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 schoolwide decision-making, and to anything that affects the welfare of their students.

### SALT Survey findings and barriers to reform

#### Teacher Participation Rates

- **This school**: The percent of teachers who responded to the SALT Survey.
- **R.I. middle schools**: The percent of teachers who responded to the SALT Survey.

#### 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 adequate team planning time
- Lack of training for teachers
- Lack of developed curriculum

**Percent of teachers who say that most of the time or always:**
- Staff push themselves to do their best work.
- Student discipline/behavioral management
- School-wide goals
- The opportunities they have to take part in decisions

### Teacher efficacy

- **This school**: I am encouraged to make my own decisions.
- **R.I. middle schools**: My team or grade level shares professional material and information with each other.

### Additional teacher-quality indicators

- **Too few responses to report**: Teachers with emergency certification (%)
- **Too few responses to report**: Classes not taught by a highly qualified teacher (%)
- **Too few responses to report**: Teacher in the field of education more than 25 years
- **Too few responses to report**: Teacher in the field of education less than 1 year
- **Too few responses to report**: Teachers in the building 3 years or less

## What Teachers Say

**Percent of teachers who say they agree or strongly agree that:**
- Things are pretty disorganized

### Information Works! School Year 2006-07

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