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.

### Recruiting and Supporting Teachers

#### Highly qualified teachers

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### Teacher Participation Rates 2004-05

- **Percent of teachers who responded to the SALT Survey**
  - This school: 60%
  - R.I. elementary schools: 40%

### 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: 40%
- Lack of support from teachers and/or other staff: 20%
- Lack of training for teachers: 10%
- Lack of developed curriculum: 6%
- Lack of information for teachers about the reforms and/or what is expected for school improvement: 4%

### What Teachers Say

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

- I am encouraged to make my own decisions: 80%
- My team or grade level shares professional material and information with each other: 70%
- Student discipline/behavioral management: 60%
- School-wide goals: 50%

### What Teachers Say

**Percent of teachers who say their team or grade level has much or very much decision-making authority regarding:**

- The opportunities they have to take part in decisions: 90%
- The extent to which teachers and staff support school improvement: 80%

### Teacher efficacy

- This school: 80%
- R.I. elementary schools: 60%

### Additional teacher-quality indicators

- Teachers with emergency certification (%): 3% (This School), 1% (This District), 1% (The State)
- Classes not taught by a highly qualified teacher (%): 22% (This School), 17% (This District), 25% (The State)

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*Too few responses to report?
? Inadequate data submitted*