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

#### Highl y qualified teachers

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#### Teacher Participation Rates 2004-05

<table>
<thead>
<tr>
<th>SALT Survey findings and barriers to reform</th>
<th>Wyman School Warwick District</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school</td>
<td>This school</td>
</tr>
<tr>
<td>R.I. elementary schools</td>
<td>R.I. elementary schools</td>
</tr>
<tr>
<td>* Too few responses to report</td>
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</tr>
<tr>
<td>* Inadequate data submitted</td>
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</tr>
</tbody>
</table>

#### What Teachers Say

- **Percent of teachers who say** 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

#### What Teachers Say

- **Percent of teachers who** 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

#### Teacher efficacy

- **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

#### Additional teacher-quality indicators

<table>
<thead>
<tr>
<th></th>
<th>This School</th>
<th>This District</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with emergency certification (%)</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Classes not taught by a highly qualified teacher (%)</td>
<td>8%</td>
<td>17%</td>
<td>25%</td>
</tr>
</tbody>
</table>

* Too few responses to report
* Inadequate data submitted

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Information Works! School Year 2004-2005

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