Recruiting and Supporting Teachers

Daniel D. Waterman School
Cranston 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 school-wide decision-making, and to anything that affects the welfare of their students.

### SALT Survey findings and barriers to reform

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

- The most important aspect of a child’s education is having a good teacher.
- Student success is their principal motivator.
- To be maximally effective, teachers need to feel sure that their professional judgment is always vital to school improvement, to school-wide decision-making, and to anything that affects the welfare of their students.

### What Teachers Say

#### This school

- Percent of teachers who say they are satisfied or very satisfied with:
  - I am encouraged to make my own decisions.
  - My team or grade level shares professional material and information with each other.
  - Student discipline/behavioral management.
  - School-wide goals.
  - The opportunities they have to take part in decisions.
  - The extent to which teachers and staff support school improvement.

#### The state

- Lack of time necessary for adequate planning and/or implementation.
- Lack of support from teachers and/or other staff.
- Lack of training for teachers.
- Lack of developed curriculum.
- Lack of information for teachers about the reforms and/or what is expected for school improvement.

### Teacher Participation Rates

- Percent of teachers who responded to the SALT Survey.

### Teacher efficacy

- I am encouraged to make my own decisions.
- My team or grade level shares professional material and information with each other.
- Student discipline/behavioral management.
- School-wide goals.
- The opportunities they have to take part in decisions.
- The extent to which teachers and staff support school improvement.

### Additional teacher-quality indicators

- Teachers with emergency certification (%)
- Classes not taught by a highly qualified teacher (%)
- Grievances
- Teacher attendance (%)
- Time out of class for professional development (%)
- Time out of class for medical reasons (%)
- Time out of class for other reasons (%)
- Total time out of class (%)

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<th>This School</th>
<th>This District</th>
<th>The State</th>
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<tbody>
<tr>
<td>Teachers with emergency certification (%)</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
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<tr>
<td>Classes not taught by a highly qualified teacher (%)</td>
<td>30%</td>
<td>28%</td>
<td>26%</td>
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<td>Grievances</td>
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<td>409</td>
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<tr>
<td>Teacher attendance (%)</td>
<td>97%</td>
<td>97%</td>
<td>96%</td>
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<td>Time out of class for professional development (%)</td>
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<td>Time out of class for medical reasons (%)</td>
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<tr>
<td>Time out of class for other reasons (%)</td>
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<td>0%</td>
<td>1%</td>
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<tr>
<td>Total time out of class (%)</td>
<td>3%</td>
<td>3%</td>
<td>6%</td>
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