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

**Highly qualified teachers**

The percent of teachers who say that 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

### 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

### 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

### Additional teacher-quality indicators

- Teachers with emergency certification (%)
- Classes not taught by a highly qualified teacher (%)
- Teacher attendance
- Time out of school for professional development
- Time out of class for medical
- Time out of class for other
- Total time out of class
- Teacher grievances

### Additional teacher-quality indicators

<table>
<thead>
<tr>
<th>Indicator</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>
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<tr>
<td>Classes not taught by a highly qualified teacher (%)</td>
<td>14%</td>
<td>10%</td>
<td>25%</td>
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<tr>
<td>Teacher attendance</td>
<td>99%</td>
<td>98%</td>
<td>97%</td>
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<tr>
<td>Time out of school for professional development</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Time out of class for medical</td>
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<td>2%</td>
<td>3%</td>
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<tr>
<td>Time out of class for other</td>
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<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Total time out of class</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
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<tr>
<td>Teacher grievances*</td>
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<td>0</td>
<td>297</td>
</tr>
</tbody>
</table>

* Not all districts submitted data on grievances.