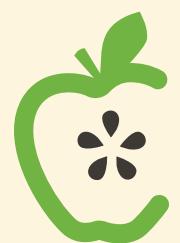


METHODOLOGY

The survey was conducted online from April 14 through May 6, 2018 among a nationally representative sample of 1,000 full-time teachers in traditional public schools and public charter schools from across the country.

We also surveyed 100 additional teachers in Chicago to enable deeper city-level analysis. This over sample is not included in the national results.

The survey instrument was written and administered by Gotham Research Group, an independent, New York-based research firm.



EDUCATION POLICY AND POLITICS

Educator Voice

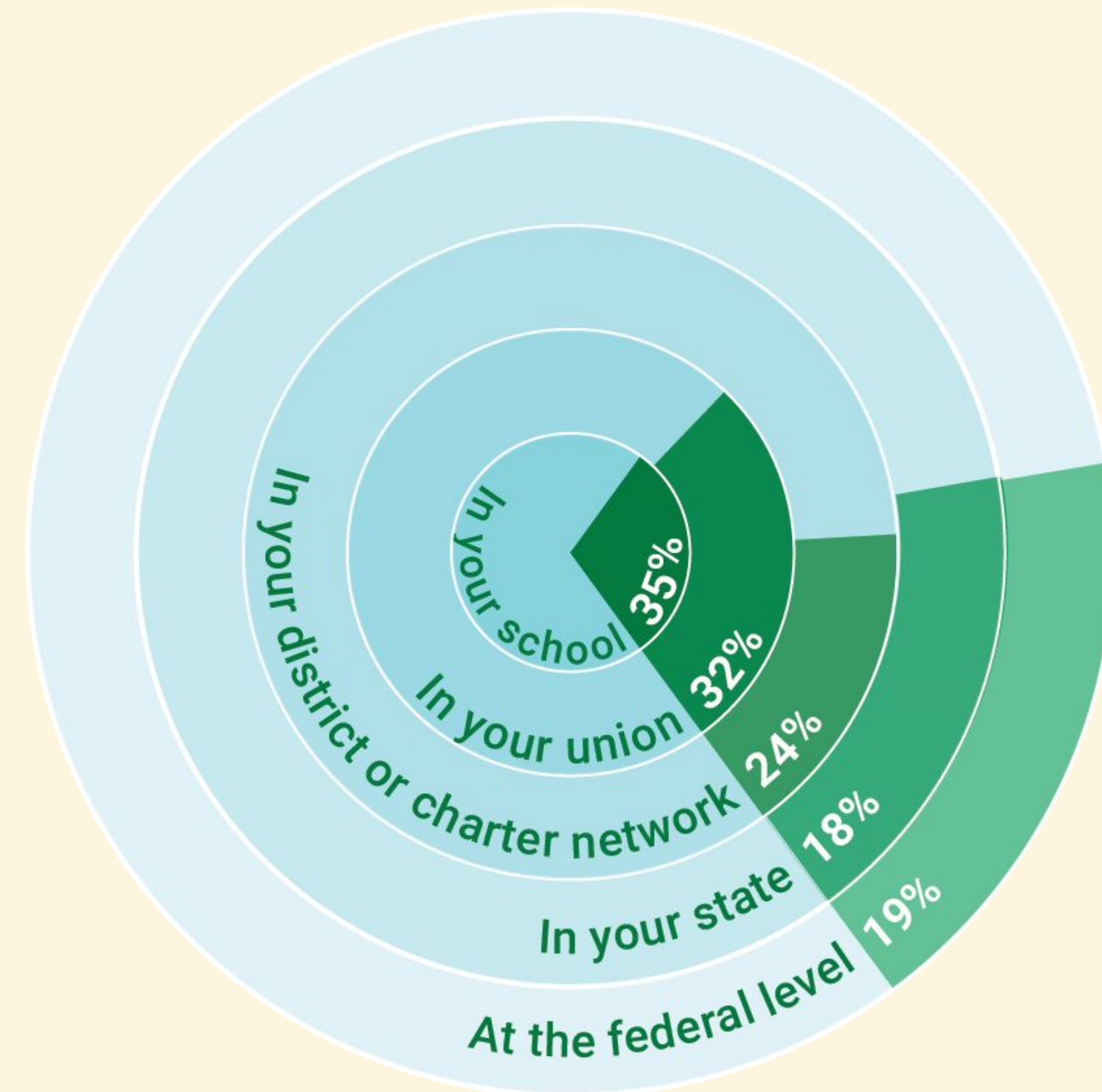
Teachers state loudly and clearly that they want more opportunities to influence policy. And they feel that their influence on policy decreases the further the entity is away from the classroom, with their perspective being best represented at the school level and within their union, then the district, followed by the state level, until only one-quarter of teachers believe they have an influence at the federal level.

This slide represents how Chicago educators feel their voices are being elevated in policy decisions.

Total (n=1,000)
Union (n=534)
Nonunion (n=466)
District (n=910)
Charter (n=90)

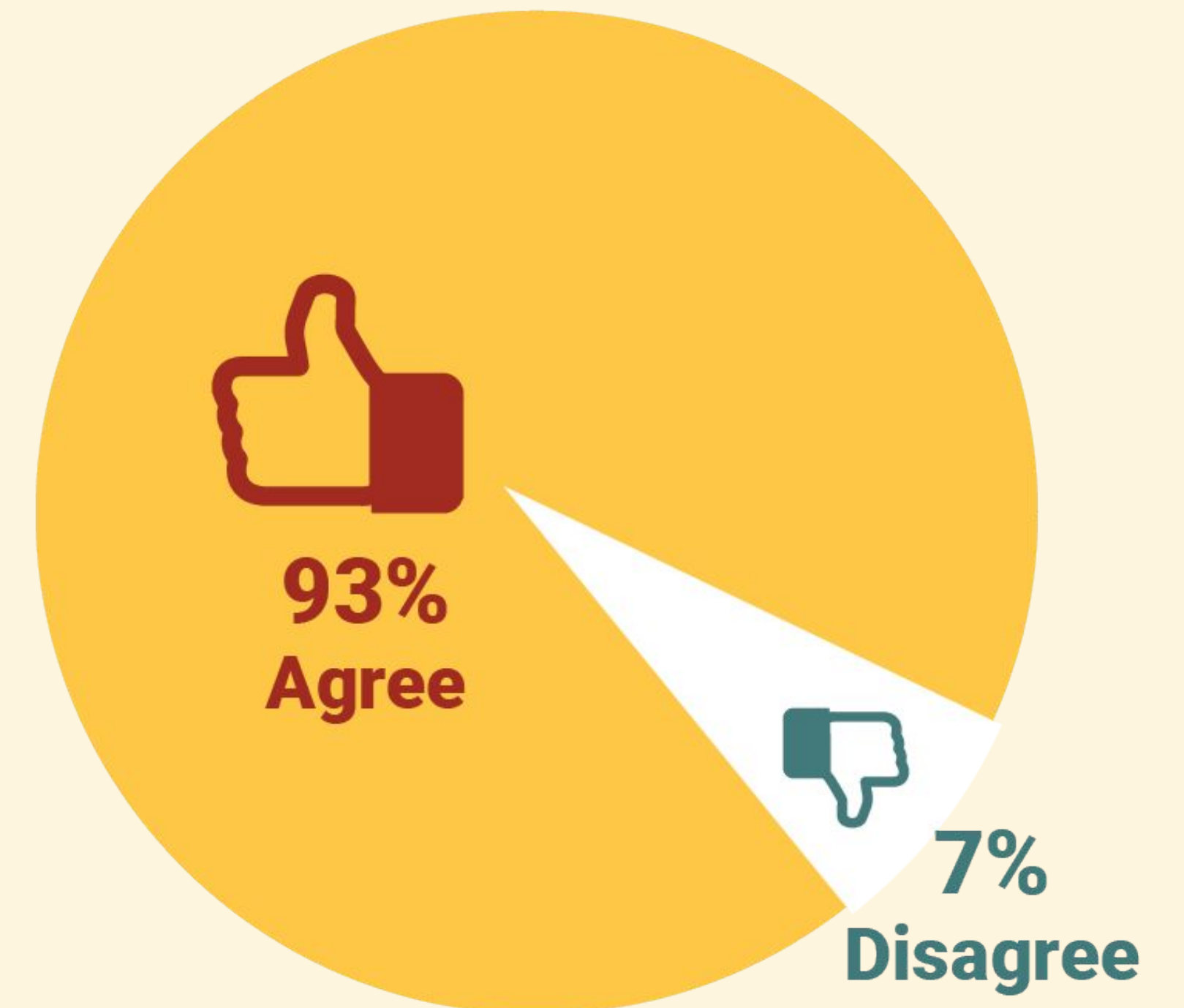


TEACHER PERSPECTIVE NOT REPRESENTED



OPPORTUNITIES TO INFLUENCE POLICY

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



THE TEACHING PROFESSION

Leadership from the Classroom

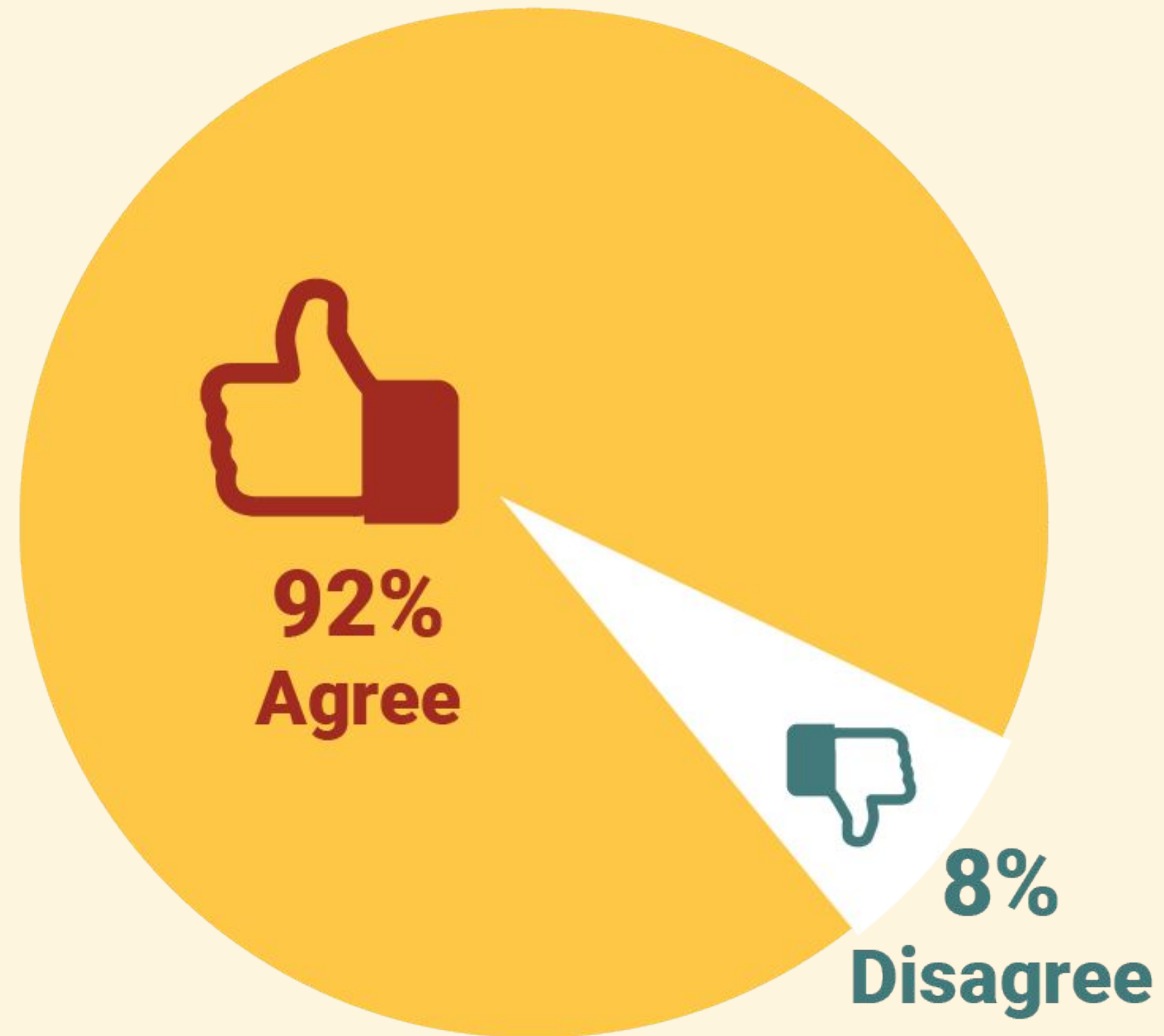
The vast majority of teachers wish there were more opportunities to further their career and professional skills while remaining in the classroom, and nearly all teachers believe that they should be compensated for taking on leadership roles in addition to classroom responsibilities.



CAREER AND GROWTH OPPORTUNITIES IN THE CLASSROOM

Do you agree or disagree with the following statement:

“I wish there were more opportunities as a teacher to further my career and professional skills while remaining in the classroom.”



THE TEACHING PROFESSION

Recruiting

Teachers believe financial incentives are the best strategy to attract talented and diverse candidates to the teaching profession. Teachers are less interested in recruiting teachers from outside of traditional teacher pathways or raising the bar for entry into the profession.

Retention

When asked what would motivate them most to stay in the classroom, teachers cite higher salaries as the number one priority. Further, they show significant support for incentivizing hard-to-staff positions and teacher leaders.



Top 3 Ideas for Attracting Talented and Diverse Candidates to Teaching:

Nationally:

1. Financial incentives for teachers serving in hard-to-staff schools
2. Financial incentives for teachers serving in hard-to-staff subject areas
3. Making it easier to leave and return to teaching without losing retirement benefits, seniority, or other non-retirement benefits

Chicago:

1. Financial incentives for teachers serving in hard-to-staff schools
2. Financial incentives for teachers serving in hard-to-staff subject areas
3. Pathways for school aides and paraprofessionals to become teachers

Top 3 Reasons Current Teachers Would Stay in the Classroom:

Nationally:

1. Higher salary
2. Less standardized testing
3. More supportive administrators

Chicago:

1. Higher salary
2. More autonomy in the classroom
3. More supportive administrators

**EDUCATION POLICY
AND POLITICS**

Accountability

When it comes to evaluating school effectiveness, measurements of student academic growth were the most valued among teachers. Teachers also say measures of school climate and culture are essential for developing a full picture of a school's effectiveness, in addition to feedback from students.



EVALUATING SCHOOL EFFECTIVENESS

Percent chosen as one of top three priorities

74% Measures of student academic growth over time



41% Measures of school climate and culture



30% Feedback/reviews from students



25% Feedback/reviews from parents



25% Observations/reviews by district administrators



24% Graduation rates



19% Attendance data



17% Students' standardized test scores



EDUCATION POLICY AND POLITICS

Equity

The majority of teachers across the country are very or somewhat concerned about unequal access to resources, schools, excellent educators, and properly maintained facilities. Fifty percent of teachers surveyed think that inequitable school funding is a very serious problem, making this the most pressing equity concern among teachers overall.

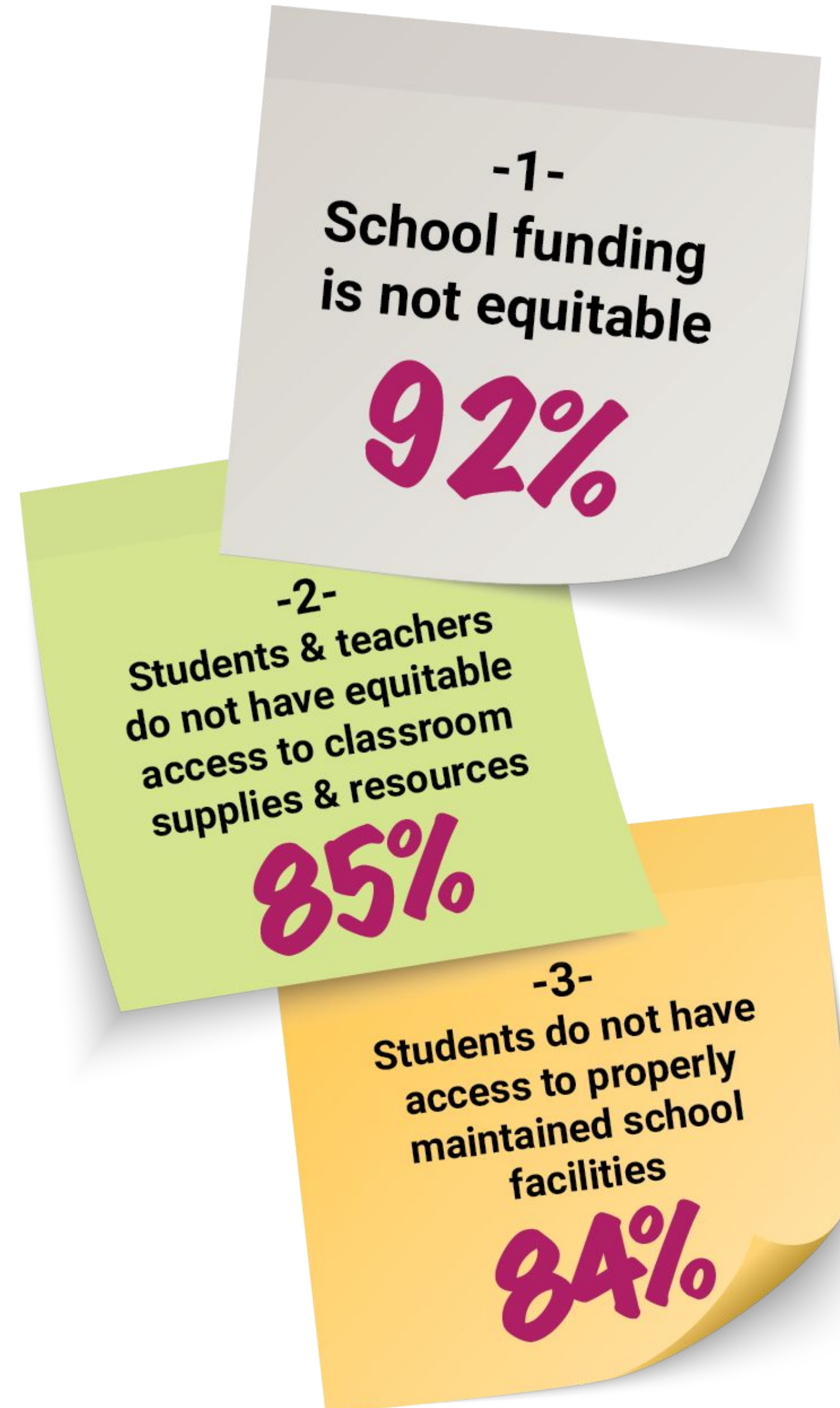
These numbers represent the top three equity concerns for Chicago teachers.

Chicago educators overwhelmingly favor structuring compensation to incentivize educators to teach in hard-to-staff schools (90%) serving the city's most vulnerable students. Educators also want to encourage their peers to take on leadership roles, with 88% in favor of offering financial incentives to teachers who, for example, take on mentoring roles, serve as model teachers, develop curricula or become peer evaluators.



TOP THREE EQUITY CONCERNS OF TEACHERS

Percent reporting “Very Serious” or “Somewhat Serious” problem.



EDUCATION POLICY AND POLITICS

Discipline

Alternatives to exclusionary discipline are broadly embraced by teachers, including positive behavior reinforcement and restorative justice. Exclusionary practices such as detentions, in-school and out-of-school suspensions, and expulsions are viewed as less effective, but still fairly high.

Additionally, it was found both nationally and in Chicago that teachers crave professional development around alternatives to punitive discipline.



TOP FOUR EFFECTIVE DISCIPLINE STRATEGIES AT IMPROVING STUDENT BEHAVIOR:

Nationally:

1. **Positive behavior enforcement** (74%)
2. **Restorative practices** (64%)
3. In-school suspension (47%)
4. Detention (42%)

Chicago:

5. **Positive behavior enforcement** (79%)
6. **Restorative practices** (71%)
7. Expulsion (54%)
8. In-school suspension (52%)

PROFESSIONAL DEVELOPMENT PREFERENCES

Percent chosen as one of top three priorities.

	National	Chicago
Alternatives to punitive discipline	40%	40%
Supporting unique learners	39%	35%
Integrating technology in your classroom	38%	37%
Social-emotional learning	36%	28%
Family engagement	27%	22%
Instruction aligned with your state's standards	20%	16%
Trauma-informed teaching	19%	19%
Using data to inform instruction	17%	24%
Culturally responsive pedagogy	15%	25%
Other	2%	1%
None of the above	3%	4%

VOICES FROM THE CLASSROOM

A SURVEY OF AMERICA'S EDUCATORS

Teachers believe in the power of unions

Q. 80

Do you think of teachers unions or associations as...?

	Total	Union	Nonunion	Chicago
Absolutely essential	52%	69%	32%	55%
Important, but not essential	33%	25%	42%	34%
Something you could do without	10%	5%	16%	8%
Not sure	5%	1%	10%	3%

Q. 104

Without collective bargaining the working conditions and salaries of teachers would be much worse.

	Total	Union	Nonunion	Chicago
Net agree	86%	94%	77%	95%
Net disagree	14%	6%	23%	5%
Strongly agree	44%	58%	28%	56%
Somewhat agree	42%	36%	50%	39%
Somewhat disagree	11%	5%	18%	4%
Strongly disagree	3%	1%	5%	1%

Q. 105

Without a union, teachers would be vulnerable to school politics or administrators who abuse their power.

	Total	Union	Nonunion	Chicago
Net agree	85%	92%	76%	91%
Net disagree	15%	8%	24%	9%
Strongly agree	52%	65%	36%	53%
Somewhat agree	33%	28%	40%	38%
Somewhat disagree	12%	6%	19%	6%
Strongly disagree	3%	2%	5%	3%