

# VOICES FROM THE CLASSROOM

— 2023 —

# A SURVEY OF AMERICA'S EDUCATORS



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# VOICES FROM THE CLASSROOM

## A SURVEY OF AMERICA'S EDUCATORS

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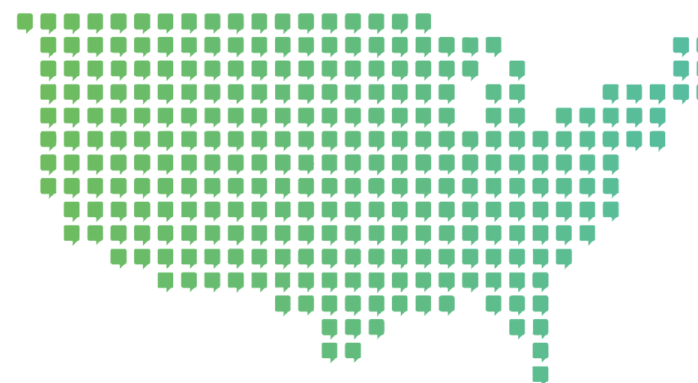
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**We want to thank our incredible group of teachers who shaped this survey and those across the country who took the time to participate.**

Their insights into their classrooms were essential to ensure this report accurately represents the voices and experiences of teachers during this unparalleled time.



## An Introduction from the National Teacher Leader Council

Forty years ago, before any of us had stepped foot into a classroom, the National Commission on Excellence in Education published [A Nation at Risk](#). The Commission—made up of dozens of business, university, and state education leaders, though, conspicuously, only one teacher—asserted that the United States could not maintain its global prominence or fulfill its promise of the American dream without remedying its weak education system. The publication of the report and its recommendations kicked off the standards-based reform and accountability movement. This 40-year period produced exciting results for many students, but not all; throughout it, [student achievement rose slowly and steadily before stagnating over the past decade, and racial achievement gaps persisted](#).

We live in a very different world today than the one that existed in 1983. Cell phones, the internet, social media, and, on the horizon, artificial intelligence have altered—or will alter—every aspect of our lives, including the content and delivery of the lessons we teach in our classrooms. More critically, the rich diversity of those who populate our country—and, even more so, our public schools—and the way they perceive the world has changed dramatically. American education leaders and the broader public have come to recognize that K-12 education is a game played on an uneven field, something the authors of *A Nation at Risk* largely overlooked. With the help of data broken down by student subgroups—something not required until 20 years post-publication with the [passage of No Child Left Behind](#)—these leaders have increasingly called for a shift from equality to equity in efforts to improve schooling. Most recently, two years of pandemic-disrupted learning led to the [largest drop the nation has seen in academic achievement](#) in decades, in some cases wiping out much of the progress of the past 40 years.

Omar Araiza, fifth-grade teacher, Los Angeles, CA  
Cory L. Cain, dean of instruction, Chicago, IL  
Richard de Meij, K-12 world languages teacher, Hartford, CT  
Arthur Everett, high school social studies teacher, Brooklyn, NY  
Genelle Faulkner, high school biology teacher, Boston, MA  
Pamela Femrite, former special education teacher, Minneapolis, MN  
Leona S. Fowler, assistant principal, Queens, NY  
Daniel Gannon, high school history teacher, Westchester, NY  
Shirley Jones-Luke, high school English teacher, Boston, MA  
Jennifer López, fifth-grade teacher, Sylmar, CA  
Mark Morrison, fourth-grade teacher, Stratford, CT  
Dee Nix, impact director, Chicago, IL  
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  
Dr. Winnie Williams-Hall, elementary special education teacher, Chicago, IL

Our students, their needs, and the world they live in have changed in the past 40 years. But, has the system? What do our fellow teachers think worked from this 40-year era of reform, and what didn't? What's worth measuring, and what isn't? What should be preserved as we move forward post-pandemic, and what should be left behind? What is the role of the teacher today, and is it the right one? And, ultimately, what is the purpose of K-12 education, and are we succeeding in achieving it? We set out to answer these questions last fall, and the report that follows shares what we found. It is not filtered through the perspectives of business or civic leaders, but rather brought to you directly from the classroom, through our own voices and the voices of the 3 million public school teachers across the country whom we work alongside.

We hope this report will provide education leaders at every level of the system with concrete evidence of what teachers want, which, when paired with research on what works and the voices of students and families, can lead us toward a more sustainable, more effective, and more equitable K-12 public education system. We thank you for reading, and ask that you work to uplift teacher voice—whether it's your own, or the voices of teachers you know, or those of teachers you serve—by leveraging this report as a tool for change.



Carlotta Pope  
Dee Nix  
G. Faulkner  
Jennifer Lopez  
Mark Morrison  
Pamela Femrite  
Richard de Meij  
Shirley Jones-Luke  
Susan Providence



Dear Reader,

We are ecstatic to release the sixth edition of *Voices from the Classroom: A Survey of America's Educators*. When we were teaching elementary school students at one of the largest public elementary schools in America in the Bronx, we often wondered if our school was a microcosm of or an anomaly from the broader education system. Were the challenges and opportunities we saw unique to our school building or classrooms, or were they examples of systemic problems and solutions present beyond it? Looking for answers, we talked to the teachers around us, and we encouraged them to talk to the teachers around them. And soon, we were able to identify trends across schools and use them as evidence that widespread change was needed. Educators for Excellence was born.

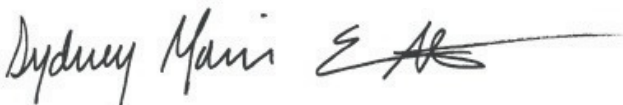
Thirteen years later—and 40 years since the publication of *A Nation at Risk*—our annual National Teacher Survey allows us to talk to thousands of teachers across the country each year, all at the same time, and to identify what challenges they consistently face and what solutions they are calling for.

What we found this year is striking, and can largely be summarized through two data points:

1. **Two-thirds of teachers believe their school is not meeting the needs of the students who are struggling the most.** While *A Nation at Risk* focused on the failings of the education system as a whole, teachers are telling us today that the system is in particular failing specific groups of students—students of color, students who are not native speakers of English, and students with disabilities, among others. Of course, this perspective is consistent with extensive preexisting research.
2. **Only 14% of teachers would recommend the profession to others.** American education cannot be the great equalizer it is promised to be if the backbone of the system, its teachers, are so unhappy that they would not encourage their children—or anyone at all—to follow in their footsteps. If we do not work urgently to improve the conditions of the profession, in 30 years, there may be no one left to educate our nation's children.

We also, though, uncovered some success of the past 40 years. Teachers believe in the standards they are required to teach, and they believe in measuring learning against them. However, they do not feel they have the tools or structure necessary to support students in reaching them. Students and teachers are struggling, and extensive work remains to build the system our teachers and students deserve, the system that *A Nation at Risk's* writers said they had “every reason to believe” we could build.

*A Nation at Risk* provided analysis and recommendations in four sections: Expectations, Content, Teaching, and Time. This report does the same, but this time, through the voices of our country's educators. To these teachers, to our National Teacher Leader Council, and to every public school teacher across the country: We thank you for your time, your perspective, and your unending dedication to the students you serve. Without you, this work does not exist.



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



## 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 national data was weighted by region and race/ethnicity.

## 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 9,438 prescreened education professionals; 3,787 entered the survey, and 1,000 qualified and completed the full survey, resulting in a response rate of 11%. 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 Voices from the Classroom 2023 survey questionnaire was developed by 16 Educators for Excellence teacher members from across the United States. The instrument was written and administered by Penta Group Intelligence, an independent research firm, and conducted online from January 6 through February 8, 2023, 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.

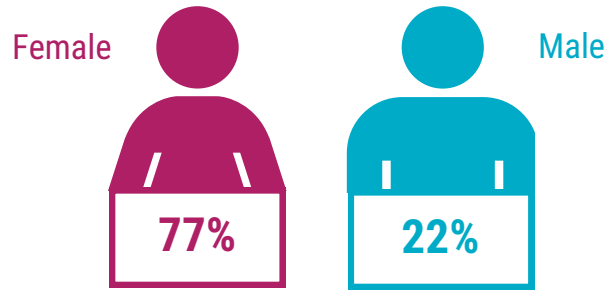
## Teachers of Color Sample

The 2023 study also includes an additional, nationally representative sample of 300 teachers of color. As with the national sample, the 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 5,976 prescreened education professionals; 971 entered the survey, and 300 qualified and completed the full survey, resulting in a response rate of 5 %. 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.

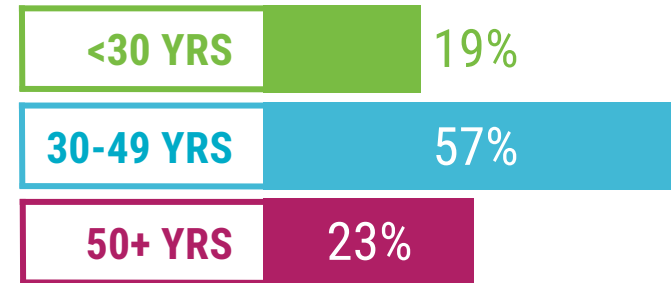
## About Penta

Penta Group combines research with communications expertise to deliver actionable insights for its clients. Serving a wide range of firms, from Fortune 500 corporations to nonprofit organizations, Penta'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.

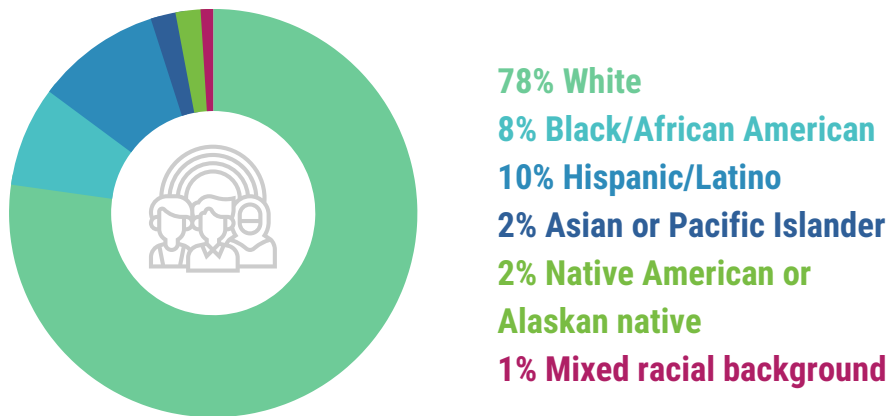
## GENDER



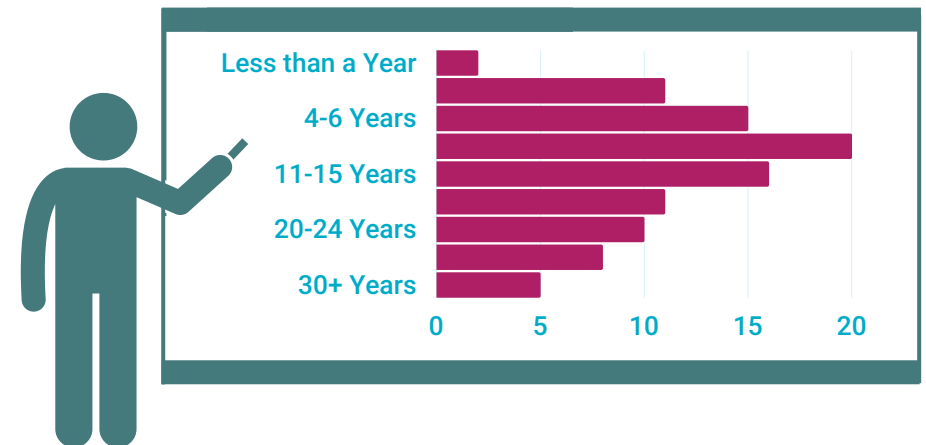
## AGE



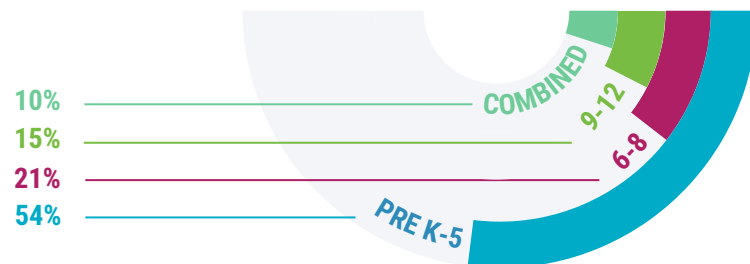
## RACE/ETHNICITY



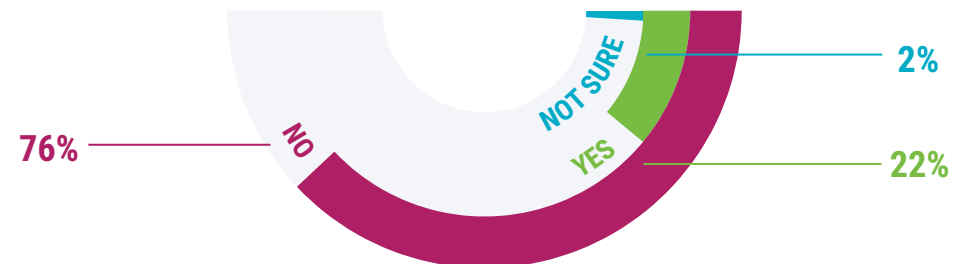
## YEARS TEACHING



## GRADES CURRENTLY TEACHING



## ALTERNATIVE CERTIFICATION PROGRAM

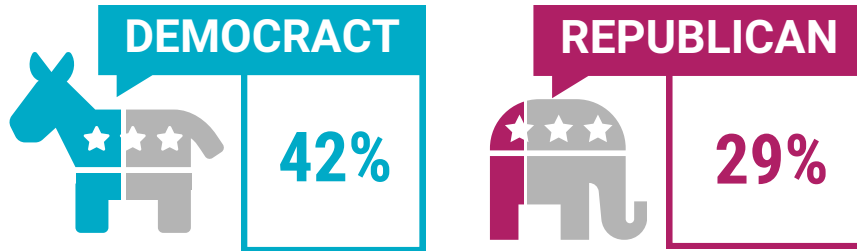


# NATIONAL SAMPLE

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%.

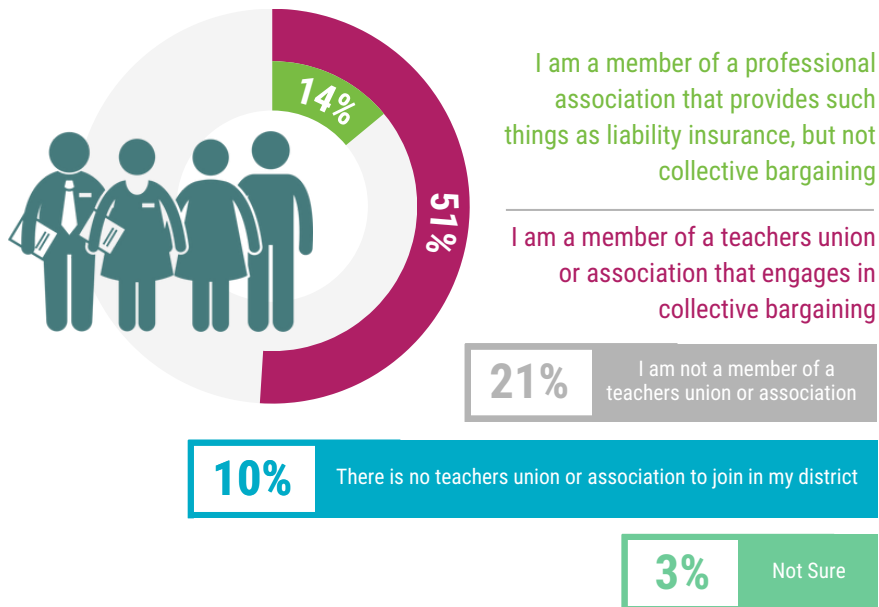


## POLITICAL AFFILIATION

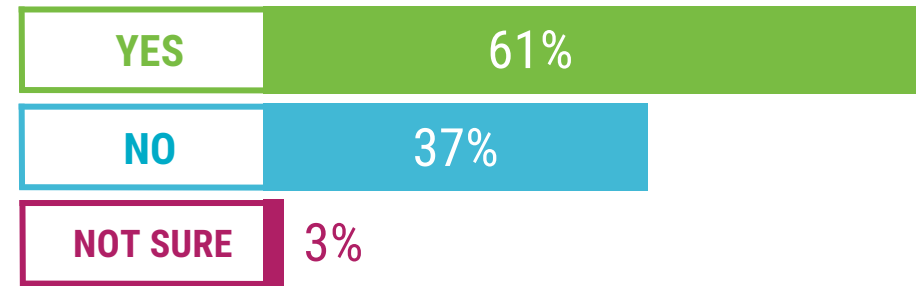


23% Independent | 5% Something Else

## UNION MEMBERSHIP



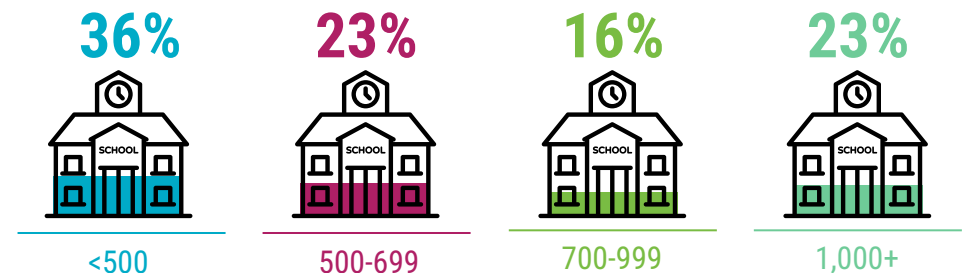
## TENURE



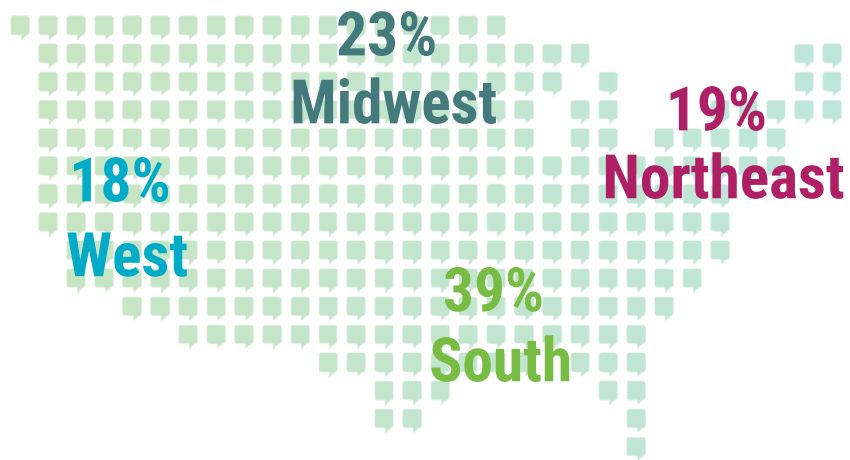
## SCHOOL TYPE



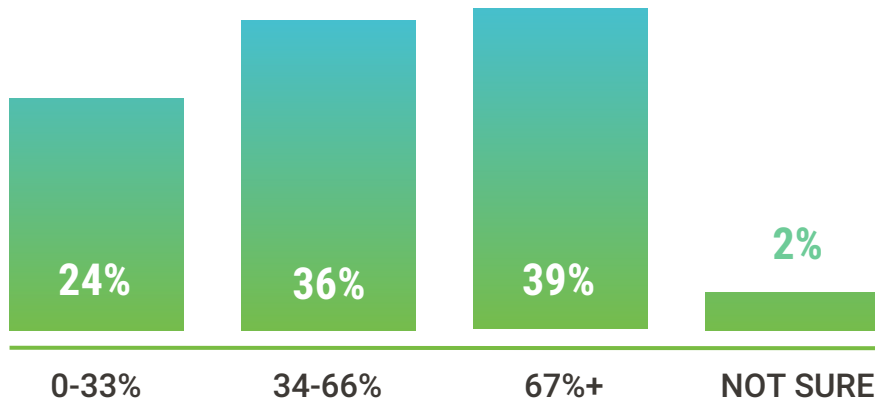
## SCHOOL SIZE



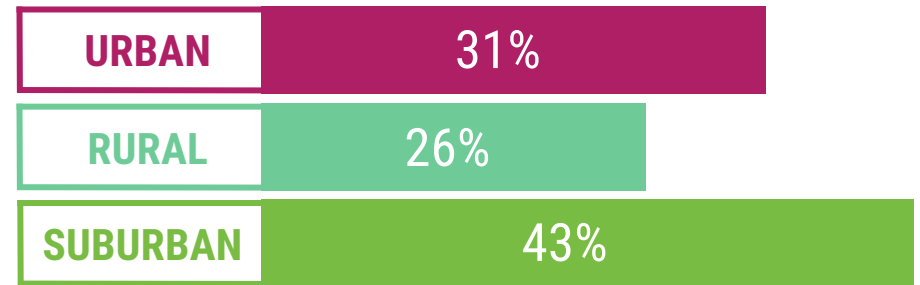
## REGION



## REPORTED SCHOOL POPULATION: LOW-INCOME STUDENTS



## WORK COMMUNITY

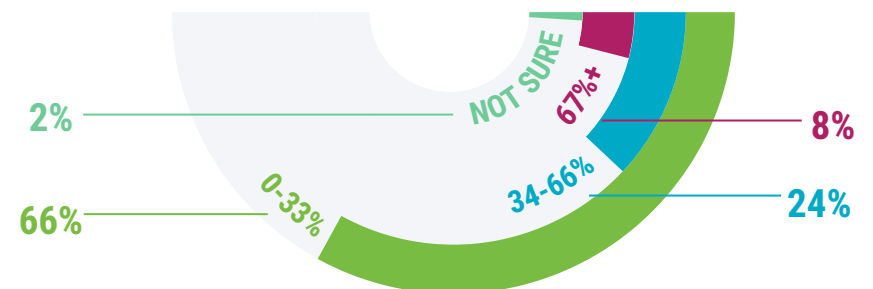


## REPORTED SCHOOL POPULATION: STUDENTS OF COLOR

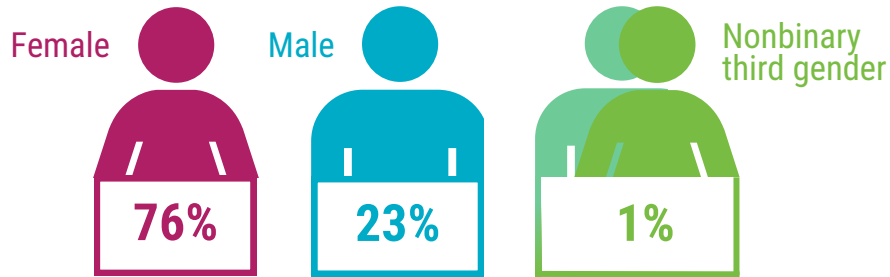
44% | 0-33%  
29% | 34-66%  
25% | 67%+  
2% | Not Sure



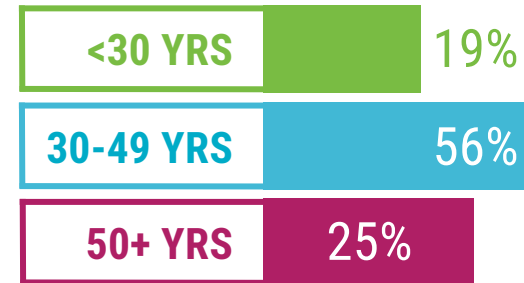
## REPORTED SCHOOL POPULATION: ENGLISH LANGUAGE LEARNERS



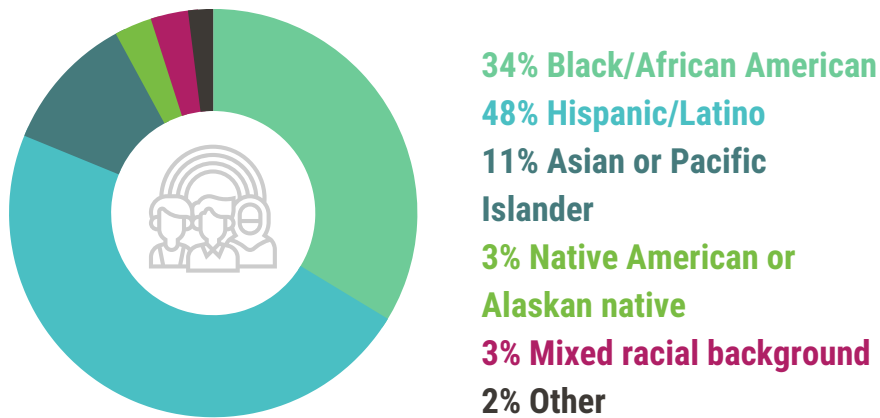
## GENDER



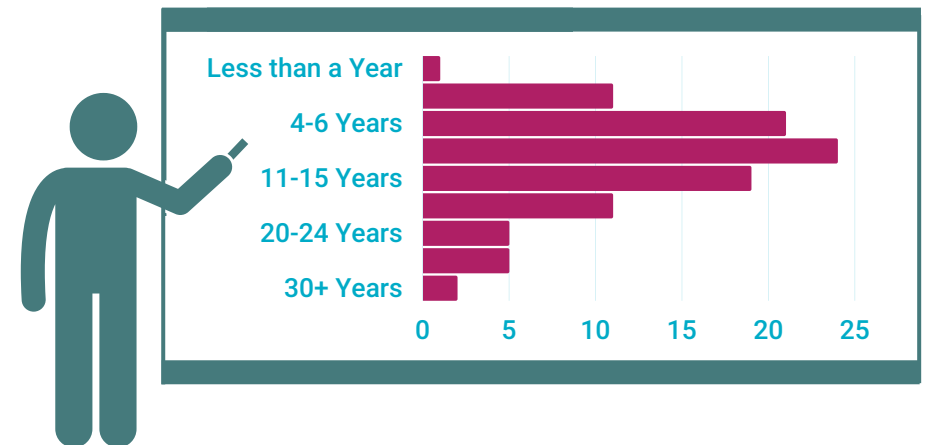
## AGE



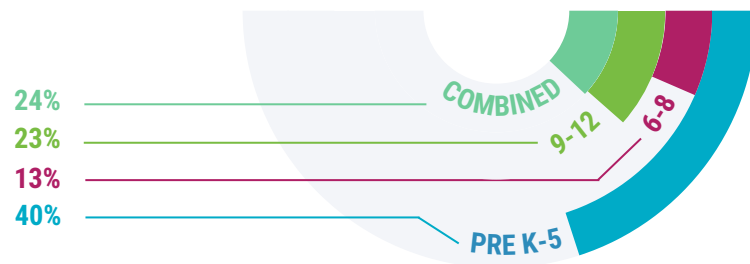
## RACE/ETHNICITY



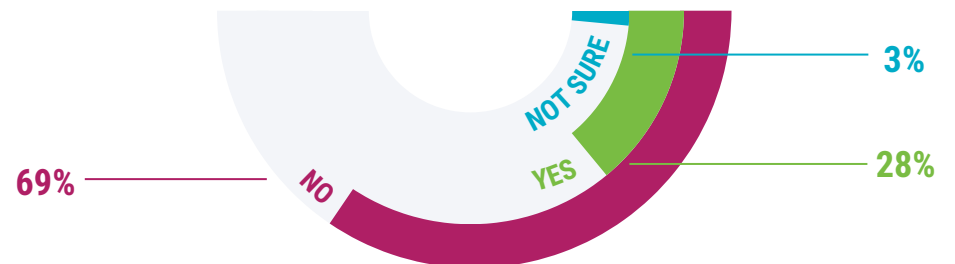
## YEARS TEACHING



## GRADES CURRENTLY TEACHING



## ALTERNATIVE CERTIFICATION PROGRAM

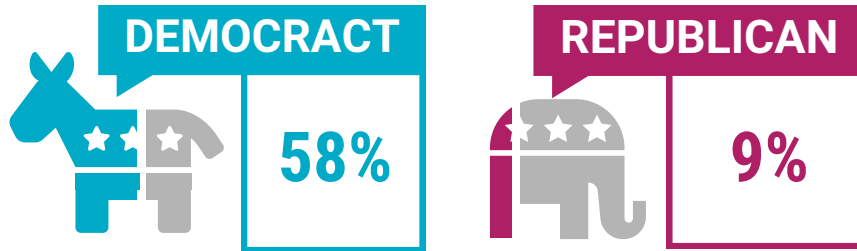


# TEACHERS OF COLOR SAMPLE

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%.

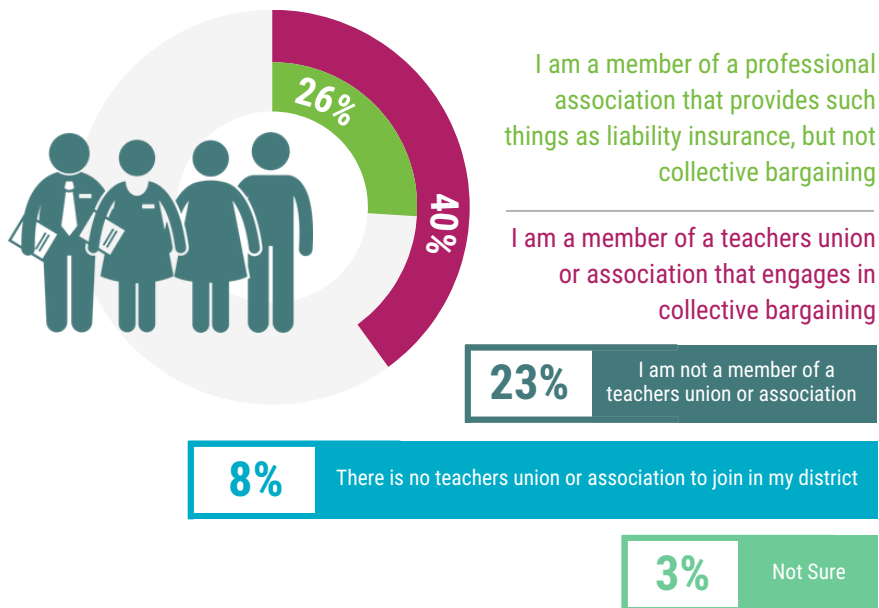


## POLITICAL AFFILIATION

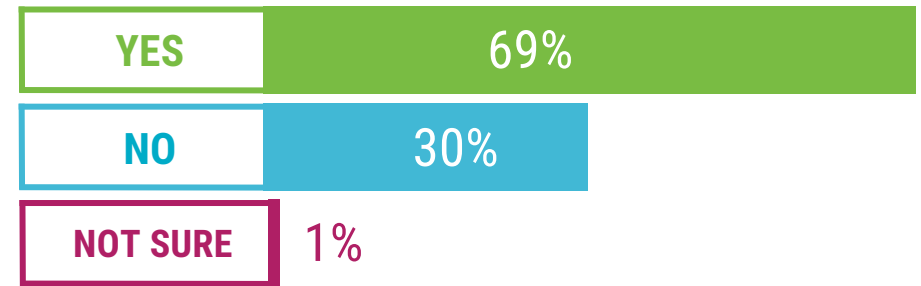


29% Independent | 4% Something Else

## UNION MEMBERSHIP



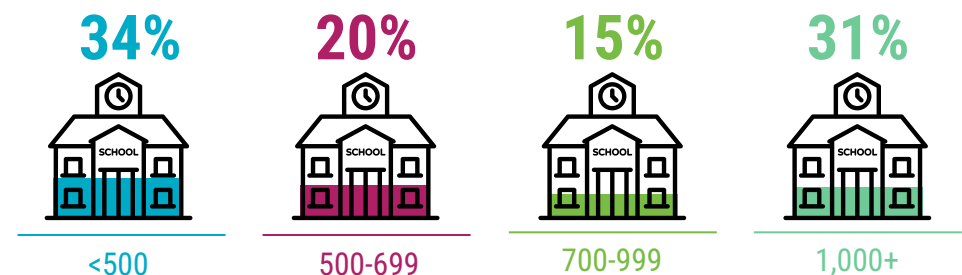
## TENURE



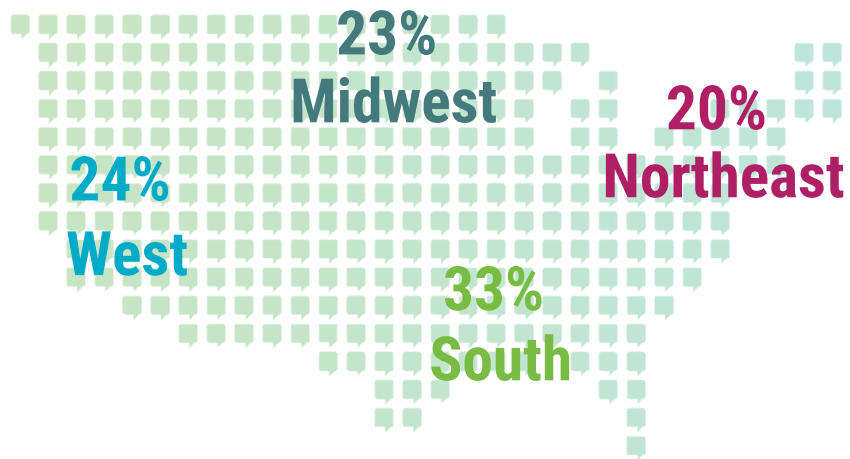
## SCHOOL TYPE



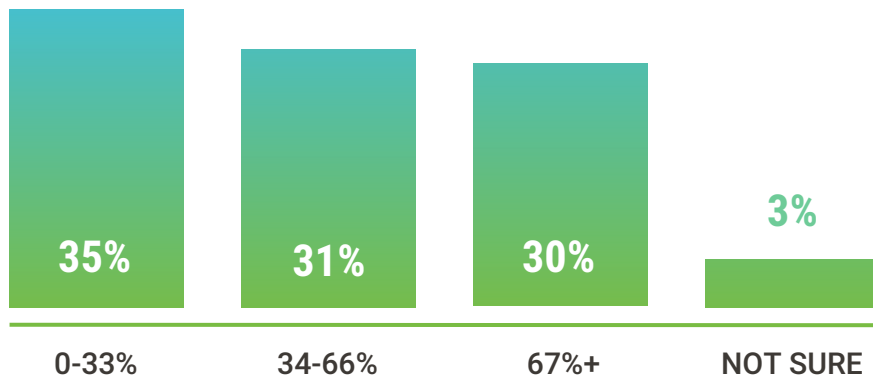
## SCHOOL SIZE



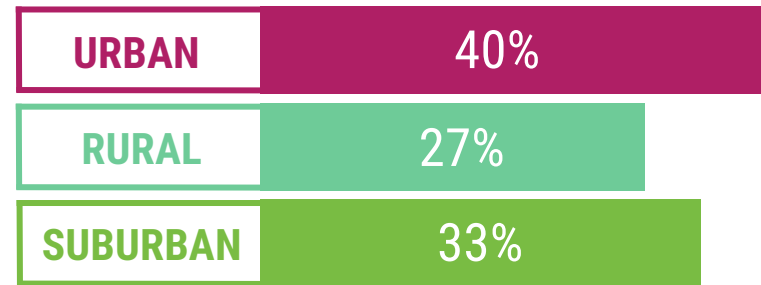
## REGION



## REPORTED SCHOOL POPULATION: LOW-INCOME STUDENTS



## WORK COMMUNITY

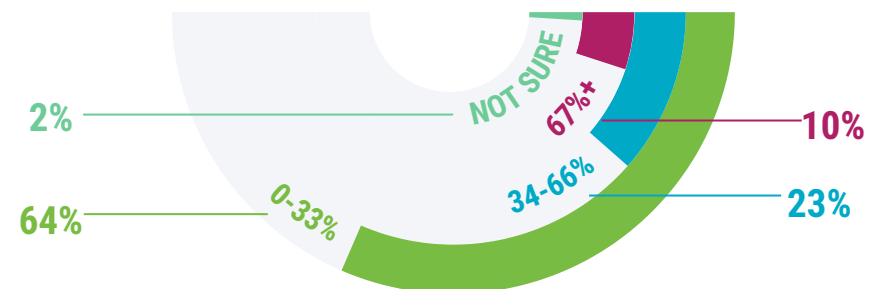


## REPORTED SCHOOL POPULATION: STUDENTS OF COLOR

39% | 0-33%  
33% | 34-66%  
26% | 67%+  
2% | Not Sure



## REPORTED SCHOOL POPULATION: ENGLISH LANGUAGE LEARNERS



# THEME ONE

Forty years after the publication of *A Nation at Risk*, the K-12 public education system continues to underserve students, particularly those historically marginalized.



## THEME ONE

*"The twin goals of equity and high-quality schooling have profound and practical meaning for our economy and society, and we cannot permit one to yield to the other either."*

— A Nation at Risk

The students served by our K-12 system have diversified dramatically since A Nation at Risk was published; the [percentage of students of color has increased](#) from a third to more than half since the 1990s, and the percentage of students with Individualized Education Plans (IEPs) has increased from [11%](#) to [15%](#) since 2000. The disaggregation of data has made learning inequities for these student populations explicit. Unfortunately, student assessment and teacher perception data make clear that amid the pandemic the system has continued to underserve these students.

Only a third of teachers believe their school is often meeting the needs of students who are performing below grade-level, non-native speakers of English, and students living in foster care or experiencing homelessness, and only half say they are meeting the needs of students of color, low-income students, and students with learning disabilities. And, only 22% of teachers believe their school is meeting the needs of LGBTQ+ students, reflective of the consistently hostile environment these students now learn in.

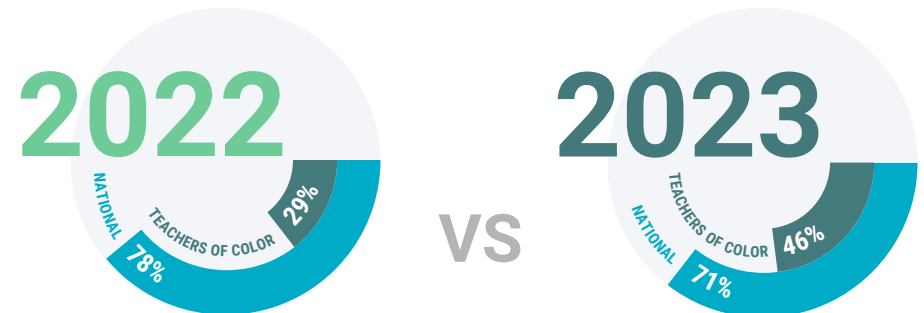
Seventy-one percent of teachers report that their students are academically behind today compared to pre-pandemic, and 60% say their students' mental health is worse. While this marks an improvement from [last year's survey](#), students are still struggling. Interestingly, teachers of color are significantly less likely to say their students' academic performance or mental well-being has declined. While determining the why behind this is complex, research shows that [teachers of color are more likely to work in hard-to-staff schools](#), where students were more likely to already be struggling pre-pandemic, and that [they are less likely to possess gaps between what they believe their students can achieve and what they actually can](#).



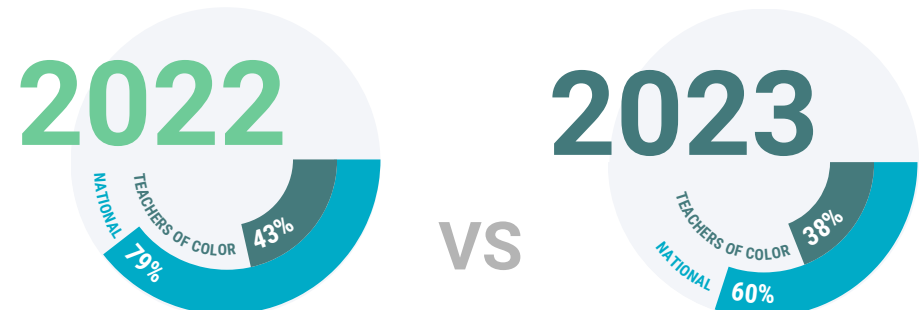
If we've done anything during the pandemic, if there's any silver lining, it's that we've made people more aware of mental health and its importance.

Leona S. Fowler | assistant principal | Queens, NY

Q10. My students today are academically behind, compared to a typical classroom of students before the pandemic.



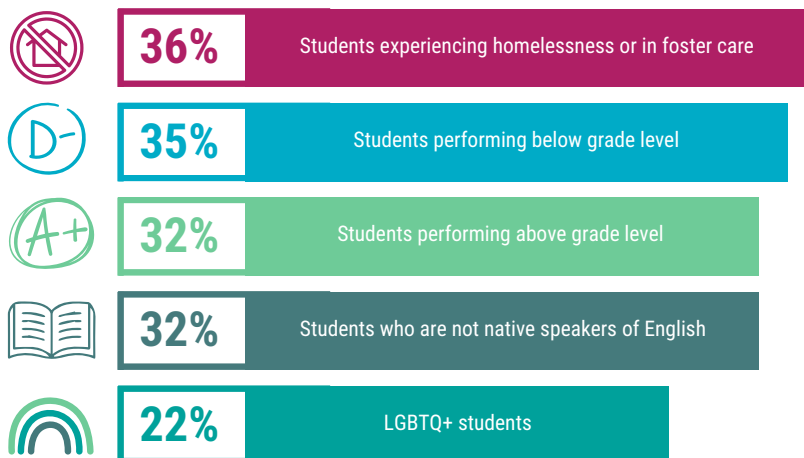
Q11. My students' mental well-being today is worse than before the pandemic.



## THEME ONE | CONTINUED



Q30-32, 36-37. How often would you say that your school meets the needs of each of the following?



Kids can't 'go back to normal' because their lives have been irrevocably changed. It's hard for kids to articulate how they're feeling because of that. And if your mental health and social health aren't strong, what you produce academically won't be strong.

**Shirley Jones-Luke** | high school English teacher | Boston, MA

Additionally, [research shows that students who have teachers of color experience significant social-emotional and academic benefits](#) as a result, perhaps indicating that students who have teachers of color are in fact recovering from the impacts of the pandemic more quickly; unfortunately, despite their impact, teachers of color continue to be severely underrepresented in the workforce.

In October 2022, the National Assessment of Educational Progress (NAEP) released the first comprehensive look at student learning since pre-pandemic, and it confirmed teachers' perceptions. After two decades of steady progress in math, these scores marked the steepest decline recorded since the assessment was first administered in 1990, with [math scores dropping five points for fourth graders and eight points for eighth graders](#). In reading, [the three-point decline in both fourth and eighth grade](#) was not as steep, but the decline brought scores on par with those of 2003. The declines in fourth-grade math and reading reflected widening gaps for those already facing inequities; Black, Hispanic, and American Indian/Alaska Native students and students already struggling academically saw the largest declines.

The rest of this report, structured after the original structure of A Nation at Risk—Expectations, Content, Teaching, and Time—investigates how we got here, and what needs to change to move us forward.

The background image shows a classroom setting. On the left, a male teacher in a dark shirt is leaning over a desk, interacting with a female student in a light-colored shirt. In the center, another male student in a dark shirt is looking down at a desk. On the right, a male student in a light blue button-down shirt is standing and looking towards the left. The desks are cluttered with papers, a small potted plant, and a hand sanitizer bottle. A vertical white line separates the title area from the text area.

# THEME TWO

**Expectations: As our country diversifies and our economy modernizes, our education system should be held accountable for meeting the evolving needs of students.**



## THEME TWO

*“... Individuals in our society who do not possess the levels of skill, literacy, and training essential to this new era will be effectively disenfranchised, not simply from the material rewards that accompany competent performance, but also from the chance to participate fully in our national life. A high level of shared education is essential to a free, democratic society ...”*

*— A Nation at Risk*

It is both true that much in K-12 public education has stayed steady since 1983, and that much has drastically changed. The stated goals of our education system have remained largely the same as those laid out by the writers of *A Nation at Risk*: preparing students to lead happy, productive lives; to engage in our nation’s democracy; and to participate in postsecondary work. However, the world we live in is hugely different, which means that while the goals of the system are similar, what is needed to reach them today is extraordinarily different from what was needed in 1983. The K-12 public education system and the teaching profession have not progressed alongside these changing needs.

Preparing students for college has long been viewed as a core purpose of education. However, college-going has experienced a boomerang effect since the 1980s, with the public increasingly fixated on college as the best post-graduation option for every student until very recently. From 1975 to 2011, the [percentage of high school graduates who immediately enrolled in college increased from 51% to 68%](#). However, by 2020, [this had dropped to 63%](#), and [enrollment continued to plummet throughout the pandemic](#). Meanwhile, [students are expressing increasing interest in apprenticeship models](#), and everyone from [education advocacy organizations](#) to [district leaders](#) to the [president of the United States](#) is calling for more diverse career pathways for students. The bottom line is that college, while often the most desirable option—after all, [college graduates earn more than double annually what high school graduates do](#)—is not always the best option, particularly for [students who must accrue massive debt and may wish to pursue a field like teaching or social work where the pay does not match the cost of the degree](#).

Ultimately, students need a varied selection of post-graduation pathways for which school prepares them so they can make an informed decision about which direction to pursue.

Evaluating progress toward the goals of the system also naturally raises questions about what metrics we leverage to do so. A *Nation at Risk* recommended that educational entities in the United States adopt “rigorous and measurable standards” and assessments “administered at major transition points” that evaluated to what extent students had mastered them. While this was a relatively novel idea at the time, the [No Child Left Behind Act](#) made standards and assessments a pivotal—and required—piece of everyday schooling.

[Critics with both valid arguments and not](#) have censured the United States’ approach to assessing students in the decades since: that students are overtested, that standardized assessments encourage teachers to “teach to the test,” and that assessments are biased against students of color. Even proponents of the federal requirement for assessments have recently come to question whether a myopic focus on math and reading scores has been to the detriment of other critical indicators. The 2015 reauthorization of the [Every Student Succeeds Act \(ESSA\)](#) required that states use a fifth indicator in their accountability system, and [encouraged them to choose something that was “non-academic,”](#) thus indicating a push toward broader measurements of success. Currently, the [field is searching for more innovative and equitable options](#) for required assessments, including [mastery-based systems](#).

The importance of effective summative learning measures, though, is particularly poignant right now, at a time when parents across the country are underestimating their children’s academic gaps. [Ninety-two percent of parents believe their own child is reading on grade level](#), despite two-thirds of kids being behind. The [well-known subjectivity of report card grades](#) makes an objective, consistent measure of student learning essential, even if that measure needs tweaking or realignment. As we innovate to create a more effective assessment system, we must not sacrifice the ability to collect and disaggregate data that reveals which students are struggling the most and the work our system must still do to improve.

*Voices from the Classroom explores teachers’ perceptions about the goals of K-12 education, and how we should go about measuring its success.*

## TREND 2.1

The goals of the education system are not mutually exclusive, and must all be reached for every child in order to provide students with meaningful options when they graduate from high school.



We need to think differently. We need to think about what's next, and how to keep pace with it. I have students that have 100,000 followers on TikTok. They have access and a network. How do we make education relevant for them?

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



Everyone uses the pandemic as a before and after, and that's true of the needs of our students too. Our country's entire mindset has shifted, and the way we prepare students to one day lead this country and to build relationships has to follow in that direction.

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

## TREND 2.1 | CONTINUED

When asked what the central purpose of K-12 education is, teachers equally value preparing students to lead happy and productive lives, to engage as informed citizens, and to participate in postsecondary education or training. Teachers of color also ranked preparing students to build relationships in an increasingly diverse country equally with the other options.

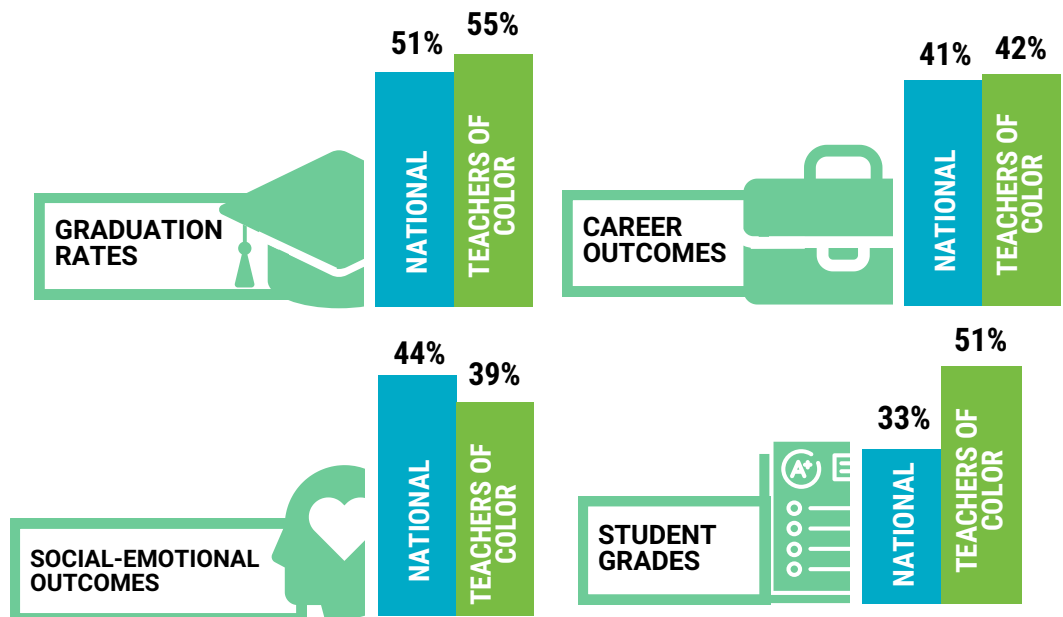
Teachers also acknowledge a broad set of metrics is necessary, including graduation rates, social-emotional outcomes, and career outcomes. Teachers of color also ranked student grades as a top measure.

These results indicate the need for an education system that delivers on a varied set of goals, and one that is equally successful at providing each of them for every single child. Students graduate today with more career options than they did 40 years ago. Schools must prepare them to make an informed decision about their options, and prepare them to be successful at whichever one they choose.

**Q49. Which of the following statements do you think most accurately captures the central purpose of K-12 education?**

	NATIONAL	TEACHERS OF COLOR
Preparing students to lead productive, happy lives	28%	19%
Preparing students to participate as informed citizens	25%	20%
Preparing students for postsecondary education/training	19%	22%
Preparing students to build relationships in an increasingly diverse country	8%	18%

**Q50. Which of the following, if any, do you think the nation should be measuring to assess the success of K-12 education?**  
Select all that apply.



## TREND 2.2

**Summative measures of student learning are critical, but assessment systems must improve in order to effectively and holistically measure multiple, equally important student outcomes.**



Teachers of color believe that the standard is the standard, and you need to get the kids to that standard. We recognize that, while important, classwork is not the same as formal assessment, and both are important.

**Genelle Faulkner | high school biology teacher | Boston, MA**



TREND 2.2 | CONTINUED

Virtually all teachers believe that students should have a summative measure of their learning and that teachers should be responsible for their students' progress on that measure. Additionally, teachers believe that measures of student academic growth are the most valuable measure in evaluating teachers' effectiveness.

Teachers also report that they leverage student assessment data as a critical tool in their classroom; two-thirds use it to plan, modify, and evaluate their instructional program and to personalize learning. Fewer teachers, though—60%—report using assessment data to inform parents of student progress, which may help explain the disconnect between parent perception of their students' academic achievement and assessment data.

These results indicate that teachers believe deeply in the value of measuring learning. However, they do not believe they have yet been provided the tools to do so effectively. Only 56% of teachers believe that their state assessment accurately measures student mastery of content standards—though, in contrast, 66% of teachers under 30 and 76% of teachers of color believe it does—and only 38% say they receive regular training to understand how to use assessment data to improve their practice.

VOICES FROM THE CLASSROOM  
A SURVEY OF AMERICA'S EDUCATORS

	NATIONAL	TEACHERS OF COLOR
Q52. Students should have a summative measure of their learning from the beginning to the end of the school year.	90%	93%
Q53. Teachers should be responsible for students' progress from the beginning to the end of the school year.	83%	84%
Q54. The assessment measures accurately student mastery of state content standards.	56%	76%
Q57. I use assessment data to plan, modify, and evaluate my instructional program.	68%	66%

Q58. Which of the following, if any, do you believe are most valuable in evaluating teachers' effectiveness?  
Please select top two.



54%

Measures of student academic growth over time (e.g., from the beginning of the school year to the end)



33%

Students' daily work/projects/portfolios



24%

Classroom observation by administrators



18%

Classroom observation by teachers



A photograph of a teacher and a student working together at a desk. The teacher, a Black man with dreadlocks, is leaning over the desk, pointing at a piece of paper. The student, a young woman with long brown hair in a ponytail, is looking at the paper. On the desk, there is a camera on a tripod, some papers, and other small items. The background shows a classroom setting with a window and a poster on the wall. The entire image is overlaid with a green and blue gradient.

# THEME THREE

**Content:** Teachers do not receive the high-quality resources they need to be successful in their core instructional work.

## THEME THREE

*“By content we mean the very ‘stuff’ of education, the curriculum ... In effect, we have a cafeteria style curriculum in which the appetizers and desserts can easily be mistaken for the main courses.”*

*— A Nation at Risk*

A crowning achievement of A Nation at Risk was its impact on the requirements around what students learn in high school, both broadly in terms of subject matter, and more narrowly in terms of the standards covered in those subject areas. It recommended that public education move away from the “curricular smorgasbord” it currently had in place, toward consistent content that equipped high school graduates with critical skills in each subject area.

While the education community quickly got to work implementing the report’s subject matter recommendations, it wasn’t until nearly 30 years later, in 2009, that the [Common Core State Standards](#) attempted to implement the standards component of its recommendations in a widespread way. Although backlash against the initiative was strong and the vision of nationwide standards has not been fully realized, most states now have their own high-quality learning standards aligned to the knowledge and skills necessary for postsecondary success.

Since the publication of A Nation at Risk, research has proven time and again that the writers of the report had very good reason to recommend high-quality, coherent, and consistent learning standards and curriculum across districts. Evidence shows that [high-quality curricular materials have a high return on investment in improving student learning](#), and that they particularly benefit low-income students, students of color, students with disabilities, and non-native speakers of English, [who are more likely to be given piecemeal, below-grade level work](#) in their absence. Equally as important, though—and something A Nation at Risk spent little time on—is the alignment of learning standards and curricular materials to instructional practices, professional learning, and assessments, something experts have recently termed “[instructional coherence](#).”

Also missing from A Nation at Risk was a focus on the importance of culturally relevant education and materials, which [research shows supports student learning](#). [Two-thirds of voters believe that schools should teach an accurate rendering of American history, including the way that the legacy of slavery impacts our society today](#), but politicians have become increasingly committed to politicizing such content. Legislation seeking to limit teaching about race, racism, and gender identity has been [introduced in 44 states and enacted in 18](#). E4E’s [Don’t Erase History campaign](#), launched in the spring of 2022, highlights the intentional misrepresentation of culturally relevant education as something it is not in these laws, and calls them out as tools to deepen the disenfranchisement of identity groups who have been subject to this type of treatment for generations.

Most recently, Congress is considering a federal [Parents Bill of Rights Act](#), which would require districts to publish all curricular materials online for parents to review. While parent engagement in education is valued by teachers and politicians on both sides of the aisle, the bill is widely recognized by both [teachers](#) and [parents](#) as a guise to allow outspoken parents to demand the removal of content related to race, racism, or gender identity from the classroom; to undermine trust between teachers and parents; and to encourage teachers to self-censor materials for fear of angering parents. [Two-thirds of parents and voters believe that the “culture wars” created by legislation like the federal Parents Bill of Rights Act divert attention from addressing the true challenges of K-12 education](#).

*Voices from the Classroom explores teachers’ perceptions about the content they are required to teach and the materials and guidance they are provided to deliver it.*



## TREND 3.1

**Academic standards align with what students need to be successful in their future careers, but teachers lack effective curricular materials to deliver them.**



If you're buying or downloading something that should be an already existing piece of the puzzle, that's a problem. Teachers shouldn't have to do that. They should have a coherent and cohesive curricular roadmap.

**Cory Cain | dean of instruction | Chicago, IL**

Eighty-three percent of teachers believe that the content—or the standards—they are required to teach adequately prepares their students to succeed in their future careers, indicating that teachers believe the subject areas recommended by A Nation at Risk and their associated standards are the right ones. However, teachers do not have the curricular materials necessary to effectively implement these standards in their classrooms. Only 36% report that they have the curricular materials needed for effective instruction, only 30% have received the training to effectively implement their materials, and only 29% receive aligned formative assessments, indicating a lack of the “instructional coherence” so necessary for student success. Teachers’ opinions of their curricular materials have remained relatively stable since 2020, with between a quarter and a third of teachers responding positively on various questions about them.

As a result, teachers continue to search for curricular resources outside of their district-provided materials at similar rates to last year’s survey, which research shows leads to less effective instruction, and which prevents the content-embedded professional learning that research shows is so critical to adult and student learning outcomes.

Additionally, teachers who said they would recommend the profession to others were also more likely than the rest of the sample to have positive views of their curriculum and assessment materials, underscoring the importance of providing teachers with the resources they need in order to retain them and grow the profession.

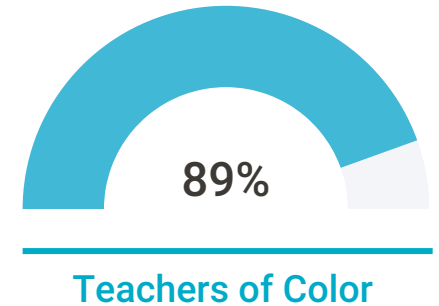
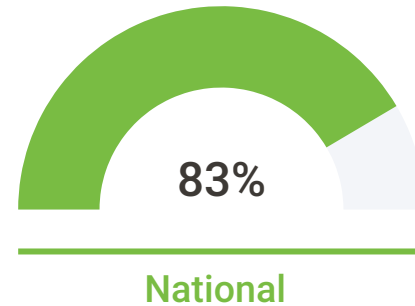
## TREND 3.1 | CONTINUED



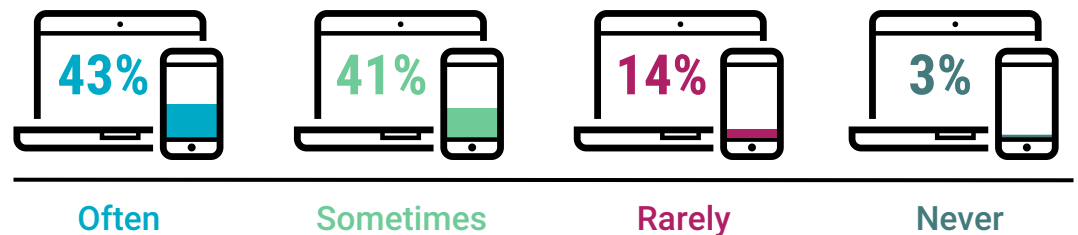
Q41. Which of the following statements about the curricula used in your school are accurate?

I have the curricular materials I need for effective instruction.	35%
Our curricula are high quality and well aligned to learning standards.	34%
We have received the trainings that enable us to implement our curricula effectively.	30%
Our curricula include high-quality formative assessments to measure student learning.	29%
Our curricula are culturally relevant for our student population.	26%

Q51. The content I am required to teach is adequately preparing my students to succeed in their future careers.



Q42. How often do you create, buy, or download lessons to replace or supplement your curriculum?





## TREND 3.2

With the appropriate guidance and resources, teachers are best equipped to determine how to deliver culturally relevant content to their students.



Parents are a critical part of the school community and can give me deep insight into knowing their child. But I'm a teacher. I'm a professional. I deserve autonomy over the work that I do.

Jennifer López | fifth-grade teacher | Sylmar, CA







## VOICES FROM THE CLASSROOM

### A SURVEY OF AMERICA'S EDUCATORS

Seventy-five percent of teachers believe that, with the exception of ensuring grade-level appropriateness, legal limits should not be placed on classroom conversations about race, racism, gender identity, or other issues related to identity or oppression. Additionally, only 2% of teachers—and only 3% of Republican teachers—believe that parents should have ultimate decision-making authority over the curricular materials used by students in their child's classroom, with about two-thirds of teachers preferring that parents be able to collaborate with their child's teacher or provide input, but not be granted decision-making authority, and 16% reporting parents should play no role.

Fortunately, teachers are reporting an increase in the availability of guidance and resources to deliver culturally relevant content. Seventy-eight percent of teachers report they have received materials, guidance, or training for effectively implementing culturally relevant instruction in their classrooms—up from only 30% in 2021—and nearly half report a school- or district-wide expectation for delivering it. Unfortunately, though, not all educators teach in a culturally relevant-friendly environment: About a fifth of teachers have been told by a member of their school community to limit these conversations, despite teachers themselves being in support of them.

Q47. As you may know, there is currently a debate about the role parents should have in determining the curriculum that their children are taught. To what degree do you believe parents should have authority in curricular decisions?



Parents should not have a say in curriculum decisions

**16%**



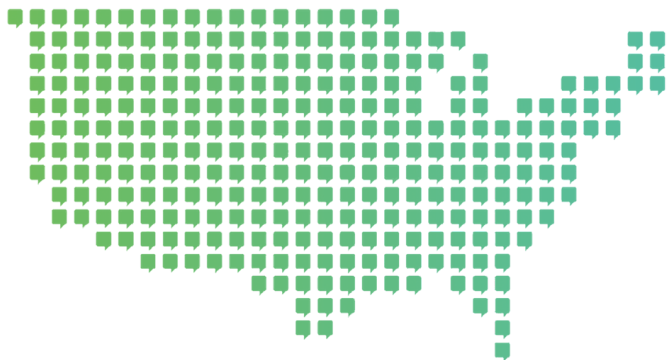
Parents should be able to provide input but shouldn't have decision-making authority

**54%**



Parents should have ultimate decision-making authority over curricular materials used by all students

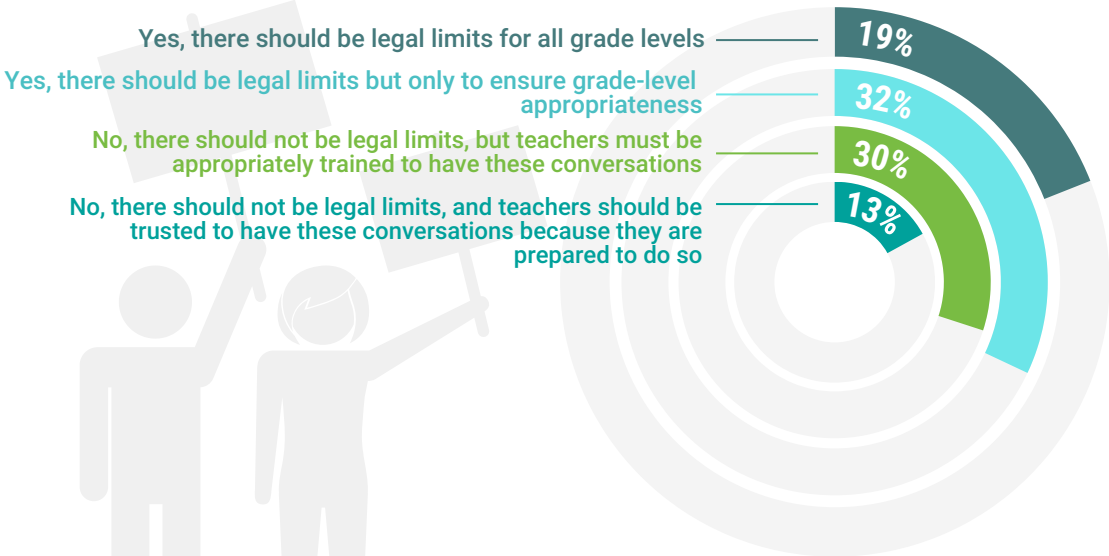
**2%**



TREND 3.2 | CONTINUED



Q46. As you may know, a handful of states have passed legislation that limits how teachers discuss racism, sexism, and other issues related to identity or oppression in the classroom with students. Do you think there should be legal limits on those kinds of classroom conversations?





# THEME FOUR

**Teaching and Time: The teaching profession, largely structured via the union contract, has not adapted to the changing needs of K-12 education, making the job unsustainable for current teachers and unattractive to potential future teachers.**



## THEME FOUR

*“The professional working life of teachers is on the whole unacceptable ...”  
— A Nation at Risk*

A Nation at Risk called for a reimagining of the teaching profession 40 years ago. It called for the creation of career ladders that distinguished among beginning, experienced, and master teachers; an increase in base salaries but also the differentiation of compensation based on performance; the establishment of effective evaluation systems that inform promotion and retention processes; and the redistribution of non-instructional responsibilities to staff members other than teachers. While many of these recommendations have been implemented in small pockets across the country, the status quo of the profession generally has not transformed in this way. The union contract, the document that guides the structure of the profession in most cases, has remained static for decades, and is rarely viewed as a vehicle for innovation.

The report also said that we could only hope to achieve educational greatness “if we avoid the unproductive tendency of some to search for scapegoats among the victims, such as beleaguered teachers.”

Unfortunately, the report in many ways had exactly the effect they were hoping to avoid; the declaration that the education system was a failure became the central takeaway of A Nation at Risk—one that some experts called “manufactured”—and for the next 40 years and

through various waves of reform and crises, the blame for that was often placed squarely on the shoulders of teachers.

[Because the structure of the profession has not adapted to the realities of what is expected of teachers](#) in a system with evolving needs—coupled, of course, with difficult working conditions and [embarrassingly low pay](#)—teaching is not a desirable profession. [Interest in pursuing the field has been declining for decades](#), and the pandemic exacerbated an already leaky pipeline. [It created widespread inflation](#) that served to remind teachers that [they are sorely underpaid compared to their similarly educated peers](#). And while many of these better paid peers [shifted permanently to remote or hybrid work](#), clocking in from the comfort of their own homes, teachers were returning to buildings and [experiencing severe burnout](#) as a result of pandemic-induced challenges. It created widespread fear that [teachers would leave “in droves”](#) as the pandemic stressed an already overstressed system, and by extension discourage others from pursuing teaching as a career.

All of this concern heeded long-overdue calls to [reimagine a profession](#) that simply does not work for its members. It reminded us, overnight, that there isn’t only one way to do school. The teaching profession is at an inflection point. Where do teachers want to see it head, and will union leaders and other education decision-makers listen?

*Voices from the Classroom explores teachers’ current perspectives about their own profession, the union contracts that generally guide it, and what change is needed to make their job more viable.*



## TREND 4.1

While teachers are committed to staying in the classroom long term, they wouldn't recommend the profession to others, calling the future of the profession into question.



I've definitely cautioned people I know who are interested in pursuing teaching. I say, 'Are you really sure you want to do that?' I love my job, but it's a hard job. It takes over your life, and it's mentally taxing. You have to be really in love with it in order to survive.

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

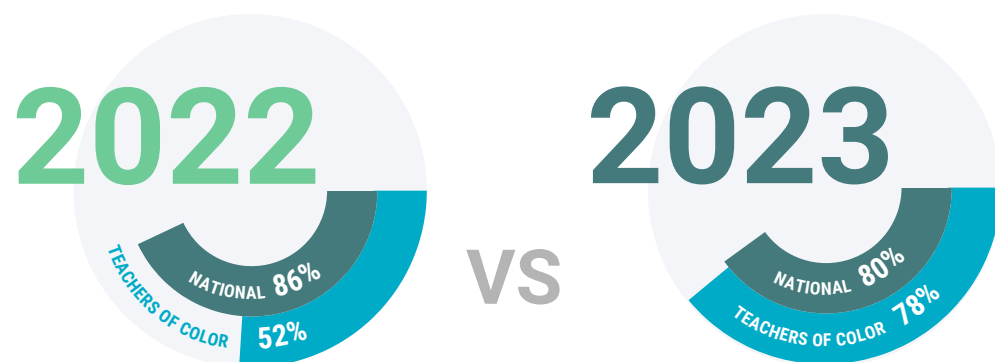


I'm one of the small group of teachers who would recommend the profession to others. It's such a fulfilling job. You walk in that building and the kids embrace and love you and everything else falls away. But, I'd also tell anyone considering it: Make sure you get a second job.

**Dee Nix | impact director | Chicago, IL**



## Q19. As of now, how likely would you say you are to spend your entire career as a classroom teacher?



Amid widespread fear of teachers fleeing the classroom en masse, [Voices from the Classroom 2022](#) found that the system risked losing its teachers of color in particular. In 2023, however, 80% of all teachers, and 78% of teachers of color, report that they plan to spend their entire career as a classroom teacher. This percentage is steady—and for teachers of color, a significant increase—from last year. A rosy interpretation of this indicates that teachers decided to stay; a less optimistic interpretation wonders if they already left. And despite this potential glimmer of hope, half of teachers report that their mental health as an educator is worse now than it was pre-pandemic, while a third rated it about the same.

Additionally, despite being personally committed to remaining in the classroom long term, two-thirds of educators would not recommend the profession to others, raising grave concerns about who will teach America's next generation.

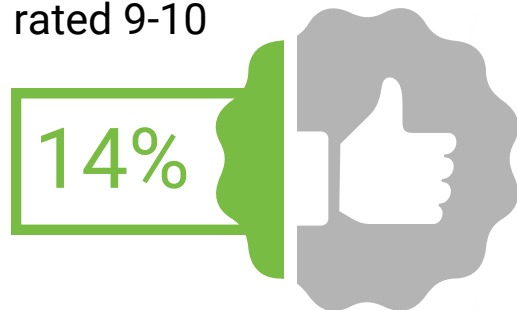
The bottom line: Our nation's teachers are willing to stick it out, whether it's because of the kids they care so deeply about or the structural barriers involved in changing careers, but they're not willing to encourage the next generation of educators to stand at the front of the classroom.



**Q20. On a scale from 0 to 10, how likely are you to recommend teaching to a friend, family member, or acquaintance?**

**PROMOTERS**

rated 9-10



VS

**DETRACTORS**

rated 0-6



**NPS SCORE**

**-50**

## TREND 4.2

**While unions provide many tangible benefits to their teacher members, they do not contribute to the professionalization of the workforce, and so teachers do not look to their union contract as a tool for innovation and improvement.**



If we were talking about our national democracy we would not be proud to say that only 30% of teachers believe their union elections are very democratic. These numbers are nothing to be proud of.

**Daniel Gannon | high school history teacher | Westchester, NY**



I think often, teachers don't know what the union is doing until a negotiation occurs. During the negotiation process, more teachers get involved. Other than that, teachers don't generally attend meetings. It's on teachers to participate, but it's on union leaders to give teachers the access they need to be able to do that.

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

## TREND 4.2 | CONTINUED

Q63. How “democratic” would you say that your union elections have been (e.g., level of participation, accessibility, fairness)?

**40%**

vs

**30%**

National 2020

National 2023

**VERY  
DEMOCRATIC**

Q64. To what degree do you believe that your perspective as a teacher is represented in policy decisions in your union?

**A GREAT DEAL**

**30%**

National

**25%**

Teachers of Color





*Additionally, only 30% of teachers report that their union elections are “very democratic”—down 10 percentage points from 2020—and 20% of teachers say they are not sure how democratic it is. Again, only 30% say their perspective is reflected a great deal in the decisions made by their union, and that they understand the policies in their union contract a great deal.*

While teachers deeply value their union and its support, they do not view it as contributing to the professionalization of the workforce or as a body that directly reflects their voices. Consistent with years prior, teachers appreciate the benefits their union provides them in the form of advocating for higher wages and job protections, with approximately two-thirds of teachers saying the union does a good or excellent job in these areas. However, this percentage drops below 50% when asked about the union’s ability to provide support and mentoring to new teachers, expand the career ladder, and negotiate new ways to more effectively evaluate teachers.

Given teachers don’t view their unions as contributing to professionalizing the workforce through these means, it is not surprising that less than a third of teachers view the core purposes of their union contract as providing professional learning supports, improving evaluation structures, or expanding the career ladder. Teachers of color, though, are significantly more likely to identify these as core purposes of their union contract, perhaps indicating more of a desire than a reality. This desire is consistent with findings from [last year’s survey](#), which showed that teachers of color are more likely than the national sample to believe that professional learning supports and leadership opportunities are effective retention mechanisms.

Additionally, only 30% of teachers report that their union elections are “very democratic”—down 10 percentage points from 2020—and 20% of teachers say they are not sure how democratic it is. Again, only 30% say their perspective is reflected a great deal in the decisions made by their union, and that they understand the policies in their union contract a great deal. Taken together, these percentages indicate low levels of participation and access to information in an organization meant to be the primary source of teachers’ power and thus their foremost avenue for change.

## TREND 4.3

**Current teacher workloads are unsustainable, and they need more support in effectively collaborating with other members of school staff in order to allow them to focus on their core instructional work.**



What is the role of a teacher these days? What's reasonable to expect?

**Genelle Faulkner | high school biology teacher | Boston, MA**



Too much support is overwhelming if it's not strategic. If I have three support staff members in my classroom but if I don't know how to leverage their skills, that doesn't help me.

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

## TREND 4.3 | CONTINUED

Q38. Do you agree or disagree with the following statement: The role of the classroom teacher has too many responsibilities, making it difficult to be effective.

**87%**  
**AGREE**

**National**

**77%**  
**AGREE**

**Teachers of Color**



As the needs of the K-12 system have expanded, so too has the role of the teacher. In fact, 87% of teachers report that the role of the classroom teacher today has too many responsibilities, making it difficult to be effective. The academic, social, emotional, and physiological needs of students are prolific and diverse, and teachers cannot support all of them alone.

This unsustainable workload becomes visible when teachers are asked what they need to move forward post-pandemic. The most popularly desired resource for helping students overcome pandemic-induced learning setbacks is more support staff, and the most highly sought-after professional learning support is how to effectively collaborate with those staff members.

This challenge, of course, is exacerbated when there also are not enough teachers. [School- and subject-specific teacher shortages continue to plague the profession](#); 88% of teachers report that this is a serious problem. This leaves the teachers that are in the building not only attempting to perform too many jobs, but also filling in the gaps for a missing peer who, were they present, would also have too many jobs.

Q39. In which of the following areas, if any, would you personally like to have additional professional development and support?

Effectively collaborating with other school staff who support my students (e.g., paraprofessionals, counseling staff, co-teachers)

15%

Supporting unique learners (e.g., English learners, students with special needs)

15%

Alternatives to punitive discipline (e.g., restorative practices, positive behavioral intervention and supports)

12%

## TREND 4.4

**Raising salaries across the board is the best way to attract and retain a talented and diverse workforce, but compensation must also be differentiated in order to recognize exceptional performers.**



For people who do not come from money and have to create their own financial wealth from scratch, starting a career in education is a huge risk.

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

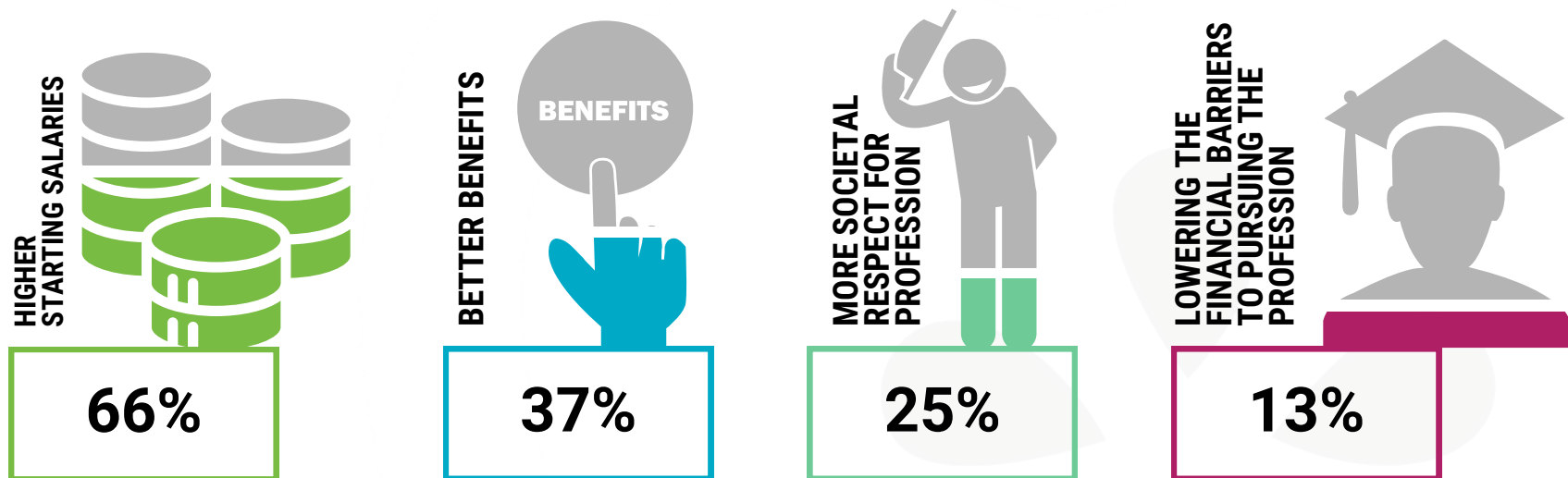
Logic would indicate that as jobs become increasingly difficult and time-consuming, increased workload would be correlated with salary increases. Unfortunately, this does not apply to teaching; it is common knowledge that becoming a teacher means doing more work for less pay than your similarly educated peers.

Two-thirds of all teachers, and half of teachers of color, report that higher salaries are the best way to attract and retain a talented and diverse workforce, making it the top choice of incentive for both groups. Teachers of color were twice as likely this year as they were last year to select higher salary as the best retention mechanism, perhaps reflecting the pervasive impact of inflation on systemically underpaid teachers. Additionally, teachers who anticipate leaving the profession before the end of their careers are most likely to say the reason is that they want a higher paying job or that they take on too many extra responsibilities for which they are not compensated. Better benefits is the second most popular incentive for both attraction and retention, and more societal respect for the profession the third.

All teachers, and particularly teachers of color, also overwhelmingly favor differentiating compensation for top performers or teachers working in hard-to-staff schools or subject areas, contrary to the traditional steps-and-lanes approach that union contracts generally leverage. The specific interest of teachers of color in differentiated compensation aligns with research indicating that [they are more likely to take on extra work and not be compensated for it](#) than are their white peers.

## Q22. Which of the following do you think would be most likely to attract talented and diverse candidates to the teaching profession?

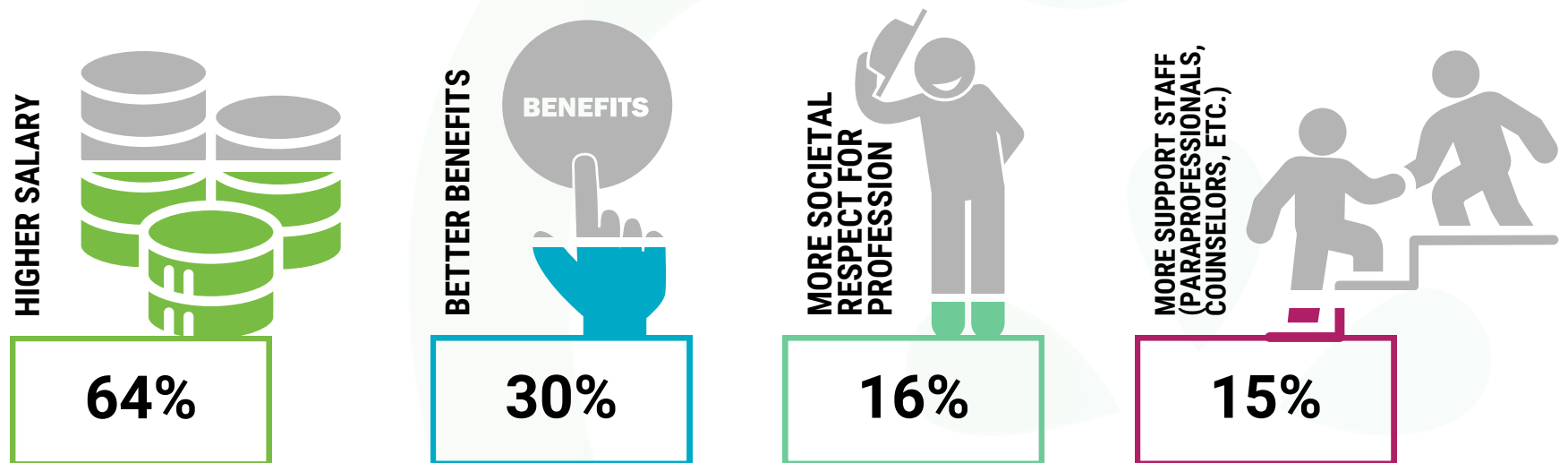
\*First and second choice combined.





## Q23. Which of the following do you think would be most likely to retain teachers in the profession?

\*First and second choice combined.



## TREND 4.5

Districts must  
prioritize retaining  
high-quality, diverse  
teachers who are  
most deeply  
impacting students  
in moving toward the  
system's goals.



As a Black man, I am one of the few faces that resemble those of my students and I share similar experiences in terms of our ways of being or being perceived by others and how we move through the world. Just seeing me in the classroom every day sends a powerful message to my students: Education is for you, too.

**Arthur Everett | high school social studies teacher |  
Brooklyn, NY**

The research on the impact of high-quality, diverse teachers on students is unequivocal: [having an effective teacher at the front of the room is the number one in-school predictor of student success](#). And, [all students, but particularly students of color, display higher academic achievement and social-emotional outcomes when taught by a teacher of color](#).

Consistent with this, teachers believe that districts should prioritize retaining high-quality, diverse educators. Eighty-three percent of teachers believe that teachers should be held responsible for their students' academic progress, and 80% believe that school staff must reflect the diversity of the students they serve. Further, if layoffs were to occur, teachers prefer the use of teacher performance over teacher seniority by a 2-to-1 margin, with teacher certification area coming in third. In fact, when presented with a series of nine options for approaches to reducing costs in the event of a financial downturn, including freezing hiring, offering "buyouts" to teachers near retirement, and laying off teachers based on performance, layoffs based on seniority were the least popular option.

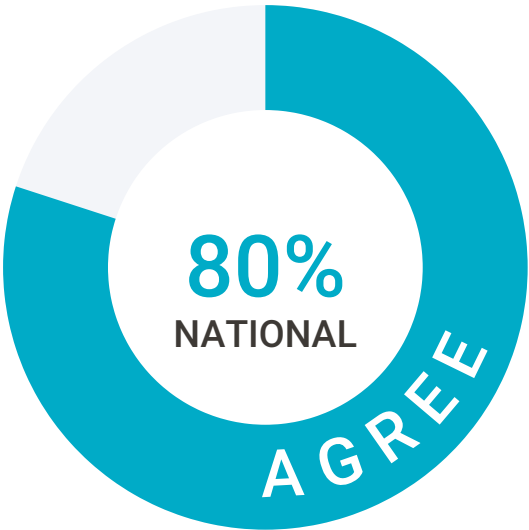
In "[So All Students Thrive: Rethinking Layoff Policy to Protect Teacher Diversity](#)" E4E and [TNTP](#) found that teachers of color are more likely to be early in their career than are white teachers in nearly every state, putting them more at risk for being let go if layoffs occur as a result of declining student enrollment and a looming fiscal cliff. Without reform to the widespread use of seniority to determine who is laid off, our diverse educator workforce, already underrepresented, could be further depleted.

Q60. If the economy and/or student enrollment continues to decline, teacher layoffs may occur. Which of the following factors should be considered when making layoff decisions?

\*First and second choice combined.

	National	Teachers of Color
Teacher performance	59%	52%
Teacher seniority	36%	18%
Teacher certification areas	26%	27%

Q29. Do you agree or disagree with the following statement? It is important for the staff at our school to reflect the racial identity of our student population?



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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%.

To view the entire data set, go to [e4e.org/teachersurvey2023/data](https://e4e.org/teachersurvey2023/data)

**Q10. On average, where do you think your students are academically today, compared to a typical classroom of students before the pandemic?**

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
A great deal ahead of where they were before the pandemic	8%	8%	8%	8%	16%	5%	4%	11%	10%	2%
Somewhat ahead of where they were before the pandemic	8%	22%	7%	9%	13%	6%	6%	11%	8%	5%
About the same as where they were before the pandemic	12%	23%	11%	12%	9%	11%	14%	9%	11%	16%
Somewhat behind where they were before the pandemic	43%	26%	47%	38%	34%	44%	48%	35%	43%	48%
A great deal behind where they were before the pandemic	28%	20%	26%	30%	26%	32%	27%	29%	27%	30%
I did not teach before the pandemic	1%	1%	0%	2%	2%	1%	1%	5%	0%	0%



**Q11. Do you agree or disagree with the following statement: I have the training and resources I need to help my students overcome learning setbacks caused by the pandemic.**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Strongly agree	24%	37%	24%	25%	34%	20%	20%	27%	25%	21%
Somewhat agree	50%	44%	47%	52%	42%	54%	52%	44%	51%	51%
Somewhat disagree	21%	15%	22%	19%	19%	21%	22%	21%	20%	21%
Strongly disagree	5%	5%	6%	4%	5%	5%	6%	8%	4%	6%

## CURRENT STATE OF SCHOOLS

### Q12. Which of the following resources would best prepare you to help your students overcome learning setbacks caused by the pandemic?

\*Select as many as apply.

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Mentorship or one-on-one coaching	25%	37%	22%	28%	27%	25%	23%	34%	24%	20%
Professional learning led by my school's teachers and staff	20%	39%	20%	21%	29%	16%	17%	20%	21%	19%
Professional learning led by external experts	15%	32%	15%	16%	20%	12%	14%	16%	17%	12%
More tangible resources (e.g., classroom supplies, lab equipment)	45%	48%	46%	43%	51%	42%	42%	50%	46%	36%
More instructional time in the school day	26%	35%	26%	26%	26%	25%	27%	27%	24%	32%
More flexible teaching roles/teams	35%	49%	35%	35%	37%	34%	34%	37%	36%	32%
More support staff to allow me to focus on my core work of instruction	59%	54%	62%	55%	55%	53%	65%	62%	59%	56%
More academic specialists and tutors	45%	50%	44%	46%	39%	46%	49%	49%	44%	45%
More mental health/social workers	52%	39%	55%	49%	52%	49%	54%	62%	51%	48%
Other (please specify)	6%	3%	8%	5%	4%	8%	7%	4%	7%	8%
None of the above	2%	1%	2%	2%	3%	2%	1%	2%	1%	4%

**Q13. On average, how would you rate your students' mental well-being, compared to before the pandemic? Would you say your students' mental well-being today is:**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Much better than before the pandemic	6%	12%	7%	6%	13%	4%	3%	8%	7%	4%
Somewhat better than before the pandemic	8%	24%	8%	9%	12%	7%	7%	11%	9%	5%
About the same as before the pandemic	25%	27%	20%	31%	19%	29%	27%	24%	23%	32%
Somewhat worse than before the pandemic	45%	27%	47%	43%	41%	46%	47%	45%	45%	46%
Much worse than before the pandemic	15%	11%	18%	11%	14%	15%	16%	13%	16%	13%

## Q14. On average, how would you rate your own mental well-being as an educator today, compared to before the pandemic?

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Much better than before the pandemic	8%	14%	9%	8%	18%	5%	4%	11%	9%	6%
Somewhat better than before the pandemic	10%	29%	8%	12%	13%	6%	10%	14%	9%	8%
About the same as before the pandemic	33%	28%	32%	35%	30%	36%	33%	28%	29%	46%
Somewhat worse than before the pandemic	37%	21%	39%	34%	31%	42%	38%	32%	40%	32%
Much worse than before the pandemic	12%	8%	13%	11%	8%	11%	15%	14%	12%	9%

**Q15. On average, how much of a problem would you say that teacher staffing shortages have been at your school/district this school year?**

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Extremely serious problem	26%	18%	29%	24%	29%	26%	25%	33%	26%	22%
Very serious problem	34%	22%	33%	35%	39%	29%	34%	34%	34%	34%
Somewhat serious problem	28%	33%	27%	29%	24%	29%	29%	25%	28%	29%
Not a very serious problem	10%	24%	10%	9%	6%	14%	10%	7%	10%	11%
Not a problem at all	2%	3%	1%	3%	2%	2%	2%	1%	2%	4%



## Q16. To the best of your recollection, did your teacher preparation program train you on how to provide rigorous academic instruction?

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Yes	71%	67%	70%	72%	69%	73%	71%	70%	72%	69%
No	25%	28%	27%	24%	28%	23%	25%	24%	25%	27%
Not sure	4%	5%	3%	5%	3%	4%	4%	6%	4%	3%

## Q17. To the best of your recollection, did your teacher preparation program train you on how to successfully manage student behavior in the classroom?

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Yes	62%	71%	61%	63%	71%	60%	57%	70%	62%	57%
No	35%	26%	37%	33%	28%	36%	40%	29%	36%	40%
Not sure	3%	3%	2%	4%	1%	4%	3%	2%	3%	4%

**Q18. To the best of your recollection, did your teacher preparation program train you on how to provide culturally responsive instruction?**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Yes	60%	56%	58%	61%	64%	61%	56%	77%	59%	47%
No	35%	34%	37%	33%	31%	30%	40%	19%	35%	46%
Not sure	6%	9%	5%	6%	5%	9%	4%	5%	5%	7%

## Q19. As of now, how likely would you say you are to spend your entire career as a classroom teacher?

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Very likely	47%	45%	50%	44%	52%	41%	46%	34%	42%	67%
Somewhat likely	33%	33%	29%	37%	28%	37%	33%	39%	35%	21%
Not very likely	12%	13%	12%	11%	12%	12%	12%	16%	13%	5%
Not likely at all	8%	6%	8%	7%	8%	7%	8%	10%	8%	5%
Not sure	1%	2%	1%	1%	1%	2%	1%	1%	1%	1%



**Q20. On a scale from 0 to 10, how likely are you to recommend teaching to a friend, family member or acquaintance?**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
9-10: Promoters	14%	14%	14%	14%	24%	8%	11%	20%	14%	9%
7-8	22%	44%	22%	22%	21%	19%	23%	26%	21%	20%
0-6: Detractors	64%	41%	63%	64%	55%	72%	65%	53%	64%	70%
NPS Score	-50	-26	-49	-51	-31	-64	-55	-33	-51	-61

## A HIGH-QUALITY, DIVERSE WORKFORCE

### Q21. Which of the following best describes the primary reason you are not likely to spend the rest of your career as a classroom teacher?

\*You mentioned you are not likely to spend your entire career as a classroom teacher.

CONTINUED ON NEXT PAGE

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
I want a higher-paying job	19%	22%	18%	20%	18%	19%	20%	20%	16%	29%
I do not have enough support to address discipline issues	12%	6%	12%	13%	11%	13%	13%	15%	13%	5%
I do not have enough professional autonomy	1%	0%	1%	1%	0%	3%	0%	0%	1%	3%
I do not have the resources or training to do my job well	3%	1%	5%	1%	2%	7%	3%	2%	4%	6%
I do not have enough opportunities to grow professionally, in terms of additional responsibilities and pay	3%	8%	3%	3%	4%	2%	4%	0%	4%	3%
I am interested in pursuing a role in school leadership	4%	8%	5%	4%	4%	3%	5%	7%	4%	0%
I am interested in pursuing an entirely different career	8%	11%	7%	9%	15%	5%	5%	12%	5%	11%
I do not believe I am making an impact	3%	0%	5%	0%	5%	3%	2%	0%	5%	0%
I take on too many additional responsibilities for which I am not compensated	17%	17%	15%	19%	14%	17%	18%	11%	18%	18%
I do not feel supported by my administration	3%	6%	2%	4%	3%	4%	3%	8%	1%	4%
I do not feel respected by the public	6%	1%	6%	6%	4%	7%	6%	3%	6%	10%
I want greater work-life balance	11%	14%	10%	11%	12%	5%	14%	8%	14%	3%

## Q21. Which of the following best describes the primary reason you are not likely to spend the rest of your career as a classroom teacher? **CONTINUED**

\*You mentioned you are not likely to spend your entire career as a classroom teacher.

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
I do not feel physically safe in my school building	3%	3%	2%	4%	1%	3%	5%	5%	3%	0%
I feel isolated or unwelcome in my school community	1%	0%	2%	0%	2%	2%	0%	2%	1%	0%
Other (Please specify)	6%	2%	7%	4%	5%	8%	5%	8%	4%	9%

## A HIGH-QUALITY, DIVERSE WORKFORCE

### Q22. Which of the following do you think would be most likely to attract talented and diverse candidates to the teaching profession?

\*First and second choice combined.

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Higher starting salaries	66%	47%	66%	65%	55%	73%	69%	57%	68%	66%
Lowering the financial barriers to pursuing the profession (e.g., college tuition, exam fees)	13%	18%	14%	11%	13%	12%	13%	17%	13%	8%
Removing certification tests or other requirements	5%	7%	5%	6%	6%	5%	5%	7%	5%	4%
Better benefits (i.e., more affordable health care options, student loan forgiveness, housing support, improved family leave)	37%	31%	38%	37%	37%	39%	37%	42%	35%	38%
More leadership opportunities that allow you to increase your responsibilities and your salary	11%	18%	10%	12%	14%	10%	9%	12%	12%	7%
Streamlined certification / reciprocity (e.g., easier to obtain credentials when moving states, changing careers, portability of pension)	8%	18%	8%	8%	11%	5%	7%	7%	7%	10%
Raising the bar for entry into the profession (e.g., minimum SAT scores or GPA to become a teacher)	4%	9%	3%	4%	6%	2%	3%	7%	3%	3%
Residency programs for hands-on experience	4%	7%	4%	5%	6%	5%	4%	6%	4%	6%
Alternative certification pathways	5%	8%	4%	6%	6%	4%	5%	7%	5%	4%
Pathways for school aides and paraprofessionals to become teachers (e.g., grow-your-own models)	12%	15%	12%	11%	12%	10%	12%	11%	11%	12%
Making it easier to leave and return to teaching without losing retirement benefits (e.g., pension), seniority, or other non-retirement benefits	11%	9%	11%	11%	12%	10%	11%	11%	11%	10%
More societal respect for the profession	25%	14%	26%	24%	23%	25%	26%	16%	25%	31%

## A HIGH-QUALITY, DIVERSE WORKFORCE

### Q23. Now, which of the following do you think would be most likely to retain teachers in the profession?

\*First and second choice combined.

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Higher salary	64%	45%	62%	65%	55%	66%	69%	63%	63%	67%
Differentiated compensation for working in a hard-to-staff school or subject area	7%	13%	8%	6%	9%	5%	7%	7%	6%	9%
More leadership opportunities that allow you to increase your responsibilities and your salary	9%	15%	8%	11%	11%	9%	8%	11%	10%	6%
Better benefits (such as better or more affordable health care options, student loan forgiveness, housing support, or improved family leave)	30%	29%	30%	29%	28%	27%	32%	28%	28%	35%
More time for collaboration and planning	12%	11%	12%	11%	11%	12%	12%	10%	13%	10%
More support staff (paraprofessionals, counselors, etc.)	15%	10%	17%	14%	16%	14%	16%	21%	14%	14%
More mental health supports for educators	8%	8%	8%	8%	12%	6%	6%	11%	8%	4%
More professional development and support	5%	13%	4%	5%	7%	3%	4%	3%	6%	3%
More autonomy in the classroom	11%	10%	10%	12%	10%	10%	12%	8%	13%	9%
Higher quality curricula and more resources	5%	7%	3%	8%	5%	6%	6%	6%	6%	4%
More supportive administrators	14%	18%	14%	14%	12%	17%	14%	15%	14%	14%
More societal respect for the profession	16%	9%	19%	13%	17%	21%	13%	10%	16%	23%
Access to affinity spaces	1%	2%	1%	2%	2%	0%	1%	3%	1%	0%
Access to mentorship opportunities	2%	8%	2%	3%	4%	2%	1%	3%	3%	2%



## Q24. How much would you favor or oppose giving financial incentives to teachers who specialize in hard-to-fill subjects, such as science, mathematics, or special education?

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Strongly favor	52%	53%	53%	51%	61%	46%	49%	59%	52%	46%
Somewhat favor	35%	39%	34%	37%	32%	38%	36%	30%	35%	40%
Somewhat oppose	9%	7%	9%	9%	6%	10%	10%	9%	10%	7%
Strongly oppose	4%	1%	5%	3%	1%	6%	4%	2%	3%	6%

**Q25. How much would you favor or oppose giving financial incentives to teachers who work in hard-to-staff schools, like rural schools and schools serving students from low-income households?**

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Strongly favor	61%	61%	61%	61%	68%	59%	56%	62%	62%	56%
Somewhat favor	32%	34%	31%	34%	25%	34%	36%	28%	31%	38%
Somewhat oppose	6%	4%	6%	5%	7%	5%	6%	8%	6%	4%
Strongly oppose	2%	0%	3%	0%	0%	2%	2%	2%	1%	2%

**Q26. How much would you favor or oppose giving financial incentives to teachers who take on leadership positions within the school or district (e.g., mentor teachers, model teachers, teachers who develop curriculum, peer evaluators, etc.)?**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Strongly favor	49%	50%	51%	47%	52%	45%	50%	54%	50%	44%
Somewhat favor	40%	40%	37%	42%	36%	46%	39%	35%	42%	39%
Somewhat oppose	9%	8%	10%	9%	10%	8%	9%	8%	7%	14%
Strongly oppose	2%	1%	2%	2%	1%	2%	3%	3%	1%	3%

**Q27. How much would you favor or oppose giving financial incentives to teachers whose students show significant gains across multiple measures (e.g., test scores, student work and portfolios)?**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Strongly favor	29%	48%	26%	32%	36%	26%	26%	34%	30%	24%
Somewhat favor	32%	32%	31%	34%	33%	32%	32%	31%	33%	31%
Somewhat oppose	23%	13%	22%	23%	19%	25%	24%	20%	23%	24%
Strongly oppose	16%	7%	21%	11%	13%	17%	17%	15%	14%	21%

## Q28. How much would you favor or oppose giving financial incentives to teachers who receive multiple outstanding evaluations?

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Strongly favor	38%	47%	37%	39%	45%	31%	37%	45%	39%	29%
Somewhat favor	37%	37%	32%	42%	35%	40%	36%	36%	37%	39%
Somewhat oppose	17%	12%	19%	14%	12%	18%	20%	13%	17%	20%
Strongly oppose	8%	4%	12%	5%	8%	10%	8%	5%	8%	13%

**Q29. Do you agree or disagree with the following statement? It is important for the staff at our school to reflect the racial identity of our student population.**

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Strongly agree	34%	33%	34%	33%	46%	27%	29%	45%	32%	29%
Somewhat agree	46%	39%	46%	45%	38%	47%	50%	43%	47%	44%
Somewhat disagree	15%	20%	15%	16%	10%	21%	15%	9%	16%	19%
Strongly disagree	6%	8%	5%	6%	6%	5%	5%	3%	5%	9%



## Q30. How often would you say that your school meets the needs of students performing above grade level?

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Often	32%	43%	33%	30%	29%	30%	35%	30%	32%	33%
Sometimes	47%	37%	46%	48%	45%	47%	49%	53%	46%	46%
Rarely	17%	18%	17%	17%	18%	22%	14%	12%	19%	18%
Never	3%	1%	2%	3%	6%	1%	1%	2%	2%	4%
Not applicable - my school does not have this type of student	1%	1%	1%	1%	2%	0%	1%	3%	1%	0%

## Q31. How often would you say that your school meets the needs of students performing below grade level?

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Often	35%	43%	33%	37%	33%	40%	34%	25%	37%	37%
Sometimes	50%	39%	51%	49%	49%	47%	53%	56%	48%	51%
Rarely	12%	17%	14%	10%	14%	12%	12%	14%	13%	11%
Never	2%	2%	2%	2%	3%	1%	1%	2%	2%	1%
Not applicable - my school does not have this type of student	1%	0%	0%	1%	1%	1%	1%	2%	1%	0%

## Q32. How often would you say that your school meets the needs of students who are not native speakers of English?

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Often	32%	36%	32%	31%	36%	25%	33%	30%	30%	36%
Sometimes	45%	45%	46%	44%	44%	42%	47%	39%	45%	50%
Rarely	16%	16%	16%	17%	17%	17%	15%	22%	17%	8%
Never	2%	1%	1%	2%	1%	4%	1%	1%	2%	1%
Not applicable - my school does not have this type of student	5%	2%	4%	6%	2%	12%	3%	8%	5%	4%

## Q33. How often would you say that your school meets the needs of students of color?

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Often	47%	35%	46%	47%	50%	45%	45%	46%	44%	53%
Sometimes	43%	46%	44%	42%	41%	40%	46%	42%	45%	38%
Rarely	8%	18%	9%	8%	7%	12%	7%	9%	9%	7%
Never	1%	0%	1%	2%	3%	1%	1%	2%	1%	1%
Not applicable - my school does not have this type of student	1%	1%	1%	1%	0%	2%	0%	1%	1%	1%

## Q34. How often would you say that your school meets the needs of students from low-income homes?

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Often	51%	46%	48%	54%	52%	61%	44%	51%	49%	55%
Sometimes	38%	41%	41%	35%	37%	30%	44%	35%	40%	37%
Rarely	9%	12%	9%	8%	10%	6%	9%	11%	9%	6%
Never	1%	0%	1%	1%	1%	2%	1%	2%	1%	1%
Not applicable - my school does not have this type of student	1%	0%	1%	1%	0%	1%	2%	2%	1%	2%

## Q35. How often would you say that your school meets the needs of students with learning disabilities?

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Often	46%	41%	45%	47%	41%	49%	47%	43%	46%	47%
Sometimes	45%	40%	47%	43%	46%	43%	46%	46%	44%	46%
Rarely	8%	19%	7%	10%	12%	7%	7%	10%	9%	6%
Never	1%	1%	1%	1%	1%	1%	0%	1%	1%	0%
Not applicable - my school does not have this type of student	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%



## Q36. How often would you say that your school meets the needs of students experiencing homelessness or in foster care?

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Often	36%	37%	33%	39%	35%	44%	32%	34%	36%	38%
Sometimes	43%	40%	48%	38%	45%	40%	44%	38%	45%	44%
Rarely	14%	19%	14%	15%	14%	11%	17%	19%	14%	12%
Never	2%	1%	1%	4%	4%	1%	3%	5%	2%	2%
Not applicable - my school does not have this type of student	4%	3%	3%	5%	3%	4%	5%	4%	4%	4%

## Q37. How often would you say that your school meets the needs of LGBTQ+ students?

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Often	22%	16%	24%	21%	25%	18%	23%	19%	23%	23%
Sometimes	40%	40%	45%	36%	39%	38%	42%	35%	41%	43%
Rarely	20%	29%	17%	23%	21%	20%	20%	28%	20%	15%
Never	4%	6%	3%	6%	7%	5%	2%	5%	4%	4%
Not applicable - my school does not have this type of student	13%	9%	12%	14%	8%	19%	12%	14%	12%	15%

**Q38. Do you agree or disagree with the following statement? The role of the classroom teacher has too many responsibilities, making it difficult to be effective.**

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Strongly agree	55%	34%	59%	50%	55%	52%	57%	44%	58%	58%
Somewhat agree	32%	43%	30%	35%	28%	37%	32%	38%	30%	33%
Somewhat disagree	9%	15%	8%	11%	11%	9%	8%	14%	9%	7%
Strong disagree	4%	7%	3%	5%	6%	2%	3%	4%	4%	2%

## CONDITIONS FOR GREAT TEACHING & LEARNING

**Q39. In which of the following areas, if any, would you personally like to have additional professional development and support?**

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Social-emotional learning (SEL)	9%	8%	10%	9%	7%	9%	11%	11%	9%	9%
Supporting unique learners (e.g., English learners, students with special needs)	15%	14%	15%	15%	16%	12%	16%	15%	15%	14%
Alternatives to punitive discipline (e.g., restorative practices, positive behavioral intervention and supports)	12%	11%	10%	15%	13%	12%	12%	16%	11%	12%
Trauma-informed teaching	11%	5%	13%	8%	10%	12%	10%	11%	12%	8%
Integrating technology in your classroom	5%	12%	6%	5%	5%	6%	5%	6%	4%	7%
Family engagement	8%	5%	6%	10%	9%	10%	7%	8%	10%	5%
Using data to inform instruction	4%	6%	3%	5%	3%	6%	3%	7%	3%	4%
Content-specific instruction	6%	9%	7%	5%	3%	6%	8%	4%	7%	6%
Curriculum implementation	5%	12%	4%	5%	4%	5%	5%	2%	5%	6%
Culturally relevant education	4%	5%	4%	4%	6%	3%	3%	3%	5%	2%
Effectively collaborating with other school staff who support my students (e.g., paraprofessionals, counseling staff, co-teachers)	15%	12%	16%	13%	17%	14%	14%	14%	14%	17%
Other (Please specify)	1%	1%	2%	1%	2%	1%	1%	2%	1%	2%
None of the above	5%	1%	4%	5%	4%	3%	6%	3%	4%	8%

**Q40. Do you agree or disagree with the following statement? My school is making a significant effort to implement non-punitive discipline strategies (e.g., restorative justice, social-emotional learning, positive behavioral interventions and supports).**

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Strongly agree	35%	29%	36%	34%	42%	30%	34%	33%	36%	35%
Somewhat agree	48%	50%	47%	48%	41%	50%	51%	49%	47%	48%
Somewhat disagree	13%	17%	13%	13%	12%	15%	12%	14%	13%	13%
Strongly disagree	4%	4%	4%	4%	5%	4%	3%	3%	4%	4%

## CONDITIONS FOR GREAT TEACHING & LEARNING

### Q41. Which of the following statements about the curricula used in your school are accurate?

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Our curricula are high quality and well aligned to learning standards	34%	40%	33%	35%	31%	33%	36%	34%	33%	37%
Our curricula are accessible, appropriate, and engaging for all learners	30%	41%	29%	31%	27%	32%	31%	33%	29%	31%
Our curricula are culturally relevant for our student population	26%	32%	26%	26%	24%	24%	29%	27%	26%	25%
Our curricula include high-quality formative assessments to measure student learning	29%	34%	29%	29%	25%	30%	31%	32%	26%	33%
We have received the trainings that enable us to implement our curricula effectively	30%	35%	30%	31%	28%	30%	32%	31%	31%	29%
Our curricula are easy to adapt for hybrid or distance learning	23%	35%	24%	22%	25%	21%	23%	30%	23%	19%
I have a role in selecting the curricula we use in my school	22%	20%	24%	20%	23%	28%	17%	22%	23%	18%
I have the curricular materials I need for effective instruction	35%	39%	35%	34%	27%	38%	38%	39%	34%	33%
The curricula used in my school has been in place for long enough for teachers to be able to implement it with confidence	26%	34%	25%	27%	24%	29%	26%	30%	26%	23%
I am encouraged to incorporate SEL lessons into my curricula	34%	37%	41%	27%	31%	28%	40%	32%	34%	35%
None of the above	9%	7%	9%	8%	8%	10%	8%	8%	8%	10%



## Q42. How often do you create, buy, or download lessons to replace or supplement your curriculum?

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Often	43%	33%	48%	37%	43%	42%	43%	38%	44%	43%
Sometimes	41%	48%	37%	45%	44%	40%	38%	42%	40%	40%
Rarely	14%	13%	12%	15%	10%	15%	15%	17%	13%	12%
Never	3%	6%	3%	3%	3%	3%	3%	3%	2%	5%

## CONDITIONS FOR GREAT TEACHING & LEARNING

**Q43. Please indicate if students should be taught about the following subjects at some point in their K-12 education.**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Slavery	65%	44%	68%	62%	58%	66%	70%	73%	65%	60%
The civil rights movement	75%	62%	79%	70%	67%	77%	79%	77%	74%	74%
The history and experiences of people of diverse racial backgrounds, such as Black, Native, Latino, and Asian Americans	73%	67%	77%	69%	72%	72%	75%	72%	72%	76%
The history and experiences of people with disabilities	66%	64%	70%	62%	60%	64%	71%	72%	65%	64%
Racial inequality	57%	47%	62%	52%	55%	50%	62%	72%	56%	46%
Gender inequality	51%	51%	57%	44%	48%	46%	55%	62%	50%	42%
Personal experiences students have had with inequality and racism	48%	44%	52%	43%	49%	42%	50%	57%	49%	36%
Systemic racism in America's institutions and society	47%	45%	51%	42%	50%	41%	48%	62%	47%	34%
The history and experiences of lesbian, gay, bisexual, and transgender people	38%	41%	42%	33%	44%	26%	40%	45%	38%	31%
Racial and cultural differences in America	64%	53%	68%	60%	63%	63%	65%	71%	63%	59%
Social emotional learning	74%	69%	77%	72%	71%	76%	76%	81%	76%	66%

## A HIGH-QUALITY, DIVERSE WORKFORCE

### Q44. Which of the following, if any, reflect how culturally relevant education (CRE) is currently being implemented in your school or district?

\*Culturally relevant education (CRE) is most often defined as an approach to education that considers the heritage, history, and knowledge of all students in instruction.

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
There is a district-wide expectation that teachers are integrating CRE into their instruction	31%	42%	36%	26%	41%	22%	30%	35%	31%	28%
There is a school-wide, but not district-wide, expectation that teachers are integrating CRE into their instruction	16%	34%	12%	19%	24%	11%	13%	18%	18%	9%
I as a teacher have chosen to integrate CRE into my instruction on my own without any district- or school-based requirements	29%	37%	31%	28%	34%	27%	28%	42%	26%	26%
I am discouraged from integrating CRE into my instruction by my state, district, or school	9%	5%	7%	11%	9%	8%	10%	13%	9%	6%
There is no district- or school-wide expectation that teachers are integrating CRE into their instruction and I have chosen not to do so	23%	12%	23%	23%	17%	29%	23%	18%	24%	23%
None of the above	13%	8%	12%	14%	9%	17%	12%	10%	11%	19%

**Q45. Do you agree or disagree with the following statement?  
School or district leaders have provided me with materials,  
guidance, or training for effectively implementing culturally  
relevant education in my classroom.**

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Strongly agree	30%	40%	32%	29%	43%	24%	21%	32%	32%	23%
Somewhat agree	48%	52%	42%	54%	39%	56%	53%	55%	45%	49%
Somewhat disagree	17%	6%	19%	14%	14%	14%	20%	10%	18%	19%
Strongly disagree	5%	2%	6%	4%	4%	6%	5%	2%	5%	8%

**Q46. As you may know, a handful of states have passed legislation that limits how teachers discuss racism, sexism, and other issues related to identity or oppression in the classroom with students. Do you think there should be legal limits on those kinds of classroom conversations?**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Yes, there should be legal limits for all grade levels	19%	16%	18%	20%	23%	20%	14%	17%	21%	16%
Yes, there should be legal limits but only to ensure grade-level appropriateness	32%	36%	31%	33%	31%	31%	34%	33%	35%	25%
No, there should not be legal limits, but teachers must be appropriately trained to have these conversations	30%	35%	30%	30%	32%	27%	30%	31%	27%	36%
No, there should not be legal limits, and teachers should be trusted to have these conversations because they are prepared to do so	13%	11%	15%	11%	10%	12%	16%	13%	12%	14%
Not sure	6%	3%	6%	6%	3%	10%	6%	5%	6%	9%

**Q47. As you may know, there is currently a debate about the role parents should have in determining the curriculum that their children are taught. To what degree do you believe parents should have authority in curricular decisions?**

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Parents should not have a say in curriculum decisions	16%	9%	19%	12%	14%	15%	18%	17%	14%	17%
Parents should be able to provide input but shouldn't have decision-making authority	54%	45%	55%	54%	50%	59%	55%	49%	56%	54%
Parents should be able to collaborate with their child's teacher to make curricular decisions impacting their own child, but not other students	17%	29%	17%	17%	22%	14%	15%	23%	17%	13%
Parents should be able to select materials from an approved district or school list for use by all students	4%	7%	3%	5%	3%	3%	4%	2%	4%	4%
Parents should have ultimate decision-making authority over curricular materials used by all students	2%	2%	1%	2%	3%	2%	1%	1%	1%	4%
Parents should be able to choose a school for their child based on the curriculum the school will offer	8%	8%	6%	10%	9%	7%	7%	8%	7%	8%



**Q48. Have you been told by a member of your school community (a parent, a school leader, another teacher, or a student) to limit discussion about race, racism, or the history and experiences of underrepresented populations in your classroom?**

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Yes	21%	19%	21%	21%	26%	20%	18%	29%	23%	9%
No	79%	81%	79%	79%	74%	80%	82%	71%	77%	91%

## Q49. Which of the following statements do you think most accurately captures the central purpose of K-12 education?

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Preparing students for postsecondary education/training	19%	22%	20%	18%	21%	19%	18%	20%	20%	16%
Preparing students to lead productive, happy lives	28%	19%	28%	28%	26%	32%	27%	26%	28%	28%
Preparing students to participate as informed citizens	25%	20%	28%	22%	23%	26%	26%	29%	24%	24%
Preparing students to build relationships in an increasingly diverse country	8%	18%	8%	9%	13%	6%	6%	10%	8%	7%
Producing an educated workforce	16%	18%	13%	19%	13%	13%	19%	12%	15%	19%
Other (please specify)	2%	2%	2%	2%	1%	2%	2%	0%	2%	2%
None of the above	3%	2%	2%	3%	3%	2%	3%	2%	3%	3%

## ACCOUNTABILITY & ASSESSMENTS

### Q50. Which of the following, if any, do you think the nation should be measuring to assess the success of K-12 education?

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\*Please select all that apply.

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
State assessment scores	20%	30%	19%	21%	20%	18%	21%	19%	19%	22%
Student grades	33%	51%	31%	35%	34%	31%	33%	39%	31%	32%
Social-emotional outcomes	44%	39%	45%	43%	41%	46%	45%	54%	45%	35%
Attendance	39%	41%	39%	39%	39%	37%	40%	50%	36%	38%
School culture	38%	41%	41%	36%	36%	36%	42%	48%	40%	28%
Graduation rates	51%	55%	51%	50%	44%	54%	53%	52%	48%	56%
Students having a post-graduation plan	37%	34%	37%	36%	32%	39%	38%	34%	36%	40%
College and financial aid application access	17%	31%	16%	18%	22%	18%	12%	24%	15%	16%
College-going rates	20%	37%	19%	22%	22%	20%	19%	24%	17%	24%
Career outcomes	41%	42%	40%	43%	36%	49%	40%	40%	40%	45%
Income mobility	19%	31%	20%	19%	21%	17%	19%	24%	20%	14%
Registration to vote	14%	20%	14%	13%	15%	11%	14%	17%	13%	13%

## Q50. Which of the following, if any, do you think the nation should be measuring to assess the success of K-12 education?

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\*Please select all that apply.

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Student and parent survey data	27%	30%	27%	26%	27%	22%	29%	31%	27%	23%
Other (please specify)	1%	1%	1%	1%	2%	1%	1%	1%	2%	0%
None of the above	3%	2%	3%	2%	2%	3%	3%	1%	3%	3%

**Q51. Do you agree or disagree with the following statement? The content I am required to teach is adequately preparing my students to succeed in their future careers.**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Strongly agree	30%	39%	31%	29%	36%	33%	24%	32%	30%	29%
Somewhat agree	53%	50%	53%	53%	46%	50%	59%	47%	54%	56%
Somewhat disagree	14%	9%	13%	14%	14%	14%	14%	18%	13%	11%
Strongly disagree	3%	3%	3%	3%	4%	3%	3%	3%	3%	4%

**Q52. Do you agree or disagree with the following statement?  
Students should have a summative measure of their learning from  
the beginning to the end of the school year.**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Strongly agree	42%	51%	43%	40%	43%	44%	39%	35%	43%	43%
Somewhat agree	48%	42%	45%	51%	46%	46%	50%	50%	48%	45%
Somewhat disagree	8%	7%	9%	7%	8%	8%	8%	11%	7%	8%
Strongly disagree	2%	0%	3%	2%	2%	3%	2%	3%	1%	4%



**Q53. Do you agree or disagree with the following statement?  
Teachers should be responsible for students' progress from the  
beginning to the end of the school year.**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Strongly agree	30%	35%	29%	31%	39%	26%	27%	28%	30%	33%
Somewhat agree	53%	49%	54%	52%	47%	56%	54%	52%	54%	50%
Somewhat disagree	14%	14%	15%	13%	11%	15%	15%	17%	13%	13%
Strongly disagree	3%	2%	2%	4%	3%	3%	4%	3%	3%	4%

**Q54. Do you agree or disagree with the following statement 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.**

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Strongly agree	18%	30%	16%	20%	27%	11%	16%	25%	18%	12%
Somewhat agree	38%	46%	37%	39%	35%	39%	40%	42%	36%	41%
Somewhat disagree	30%	18%	30%	30%	25%	36%	30%	19%	32%	34%
Strongly disagree	14%	6%	16%	11%	12%	14%	15%	14%	14%	13%

**Q55. Do you agree or disagree with the following statement 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		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Strongly agree	25%	42%	23%	26%	36%	19%	20%	31%	25%	18%
Somewhat agree	38%	38%	35%	42%	34%	42%	39%	38%	37%	42%
Somewhat disagree	22%	12%	25%	19%	19%	24%	24%	20%	21%	25%
Strongly disagree	15%	7%	17%	13%	12%	16%	17%	11%	16%	15%

**Q56. Do you agree or disagree with the following statement? I am clear on the purpose of each assessment I am required to give by my district and the state.**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Strongly agree	31%	41%	29%	33%	39%	26%	28%	34%	30%	29%
Somewhat agree	42%	50%	41%	44%	39%	43%	44%	41%	43%	42%
Somewhat disagree	19%	7%	19%	18%	15%	21%	20%	17%	18%	22%
Strongly disagree	8%	3%	11%	5%	7%	11%	7%	8%	9%	7%

## Q57. Which of the following statements, if any, are true when it comes to your use of assessment data in your classroom?

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
I use assessment data to plan, modify, and evaluate my instructional program	68%	66%	69%	68%	65%	68%	71%	67%	69%	69%
I use assessments data to personalize learning for my students	62%	67%	62%	63%	61%	58%	66%	62%	64%	61%
I use assessment data to inform parents of student progress	60%	58%	61%	58%	57%	61%	61%	56%	60%	61%
I receive regular training to understand how to use student assessment data to improve my practice	38%	47%	36%	40%	38%	41%	36%	39%	37%	39%
None of the above	5%	3%	5%	5%	5%	5%	4%	3%	4%	7%

## Q58. Which of the following, if any, do you believe are most valuable in evaluating teachers' effectiveness?

\*Please select your top two choices.

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Measures of student academic growth over time (e.g., from the beginning of the school year to the end)	54%	48%	52%	56%	47%	62%	54%	56%	53%	54%
Students' daily work/projects/portfolios	33%	25%	37%	29%	30%	37%	34%	26%	33%	41%
Classroom observation by administrators	24%	21%	24%	25%	21%	25%	27%	21%	25%	25%
Classroom observation by teachers	18%	17%	18%	18%	18%	16%	20%	19%	19%	16%
Leadership in the school community (e.g., mentor teachers, model teachers, teachers who develop curriculum, peer evaluators)	18%	18%	16%	20%	22%	13%	18%	17%	20%	14%
Feedback/reviews from students (e.g., student surveys)	17%	20%	20%	14%	18%	14%	18%	22%	18%	11%
Feedback/reviews from parents (e.g., parent surveys)	10%	15%	9%	11%	14%	10%	8%	12%	11%	6%
Students' standardized test scores	7%	15%	6%	8%	10%	7%	5%	8%	7%	7%
Years of experience	14%	20%	13%	15%	16%	12%	14%	12%	14%	17%
None of the above	2%	1%	2%	2%	2%	2%	2%	3%	1%	3%

**Q59. Do you agree or disagree with the following statement? When I am evaluated at work, my evaluation includes meaningful and individualized feedback or support to help me improve.**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Strongly agree	35%	45%	35%	35%	41%	32%	32%	43%	33%	31%
Somewhat agree	45%	43%	46%	43%	39%	45%	48%	42%	45%	45%
Somewhat disagree	16%	9%	14%	19%	16%	18%	15%	11%	16%	20%
Strongly disagree	5%	3%	5%	4%	4%	5%	5%	4%	5%	4%



## Q60. If the economy and/or student enrollment continues to decline, teacher layoffs may occur. Which of the following factors should be considered when making layoff decisions?

\*First and second choice combined.

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Teacher performance	59%	52%	57%	61%	60%	57%	60%	60%	58%	60%
Protecting workforce diversity	8%	11%	7%	8%	13%	3%	7%	11%	8%	4%
Teacher certification areas	26%	27%	28%	24%	21%	30%	28%	21%	26%	31%
Teacher seniority	36%	18%	43%	29%	31%	39%	38%	15%	38%	50%
Student populations taught	8%	17%	8%	8%	10%	6%	7%	12%	7%	6%
Parent and student survey data	10%	14%	10%	10%	14%	6%	10%	15%	11%	4%
Principal's discretion	10%	13%	8%	13%	7%	13%	11%	11%	11%	9%
Teacher attendance	14%	12%	14%	15%	17%	15%	12%	21%	12%	13%
Level of education	12%	26%	11%	15%	15%	13%	10%	12%	13%	11%
None of the above	9%	6%	8%	10%	6%	10%	10%	11%	9%	7%

## Q61. If layoffs become necessary due to financial constraints, which of the following practices would you like your district to consider, if any?

\*First, second, and third choice combined.

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Layoff teachers in order of reverse seniority regardless of student need or teacher impact	13%	16%	15%	12%	16%	11%	13%	12%	13%	14%
Use performance evaluations to determine layoffs	31%	41%	27%	35%	31%	33%	30%	38%	31%	26%
Offer "buyouts" to teachers nearing retirement (i.e., offering financial incentives to teachers to retire early), to reduce or eliminate teacher layoffs	74%	58%	74%	73%	70%	72%	77%	71%	72%	79%
Layoff district or network staff before cutting teachers in school	51%	36%	51%	51%	49%	47%	55%	45%	50%	58%
Avoid layoffs at schools serving vulnerable student populations	37%	37%	38%	35%	43%	33%	34%	36%	40%	29%
Temporarily freeze salaries for teachers and district staff	23%	22%	22%	24%	19%	25%	25%	20%	22%	27%
Temporarily increase class sizes and freeze teacher hiring to prevent layoffs	31%	36%	31%	31%	30%	38%	28%	31%	33%	27%
Temporarily raise retirement or healthcare contributions for teachers and other district or charter network employees to reduce or eliminate teacher layoffs	26%	30%	25%	27%	28%	25%	25%	31%	24%	27%
Layoff "specials" teachers (e.g., art, music, gym) before classroom teachers	14%	24%	15%	13%	13%	16%	14%	17%	14%	12%

## UNIONS

### Q62. Which statement best describes your current union status?

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
I am a member of a teachers union or association that engages in collective bargaining	51%	40%	100%	0%	53%	47%	53%	38%	55%	53%
I am a member of a professional association that provides such things as liability insurance, but not collective bargaining	14%	26%	0%	30%	16%	14%	13%	17%	15%	11%
I am not a member of a teachers union or association	21%	23%	0%	43%	20%	22%	21%	25%	19%	23%
There is no teachers union or association to join in my district	10%	8%	0%	21%	8%	13%	10%	16%	9%	9%
Not sure	3%	3%	0%	7%	4%	3%	3%	4%	3%	4%

## UNIONS

**Q63. How “democratic” would you say that [UNION MEMBERS, your union / NON-UNION, teachers’ unions] elections have been (e.g., level of participation, accessibility, fairness)?**

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Very democratic	30%	27%	41%	18%	39%	23%	28%	24%	30%	36%
Somewhat democratic	38%	42%	42%	33%	37%	33%	41%	45%	37%	34%
Not very democratic	8%	9%	7%	9%	6%	11%	7%	9%	9%	6%
Not democratic at all	4%	3%	3%	6%	4%	5%	4%	3%	5%	3%
Not sure	20%	19%	6%	34%	14%	28%	19%	20%	19%	21%

## UNIONS

**Q64. To what degree do you believe that your perspective as a teacher is represented in policy decisions in [UNION MEMBERS, your union / NON-UNION, teachers' unions]?**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
A great deal	30%	25%	40%	19%	42%	23%	26%	37%	28%	30%
Somewhat	46%	49%	47%	45%	38%	50%	49%	44%	49%	40%
Not very much	16%	16%	10%	22%	13%	19%	16%	11%	16%	19%
Not at all	8%	10%	3%	14%	7%	8%	9%	8%	7%	12%

## UNIONS

**Q65. 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/salaries?**

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Excellent	25%	21%	34%	16%	30%	17%	26%	24%	25%	26%
Good	33%	37%	35%	31%	37%	35%	29%	35%	33%	32%
Fair	19%	26%	20%	19%	14%	20%	23%	17%	20%	20%
Poor	13%	9%	10%	17%	13%	13%	13%	13%	13%	13%
Not sure	9%	7%	2%	17%	6%	15%	8%	10%	9%	9%

## UNIONS

**Q66. 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?**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Excellent	22%	25%	30%	14%	32%	15%	20%	25%	21%	24%
Good	37%	33%	40%	34%	37%	34%	39%	41%	36%	38%
Fair	22%	30%	23%	21%	18%	27%	23%	16%	25%	20%
Poor	9%	6%	6%	12%	6%	9%	10%	8%	9%	9%
Not sure	10%	7%	1%	19%	7%	15%	9%	11%	10%	9%



## UNIONS

**Q67. 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?**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Excellent	21%	21%	28%	14%	28%	15%	20%	25%	21%	18%
Good	38%	37%	42%	34%	37%	37%	40%	39%	38%	39%
Fair	22%	29%	21%	23%	19%	26%	22%	19%	24%	21%
Poor	7%	4%	5%	9%	6%	7%	8%	4%	6%	11%
Not sure	11%	8%	4%	19%	10%	15%	10%	14%	11%	10%

## UNIONS

**Q68. 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?**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Excellent	22%	22%	29%	15%	32%	14%	20%	28%	22%	18%
Good	37%	40%	41%	33%	33%	35%	41%	35%	37%	40%
Fair	22%	24%	23%	21%	22%	25%	21%	21%	24%	20%
Poor	7%	6%	5%	9%	6%	7%	7%	4%	6%	10%
Not sure	12%	8%	3%	21%	7%	19%	12%	12%	12%	12%

## UNIONS

**Q69. 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 (i.e., hours worked, expectations of teachers during distance learning, etc.)?**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Excellent	20%	18%	27%	13%	26%	14%	19%	20%	21%	18%
Good	35%	41%	38%	32%	37%	32%	36%	36%	34%	38%
Fair	25%	25%	26%	23%	21%	30%	24%	24%	25%	24%
Poor	8%	7%	7%	10%	7%	8%	10%	7%	9%	8%
Not sure	12%	9%	3%	21%	9%	16%	11%	12%	12%	11%

## UNIONS

**Q70. 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 communicating frequently and effectively with members to keep them updated about decisions impacting their work?**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Excellent	24%	23%	34%	13%	33%	15%	23%	22%	25%	24%
Good	35%	35%	37%	33%	33%	33%	37%	37%	34%	35%
Fair	22%	26%	21%	23%	20%	25%	22%	22%	22%	23%
Poor	8%	9%	7%	9%	6%	11%	8%	5%	9%	10%
Not sure	11%	8%	1%	21%	8%	16%	10%	15%	10%	9%

## UNIONS

**Q71. 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?**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Excellent	17%	23%	21%	13%	27%	12%	13%	21%	17%	14%
Good	31%	29%	34%	27%	30%	29%	32%	37%	29%	30%
Fair	28%	30%	31%	25%	25%	33%	27%	20%	29%	32%
Poor	11%	8%	9%	13%	9%	8%	14%	10%	12%	10%
Not sure	13%	9%	5%	22%	8%	18%	13%	12%	13%	14%

## UNIONS

**Q72. 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?**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Excellent	16%	21%	20%	11%	21%	12%	14%	18%	16%	14%
Good	34%	30%	37%	32%	34%	32%	36%	39%	34%	32%
Fair	27%	31%	28%	25%	29%	28%	25%	24%	27%	29%
Poor	11%	7%	10%	12%	7%	12%	12%	7%	11%	13%
Not sure	12%	10%	5%	20%	9%	16%	13%	12%	13%	12%

## UNIONS

**Q73. 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?**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Excellent	14%	17%	17%	10%	23%	7%	11%	17%	14%	11%
Good	29%	30%	33%	25%	28%	28%	31%	29%	30%	28%
Fair	29%	30%	32%	27%	30%	28%	30%	29%	28%	33%
Poor	13%	12%	12%	14%	8%	16%	15%	10%	15%	12%
Not sure	15%	11%	6%	25%	11%	21%	14%	16%	14%	16%



## UNIONS

**Q74. 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 meaningful and effective evaluation of teachers?**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Excellent	16%	18%	21%	12%	24%	10%	15%	17%	18%	12%
Good	32%	31%	35%	29%	32%	30%	33%	32%	32%	32%
Fair	25%	33%	27%	23%	25%	28%	23%	29%	23%	27%
Poor	14%	9%	12%	15%	10%	15%	16%	9%	15%	16%
Not sure	13%	10%	5%	22%	9%	17%	14%	14%	12%	14%

## UNIONS

### Q75. Have you consulted your union contract in the past year?

\*Only asked of union members.

	TOTAL	Teachers of Color	UNION STATUS		WORK COMMUNITY			AGE		
			Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Yes	55%	49%	55%	-	56%	53%	56%	48%	58%	51%
No	43%	48%	43%	-	41%	46%	42%	47%	40%	48%
Not sure	2%	3%	2%	-	3%	1%	2%	5%	2%	0%

## UNIONS

### Q76. Which of the following would you say are the primary purposes of your union contract?

\*Please select your top 3. Only asked of union members.

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
Setting wages/salary	82%	65%	82%	-	75%	82%	86%	81%	79%	88%
Establishing health and safety job protections	40%	50%	40%	-	39%	42%	41%	37%	41%	40%
Establishing non-health and safety work conditions (i.e., hours worked, expectations of teachers during distance learning, etc.)	56%	52%	56%	-	56%	51%	59%	57%	55%	58%
Addressing training and professional development opportunities	23%	32%	23%	-	28%	23%	19%	30%	22%	21%
Expanding the career ladder for teachers	15%	25%	15%	-	16%	17%	12%	16%	14%	15%
Articulating evaluation structures for teacher performance	32%	32%	32%	-	36%	29%	31%	29%	35%	28%
Supporting learning environments generally (i.e., class size, resources)	49%	44%	49%	-	47%	54%	47%	49%	49%	48%
Other (please specify)	3%	1%	3%	-	2%	2%	4%	2%	4%	2%

## UNIONS

**Q77. To what extent do you feel you understand the policies contained in your union contract?**

			UNION STATUS		WORK COMMUNITY			AGE		
	TOTAL	Teachers of Color	Member	Non Member	Urban	Rural	Suburban	<30	30-49	50+
A great deal	30%	23%	40%	20%	42%	24%	26%	30%	30%	31%
Somewhat	50%	53%	53%	47%	40%	53%	55%	50%	52%	47%
Not very much	10%	15%	6%	14%	11%	9%	11%	10%	11%	10%
Not at all	9%	10%	1%	19%	7%	14%	8%	10%	8%	13%

# THANK YOU

**We deeply appreciate the input of partner organizations as we developed the questionnaire, analyzed the results, and wrote the report.**

Center for Black Educator Development • Collaborative for Academic, Social, and Emotional Learning (CASEL) • The Education Trust • EdReports • Education Resource Strategies (ERS) • Leading Educators • National Council on Teacher Quality (NCTQ) • NWEA • PIE Network • Thomas B. Fordham Institute • TNTP



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% of Black adults and 11% of Hispanic adults hold bachelor's degrees, compared with 24% of white adults. The result is an opportunity gap and divide along racial and class lines that threatens the future of our communities, economy, and democracy.

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

Founded by public school teachers in 2010, Educators for Excellence is a growing movement of more than 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.





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