Economic Security
Teachers are very concerned about their economic security, so wages, salaries, benefits, and job security are top of mind.

ATTRACTION TEACHERS TO THE PROFESSION

Percent reporting “Excellent.”

- Financial incentives for serving in hard-to-staff schools: 48%
- Financial incentives for serving in hard-to-staff subject areas: 46%
- Make it easier to leave and return to teaching without losing benefits: 36%
- Leadership pathways to increase impact & salary: 34%
- Streamlined certification: 33%
- Pathways for paraprofessionals to become teachers: 28%
- Residency programs with hands-on experience: 27%
- Substantially higher starting salaries in exchange for smaller pensions: 19%
- Alternative certification pathways: 18%
- Actively recruit from other professions: 17%
- Raise entry bar to teaching (SAT, GPA, etc.): 15%

Leading from the Classroom
Teachers are seeking more opportunities to lead while staying in the classroom, particularly as they relate to career pathways, but don’t feel supported by school administrators.

The complete report can be downloaded at e4e.org/teachersurvey. © Educators for Excellence, 2018
Heard Beyond the Classroom
Teachers want more opportunity to be heard beyond their classroom and within their unions in order to shape policy at the school, district, union, state, and federal levels.

Opportunities to Influence Policy
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.”

96% Agree
4% Disagree

Teacher Perspective Not Represented
Percent reporting “A Great Deal.”

In your school: 28%
In your district or charter network: 29%
In your state: 10%
At the federal level: 6%

School Safety and Discipline
Teachers are concerned about school safety and want more training on how best to address school violence and improve student behavior using nonpunitive strategies.

Fear at School
26% Never
24% Sometimes
43% Rarely
7% Often

Effectiveness of Discipline Strategies
Percent reporting “Very Effective” or “Somewhat Effective.”

Positive behavior reinforcement: 74%
In-school suspension: 47%
Restorative practices: 64%
Out-of-school suspension: 39%
Detention: 42%
Densets: 22%

Arming Teachers with Guns
10% Strongly Favor
19% Somewhat Favor
13% Somewhat Oppose
52% Strongly Oppose
6% Not Sure

Accountability
Teachers believe student growth is the single most important factor in evaluating schools’ and teachers’ effectiveness but are interested in exploring nontraditional metrics.

Evaluating Teacher Effectiveness
Percent chosen as one of top three priorities.

64% Measures of student academic growth over time
45% Students’ daily work/projects/portfolios
35% Classroom observation by administrators
34% Classroom observation by teachers
30% Leadership in the school community
24% Feedback/reviews from students
15% Feedback/reviews from parents
10% Students’ standardized test scores
6% Tenure

Evaluating School Effectiveness
Percent chosen as one of top three priorities.

74% Measures of student academic growth over time
41% Measures of school climate and culture
30% Feedback/reviews from students
25% Feedback/reviews from parents
25% Observations/reviews by district administrators
24% Graduation rates
19% Attendance data
17% Students’ standardized test scores

School Choice
Teachers are open to school choice, as long as they are not draining resources from public schools, are equally accessible to all students, and provide positive outcomes for low-income students.

Opinions on School Choice Programs
Percent reporting “Strongly Support” or “Somewhat Support.”

48% Tax Credits
31% Charter Schools
28% Low-Income Vouchers
21% Universal Vouchers

Methodology
The survey was conducted online from April 14 - May 6, 2018, among a nationally representative sample of 1,000 full-time district and public charter school teachers. The survey questionnaire was developed in consultation with E4E member teachers from across the country. The instrument was written and administered by Gotham Research Group, an independent research firm. The margin of error is ±3.1 percentage points in the full survey sample and higher among subgroups.