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: [Graph showing participation rates]

- **Teacher Participation Rates**
  - The percent of teachers who responded to the SALT Survey

  2004-05 2005-06 2006-07
  - **Teacher Participation Rates**
  - **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

### Teacher efficacy

- **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.
    - Staff push themselves to do their best work.
    - Student discipline/behavioral management
    - School-wide goals
    - The opportunities they have to take part in decisions

### Additional teacher-quality indicators

- **Teachers with emergency certification (%)**
  - This School: 6%
  - This District: 3%
  - The State: 1%

- **Classes not taught by a highly qualified teacher (%)**
  - This School: 28%
  - This District: 23%
  - The State: 7%

- **Teacher in the field of education more than 25 years**
  - This School: 6%
  - This District: 5%
  - The State: 12%

- **Teacher in the field of education less than 1 year**
  - This School: 2%
  - This District: 3%
  - The State: 2%

- **Teachers in the building 3 years or less**
  - This School: 38%
  - This District: 39%
  - The State: 27%

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