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 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.

**What Teachers Say**

- **What Teachers Say**
  - **Lack of time necessary for adequate planning and/or implementation:**
    - This school: 80%
    - The State: 60%
    - NA: Too few responses to report
  - **Lack of support from teachers and/or other staff:**
    - This school: 20%
    - The State: 40%
    - NA: Too few responses to report
  - **Lack of training for teachers:**
    - This school: 80%
    - The State: 60%
    - NA: Too few responses to report
  - **Lack of developed curriculum:**
    - This school: 80%
    - The State: 60%
    - NA: Too few responses to report
  - **Lack of information for teachers about the reforms and/or what is expected for school improvement:**
    - This school: 80%
    - The State: 60%
    - NA: Too few responses to report

**Teacher Participation Rates**

- **What Teachers Say**
  - **I am encouraged to make my own decisions:**
    - This school: 80%
    - The State: 60%
    - NA: Too few responses to report
  - **My team or grade level shares professional material and information with each other:**
    - This school: 80%
    - The State: 60%
    - NA: Too few responses to report
  - **Student discipline/behavioral management:**
    - This school: 80%
    - The State: 60%
    - NA: Too few responses to report
  - **School-wide goals:**
    - This school: 80%
    - The State: 60%
    - NA: Too few responses to report
  - **The opportunities they have to take part in decisions:**
    - This school: 80%
    - The State: 60%
    - NA: Too few responses to report

**What Teachers Say**

- **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**

- **Indicates school did not supply this information.**

<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>0%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Classes not taught by a highly qualified teacher (%)</td>
<td>100%</td>
<td>54%</td>
<td>26%</td>
</tr>
<tr>
<td>Grievances</td>
<td>2</td>
<td>6</td>
<td>409</td>
</tr>
<tr>
<td>Teacher attendance (%)</td>
<td>95%</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>5%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Time out of class for other reasons (%)</td>
<td>4%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Total time out of class (%)</td>
<td>10%</td>
<td>7%</td>
<td>6%</td>
</tr>
</tbody>
</table>

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