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.

Additional teacher-quality indicators

Teachers with emergency certification (%)  

This School  This District  The State

0%  2%  1%

Classes not taught by a highly qualified teacher (%)  

This School  This District  The State

15%  21%  25%

Teacher Participation Rates 2004-05

Percent of teachers who responded to the SALT Survey

What Teachers Say

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

Teacher efficacy

This school

R.I. elementary schools

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

The opportunities they have to take part in decisions

The extent to which teachers and staff support school improvement

What Teachers Say

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

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