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.

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### SALT Survey findings and barriers to reform

#### This school

- [Graph showing SALT survey participation rates for 2004-05, 2005-06, 2006-07]

#### R.I. middle schools

- [Graph showing SALT survey participation rates for 2004-05, 2005-06, 2006-07]

*Too few responses to report?

- Inadequate data submitted

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### 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: [Graph with data]
- Lack of adequate team planning time: [Graph with data]
- Lack of training for teachers: [Graph with data]
- Lack of developed curriculum: [Graph with data]

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

- Things are pretty disorganized: [Graph with data]

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### Teacher efficacy

#### This school

- [Graph showing teacher encouragement to make own decisions]
- [Graph showing teamwork and information sharing]

#### R.I. middle schools

- [Graph showing teacher encouragement to make own decisions]
- [Graph showing teamwork and information sharing]

*Too few responses to report?

- Inadequate data submitted

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### What Teachers Say

#### Percent of teachers who say they agree or strongly agree that:

- I am encouraged to make my own decisions: [Graph with data]
- My team or grade level shares professional material and information with each other: [Graph with data]
- Staff push themselves to do their best work: [Graph with data]
- Student discipline/behavioral management: [Graph with data]
- School-wide goals: [Graph with data]

#### The opportunities they have to take part in decisions:

- [Graph with data]

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### Additional teacher-quality indicators

- Teachers with emergency certification (%): This School, This District, The State
- Classes not taught by a highly qualified teacher (%): This School, This District, The State
- Teacher in the field of education more than 25 years: This School, This District, The State
- Teacher in the field of education less than 1 year: This School, This District, The State
- Teachers in the building 3 years or less: This School, This District, The State

*Too few responses to report?

- Inadequate data submitted