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

#### This school

- **Teacher Participation Rates**
  - Percent of teachers who responded to the SALT Survey
  - Year: 2001-02, 2002-03, 2003-04

#### The State

- **What Teachers Say**
  - Percent of teachers who report that the following are a moderate to major problem:

#### NA: Too few responses to report

### What Teachers Say

#### This school

- **Teacher efficacy**
  - I am encouraged to make my own decisions.
  - My team or grade level shares professional material and information with each other.

#### The State

- **What Teachers Say**
  - Percent of teachers who say their team or grade level has much or very much decision-making authority regarding:

### 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 (%)**

- **This School**
- **This District**
- **The State**

- Indicates school did not supply this information.

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