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**

<table>
<thead>
<tr>
<th>Year</th>
<th>This School</th>
<th>R.I. elementary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

**What Teachers Say**

- Percent of teachers who say that their team or grade level has much or very much decision-making authority regarding:
  - Student discipline/behavioral management: ?
  - School-wide goals: ?

- 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**

- I am encouraged to make my own decisions: ?
- My team or grade level shares professional material and information with each other: ?

**Additional Teacher-Quality Indicators**

- Teachers with emergency certification (%): 0% This School, 0% This District, 1% The State
- Classes not taught by a highly qualified teacher (%): 52% This School, 27% This District, 25% The State