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.

**What Teachers Say**

- **Teacher Participation Rates 2004-05**
- **What Teachers Say**
- **Teacher efficacy**
- **Additional teacher-quality indicators**

**Teacher Participation Rates 2004-05**

<table>
<thead>
<tr>
<th>Percentage of Teachers Responding to the SALT Survey</th>
<th>This School</th>
<th>R.I. elementary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What Teachers Say**

- 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.**
- **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**

**Additional teacher-quality indicators**

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

<table>
<thead>
<tr>
<th>Percentage</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>13%</td>
<td>17%</td>
<td>25%</td>
</tr>
</tbody>
</table>