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**
- 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

**What Teachers Say**
- Percent of teachers who say that most of the time or always:
  - Things are pretty disorganized

### Teacher efficacy

**This school**
- There are too few responses to report.

**R.I. elementary schools**
- Inadequate data submitted

### 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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>This School</th>
<th>This District</th>
<th>The State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with emergency certification (%)</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Classes not taught by a highly qualified teacher (%)</td>
<td>0%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Teacher in the field of education more than 25 years</td>
<td>20%</td>
<td>12%</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>25%</td>
<td>26%</td>
<td>29%</td>
</tr>
</tbody>
</table>

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