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.

### SALT Survey findings and barriers to reform

**This school**  
- Percent of teachers who say they agree or strongly agree that:  
  - The most important aspect of a child’s education is having a good teacher.  
  - Student success is their primary motivator.  
  - To be maximally effective, teachers need to feel sure that their professional judgment is always vital to school improvement, school-wide decision-making, and to anything that affects the welfare of their students.

**The State**  
- 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

### Teacher efficacy

**This school**  
- 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.
  - Lack of time necessary for adequate planning and/or implementation

**The State**  
- Percent of teachers who report that the following are a moderate to major problem:
  - Lack of support from teachers and/or other staff
  - Lack of training for teachers
  - Lack of developed curriculum

### Recruiting and Supporting Teachers

**What Teachers Say**

**This School**  
- Teachers with emergency certification (%): 1%
- Classes not taught by a highly qualified teacher (%): 33%
- Grievances: 5
- Teacher attendance (%): 95%
- Time out of class for professional development (%): 0%
- Time out of class for medical reasons (%): 5%
- Time out of class for other reasons (%): 0%
- Total time out of class (%): 5%

**This District**  
- Teachers with emergency certification (%): 5%
- Classes not taught by a highly qualified teacher (%): 23%
- Grievances: 257
- Teacher attendance (%): 95%
- Time out of class for professional development (%): 0%
- Time out of class for medical reasons (%): 5%
- Time out of class for other reasons (%): 0%
- Total time out of class (%): 5%

**The State**  
- Teachers with emergency certification (%): 2%
- Classes not taught by a highly qualified teacher (%): 26%
- Grievances: 409
- Teacher attendance (%): 96%
- Time out of class for professional development (%): 1%
- Time out of class for medical reasons (%): 4%
- Time out of class for other reasons (%): 1%
- Total time out of class (%): 6%