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.

**Teacher Participation Rates**

Teacher Participation Rates 2004-05

Percent of teachers who responded to the SALT Survey

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<tr>
<th>This school</th>
<th>R.I. elementary schools</th>
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<td>80%</td>
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**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

* Too few responses to report

? Inadequate data submitted

**Teacher Efficacy**

Teacher efficacy

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**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

* Too few responses to report

? Inadequate data submitted

**Additional Teacher-Quality Indicators**

Teachers with emergency certification (%)

This School: 3%
This District: 2%
The State: 1%

Classes not taught by a highly qualified teacher (%)

This School: 8%
This District: 21%
The State: 25%

? Inadequate data submitted