Highly qualified teachers

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

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

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

Teacher Participation Rates

The percent of teachers who responded to the SALT Survey

SALT Survey findings and barriers to reform

This school

R.I. elementary schools

* Too few responses to report
? Inadequate data submitted

Teacher efficacy

This school

R.I. elementary schools

* Too few responses to report
? Inadequate data submitted

Additional teacher-quality indicators

Teachers with emergency certification (%) 0% 1% 1%
Classes not taught by a highly qualified teacher (%) 22% 17% 25%
Teacher attendance 96% 96% 97%
Time out of school for professional development 0% 0% 1%
Time out of class for medical 4% 4% 3%
Time out of class for other 1% 1% 1%
Total time out of class 5% 6% 5%
Teacher grievances * 5 208 297

* Not all districts submitted data on grievances.