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

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:

- Things are pretty disorganized

Teacher efficacy

This school

R.I. elementary schools

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? 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.
- 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 most of the time or always:

- 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

What Teachers Say

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

- Teacher Participation Rates

What Teachers Say

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 Participation Rates

The percent of teachers who responded to the SALT Survey

Teacher efficacy

This school

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Additional teacher-quality indicators

* Too few responses to report
? Inadequate data submitted

<table>
<thead>
<tr>
<th>Teachers with emergency certification (%)</th>
<th>This School</th>
<th>This District</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes not taught by a highly qualified teacher (%)</td>
<td>5%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Teacher in the field of education more than 25 years</td>
<td>0%</td>
<td>6%</td>
<td>17%</td>
</tr>
<tr>
<td>Teacher in the field of education less than 1 year</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Teachers in the building 3 years or less</td>
<td>69%</td>
<td>47%</td>
<td>29%</td>
</tr>
</tbody>
</table>

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.