Recruiting and Supporting Teachers

George C. Calef School
Johnston District

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

This school

R.I. elementary schools

Too few responses to report?

Inadequate data submitted

Teacher Participation Rates

The percent of teachers who responded to the SALT Survey

2004-05 2005-06 2006-07

The 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.

Staff push themselves to do their best work.

Student discipline/behavioral management

School-wide goals

The opportunities they have to take part in decisions

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

Things are pretty disorganized

What Teachers Say

Percent of teachers who say that most of the time or always:

I am encouraged to make my own decisions.

My team or grade level shares professional material and information with each other.

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

R.I. elementary schools

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What Teachers Say

Percent of teachers who agree or strongly agree that:

Teacher Participation Rates

Teacher efficacy

What Teachers Say

Additional teacher-quality indicators

Teachers with emergency certification (%)

Classes not taught by a highly qualified teacher (%)

Teacher in the field of education more than 25 years

Teacher in the field of education less than 1 year

Teachers in the building 3 years or less

This School This District The State

0% 0% 1%

0% 0% 1%

0% 9% 15%

0% 0% 2%

50% 32% 31%

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Additional teacher-quality indicators

This School This District The State

0% 0% 1%

0% 0% 1%

0% 9% 15%

0% 0% 2%

50% 32% 31%