (disaggregation) IEP (disability) Free and reduced lunch English language learner	Master schedule	Number of substitutes in a year	Duty-free lunch
Number of preps/ courses per teacher	Number of days or hours in contract	Master schedule	Technology Use of common forms
Teacher-to-pupil ratio	Teacher contract or length of day	Volunteers	Web portal Communication vehicles
Teachers—full-time employment number	Number of interruptions	Professional learning community/early release day or late start from district	
Number of teaching assistants (number allotted—formula)	Supplemental services	Teacher-to-pupil ratio	
	Number of support staff (licensed and nonlicensed)	Number of designated professional development days	
	Volunteers	Required work days	
	University partnership	Planning period	

Standard 2: Facilities and Resources

Facilities and resources are provided for teachers to deliver quality instruction.

2a: Materials and resources are available to facilitate quality instruction.

2b: Technology facilitates 21st century learning opportunities.

2c: Physical environments support teaching and learning.

2d: Teachers have access to a broad range of professional support personnel.

Instructional Material	Technology	Physical Environment	Professional Support Personnel
Connectivity level	Connectivity level	School square footage	Number of skilled personnel in technology
Number of computers per child	Number of computers per child	Number of portables per student	Allocation for different support
Instructional supply allocation (state and district; annual or biennial)	Short- and long-term technology plan (federal)	Capital improvement plan	Number per teacher or student
Library resources (Southern Association of Colleges and Schools accreditation data)	Calculator and other technology per child	Bonds passed	Partnership with community health (e.g., Duke nursing in schools to run clinic)
Vocational Education or Career Technical Education	Type of operating system (Windows version)	Americans With Disabilities Act compliance with facilities	
Copier policy at the school (copies)	Number of available ports/wireless connection	Occupational Safety and Health Administration fines or violations	
Parent teacher association and parent student association support	Eighth-grade technology literacy (federal)	Fire marshal	
School improvement plan on instructional resource budget allocations	Number of personnel skilled in technology (federal)	Age of building	
	Interactive whiteboards	Energy efficiency	
		Repair request status	

Standard 3: Community Support and Involvement

Parents, guardians, and community members are engaged in substantive ways to support and influence the school.

3a: Parents, guardians, and community members support the teachers and school.

3b: Parents, guardians, and community members are knowledgeable about classroom and school policies and practices.

3c: Parents, guardians, and community members are provided opportunities to influence the success of the school.

Parents, Guardians, and Community Members Support Teachers and School	Parents, Guardians, and Community Members Know Classroom and School Practices and Procedures	Parents, Guardians, and Community Members Have Opportunities to Influence School Success
Parent teacher association (PTA)/parent student association (PSA)/parent staff organization (PSO) membership (national/PTA) Number of members Number of active parents Diversity Ratio staff/parent/community	Parent handbook	Volunteer
Attendance at community events (sports contests, gate receipts)	Website (data on hits, resources, downloads, and access to calendars)	Advisory committees PTA/PSA/PSO accessibility
Volunteer policy	Online platforms (Moodle)	
Number in attendance at conferences	Newsletter (school and classroom)	
Translator availability	Community access to technology (census)	
Fundraiser	Volunteers	
Business scholarship/partnerships	Parent survey	
Business grants/donations		

Standard 4: Managing Student Behavior

Schools implement policies and practices to address student conduct issues and ensure a safe school environment.

4a: School leadership and teachers develop and communicate policies and procedures regarding student conduct and school safety.

4b: Administrators and teachers enforce policies and procedures regarding student conduct and school safety consistently.

Develop and Communicate Policies on Student Conduct and Safety	Follow and Enforce Policies on Conduct and Safety
Discipline incidents (10–15 permitted values)	Discipline incidents (10–15 permitted values)
Number of incidents per student	Number of incidents per student
In-school (ISS)/out-of-school (OSS) suspension rates (1–10 and 10+)	ISS/OSS suspension rates (1–10 and 10+)
Alternative school enrollment	Alternative school enrollment
Firearm incidents	Firearm incidents
Four-year graduation rate	Four-year graduation rate
Student/faculty handbook	Student/faculty handbook
Parent information/handbook	Parent information/handbook
Board policies	Board policies
School resource officer (SRO) in school (number and armed or not)	SRO in school (number and armed or not)
Police records (community crime index)	Police records (community crime index)
Gang activity	Gang activity
Prevention programs (Drug Abuse Resistance Education [DARE]; Gang Resistance Education and Training [GREAT])	Prevention programs (DARE and GREAT)

Standard 5: Teacher Leadership

Teachers are involved in decisions that affect classroom and school practices.

    5a: Teachers demonstrate leadership in the classroom.

    5b: Teachers demonstrate leadership in the school.

    5c: Schools have efficient and effective decision-making processes that engage teachers.

Leadership in the Classroom	Leadership in the School	Efficient and Effective Decision-Making Processes
National Board or advanced certificate	Service on committees	Faculty meeting agenda and minutes
Discipline referrals	Professional learning community participation	Sharing of decisions
Evaluation	Mentor/coach	
Action research	Grade-level or department chair	
	Present at faculty meeting	
	Budget, hiring, scheduling, and so on	
	Afterschool participation	

Standard 6: School Leadership

School leadership maintains trusting, supportive environments that advance teaching and learning.

- 6a: An atmosphere of trust and mutual respect is pervasive in the school.
- 6b: Teachers' performance is assessed objectively, and effective feedback is provided that improves performance and enhances student learning.
- 6c: School leadership articulates a vision and implements effective strategies for school improvement.
- 6d: School leadership makes sustained efforts to improve teaching and learning conditions.

Trust and Mutual Respect	Performance Assessed Objectively	Vision for Improvement	Sustained Efforts
Communication channels	Postsecondary enrollment figures	Meeting adequate yearly progress goals	Discipline data
Weekly bulletin	Observation logs	School in collective action	Access to technology
Faculty meeting agenda		School "restructuring"	Number per teacher or student
Use of grade-level and department leaders		School handbook	Number of portable classrooms
Turnover rate		Mission statement	Number of floating teachers
			Internet reliability
			Printer reliability
			Use of intercom

Standard 7: Professional Development

Quality learning opportunities are available for teachers to enhance teaching and learning.

7a: Time and resources are provided for professional development, ensuring all teachers have access to continuous learning opportunities.

7b: Professional development meets best practice standards for delivery and support.

7c: Professional development enhances the ability of teachers to implement instructional strategies and improve student learning.

Continuous Learning Opportunities	Best Practices for Delivery and Support	Professional Development to Implement Strategies That Improve Student Learning
Title II	Continuing education units and license renewal records	Professional development records tracking system
Section 8 reports		My learning plan
District and school professional development calendars		Professional growth plans of teachers
District and school professional development budget		

Standard 8: Instructional Practices

Schools provide support for data analysis and teachers' collaboration to improve teaching and learning.

8a: Teachers use formative and summative assessment data to drive instructional practice.

8b: Teachers are supported to work collaboratively to develop, align, and improve instructional practices.

8c: Teachers are assigned classes that maximize their likelihood of success with students.

Formative and Summative Assessments Used to Drive Instructional Practice	Work Collaboratively to Develop, Align, and Improve	Assigned Classes That Maximize Their Likelihood of Success
Professional learning community meetings	Professional learning community structure	Licensure area of staff
Benchmark testing	Master schedule	Highly qualified status of staff
	Common planning time	
	Induction program	

Handout 5: Anonymous Survey of Educators Activity

Directions: The goal of this activity is to begin to think about how to use anonymous surveys to improve the teaching conditions within the school. However, it is not enough to think only of data; you also must consider the context in which the teaching conditions take place. In this activity, you will go through a series of steps to think about the data presented and then think about how you would improve the teaching condition if that data were presented to you in your context. Follow these steps to complete the task:

> Step 1: Assign a recorder/reporter/facilitator for this activity (if more than one group is assembled).

> Step 2: Read the context information; Handout 5b, School Descriptions; and Handout 5c, Raw Data.

> Step 3: Use the information provided to complete Handout 5a, Recording Organizer. In the Recording Organizer, answer the guiding questions for each school.

> Step 4: Once you have the Recording Organizer, you will complete Handout 5d, Next Steps. In the Next Steps, you will think about what you would do if you were given these data. Think about other data you would want to collect, as well as other policy levers that you could use to improve the teaching condition.

Context:

The district wants to increase teacher voice and empowerment in the school decision-making process. This task force has been assigned the following work:

- Review the data of your schools and determine which items provided from the dashboard apply to the initiative the district wants to address.

- Compare district-level averages with school-level averages and their relative differences.

  - Identify areas of strength across the district.

  - Identify areas of challenge across the district.

- Focus your work specifically on schools A, C, and E.

  - Read the basic contextual information provided about each school.

- Have a conversation about the first steps you might consider taking toward the initiative.

  - Consider what supports may be needed to help your school.

Handout 5a: Recording Organizer

Directions: Use the following organizer to help you determine how to use the teaching conditions data to improve a specific teaching condition.

	School A	School C	School E
Primary strengths			
Primary challenges			
Anticipated supports			
What approach would you take with the school leadership?			
How might you engage the faculty in the process?			
What additional information would you want to collect?			
What contextual information may make your implementation process difficult?			

Handout 5b: School Descriptions

Directions: Read the school descriptions for this activity.

School A is a magnet school for visual and performing arts. The school serves a high percentage of minority students, and its socioeconomic status is considerably higher than that of the district average. Student achievement rates for the last several years have been well above the district average in both mathematics and reading. The school enjoys a stable veteran faculty and leadership team.

School C is designed using a traditional school model. The school serves a population commensurate with the district average in minority status and socioeconomic status. Student achievement rates have been proficient, with a slight decline in the last two years. The core of the faculty is experienced, with about 10 percent turnover annually. A new principal was introduced this year.

School E is designed using a traditional school model. The percent minority population of the school is similar to other schools in the district, but the school's socioeconomic status is much lower. Student achievement at this school is traditionally low performing. Forty percent of faculty members are in their first two years of teaching. A seasoned, retired principal was asked to take over the school this year.

Handout 5c: Raw Data

Directions: Review the raw data for schools A, C, and E.

Select Survey Questions From a District	District Average	School A	School B	School C	School D	School E	School F	School G
Teachers are allowed to focus on educating students with minimal interruptions.	51%	84%	57%	84%	76%	17%	59%	95%
The noninstructional time provided for teachers in my school is sufficient.	51%	79%	49%	61%	68%	72%	48%	100%
Parents or guardians support teachers, contributing to their success with students.	57%	100%	27%	89%	78%	17%	74%	95%
The community we serve is supportive of this school.	70%	95%	39%	94%	82%	13%	95%	100%
Students at this school follow rules of conduct.	45%	95%	33%	74%	89%	4%	26%	100%
School administrators consistently enforce rules for student conduct.	54%	94%	92%	59%	93%	17%	67%	71%
The faculty has an effective process for making group decisions to solve problems.	63%	48%	81%	72%	85%	13%	70%	77%
There is an atmosphere of trust and mutual respect in this school.	60%	89%	83%	85%	72%	8%	70%	86%
Teachers feel comfortable raising issues and concerns that are important to them.	61%	89%	83%	79%	76%	13%	71%	91%
Teachers are assigned classes that maximize their likelihood of success with students.	50%	95%	65%	66%	73%	15%	71%	88%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials, and pedagogy).	65%	100%	42%	34%	53%	13%	73%	90%

Handout 5d: Next Steps

Directions: Now imagine that this school and district is within your state, and you want to help improve teacher leadership and empowerment within your state. Think about three things. First, think about what other types of data you have available that could help determine the level of teacher voice within your state. Second, think about the policy levers that could affect that specific teaching condition. Finally, think about the next steps you could take to improve the teaching condition if this were your state. Specifically, think about how you would modify policies that would affect the teaching condition and ensure that you have a continuous improvement cycle in place.

Other Sources of Data:

1. What other sources of data should be collected (e.g., teacher surveys, retention data, attrition data, student disciplinary data, teacher and school leadership structures, student disciplinary policy, teacher evaluations, principal evaluations, parent and community surveys, student surveys)?

2. What do these data say about the teaching conditions in your state?

Policy Levers:

1. What policy levers affect this teaching condition (e.g., teacher and school leadership structures, academic year calendar, school-day calendar, professional development requirements, student disciplinary policy, building, budget, school climate initiatives, bullying prevention, school safety initiatives)?

2. How do these policy levels affect the teaching condition?

Next Steps:

1. What can be done to improve the specific condition at the school (e.g., policies, initiatives, professional learning)?

   a. State level:

   b. District level:

   c. School level:

2. What can be done to ensure there is a continuous improvement cycle in place?

   a. What other data will you collect? How often?

   b. How will these data be used to improve the teaching and learning conditions?

Handout 6a: Teaching Conditions Proficiency—Time

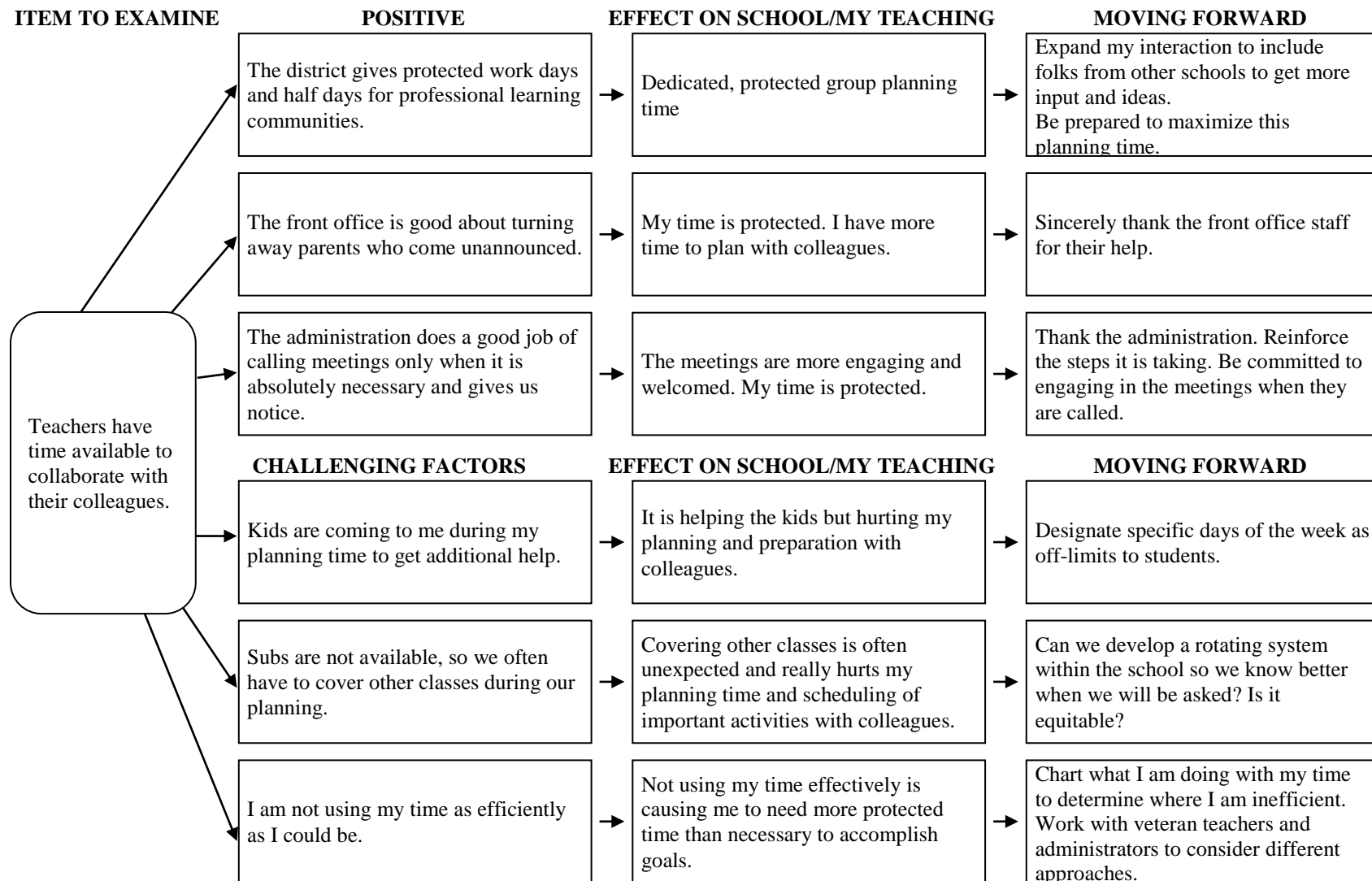Schools protect teachers' time to plan, collaborate, and provide effective instruction.

-	Proficient	+	Element	Indicator(s) of Proficiency
	X		1a Teachers' class sizes facilitate high quality instruction.	Teachers have time to plan in order to meet the diverse learning needs of students due to having appropriate class sizes, course loads, and assignments that match training.
	X		1b Teachers have sufficient time to provide all students with effective instruction.	Teachers have minimum sufficient uninterrupted instructional time. School leadership determines daily/weekly instructional schedules for teachers and supports teachers with regard to protecting instructional time. School leadership seeks teachers' input on ways to limit the full range of interruptions in instruction experienced by teachers and students.
X			1c Teachers have time during the school day to plan and collaborate.	Minimum sufficient time is provided during the school day for short- and long-term planning. Minimum sufficient time is available for teachers to work collaboratively to develop common plans and share effective lessons. There are limited interruptions to the non-instructional time provided to teachers. Teachers have the state minimum time to plan and collaborate (duty free lunch and a planning period).
		X	1d Schools make efforts to streamline processes to increase instructional time and decrease required paperwork.	School leadership makes some effort to minimize completion of school business during instructional time, to target essential assessments, and reduce the amount of associated paperwork.

Handout 6b: Teaching Conditions Rubric—Time

Element	Developing	Proficient	Accomplished	Distinguished
1a. Teachers' class sizes facilitate high-quality instruction.	Teachers' time to plan in order to meet the diverse learning needs of students is insufficient because of the demands of large class sizes, heavy course loads across a wide range of content areas, or assignments mismatched with training.	Teachers have time to plan in order to meet the diverse learning needs of students because they have appropriate class sizes, course loads, and assignments that match training.	Teachers routinely plan in order to meet the diverse learning needs of all students because of the coordinated design of class sizes, course loads, and student placement practices.	Teachers have maximum time to plan in order to meet the diverse learning needs of all students because of a schoolwide systematic approach to designing class sizes, course loads, and student placements.
1b. Teachers have sufficient instructional time to provide all students with effective instruction.	Teachers do not have enough uninterrupted instructional time.	Teachers have minimum sufficient uninterrupted instructional time.	Teachers have sufficient uninterrupted instructional time to meet the diverse learning needs of all students.	Teachers have ample uninterrupted instructional time to provide instruction throughout the curriculum in ways that meet all students' diverse learning needs and ensure advancement in learning.
	School leadership determines daily or weekly instructional schedules for teachers and supports teachers with little regard to protecting instructional time.	School leadership determines daily or weekly instructional schedules for teachers and supports teachers with regard to protecting instructional time.	School leadership actively involves teachers in the design of daily or weekly instructional schedules for teachers, supports teachers, and provides instructional supports (i.e., media, technology) to ensure the protection of instructional time.	School culture is focused on ensuring that each student receives maximum uninterrupted instructional time matched to his or her needs to promote advancement in learning.
	There are frequent interruptions during instructional time that require teachers or students to respond to office communications and complete school business.	School leadership seeks teachers' input on ways to limit the full range of interruptions in instruction experienced by teachers and students.	School leadership engages with teachers and support staff to ensure maximum instructional time and minimum interruptions in learning for all students.	School leadership, teachers, and support staff consistently use and refine systems for maximizing instructional time in ways that advance student learning.

Element	Developing	Proficient	Accomplished	Distinguished
1c. Teachers have time during the school day to plan and collaborate.	Little or no time is provided during the day to plan lessons.	Minimum sufficient time is provided during the school day for short- and long-term planning.	Time is available throughout the week for teachers to engage in lesson planning that includes careful design of differentiated instruction to meet the diverse learning needs of students.	Time is provided during the school day and throughout the school year (i.e., early dismissal days) for teachers to plan, review, and improve differentiated lessons that advance learning for all students.
	Little or no time is available during the day for teachers to collaborate with colleagues for lesson planning.	Minimum sufficient time is available for teachers to work collaboratively to develop common plans and share effective lessons.	Time is available for consistent collaboration among teachers, instructional support staff, and school leadership to plan and coordinate instruction to meet the needs of all students.	The culture of the school supports full engagement in schoolwide collaboration to facilitate comprehensive planning to ensure the full range of students receive the highest quality education.
	Planning time is often interrupted by meetings or unanticipated duties.	There are limited interruptions to the noninstructional time provided to teachers. Teachers have the state minimum time to plan and collaborate (duty-free lunch and a planning period).	School leadership, teachers, and support staff collaborate to ensure that planning time is protected and uninterrupted.	Teachers have sufficient uninterrupted noninstructional time that allows them to engage in regular professional learning communities to support the continuous improvement of student learning and teacher practice.
1d. Schools make efforts to streamline processes to increase instructional time and decrease required paperwork.	School leadership makes little or no effort to minimize associated paperwork.	School leadership makes some effort to minimize completion of school business during instructional time to target essential assessments and reduce the amount of associated paperwork.	School leadership's efforts to streamline school business and effectively implement targeted assessments result in increased instructional time and reduced associated paperwork.	Schoolwide efforts allow for teachers to provide effective instruction that is free from constraints resulting from school business, required assessments, and other associated paperwork.

Handout 7a: What Is and Is Not Working

ITEM TO EXAMINE	POSITIVE	EFFECT ON SCHOOL/MY TEACHING	MOVING FORWARD
Teachers have time available to collaborate with their colleagues.	The district gives protected work days and half days for professional learning communities.	Dedicated, protected group planning time	Expand my interaction to include folks from other schools to get more input and ideas. Be prepared to maximize this planning time.
	The front office is good about turning away parents who come unannounced.	My time is protected. I have more time to plan with colleagues.	Sincerely thank the front office staff for their help.
	The administration does a good job of calling meetings only when it is absolutely necessary and gives us notice.	The meetings are more engaging and welcomed. My time is protected.	Thank the administration. Reinforce the steps it is taking. Be committed to engaging in the meetings when they are called.

	CHALLENGING FACTORS	EFFECT ON SCHOOL/MY TEACHING	MOVING FORWARD
	Kids are coming to me during my planning time to get additional help.	It is helping the kids but hurting my planning and preparation with colleagues.	Designate specific days of the week as off-limits to students.
	Subs are not available, so we often have to cover other classes during our planning.	Covering other classes is often unexpected and really hurts my planning time and scheduling of important activities with colleagues.	Can we develop a rotating system within the school so we know better when we will be asked? Is it equitable?
	I am not using my time as efficiently as I could be.	Not using my time effectively is causing me to need more protected time than necessary to accomplish goals.	Chart what I am doing with my time to determine where I am inefficient. Work with veteran teachers and administrators to consider different approaches.

Handout 7b: What Is Ideal? What Are the Challenges?

Item: | Teachers have time available to collaborate with their colleagues.

WHAT WOULD THE IDEAL LOOK LIKE?		WHAT ARE THE CHALLENGES?		OVERCOMING CHALLENGES?
Teachers never have to cover other teachers' classes.	→	Not practical. There will be times teachers must cover for one another	→	Put a rotation in place for teacher coverage so the number of times each teacher is called on is equitable. Reward teachers who do cover other classes.
Teachers are never asked to a last-minute meeting for a child study or a local screening meeting.	→	It is difficult to know when manifestations are due. It is difficult to schedule all parties ahead of time and keep everyone up to speed.	→	Reflect on the meeting process and improve the efficiency of the process. Mandate teachers are notified ahead of time. Teachers are chosen that work with the child. The process is equitable for teachers.
School team, grade-level, and subject area meetings are efficient and pertinent. Everyone gets along and contributes equally.	→	The success of the meetings depends on the skill of the facilitator and the group members' relationships. The needs of staff are different.	→	Provide an outline for each kind of meeting, perhaps a model of what the meeting should look like. Make some meetings optional for skilled staff.

Handout 7c: What Is and Is Not Working

ITEM TO EXAMINE	POSITIVE	EFFECT ON SCHOOL/MY TEACHING	MOVING FORWARD

	CHALLENGING FACTORS	EFFECT ON SCHOOL/MY TEACHING	MOVING FORWARD

Handout 7d: What Is Ideal? What Are the Challenges?

Item:

WHAT WOULD THE IDEAL LOOK LIKE?		WHAT ARE THE CHALLENGES?		OVERCOMING CHALLENGES?
	→		→	
	→		→	
	→		→	

Handout 8: Love It or List It Action Planning

Following are questions you should consider when completing this guide:

- Where might you be able to apply one or more data gathering methods in your work?
- How might output from one of these methods enhance your work?

Collecting Snapshot Data of Teaching Conditions	
Anonymous Survey of Educators	**Placement on a Continuum of Practice**
Collaborative Activities to Deeply Investigate a Specific Teaching Condition	
Guided Discussion With Graphic Organizers	**Individual Item Prompts**

Handout 9: Action Planning

Directions: List which type of data collection method that you think you should begin with. In that space, think about why this type of data collection is important and how you can use the data to improve teaching conditions in your school. In the following chart, describe the five immediate next steps, who is responsible for each step, and the timeline for completing each step. In addition, make sure to determine when the next group meeting will be to discuss this information again.

For your next steps, think about how you could integrate them into everyday practice. What could be done at regular staff meetings? How could this work be related to other work (school improvement, social and emotional learning, positive behavioral interventions and supports, and school climate improvement efforts)?

Type of Data Collection to Begin Assessing Teaching Conditions

Immediate Next Steps
Action Step 1
Action Step 2
Action Step 3
Action Step 4
Action Step 5

About the Center on Great Teachers and Leaders

The Center on Great Teachers and Leaders (GTL Center) was created to help states leverage their strengths to improve the educational attainment of all students by ensuring an effective teacher in every classroom and an effective leader in every school. Funded by the U.S. Department of Education, the GTL Center is part of the U.S. Department of Education's Comprehensive Centers program, which includes seven content centers that focus on specific areas of expertise and 15 regional centers that provide services primarily to state education agencies to enable them to assist districts and schools.

In its role as a content center, the GTL Center is responsible for providing in-depth knowledge, expertise, and analyses to regional centers and the states they serve.
The GTL Center disseminates information about scientifically based research on effective practice, creates research-based products, and provides expertise that regional centers can use in delivering technical assistance to states.