Highly qualified teachers

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 school-wide decision-making, and to anything that affects the welfare of their students.

### Teacher Participation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>This School</th>
<th>The State</th>
<th>NA: Too few responses to report</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>83%</td>
<td>78%</td>
<td>5%</td>
</tr>
<tr>
<td>2002-03</td>
<td>77%</td>
<td>75%</td>
<td>5%</td>
</tr>
<tr>
<td>2003-04</td>
<td>77%</td>
<td>75%</td>
<td>5%</td>
</tr>
</tbody>
</table>

### SALT Survey findings and barriers to reform

#### This school

- **Student discipline/behavioral management**
- **Teacher efficacy**
- **Recruiting and Supporting Teachers**
- **Highly qualified teachers**
- **Time out of class for professional development (%)**
- **Time out of class for medical reasons (%)**
- **Time out of class for other reasons (%)**
- **Total time out of class (%)**
- **Lack of time necessary for adequate planning and/or implementation**
- **Lack of support from teachers and/or other staff**
- **Lack of training for teachers**
- **Lack of developed curriculum**
- **Lack of information for teachers about the reforms and/or what is expected for school improvement**

### What Teachers Say

#### 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.
- Student discipline/behavioral management
- School-wide goals

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

- Lack of time necessary for adequate planning and/or implementation
- Lack of support from teachers and/or other staff
- Lack of training for teachers
- Lack of developed curriculum
- Lack of information for teachers about the reforms and/or what is expected for school improvement

### Additional teacher-quality indicators

- Teachers with emergency certification (%)
- Classes not taught by a highly qualified teacher (%)
- Grievances
- Time out of class for professional development (%)
- Time out of class for medical reasons (%)
- Time out of class for other reasons (%)
- Total time out of class (%)

#### Table

<table>
<thead>
<tr>
<th>Indicator</th>
<th>This School</th>
<th>This District</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with emergency certification (%)</td>
<td>11%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Classes not taught by a highly qualified teacher (%)</td>
<td>23%</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>Grievances</td>
<td>0</td>
<td>409</td>
<td>409</td>
</tr>
<tr>
<td>Teacher attendance (%)</td>
<td>97%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>Time out of class for professional development (%)</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Time out of class for medical reasons (%)</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Time out of class for other reasons (%)</td>
<td>9%</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>Total time out of class (%)</td>
<td>13%</td>
<td>12%</td>
<td>6%</td>
</tr>
</tbody>
</table>

*Indicates school did not supply this information.*

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**Information Works! School Year 2003-2004**

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