VOICES FROM THE CLASSROOM

A SURVEY OF AMERICA'S EDUCATORS

EDUCATORS FOR EXCELLENCE

10 YEARS

2020

2020

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A SURVEY OF AMERICA'S EDUCATORS

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Introduction

We are excited to share the results from our second edition of **Voices from the Classroom,** a nationally representative survey by teachers that captures the views and opinions of our colleagues across the country on a wide variety of education issues. The purpose of this survey is to provide decision-makers with key insights from untapped classroom experts — teachers.

This survey comes at a time ripe for change. Too often during the last two years, in districts across the country, teachers have felt that they had to walk out of their classrooms in order for their concerns to be heard. As teachers, we see our students' challenges up close each day, and we know the many ways our education system is currently failing them. We have the knowledge, skills, and passion to lead the changes we know our profession and schools need, but we are rarely given the opportunity nor are we appropriately compensated when we are.

This election year, however, offers a unique opportunity to address what is preventing our students from reaching their full potential and us, as teachers, from thriving in our careers. We don't need tweaks; we need meaningful change. This report offers a guide for the changes we want to see.

When we gathered to develop this survey, this pivotal moment was top of mind. The pioneering *Voices from the Classroom* 2018 survey, designed by our peers, showed definitively that teachers want changes to even the most fundamental aspects of our profession and the schools we serve. Particularly because we have seen so many election cycles go by in which education is either not mentioned or the conversation fails to address the daily struggles of students and teachers, we did not want to squander an opportunity to have a substantive national conversation.

With this idea in mind, in November 2019 we surveyed a representative sample of our colleagues across the country to learn about the challenges they and their students face and, more importantly, the best way to tackle them together. Nationwide, teachers across ethnicities, backgrounds, and experiences believe they are practicing in an education system that has not kept pace with our changing world. We want innovative compensation structures commensurate to the work and skills this profession requires. We want to ensure all students have what they need to learn. And most of all, we want our elected representatives to work with us to make changes that will most help our students and colleagues.

With this report, we hope to bring the most urgent conversations we've had in the teachers' lounge out to national debates between presidential candidates. We hope that current and potential leaders at the federal, state, district, union, and school levels will see this survey as a roadmap for how to strengthen the teaching profession and improve our schools. Partnering with educators and leveraging our experiences and expertise are key to identifying and implementing much-needed changes. Together, we can ensure our students have the most effective, well-prepared teachers at the front of their classrooms and the resources they need to grow academically, socially, and emotionally.

In partnership,

Judith Angeles, Ed.D., kindergarten teacher, Canterbury Elementary, Los Angeles, CA

Charles Beavers, educator, Chicago Public Schools, Chicago, IL

Jasmine Byrd, middle school English-as-a-new-language / English-as-a-second-language teacher, M.S. 180 Dr. Daniel Hale Williams, Bronx, NY

Matthew Clark, ninth- through 11th-grade English-as-a-second-language teacher, Waltham High School, Waltham, MA

Daniel Gannon, social studies teacher, Bronx Leadership Academy II High School, Bronx, NY

Anthony Hernandez, elementary school teacher, Global Academy, New Brighton, MN

Nina Leuzzi, kindergarten teacher, Fletcher Maynard Academy, Cambridge, MA

Tracy Netter, pre-K through eighth-grade visual arts teacher, William K. New Sullivan Elementary School, Chicago, IL

Shay Porter, third-grade teacher, Hendricks Academy, Chicago, IL

Judith Stork, ninth- through 12th-grade Spanish teacher, Lakeside High School, Evans, GA

> We want innovative compensation structures commensurate to the work and skills this profession requires. We want to ensure all students have what they need to learn. And most of all, we want our elected representatives to work with us to make changes that will most help our students and colleagues.

Dear Reader,

Ten years ago, we founded Educators for Excellence (E4E) because of our frustrations that the education system was failing to meet the needs of our students and failing to address the concerns we have as educators. Since that day, our mission has been to ensure that teachers have a leading voice in the policies that impact their students and profession. *Voices from the Classroom* allows us to advance this mission by identifying and then turning educators' ideas into action. After our groundbreaking release in 2018, our survey has sparked in-depth conversations and spurred action toward change. Survey data was featured in media and research publications around the country. Decision-makers from the federal level on down to the school and union level reviewed the findings to better consider teachers' opinions. And most importantly, E4E's members used the data to inform our local and national advocacy campaigns that have led to real change for students and teachers.

As proud as we are of this progress, we know there is a lot more work to do to create the education system our students and teachers deserve. We and our members want to keep the momentum going. It was with this urgency in mind that our team of 10 classroom teachers came together to design a survey of their colleagues that could inform 2020 election conversations. They sought to dig deeper into 2018's most interesting findings, from teacher compensation to student assessment, as well as to see if and how teachers' perceptions of unions may be changing since the *Janus v. AFSCME* decision. We hope union, local, state, and federal representatives — and those who aspire to be — will consider these findings as they make decisions that will impact our classrooms and country for generations.

We want to thank our diligent team of teachers who shaped this survey. After tiring days supporting their students, they dedicated their evenings and weekends to ensure this survey could elevate the voices of their peers and cut through the political noise. Their insight into everyday classrooms and the issues affecting them are crucial to making this report relevant during this pivotal moment that will decide the direction of education policy in the years to come.

And we want to thank you, the reader, whether you are an educator, policymaker, or someone deeply invested in improving our education system, for seeking to learn more about the opinions of teachers across our country on education policies. We hope that you won't stop there, but will work alongside our country's educators to build a system that meets the needs of all our students and allows teachers to thrive in their profession.

Sincerely,

Sydney Morris and Evan Stone
Co-Founders and Co-CEOs
Educators for Excellence

EDUCATORS FOR EXCELLENCE

We want to thank our diligent team of teachers who shaped this survey. Their insight into everyday classrooms and the issues affecting them were crucial to making this report relevant during this pivotal moment.

Methodology

The ***Voices from the Classroom*** 2020 survey questionnaire was developed by 10 Educators for Excellence (E4E) member teachers from across the United States. The instrument was written and administered by Gotham Research Group, an independent research firm, and conducted online from November 4 through November 15, 2019, among a nationally representative sample of 1,000 full-time, public school teachers. A supplemental survey was conducted online from December 11 through December 17, 2019, among a nationally representative sample of 500 full-time, public school teachers. Note that all survey results are presented as percentages and, due to rounding, may not always add to 100%.

Survey Sample

The sample for both surveys is representative of the national population of U.S. district and charter public school teachers and aligns with key demographic variables of gender, region, race, ethnicity, age, years of teaching experience, level of education attained, school type, and subjects taught.[1] Any E4E member participation in the survey is entirely coincidental. The data was weighted by level of education attained, region, gender, race, and ethnicity.

Participation and Response Rate

Potential respondents were invited via email to participate in the surveys. Respondents were screened to ensure they were U.S. adults over 18 years of age and currently employed full time as pre-K through grade 12 public school classroom teachers in district or charter schools. For the primary national survey, invites were sent out to 14,609 prescreened education professionals; 13,118 entered the survey, and 1,500 qualified and completed the full survey, resulting in a response rate of 10% and a margin of error of ±3.1 percentage points for the full survey sample of 1,000 and higher among subgroups. For the supplemental survey, invites were sent out to 6,121 prescreened education professionals; 4,199 entered the survey, and 500 qualified and completed the full survey, resulting in a response rate of 8% and a margin of error of ±4.4 percentage points for the supplemental survey sample of 500 and higher among subgroups.

About Gotham Research Group

Gotham Research Group is a full-service custom research and consulting firm advising nonprofit organizations, corporations, and electoral campaigns on issues of communication, reputation, and strategy. Gotham's academic research on public opinion and survey research methodology has been published in top-tier academic journals, including *Public Opinion Quarterly, American Political Science Review,* and *American Journal of Political Science.*

Survey Sample

The primary national survey sample of 1,000 full-time teachers is representative of the national population of U.S. district and charter public school teachers.

All numbers are percentages. Due to rounding, not all percentages add to 100%.

GENDER

76% female

24% male

RACE/ETHNICITY

White 78%

Teachers of Color 22%

9% Hispanic/Latino
8% African-American/Black
3% Asian/Pacific Islander
1% Native American
1% Mixed Racial Background

AGE

<30 16%
30-49 59%
50+ 24%
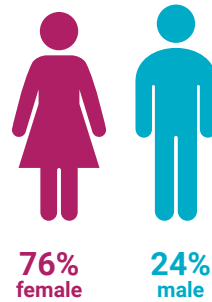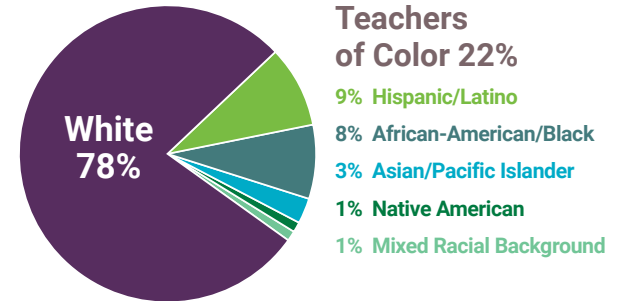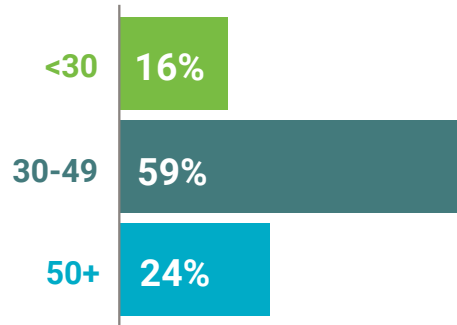
GRADES CURRENTLY TEACHING

Pre-K-6th Grade 45%
Combined 9%
9th-12th Grade 29%
7th-8th Grade 17%
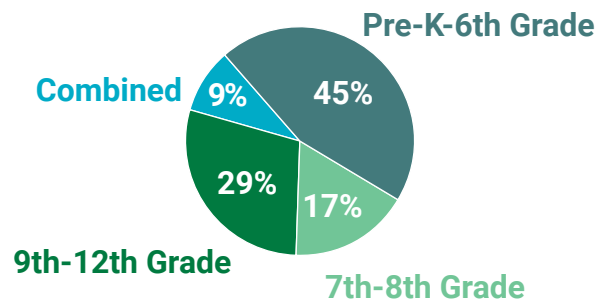
SUBJECTS TEACHING

30% English/Reading	6% PE or Health
28% Mathematics	5% Bilingual/ESL
22% Social Studies/Sciences	5% Computer Science
23% Science	4% Foreign Language
19% Special Education	4% Gifted & Talented
10% Art, Music, or Fine Arts	3% Other

YEARS TEACHING

< 1	1%
1-3	11%
4-6	15%
7-10	14%
11-15	20%
16-19	12%
20-24	12%
25-29	8%
30+	6%

Early-career teachers

Late-career teachers

TENURE

YES 66%
NO 32%
Not sure 2%
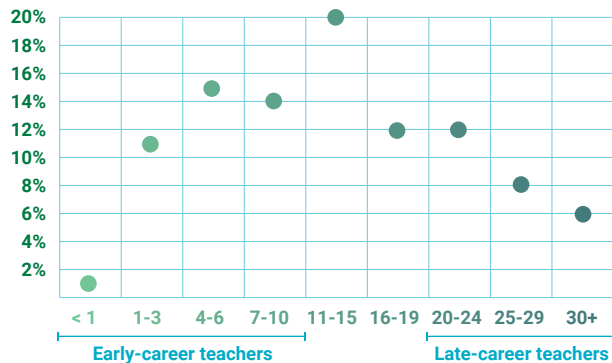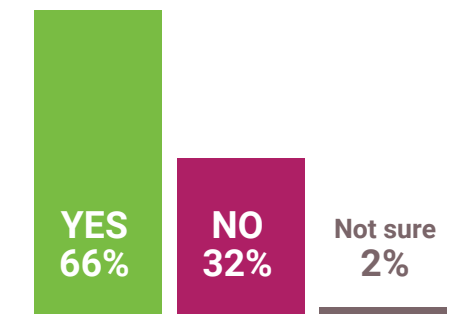
ALTERNATIVE CERTIFICATION PROGRAM
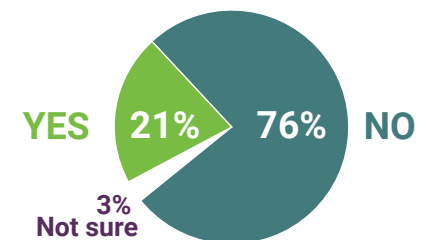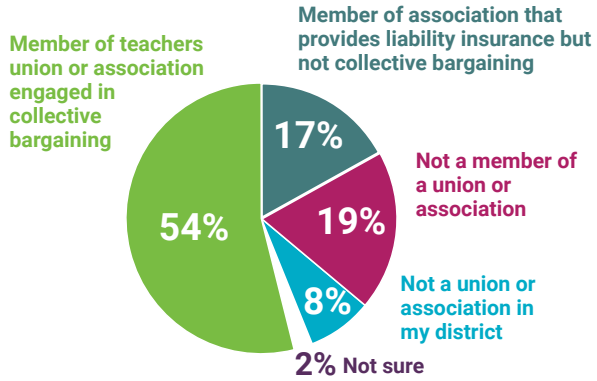
YES 21%
NO 76%
3% Not sure

UNION MEMBERSHIP

Member of teachers union or association engaged in collective bargaining **54%**

Member of association that provides liability insurance but not collective bargaining **17%**

Not a member of a union or association **19%**

Not a union or association in my district **8%**

2% Not sure

UNION MEMBER TYPE (n=534)

Full dues 90%

Partial dues 7%

3% Not sure

REGION

Midwest **23%**

Northeast **19%**

West **20%**

South **38%**

SCHOOL TYPE

89% District   **11% Charter**

SCHOOL SIZE

< 500	500-699	700-999	1,000+	Not sure
32%	18%	17%	32%	1%

SCHOOL LOCATION

Urban **28%**

Suburban **47%**

Rural **25%**
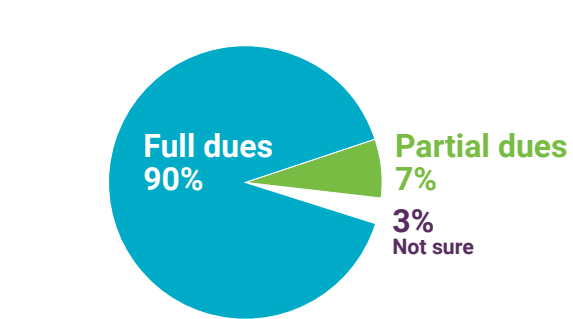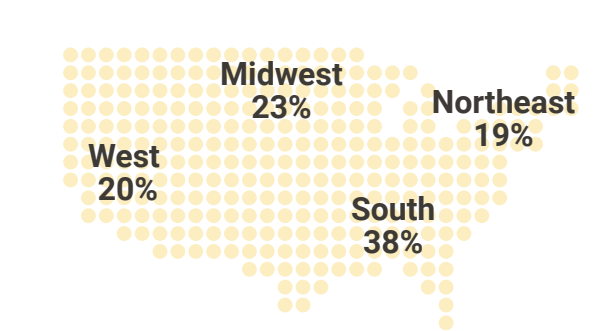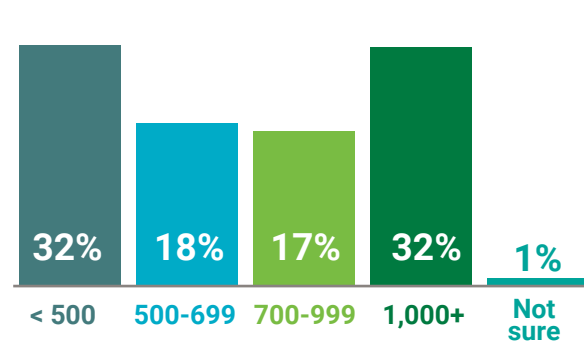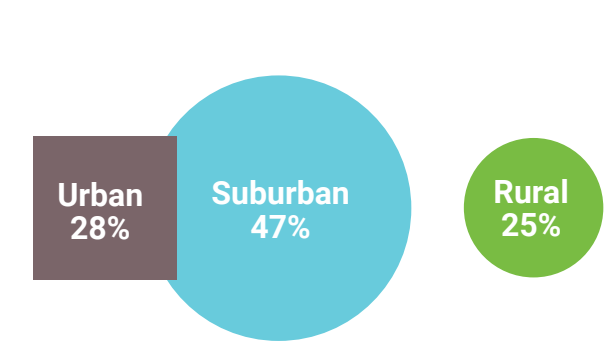
ESTIMATED SCHOOL POPULATION: STUDENTS OF COLOR

34-66% of students **33%**

< 33% of students **46%**

67+% of students **20%**

2% Not sure
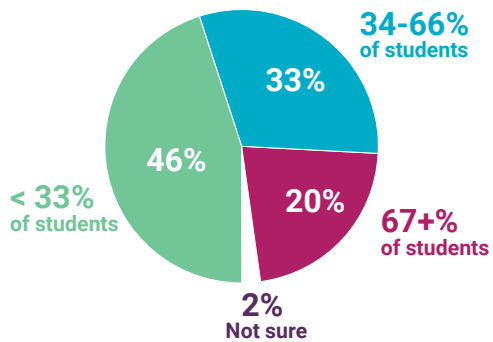
ESTIMATED SCHOOL POPULATION: LOW-INCOME STUDENTS

34-66% of students **39%**

67+% of students **35%**

< 33% of students **25%**

3% Not sure
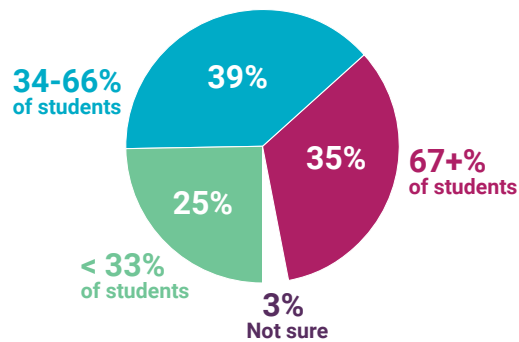
ESTIMATED SCHOOL POPULATION: ENGLISH LEARNER STUDENTS

< 33% of students **67%**

34-66% of students **22%**

67+% of students **9%**

2% Not sure
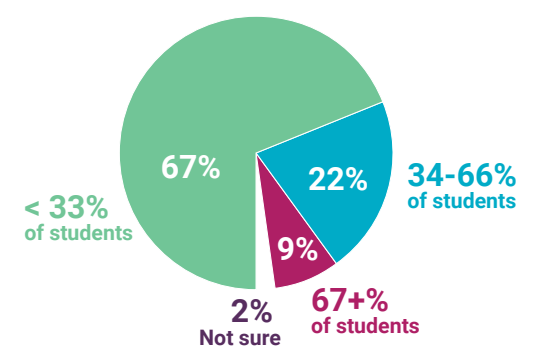
"Teachers know what our students need and we're ready to lead the change, but those in power must listen to us and ensure we have a seat at the table."

Jasmine Byrd, middle school English-as-a-new-language / English-as-a-second-language teacher, Bronx, NY

early-career teachers
42% of national sample; n=415

While the survey data is remarkably consistent across regions, experiences, and school characteristics, there are some differences among early-career teachers and teachers of color that are highlighted in the report.

AGE | **<30** 38% | **30-49** 58% | **50+** 4%

71% female **29%** male

teachers of color **28%** | **72%** white

union member 50%
50% **nonunion member**

30% tenured

28% alternative certification

Midwest 20%
Northeast 20%
West 21%
South 39%

83% District **17%** Charter
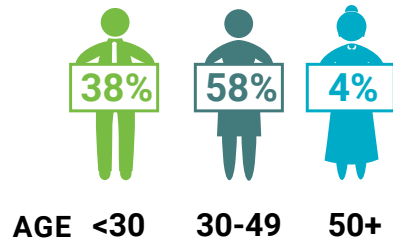
teachers of color
22% of national sample; n=216

AGE | **<30** 21% | **30-49** 62% | **50+** 17%

YEARS TEACHING | ≤10 55% | 11-19 30% | 20+ 15%

71% female **29%** male

Mixed Racial Background 1%
Native American 1%
Asian/Pacific Islander 14%
Hispanic/Latino 41%
African-American/Black 36%

union member 50%
50% **nonunion member**

43% tenured

37% alternative certification

Midwest 9%
Northeast 9%
West 29%
South 53%

81% District **19%** Charter
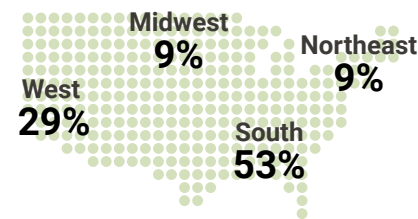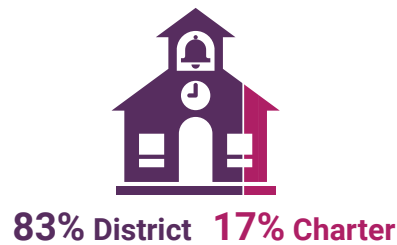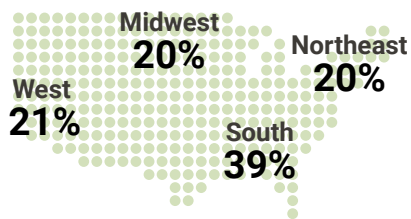
"We're experts in our field and, as this survey proves, we're ready to lead the change our students deserve."

Judith Stork, ninth- through 12th-grade Spanish teacher, Evans, GA

Today's Education Climate

To interpret the results of this survey, it is vital to understand the context in which educators are sharing their views.

As we reflect on the national education climate during our 2018 survey and today, much has remained the same. In a time of rapid change across the nation, many aspects of our education system feel stubbornly inert, failing to react to pressing challenges and the changing needs of today's students and society — challenges like providing equitable resources, differentiating support to meet the needs of all learners, attracting and retaining great teachers, setting national priorities, and above all, working in partnership with educators to co-create solutions to education's most intractable issues.

Pervasive inequity

Perhaps the most stubborn feature of American public schools is pervasive inequity in the form of access to funding and resources, and more broadly, access to opportunities to learn. These inequities are long-standing for students of color and students from low-income households. One recent analysis of school funding showed that districts serving higher numbers of students of color receive a staggering $23 billion dollars less than districts of the same size serving mostly white students.[2] And, while districts serving mostly white students from low-income households receive about $150 less per student than the national average, they receive an average of $1,500 more per student than those serving non-white, low-income students.[3] These inequities for students of color and students from low-income households are not just measured in dollars, but in access to opportunities to learn, including attending a school that offers prerequisite courses for college and having educators who teach grade-level content.[4]

Our elected leaders have largely failed to act on new evidence that strongly confirms that equitable funding, resources, and access to learning opportunities do matter in improving academic and later-life outcomes, especially for students from low-income households.[5] This inaction is directly impacting our students' academic achievement. The 2019 Nation's Report Card (commonly known as "NAEP") shows that gaps in learning for low-income students, students of color, English learners, and students with disabilities — all student groups less likely to receive equitable access to funding and resources[6] — remain, and, in many cases, have gotten worse.[7]

Failing to meet students' diverse needs

Our education system has not been nimble in adjusting to meet the needs of an increasingly diverse student population. While students of color and Native students represent the largest share of public school students, too many still do not have access to educators who share their racial and ethnic identities.[8] As the national share of dual and English learners has grown, districts have struggled to recruit sufficient teachers certified in English-as-a-second-language and bilingual education to ensure that these students thrive academically.[9] With immigration reform stalled, highly publicized raids and mass deportations,[10] the Deferred Action for Childhood Arrivals (DACA) program in legal limbo,[11] and the elevation of anti-immigrant sentiment,[12] educators are struggling to address the range of these students' needs.

Violence in our schools

In 2019 alone, there were 45 school shootings and 103 incidents of gunfire on school grounds.[13] While communities across the country have begun implementing a wide variety of security measures in response, such as creating threat-assessment protocols, staging active-shooter drills, arming school staff, and doubling down on punitive, exclu-

sionary discipline, experts advise and research demonstrates that the most effective preventive measure would be for schools to spend their limited resources improving school climate and relationships.[14]

A broken teacher pipeline

There has not been much progress to ensure a consistent supply of diverse, excellent teachers across the country. Data from the last 10 years indicate a steady decline in both enrollment and completion of traditional teacher education,[15] and persistent shortages plague critical subject areas like special education, math, science, foreign languages, and career-technical education.[16] Attrition from the profession has remained relatively constant at around 8%, far higher than the average in higher-performing countries.[17]

Teacher turnover has a disproportionate impact on underserved students. Turnover is highest in schools serving low-income students and students of color, which leads to schoolwide drops in achievement and morale. In addition, these same students are less likely to be taught by an experienced educator, in part due to the impact of the high turnover.[18]

Teachers' deep dissatisfaction with pay, benefits, and working conditions has been illuminated by teacher strikes across the country. This is a trend that cannot be ignored in the conversation about attracting and retaining excellent teachers. Teacher pay has historically lagged both behind the cost of living and other professions that require comparable skills,[19] leading many educators to work multiple jobs in order to make ends meet.[20] Rising pension costs and underfunding by states have left the future of many teachers' retirement benefits (particularly teachers in the 21 states and the District of Columbia where some or all educators are ineligible to contribute to and receive Social Security[21]) at risk. Stories of educators who are eligible for public assistance programs or selling blood plasma to support their families have seeded doubts that education is truly a middle-class job.[22] It is against this backdrop that union membership has re-

mained relatively stable since 2018,[23] despite predictions that the *Janus v. AFSCME* decision would threaten the long-term viability of public sector unions.[24]

Federal legislation stalled

Unfortunately, there has been little movement at the federal level to address these pressing issues impacting students and teachers. As bipartisan relationships have fractured and other priorities have consumed Congress, there has been little substantive action on education, with the exception of the reauthorization of the Carl D. Perkins Act, the federal law funding career and technical education. Two critical laws impacting millions of students — the Higher Education Act (HEA), the federal law regulating and funding postsecondary education, and the Individuals with Disabilities Education Act (IDEA), which seeks to ensure appropriate services and supports to students with disabilities — have gone more than 10 years without reauthorization. The authorization of the nation's K-12 education law, the Every Student Succeeds Act (ESSA), has recently expired, with no plans for reauthorization on the horizon.[25]

An emerging consensus for change

Teachers are continuing to prove an ascendant voice in the national conversation around education, making their views heard on policies that impact their students and their profession. The American public, which has largely sided with teachers on the issues they have been most vocal about, such as the importance of increasing education funding and teacher pay,[26] is perhaps more ready to listen and to demand action.

As our nation enters into this 2020 election cycle, we have an opportunity to act on what those closest to this challenge already know about education; set an education agenda that is ambitious, equitable, and forward-looking; and reset and reprioritize our country's education policy goals at the district, state, and federal levels.
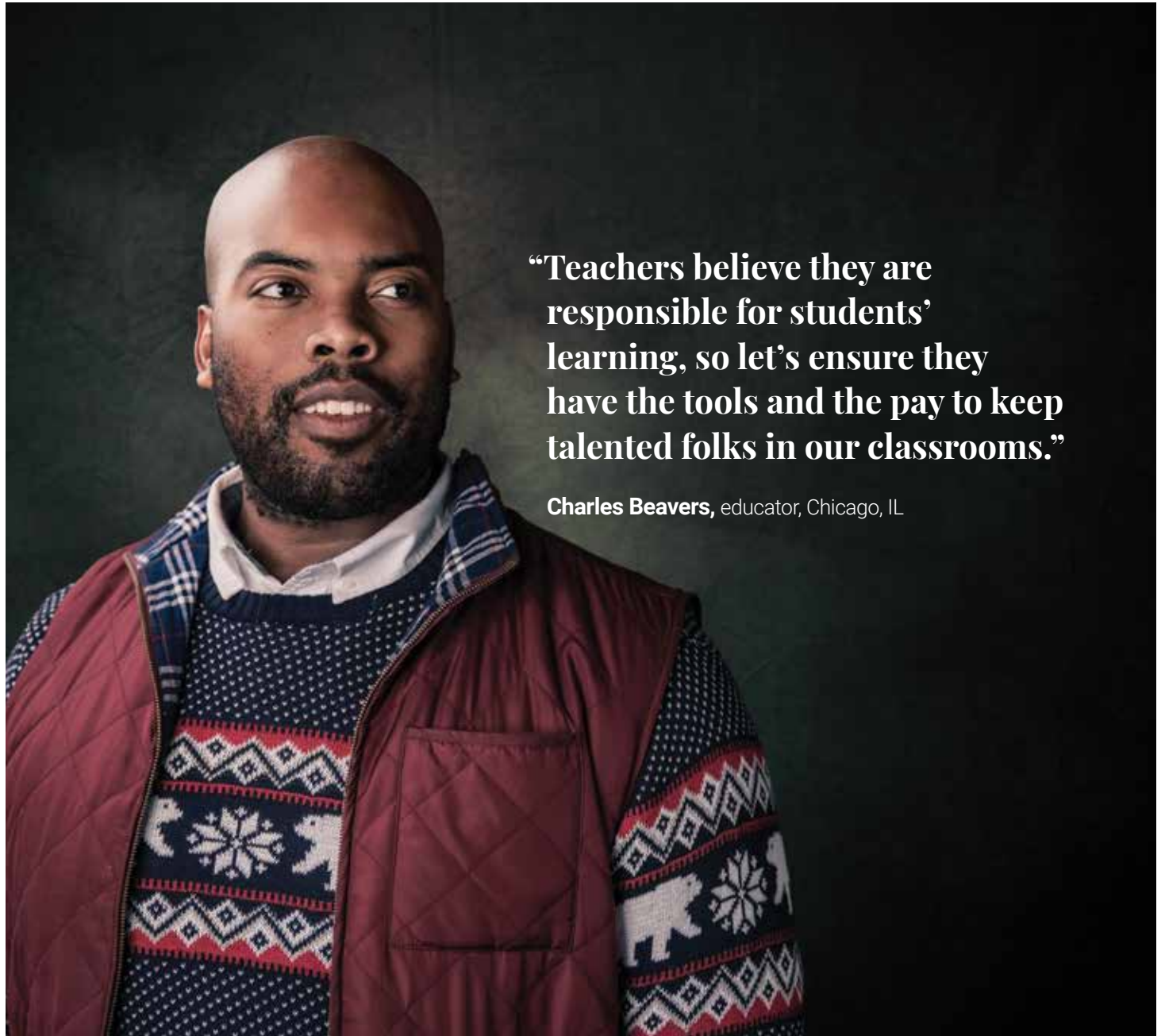
"Teachers believe they are responsible for students' learning, so let's ensure they have the tools and the pay to keep talented folks in our classrooms."

Charles Beavers, educator, Chicago, IL

Elevate the Profession

Teachers want effective preparation and professional development throughout their careers and a relevant, rigorous measure to join the profession. Improving compensation and benefits are priorities, and teachers are open to changing traditional tenure, pay, and retirement structures.

Teacher preparation

Only about one in 10 teachers say preparation programs train prospective teachers for the realities of the classroom "very well." In fact, a substantial portion of teachers say they did not receive training in areas they see as "critically important" to their work in the classroom. Of those who did receive training in these areas, only about half say the training was "very effective." Ultimately, this means that only a small percentage of all teachers say they received highly effective training in any of the 13 skill areas they were asked to rate.

In general, early-career teachers were more likely to say they received training in each area, with the exception of providing rigorous academic instruction. Unfortunately, in most cases, they did not rate their training as significantly more effective than their colleagues who attended preparation programs in previous decades, suggesting there is still much work to do to provide prospective teachers with high-quality training.

88% of teachers believe preparation programs are falling short
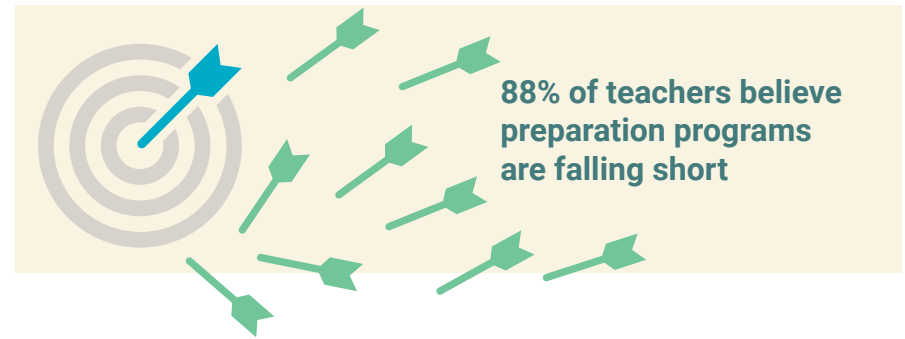
Few teachers feel well prepared for classroom realities
Percent of teachers who received training and rated it "Very Effective."

■ received training   ■ rated "Very Effective"

Provide rigorous academic instruction
75%
48%

Successfully manage student behavior in the classroom
73%
51%

Effectively teach unique learners*
68%
52%

Provide culturally responsive instruction
66%
49%

Support the social and emotional well-being of students
65%
47%
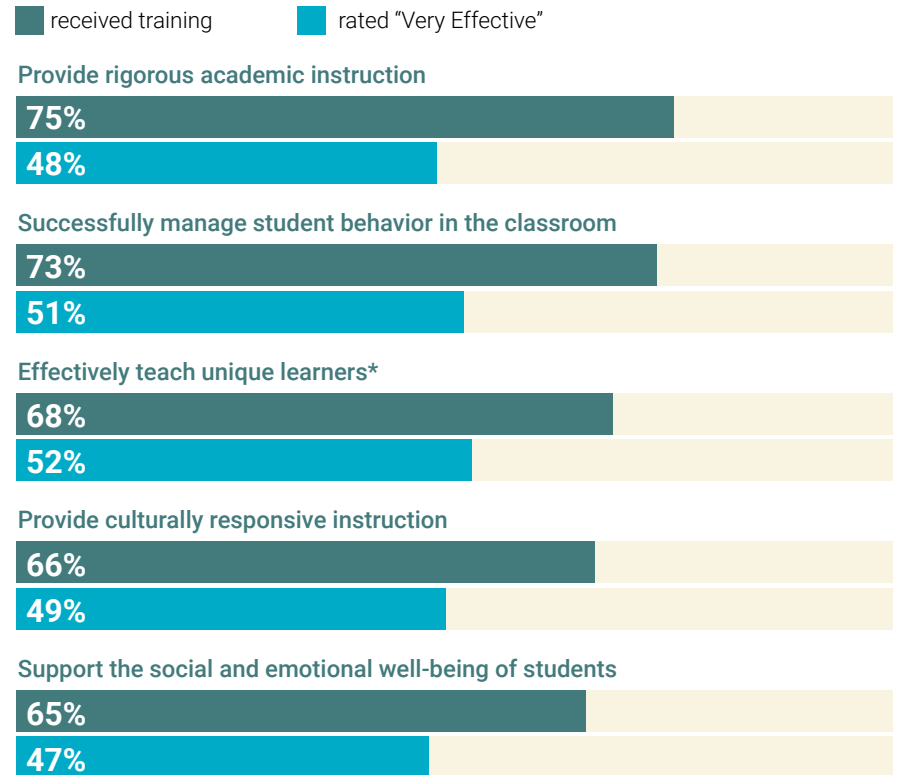
*Unique learners: English learners and students with special needs

Entry to the profession

Nearly all teachers agree that in order to be licensed or certified, prospective teachers should demonstrate that they have the knowledge and skills necessary to teach in a particular subject area or grade-level band. But less than a third of teachers report that the licensure or certification tests that they took assessed this "very well."

Professional development

Given teachers' mixed ratings of the effectiveness of their preparation in the areas of supporting students' social-emotional learning, instruction for unique learners (English learners and students with special needs), and alternatives to punitive discipline, it is no surprise that these are also the top areas in which teachers say they would like to receive additional training and support. In addition, only 21% of teachers who say they received professional development training at their school feel it was "very effective" in improving their teaching.

98% of teachers agree prospective teachers should be able to demonstrate they have the knowledge and skills necessary to teach in order to be licensed or certified

But only 32% said the test captured that "very well"

Only 21% of educators feel their school's professional development was "very effective"

Professional development priorities

Social-emotional learning **39%**

Supporting unique learners* **38%**

Alternatives to punitive discipline **35%**

PD
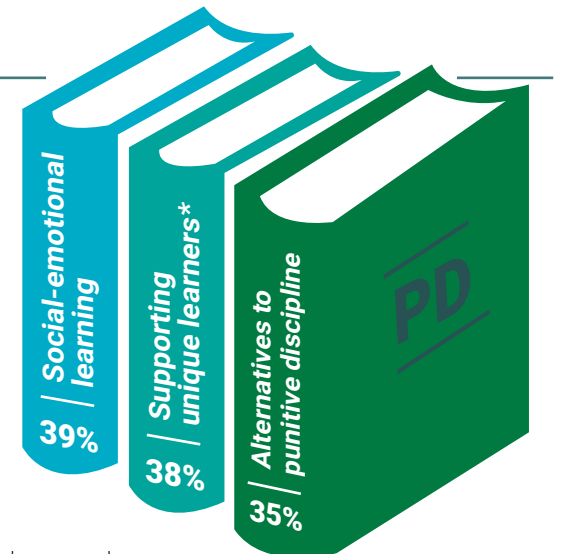
*Unique learners: English learners and students with special needs

Compensation

Teachers' compensation is top of mind. This is understandable given two-thirds of teachers report having had to work a second job in order to make ends meet with 31% of those saying they are currently doing so. When they are asked to identify what would "most motivate" them to stay in teaching for the rest of their career, teachers overwhelmingly say a higher salary.

67% of all teachers currently have or had a second job to make ends meet

Compensation is top of mind
Percent reporting top motivator to continue being a classroom teacher.

63% Higher salary

7% Less standardized testing
6% More supportive administrators
5% More time for planning
19% Remaining six choices

Tenure and "steps and lanes"

Though teacher tenure and "steps and lanes" pay schedules have been part and parcel of most teacher contracts for decades,[27] teachers' responses indicate that they are open to new pay and benefit structures — particularly if they offer opportunities to increase their compensation.

Approximately two-thirds of teachers say they would be at least "somewhat likely" to trade tenure for higher pay or better benefits. And a similar percentage of teachers would be at least "somewhat likely" to trade guaranteed small raises, as one might receive in a "steps and lanes" pay model, for the opportunity to earn significantly larger increases based on performance. Early-career teachers and teachers of color are far more willing to make these trades, with about eight out of 10 at least "somewhat likely" to do so.

72% of teachers are open to trade tenure for higher pay

64% of teachers are open to trade tenure for better benefits

65% of teachers are open to trade guaranteed raises for performance pay

Financial incentives

A majority of teachers favor financial incentives for teachers taking on additional or challenging work and for those demonstrating excellence. Teachers are particularly interested in rewarding their colleagues who work in hard-to-staff schools, such as those serving students from low-income households, who take on leadership roles, and who teach hard-to-staff subjects, such as science, math, or special education.

Early-career teachers and teachers of color express even greater support for financial incentives for demonstrating excellence through outstanding evaluations, for instructing students showing significant gains in test scores, for receiving certification from the National Board for Professional Teaching Standards, and for specializing in hard-to-fill subjects.

Financial incentives can be structured in a variety of ways. When asked the best ways to recruit and retain talented and diverse teachers, higher salaries and student loan forgiveness were the methods seen as "most effective."

Most effective financial incentives to recruit and retain teachers

Higher starting salary

41%

Student loan forgiveness

27%

Who should receive financial incentives

Percent reporting "Strongly Favor" or "Somewhat Favor" giving financial incentives to these teachers.

Teach in hard-to-staff schools

86%

Take on leadership positions

85%

Specialize in hard-to-fill subjects

80%

Receive National Board certification

77%

Receive multiple outstanding evaluations

72%

Their students show significant gains across multiple measures

67%

Their students show significant gains in test scores

59%

Retirement

Approximately a quarter of teachers report feeling "very well informed" about the amount of personal retirement income they will have when they retire. And only about one in six say they are "very confident" that their personal retirement plan will provide them with the benefits necessary to maintain their current lifestyle in retirement.

Less than half of teachers express interest in reducing their retirement benefits in exchange for higher pay or better benefits now.

The majority of teachers want an investment strategy they can trust, preferring a conservative, lower-risk approach to a high-risk, higher-yield one.

When teachers are asked to assess the importance of a set of possible retirement plan features, it is evident that teachers are in favor of those that are rarely part of traditional teacher retirement plans. They express broad support for having control over how and in what their money is invested; portability for those who move or change careers; immediate vesting; and benefits accruing evenly throughout one's career, rather than rapidly after decades of service. Teachers show the highest preference for plans that would allow them to keep their retirement plan without being penalized if they decide to teach in another district or state or change careers, with approximately two-thirds of teachers characterizing these features as "critically important." Given that each year roughly 8% of teachers move schools while another 8% leave the profession,[28] these two features alone could impact hundreds of thousands of teachers each year.[29]

Few informed or confident about their retirement

Only 28% of teachers feel "very well informed" about their personal retirement income
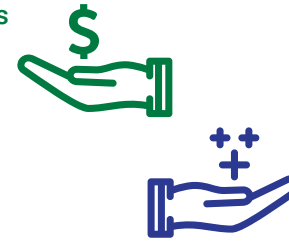
Only 16% of teachers are "very confident" that their retirement plan will provide the benefits to maintain their current lifestyle

$ 47% of teachers are open to reducing retirement benefits for higher pay now

+ 45% of teachers are open to reducing retirement benefits for better benefits now

Retirement plan preference

- **64%** low-risk lower-yield
- **13%** not sure
- **23%** high-risk higher-yield
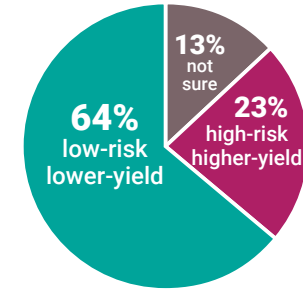
Retirement plan features

■ "Important" ■ "Critically Important"

Feature	"Important"	"Critically Important"
Keep your account if you decide to leave teaching	98%	66%
Keep your account if you teach in another district or state	99%	65%
Have benefits accrue evenly	98%	48%
Access to employer contributions	99%	45%
How your money is invested	99%	43%
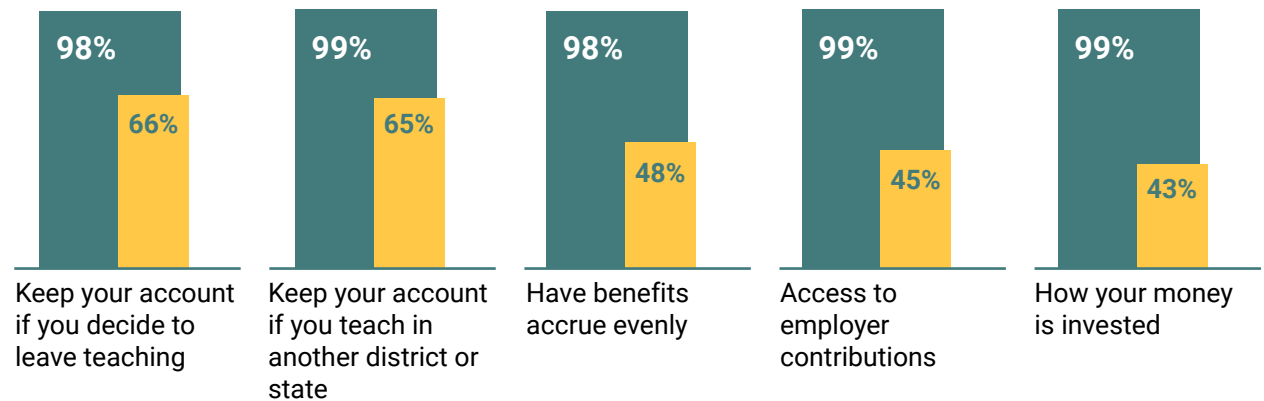
"Equity has to exist in every component of our K–12 system, but too often policymakers don't honor teachers' perspectives and instead divert resources away from where they are most needed."

Anthony Hernandez, elementary school teacher, New Brighton, MN

Better Serve All Students

Teachers believe schools are failing to meet students' needs and to provide safe, welcoming, and inclusive environments. They see themselves as responsible for their students' learning, but need better tools to drive and measure students' progress.

Students' diverse needs

Teachers nearly unanimously agree that diverse classrooms benefit students, but they also say that their schools are failing to address the needs of diverse groups of students within their classrooms. Fewer than half of teachers say that their schools are "often" able to meet the needs of students performing at grade level, and even fewer say this is the case for other student populations, with students who have experienced trauma at the bottom of the list. According to teachers, schools do not "often" meet the needs of students of color and Native students, low-income students, English learners, or students with disabilities, who make up 51%,[30] 18%,[31] 9.6%,[32] and 14%[33] of the public school population respectively.

95% of all teachers agree that having classmates with different backgrounds benefits students

Schools are failing to meet the needs of all students
Percent reporting their schools are "Often" meeting these students' needs.

48%	47%	42%	41%	39%	35%	34%	29%	24%
Students performing at grade level	Students of color	Students with physical disabilities	Students from low-income households	Students with learning disabilities	Students performing above grade level	Students who are not native speakers of English	Students performing below grade level	Students who have experienced trauma
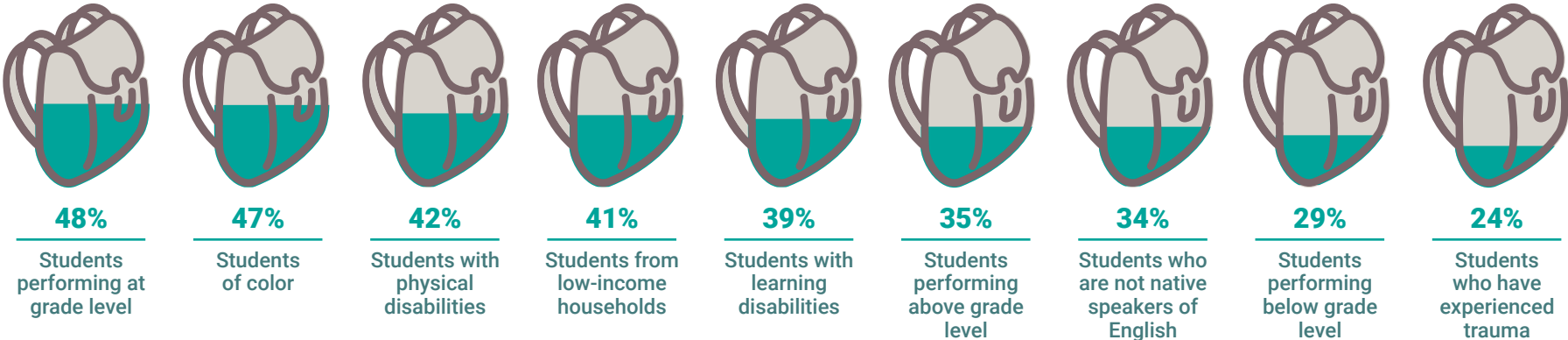
School climate

Less than two-thirds of teachers say their schools "often" provide a welcoming, inclusive environment for all students. Even fewer agree that their schools do so for sizable subgroups, such as students from low-income households, students of color, English learners, students with special needs, and LGBTQ+ students. Just four in 10 teachers characterized their school environment as "often" welcoming and inclusive for LGBTQ+ students.

Teachers of color were more likely than their white colleagues to say that their schools do not "often" provide a welcoming, inclusive environment for students.

Schools are not regularly providing all students a welcoming, inclusive environment
Percent reporting their schools are "Often" providing these students welcoming environments.

All students	Students from low-income households	Students of color	English learners	Students with special needs	LGBTQ+ students
61%	60%	59%	57%	57%	41%
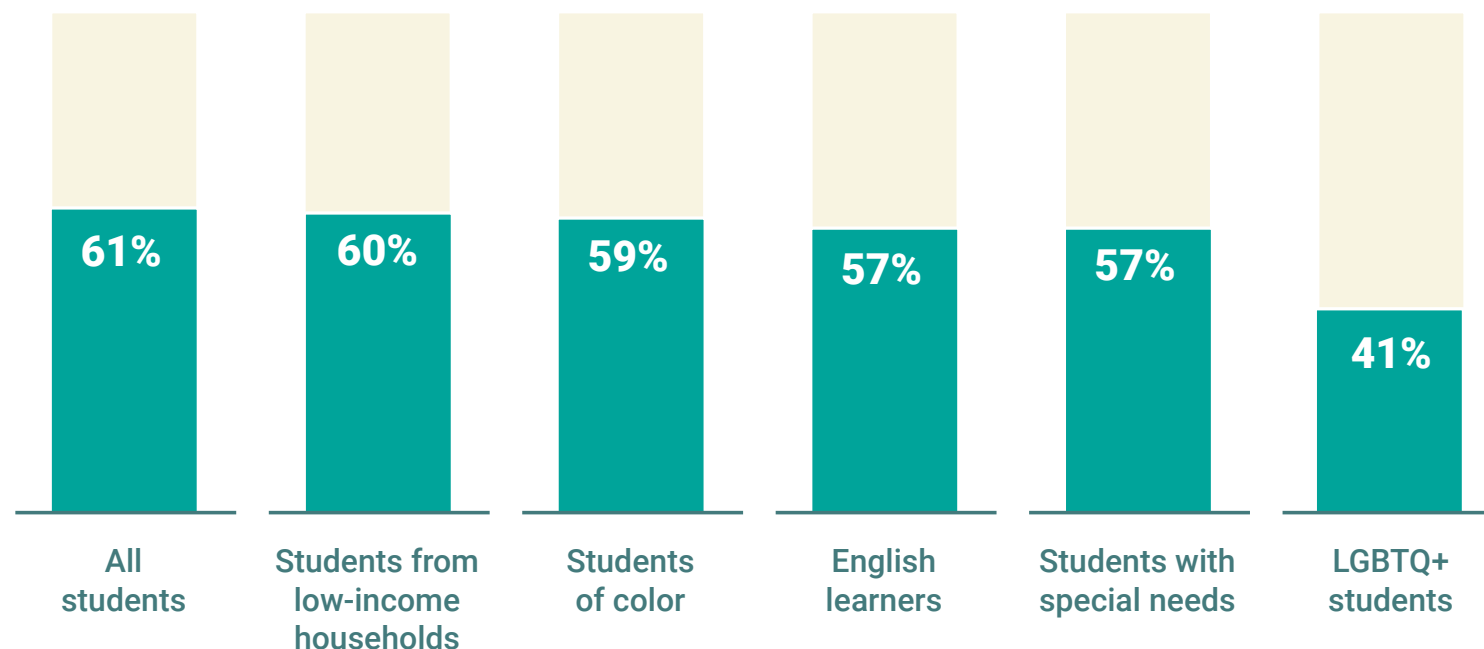
School safety

Perhaps the most basic requirement of a welcoming, inclusive school is that it feels safe. Yet, more than a third of teachers report that they "often" or "sometimes" fear for their own physical safety at school. Fighting among students, physical bullying, gun violence, and online bullying are the safety issues identified as being of greatest concern.

⚠ **37% of teachers fear for their own safety**

Greatest safety concerns at their school
Percent chosen one of two concerns.

Fighting among students
34%

In-person / physical bullying
32%

Gun violence / school shooting
26%

Online bullying
26%

Drugs / drug-related crime
19%

Violence against teachers
18%

Community / neighborhood violence
15%

Sexual violence among students
4%

School curricula

A school's curricula, or specific learning objectives and activities, determine what students learn and how they learn it. So it does not bode well that just four in 10 teachers strongly believe that the curricula used in their schools are of high quality and are well aligned to learning standards. And worse, only three in 10 strongly agree that the curricula are accessible and appropriate for all learners in their classroom. These low scores are consistent with the finding that only about a quarter of teachers say it is "very accurate" that they have a role in selecting the curricula they use in their schools.

Teachers give their school's curricula a failing grade
Percent reporting the statement is "Very Accurate" for their school.

40% (F) Our curricula are high quality and well aligned to learning standards

31% (F) Our curricula are accessible and appropriate for all learners in my classroom

27% (F) We have a role in selecting the curricula we use in our school

Access to resources, facilities, staff, and schools

Teachers do not have the requisite tools to do their job. About two-thirds of teachers say inequitable access to classroom supplies and resources is a problem within their district. Another factor that can hinder effective instruction is a lack of access to properly maintained school facilities, an issue that more than half of teachers say is a problem within their district.

It should be noted that early-career teachers and teachers of color, who are more likely to teach students from low-income households,[34] are more likely to report that inequitable access to both classroom supplies and properly maintained facilities is a problem.

Nearly seven in 10 teachers believe that inequitable funding, or funding not being directed to the students who need it most, is a problem in their district. Here, too, early-career teachers and teachers of color are more likely than their peers to identify this inequity as a problem.

Inequitable access is major problem
Percent reporting it is "A Very Serious Problem" or "Somewhat of a Problem" in their district.

- ▇ all teachers   ▇ early-career teachers   ▇ teachers of color

School funding is not equitable

all teachers	68%
early-career teachers	75%
teachers of color	81%

Equitable access to classroom supplies and resources

all teachers	65%
early-career teachers	72%
teachers of color	72%

Equal access to high-quality schools

all teachers	55%
early-career teachers	67%
teachers of color	69%

Equal access to properly maintained school facilities

all teachers	55%
early-career teachers	66%
teachers of color	68%

Equal access to excellent educators

all teachers	51%
early-career teachers	62%
teachers of color	65%

While the right physical resources and facilities greatly impact student learning, research shows that the person at the front of the classroom is the single greatest in-school factor in students' learning.[35] Yet, about half of teachers believe that equal access to excellent educators is a problem in their district. In addition, four in 10 teachers do not agree that their schools have sufficient special needs support staff, such as paraprofessionals, occupational therapists, and speech therapists; nor is there social-emotional support staff, such as social workers and counselors.

A majority of teachers say it is a problem that students do not have equal access to high-quality schools. Teachers of color and early-career teachers are even more likely to say this is the case in their districts.

More staff needed to support student learning

Percent reporting "Strongly Disagree" or "Somewhat Disagree" with the statement.

41% My school has enough social-emotional support staff to support my students' learning

40% My school has enough special needs support staff to support my students' learning

32% My school has enough academic support staff to support my students' learning

31% My school has enough physical health support staff to support my students' learning

25% My school has enough administrator support staff to support my students' learning

School choice

School choice options are seen by advocates as possible solutions to improve equitable access to high-quality schools. Teachers are mixed on their support. Only about one-third of teachers support charter schools or vouchers for students from low-income households, while even fewer support universal vouchers (e.g., using government funds to pay the tuition of students who choose to attend private schools).

Slightly more than half of teachers support "tax credits for individual and corporate donations that pay for scholarships to help low-income parents send their children to private schools," but three-quarters "do not believe tax dollars should be used to provide more students with the opportunity to attend private school."

Early-career teachers and teachers of color are more likely to support school choice options and nearly all teachers are more open to school choice under certain circumstances: when it is equally accessible to all students, doesn't shift funds from public schools, doesn't discriminate against students, and increases academic achievement for students from low-income households.

73% of teachers do not believe tax dollars should be used to pay private school tuition

Teachers support school choice when it…

70% Is equally accessible to all students

65% Doesn't shift funds from public schools

64% Doesn't discriminate against students

55% Increases academic achievement for low-income students

47% Holds schools publicly accountable for the results of all students

44% Provides completely free educational options to low-income families

4% I don't support any form of school choice

Do you support or oppose…?

	Support	Oppose
Tax credits	55%	39%
Low-income vouchers	37%	58%
Charter schools	35%	59%
Universal vouchers	24%	72%
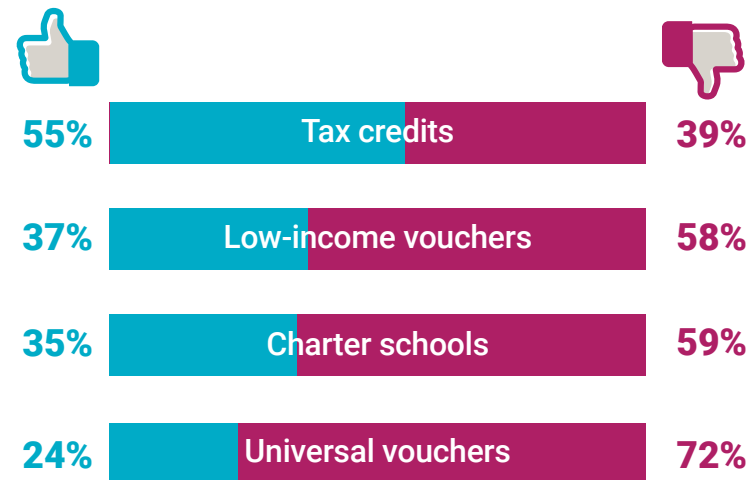
Assessment and accountability

Despite the many challenges teachers face in providing their students with an excellent and equitable education, nearly nine out of 10 teachers agree that they should be responsible for their students' progress. And when it comes to measuring that progress, almost all teachers agree that students should have a summative measure of their learning from the beginning to the end of the school year.

Even as teachers are united on the importance of assessment, they express concern with how accurately tests at the school, district, charter, or state level capture their students' progress. Less than half of teachers say it is "very accurate" that these assessments are aligned with curricula used in their school. And fewer than four in 10 say it is "very accurate" that they have the materials they need to evaluate student learning or that their schools' curricula include high-quality assessments.

When asked to select the top two ways to make standardized assessments more useful, teachers most often identify "capturing student learning over time, rather than a single snapshot at the end of one year" and making them "more accessible and appropriate for unique learners."

86% of teachers agree they should be responsible for students' progress

Teachers give their school's assessments a failing grade
Percent reporting the statement is "Very Accurate" for their school.

48% (F) Our curricula are aligned with school, district/ charter network, and/or state assessments

34% (F) We have the assessment materials we need to accurately evaluate student learning

34% (F) Our curricula include high-quality assessments to measure student learning

Best way to improve the usefulness of standardized assessments
Percent chosen as one of two choices.

If they captured student learning over time	49%
If they were more accessible/appropriate for unique learners*	30%
If they were more aligned with classroom curricula	22%
If they provided a comprehensive snapshot of learning	21%

*Unique learners: English learners and students with special needs

While media coverage in recent years[36] has often painted teachers as being broadly opposed to standardized testing, they do believe that when it is paired with other assessment tools, standardized testing can provide valuable insight into what a student has learned. When asked to identify the most effective ways to accurately and objectively measure individual students' learning, teachers most often selected "multiple measures," an approach that combines standardized testing with other forms of assessment and portfolios of student work, with the aim of providing a clearer picture of student growth over time.

92% of teachers support summative measures of student learning

Most effective way to accurately and objectively measure individual students' learning
Percent chosen as one of two choices.

76% prefer multiple measures
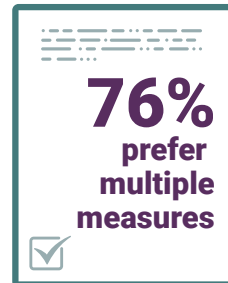
student work portfolios

teacher-generated tests and quizzes

district or statewide tests

Charter School Teachers

While teachers' survey responses are remarkably consistent across many teacher subgroups, charter school teachers differed from the full sample in interesting ways.

Charter school teachers are more likely to say that they received training in key areas, including engaging parents, supporting students' social and emotional well-being, understanding policy issues, and delivering culturally responsive instruction. In addition, 37% say preparation programs train prospective teachers for the realities of the classroom "very well," compared to only 9% of district teachers.

Teachers in charter schools are also more positive about their curricula and assessments. In particular, charter teachers are more likely than district teachers to say it is "very accurate" that they have a role in selecting the curricula in their schools and have the assessment materials needed to accurately evaluate student learning.

They also believe their schools are better staffed than district teachers, as they were more likely to agree that their school had sufficient social-emotional, special needs, academic, and physical health support staff.

However, charter teachers are more likely to fear for their physical safety at school compared to their colleagues in district schools, with 52% reporting they do so "often" or "sometimes" compared to only 34% of district teachers.

Charter school teachers are 22 percentage points more likely to say they feel "very valued."
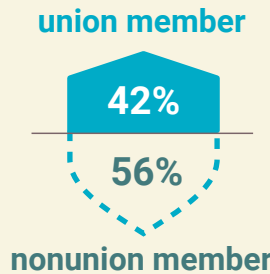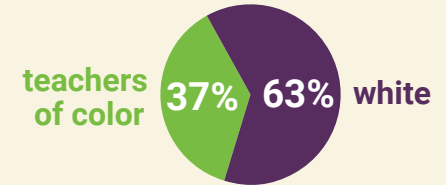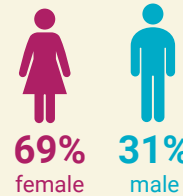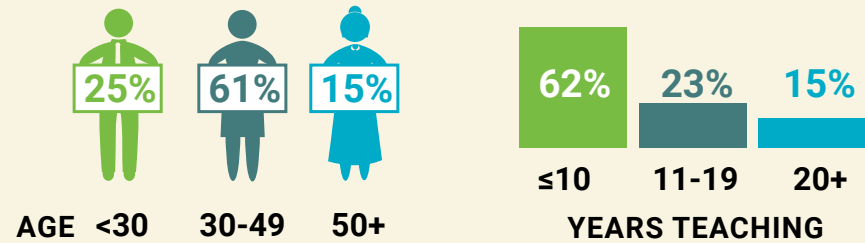
AGE <30 **25%** 30-49 **61%** 50+ **15%**

YEARS TEACHING ≤10 **62%** 11-19 **23%** 20+ **15%**

69% female **31%** male

teachers of color 37% **63% white**

union member 42% **56% nonunion member**

61% tenured

37% alternative certification

Midwest **22%**
Northeast **13%**
West **23%**
South **41%**

11% of national sample; n=114

"We don't need tweaks to the education system, we need meaningful and systematic change. This survey is proof that teachers are ready for it."

Nina Leuzzi, kindergarten teacher, Cambridge, MA
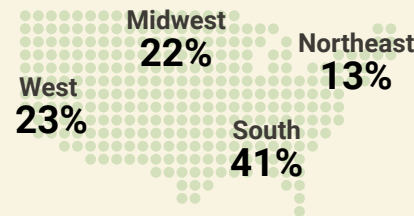
Leverage Teachers' Expertise and Experience

Teachers want to be agents of change for their profession and their students, but feel unheard by decision-makers.

Career ladders

Teachers care deeply about the work they do. In spite of salary frustrations and scarce resources, teachers nearly unanimously agree that they want to do more. Teachers overwhelmingly say they wish there were more opportunities for them to influence the policies that impact their profession and their students. Further, approximately nine out of 10 teachers agree that opportunities to progress in their career in terms of responsibility, authority, and/or increased pay, would make them more likely to stay in teaching.

Teacher perspective

Unfortunately, most teachers report they are not heard by decision-makers in their field, nor is their leadership fostered. Fewer than four in 10 say that their perspective is represented "a great deal" in policy decisions in their union, and even fewer say this is true at the school, district or charter, state, and federal levels respectively. This lack of alignment is undoubtedly connected to most teachers reporting that their opinions are rarely or never sought by education leaders at each of these levels. Fewer than half of teachers say they are consulted at least monthly by school leaders, and even fewer say this is true at the union, district or charter network, state, and federal levels.

95% of teachers wish there were more opportunities to influence education policy

89% of teachers agree career ladders would make them more likely to stay in teaching

Teacher perspective is rarely represented a "great deal" at all levels

In your school	32%
In your union (union teachers only)	37%
In your district or charter network	21%
In your state	15%
At the federal level	12%
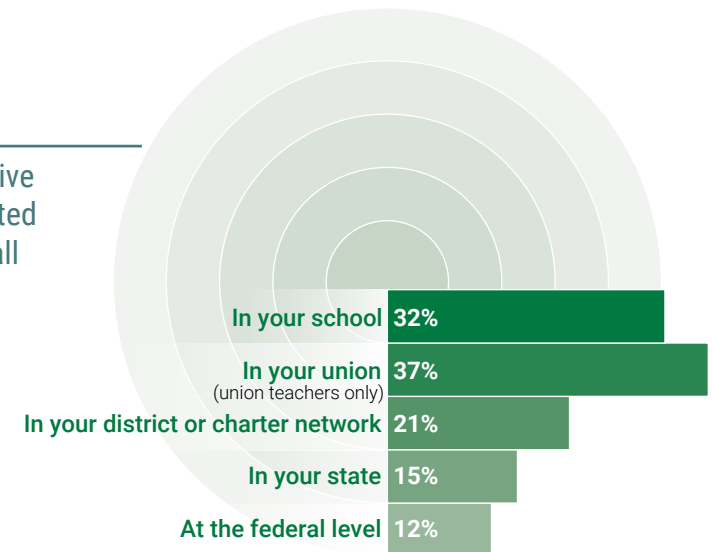
Teacher perspective is sought out at least monthly by...

School leaders
48%

Union leaders (union teachers only)
43%

District or charter network leaders
29%

State education leaders
23%

Federal education leaders
20%
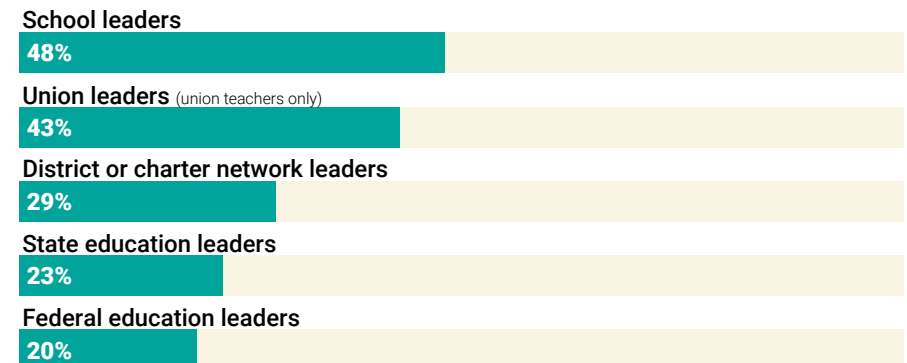
Cost of the status quo

Financial anxieties, not having the tools to reach all their students, and obstacles that prevent teachers from leveraging their experiences and expertise to change their profession and their schools for the better are likely taking a toll on teacher morale. Nearly three-quarters of teachers do not say they personally feel "very valued" as teachers.

When their opportunities to effect change are limited, it is no wonder a sizable percentage say they would be "very likely" to strike for a wide variety of reasons.

And less than half report it is "very likely" that they will spend their entire career as a classroom teacher. The top reasons teachers say why they would leave are in order to secure a higher-paying job and because they do not enjoy addressing discipline issues.
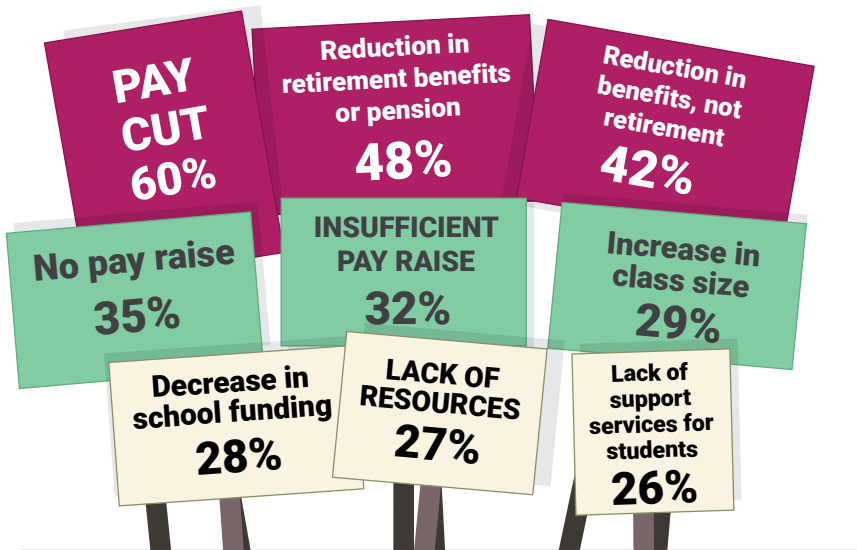
73% of teachers do not feel "very valued"

Only 46% of teachers say they are "very likely" to spend their entire career as a classroom teacher

The top reasons teachers would be "very likely" to strike

PAY CUT 60%	
Reduction in retirement benefits or pension 48%	**Reduction in benefits, not retirement** 42%
No pay raise 35%	**INSUFFICIENT PAY RAISE** 32%
Increase in class size 29%	
Decrease in school funding 28%	**LACK OF RESOURCES** 27%
Lack of support services for students 26%	

The top reasons teachers would be "very likely" to strike

The top reasons why teachers are likely to leave the profession

60%
"I want a higher-paying job"

56%
"I do not enjoy addressing discipline issues"

"We do so much more than teach. Teachers act as coaches, mentors, and parents to grow the whole child."

Matthew Clark, ninth- through 11th-grade English-as-a-second-language teacher, Waltham, MA

"Our union leaders need to hear and actively listen to our stories in order to effectively advocate for our needs and those of our students."

Dr. Judith Angeles, kindergarten teacher, Los Angeles, CA

Unions After *Janus*

After ***Janus v. AFSCME***, unions have made important progress in proving their value, but there are key areas they will need to address to remain viable long term.

In 2018, the Supreme Court found in favor of the petitioner Mark Janus in the case *Janus v. AFSCME*, ruling that public sector workers would no longer be required to pay fair-share fees (a fee paid by nonmembers to cover the costs of collective bargaining representation) and would have to actively opt in to union membership. Thus, unions must now seek the consent of employees before deducting any dues from paychecks. These changes effectively made every state in the country "right-to-work," allowing teachers who do not want to be members of their union to avoid any financial contributions, even while retaining representation at the bargaining table.

This biting defeat for public-sector unions presented serious membership and revenue challenges, but while many predicted a "mass exodus" of teachers from their unions, this largely has not transpired. After initial declines, union membership has rebounded to levels similar to those before the ruling.[37]

It is amidst this backdrop that we sought to ask teachers many of the same questions about unions that we asked in spring 2018, before the Supreme Court decision. Survey responses from members and potential members suggest that while teachers unions have made important progress in proving their value, there are key areas they will need to address to remain viable long term.

Union value

Teachers increasingly view their unions as valuable beyond the practical benefits they provide members. In spring 2018, just under half of teachers who were members of their unions said their union provided them with feelings of pride and solidarity, in addition to practical benefits. Since then, this has increased 8 percentage points, meaning a little more than half of teachers now feel pride in and solidarity with their union. In addition, approximately half of nonmembers say they are likely to opt in to their union next year. Despite these positive signs for union membership, among current union members, almost a quarter report they are likely to opt out of their union next year.

Union membership provides me with feelings of pride and solidarity, in addition to the practical benefits

46% agree / 54% — 2018

46% / 54% agree — 2020
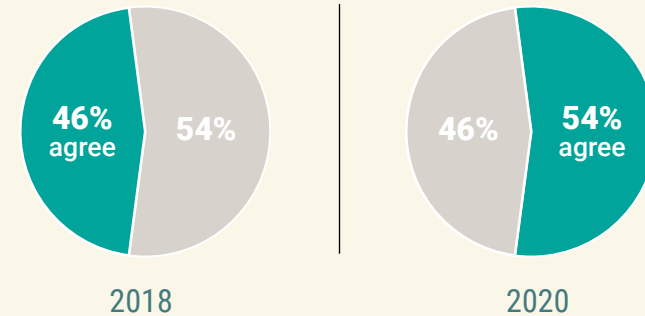
How likely are you in the coming year to actively opt in or consider opting out of your union?

opt in
nonunion teachers
53%

opt out
union teachers
23%
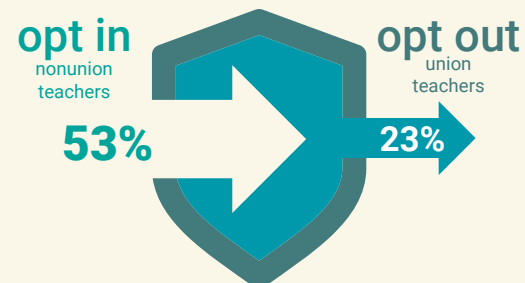
Representation

Unions have made progress in the portion of teachers who say their perspective in policy decisions is represented "a great deal" by their union, which jumped 9 percentage points since spring 2018. In fact, teachers now say their perspective is better represented at the union level than it is at the school, district or charter network, state, or federal levels. Yet even with headway the union has made, the percent of teachers who say they feel heard "a great deal" in their unions today is just 37%, leaving a majority of members feeling fractionally represented by organizations designated to speak on their behalf. This is likely, at least in part, a product of the limited outreach teachers say they receive from their unions. Only 43% of teachers report that their union actively seeks their perspective at least monthly, with one in 10 saying their union has never asked their opinion.

Do you believe that your perspective is represented a "great deal" in policy decisions in your union?

28%   **37%**

2018   2020
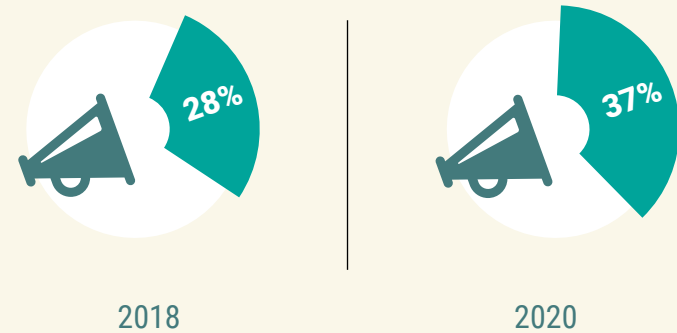
Union elections

While three-quarters of teachers say they felt informed about the union election process and nearly as many said they felt informed about the candidates, only two out of five members characterize their most recent union elections as "very" democratic (e.g., level of participation, accessibility, fairness).

How often do union leaders actively seek your education policy ideas and perspectives?

10%	33%	35%	12%	11%
weekly	monthly	a few times a year	yearly	never

75% of members felt well informed about the union election process

71% of members felt well informed about the union candidates

40% of members say their union elections have been "very democratic"

Union performance

Overall, members rate their union's performance positively, but teachers do not give their unions consistently high marks for all services, and they drop notably for some services they consider important. With regard to more traditional responsibilities, such as protecting teachers' jobs, bargaining for benefits, handling grievances, and advocating in the best interests of teachers, nearly seven in 10 of members rate their union's performance positively, though only about three in 10 report it does an "excellent" job. For other areas also identified as important by teachers, such as advocating in the best interest of students, investing in professional development, and elevating the teaching profession, members' "excellent" ratings of their union's performance drop off substantially.

Although unions' performance ratings have improved, four in 10 union members say that their most recent union contract did not improve their pay. Even more report that their benefits, resources and supports for students and teachers, and working conditions did not improve.

In just a short time, teachers' answers suggest that unions have been able to make significant progress in demonstrating their value to current and potential members. But their responses also indicate that unions have an opportunity to solidify and expand their membership if they can show members progress across a wider set of goals. Improving equitable access to teaching and learning resources, advocating for policies that are good for students, and embracing innovative compensation plans are just a few examples that the data suggest would be broadly popular with current and potential members. Likewise, ensuring members have the information they need to vote in union elections and demonstrating that these elections are fully democratic could strengthen members' long-term investment in their unions.

The role of teachers unions vs. their performance

- *Percent reporting "Critically Important" for the union to do*
- *Percent reporting unions do an "Excellent" job*

Advocate for policies that are in the best interests of teachers
67%
28%

Advocate for policies that are in the best interests of students
58%
21%

Work to elevate the public perception and prestige of teachers and teaching
49%
19%

Invest in the learning and professional development of its members
44%
20%

Would you say your most recent teachers' contract has improved, worsened, or had no impact on...?

	Teacher pay	Teacher benefits	Teacher working conditions	Resources and supports for teachers	Resources and supports for students	Resources and supports targeted equitably
IMPROVED	60%	41%	34%	37%	30%	33%
HAD NO IMPACT	24%	32%	44%	48%	53%	50%
WORSENED	16%	27%	22%	16%	17%	17%
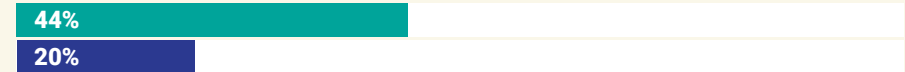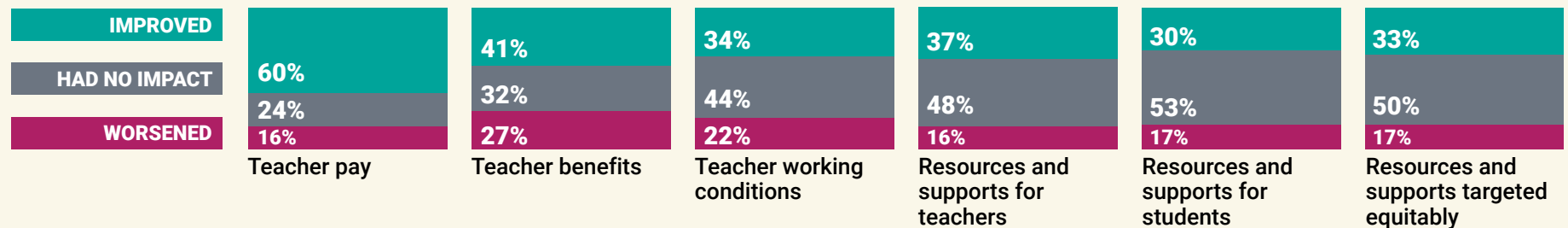
"In far too many of our elections, students and teachers have been treated as an afterthought. With this report, we have an opportunity to change that."

Daniel Gannon, social studies teacher, Bronx, NY

A Roadmap for Change

The status quo holds, more often than not, because of fears that bold changes will not be well received. But what this survey makes clear is that among teachers there is broad, deeply held consensus for change. In 2020, teachers are looking for elected leaders and candidates, administrators, and union leaders who can turn their ideas into action when it comes to elevating the profession, better serving all students, and giving them an opportunity to lead in their field of expertise.

In fact, "improving teacher pay and benefits" tied with "supporting students' academic, social, and emotional growth" as the top priorities teachers most frequently identified for the U.S. Secretary of Education to address with regard to K-12 schools.

In an election year, the focus is often on the prospect of sweeping change at the federal level. But there is plenty of opportunity for state, district, school, and union leaders to move teachers' ideas forward. Even if funding is limited, teachers have signaled that much may be accomplished by restructuring their compensation; giving them more control over their pay, benefits, and retirement; and providing additional compensation to those working in the schools and subjects where they are most needed, who are helping their students succeed, and who are taking on new and challenging roles in addition to classroom instruction.

And, while the number of dollars and how they are distributed across schools and paychecks will always be important, there are other areas where change is possible. For example, while slightly more than half of teachers said the best way to support teacher leadership pathways is to pay teachers for additional work or roles, sizable percentages selected non-pay-focused options, such as providing teachers with time (e.g., additional prep periods) or support (e.g., guidance or mentoring), to do this work.

We hope that these survey results will spark conversation, collaboration, and action among teachers and decision-makers from the school all the way up to the federal level. Strengthening the profession and ensuring our schools better serve our students can't wait.

"Teachers aren't asked often enough what they think about the issues that impact our students, schools, and profession. This survey should serve as a roadmap to make our education system stronger."

Tracy Netter, pre-K through eighth-grade visual arts teacher, Chicago, IL
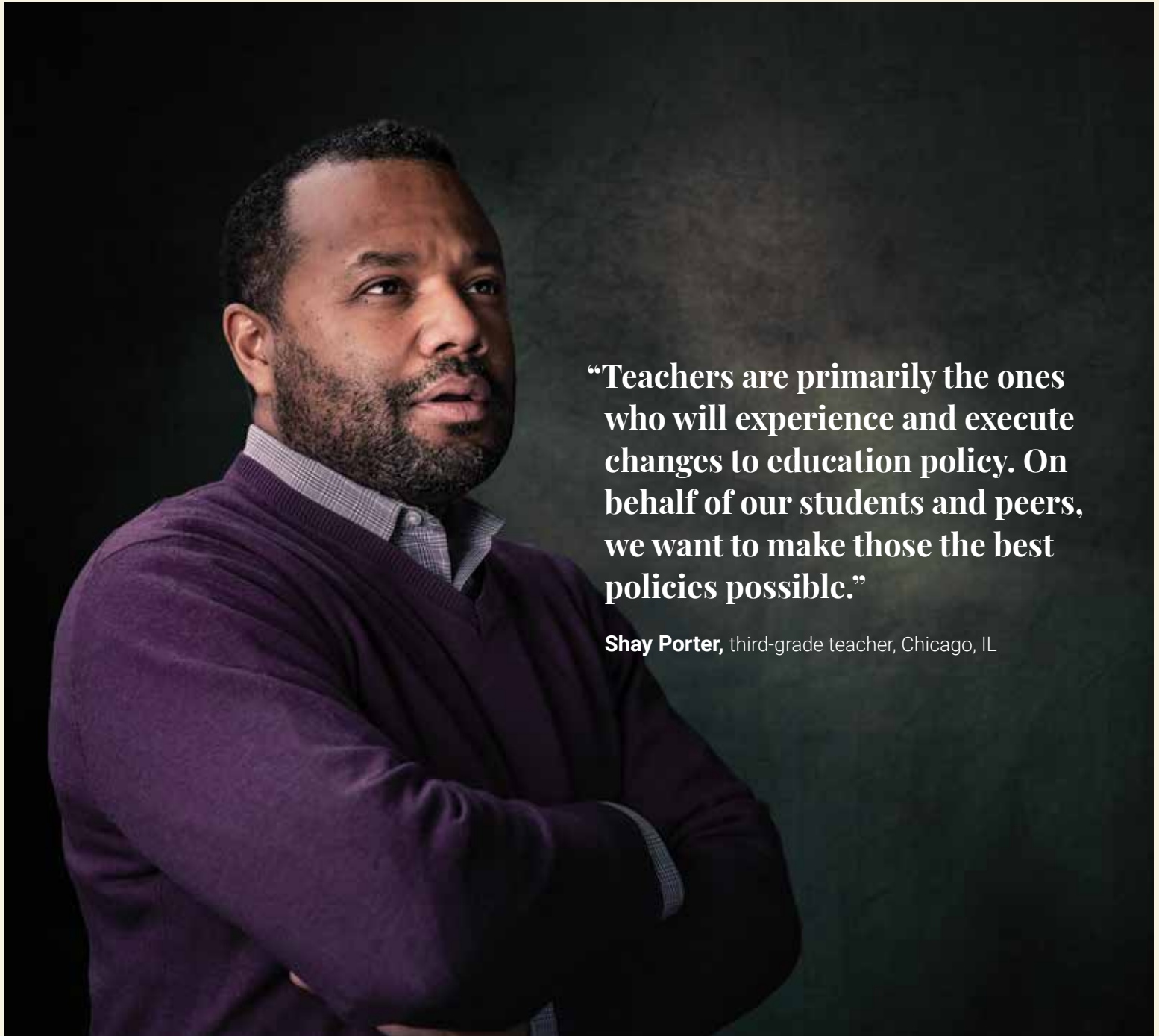
"Teachers are primarily the ones who will experience and execute changes to education policy. On behalf of our students and peers, we want to make those the best policies possible."

Shay Porter, third-grade teacher, Chicago, IL

CONTENTS

VOICES FROM THE CLASSROOM
A SURVEY OF AMERICA'S EDUCATORS

Questionnaire and Topline Results

All of the following are the topline results from the survey questionnaire. The questions and results are grouped by themes represented in the findings and do not necessarily appear in the order that they were asked.

NOTES

All numbers are percentages.
Due to rounding, not all percentages add to 100%.

All questions are from the primary national survey, unless noted with SSQ, which are from the supplemental national survey. For more details, refer to the Methodology.

Asterisks (*) indicate small base sizes (n=<50) and results should be considered directional only. Dashes (-) indicate that less than 1% of respondents provided a particular response.

To view the entire data set, go to **e4e.org/teachersurvey2020/data.**

THE TEACHING PROFESSION
Preparation

Few teachers report that their preparation program prepared them "very well" for the realities of the classroom. Teachers report that their preparation experiences differ significantly across a number of demographic factors, such as years in the classroom and whether they teach in a district or charter school.

How well do you think teacher preparation programs train prospective teachers for the realities of the classroom?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Very well	12%	17%	10%	7%	11%	17%	9%	37%
Somewhat well	58%	60%	57%	56%	58%	58%	60%	43%
Not very well	25%	19%	28%	33%	26%	22%	26%	18%
Not well at all	4%	3%	6%	5%	5%	4%	5%	2%

Total (n=500)

Years teaching
<10 years (n=214)
11-19 years (n=156)
20+ years (n=130)

Race/ethnicity
White (n=396)
Person of color (n=104)

School type
District (n=437)
Charter (n=63)

Q. 11-23 Summary Table

To the best of your recollection, did your teacher preparation program train you on how to...?

Percent reporting "Yes."

		Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
			<10	11-19	20+	White	Person of Color	District	Charter
11	Provide rigorous academic instruction	75%	77%	72%	74%	74%	77%	74%	79%
12	Provide culturally responsive instruction	66%	74%	70%	48%	62%	78%	64%	79%
13	Engage parents/guardians in students' learning	57%	66%	50%	53%	56%	65%	55%	77%
14	Effectively teach unique learners (e.g., special needs, English learners)	68%	77%	66%	57%	64%	79%	67%	79%
15	Support the social and emotional well-being of students	65%	76%	57%	55%	63%	71%	62%	81%
16	Successfully manage student behavior in the classroom	73%	78%	74%	65%	71%	82%	73%	76%
17	Use data to inform instruction	70%	82%	60%	62%	68%	80%	69%	81%
18	Integrate technology in the classroom	66%	77%	67%	46%	63%	72%	64%	79%
19	Differentiate instruction to reach students at different levels in your classroom	80%	90%	74%	74%	79%	86%	80%	85%
20	Understand key policy issues impacting teaching and learning	68%	79%	64%	55%	63%	83%	65%	84%
21	Create assessments that accurately capture student learning	76%	83%	67%	77%	75%	82%	75%	82%
22	Effectively teach students who have a different identity or background than you have	69%	75%	70%	56%	65%	79%	67%	78%
23	Pass the licensure test	78%	79%	79%	76%	79%	75%	78%	78%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Preparation

Q. 24-36

[IF "YES" TO Q11-23, ASK:] How effective do you feel the training on how to [FILL Q24-36] was for you as a teacher?

Percent reporting "Very Effective."

		Total	**YEARS TEACHING**			**RACE/ETHNICITY**		**SCHOOL TYPE**	
			<10	**11-19**	**20+**	**White**	**Person of Color**	**District**	**Charter***
24	Provide rigorous academic instruction	48% n=748	49% n=320	44% n=237	48% n=191	44% n=582	61% n=166	47% n=658	50% n=90
25	Provide culturally responsive instruction	49% n=334	57% n=156	40% n=113	48% n=66	46% n=238	59% n=96	49% n=286	49% n=48
26	Engage parents/guardians in students' learning	45% n=282	49% n=136	39% n=82	43% n=64	41% n=221	56% n=61	44% n=241	48% n=41
27	Effectively teach unique learners (e.g., special needs, English learners)	52% n=346	53% n=162	44% n=106	61% n=78	55% n=248	46% n=98	51% n=298	58% n=48
28	Support the social and emotional well-being of students	47% n=317	51% n=155	44% n=94	44% n=68	43% n=251	62% n=67	45% n=274	64% n=43
29	Successfully manage student behavior in the classroom	51% n=372	53% n=164	51% n=120	50% n=89	51% n=272	54% n=100	48% n=326	72% n=46
30	Use data to inform instruction	45% n=344	47% n=168	40% n=100	47% n=76	41% n=269	60% n=74	43% n=301	55% n=43
31	Integrate technology in the classroom	52% n=333	56% n=162	49% n=109	47% n=62	48% n=244	63% n=88	52% n=285	52% n=48
32	Differentiate instruction to reach students at different levels in your classroom	49% n=396	57% n=184	39% n=122	44% n=91	46% n=315	59% n=81	48% n=351	59% n=45
33	Understand key policy issues impacting teaching and learning	46% n=344	47% n=166	47% n=103	42% n=75	47% n=242	44% n=102	44% n=293	56% n=51
34	Create assessments that accurately capture student learning	43% n=374	48% n=169	37% n=110	42% n=94	41% n=297	51% n=77	42% n=330	53% n=44
35	Effectively teach students who have a different identity or background than you have	53% n=348	56% n=159	44% n=113	58% n=76	53% n=252	53% n=97	51% n=300	63% n=48
36	Pass the licensure test	60% n=385	64% n=161	55% n=130	61% n=94	59% n=315	66% n=70	60% n=344	59% n=41

The sample size varies for each question and subgroup. The total n size is presented under the percentage.

Q. 37-49 Summary Table

[IF "NO/NOT SURE" TO Q11-23, ASK:] Based on your teaching experience to-date, how important do you think it should be to provide teachers with high-quality training on how to...?

Percent reporting "Critically Important."

		Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
			<10*	**11-19***	**20+***	**White**	**Person of Color***	**District**	**Charter***
37	**Provide rigorous academic instruction**	**52%** n=252	**43%** n=95	**57%** n=90	**58%** n=67	**52%** n=202	**50%** n=50	**54%** n=228	**35%** n=24
38	**Provide culturally responsive instruction**	**40%** n=174	**42%** n=55	**35%** n=49	**43%** n=70	**41%** n=147	**40%** n=27	**40%** n=161	**52%** n=13
39	**Engage parents/guardians in students' learning**	**48%** n=210	**44%** n=69	**48%** n=83	**51%** n=58	**50%** n=177	**32%** n=33	**47%** n=197	**49%** n=12
40	**Effectively teach unique learners (e.g., special needs, English learners)**	**69%** n=162	**67%** n=49	**70%** n=55	**71%** n=58	**70%** n=137	**66%** n=25	**71%** n=149	**51%** n=13
41	**Support the social and emotional well-being of students**	**68%** n=175	**63%** n=49	**67%** n=71	**74%** n=55	**72%** n=148	**47%** n=27	**68%** n=165	**74%** n=10
42	**Successfully manage student behavior in the classroom**	**86%** n=136	**79%** n=46	**90%** n=42	**88%** n=47	**87%** n=113	**76%** n=23	**86%** n=121	**79%** n=15
43	**Use data to inform instruction**	**41%** n=148	**43%** n=37	**46%** n=66	**31%** n=46	**41%** n=129	**41%** n=19	**40%** n=138	**50%** n=10
44	**Integrate technology in the classroom**	**45%** n=175	**46%** n=49	**48%** n=53	**43%** n=74	**43%** n=141	**56%** n=35	**45%** n=162	**45%** n=13
45	**Differentiate instruction to reach students at different levels in your classroom**	**68%** n=96	**63%** n=21	**71%** n=44	**66%** n=32	**69%** n=83	**55%** n=13	**69%** n=88	**53%** n=8
46	**Understand key policy issues impacting teaching and learning**	**31%** n=164	**42%** n=45	**23%** n=59	**31%** n=61	**30%** n=144	**38%** n=21	**30%** n=155	**46%** n=9
47	**Create assessments that accurately capture student learning**	**53%** n=118	**54%** n=35	**52%** n=55	**53%** n=28	**56%** n=102	**35%** n=17	**52%** n=109	**58%** n=10
48	**Effectively teach students who have a different identity or background than you have**	**50%** n=160	**44%** n=52	**52%** n=49	**53%** n=60	**49%** n=134	**51%** n=26	**50%** n=147	**47%** n=13
49	**Pass the licensure test**	**29%** n=107	**34%** n=43	**28%** n=35	**20%** n=29	**30%** n=84	**25%** n=23	**28%** n=95	**32%** n=12

The sample size varies for each question and subgroup. The total n size is presented under the percentage.

THE TEACHING PROFESSION
Certification

Nearly all teachers agree that prospective teachers should be able to demonstrate that they have the knowledge and skills necessary to teach in a particular subject area or grade-level band in order to be licensed or certified. A minority, however, say that the certification or licensure test they took assessed this "very well." Teachers of color and early-career teachers are more likely to say that their licensure tests were accurate measures of the necessary knowledge and skills to be a successful teacher.

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Q. 50
Do you agree or disagree with the following statement: Prospective teachers should be able to demonstrate that they have the knowledge and skills necessary to teach in a particular subject area or grade-level band in order to be licensed or certified.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Strongly agree	74%	71%	76%	75%	74%	74%	75%	68%
Somewhat agree	24%	27%	21%	22%	24%	23%	23%	28%
Somewhat disagree	2%	2%	2%	3%	2%	3%	2%	4%
Strongly disagree	–	–	1%	–	–	–	–	–

Q. 51
How well did the licensure or certification tests you took assess the knowledge and skills teachers need to teach effectively in the classroom?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Very well	32%	37%	28%	28%	28%	45%	30%	50%
Somewhat well	47%	45%	49%	48%	48%	45%	47%	44%
Not very well	17%	15%	18%	18%	19%	9%	19%	6%
Not well at all	4%	2%	5%	6%	5%	1%	5%	1%

Professional Development

Half of teachers rate their professional development experiences as only "somewhat effective" in improving their instruction, with less than a quarter reporting it as "very effective." While teachers vary significantly in their professional development needs, overall they prioritize social-emotional learning, supporting unique learners, alternative approaches to student discipline, and trauma-informed teaching.

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Q. 52

In which of the following areas, if any, would you personally like to have additional professional development and support? Please select your top three choices.

Percent chosen as one of three choices.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Social-emotional learning (SEL)	39%	40%	40%	37%	40%	35%	39%	38%
Supporting unique learners (e.g., English learners, students with special needs)	38%	39%	34%	40%	37%	39%	38%	35%
Alternatives to punitive discipline (e.g., restorative practices, positive behavioral intervention and supports)	35%	33%	37%	34%	37%	28%	36%	28%
Trauma-informed teaching	30%	28%	38%	24%	33%	20%	31%	25%
Integrating technology in your classroom	29%	23%	33%	33%	28%	32%	29%	29%
Family engagement	26%	31%	23%	21%	25%	27%	25%	33%
Using data to inform instruction	19%	20%	19%	16%	18%	22%	18%	23%
Instruction aligned with your state's standards	17%	18%	16%	18%	17%	20%	17%	18%
Culturally responsive pedagogy	16%	20%	12%	15%	15%	18%	16%	18%
None of the above	3%	3%	2%	3%	2%	3%	3%	2%
Other (Please specify)	1%	–	1%	2%	1%	–	1%	1%

Professional Development

SSQ. 12

To the best of your recollection, have you received professional development training at your school over the past year?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Yes	92%	89%	95%	91%	92%	91%	92%	93%
No	8%	10%	5%	7%	7%	9%	8%	6%
Not sure	1%	1%	–	1%	1%	–	1%	1%

SSQ. 13

How effective do you feel the professional development training was in improving your teaching?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Very effective	21%	25%	17%	20%	17%	37%	18%	40%
Somewhat effective	50%	50%	54%	43%	53%	37%	51%	41%
Not very effective	25%	22%	23%	33%	26%	24%	27%	16%
Not effective at all	4%	3%	5%	4%	4%	2%	4%	4%

Total (n=500)

Years teaching
<10 years (n=214)
11-19 years (n=156)
20+ years (n=130)

Race/ethnicity
White (n=396)
Person of color (n=104)

School type
District (n=437)
Charter (n=63)

Leadership From the Classroom

A majority of teachers believe the best way administrators can support teacher leadership pathways is by ensuring that teachers who take on additional responsibilities receive supplemental pay for their work, followed by receiving more time to take on these roles.

Q. 80

Which of the following do you think is the best way for administrators to support teacher leadership pathways?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Provide teachers with the time to take on additional roles (e.g., extra prep periods to create and facilitate professional development sessions)	31%	29%	34%	30%	32%	29%	32%	25%
Pay teachers for performing additional work or roles (e.g., providing additional pay for mentoring new teachers or performing peer evaluations)	54%	53%	50%	59%	55%	47%	54%	48%
Support teachers to take on new work or roles (e.g., guidance or mentorship programs)	16%	18%	16%	11%	13%	24%	14%	26%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

THE TEACHING PROFESSION
Retention

The majority of teachers say they entered the profession planning to stay in the classroom for the rest of their career. Slightly less than half now say that they are "very likely" to spend the rest of their career in teaching. The primary motivator to stay would be a salary increase, and the primary reason for leaving would be for a higher-paying job. Teachers say they would also be motivated to stay if provided opportunities to grow professionally and take on additional responsibilities.

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Q. 74

Thinking back, which of the following best describes what you thought you would do when you first entered teaching?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
I would stay in teaching for my entire career/the rest of my career	77%	75%	75%	80%	79%	68%	77%	74%
I would not stay in teaching for my entire career/the rest of my career	8%	10%	8%	4%	6%	14%	7%	17%
I was unsure if I would stay in teaching my entire career/the rest of my career	16%	15%	17%	16%	15%	18%	17%	9%

Q. 75

As of now, how likely would you say you are to spend your entire career as a classroom teacher?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Very likely	46%	36%	41%	67%	46%	45%	45%	47%
Somewhat likely	37%	45%	37%	24%	35%	40%	36%	40%
Not very likely	10%	11%	13%	4%	11%	8%	10%	8%
Not likely at all	7%	7%	8%	5%	7%	5%	7%	4%
Not sure	1%	1%	1%	–	1%	1%	1%	1%

Retention

Q. 78

Do you agree or disagree with the following statement: Opportunities to progress in your teaching career in terms of responsibility, authority, title, and/or increased pay (otherwise known as "career ladders") would make you more likely to stay in teaching.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Strongly agree	43%	47%	43%	37%	41%	49%	42%	52%
Somewhat agree	46%	45%	45%	47%	46%	42%	46%	41%
Somewhat disagree	9%	7%	11%	10%	10%	6%	10%	5%
Strongly disagree	2%	1%	1%	5%	2%	2%	2%	1%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Retention

Q. 79

You mentioned you are not very likely to / not likely at all to / not sure you will spend your entire career as a classroom teacher. Which of the following best describes why you are not likely to spend the rest of your career as a classroom teacher? Please select your top three reasons.

Percent chosen as one of top three reasons.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+*	White	Person of Color*	District	Charter*
I want a higher-paying job	60%	70%	49%	59%	63%	45%	59%	67%
I do not enjoy addressing discipline issues	56%	49%	58%	77%	61%	35%	58%	43%
I do not have enough professional autonomy	26%	27%	25%	25%	26%	24%	27%	9%
I do not have the resources to do my job well	26%	28%	27%	19%	27%	22%	27%	21%
I do not have enough opportunities to grow professionally, in terms of additional responsibilities and pay	24%	33%	20%	7%	25%	19%	22%	46%
I am interested in pursuing an entirely different career	23%	22%	22%	27%	23%	19%	23%	22%
I do not enjoy teaching	16%	11%	16%	31%	13%	32%	17%	7%
I do not believe I am making an impact	16%	17%	16%	12%	16%	19%	15%	25%
I want to be able to change states/districts without having to meet new certification requirements	14%	14%	16%	8%	11%	28%	14%	14%
I want to be able to change states/districts without potentially losing benefits (e.g., seniority)	14%	11%	19%	7%	11%	25%	13%	27%
I do not feel I have the training or preparation to do my job well	5%	5%	7%	4%	4%	13%	5%	6%
Other (fill in the blank)	17%	10%	21%	24%	17%	13%	17%	10%
None of the above	1%	–	1%	–	1%	–	1%	1%

Total (n=178)

Years teaching
<10 years (n=81)
11-19 years (n=73)
20+ years (n=25)

Race/ethnicity
White (n=148)
Person of color (n=31)

School type
District (n=164)
Charter (n=15)

Q. 76

Which of the following, if any, would motivate you most to continue being a classroom teacher for your entire career? Now, please select what would be second-most motivating.

Percent reporting "Most Motivating."

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Higher salary	63%	62%	65%	61%	64%	58%	64%	56%
Less standardized testing	7%	4%	6%	13%	8%	4%	7%	3%
More supportive administrators	6%	5%	7%	6%	6%	6%	7%	3%
More time for lesson planning	5%	6%	5%	3%	4%	8%	5%	6%
More time for collaboration with other teachers	4%	7%	2%	2%	3%	10%	3%	10%
More professional development and support	4%	6%	2%	3%	4%	6%	3%	11%
More autonomy in the classroom	4%	3%	4%	4%	4%	3%	4%	3%
More leadership opportunities while continuing to teach in the classroom	3%	3%	3%	2%	3%	3%	2%	6%
Other (Please specify)	3%	2%	3%	4%	3%	1%	3%	1%
None of the above	1%	2%	1%	2%	2%	1%	2%	0%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

THE TEACHING PROFESSION
Compensation and Incentives

Two-thirds of teachers report that they have worked a second job at some point during the course of their teaching career. Teachers believe higher starting salaries would be the most effective way to recruit and retain a talented workforce. Though teachers are concerned about their current salaries and are willing to trade benefits like tenure and structured pay schedules for higher pay, they are less receptive to trading retirement benefits for better salaries in the short term.

Q. 81

In your career as a teacher, have you ever had to take a second job to make ends meet?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Yes, currently working a second job	31%	37%	29%	24%	31%	31%	31%	36%
Yes, had a second job in the past	36%	31%	38%	42%	38%	30%	36%	34%
No, never had to take a second job	33%	32%	32%	34%	31%	38%	33%	30%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Q. 66-72 Summary Table

How much would you favor or oppose giving financial incentives to each of the following?

Percent reporting "Strongly Favor" or "Somewhat Favor."

		Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
			<10	11-19	20+	White	Person of Color	District	Charter
66	Teachers who receive multiple outstanding evaluations	72%	79%	73%	60%	70%	80%	71%	84%
67	Teachers whose students show significant gains in test scores from one year to the next	59%	67%	58%	48%	54%	78%	56%	82%
68	Teachers who receive accreditation from the National Board for Professional Teaching Standards	77%	84%	75%	69%	75%	87%	77%	83%
69	Teachers who specialize in hard-to-fill subjects, such as science, mathematics, or special education	80%	84%	76%	76%	78%	87%	78%	90%
70	Teachers who work in hard-to-staff schools, like rural schools and schools serving students from low-income households	86%	87%	83%	87%	85%	88%	85%	93%
71	Teachers who take on leadership positions within the school or district (e.g., mentor teachers, model teachers, teachers who develop curriculum, peer evaluators)	85%	87%	83%	82%	84%	86%	84%	87%
72	Teachers whose students show significant gains across multiple measures (e.g., test scores, student work and portfolios)	67%	73%	66%	58%	63%	83%	65%	83%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Compensation and Incentives

Q. 73

Which of the following financial incentives do you believe would be most effective in recruiting and retaining talented and diverse teachers?

Percent reporting "Most Effective."

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Higher starting salaries	41%	41%	38%	44%	41%	39%	41%	37%
Student loan forgiveness	27%	30%	26%	22%	26%	28%	27%	24%
Cash bonuses (e.g., for taking on additional responsibilities)	9%	7%	9%	11%	9%	8%	9%	9%
Better or more affordable health care options	7%	6%	9%	6%	7%	8%	6%	10%
Housing support (e.g., housing stipends, low-interest loans, and/or affordable housing for teachers)	6%	7%	5%	4%	5%	10%	5%	11%
Improved family support (e.g., discounted daycare, paid parental leave)	4%	5%	4%	3%	4%	5%	4%	6%
Additional paid preparation and professional development time	4%	2%	5%	5%	5%	2%	4%	3%
Other (Please specify)	2%	1%	2%	4%	2%	1%	2%	–
None of the above	1%	–	2%	1%	1%	–	1%	1%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Compensation and Incentives

Q. 177

If given the choice, how likely would you be to consider trading teacher tenure in exchange for higher pay?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Extremely likely	23%	31%	18%	15%	21%	29%	21%	34%
Very likely	24%	27%	25%	17%	23%	28%	23%	29%
Somewhat likely	25%	26%	24%	23%	24%	27%	25%	22%
Not very likely	20%	11%	23%	31%	23%	11%	21%	11%
Not likely at all	9%	5%	9%	15%	10%	6%	9%	4%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Compensation and Incentives

Q. 178

If given the choice, how likely would you be to consider trading teacher tenure in exchange for better benefits?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Extremely likely	16%	23%	15%	8%	14%	24%	15%	24%
Very likely	24%	27%	25%	18%	22%	31%	22%	37%
Somewhat likely	24%	29%	20%	22%	24%	25%	25%	21%
Not very likely	24%	16%	29%	32%	27%	14%	25%	14%
Not likely at all	11%	6%	12%	20%	13%	6%	12%	4%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Compensation and Incentives

Q. 179

If given the choice, how likely would you be to consider reducing retirement benefits in order to get higher pay now?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Extremely likely	12%	17%	9%	6%	10%	18%	9%	28%
Very likely	18%	24%	17%	8%	14%	31%	16%	28%
Somewhat likely	17%	22%	17%	11%	17%	19%	17%	18%
Not very likely	36%	28%	43%	41%	39%	25%	38%	20%
Not likely at all	17%	10%	13%	33%	20%	7%	18%	6%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Compensation and Incentives

Q. 180

If given the choice, how likely would you be to consider reducing retirement benefits in order to get better benefits now?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Extremely likely	10%	16%	8%	5%	8%	20%	8%	25%
Very likely	16%	23%	14%	8%	13%	27%	15%	30%
Somewhat likely	19%	21%	21%	13%	18%	22%	19%	18%
Not very likely	36%	30%	39%	43%	40%	23%	39%	20%
Not likely at all	18%	9%	18%	32%	20%	9%	19%	7%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Compensation and Incentives

Q. 181

If given the choice, how likely would you be to consider trading guaranteed small raises for the opportunity to earn significantly larger increases based on performance?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Extremely likely	16%	22%	13%	8%	13%	25%	14%	28%
Very likely	25%	31%	21%	19%	21%	38%	23%	37%
Somewhat likely	24%	24%	26%	22%	25%	20%	24%	22%
Not very likely	22%	16%	25%	29%	26%	8%	24%	7%
Not likely at all	13%	8%	14%	22%	14%	10%	14%	5%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

THE TEACHING PROFESSION
Retirement

Few teachers report feeling "very well informed" about their retirement options, and most are not confident that they will have enough money to maintain their lifestyle in retirement. The majority want their retirement plans to be portable and low risk.

Q. 169

How well informed would you say you are about the amount of personal retirement income you will have when you retire?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Very well informed	28%	29%	24%	33%	28%	31%	28%	33%
Somewhat well informed	51%	49%	51%	53%	50%	55%	50%	56%
Not very well informed	18%	18%	22%	13%	20%	12%	19%	11%
Not well informed at all	3%	4%	2%	1%	3%	1%	3%	1%

Q. 170

How confident would you say you are that your personal retirement plan will provide you with the benefits necessary to maintain your current lifestyle in retirement?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Very confident	16%	21%	11%	14%	14%	24%	14%	30%
Somewhat confident	45%	41%	46%	48%	45%	45%	44%	48%
Not very confident	29%	28%	32%	27%	30%	26%	31%	15%
Not confident at all	10%	10%	10%	10%	12%	5%	11%	7%

THE TEACHING PROFESSION
Retirement

Q. 171

If you had to choose, which one of the following do you prefer when it comes to your retirement plan?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
A conservative, low-risk investment strategy that ensures your retirement account is safe	64%	65%	61%	66%	64%	63%	64%	62%
A high return-on-investment strategy, one that gives you the ability to earn more on your retirement account, even at some risk	23%	26%	24%	17%	21%	29%	22%	31%
Not sure	13%	9%	16%	16%	14%	9%	14%	8%

Q. 172-176 Summary Table

How important is it to you that your retirement plan has each of the following features?

Percent reporting "Critically Important."

		Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
			<10	11-19	20+	White	Person of Color	District	Charter
172	The option for you to be able to decide how your money is invested and what it is invested in	43%	43%	43%	43%	42%	46%	43%	44%
173	The ability to keep your retirement account and not be penalized for deciding to teach in another district or in another state	65%	62%	68%	66%	67%	59%	66%	57%
174	The ability to keep your retirement account and not be penalized if you decide to leave teaching altogether	66%	63%	69%	68%	68%	59%	68%	54%
175	The ability to have access to employer contributions in your retirement fund without having to work a specific number of years	45%	48%	47%	40%	45%	46%	46%	42%
176	The option of having benefits accrue evenly throughout your career, rather than accruing rapidly after decades of service	48%	47%	47%	51%	48%	49%	49%	43%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

EDUCATION POLICY AND POLITICS
Educator Voice

Teachers want more opportunities to influence education policy and believe their views are represented only "somewhat" at each level of the education system. Teachers report that they do not receive frequent opportunities to provide input at the school, union, district or charter network, state, or federal level. Teachers said they are likely to support strikes based on multiple issues beyond traditional salary and benefits.

Q. 77

Do you agree or disagree with the following statement: I wish there were more opportunities as a teacher to influence education policy that impacts my profession and students.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Strongly agree	59%	62%	58%	54%	57%	63%	59%	56%
Somewhat agree	36%	34%	37%	39%	38%	31%	36%	40%
Somewhat disagree	5%	4%	5%	6%	4%	7%	5%	4%
Strongly disagree	–	–	–	1%	–	–	–	–

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Educator Voice

Q. 113

To what degree do you believe that your perspective as a teacher is represented in policy decisions in your school?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
A great deal	32%	36%	29%	29%	31%	33%	31%	38%
Somewhat	51%	50%	54%	49%	51%	51%	52%	46%
Not very much	14%	12%	14%	17%	14%	13%	14%	14%
None at all	4%	3%	3%	6%	4%	2%	4%	2%

Q. 114

To what degree do you believe that your perspective as a teacher is represented in policy decisions in your district or charter network?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
A great deal	21%	27%	16%	18%	20%	25%	20%	27%
Somewhat	49%	47%	51%	51%	51%	44%	49%	51%
Not very much	23%	22%	26%	22%	23%	26%	24%	17%
None at all	6%	4%	7%	8%	6%	5%	6%	4%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

EDUCATION POLICY AND POLITICS
Educator Voice

Q. 115

To what degree do you believe that your perspective as a teacher is represented in policy decisions in your state?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
A great deal	15%	19%	11%	13%	13%	23%	14%	26%
Somewhat	43%	47%	40%	40%	41%	52%	42%	51%
Not very much	30%	25%	33%	32%	32%	20%	31%	18%
None at all	12%	8%	15%	16%	14%	6%	13%	6%

Q. 116

To what degree do you believe that your perspective as a teacher is represented in policy decisions at the federal level?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
A great deal	12%	18%	6%	9%	9%	21%	10%	27%
Somewhat	33%	36%	32%	30%	31%	40%	32%	37%
Not very much	34%	29%	37%	39%	37%	24%	35%	27%
None at all	21%	17%	25%	22%	23%	14%	23%	9%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Educator Voice

Q. 117

To what degree do you believe that your perspective as a teacher is represented in policy decisions in your union?

Percent reporting of union members only.

	Total	**YEARS TEACHING**			**RACE/ETHNICITY**		**SCHOOL TYPE**	
		<10	**11-19**	**20+**	**White**	**Person of Color**	**District**	**Charter***
A great deal	37%	38%	32%	42%	37%	38%	37%	42%
Somewhat	47%	48%	50%	43%	48%	46%	47%	49%
Not very much	13%	12%	16%	13%	13%	14%	14%	8%
None at all	2%	2%	3%	2%	2%	3%	2%	1%

Total (n=541)

Years teaching
<10 years (n=206)
11-19 years (n=175)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=160)

School type
District (n=493)
Charter (n=48)

EDUCATION POLICY AND POLITICS
Educator Voice

Q. 118

How often do school leaders actively seek your education policy ideas and perspectives through conversations, meetings, surveys, or other means?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Weekly	17%	22%	17%	9%	15%	25%	16%	27%
Monthly	31%	33%	24%	36%	32%	27%	30%	36%
A few times a year	33%	30%	38%	31%	32%	35%	34%	26%
Once a year	9%	6%	11%	10%	9%	7%	9%	6%
Never	11%	9%	10%	14%	12%	5%	11%	5%

Q. 119

How often do district or charter network leaders actively seek your education policy ideas and perspectives through conversations, meetings, surveys, or other means?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Weekly	8%	13%	5%	6%	7%	14%	7%	19%
Monthly	21%	27%	19%	13%	19%	29%	20%	29%
A few times a year	30%	29%	32%	30%	29%	33%	30%	29%
Once a year	14%	12%	13%	18%	16%	6%	15%	11%
Never	26%	19%	31%	33%	29%	18%	28%	12%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

EDUCATION POLICY AND POLITICS
Educator Voice

How often do state education leaders actively seek your education policy ideas and perspectives through conversations, meetings, surveys, or other means?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter*
Weekly	7%	11%	6%	3%	5%	14%	6%	18%
Monthly	16%	22%	13%	10%	12%	29%	14%	28%
A few times a year	24%	25%	25%	21%	22%	29%	24%	25%
Once a year	15%	16%	13%	17%	16%	12%	16%	11%
Never	38%	28%	43%	48%	44%	17%	41%	18%

Q. 121

How often do federal education leaders actively seek your education policy ideas and perspectives through conversations, meetings, surveys, or other means?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Weekly	6%	9%	4%	5%	4%	14%	5%	17%
Monthly	14%	22%	11%	4%	12%	20%	12%	25%
A few times a year	23%	25%	22%	19%	20%	32%	22%	26%
Once a year	13%	14%	12%	13%	13%	12%	14%	9%
Never	45%	31%	51%	58%	51%	21%	48%	22%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Educator Voice

Q. 122

How often do union leaders actively seek your education policy ideas and perspectives through conversations, meetings, surveys, or other means?

Percent reporting of union members only.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter*
Weekly	10%	14%	6%	8%	8%	14%	9%	14%
Monthly	33%	36%	30%	32%	30%	44%	33%	38%
A few times a year	35%	28%	41%	36%	37%	25%	35%	34%
Once a year	12%	12%	8%	17%	13%	7%	12%	7%
Never	11%	10%	16%	7%	11%	10%	11%	8%

Total (n=541)

Years teaching
<10 years (n=206)
11-19 years (n=175)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=160)

School type
District (n=493)
Charter (n=48)

Educator Voice

Q. 150-158 Summary Table

How likely would you be to participate in a teachers' strike for each of the following reasons?

Percent reporting "Very Likely."

		Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
			<10	11-19	20+	White	Person of Color	District	Charter
150	Pay cut	60%	57%	59%	63%	61%	54%	61%	53%
151	Insufficient pay raise	32%	36%	30%	29%	31%	39%	32%	33%
152	No pay raise	35%	34%	36%	36%	35%	35%	35%	33%
153	Reduction in your benefits, not including retirement benefits	42%	40%	42%	47%	43%	42%	43%	39%
154	Reduction in your retirement benefits or pension contribution	48%	44%	49%	55%	50%	43%	49%	42%
155	Decrease in school funding	28%	32%	26%	26%	28%	30%	28%	28%
156	Lack of resources	27%	31%	25%	23%	27%	29%	26%	33%
157	Lack of support services for students	26%	31%	24%	19%	25%	27%	24%	33%
158	Increase in class size	29%	29%	31%	27%	28%	34%	29%	30%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

EDUCATION POLICY AND POLITICS
Curricula

The majority of teachers do not feel very confident that the curriculum used at their school is fully accessible to all learners, that it is consistently aligned to learning standards, or that they have the related resources needed to assess students. Only a small portion of teachers say it is "very accurate" that they have a role in selecting curricula for their school.

Q. 53-59 Summary Table

How accurate of a statement do you think each of the following is about the curricula you and other teachers use in your school?

Percent reporting "Very Accurate."

		Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
			<10	11-19	20+	White	Person of Color	District	Charter
53	Our curricula are high quality and well aligned to learning standards	40%	42%	35%	42%	38%	44%	38%	48%
54	Our curricula are accessible and appropriate for all learners in my classroom	31%	32%	29%	31%	28%	41%	30%	39%
55	We have the curricular materials we need for effective instruction	32%	36%	29%	28%	29%	41%	30%	49%
56	Our curricula are aligned with school, district/charter network, and/or state assessments	48%	51%	43%	51%	47%	53%	48%	52%
57	Our curricula include high-quality assessments to measure student learning	34%	38%	27%	34%	30%	47%	33%	41%
58	We have the assessment materials we need to accurately evaluate student learning	34%	37%	30%	33%	30%	46%	32%	46%
59	We have a role in selecting the curricula we use in our school	27%	33%	26%	20%	25%	35%	26%	38%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

EDUCATION POLICY AND POLITICS
Accountability

The vast majority of teachers support assessing student learning using a summative measure and see themselves as responsible for student learning. They believe the best way to measure student learning is to use multiple measures, such as standardized tests and student work portfolios. To improve standardized tests, teachers prioritize better capturing student learning over time and making them more accessible and appropriate for unique learners (English learners and students with special needs).

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Q. 60

Do you agree or disagree with the following statement: Students should have a summative measure of their learning from the beginning to the end of the school year.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Strongly agree	49%	51%	49%	47%	48%	55%	48%	58%
Somewhat agree	43%	40%	44%	46%	45%	33%	43%	38%
Somewhat disagree	7%	8%	6%	7%	6%	10%	8%	3%
Strongly disagree	1%	2%	1%	0%	1%	1%	1%	1%

Q. 61

Do you agree or disagree with the following statement: Teachers should be responsible for students' progress from the beginning to the end of the school year.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Strongly agree	36%	39%	35%	33%	34%	45%	35%	47%
Somewhat agree	50%	49%	51%	51%	51%	46%	51%	44%
Somewhat disagree	12%	10%	12%	13%	13%	7%	12%	8%
Strongly disagree	2%	1%	3%	3%	2%	2%	2%	2%

Q. 62

In your opinion, which of the following are the top two most effective ways to accurately and objectively measure individual students' learning in the classroom?

SPLIT SAMPLE: Percent chosen as one of two choices.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Multiple measures (student work portfolios, teacher-generated tests and quizzes and/or district- or statewide tests)	76%	68%	80%	83%	79%	65%	79%	54%
Portfolios of students' work	39%	42%	35%	38%	39%	38%	39%	34%
Tests and quizzes created by a team of teachers at the school level and implemented schoolwide	28%	33%	26%	22%	27%	30%	28%	29%
Tests and quizzes created and implemented by a single teacher in one classroom	21%	24%	18%	18%	19%	28%	19%	38%
Standardized assessments implemented statewide	13%	14%	14%	11%	12%	18%	12%	23%
Other (Please specify)	1%	1%	-	1%	1%	-	1%	-
None of the above	1%	1%	3%	-	1%	1%	1%	2%

Total (n=499)

Years teaching
<10 years (n=202)
11-19 years (n=177)
20+ years (n=120)

Race/ethnicity
White (n=396)
Person of color (n=104)

School type
District (n=442)
Charter (n=57)

Q. 63

In your opinion, which of the following are the top two most effective ways to accurately and objectively measure individual students' learning across the state?

SPLIT SAMPLE: Percent chosen as one of two choices.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Multiple measures (student work portfolios, teacher-generated tests and quizzes and/or district- or statewide tests)	72%	63%	79%	78%	77%	55%	74%	58%
Portfolios of students' work	36%	41%	34%	30%	37%	34%	36%	39%
Tests and quizzes created by a team of teachers at the school level and implemented schoolwide	27%	27%	26%	27%	25%	34%	26%	31%
Tests and quizzes created and implemented by a single teacher in one classroom	22%	27%	20%	17%	21%	27%	21%	28%
Standardized assessments implemented statewide	21%	21%	19%	23%	16%	36%	20%	28%
Other (Please specify)	1%	1%	1%	1%	1%	–	1%	–
None of the above	1%	2%	1%	–	1%	–	1%	1%

Total (n=501)

Years teaching
<10 years (n=213)
11-19 years (n=150)
20+ years (n=138)

Race/ethnicity
White (n=388)
Person of color (n=112)

School type
District (n=444)
Charter (n=57)

Q. 64

What would most improve the usefulness of standardized assessments? Please select your top two choices.

Percent chosen as one of two choices.

	Total	**YEARS TEACHING**			**RACE/ETHNICITY**		**SCHOOL TYPE**	
		<10	**11-19**	**20+**	**White**	**Person of Color**	**District**	**Charter**
If they captured student learning over time, rather than a single snapshot at the end of one year	49%	44%	57%	48%	51%	41%	51%	35%
If they were more accessible/appropriate for unique learners (e.g., EL students, students with special needs)	30%	32%	32%	25%	31%	24%	30%	26%
If they were more aligned with curricula used in the classroom	22%	25%	18%	23%	22%	23%	22%	25%
If they provided a comprehensive snapshot of student academic learning	21%	22%	20%	22%	22%	20%	22%	21%
If they provided a comprehensive snapshot of student social-emotional learning	14%	16%	13%	12%	14%	14%	13%	17%
If the results were released more quickly	12%	8%	15%	15%	11%	14%	12%	15%
If there were more guidance on how to use the results to inform instruction	11%	14%	8%	11%	10%	14%	11%	16%
If they were more culturally responsive	11%	12%	9%	10%	10%	13%	11%	11%
If they were more aligned with state standards	10%	11%	10%	10%	10%	13%	10%	16%
Other (Please specify)	2%	1%	2%	4%	2%	1%	2%	–
None of the above	1%	2%	1%	1%	1%	2%	2%	1%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

EDUCATION POLICY AND POLITICS
Diversity

Teachers believe that diverse schools benefit students but commonly report that their schools are making only moderate progress to ensure that their teaching staff is diverse.

Q. 159

Do you agree or disagree with the following statement: My school is making a significant effort to ensure that our teaching staff is diverse.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Strongly agree	27%	32%	27%	20%	25%	33%	25%	40%
Somewhat agree	48%	45%	49%	53%	48%	47%	48%	45%
Somewhat disagree	19%	19%	19%	21%	20%	16%	20%	13%
Strongly disagree	6%	4%	6%	7%	6%	4%	6%	2%

Q. 160

Do you agree or disagree with the following statement: Having classmates with different backgrounds benefits students.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Strongly agree	59%	64%	54%	60%	62%	51%	60%	53%
Somewhat agree	36%	32%	42%	34%	33%	46%	35%	42%
Somewhat disagree	4%	4%	4%	5%	4%	3%	4%	4%
Strongly disagree	1%	0%	1%	1%	1%	0%	1%	1%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

EDUCATION POLICY AND POLITICS
Equity

Teachers express concern about inequitable funding and related issues, including inequitable access to high-quality schools, excellent educators, properly maintained facilities, classroom supplies, and support staff. The majority of educators acknowledge that their schools do not consistently meet the needs of different student subgroups.

Q. 123-127 Summary Table

In your opinion, how much of a problem are each of the following in your district?

Percent reporting "A Very Serious Problem" or "Somewhat of a Problem."

		Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
			<10	11-19	20+	White	Person of Color	District	Charter
123	Students do not have equal access to high-quality schools	55%	67%	51%	41%	51%	69%	53%	71%
124	Students do not have equal access to excellent educators	51%	62%	49%	37%	48%	65%	49%	66%
125	School funding is not equitable (e.g., funding is not strategically directed toward the students who most need it)	68%	75%	67%	58%	65%	81%	67%	81%
126	Students do not have equal access to properly maintained school facilities	55%	66%	51%	44%	52%	68%	54%	68%
127	Students and teachers do not have access to equitable classroom supplies and resources	65%	72%	62%	58%	63%	72%	65%	68%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

EDUCATION POLICY AND POLITICS
Equity

Do you agree or disagree with each of the following statements?

Percent reporting "Strongly Disagree" or "Somewhat Disagree."

		Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
			<10	11-19	20+	White	Person of Color	District	Charter
128	My school has enough academic support staff (e.g., instructional coaches, librarians, ESL coordinators) to support my students' learning	32%	30%	34%	34%	35%	22%	34%	22%
129	My school has enough special needs support staff (e.g., paraprofessionals, occupational therapists, speech therapists) to support my students' learning	40%	39%	43%	37%	42%	33%	41%	27%
130	My school has enough social-emotional support staff (e.g., counselors, social workers, therapists) to support my students' learning	41%	38%	43%	42%	44%	30%	43%	23%
131	My school has enough physical health support staff (e.g., school nurses) to support my students' learning	31%	31%	30%	32%	32%	27%	32%	21%
132	My school has enough administrator support staff to support my students' learning	25%	24%	26%	25%	26%	21%	25%	21%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Q. 133-141 Summary Table

How often would you say your school meets the needs of each of the following?

Percent reporting "Often."

		Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
			<10	11-19	20+	White	Person of Color	District	Charter
133	Students performing at grade level	48%	48%	45%	51%	50%	40%	49%	41%
134	Students performing above grade level	35%	35%	33%	39%	35%	37%	36%	29%
135	Students performing below grade level	29%	29%	29%	31%	29%	31%	30%	28%
136	Students who are not native speakers of English	34%	32%	33%	37%	33%	37%	34%	33%
137	Students of color	47%	48%	51%	43%	48%	44%	47%	49%
138	Students from low-income households	41%	40%	41%	42%	42%	36%	40%	46%
139	Student who have experienced trauma	24%	24%	26%	22%	25%	22%	24%	28%
140	Students with learning disabilities	39%	37%	39%	43%	39%	41%	40%	35%
141	Students with physical disabilities	42%	37%	44%	48%	43%	38%	43%	38%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

School Safety

More than one-third of teachers say they "often" or "sometimes" fear for their own physical safety in their schools. Of the safety issues teachers report concern over, the largest percentage are concerned about fighting among students and incidences of physical bullying.

Q. 147

When you are at school, how often do you fear for your own physical safety?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Often	10%	12%	7%	9%	8%	13%	8%	18%
Sometimes	27%	33%	25%	20%	24%	36%	26%	35%
Rarely	38%	35%	42%	38%	39%	34%	39%	30%
Never	26%	21%	27%	34%	28%	17%	27%	18%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

School Safety

Q. 148

Which of the following safety issues, if any, are you most concerned about at your school? Please select your top two choices.

Percent chosen one of two concerns.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Fighting among students	34%	35%	36%	31%	34%	35%	35%	26%
In-person / physical bullying	32%	32%	32%	33%	34%	27%	32%	31%
Online bullying	26%	25%	30%	23%	25%	28%	26%	25%
Gun violence / school shooting	26%	31%	18%	26%	23%	35%	25%	33%
Drugs / drug-related crime	19%	18%	20%	19%	20%	17%	19%	21%
Violence against teachers	18%	17%	17%	20%	18%	17%	17%	21%
Community / neighborhood violence	15%	17%	13%	15%	15%	14%	15%	14%
Sexual violence among students	4%	6%	4%	3%	3%	7%	3%	13%
None of the above	12%	10%	13%	14%	13%	8%	13%	8%
Other (Please specify)	2%	1%	5%	2%	2%	3%	3%	–

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

EDUCATION POLICY AND POLITICS
School Climate

Four out of 10 teachers do not believe that their schools consistently provide an inclusive environment for different groups of students; this number increases to six out of 10 for LGBTQ+ students.

Q. 161-166 Summary Table

How often would you say your school provides a welcoming, inclusive environment for each of the following?

Percent reporting "Often."

		Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
			<10	11-19	20+	White	Person of Color	District	Charter
161	All students	61%	58%	59%	69%	65%	44%	62%	53%
162	Students of color	59%	54%	62%	66%	63%	45%	60%	53%
163	English learners	57%	52%	58%	62%	59%	49%	58%	45%
164	Students with special needs	57%	49%	58%	67%	61%	42%	58%	46%
165	Students from low-income households	60%	55%	62%	64%	64%	45%	61%	51%
166	LGBTQ+ students	41%	37%	43%	45%	42%	38%	41%	44%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

EDUCATION POLICY AND POLITICS
Discipline

A broad majority of teachers report that their schools are implementing nonpunitive discipline practices, but only a third "strongly agree" that their school is making a significant effort to do so.

Q. 149

Do you agree or disagree with the following statement: My school is making a significant effort to implement nonpunitive discipline strategies (e.g., restorative justice, social-emotional learning, positive behavioral interventions and supports).

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Strongly agree	33%	38%	27%	34%	33%	33%	32%	42%
Somewhat agree	48%	45%	53%	48%	47%	52%	49%	47%
Somewhat disagree	14%	14%	15%	15%	15%	13%	15%	9%
Strongly disagree	4%	3%	6%	3%	4%	2%	4%	3%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

EDUCATION POLICY AND POLITICS
School Choice

Teachers' views on school choice are complex and largely depend on the type of choice and its potential consequences. While teachers do not favor many forms of school choice, they are more open to school choice so long as it is equally accessible to all students, does not draw funds away from district schools, or does not discriminate against students.

SSQ. 15-18 Summary Table

Do you support or oppose each of the following?

Percent reporting "Strongly Oppose" or "Somewhat Oppose."

		Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
			<10	11-19	20+	White	Person of Color	District	Charter
15	[Low-Income Vouchers] Using government funds to pay the tuition of low-income students who choose to attend private schools	58%	45%	63%	75%	64%	37%	63%	29%
16	[Universal Vouchers] Using government funds to pay the tuition of all students who choose to attend private schools	72%	62%	73%	87%	77%	52%	77%	42%
17	[Tax Credits] Tax credits for individual and corporate donations that pay for scholarships to help low-income parents send their children to private schools	39%	30%	43%	51%	44%	21%	42%	20%
18	[Charter Schools] The formation of charter schools, which are publicly funded but independently run. These schools are expected to meet promised objectives, but are exempt from many state and district regulations.	59%	51%	64%	66%	62%	47%	65%	19%

SSQ. 20

As you may know, there is a federal proposal to allocate $5 billion for a tax credit that would fund scholarships to private schools and other educational programs. Which of the following do you agree with most?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
I do believe our tax dollars should be used to provide more students with the opportunity to attend private school	27%	35%	22%	19%	22%	48%	24%	51%
I do not believe our tax dollars should be used to provide more students with the opportunity to attend private school	73%	65%	78%	81%	78%	52%	76%	49%

Total (n=500)

Years teaching
<10 years (n=214)
11-19 years (n=156)
20+ years (n=130)

Race/ethnicity
White (n=396)
Person of color (n=104)

School type
District (n=437)
Charter (n=63)

School Choice

SSQ. 19

Please select all that apply to complete the following statement: "I support school choice when it…"

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Is equally accessible to all students	70%	72%	72%	65%	70%	71%	70%	67%
Doesn't shift funds from public schools	65%	58%	69%	70%	67%	54%	69%	38%
Doesn't discriminate against students	64%	65%	65%	61%	64%	62%	63%	67%
Increases academic achievement for low-income students	55%	58%	55%	49%	52%	66%	54%	62%
Holds schools publicly accountable for the results of all students	47%	47%	49%	46%	45%	55%	46%	55%
Provides completely free educational options to low-income families	44%	48%	44%	39%	42%	55%	42%	60%
I don't support any form of school choice	4%	4%	6%	2%	4%	4%	5%	–
Other (Please specify)	2%	2%	2%	1%	2%	–	2%	2%

Total (n=500)

Years teaching
<10 years (n=214)
11-19 years (n=156)
20+ years (n=130)

Race/ethnicity
White (n=396)
Person of color (n=104)

School type
District (n=437)
Charter (n=63)

Sense of Being Valued

The majority of teachers feel only "somewhat valued," "not very valued," or "not valued at all."

Q. 65

How valued do you personally feel as a teacher?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Very valued	27%	34%	24%	19%	23%	41%	24%	46%
Somewhat valued	46%	47%	44%	48%	47%	43%	47%	43%
Not very valued	23%	16%	27%	28%	25%	14%	24%	9%
Not valued at all	4%	3%	5%	5%	5%	2%	4%	2%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Teachers Unions

The vast majority of teachers see unions as either "absolutely essential" or "important, but not essential."

Q. 83

Do you think of teachers unions or associations as…?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Absolutely essential	**48%**	**45%**	**48%**	**54%**	**48%**	**47%**	**48%**	**50%**
Important, but not essential	**39%**	**42%**	**41%**	**33%**	**39%**	**42%**	**40%**	**35%**
Something you could do without	**8%**	**8%**	**7%**	**9%**	**8%**	**6%**	**7%**	**10%**
Not sure	**5%**	**6%**	**4%**	**5%**	**5%**	**5%**	**5%**	**5%**

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

EDUCATION STAKEHOLDERS
Union Priorities

While teachers are largely in agreement about the functions that they believe are important for their union to play, they are mixed in their assessment of how well their union is representing their interests. Teachers rate their unions higher in protecting jobs and handling grievances, and rate them lower in areas like elevating the profession. Six in 10 teachers reported that their most recent contract improved their pay.

Q. 85-89 Summary Table

In addition to bargaining for wages and benefits and managing grievances, how important do you think it is for teachers unions to do each of the following?

Percent reporting "Critically Important."

		Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
			<10	11-19	20+	White	Person of Color	District	Charter
85	Invest in the learning and professional development of its members	44%	49%	40%	40%	43%	47%	43%	45%
86	Inform members about the latest research on the science of learning and brain development	28%	32%	27%	22%	25%	40%	26%	39%
87	Work to elevate the public perception and prestige of teachers and teaching	49%	49%	46%	54%	49%	49%	49%	48%
88	Advocate for policies that are in the best interests of teachers	67%	65%	64%	74%	68%	64%	69%	50%
89	Advocate for policies that are in the best interests of students	58%	60%	59%	56%	59%	54%	59%	49%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Q. 94

Would you say teachers unions do an excellent job, good, only fair, or a poor job at bargaining for wages/salary?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Excellent	27%	25%	28%	30%	26%	30%	27%	30%
Good	38%	38%	39%	35%	38%	37%	37%	39%
Fair	22%	23%	21%	22%	22%	22%	22%	20%
Poor	7%	7%	5%	10%	8%	5%	8%	5%
Not sure	6%	8%	7%	2%	6%	6%	6%	6%

Q. 95

Would you say teachers unions do an excellent job, good, only fair, or a poor job at bargaining for health/retirement benefits?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Excellent	28%	26%	28%	30%	27%	31%	27%	35%
Good	39%	42%	39%	36%	39%	39%	40%	37%
Fair	20%	20%	20%	22%	21%	18%	21%	17%
Poor	6%	5%	6%	9%	6%	7%	6%	5%
Not sure	6%	7%	7%	3%	6%	5%	6%	6%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Q. 96

Would you say teachers unions do an excellent job, good, only fair, or a poor job at protecting teachers' jobs?

| | Total | YEARS TEACHING | | | RACE/ETHNICITY | | SCHOOL TYPE | |
		<10	11-19	20+	White	Person of Color	District	Charter
Excellent	29%	24%	31%	33%	29%	26%	28%	31%
Good	42%	44%	40%	42%	42%	46%	42%	45%
Fair	18%	19%	17%	17%	19%	15%	18%	17%
Poor	5%	6%	4%	4%	4%	6%	5%	1%
Not sure	6%	7%	8%	4%	6%	7%	7%	5%

Q. 97

Would you say teachers unions do an excellent job, good, only fair, or a poor job at handling members' problems and grievances?

| | Total | YEARS TEACHING | | | RACE/ETHNICITY | | SCHOOL TYPE | |
		<10	11-19	20+	White	Person of Color	District	Charter
Excellent	25%	23%	23%	33%	25%	26%	25%	27%
Good	41%	43%	44%	35%	41%	41%	41%	45%
Fair	21%	23%	19%	21%	21%	24%	21%	20%
Poor	5%	3%	6%	6%	5%	3%	5%	3%
Not sure	7%	8%	8%	5%	8%	6%	8%	5%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Union Priorities

Q. 98

Would you say teachers unions do an excellent job, good, only fair, or a poor job at investing in the learning and professional development of its members?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Excellent	20%	25%	17%	16%	18%	28%	19%	29%
Good	36%	36%	37%	35%	36%	34%	35%	41%
Fair	24%	23%	24%	27%	25%	23%	25%	22%
Poor	11%	7%	11%	16%	11%	7%	11%	3%
Not sure	9%	8%	11%	7%	9%	8%	9%	6%

Q. 99

Would you say teachers unions do an excellent job, good, only fair, or a poor job at informing members about the latest research on the science of learning and brain development?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Excellent	15%	21%	13%	9%	13%	25%	14%	25%
Good	29%	30%	31%	26%	29%	31%	28%	41%
Fair	25%	26%	23%	27%	26%	21%	26%	19%
Poor	18%	13%	18%	26%	20%	11%	19%	8%
Not sure	12%	10%	14%	12%	12%	11%	12%	7%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Union Priorities

Q. 100

Would you say teachers unions do an excellent job, good, only fair, or a poor job at working to elevate the public perception and prestige of teachers and teaching?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Excellent	19%	21%	17%	18%	17%	25%	18%	25%
Good	36%	39%	36%	33%	36%	36%	35%	44%
Fair	27%	25%	26%	29%	27%	26%	27%	21%
Poor	11%	7%	13%	13%	12%	6%	11%	4%
Not sure	8%	8%	8%	7%	8%	7%	8%	6%

Q. 101

Would you say teachers unions do an excellent job, good, only fair, or a poor job at advocating for policies that are in the best interests of teachers?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Excellent	28%	30%	27%	28%	27%	31%	27%	35%
Good	40%	40%	40%	38%	39%	41%	39%	41%
Fair	20%	19%	21%	21%	21%	17%	21%	16%
Poor	6%	4%	6%	9%	6%	5%	7%	4%
Not sure	6%	7%	6%	4%	6%	6%	6%	5%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Union Priorities

Q. 102

Would you say teachers unions do an excellent job, good, only fair, or a poor job at advocating for policies that are in the best interests of students?

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Excellent	21%	24%	19%	19%	20%	26%	20%	27%
Good	40%	41%	40%	38%	39%	41%	39%	41%
Fair	25%	23%	25%	27%	25%	22%	25%	23%
Poor	7%	5%	9%	9%	8%	5%	8%	3%
Not sure	7%	8%	7%	7%	8%	7%	8%	6%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

Q. 103

Would you say your most recent teachers' contract has improved, worsened, or had no impact on teacher pay?

Percent reporting of union members only.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter*
Improved	60%	59%	56%	65%	59%	62%	61%	49%
Worsened	16%	13%	17%	19%	16%	16%	15%	28%
Had no impact	24%	27%	27%	16%	25%	22%	24%	23%

Q. 104

Would you say your most recent teachers' contract has improved, worsened, or had no impact on teacher benefits?

Percent reporting of union members only.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter*
Improved	41%	46%	41%	36%	39%	48%	40%	54%
Worsened	27%	23%	25%	33%	28%	21%	28%	19%
Had no impact	32%	30%	35%	31%	32%	31%	32%	27%

Total (n=541)

Years teaching
<10 years (n=206)
11-19 years (n=175)
20+ years (n=160)

Race/ethnicity
White (n=433)
Person of color (n=107)

School type
District (n=493)
Charter (n=48)

Q. 105

Would you say your most recent teachers' contract has improved, worsened, or had no impact on teacher working conditions (e.g., prep time)?

Percent reporting of union members only.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter*
Improved	34%	35%	30%	38%	32%	44%	32%	52%
Worsened	22%	26%	18%	20%	24%	11%	21%	24%
Had no impact	44%	39%	52%	42%	44%	46%	46%	25%

Q. 106

Would you say your most recent teachers' contract has improved, worsened, or had no impact on resources and supports for teachers (e.g., professional development, mentoring program)?

Percent reporting of union members only.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter*
Improved	37%	45%	29%	34%	33%	51%	35%	52%
Worsened	16%	14%	19%	14%	17%	11%	15%	20%
Had no impact	48%	41%	52%	53%	50%	38%	50%	28%

Total (n=541)

Years teaching
<10 years (n=206)
11-19 years (n=175)
20+ years (n=160)

Race/ethnicity
White (n=433)
Person of color (n=107)

School type
District (n=493)
Charter (n=48)

Q. 107

Would you say your most recent teachers' contract has improved, worsened, or had no impact on resources and supports for students (e.g., instructional materials, counseling services)?

Percent reporting of union members only.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter*
Improved	30%	38%	24%	28%	27%	43%	28%	55%
Worsened	17%	16%	19%	14%	16%	18%	17%	15%
Had no impact	53%	46%	57%	58%	57%	39%	55%	30%

Q. 108

Would you say your most recent teachers' contract has improved, worsened, or had no impact on resources and supports targeted equitably toward the students who most need them?

Percent reporting of union members only.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter*
Improved	33%	42%	27%	29%	31%	42%	32%	52%
Worsened	17%	16%	19%	15%	16%	17%	16%	22%
Had no impact	50%	42%	54%	56%	52%	41%	52%	26%

Total (n=541)

Years teaching
<10 years (n=206)
11-19 years (n=175)
20+ years (n=160)

Race/ethnicity
White (n=433)
Person of color (n=107)

School type
District (n=493)
Charter (n=48)

Union Priorities

Q. 84

Today in your district, how would you describe the relationship between the teachers union or association and the district leadership? Is it mostly about:

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Conflict and distrust	26%	26%	23%	31%	25%	33%	27%	23%
Cooperation and trust	48%	52%	48%	42%	49%	44%	47%	55%
There is no union or association	10%	9%	11%	11%	9%	14%	10%	14%
Not sure	15%	13%	17%	16%	17%	10%	16%	8%

Total (n=1,000)

Years teaching
<10 years (n=415)
11-19 years (n=327)
20+ years (n=258)

Race/ethnicity
White (n=784)
Person of color (n=216)

School type
District (n=886)
Charter (n=114)

EDUCATION STAKEHOLDERS
Union Membership and Engagement

A growing majority of teachers see their unions as valuable and take pride in the solidarity of union membership. Yet few report being regularly engaged by their union and many do not feel fully confident that their union elections are "very" democratic. While about half of nonunion members say they are considering opting in, a full quarter of current members say they are likely to opt-out of their union next year.

Q. 90

Which of these best describes what it means to you personally to be a member of a teachers union or association?

Percent reporting of union members only.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter*
It provides me with feelings of pride and solidarity, in addition to the practical benefits	54%	58%	48%	56%	51%	64%	52%	69%
It brings me practical benefits, not really any more than that	42%	39%	46%	40%	43%	36%	43%	27%
It is something that makes me feel uncomfortable	2%	2%	2%	3%	3%	–	3%	–
Not sure	2%	1%	4%	2%	3%	–	2%	4%

Total (n=541)

Years teaching
<10 years (n=206)
11-19 years (n=175)
20+ years (n=160)

Race/ethnicity
White (n=433)
Person of color (n=107)

School type
District (n=493)
Charter (n=48)

EDUCATION STAKEHOLDERS
Union Membership and Engagement

Q. 109-111 Summary Table

Which of the following are true about your most recent union election?

Percent reporting "yes" of union members only.

		Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
			<10	**11-19**	**20+**	**White**	**Person of Color**	**District**	**Charter***
109	I voted	**83%**	**76%**	**85%**	**90%**	**83%**	**83%**	**83%**	**81%**
110	I felt well informed about my union election process	**75%**	**71%**	**73%**	**82%**	**75%**	**75%**	**74%**	**85%**
111	I felt well informed about the union candidates	**71%**	**67%**	**71%**	**78%**	**70%**	**78%**	**70%**	**84%**

Q. 112

How "democratic" would you say that your union elections have been (e.g., level of participation, accessibility, fairness)?

Percent reporting of union members only.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	**11-19**	**20+**	**White**	**Person of Color**	**District**	**Charter***
Very democratic	**40%**	**36%**	**34%**	**52%**	**41%**	**37%**	**40%**	**42%**
Somewhat democratic	**40%**	**42%**	**41%**	**37%**	**39%**	**46%**	**40%**	**38%**
Not very democratic	**7%**	**7%**	**10%**	**5%**	**8%**	**5%**	**7%**	**7%**
Not democratic at all	**3%**	**5%**	**3%**	**2%**	**4%**	**2%**	**3%**	**6%**
Not sure	**9%**	**11%**	**11%**	**6%**	**9%**	**9%**	**9%**	**7%**

Total (n=541)

Years teaching
<10 years (n=206)
11-19 years (n=175)
20+ years (n=160)

Race/ethnicity
White (n=433)
Person of color (n=107)

School type
District (n=493)
Charter (n=48)

EDUCATION STAKEHOLDERS
Union Membership and Engagement

Total (n=541)

Years teaching
<10 years (n=206)
11-19 years (n=175)
20+ years (n=160)

Race/ethnicity
White (n=433)
Person of color (n=107)

School type
District (n=493)
Charter (n=48)

Q. 91

How likely would you be in the coming year to consider opting out of your union membership?

Percent reporting of union members only.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter*
Very likely	10%	15%	5%	6%	7%	20%	9%	17%
Somewhat likely	13%	22%	10%	7%	10%	27%	11%	34%
Not very likely	19%	19%	19%	18%	20%	15%	19%	17%
Not likely at all	54%	42%	60%	64%	59%	37%	57%	27%
Not sure	4%	1%	5%	5%	4%	1%	4%	5%

Q. 92

If you are not currently enrolled into your union membership, how likely are you in the coming year to actively opt in?

Percent reporting of nonunion teachers only.

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Very likely	22%	24%	25%	14%	22%	24%	22%	23%
Somewhat likely	31%	39%	28%	18%	28%	42%	29%	47%
Not very likely	13%	13%	12%	15%	13%	15%	14%	9%
Not likely at all	21%	14%	21%	37%	25%	9%	23%	12%
Not sure	12%	9%	14%	16%	12%	11%	13%	9%

Total (n=459)

Years teaching
<10 years (n=209)
11-19 years (n=152)
20+ years (n=98)

Race/ethnicity
White (n=350)
Person of color (n=109)

School type
District (n=393)
Charter (n=66)

Union Membership and Engagement

Q. 93

Which of the following, if any, are the reason(s) you are not a member of a union? Please select all that apply.

Percent reporting of nonunion teachers only.

	Total	**YEARS TEACHING**			**RACE/ETHNICITY**		**SCHOOL TYPE**	
		<10	**11-19**	**20+**	**White**	**Person of Color**	**District**	**Charter**
Do not want to pay dues	**39%**	**35%**	**41%**	**43%**	**40%**	**37%**	**41%**	**27%**
Do not believe union helps me professionally	**20%**	**20%**	**22%**	**18%**	**21%**	**19%**	**20%**	**23%**
None of the above	**19%**	**17%**	**21%**	**21%**	**22%**	**13%**	**21%**	**12%**
Do not believe union helps me financially	**17%**	**18%**	**16%**	**16%**	**17%**	**16%**	**17%**	**19%**
Disagree with union's political positions	**16%**	**12%**	**19%**	**18%**	**16%**	**16%**	**16%**	**13%**
Disagree with union's policy positions that are unrelated to education	**14%**	**17%**	**14%**	**8%**	**12%**	**20%**	**13%**	**21%**
Disagree with union's education policy positions	**9%**	**11%**	**6%**	**8%**	**8%**	**12%**	**7%**	**19%**
Not sure	**6%**	**6%**	**7%**	**6%**	**6%**	**8%**	**7%**	**3%**

Total (n=459)

Years teaching
<10 years (n=209)
11-19 years (n=152)
20+ years (n=98)

Race/ethnicity
White (n=350)
Person of color (n=109)

School type
District (n=393)
Charter (n=66)

EDUCATION STAKEHOLDERS
Federal Leadership

At the federal level, many teachers want the U.S. Secretary of Education to focus on educator pay, students' academic, social and emotional growth, and support for under-resourced students and schools.

Q. 167

What do you think should be the Secretary of Education's top priority for K-12 public schools?
Percent reporting "Top Priority."

	Total	YEARS TEACHING			RACE/ETHNICITY		SCHOOL TYPE	
		<10	11-19	20+	White	Person of Color	District	Charter
Supporting students' academic, social, and emotional growth	25%	25%	25%	23%	25%	24%	25%	22%
Improving teacher pay and benefits	25%	21%	25%	33%	29%	14%	27%	12%
Supporting under-resourced schools and students	19%	21%	15%	19%	15%	30%	17%	27%
Making the teaching profession attractive to a talented and diverse workforce	7%	5%	9%	9%	8%	5%	8%	5%
More equitable school funding	6%	7%	6%	4%	6%	5%	6%	5%
Protecting students' civil rights	6%	8%	6%	2%	4%	13%	5%	12%
Supporting teachers' professional development	3%	4%	3%	0%	3%	2%	2%	6%
Career and technical education	3%	2%	3%	3%	3%	2%	3%	1%
Expanding school choice	2%	4%	2%	1%	2%	3%	2%	4%
More funding for students with special needs	2%	3%	1%	1%	2%	1%	2%	4%
None of the above	2%	1%	3%	2%	2%	1%	2%	2%
Other (Please specify)	1%	–	2%	3%	2%	–	2%	–

Endnotes

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About Educators for Excellence

Our nation's education system is leaving millions of students — including an overwhelming number of students of color and low-income students — unprepared for college, career, and life. Only one in 10 students from low-income households in the United States attains a bachelor's degree by the age of 25. Moreover, just 14% of black adults and 11% of Hispanic adults hold bachelor's degrees, compared with 24% of white adults. The result is an opportunity gap and divide along racial and class lines that threatens the future of our communities, economy, and democracy.

While research shows that classroom teachers are the single most important in-school factor in improving student achievement, their diverse voices are consistently left out of education policy decisions. Even though policymakers at every level of the system are talking about teachers, they rarely are talking with teachers.

Founded by public school teachers in 2010, Educators for Excellence is a growing movement of more than 30,000 educators, united around a common set of values and principles for improving student learning and elevating the teaching profession. With chapters in Boston, Chicago, Connecticut, Los Angeles, Minnesota, and New York, we work together to identify issues that impact our schools, create solutions to these challenges, and advocate for policies and programs that give all students access to a quality education.

Educators for Excellence is a nonprofit and proud to receive financial support from a diverse base of nonprofit, corporate, and family foundations as well as individual donors, including teachers and community members, who believe in the power of teacher-led change.

Our Vision

Educators for Excellence envisions an equitable and excellent education system that provides all students the opportunity to succeed and elevates the teaching profession.

Our Mission

Educators for Excellence ensures that teachers have a leading voice in the policies that impact their students and profession.

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