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

2004-05 2005-06

The percent of teachers who responded to the
SALT Survey

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

Teacher efficacy

This school
R.I. elementary schools
* Too few responses to report
? Inadequate data submitted

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

What Teachers Say

Percent of teachers who say that their team or grade level has much or very much decision-making authority regarding:
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 (%)
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*

This School This District The State
0% 0% 1%
15% 14% 25%
? 99% 97%
? 0% 1%
? 1% 3%
? 0% 1%
? 1% 5%
? 0 297

* Not all districts submitted data on grievances.