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.

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

Teacher Participation Rates

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:

- 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

Teacher efficacy

This school

R.I. elementary schools

Additional teacher-quality indicators

- Teachers with emergency certification (%)
- Classes not taught by a highly qualified teacher (%)

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