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FOR EXCELLENCE



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# VOICES FROM THE CLASSROOM

— 2022 —

# A SURVEY OF AMERICA'S EDUCATORS

[e4e.org/teachersurvey](https://e4e.org/teachersurvey)

Listen to our perspectives.  
Think about how life is in  
our shoes. Come see for  
yourself so you can make  
a difference.

NEW YORK CITY

Initiate a universal design  
for learning to make  
learning equitable and  
available to all students.

BOSTON

Ensure that students are  
provided with additional  
intervention support in  
ELA and math to support  
learning recovery.

LOS ANGELES

Be as transparent as possible and research  
the needs of students and teachers before  
spending money in unnecessary areas.

LOS ANGELES

Communicate.

LOS ANGELES

Hire new teachers  
with more diversity.

LOS ANGELES

Restorative justice practices for our students  
along with a safe teaching environment.

CHICAGO

Retain  
veteran  
teachers.

NEW YORK CITY

Just be honest about  
what help students need.

NEW YORK CITY

Pay teachers more.

LOS ANGELES

Make materials available to  
all and decrease class sizes.

NEW YORK CITY

Listen to the teachers, trust  
the teachers, empower the  
teachers.

NEW YORK CITY

Make the schools  
a safe place.

CHICAGO

Create a climate of  
cooperation and working  
together as partners  
with the teachers union  
to work together for the  
benefit of students and  
teachers.

LOS ANGELES

# VOICES FROM THE CLASSROOM

## A SURVEY OF AMERICA'S EDUCATORS

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## An Introduction from the National Teacher Leader Council

America's teachers, ourselves included, welcomed students back to classrooms last fall after two years of unprecedented and frustrating disruptions caused by the COVID-19 virus. While children are finally back in physical school buildings learning in the way that we know is best, the preexisting problems that have been exacerbated by the pandemic remain. Let us be clear — the everyday experience of teachers and students is not “back to normal.” The continued disruptions of teaching and learning that we observe daily disproportionately impact too many of our most vulnerable students.

Our colleagues are exhausted by the overwhelming expectations placed on teachers and the conversation we hear echoing in every hallway is whether the job of teaching has become unsustainable. We are gravely concerned as to who will staff our schools and schools across the country next year and beyond. We advocate for an intense and urgent conversation about the future of teaching and how to ensure the job of educators is sustainable for us and for the next generation of teachers.

While we're exhausted, we also have hope, as we see increased national attention and funding in education. Responding to legitimate fears of widespread student learning loss, the federal government has invested unprecedented sums into school recovery efforts. The perspectives of teachers, our frontline workers, should be more valuable than ever in determining how to spend the \$190 billion distributed to states and districts. Yet, as we see in our national survey, *Voices from the Classroom 2022*, teachers feel they have little or no say in how these funds are being spent. We must change that dynamic.

**Omar Araiza**, fifth grade teacher, Los Angeles, CA

**Dharini Dharamadasa**, intervention coordinator, Los Angeles, CA

**Arthur Everett**, high school history teacher, Brooklyn, NY

**Genelle Faulkner**, sixth grade science teacher, Boston, MA

**Pamela Femrite**, former special education teacher, current professor of elementary and literacy education, Minnesota State University, MN

**Leona S. Fowler**, special education instructional support teacher/site coordinator, Queens, NY

**Daniel Gannon**, high school history teacher, Bronx, NY

Teachers must be fully included in conversations at all levels — about how to spend federal funds and about the future of the American education system. We are the experts and ultimate implementers who will ensure students recover academically and socio-emotionally from COVID-19. The viability of recovery is ultimately dependent on having a strong, talented, and robust teaching force — teachers are the backbone of our society. Therefore all conversations about funding and reform must include concrete strategies for teacher retention.

We are excited to share these findings with you. What follows in this report are stark findings on teachers' beliefs about what will keep them in the classroom and what support and training are needed, particularly around curriculum, culturally relevant teaching, and assessments to improve teaching and learning. In addition, there is data about how teachers view their unions' support and how they think issues of race and racial history should be taught in our schools. There is a lot to share in this report and we hope that *Voices from the Classroom 2022* is a first step in a very important effort to center the ideas of educators in the conversation about improving our education system for our students.

With so much at stake in terms of student performance and teacher burnout, we have no time to spare. We encourage policymakers and education leaders to consider the findings from this survey as they create or change policies that will both address short-term needs created by the pandemic and also impact schools longer term, after the funding has ended and the public's attention has faded. Fellow teachers, we invite you to use these survey results to be loud and be bold — let's use our voices to capitalize on this moment.

**Rachael Goeler**, high school special education teacher, New York, NY

**Shirley Jones-Luke**, ninth grade English teacher, Boston, MA

**Jennifer López**, fifth grade teacher, Sylmar, CA

**Mark Morrison**, fourth grade teacher, Stratford, CT

**Carlotta Pope**, eleventh grade English teacher, Brooklyn, NY

**Susan Providence**, third grade teacher, St. Paul, MN

**Joseph Tadros**, high school math and science teacher, Bronx, NY

**Winnie Williams-Hall**, elementary special education teacher, Chicago, IL

As policymakers and elected leaders determine how we return to the classroom and not just recover from this education disruption, but improve our education supports for all students, they need to hear from those who are taking on the challenge every day.

 **Carlotta Pope**  


**G. Faulkner** 

**Susan Providence**

**Mark Morrison**



## Dear Reader,

We are thrilled to share the 2022 *Voices from the Classroom* survey report with you. While this survey was conducted at the height of the Omicron variant surge in January, the findings reflect the perspectives we have heard in thousands of conversations with educators across the country as they have grappled with the ongoing challenges created by the COVID-19 pandemic and a continued politicization of their classrooms.

Educators know the challenges our education system is facing are real and profound. The impact of two years of the COVID-19 pandemic on our nation's students, educators, and schools cannot be overstated. Teaching and learning were continually disrupted, leaving students without a cohesive education experience and significant learning gaps. Social isolation, trauma, and anxiety have contributed to alarming increases in student mental health challenges. Widespread staffing shortages and reports of waves of educator retirements risk further destabilizing our schools. All of these issues are disproportionately impacting our most vulnerable students, expanding the racial and economic gaps that have long limited access to opportunity.

And yet, educators are still expressing hope around being back in classrooms with their students, districts and states are beginning to move from crisis management to recovery planning, and our schools are being supported by unprecedented resources from the federal government.

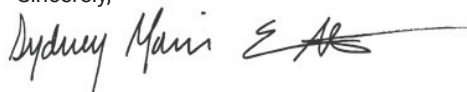
We are pleased that this year, for the first time, we were able to include a large oversample of Black, Indigenous, and teachers of color (BIPOC) to better understand the differences in the way this group of educators views policy issues. In previous iterations of this survey, we had noticed a growing difference in priorities for BIPOC educators and this new data set shows that, across many critical issue areas, BIPOC teachers are viewing both the causes and solutions to educational challenges differently. Throughout the report, you'll see highlights where differences between our aggregate national sample and the perspective of BIPOC educators exist. As our nation and our school systems continue to grapple with both our history and present-day reality of racism and prejudice, it is critical that we uplift the voices of BIPOC teachers to guide our work.

In our 12th year leading Educators for Excellence, we are continually in awe of and inspired by the resilience of educators and students. Each time the pandemic has delivered new challenges, our educators have been flexible and adapted. Now they are asking for the learnings from the last few years to inform bold changes in our schools and in the profession to better support our students. Decision-makers at the federal, state, and local levels should examine these results in thoughtful ways. In addition to using them to guide policy, we encourage leaders to bring teachers together to discuss them and better understand how local context intersects with the data. Teacher voice will always be one of our strongest levers in ensuring success for students — this survey represents that voice.

As always, we extend our gratitude to our nation's teachers who show up every day and who took time out of their busy days to complete this survey. We especially thank E4E's National Teacher Leader Council (NTLC) for their support and leadership in guiding this project, from the creation of the questions, to analyzing the data, to writing the report.

We hope that this report grounds you in the perspectives of teachers, particularly BIPOC teachers, and helps to guide your own work to create the schools our students and teachers deserve.

Sincerely,



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







**We want to thank our incredible group of teachers who shaped this survey and those across the country who took the time to participate.** Their insights into their classrooms were essential to ensure this report accurately represents the voices and experiences of teachers during this unparalleled time.





# Methodology

The *Voices from the Classroom* 2022 survey questionnaire was developed by 15 Educators for Excellence teacher members from across the United States. The instrument was written and administered by Gotham Research Group, an independent research firm, and conducted online from January 11 through February 4, 2022, among a nationally representative sample of 1,000 full-time public school teachers. Note that all survey results are presented as percentages and, due to rounding, may not always add up to 100 percent.

## Sample Representation

The sample 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, grades taught, and school type. Any E4E member participation in the survey is entirely coincidental. The data was weighted by gender, region, race/ethnicity, and age.

## Response and Participation Rate

Potential respondents were invited via email to participate in the survey. 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. Survey invites were sent out to 8,295 prescreened education professionals; 3,531 entered the survey, and 1,000 qualified and completed the full survey, resulting in a response rate of 12 percent. The margin of error is  $\pm 3.1$  percentage points for the full survey sample of 1,000 and higher among subgroups or questions not asked of the full sample.

## The BIPOC Sample

The 2022 study also includes an additional, nationally representative sample of 300 BIPOC teachers. As with the national sample, the BIPOC 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 BIPOC sample, survey invites were sent out to 1,999 prescreened education professionals; 723 entered the survey, and 300 qualified and completed the full survey, resulting in a response rate of 15 percent. The margin of error is  $\pm 5.7$  percentage points for the full survey sample of 300 and higher among subgroups or questions not asked of the full sample.

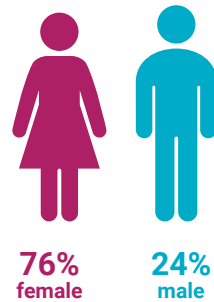
## About Gotham Research Group

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*.

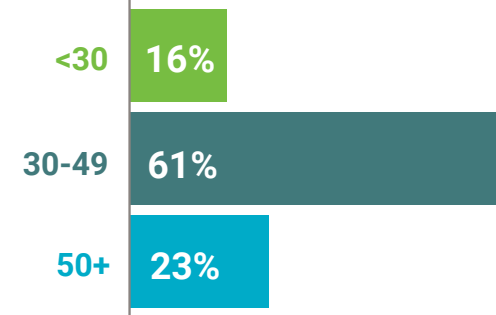
# National Sample

The 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 up to 100 percent.

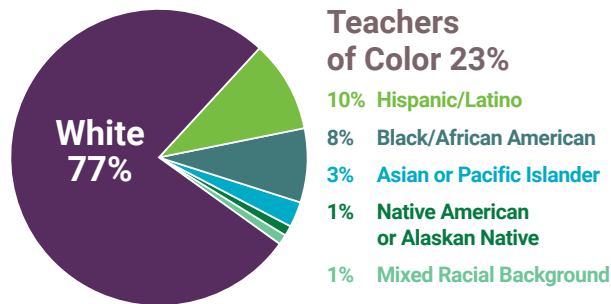
GENDER



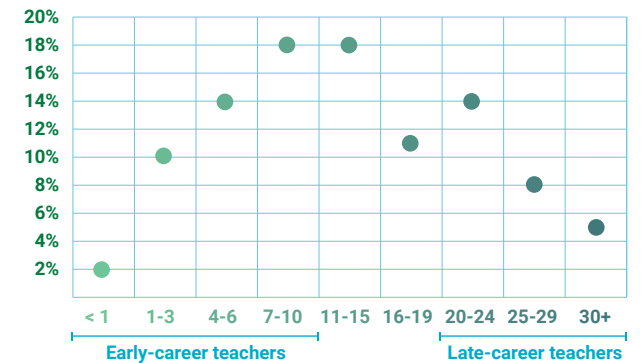
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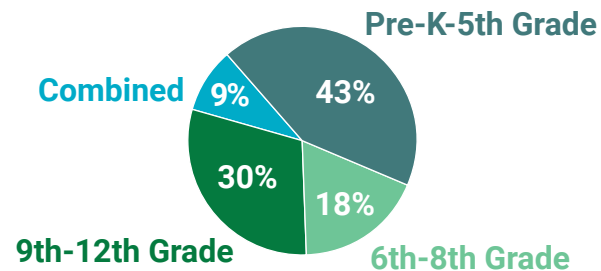
RACE/ETHNICITY



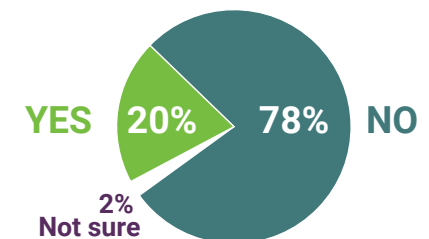
YEARS TEACHING



GRADES CURRENTLY TEACHING

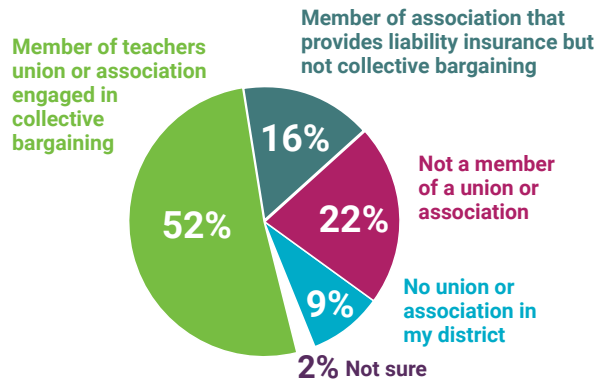


ALTERNATIVE CERTIFICATION PROGRAM

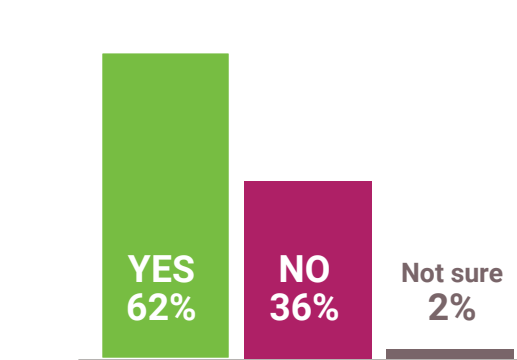




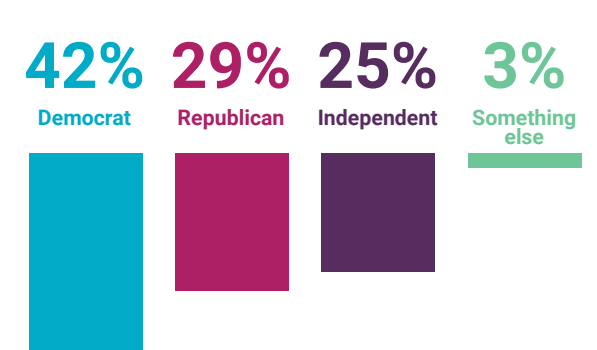
## UNION MEMBERSHIP



## TENURE



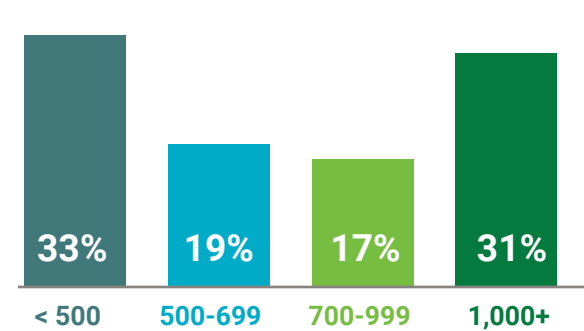
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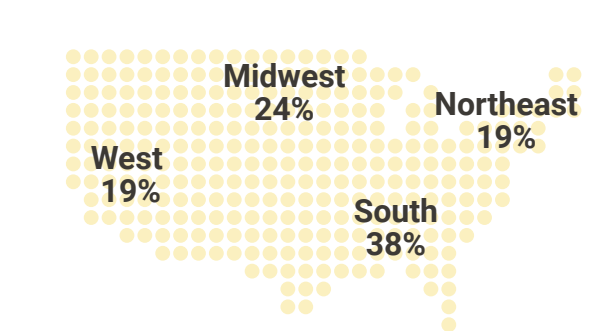
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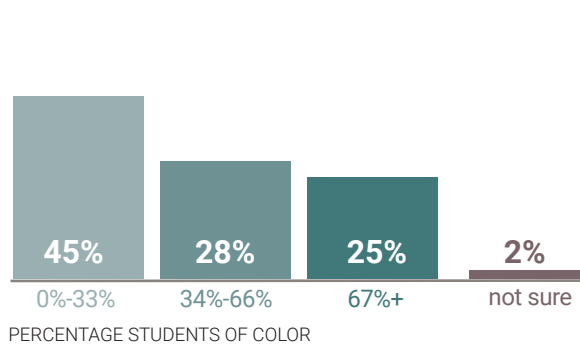
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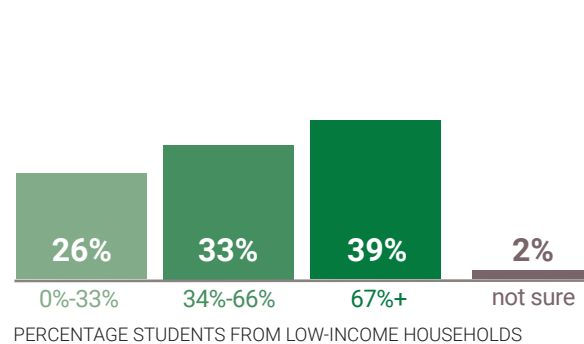
## REGION



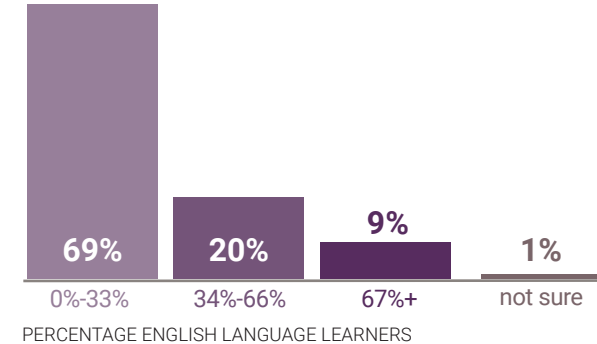
## REPORTED SCHOOL POPULATION: STUDENTS OF COLOR



## REPORTED SCHOOL POPULATION: LOW-INCOME STUDENTS



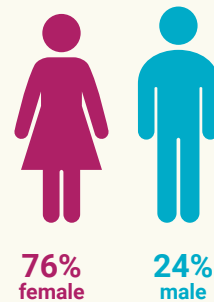
## REPORTED SCHOOL POPULATION: ENGLISH LANGUAGE LEARNERS



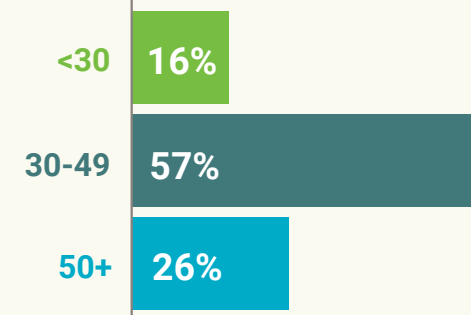
## BIPOC Sample

The survey sample of 300 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 up to 100 percent.

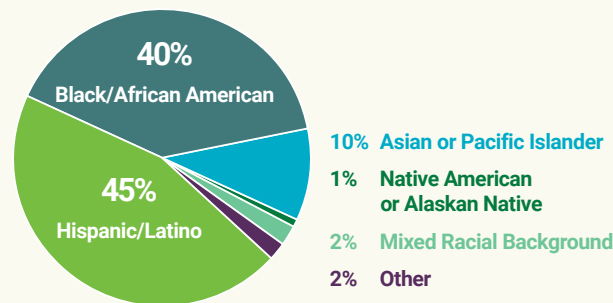
GENDER



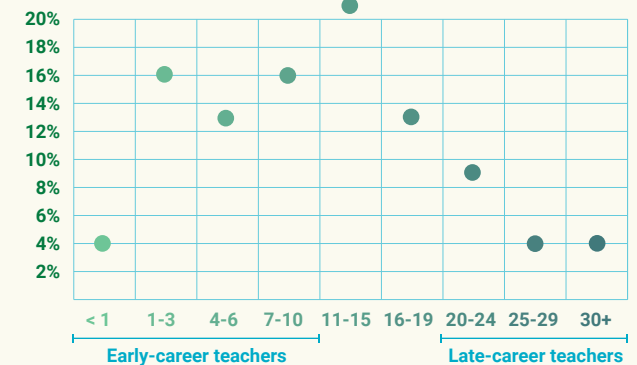
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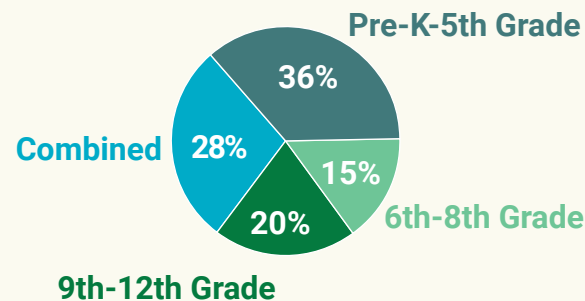
RACE/ETHNICITY



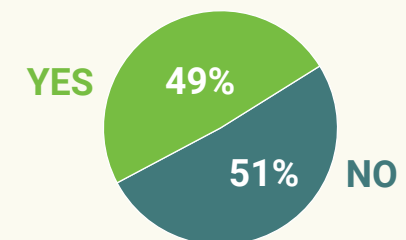
YEARS TEACHING



GRADES CURRENTLY TEACHING



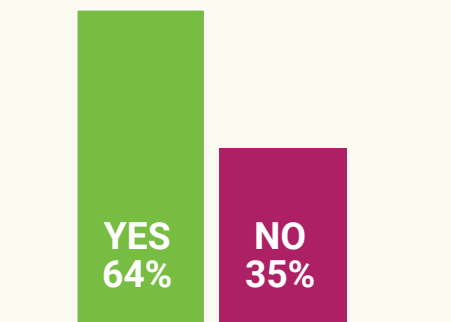
ALTERNATIVE CERTIFICATION PROGRAM



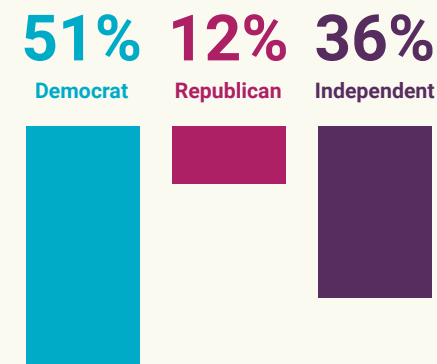
## UNION MEMBERSHIP



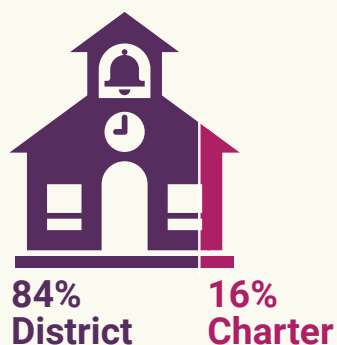
## TENURE



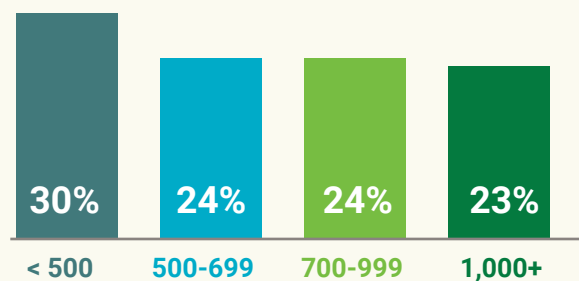
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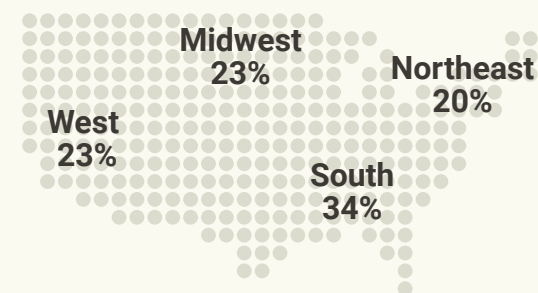
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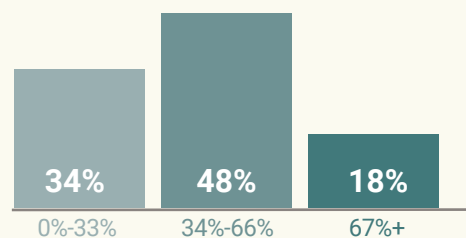
## SCHOOL SIZE



## REGION

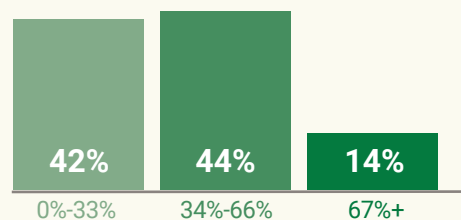


## REPORTED SCHOOL POPULATION: STUDENTS OF COLOR



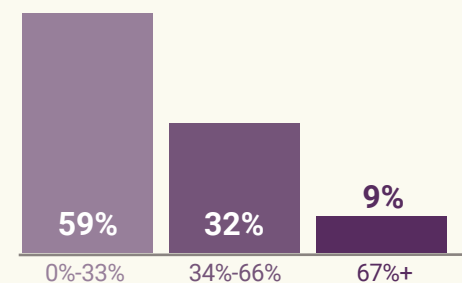
PERCENTAGE STUDENTS OF COLOR

## REPORTED SCHOOL POPULATION: LOW-INCOME STUDENTS



PERCENTAGE STUDENTS FROM LOW-INCOME HOUSEHOLDS

## REPORTED SCHOOL POPULATION: ENGLISH LANGUAGE LEARNERS



PERCENTAGE ENGLISH LANGUAGE LEARNERS

## The Great Resignation is impacting the classroom.

As the pandemic began in the spring of 2020, more than 20 million people lost their jobs — some temporarily, some not.<sup>1</sup> But by the fall of 2021, a different story was emerging: 4 million people were quitting their jobs every month, in what experts were first calling the “Great Resignation,” but eventually dubbed the “Great Reshuffle”<sup>2</sup> or the “Great Renegotiation.”<sup>3</sup> While some workers were leaving the job market entirely for early retirement or to manage caretaking responsibilities full time, many were leaving their jobs in search of better ones. With record-high job openings and the rising cost of living, job seekers had more power to seek higher wages and better working conditions.

Classrooms across the country are feeling the impact of this. In a recent survey of Chief Talent Officers, the district administrators responsible for hiring staff, 76 percent of respondents said that resignations were higher this school year than in previous years, and 86 percent said it was more difficult to hire new teachers.<sup>4</sup> High rates of resignations have led to crippling shortages, which were exacerbated when the Omicron variant caused a spike in staff absences, leaving schools without the adults needed to remain open to serve students.<sup>5</sup> In a survey conducted by the National Council of Education Statistics during the height of Omicron, 61 percent of schools surveyed reported vacancies caused by COVID-19.<sup>6</sup> In many cases, districts had to shift entirely to virtual instruction as a result.<sup>7</sup> Other districts closed only schools with the worst shortages while sending central administration to open schools to fill gaps; in Philadelphia, the chief financial officer stepped in to work a lunch duty.<sup>8</sup>

However, shortages in the teaching profession were a recognized problem before the pandemic began. Low pay is routinely cited as a reason for declining interest in teaching; this already existing problem is worsened by the “Great Renegotiation.”<sup>9</sup> Enrollment in teacher preparation programs, including alternative certification programs, declined by more than one-third between 2010 and 2018, while enrollment in bachelor’s degree programs overall increased.<sup>10</sup> As a result, when teachers do resign or retire, fewer new teachers are available to accept the open positions. Additionally, teachers have left the profession at higher rates than employees in other professions and teachers in other countries for decades.<sup>11</sup> This is particularly prevalent among BIPOC (Black, Indigenous, and people of color) teachers, who voice unfriendly work environments and a lack of compensation for the extra work they often take on<sup>12</sup> as reasons for leaving.<sup>13</sup>

Because new graduates from teacher preparation programs are less readily available, districts that want to spend a portion of their, in some cases, billions of dollars in federal relief funds on hiring staff, are struggling to do so. Additionally, some districts want to use the funds to hire staff to address the increasing mental health needs of students<sup>14</sup> or the learning loss caused by the pandemic,<sup>15</sup> but can’t find counselors or psychologists or tutors to fill open positions. Others considered paying existing staff to take on after-school duties, but are struggling to identify teachers willing to take on the extra work at this time.<sup>16</sup>

**Voices from the Classroom** explores the impact exacerbated staffing shortages have had on the sustainability of the teaching profession and teachers’ perspectives on what is needed to bring new teachers, particularly BIPOC teachers, to the profession and retain those who are already there.

## TREND ONE

**Counter to the national narrative, most teachers remain committed to staying in the classroom long term. Alarming though, teachers of color are far less likely to say teaching is a sustainable career.**

Given the national conversation around professional sustainability, our survey asks teachers about their plans for their career as an educator. Eighty-six percent of respondents say they are likely to stay in the classroom for their entire career, in contrast to the prevailing national narrative around high teacher resignations driven in part by [the burnout most teachers are experiencing](#).<sup>17</sup>

Alarming, the groups that we most need to remain in the classroom are the least likely to stay. Only 52 percent of BIPOC teachers say they are likely to stay in the profession for their entire career, and 1 in 4 report that they are not likely at all to spend their entire career as a teacher. Additionally, only 43 percent of teachers under 30 report being very likely to spend their entire careers in the classroom, compared to 72 percent of teachers 50 and older. These findings deserve significant national attention, given the national imperative to diversify our teacher workforce and recent reports of the [increased workload and responsibilities being expected of Black male educators](#).<sup>18</sup> In other sections of the report, we see compelling evidence of why BIPOC teachers feel less engaged professionally.



“We learned from the pandemic that it’s possible to do things differently, and then we ran back into the same burning buildings. We did not bring forward any of the lessons we learned. It’s hard to imagine why people would stay given all of this, and even more so who would want to become a teacher in the first place in this environment.”

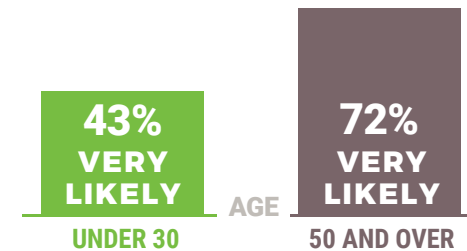
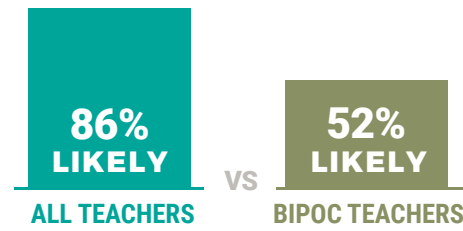
**Arthur Everett**, high school history teacher, Brooklyn, NY



“Teachers are supposed to just pick up and go on as normal as if nothing has happened. Everybody else hasn’t had to do that. In every single sector, people have been given flexibility. Teachers have been asked to put that aside and work for the greater good, when the greater good is not really working for us.”

**Dharini Dharamadasa**, intervention coordinator, Los Angeles, CA

How likely would you say you are to spend your entire career as a classroom teacher?



Q.11 2022 NATIONAL TEACHER SURVEY



## TREND TWO

**There are significant staffing shortages across all school-based positions and a constant need for teachers to give up their planning periods to cover classes.**

Staffing shortages are a serious problem in schools and two years of COVID-19 disruptions have left **holes that have not been filled**<sup>19</sup> despite **unprecedented federal investment**.<sup>20</sup> A shocking 94 percent of respondents say that staffing shortages among substitute teachers are a serious problem; 87 percent say shortages among teachers are a serious problem.

As a result of these gaps, teachers report they are regularly asked to give up their preparation periods to cover classes or take on additional roles in their school buildings. These two data points illuminate the need to address the staffing gaps in schools so that teachers are able to focus on their students' emotional and academic success. In already highly stressed schools, the teachers who remain are seeing their workload significantly increase.

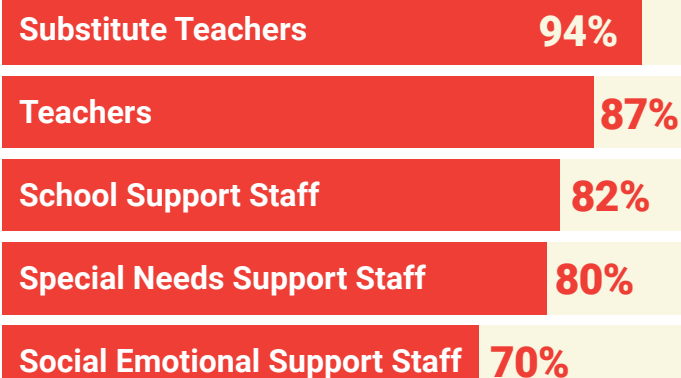


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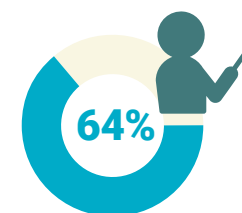
The school district needs to realize that the pandemic has had a significant impact on our school system; therefore, schools should not operate as if nothing has changed. Teachers need to feel supported more than ever. Instead, they are being asked to do more than ever.

**Susan Providence**, third grade teacher, St. Paul, MN

How much would you say staffing shortages were a serious problem at your school?



Q.16-23 2022 NATIONAL TEACHER SURVEY



**64% of teachers were asked to cover a class at least once a week in this school year.**

Q.15 2022 NATIONAL TEACHER SURVEY

### TREND THREE

#### Resources matter to recruit and retain teachers; BIPOC teachers differ on how to spend those resources.

Respondents expressed their opinions on how to attract teachers to the profession and retain them once they are in the classroom. They support policies that would advance teacher leadership pathways in their schools and make it easier for teachers to leave and return to teaching. In addition, they support policies that would ease pathways for school aides and para-professionals to enter teaching.

Many, but not all, said higher salaries were the best way to keep more teachers in the classroom. Similar to our findings from the 2018 and 2020 surveys, 78 percent of respondents said a higher salary was the way to keep teachers in the profession, while only 22 percent of BIPOC teachers felt the same way. BIPOC teachers favored professional support (41%) and leadership opportunities (41%) over higher salaries (22%). Similarly, on questions around financial resources to recruit and retain teachers, BIPOC teachers strongly preferred comprehensive social support including housing, family support, and better health care options.



“You don’t make enough as an educator compared to other professions. Teachers are underpaid and underappreciated. It doesn’t make any sense given all of the work we’re asked to do both inside and outside the building.”

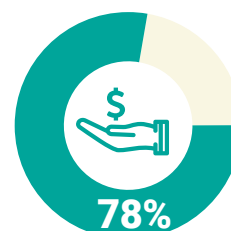
**Mark Morrison**, fourth grade teacher, Stratford, CT



“As a Latinx educator, I know navigating all the extra tasks asked of teachers, especially of BIPOC teachers, on top of teaching is extremely tough. As these data make clear, our schools and districts need a real plan to support and retain BIPOC educators.”

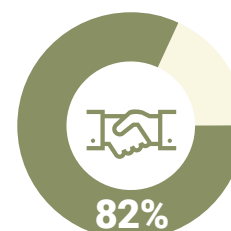
**Jennifer López**, fifth grade teacher, Sylmar, CA

What do you think would most likely keep teachers in the profession?



ALL TEACHERS

**Higher Salary**



BIPOC TEACHERS

**Professional Support and Leadership Opportunities**

Q.13 2022 NATIONAL TEACHER SURVEY



**73% of BIPOC teachers preferred comprehensive social support incentives to recruit and retain teachers.**

Q.14 2022 NATIONAL TEACHER SURVEY

## As society emerges from COVID-19, teachers are offering sobering views on what schools need to recover and rebuild.

According to a national study by the research organization NWEA, at the start of the 2020-2021 school year [student academic performance in grades three through eight was lower](#) in both math and reading than it was in typical years before the pandemic.<sup>21</sup> This was particularly true for low-income students and BIPOC students, with the median score for Black third graders in reading dropping by 10 percentile points. This means that [gaps that existed before the pandemic along lines of race and socio-economic status have widened](#).<sup>22</sup> States across the country found similar results with median scores declining or a lower percentage of students scoring proficient in [Minnesota](#),<sup>23</sup> [Illinois](#),<sup>24</sup> and elsewhere. As students take state tests this spring and data is released in the following months, we will receive critically important insight into where students are academically after more than two years of pandemic-disrupted learning.

What is needed to get classrooms back on track? Research shows that [high-quality curriculum has a positive impact on student learning](#)<sup>25</sup> and [promotes equity](#),<sup>26</sup> and at a far lower price tag than other interventions. According to [one report](#), switching to a high-quality curriculum is 40 times more cost effective than shrinking class sizes.<sup>27</sup> Alternatively, when teachers do not have a high-quality curriculum to rely on, they often depend on curricular materials available on popular websites that [research has deemed low quality, unaligned to standards](#),<sup>28</sup> and [less likely to be grade-appropriate](#)<sup>29</sup> than materials provided by the district. And students using materials that aren't grade-appropriate [often can't meet grade-level standards](#).<sup>30</sup>

Curriculum alone, however, cannot address the learning loss created by the pandemic or the gaps in opportunity that existed long before it. Educators must be able to implement the curriculum effectively, which means [they must receive high-quality, sustained professional learning opportunities](#), including coaching, aligned to their curricular resources.<sup>31</sup> This is especially important for teachers supporting students who are performing below grade level, because teachers must know how to appropriately scaffold lessons in order to support students in accessing the materials.

Teachers unions also have an important role to play in ensuring teachers have the resources they need, supporting teachers' professional development, and bargaining for career pathways — ultimately in support of student outcomes — particularly as teachers navigate the challenges of the pandemic. The 2018 Supreme Court case *Janus v. AFSCME* cast doubts on the future of unions' power when [the Court ruled that non-members would no longer have to pay fees](#) to cover representation during collective bargaining, and that unions would need to obtain consent and opt-in from employees before deducting dues from their paychecks.<sup>32</sup> Counter to expectations, many local unions [have grown](#),<sup>33</sup> [overall ratings of teachers unions remain positive](#),<sup>34</sup> and [all unions, not only teachers unions, gained support during the pandemic](#).<sup>35</sup> Teachers unions are unique as a ["union of professionals"](#),<sup>36</sup> with a stated mission to not only improve economic conditions for teachers, but also to be a [vehicle for transformational change](#)<sup>37</sup> in public education, including to make the system more [equitable](#).<sup>38</sup> As the profession grapples with severe academic and social-emotional gaps, declining enrollment in schools of education, and continued questions regarding how teachers will be evaluated, unions, as the ["collective voice of agency"](#) for educators, will continue to be a critical influence in policy conversations regarding traditional "bread and butter" topics and issues impacting student learning and teacher quality.<sup>39</sup>

While testing data coming out of the pandemic is grim, a massive opportunity also exists in the unprecedented funneling of federal dollars into schools to support recovery from COVID-19, much of which [states and districts are just starting to spend](#).<sup>40</sup> Superintendents are listing [extended summer learning, technology, facilities, and social-emotional learning](#) as core priorities at the top of their wish lists.<sup>41</sup> Strong, standards-aligned assessments can further help [identify who and what to spend this money on](#).<sup>42</sup>

***Voices from the Classroom*** explores teachers' perceptions about their students' academic and social needs at this unprecedented moment; what's needed in the areas of curriculum, assessments, and union support to address them; and how federal funds should be spent to do so.

#### TREND FOUR

**Teachers continue to report having little say in selecting curriculum and find curriculum doesn't meet the academic or social-emotional needs of their students.**

Similar to our previous surveys, this year only 1 in 3 teachers report having a say in determining the curriculum that they are asked to teach. Even fewer BIPOC teachers (15%) report being consulted in this area.

When asked about the quality and cultural relevance of the assigned curriculum, educators disclose that it is falling short in many key ways and that they do not have formative assessments to guide their instruction or the training or support they need to implement high-quality curriculum. Additionally, they warn the curriculum is not adaptable for distance learning. These findings are particularly alarming considering the investment that has been made in curriculum before and during the pandemic.

As a result of teachers feeling their curriculum is insufficient, 87 percent of teachers report they often or sometimes download free lessons or resources, which research shows leads to less rigorous classroom instruction.<sup>43</sup>



“Teachers don’t have the latitude or time to adjust curriculum to their students. So we are either left to search for new resources or to use tools we know aren’t as effective as they could be. This could all be avoided by including teachers from the start of selecting curriculum.

**Mark Morrison**, fourth grade teacher, Stratford, CT

Are the following statements about the curricula used in your school accurate?



YES

43%

**Our curricula are high quality and well aligned to learning standards**



YES

31%

**Our curricula are culturally relevant for our student population**



YES

35%

**Our curricula include high-quality formative assessments to measure student learning**



YES

29%

**Our curricula are easy to adapt for hybrid or distance learning**



Q.24 2022 NATIONAL TEACHER SURVEY



**87% of teachers often or sometimes download free lessons and resources**


Q.27 2022 NATIONAL TEACHER SURVEY

## TREND FIVE

### Teachers do not believe schools are meeting the academic and social-emotional needs of students.

After two years of virtual or hybrid learning, students across the country are fully back in classrooms, and teachers report their students are behind both academically and socially.

Teachers do not believe their schools are meeting the increasing needs of their most vulnerable students. This is particularly concerning given that half of teachers report increased violence in their schools, which could impact the social and emotional well-being of their students. There is no subgroup where more than half of teachers report their school is meeting the needs of those students. Responses around LGBTQ+ students are particularly concerning; only one in four teachers believe their school is often meeting the needs of these youth.

 **1/4 of teachers say their school is often meeting the needs of LGBTQ+ students**

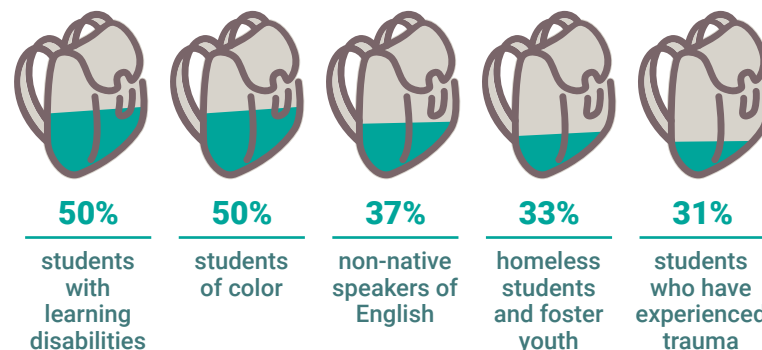
Q.59 2022 NATIONAL TEACHER SURVEY



“We all see the significant gap that the last two years has created for our students, but so far we aren’t doing things to meaningfully make up for the lost time and to address our students’ social-emotional needs.

**Joseph Tadros**, high school math and science teacher, Bronx, NY

How often is your school meeting the needs of the following students?



Q.50-59 2022 NATIONAL TEACHER SURVEY



**79% of teachers say the mental health of their students is worse since before the pandemic.**

Q.60 2022 NATIONAL TEACHER SURVEY



“In an ideal school culture, the whole child would be considered in every decision made. If this were true, we could meet students’ academic and social-emotional learning needs.

**Leona S. Fowler**, special education instructional support teacher/site coordinator, Queens, NY



## TREND SIX

**Teachers value union support in many ways, but do not see their unions supporting their professional and career development.**

Similar to last year's report, the majority of teachers (58%) report that their union has been excellent or good in advocating for policies that are in the best interest of teachers. Interestingly, this support has fallen since before the pandemic. In the 2018 survey, 68 percent of teachers reported their union was excellent or good in this area.

In addition to supporting policies around working conditions and pay, teachers unions also publicly state they have a role in professionalizing teaching through advocating for more fair evaluation processes, expanded career ladders, professional development, and support for new teachers.<sup>44</sup>

However, teachers do not view their unions supporting many professional aspects of their job, such as supporting new teachers (41%), providing professional development (42%), and expanding the career ladder (37%). Additionally, less than half of teachers believe that unions are supporting evaluation policy (44%).

BIPOC teachers overall have more favorable opinions of their union. For example, 70 percent of BIPOC teachers credit their union for supporting new teachers and 61 percent of BIPOC teachers believe their union is negotiating more meaningful ways to evaluate teachers.

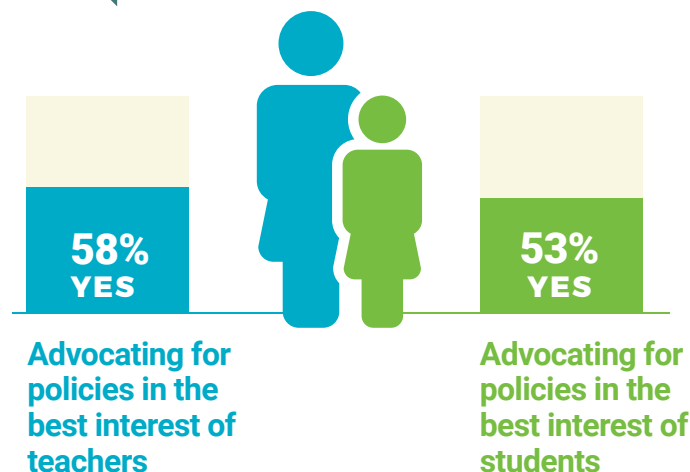


“

The union system treats teaching as a job, but it's also a profession. Those two things can sometimes be at odds, especially if you're asking people to do more work.

**Arthur Everett**, high school history teacher, Brooklyn, NY

Would you say your union this year did an excellent or good job at the following:



Q.66-67 2022 NATIONAL TEACHER SURVEY

**Teachers do not view their unions supporting many professional aspects of their job.**



Q.72-75 2022 NATIONAL TEACHER SURVEY

## TREND SEVEN

**Teachers have not been consulted on stimulus fund plans. Teachers do have strong opinions on how the money should be used.**

\$190 billion dollars of federal stimulus money has been earmarked for K-12 public education and has been flowing to states and districts this year with more to come in the 2022-2023 school year.<sup>45</sup> Despite stakeholder consultation being a prerequisite to getting the funds, only 1 in 10 teachers report being consulted about the use of the federal money.

Teachers believe the funds should be used to better serve students by improving student outcomes (89%), ensuring the most vulnerable students are least impacted by budget cuts (89%), investing in culturally relevant curriculum (83%), providing universal early childhood education (86%), and providing all students with high-quality, free internet access (80%).

In assessing the impact of the stimulus funds, BIPOC teachers have a more optimistic view that the funds have had an impact (63%) than do teachers overall (23%). The educators who oversaw this project also strongly encouraged more transparency on how these funds are being spent at all levels.



“My number one concern as an educator and as a parent is the management of district funds, because nothing else can move forward unless we know what’s happening with the purse strings and who controls them. We need those decision-makers to understand the reality that teachers face, that principals face, that students face, on a daily basis.

**Shirley Jones-Luke**, ninth grade English teacher, Boston, MA

How important do you think it is for federal funding to be used for each of the following?



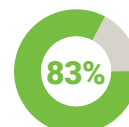
**Ensuring vulnerable populations are not impacted by budget cuts**



**Improving student outcomes**



**Access to early childhood education**



**Ensuring curricula are high quality and aligned**



**Universal high-speed internet**

Q.84-92 2022 NATIONAL TEACHER SURVEY

Have federal funds had a positive impact on academic progress?

**23%  
YES**

**ALL TEACHERS**

**63%  
YES**

**BIPOC TEACHERS**

Q.94 2022 NATIONAL TEACHER SURVEY

## TREND EIGHT

**Teachers, particularly BIPOC teachers, believe assessments are useful and crucial to understanding students' performance.**

Teachers are clear on the purpose of the assessment(s) they are asked to give and believe they are easy to administer to their students. They are less convinced that the assessments accurately measure student mastery of content standards, and teachers are split on whether assessments are disruptive to teaching and learning. In all of these areas, BIPOC teachers have more favorable opinions of assessments.

BIPOC teachers suggest that test results be presented in a more asset-based way and that reports be made easier to explain to students, parents, and families.

While teachers see the importance of assessment, not all report using assessment data in their practice: 67 percent report using it to modify instruction; 62 percent to personalize learning for students; and 56 percent to inform parents of student progress.



“Assessments are useful and a good measure of student progress, it just shouldn't be the only metric by which students, teachers, and schools are held accountable. In addition, assessments have to be developed more equitably so that they are giving everyone a fair shot in the first place.

**Genelle Faulkner**, sixth grade science teacher, Boston, MA



The assessment is easy for me to administer



The score reports are easy for me to interpret and understand



I am clear on the purpose of each assessment I am required to give my district (LEA)



The assessment measures student mastery

Q.95-102 2022 NATIONAL TEACHER SURVEY

Would reporting test results in an asset-based way make state tests more useful?

38%  
YES

ALL TEACHERS

62%  
YES

BIPOC TEACHERS

Q.104 2022 NATIONAL TEACHER SURVEY

## In response to our nation’s overdue racial reckoning and a subsequent backlash against equity, teachers have strong opinions on what should be taught in schools.

In the spring of 2020, students, teachers, and the general public witnessed a blatant display of the country’s enduring racism in the murders of three Black Americans: 26-year-old Breonna Taylor in Louisville, Kentucky; 46-year-old George Floyd in Minneapolis by the police; and 25-year-old Ahmaud Arbery in a Georgia suburb by neighborhood vigilantes. While the collective consciousness focused on these three incidents, [many other Black lives were lost in similar ways that spring](#).<sup>46</sup> Protests against police brutality erupted nationwide and globally, and a renewed nationwide focus on anti-racism in America emerged.

This was quickly followed by a political backlash against efforts to increase equity that over time came to focus on what is taught in America’s classrooms. In particular, conservative think tanks, media outlets, politicians, and, eventually, groups of parents, accused teachers of using Critical Race Theory (CRT), a legal theory that asserts that racism is embedded into the contemporary laws and institutions of the United States, to [indoctrinate students](#).<sup>47</sup> At a time when honest conversations about race and equity were needed in the classroom most, [teachers reported that they were not receiving materials or guidance](#) from their district or union about racial justice and equity issues in the classroom and so were not having those conversations with their students.<sup>48</sup>

To date, [42 states](#) have introduced “anti-CRT” legislation (or taken other state-level steps toward the same end), and 15 states have signed legislation into law or imposed restrictions through other avenues.<sup>49</sup> In 2022, the backlash against CRT has evolved to focus more broadly on promoting parents’ rights to decide what their students learn about in school. For example, the proposed “[Parents’ Bill of Rights](#)”<sup>50</sup> in Missouri and [curriculum transparency](#)

[bills](#)<sup>51</sup> in Illinois would give parents greater access to classroom materials and give them the right to file objections, thus limiting teacher discretion and potentially encouraging districts to preemptively remove certain topics from the curriculum to avoid backlash. The scope of topics being targeted has also expanded, with Florida legislators passing the nicknamed “[Don’t Say Gay](#)” bill in Florida, prohibiting classroom instruction on gender identity before grade four.<sup>52</sup> Some states are also moving to [ban books](#) that cover racism, sexuality, or gender identity.<sup>53</sup>

[Recent polling](#) finds that 90 percent of the general public believes that the history of slavery and racism should be covered in the curriculum, and 49 percent believes that it should be taught in a way that connects it to its impact on the present-day.<sup>54</sup> Interestingly, [one poll](#) found that 63 percent of parents supported their child’s school teaching about the ongoing effects of slavery and racism, but only 49 percent supported teaching about CRT, highlighting confusion over what the term means.<sup>55</sup>

At a time when staffing shortages are making the already challenging work of teaching even more difficult, understanding teachers’ perspectives about whether the teaching of certain subjects should be restricted is critical. A [recent poll](#) of 2,000 educators found that more than a third would be likely to leave at the end of the school year if new laws restricting “honest teaching and conversations” reached their classroom.<sup>56</sup>

***Voices from the Classroom*** explores teachers’ perspectives about whether lessons on racism and gender identity should occur in the classroom and at what grade levels, and to what extent parents and state legislators should be involved in this decision-making.

## TREND NINE

**Teachers, with some exceptions, believe in teaching issues of race, racism, and the history of underrepresented populations.**

For the first time, “Voices from the Classroom” asked teachers about when issues of race, racism, and the history and experiences of underrepresented populations should be taught in schools (elementary, middle school, high school, or should not be taught). Overwhelmingly, teachers agree that these subjects should be taught in K-12 education with two notable exceptions. Compared to nearly 100 percent on many topics, only 78 percent of teachers think that systemic racism should be covered in schools, and 71 percent believe the history and experiences of LGBTQ+ people belong in the K-12 curriculum.

Teachers strongly agree across the board on the high importance of teaching social-emotional skills (SEL), including students learning about themselves, their classrooms, and their communities. Additionally, teachers strongly believe in building relationships with students and creating a welcoming classroom environment.



“Teachers seem to strongly agree with students learning about themselves and their identities and that can help build strong relationships and create welcoming classrooms. Learning about race, racism, and the history of underrepresented populations are important components of this.

**Rachael Goeler**, high school special education teacher, New York, NY

Do you believe students should be taught about each of the following in school...?

The Civil War

99% YES

Racial inequality in America's past

93% YES

Racial inequality that exists today in America

85% YES

Systemic racism in America's institutions and society

78% YES

The history and experiences of LGBTQ+ people

71% YES

Q.28-41 2022 NATIONAL TEACHER SURVEY

**Educators agree on the importance of the following social-emotional practices:**



**Building the student/educator relationship**  
95% AGREE



**Creating welcoming environments**  
94% AGREE



**Students learning about themselves**  
86% AGREE

Q.43-47 2022 NATIONAL TEACHER SURVEY



“Teachers may need to be shown how even elementary students can engage in these discussions by providing the right age-appropriate materials. The majority of teachers agree that students need to be able to bring their whole selves into school.

**Genelle Faulkner**, sixth grade science teacher, Boston, MA



#### TREND TEN

**Teachers are divided on how and when parents should be engaged in decisions on curriculum and on whether there should be legal limits to what can be taught in schools.**

Building on their thoughts around teaching race and racism, teachers also have opinions on whether legal limits should be imposed on content. Overall, teachers are torn on this topic, with less than half thinking there should be legal limits and 1 in 5 reporting they are unsure. Interestingly, 73 percent of BIPOC teachers under 30 do not believe there should be legal limits on content. As this issue will continue to evolve over time, it is important to focus on the viewpoints of this subgroup.

Half of teachers in the survey do not think that parents should have a say in curriculum decisions. Of the teachers who do believe that parents should have input, teachers are divided on where it is appropriate for them to voice their opinions.

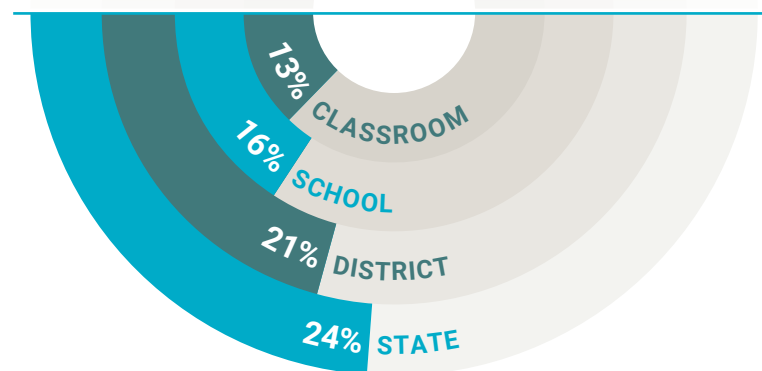


“I’m a big believer in parent advocacy. But, it needs to be balanced with the expertise of teachers. All stakeholder voices are relevant, but we have to incorporate them wisely.

**Daniel Gannon**, high school history teacher, Bronx, NY

**Where should parents be allowed to have a role in determining curriculum decisions?**

**Half of teachers do not think that parents should have a say in curriculum decisions.**



**The other half are divided on where it is appropriate for parents to voice their opinions.**

Q.49 2022 NATIONAL TEACHER SURVEY



“If the right people aren’t having these conversations about racism and sexism, they could go horribly wrong. If the time isn’t taken to do it right, and teachers aren’t trained correctly, they could do even more damage. So, some teachers may want legal restrictions in order to avoid that.

**Jennifer López**, fifth grade teacher, Sylmar, CA

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# 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 up to 100 percent.

To view the entire data set, go to [e4e.org/teacherssurvey2022/data](https://e4e.org/teacherssurvey2022/data)

## Commitment

Q. 11

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

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Very likely	56%	24%	59%	52%	55%	62%	43%	52%	72%
Somewhat likely	30%	28%	30%	31%	31%	25%	39%	33%	19%
Not very likely	9%	26%	7%	11%	9%	9%	11%	10%	6%
Not likely at all	4%	22%	3%	4%	4%	3%	6%	4%	3%
Not sure	1%	0%	1%	2%	1%	1%	1%	2%	1%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Recruitment and Retention

Q. 12 [#1 & #2 COMBINED]

Which of the following do you think would be most likely to attract talented and diverse candidates to the teaching profession? Now, please select what would be second-most likely to attract talented and diverse candidates to the teaching profession.

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Streamlined certification/reciprocity (e.g., easier to obtain credentials when moving states, changing careers)	37%	26%	37%	36%	36%	37%	38%	36%	37%
Raising the bar for entry into the profession (e.g., minimum SAT scores or GPA to become a teacher)	6%	17%	5%	8%	6%	8%	7%	6%	6%
Residency programs for hands-on experience	16%	28%	15%	17%	16%	18%	15%	15%	18%
Alternative certification pathways	23%	21%	20%	25%	22%	24%	22%	23%	23%
Pathways for school aides and paraprofessionals to become teachers (e.g. grow-your-own models)	35%	33%	36%	35%	36%	31%	35%	35%	36%
Leadership pathways in your school or district that allow you to increase your responsibilities and your salary	43%	41%	43%	44%	44%	38%	45%	46%	35%
Making it easier to leave and return to teaching without losing retirement benefits, seniority, or other non-retirement benefits	40%	34%	43%	36%	39%	44%	38%	38%	45%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Recruitment and Retention

Q. 13 [#1 & #2 COMBINED]

Which of the following do you think would be most likely to keep teachers in the profession?  
Now, please select what would be second-most likely to keep teachers in the profession.

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Higher salary	78%	22%	76%	81%	78%	82%	81%	79%	73%
More time for collaboration and planning	19%	20%	19%	20%	20%	14%	20%	20%	18%
More support staff (paraprofessionals, counselors, etc.)	17%	16%	18%	15%	17%	15%	19%	16%	17%
More mental health supports for educators	10%	17%	12%	8%	10%	14%	18%	10%	7%
More professional development and support	7%	41%	6%	7%	6%	14%	5%	6%	9%
More autonomy in the classroom	15%	11%	15%	15%	15%	13%	9%	16%	15%
More leadership opportunities while continuing to teach in the classroom	8%	41%	6%	9%	7%	10%	9%	7%	8%
More supportive administrators	21%	12%	20%	21%	21%	21%	20%	20%	22%
More societal respect for the profession	26%	20%	28%	24%	27%	19%	18%	26%	31%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)



## Recruitment and Retention

Q. 14 [#1, #2 & #3 COMBINED]

Which of the following financial incentives do you think would be most effective in recruiting and retaining teachers? Please select what you think would be the best incentive. Next, select what you think would be the second-best incentive in recruiting and retaining teachers. Finally, select what you think would be the third-best incentive in recruiting and retaining teachers.

	Total	UNION STATUS			TYPE OF SCHOOL		AGE		
		BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Student loan forgiveness	58%	21%	59%	57%	59%	50%	61%	57%	58%
Housing support (e.g., housing stipends, low-interest loans, and/or affordable housing for teachers)	32%	73%	35%	28%	32%	26%	36%	31%	30%
Better or more affordable health care options	33%	66%	34%	33%	33%	37%	23%	31%	47%
Improved family support (e.g., discounted day care, maternity leave, etc.)	37%	65%	35%	39%	36%	41%	42%	41%	22%
Higher starting salaries	84%	33%	84%	85%	85%	83%	83%	83%	90%
Cash bonuses (e.g., for taking on additional responsibilities)	56%	43%	53%	58%	55%	64%	54%	57%	54%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Staffing Shortage

Q. 15

This school year, on average, how often have you had to give up a prep period or have an additional coverage?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Every day	8%	9%	7%	9%	8%	10%	11%	8%	6%
Several times a week	36%	23%	38%	34%	36%	40%	33%	37%	38%
Once a week	20%	28%	19%	22%	20%	20%	23%	20%	20%
Once or twice a month	23%	24%	20%	26%	23%	19%	21%	24%	21%
Less often	13%	15%	16%	9%	13%	11%	12%	12%	14%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Staffing Shortage

Q. 16

On average, how much of a problem would you say that staffing shortages for **teachers** have been at your school/district this school year?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Extremely serious problem	35%	21%	34%	35%	34%	37%	41%	33%	36%
Very serious problem	30%	7%	29%	30%	30%	28%	19%	32%	30%
Somewhat serious problem	22%	16%	23%	21%	23%	18%	25%	22%	22%
Not very serious problem	8%	28%	8%	9%	8%	13%	9%	8%	8%
Not at all serious problem	3%	28%	3%	3%	3%	3%	3%	3%	3%
Not applicable — my school does not have staffing shortages for this group	2%	1%	2%	2%	2%	0%	3%	1%	2%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Staffing Shortage

Q. 17

On average, how much of a problem would you say that staffing shortages for **substitute teachers** have been at your school/district this school year?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Extremely serious problem	58%	5%	60%	56%	60%	42%	53%	58%	61%
Very serious problem	23%	18%	24%	22%	23%	28%	22%	23%	25%
Somewhat serious problem	13%	35%	13%	13%	12%	19%	15%	14%	10%
Not very serious problem	4%	27%	3%	6%	4%	7%	9%	4%	2%
Not at all serious problem	1%	16%	1%	2%	1%	4%	1%	1%	2%
Not applicable — my school does not have staffing shortages for this group	0%	0%	0%	0%	0%	1%	0%	0%	0%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Staffing Shortage

Q. 18

On average, how much of a problem would you say that staffing shortages for **academic support staff** (e.g., instructional coaches, librarian, ESL coordinator) have been at your school/district this school year?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Extremely serious problem	13%	8%	12%	15%	13%	16%	20%	13%	9%
Very serious problem	22%	22%	23%	22%	22%	26%	18%	25%	20%
Somewhat serious problem	28%	40%	30%	27%	29%	24%	30%	27%	30%
Not very serious problem	22%	26%	22%	23%	22%	22%	18%	23%	23%
Not at all serious problem	9%	3%	9%	9%	9%	9%	9%	8%	13%
Not applicable — my school does not have staffing shortages for this group	5%	0%	5%	5%	5%	4%	5%	5%	4%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Staffing Shortage

Q. 19

On average, how much of a problem would you say that staffing shortages for **special needs support staff (e.g., paraprofessionals, occupational therapists, speech therapists)** have been at your school/district this school year?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Extremely serious problem	25%	14%	25%	26%	24%	35%	31%	25%	21%
Very serious problem	28%	41%	31%	25%	29%	17%	23%	29%	28%
Somewhat serious problem	27%	30%	26%	29%	27%	26%	25%	28%	26%
Not very serious problem	13%	13%	13%	12%	13%	13%	11%	12%	16%
Not at all serious problem	5%	2%	4%	5%	5%	6%	5%	4%	6%
Not applicable – my school does not have staffing shortages for this group	2%	0%	1%	3%	2%	4%	5%	1%	3%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Staffing Shortage

Q. 20

On average, how much of a problem would you say that staffing shortages for **social-emotional support staff (e.g., counselors, social workers, therapists)** have been at your school/district this school year?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Extremely serious problem	20%	12%	21%	20%	20%	26%	26%	21%	14%
Very serious problem	21%	35%	21%	21%	21%	22%	17%	22%	22%
Somewhat serious problem	29%	37%	29%	29%	29%	30%	31%	29%	30%
Not very serious problem	18%	13%	18%	18%	19%	11%	13%	18%	19%
Not at all serious problem	8%	3%	8%	8%	8%	6%	9%	7%	11%
Not applicable — my school does not have staffing shortages for this group	4%	0%	3%	4%	3%	4%	5%	3%	4%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)



## Staffing Shortage

Q. 21

On average, how much of a problem would you say that staffing shortages for **physical health support staff (e.g., school nurse)** have been at your school/district this school year?

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Extremely serious problem	11%	11%	12%	11%	11%	18%	15%	11%	10%
Very serious problem	22%	27%	22%	22%	22%	26%	17%	24%	20%
Somewhat serious problem	28%	41%	28%	27%	28%	26%	26%	29%	25%
Not very serious problem	23%	19%	22%	25%	24%	19%	25%	22%	26%
Not at all serious problem	10%	1%	11%	8%	10%	6%	9%	9%	13%
Not applicable — my school does not have staffing shortages for this group	6%	0%	5%	7%	6%	5%	7%	5%	6%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

# Curriculum

Q. 24

Which of the following statements about the curricula used in your school are accurate?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Our curricula are high quality and well aligned to learning standards	43%	49%	43%	43%	45%	28%	47%	42%	43%
Our curricula are accessible, appropriate, and engaging for all learners	37%	53%	39%	34%	36%	41%	42%	37%	33%
Our curricula are culturally relevant for our student population	31%	32%	33%	27%	31%	23%	30%	31%	30%
Our curricula include high-quality formative assessments to measure student learning	35%	32%	36%	34%	35%	35%	46%	35%	28%
We have received the trainings that enable us to implement our curricula effectively	39%	27%	41%	37%	39%	35%	49%	39%	34%
Our curricula are easy to adapt for hybrid or distance learning	29%	32%	29%	29%	29%	29%	34%	28%	29%
I have a role in selecting the curricula we use in my school	30%	15%	34%	26%	30%	33%	35%	30%	27%
I have the curricular materials I need for effective instruction	45%	36%	47%	43%	46%	37%	49%	44%	44%
I am encouraged to incorporate SEL lessons into my curricula	36%	17%	43%	29%	36%	35%	42%	37%	29%
None of the above	6%	0%	5%	7%	6%	4%	4%	6%	7%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Curriculum

Q. 25

How often do you **create your own lessons** to replace or supplement your curriculum?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Often	63%	41%	64%	62%	63%	63%	64%	64%	59%
Sometimes	30%	46%	31%	28%	30%	27%	29%	28%	33%
Rarely	7%	11%	5%	8%	6%	8%	6%	6%	7%
Never	1%	1%	1%	1%	1%	2%	1%	1%	1%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Curriculum

Q. 26

How often do you **buy your own lessons** to replace or supplement your curriculum?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Often	19%	6%	18%	19%	20%	13%	17%	20%	18%
Sometimes	35%	16%	36%	34%	34%	45%	34%	36%	33%
Rarely	26%	56%	27%	24%	25%	27%	29%	25%	24%
Never	20%	22%	19%	22%	21%	15%	20%	19%	25%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Curriculum

Q. 27

How often do you **download free lessons or resources** to replace or supplement your curriculum?

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Often	43%	34%	42%	44%	43%	43%	44%	42%	43%
Sometimes	44%	41%	44%	44%	44%	45%	41%	46%	42%
Rarely	11%	24%	12%	9%	11%	6%	12%	9%	14%
Never	2%	1%	2%	3%	2%	5%	3%	3%	1%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Content

Q. 28

Please indicate at which grade levels, if any, you think students in K-12 schools should be taught about **slavery**.

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Elementary school (K-5 grades)	49%	46%	51%	48%	49%	49%	54%	49%	47%
Middle school (6-8 grades)	76%	65%	79%	73%	76%	71%	81%	76%	70%
High school (9-12 grades)	74%	22%	73%	75%	74%	73%	74%	77%	67%
Should not be taught in any grade	2%	8%	3%	2%	2%	4%	4%	2%	2%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Content

Q. 29

Please indicate at which grade levels, if any, you think students in K-12 schools should be taught about the Civil War.

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Elementary school (K-5 grades)	43%	35%	45%	41%	44%	42%	44%	45%	40%
Middle school (6-8 grades)	80%	69%	80%	80%	80%	80%	82%	80%	79%
High school (9-12 grades)	73%	48%	72%	74%	73%	73%	71%	76%	67%
Should not be taught in any grade	1%	2%	2%	0%	1%	1%	3%	1%	0%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)



## Content

Q. 30

Please indicate at which grade levels, if any, you think students in K-12 schools should be taught about the civil rights movement.

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Elementary school (K-5 grades)	54%	58%	55%	53%	53%	57%	57%	56%	47%
Middle school (6-8 grades)	76%	76%	76%	76%	76%	75%	83%	77%	70%
High school (9-12 grades)	74%	39%	73%	76%	75%	70%	73%	77%	69%
Should not be taught in any grade	2%	2%	2%	1%	2%	1%	4%	1%	2%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Content

Q. 31

Please indicate at which grade levels, if any, you think students in K-12 schools should be taught about the history and experiences of Black Americans.

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Elementary school (K-5 grades)	61%	27%	64%	57%	60%	61%	63%	61%	57%
Middle school (6-8 grades)	75%	68%	76%	74%	76%	71%	79%	76%	70%
High school (9-12 grades)	74%	61%	75%	73%	75%	72%	73%	76%	69%
Should not be taught in any grade	3%	4%	3%	3%	3%	3%	5%	3%	4%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Content

Q. 32

Please indicate at which grade levels, if any, you think students in K-12 schools should be taught about the history and experiences of Native Americans.

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Elementary school (K-5 grades)	66%	32%	68%	64%	66%	67%	71%	67%	61%
Middle school (6-8 grades)	76%	72%	76%	76%	76%	74%	80%	76%	72%
High school (9-12 grades)	70%	55%	70%	70%	70%	67%	69%	72%	65%
Should not be taught in any grade	2%	2%	2%	2%	2%	3%	3%	2%	2%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Content

Q. 33

Please indicate at which grade levels, if any, you think students in K-12 schools should be taught about the history and experiences of Asian Americans and Pacific Islanders.

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Elementary school (K-5 grades)	49%	24%	51%	47%	49%	50%	54%	50%	43%
Middle school (6-8 grades)	72%	72%	73%	70%	72%	71%	78%	72%	66%
High school (9-12 grades)	75%	63%	74%	77%	75%	75%	77%	77%	69%
Should not be taught in any grade	4%	2%	4%	3%	4%	3%	4%	3%	5%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Content

Q. 34

Please indicate at which grade levels, if any, you think students in K-12 schools should be taught about the history and experiences of Hispanic and Latinx Americans.

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Elementary school (K-5 grades)	50%	29%	53%	48%	50%	49%	52%	50%	49%
Middle school (6-8 grades)	73%	69%	73%	72%	73%	73%	80%	73%	67%
High school (9-12 grades)	75%	63%	76%	73%	75%	69%	73%	77%	69%
Should not be taught in any grade	4%	2%	5%	4%	4%	4%	5%	3%	6%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Content

Q. 35

Please indicate at which grade levels, if any, you think students in K-12 schools should be taught about **racial inequality in America's past**.

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Elementary school (K-5 grades)	44%	11%	47%	41%	44%	43%	49%	45%	37%
Middle school (6-8 grades)	70%	28%	71%	68%	70%	67%	80%	69%	63%
High school (9-12 grades)	73%	50%	74%	72%	73%	72%	77%	75%	67%
Should not be taught in any grade	7%	31%	6%	9%	7%	7%	5%	7%	10%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Content

Q. 36

Please indicate at which grade levels, if any, you think students in K-12 schools should be taught about **racial inequality that exists today in America**.

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Elementary school (K-5 grades)	35%	13%	37%	32%	34%	39%	42%	34%	31%
Middle school (6-8 grades)	59%	25%	61%	56%	59%	59%	71%	59%	49%
High school (9-12 grades)	69%	49%	72%	66%	69%	66%	74%	70%	63%
Should not be taught in any grade	15%	32%	13%	18%	16%	12%	11%	14%	21%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)



## Content

Q. 37

Please indicate at which grade levels, if any, you think students in K-12 schools should be taught about **personal experiences students have had with inequality and racism**.

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Elementary school (K-5 grades)	36%	18%	39%	34%	36%	37%	44%	37%	30%
Middle school (6-8 grades)	61%	49%	63%	59%	62%	55%	65%	60%	60%
High school (9-12 grades)	69%	52%	71%	67%	69%	70%	73%	71%	61%
Should not be taught in any grade	13%	19%	11%	15%	14%	10%	10%	13%	16%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Content

Q. 38

Please indicate at which grade levels, if any, you think students in K-12 schools should be taught about **systemic racism in America's institutions and society**.

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Elementary school (K-5 grades)	23%	14%	24%	22%	23%	27%	30%	23%	19%
Middle school (6-8 grades)	50%	38%	55%	46%	50%	51%	57%	51%	46%
High school (9-12 grades)	65%	49%	68%	61%	65%	61%	73%	67%	53%
Should not be taught in any grade	22%	25%	17%	27%	22%	20%	15%	20%	30%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Content

Q. 39

Please indicate at which grade levels, if any, you think students in K-12 schools should be taught about the history and experiences of lesbian, gay, bisexual, and transgender people.

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Elementary school (K-5 grades)	18%	18%	21%	15%	18%	20%	28%	17%	13%
Middle school (6-8 grades)	42%	75%	47%	35%	41%	43%	57%	39%	38%
High school (9-12 grades)	60%	65%	64%	55%	60%	60%	67%	60%	55%
Should not be taught in any grade	29%	3%	24%	35%	29%	26%	18%	31%	32%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Content

Q. 40

Please indicate at which grade levels, if any, you think students in K-12 schools should be taught about **social-emotional learning**.

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Elementary school (K-5 grades)	79%	72%	80%	77%	78%	82%	79%	79%	76%
Middle school (6-8 grades)	71%	77%	73%	69%	71%	69%	74%	73%	63%
High school (9-12 grades)	69%	46%	70%	68%	70%	65%	67%	73%	62%
Should not be taught in any grade	6%	4%	6%	5%	6%	3%	6%	5%	8%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Content

Q. 41

Please indicate at which grade levels, if any, you think students in K-12 schools should be taught about racial and cultural differences in America.

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Elementary school (K-5 grades)	51%	14%	54%	48%	51%	56%	54%	51%	50%
Middle school (6-8 grades)	68%	31%	70%	66%	68%	68%	76%	67%	63%
High school (9-12 grades)	73%	48%	72%	74%	73%	69%	74%	75%	66%
Should not be taught in any grade	7%	31%	7%	8%	7%	7%	6%	7%	9%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Content

Q. 42

As you may know, a handful of states have passed legislation that limits how teachers discuss racism, sexism, and other controversial issues in the classroom with students. Do you think there should be legal limits on those kinds of classroom conversations?

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Yes, there should be limits	43%	37%	38%	48%	43%	44%	42%	44%	39%
No, there should not be limits	41%	59%	46%	35%	41%	36%	44%	42%	36%
Not sure	17%	4%	16%	18%	16%	20%	14%	14%	25%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Content

Q. 43

How important would you say **students learning about themselves and various aspects of their identities** is for student learning in your classroom?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Critically important	59%	31%	58%	60%	59%	59%	69%	59%	54%
Important, but not critical	27%	40%	27%	27%	27%	28%	25%	30%	22%
Somewhat important	10%	26%	11%	9%	10%	9%	5%	9%	16%
Not very important	3%	3%	2%	3%	2%	5%	1%	2%	7%
Not important at all	1%	0%	1%	2%	1%	0%	1%	1%	2%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)



## Content

Q. 44

How important would you say **students learning about their classmates and other communities** is for student learning in your classroom?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Critically important	55%	22%	55%	55%	55%	52%	63%	55%	51%
Important, but not critical	33%	45%	34%	33%	32%	41%	32%	34%	32%
Somewhat important	10%	30%	10%	10%	10%	6%	4%	10%	14%
Not very important	2%	3%	1%	2%	2%	1%	1%	2%	2%
Not important at all	0%	0%	0%	0%	0%	0%	1%	0%	1%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Content

Q. 45

How important would you say **building relationships between students and educators** is for student learning in your classroom?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Critically important	83%	38%	84%	82%	83%	78%	85%	83%	81%
Important, but not critical	13%	44%	13%	13%	12%	15%	12%	12%	14%
Somewhat important	4%	17%	2%	6%	4%	6%	2%	4%	4%
Not very important	1%	1%	1%	0%	1%	0%	1%	0%	1%
Not important at all	0%	0%	0%	0%	0%	0%	0%	0%	0%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Content

Q. 46

How important would you say **teachers better understanding their students** is for student learning in your classroom?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Critically important	79%	42%	79%	78%	80%	72%	89%	77%	76%
Important, but not critical	18%	40%	17%	19%	17%	21%	10%	19%	20%
Somewhat important	3%	16%	4%	3%	3%	6%	1%	4%	4%
Not very important	0%	2%	0%	0%	0%	1%	0%	1%	0%
Not important at all	0%	0%	0%	0%	0%	0%	0%	0%	0%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Content

Q. 47

How important would you say **creating more welcoming classroom environments** is for student learning in your classroom?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Critically important	77%	28%	78%	76%	77%	75%	87%	76%	71%
Important, but not critical	18%	44%	18%	17%	18%	20%	9%	18%	23%
Somewhat important	5%	27%	4%	6%	5%	5%	4%	5%	4%
Not very important	1%	2%	0%	1%	1%	1%	0%	1%	1%
Not important at all	0%	0%	0%	0%	0%	0%	0%	0%	0%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Content

Q. 49

As you may know, there is currently a debate about the role parents should have in determining the curriculum that their children are taught. Which of the following best describes the role that you think parents should have in curriculum decisions?

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Parents should have a say in determining state standards	24%	16%	23%	25%	24%	25%	27%	23%	23%
Parents should have a say in curriculum purchasing decisions at the district level	21%	27%	18%	25%	20%	29%	23%	21%	21%
Parents should have a say in curriculum purchasing decisions at the school level	16%	32%	16%	17%	15%	26%	16%	17%	16%
Parents should have a say in teachers' instructional practices and how they implement the curriculum in their classrooms	13%	31%	11%	15%	12%	20%	15%	12%	14%
Parents should not have a say in curriculum decisions	56%	40%	60%	51%	57%	46%	56%	55%	57%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Meeting Student Need

Q. 50

How often would you say that your school meets the needs of **students performing above grade level**?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Often	35%	33%	35%	36%	36%	32%	37%	34%	38%
Sometimes	47%	37%	47%	47%	46%	56%	44%	48%	47%
Rarely	16%	29%	17%	15%	17%	11%	17%	17%	15%
Never	1%	2%	0%	2%	1%	1%	1%	1%	0%
Not applicable — my school does not have this type of student	0%	0%	0%	0%	0%	0%	1%	0%	0%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Meeting Student Need

Q. 51

How often would you say that your school meets the needs of **students performing below grade level**?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Often	39%	38%	34%	44%	39%	42%	40%	37%	43%
Sometimes	47%	39%	51%	42%	47%	44%	43%	48%	44%
Rarely	13%	22%	15%	12%	13%	13%	14%	14%	12%
Never	1%	1%	0%	2%	1%	1%	3%	1%	0%
Not applicable — my school does not have this type of student	0%	0%	0%	0%	0%	0%	0%	0%	0%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Meeting Student Need

Q. 52

How often would you say that your school meets the needs of **students who are not native speakers of English?**

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Often	37%	34%	38%	35%	37%	34%	37%	36%	39%
Sometimes	42%	47%	42%	43%	42%	48%	38%	45%	39%
Rarely	15%	16%	15%	14%	14%	16%	16%	14%	15%
Never	1%	2%	1%	1%	1%	0%	4%	0%	1%
Not applicable — my school does not have this type of student	5%	0%	4%	7%	6%	2%	5%	6%	6%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)



## Meeting Student Need

Q. 53

How often would you say that your school meets the needs of **students of color**?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Often	50%	31%	49%	51%	49%	54%	50%	48%	56%
Sometimes	39%	53%	41%	37%	39%	40%	39%	41%	36%
Rarely	9%	16%	9%	9%	9%	5%	9%	9%	7%
Never	0%	0%	0%	1%	1%	0%	1%	1%	0%
Not applicable — my school does not have this type of student	2%	0%	1%	2%	2%	1%	1%	2%	1%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Meeting Student Need

Q. 54

How often would you say that your school meets the needs of **students from low-income homes**?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Often	51%	36%	50%	52%	52%	47%	50%	51%	51%
Sometimes	39%	48%	40%	37%	38%	44%	39%	39%	37%
Rarely	9%	15%	9%	9%	9%	9%	10%	9%	11%
Never	0%	1%	0%	1%	0%	1%	1%	0%	0%
Not applicable — my school does not have this type of student	0%	0%	0%	0%	0%	0%	0%	1%	0%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Meeting Student Need

Q. 55

How often would you say that your school meets the needs of **students who have experienced trauma**?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Often	31%	27%	29%	33%	31%	32%	32%	31%	31%
Sometimes	51%	25%	52%	49%	50%	54%	51%	51%	50%
Rarely	17%	39%	18%	15%	17%	13%	15%	17%	17%
Never	1%	9%	0%	2%	1%	1%	1%	1%	0%
Not applicable — my school does not have this type of student	1%	0%	0%	1%	1%	1%	1%	0%	2%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Meeting Student Need

Q. 56

How often would you say that your school meets the needs of **students with learning disabilities**?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Often	50%	22%	48%	52%	50%	47%	49%	49%	54%
Sometimes	42%	42%	45%	39%	42%	41%	40%	44%	39%
Rarely	7%	18%	6%	8%	7%	11%	8%	7%	7%
Never	1%	16%	0%	1%	1%	0%	2%	0%	0%
Not applicable — my school does not have this type of student	0%	0%	0%	0%	0%	0%	1%	0%	0%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Meeting Student Need

Q. 57

How often would you say that your school meets the needs of **students with physical disabilities**?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Often	48%	32%	48%	48%	50%	34%	45%	46%	54%
Sometimes	41%	45%	43%	38%	38%	57%	38%	42%	37%
Rarely	8%	22%	7%	10%	9%	7%	10%	8%	7%
Never	0%	1%	0%	0%	0%	0%	1%	0%	0%
Not applicable — my school does not have this type of student	3%	0%	2%	4%	3%	2%	6%	3%	1%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Meeting Student Need

Q. 58

How often would you say that your school meets the needs of **homeless students and foster youth**?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Often	33%	31%	32%	34%	33%	32%	32%	33%	33%
Sometimes	44%	46%	46%	41%	43%	48%	44%	44%	43%
Rarely	17%	23%	16%	17%	17%	16%	16%	16%	18%
Never	2%	0%	1%	2%	2%	1%	3%	2%	0%
Not applicable — my school does not have this type of student	5%	0%	5%	5%	5%	4%	4%	5%	6%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Meeting Student Need

Q. 59

How often would you say that your school meets the needs of **LGBTQ+ students**?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Often	22%	6%	22%	21%	22%	22%	24%	21%	22%
Sometimes	41%	24%	45%	37%	42%	35%	39%	42%	39%
Rarely	23%	63%	21%	25%	22%	29%	22%	22%	26%
Never	4%	6%	2%	6%	4%	5%	5%	4%	2%
Not applicable — my school does not have this type of student	11%	0%	10%	12%	11%	9%	10%	11%	12%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Student Mental Health

Q. 60

On average, how would you rate your students' mental health today, compared to before the pandemic?  
Would you say your students' mental health today is:

	UNION STATUS				TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Much worse than before the pandemic	30%	17%	30%	30%	29%	39%	36%	28%	30%
Somewhat worse than before the pandemic	49%	26%	48%	51%	50%	44%	49%	50%	48%
About the same as before the pandemic	18%	31%	19%	16%	18%	13%	9%	18%	22%
Somewhat better than before the pandemic	2%	17%	3%	2%	2%	4%	4%	3%	1%
Much better than before the pandemic	1%	9%	0%	1%	1%	1%	2%	0%	0%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)



## Violence in School

Q. 61

How, if at all, have incidents of violence (fights, verbal abuse, bullying, etc.) in your school changed since students have returned from the pandemic? Would you say that incidents of violence are:

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Much worse than before the pandemic	18%	17%	19%	18%	18%	25%	26%	15%	21%
Somewhat worse than before the pandemic	28%	29%	28%	29%	28%	31%	31%	29%	23%
About the same as before the pandemic	43%	31%	44%	42%	44%	31%	28%	45%	48%
Somewhat better than before the pandemic	9%	16%	9%	9%	8%	12%	12%	9%	7%
Much better than before the pandemic	2%	8%	1%	2%	2%	1%	3%	1%	2%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Student Performance

Q. 62

On average, where do you think your students are academically today, compared to a typical classroom of students before the pandemic?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
A great deal ahead of where they were before the pandemic	3%	4%	2%	3%	2%	5%	5%	3%	0%
Somewhat ahead of where they were before the pandemic	6%	28%	5%	7%	5%	12%	7%	6%	4%
About the same as where they were before the pandemic	14%	39%	14%	14%	14%	18%	10%	14%	16%
Somewhat behind of where they were before the pandemic	48%	22%	50%	46%	49%	41%	45%	47%	51%
A great deal behind of where they were before the pandemic	30%	7%	30%	30%	30%	24%	33%	29%	28%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Student Performance

Q. 63

On average, where do you expect your students to finish at the end of the current school year academically?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Above grade level	6%	28%	5%	8%	6%	8%	8%	6%	4%
On grade level	49%	39%	46%	52%	49%	51%	59%	48%	43%
Below grade level	45%	33%	50%	40%	46%	41%	34%	45%	53%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Unions

Q. 65

**This year, would you say** [UNION MEMBERS, your union is doing / NON-UNION, teachers' unions are doing] **an excellent job, good, only fair, or a poor job at advocating for wages/salary?**

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Excellent	23%	18%	31%	14%	23%	19%	23%	22%	26%
Good	31%	35%	36%	27%	31%	35%	29%	33%	28%
Fair	24%	40%	21%	27%	24%	25%	24%	23%	28%
Poor	13%	7%	10%	15%	13%	14%	11%	14%	12%
Not sure	9%	1%	2%	17%	9%	7%	13%	9%	7%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

# Unions

Q. 66

**This year, would you say [UNION MEMBERS, your union is doing / NON-UNION, teachers' unions are doing] an excellent job, good, only fair, or a poor job at **advocating for policies that are in the best interests of teachers?****

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Excellent	20%	24%	27%	13%	21%	19%	20%	20%	22%
Good	38%	39%	41%	34%	38%	37%	36%	39%	36%
Fair	23%	32%	22%	24%	23%	24%	23%	22%	25%
Poor	10%	4%	9%	11%	10%	11%	7%	11%	9%
Not sure	9%	1%	1%	18%	9%	9%	13%	9%	7%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

# Unions

Q. 67

**This year, would you say [UNION MEMBERS, your union is doing / NON-UNION, teachers' unions are doing] an excellent job, good, only fair, or a poor job at **advocating for policies that are in the best interests of students?****

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Excellent	16%	25%	20%	11%	16%	18%	21%	15%	16%
Good	37%	38%	44%	29%	37%	35%	30%	39%	36%
Fair	24%	31%	24%	25%	24%	23%	24%	24%	26%
Poor	12%	5%	9%	14%	11%	17%	6%	13%	13%
Not sure	12%	1%	3%	21%	12%	8%	19%	10%	9%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

# Unions

Q. 68

**This year, would you say [UNION MEMBERS, your union is doing / NON-UNION, teachers' unions are doing] an excellent job, good, only fair, or a poor job at **advocating for health and safety job protections**?**

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Excellent	22%	32%	27%	16%	22%	19%	26%	20%	24%
Good	34%	37%	37%	30%	33%	39%	32%	36%	29%
Fair	24%	25%	22%	26%	24%	23%	19%	24%	29%
Poor	11%	5%	13%	9%	11%	10%	10%	11%	11%
Not sure	10%	1%	1%	19%	10%	9%	14%	10%	7%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Unions

Q. 69

This year, would you say [UNION MEMBERS, your union is doing / NON-UNION, teachers' unions are doing] an excellent job, good, only fair, or a poor job at **advocating for non-health and safety work conditions (e.g., hours worked, expectations of teachers during distance learning)**?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Excellent	18%	22%	23%	13%	19%	14%	16%	18%	19%
Good	33%	41%	40%	26%	32%	42%	32%	35%	30%
Fair	25%	30%	23%	27%	26%	22%	27%	23%	30%
Poor	12%	6%	12%	12%	12%	14%	9%	13%	11%
Not sure	12%	1%	2%	22%	12%	8%	15%	11%	10%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)



# Unions

Q. 70

This year, would you say [UNION MEMBERS, your union is doing / NON-UNION, teachers' unions are doing] an excellent job, good, only fair, or a poor job at **communicating frequently and effectively with members to keep them updated about decisions impacting their work?**

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Excellent	22%	21%	30%	13%	23%	17%	24%	21%	24%
Good	35%	45%	40%	30%	35%	38%	30%	37%	34%
Fair	22%	31%	21%	23%	21%	28%	24%	21%	23%
Poor	10%	2%	8%	13%	10%	9%	10%	10%	11%
Not sure	10%	0%	0%	20%	10%	9%	13%	10%	8%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

# Unions

Q. 71

**This year, would you say [UNION MEMBERS, your union is doing / NON-UNION, teachers' unions are doing] an excellent job, good, only fair, or a poor job at **providing information on policy issues relevant to members?****

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Excellent	19%	24%	25%	11%	19%	19%	22%	17%	20%
Good	39%	45%	45%	33%	39%	40%	37%	42%	34%
Fair	23%	27%	22%	25%	24%	20%	18%	22%	31%
Poor	7%	3%	6%	8%	7%	13%	6%	8%	6%
Not sure	11%	1%	1%	22%	12%	9%	16%	11%	9%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

# Unions

Q. 72

**This year, would you say** [UNION MEMBERS, your union is doing / NON-UNION, teachers' unions are doing] **an excellent job, good, only fair, or a poor job at providing support and mentoring to new teachers?**

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Excellent	12%	24%	15%	9%	12%	13%	19%	10%	11%
Good	29%	46%	33%	25%	29%	32%	28%	31%	26%
Fair	27%	28%	29%	25%	27%	25%	25%	27%	27%
Poor	18%	2%	18%	19%	18%	19%	11%	18%	23%
Not sure	14%	1%	6%	23%	14%	11%	17%	13%	13%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Unions

Q. 73

**This year, would you say [UNION MEMBERS, your union is doing / NON-UNION, teachers' unions are doing] an excellent job, good, only fair, or a poor job at providing teachers with high-quality training and professional development?**

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Excellent	13%	24%	16%	10%	13%	16%	17%	12%	11%
Good	29%	43%	31%	26%	28%	34%	31%	30%	24%
Fair	29%	31%	33%	26%	30%	23%	25%	29%	33%
Poor	16%	2%	16%	15%	15%	17%	9%	16%	20%
Not sure	13%	0%	4%	23%	14%	10%	18%	13%	11%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

# Unions

Q. 74

**This year, would you say [UNION MEMBERS, your union is doing / NON-UNION, teachers' unions are doing] an excellent job, good, only fair, or a poor job at **expanding the career ladder for teachers by negotiating new and differentiated roles and responsibilities?****

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Excellent	10%	22%	10%	9%	9%	14%	13%	9%	9%
Good	27%	40%	32%	22%	26%	35%	25%	30%	23%
Fair	29%	30%	32%	26%	29%	28%	34%	27%	30%
Poor	18%	7%	18%	18%	19%	14%	10%	19%	21%
Not sure	16%	0%	7%	25%	17%	9%	18%	15%	17%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

# Unions

Q. 75

**This year, would you say [UNION MEMBERS, your union is doing / NON-UNION, teachers' unions are doing] an excellent job, good, only fair, or a poor job at negotiating new ways to more meaningfully and effectively evaluate teachers?**

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Excellent	12%	16%	15%	9%	12%	13%	16%	11%	12%
Good	32%	45%	37%	28%	32%	38%	30%	35%	28%
Fair	25%	33%	26%	24%	26%	23%	27%	24%	28%
Poor	17%	6%	17%	17%	17%	16%	11%	17%	20%
Not sure	13%	0%	6%	22%	14%	10%	17%	13%	12%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Federal Relief Funds

Q. 84

As you think ahead to 2022, how important do you think it is for federal funding to be used for **providing all students free universal, high-speed internet access?**

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Critically important	46%	21%	47%	44%	45%	51%	49%	44%	48%
Important, but not critical	34%	32%	34%	35%	35%	31%	30%	36%	32%
Somewhat important	15%	39%	14%	15%	15%	14%	16%	14%	17%
Not very important	5%	7%	4%	5%	5%	4%	3%	6%	2%
Not important at all	1%	0%	0%	1%	1%	0%	1%	1%	1%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Federal Relief Funds

Q. 85

As you think ahead to 2022, how important do you think it is for federal funding to be used for **increasing the number of school psychologists, counselors, nurses, social workers, and other health professionals?**

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Critically important	50%	26%	56%	45%	50%	51%	52%	49%	52%
Important, but not critical	33%	39%	30%	36%	33%	32%	30%	35%	29%
Somewhat important	14%	28%	13%	15%	14%	13%	15%	13%	14%
Not very important	3%	6%	2%	4%	2%	4%	2%	2%	4%
Not important at all	1%	0%	0%	1%	1%	0%	1%	1%	1%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)



## Federal Relief Funds

Q. 86

As you think ahead to 2022, how important do you think it is for federal funding to be used for **renovating or building new school buildings**?

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Critically important	22%	10%	22%	22%	22%	20%	21%	20%	27%
Important, but not critical	40%	24%	41%	39%	39%	44%	37%	43%	34%
Somewhat important	27%	35%	27%	27%	28%	22%	28%	26%	28%
Not very important	10%	30%	9%	10%	10%	11%	10%	10%	10%
Not important at all	2%	1%	1%	2%	2%	2%	3%	1%	1%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Federal Relief Funds

Q. 87

As you think ahead to 2022, how important do you think it is for federal funding to be used for **guaranteeing universal access to free, high-quality early childhood education?**

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Critically important	58%	29%	60%	56%	59%	54%	66%	57%	56%
Important, but not critical	27%	46%	27%	28%	27%	31%	23%	29%	27%
Somewhat important	10%	24%	10%	11%	10%	12%	8%	11%	11%
Not very important	3%	1%	2%	4%	3%	4%	2%	3%	5%
Not important at all	1%	0%	0%	2%	1%	0%	1%	1%	2%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Federal Relief Funds

Q. 88

As you think ahead to 2022, how important do you think it is for federal funding to be used for **ensuring schools serving high populations of vulnerable students are not disproportionately impacted by budget cuts?**

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Critically important	64%	26%	65%	63%	65%	52%	63%	62%	69%
Important, but not critical	25%	45%	25%	25%	24%	32%	27%	27%	19%
Somewhat important	9%	27%	9%	9%	8%	14%	6%	10%	10%
Not very important	2%	3%	1%	2%	2%	0%	1%	2%	2%
Not important at all	0%	0%	0%	1%	0%	1%	2%	0%	0%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Federal Relief Funds

Q. 89

As you think ahead to 2022, how important do you think it is for federal funding to be used for **ensuring schools facing budget cuts do not lay off educators and support staff?**

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Critically important	74%	41%	75%	73%	75%	69%	74%	73%	78%
Important, but not critical	19%	34%	18%	19%	18%	22%	17%	20%	15%
Somewhat important	6%	21%	6%	6%	5%	7%	5%	6%	5%
Not very important	1%	4%	1%	2%	1%	3%	2%	1%	2%
Not important at all	0%	0%	0%	1%	0%	0%	1%	0%	0%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Federal Relief Funds

Q. 90

As you think ahead to 2022, how important do you think it is for federal funding to be used for **establishing high-dosage tutoring to provide additional support for students and educators?**

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Critically important	33%	24%	31%	35%	32%	37%	35%	31%	36%
Important, but not critical	39%	37%	40%	38%	39%	39%	37%	39%	40%
Somewhat important	24%	35%	25%	23%	24%	21%	23%	26%	19%
Not very important	4%	5%	4%	4%	4%	4%	4%	3%	4%
Not important at all	1%	0%	1%	1%	1%	0%	1%	1%	0%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Federal Relief Funds

Q. 91

As you think ahead to 2022, how important do you think it is for federal funding to be used for **improving student learning and academic outcomes**?

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Critically important	59%	29%	56%	62%	58%	64%	66%	55%	65%
Important, but not critical	30%	49%	33%	27%	31%	27%	25%	33%	27%
Somewhat important	9%	20%	9%	9%	9%	9%	6%	11%	7%
Not very important	1%	2%	1%	2%	2%	0%	3%	1%	2%
Not important at all	0%	0%	0%	0%	0%	0%	1%	0%	0%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Federal Relief Funds

Q. 92

As you think ahead to 2022, how important do you think it is for federal funding to be used for **ensuring curricula are high-quality, aligned with learning standards, and culturally relevant for all students?**

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Critically important	49%	33%	48%	51%	50%	46%	56%	49%	47%
Important, but not critical	34%	44%	35%	32%	33%	37%	28%	35%	34%
Somewhat important	14%	21%	15%	13%	14%	14%	12%	14%	14%
Not very important	2%	2%	1%	3%	2%	3%	2%	2%	3%
Not important at all	1%	0%	1%	1%	1%	0%	1%	0%	2%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Federal Relief Funds

Q. 93

How familiar are you with your district's plans to use these federal funds?

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Very familiar	8%	24%	8%	7%	7%	14%	13%	8%	4%
Somewhat familiar	40%	34%	38%	43%	39%	50%	36%	42%	40%
Not very familiar	34%	27%	35%	33%	35%	23%	33%	33%	37%
Not familiar at all	18%	14%	19%	17%	18%	13%	18%	17%	19%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)



## Federal Relief Funds

Q. 94

Which of the following statements, if any, are true when it comes to state and district plan development for spending these federal funds?

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
They have actively sought my input in developing plans to use these funds	11%	27%	10%	12%	10%	16%	14%	13%	5%
They have effectively balanced what is best for teachers and students	18%	41%	15%	20%	17%	22%	23%	17%	16%
These funds have had a positive impact on student academic progress	23%	63%	22%	24%	22%	29%	31%	22%	19%
These funds have had a positive impact on student social-emotional learning	21%	39%	21%	20%	20%	27%	33%	19%	17%
These funds are being invested in making education more equitable	24%	55%	25%	23%	23%	36%	35%	22%	23%
These funds have been used to address learning loss	36%	25%	37%	33%	35%	39%	34%	35%	38%
None of the above	33%	2%	34%	31%	34%	24%	26%	33%	35%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Assessment

Q. 95

Do you agree or disagree with the following statements about the summative assessment required by your state to measure student achievement in math and reading?

**The assessment measures accurately student mastery of state content standards.**

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Strongly agree	12%	28%	10%	14%	11%	22%	16%	13%	9%
Somewhat agree	37%	49%	36%	39%	37%	41%	37%	38%	36%
Somewhat disagree	32%	21%	36%	29%	33%	29%	34%	30%	39%
Strongly disagree	18%	1%	18%	18%	19%	8%	13%	20%	16%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Assessment

Q. 96

Do you agree or disagree with the following statements about the summative assessment required by your state to measure student achievement in math and reading?

**The assessment results are reported in time to be useful in planning, evaluation, or informing instructional practice.**

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Strongly agree	15%	33%	14%	17%	15%	22%	16%	17%	10%
Somewhat agree	45%	51%	43%	46%	44%	50%	54%	43%	42%
Somewhat disagree	26%	15%	28%	22%	26%	20%	24%	23%	33%
Strongly disagree	14%	2%	15%	14%	15%	7%	6%	16%	16%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Assessment

Q. 97

Do you agree or disagree with the following statements about the summative assessment required by your state to measure student achievement in math and reading?

**The score reports are easy for me to interpret and understand.**

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Strongly agree	24%	38%	21%	27%	23%	32%	28%	24%	21%
Somewhat agree	52%	48%	52%	53%	52%	55%	52%	53%	51%
Somewhat disagree	19%	13%	21%	16%	20%	9%	17%	18%	21%
Strongly disagree	5%	0%	6%	4%	5%	4%	3%	5%	7%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Assessment

Q. 98

Do you agree or disagree with the following statements about the summative assessment required by your state to measure student achievement in math and reading?

**The score reports are easy for me to explain to students and families.**

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Strongly agree	21%	37%	17%	24%	19%	30%	22%	22%	14%
Somewhat agree	47%	45%	47%	48%	47%	50%	53%	45%	50%
Somewhat disagree	24%	17%	27%	21%	25%	15%	20%	24%	28%
Strongly disagree	8%	1%	9%	7%	8%	5%	5%	9%	7%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Assessment

Q. 99

Do you agree or disagree with the following statements about the summative assessment required by your state to measure student achievement in math and reading?

**The assessment is easy for me to administer (i.e., the online interface is easy to use).**

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Strongly agree	27%	31%	23%	31%	26%	37%	34%	27%	23%
Somewhat agree	54%	50%	57%	50%	55%	49%	50%	55%	53%
Somewhat disagree	14%	17%	15%	13%	14%	13%	11%	13%	17%
Strongly disagree	5%	3%	5%	5%	5%	2%	4%	4%	7%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Assessment

Q. 100

Do you agree or disagree with the following statements about the summative assessment required by your state to measure student achievement in math and reading?

**The assessment is minimally disruptive to teaching and learning.**

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Strongly agree	14%	30%	12%	16%	13%	19%	18%	14%	11%
Somewhat agree	33%	38%	34%	32%	33%	39%	37%	32%	35%
Somewhat disagree	32%	30%	33%	30%	32%	27%	32%	31%	33%
Strongly disagree	21%	2%	21%	22%	22%	15%	13%	24%	21%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Assessment

Q. 101

Do you agree or disagree with the following statements about the summative assessment required by your state to measure student achievement in math and reading?

**I receive regular training to understand how to use student assessment data to improve my practice.**

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Strongly agree	21%	29%	18%	23%	20%	25%	25%	22%	15%
Somewhat agree	43%	52%	42%	44%	42%	53%	46%	42%	43%
Somewhat disagree	23%	19%	26%	21%	24%	19%	22%	23%	26%
Strongly disagree	13%	0%	14%	12%	14%	2%	8%	13%	16%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)



## Assessment

Q. 102

Do you agree or disagree with the following statements about the summative assessment required by your state to measure student achievement in math and reading?

**I am clear on the purpose of each assessment I am required to give by my district/LEA and the state.**

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
Strongly agree	26%	22%	26%	26%	25%	31%	33%	25%	25%
Somewhat agree	48%	55%	45%	51%	48%	49%	43%	50%	45%
Somewhat disagree	20%	17%	21%	18%	20%	16%	19%	19%	22%
Strongly disagree	6%	6%	8%	5%	7%	5%	5%	6%	8%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

## Assessment

Q. 103

Which of the following statements, if any, are true when it comes to your use of data from interim and summative assessments? These assessments are usually required by your district (LEA) or state department of education.

			UNION STATUS		TYPE OF SCHOOL		AGE		
	Total	BIPOC	Member	Non Member	Traditional	Charter	<30	30-49	50+
I use assessment data to plan, modify, and evaluate my instructional program	67%	55%	67%	68%	68%	65%	75%	67%	63%
I use assessment data to personalize learning for my students	62%	55%	61%	62%	62%	62%	73%	61%	57%
I use assessment data to inform parents of student progress	56%	45%	53%	60%	56%	61%	62%	55%	55%
None of the above	10%	0%	13%	7%	11%	5%	5%	11%	12%

Total (n=1000)

BIPOC (n=300)

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Member (n=517)  
Non Member (n=483)

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## Assessment

Q. 104 [#1 & #2 COMBINED]

Which of the following changes do you think would make your state's required summative assessment most useful to you as an educator?

Now, please select the change you think would make your state's required summative assessment second-most useful to you as an educator.

	Total	BIPOC	UNION STATUS		TYPE OF SCHOOL		AGE		
			Member	Non Member	Traditional	Charter	<30	30-49	50+
Shortening per-student testing time	27%	12%	29%	24%	28%	19%	18%	28%	28%
Making student test results available within 48 hours of test administration	23%	19%	23%	22%	22%	24%	14%	24%	25%
Reporting student results based on what you have taught (and therefore what students have had an opportunity to learn)	45%	29%	48%	42%	46%	40%	50%	44%	45%
Integrating assessments of student progress (i.e., district-required interim assessments) with state-required summative assessments so that students take one test to get both growth and achievement scores	40%	31%	37%	44%	40%	44%	49%	38%	41%
Improving reporting of test results so they are easier to understand and explain to students, parents, and families	27%	47%	25%	30%	26%	38%	29%	27%	27%
Reporting test results in an asset-based way so that they celebrate each student's strengths in addition to identifying areas for growth	38%	62%	38%	38%	38%	36%	41%	39%	34%

Total (n=1000)

BIPOC (n=300)

Union Status  
Member (n=517)  
Non Member (n=483)

Type of School  
Traditional (n=886)  
Charter (n=114)

Age  
<30 (n=160)  
30-49 (n=609)  
50+ (n=231)

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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 students from low-income families — 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 percent of Black adults and 11 percent of Hispanic adults hold bachelor's degrees, compared with 24 percent 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 33,000 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.

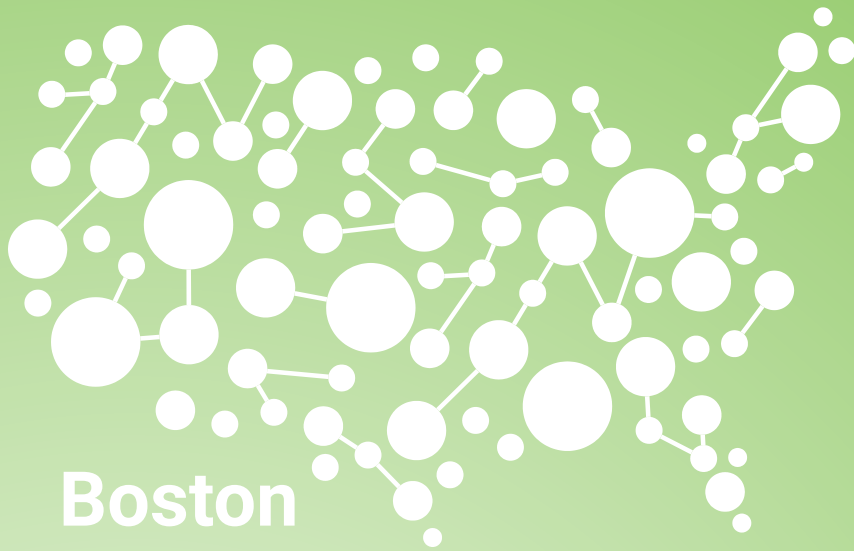
Educators for Excellence is a nonprofit and is proud to receive financial support from a diverse base of nonprofit, corporate, and family foundations, as well as individual donors, including teachers and community members, who believe in the power of teacher-led change.

## 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.





Boston  
Chicago  
Connecticut  
Los Angeles  
Minnesota  
New York

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