Recruiting and Supporting 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.

## SALT Survey findings and barriers to reform

### Percent of teachers who say they agree or strongly agree that:

- The single most important aspect of a child’s education is having a good teacher.
- 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.

### I am encouraged to make my own decisions.

- This school: 80%
- The state: 60%

### My team or grade level shares professional material and information with each other.

- This school: 70%
- The state: 50%

### Lack of time necessary for adequate planning and/or implementation

- This school: 40%
- The state: 20%

### Lack of support from teachers and/or other staff

- This school: 40%
- The state: 20%

### Lack of training for teachers

- This school: 60%
- The state: 40%

### Lack of developed curriculum

- This school: 80%
- The state: 60%

### Lack of information for teachers about the reforms and/or what is expected for school improvement

- This school: 70%
- The state: 50%

### What Teachers Say

#### Teacher efficacy

- 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
- The opportunities they have to take part in decisions
- The extent to which teachers and staff support school improvement

#### Additional teacher-quality indicators

- Teachers with emergency certification (%):
  - This School: 0%
  - This District: 1%
  - The State: 2%
- Classes not taught by a highly qualified teacher (%):
  - This School: 32%
  - This District: 30%
  - The State: 26%
- Grievances:
  - This School: 0
  - This District: 2
  - The State: 409
- Teacher attendance (%):
  - This School: 96%
  - This District: 95%
  - The State: 96%
- Time out of class for professional development (%):
  - This School: 1%
  - This District: 2%
  - The State: 1%
- Time out of class for medical reasons (%):
  - This School: 4%
  - This District: 5%
  - The State: 4%
- Time out of class for other reasons (%):
  - This School: 1%
  - This District: 1%
  - The State: 1%
- Total time out of class (%):
  - This School: 6%
  - This District: 8%
  - The State: 6%

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