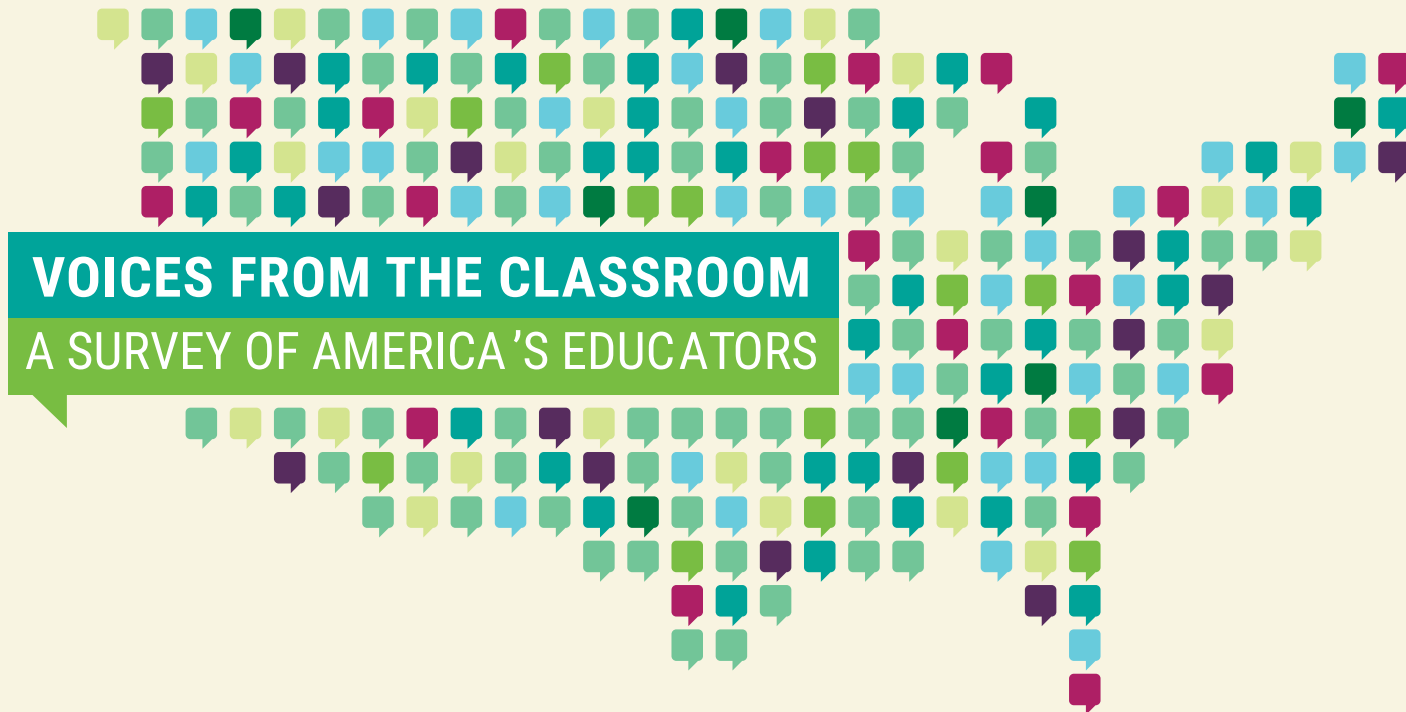




EDUCATORS
FOR EXCELLENCE



VOICES FROM THE CLASSROOM
A SURVEY OF AMERICA'S EDUCATORS

e4e.org/teachersurvey

2024

product
 $4 \times 5 = 20$
 for more
 d together.
factor = product

$3 \times 4 = 12$

pair
 3×4

to equal groups

quotient
 the answer when you divide
 one number by another
 dividend \div divisor = **quotient**

$21 \div 3 = 7$

greatest common factor (GCF)
 the highest number that divides exactly
 into two or more numbers

$8 \quad 12$
 $2 \quad 2$
 $4 \quad 6$

least common multiple (LCM)
 the smallest number that is the
 multiple of two or more other numbers

$3 \quad 5$
 $6 \quad 10$
 $12 \quad 15$

proper fraction
 the numerator is
 less than the denominator
 and the fraction is less
 than one whole

$\frac{2}{3} \quad \frac{6}{7} \quad \frac{4}{9}$

improper fraction
 The numerator is greater than
 or equal to the denominator and
 the fraction is equivalent to
 or greater than one whole

$\frac{7}{7} \quad \frac{12}{5}$

prime number
 a number that can only be divided by one and itself

2, 3, 5, 7, 11, 13, 17, 19

composite number
 a whole number that can be divided evenly by
 numbers other than 1 or itself (not prime)

4, 6, 8, 9, 12, 14, 15

evaluate
 When $x = 5 \rightarrow 7 + x = 12$ and $10 - x = 5$
 to evaluate an expression means to
 calculate the value of it

coefficient
 a number used to multiply
 a variable, and variables
 with no number have a
 coefficient of 1

$3x - 4 = 26$

exponents
 how many times to
 use that number in a
 multiplication sentence

$7^3 = 7 \times 7 \times 7$

base of an exponent
 The number that is going to be
 raised to a power or exponent

operation
 a math process $+ - \times \div$

order of operations
 PEMDAS

fact family
 $2 \times 4 = 8$
 $4 \times 2 = 8$
 $8 \div 2 = 4$
 $8 \div 4 = 2$

remainder
 the amount left over
 after division

$12 \div 5 = 2$ (remainder 2)

addition
 finding the total, or
 sum, by combining
 two or more numbers

$4 + 2 = 6$

sum
 the result of adding
 two or more
 numbers



OUR CLASS playlist

A collection of green sticky notes is pinned to a whiteboard, organized into a playlist format. The notes contain various song titles and artist names, though the text is mostly illegible due to the image's teal tint and focus.

YOU ARE amazing

subtract
 to take one number
 away from another

difference
 the result of
 subtracting one
 number from another



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An Introduction from the National Teacher Leader Council

We've been hearing terms like "post-pandemic" and "back-to-normal" a lot recently, both in our school buildings and outside of them. We've also been hearing words like "reimagination," "innovation," "transformation," and "change." These ideas seem inherently at odds to us, and we often wonder – especially as we approach the general election season – which path education policymakers and leaders will choose: Will we maintain the status quo, or will we evolve along with the rest of the world? What will teaching and learning look like in the next year – or in five – and how different will it be from our experiences today?

As educators, we have long been aware that the teaching profession and, more broadly, K-12 public education are in crisis. The system is well-versed in crisis; it has been chronically failing students, particularly those most in need, and overworking and underpaying its teachers for more than a century. And yet, the crisis of this decade feels especially acute: the pandemic's seismic disruption to everyday teaching and learning erased two decades of slow but steady progress in student achievement, devastated student mental health and daily school attendance, and exacerbated long-standing opportunity gaps. The rapid, unexpected upheaval it created made the system's inherent stagnancy and inequity even more difficult to deny. And it reminded us – as members of other professions experienced swift and largely positive transformations in their work lives – that our jobs are not only incredibly challenging, but also staunchly inflexible.

We are encouraged by evidence of incremental improvement in student attendance, mental well-being, and academic achievement reached with the help of much-needed federal funds. But we also know – from our own everyday

experiences, the trends revealed in this survey, and countless reports that corroborate them – that we have a very long way to go in pandemic recovery. And of course, COVID-19 will not be the last seismic disruption to the system. Some disruptions we can anticipate, though never fully – like the impact artificial intelligence or climate change will have on the classroom – and others will arrive with little or no warning. We live in a rapidly evolving world, and we and the three million teachers in classrooms across the country are readying students for a future that today we can't quite grasp.

Last fall, we came together as a group of 18 teachers to discuss to what extent we saw long-promised change playing out in our classrooms: change to the teaching profession and how it's structured; to instructional materials and how they align with what we know about how students learn; to technology and how it's leveraged in the classroom; and to the level of choice, flexibility, and innovation available. Then, in January, we invited 1,300 teachers nationwide to join our conversation. The report that follows shares what we found: It explores whether teachers see promise on the horizon, or see us missing a moment worth capitalizing on. It asks how schools can keep pace with a rapidly changing world, rather than preparing students for a quickly dissipating past.

We have an opportunity to meet the moment, but that opportunity won't be here for long. We must, right now, reimagine the teaching profession to include the infrastructure and resources teachers need to advance high-quality instruction and learning. This Teacher Appreciation Month, we ask that readers of this report – whether they be teachers, parents, students, policymakers, advocates, or the countless other folks who shape our schools – leverage its content as a tool to ensure the sweeping change teachers have long been promised is delivered, to rally against a return to the normal that was never good enough.

Cory L. Cain, Dean of Instruction, Chicago, IL

Richard de Meij, K-8 World Languages Teacher, Hartford, CT

Caroline Dowd, Preschool Teacher, Hartford, CT

Arthur Everett, High School Social Studies Teacher, Brooklyn, NY

Genelle Faulkner, High School Biology Teacher, Boston, MA

Daniel Gannon, High School History Teacher, Westchester, NY

Valerie Green-Thomas, Middle School Instructional Coach and English Teacher, Bronx, NY

Misti Kemmer, Fourth Grade Magnet Teacher, Los Angeles, CA

Eli Levine, Physical Education Teacher, Bronx, NY

Jennifer López, Fifth Grade Teacher, Sylmar, CA

Jaseen Pickett, Elementary Special Education Resource Teacher, New Haven, CT

Carlotta Pope, Eleventh Grade English Teacher, Brooklyn, NY

Susan Providence, Third Grade Teacher, St. Paul, MN

Nazila Ramjan, High School English/Humanities Teacher, Queens, NY

Michael Simon, 8th Grade Social Studies Teacher, Bronx, NY

Joseph Tadros, High School Mathematics Team Supervisor, Brooklyn, NY

Becky Trammell, Elementary Special Education Teacher, Minneapolis, MN

Dr. Winnie Williams-Hall, Elementary Special Education Teacher, Chicago, IL

Baker Hammett

Carlotta Pope

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Caroline Davis

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Susan Prudence

El Levine

Jennifer Lopez

G. Faulkner

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Jon Schell

Maya

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VOICES FROM THE CLASSROOM
A SURVEY OF AMERICA'S EDUCATORS

“We have an opportunity to meet the moment, but that opportunity won’t be here for long. We must, right now, reimagine the teaching profession to include the infrastructure and resources teachers need to advance high-quality instruction and learning.”

- National Teacher Leader Council



Dear Reader,

I'm thrilled to share with you, alongside Educators for Excellence's National Teacher Leader Council, the seventh annual Voices from the Classroom survey report.

In 2012, Sydney Morris and I founded E4E on the premise that radical change to public education and the teaching profession was both fundamentally necessary and absolutely achievable. We stepped into the hallways of our public elementary school in the Bronx and were inspired by teachers who shared a common thread: they, like us, were motivated by students they cared deeply for and were dedicated to building a more equitable education system. But in this commonality we also found educators who were profoundly overwhelmed and under-resourced in their daily work. We hypothesized that if we broke out of our silos and became a symphony of squeaky wheels, we could transform the system from the inside out.

Unfortunately, more than a decade later, I believe – and this survey report confirms – that teachers across the country remain deeply motivated but also profoundly overwhelmed. I also still believe – perhaps today more than ever – that radical change is both fundamentally necessary and absolutely achievable.

This report comes during a critical confluence of events that represents the range of emotions upon all of us: celebration and recognition of educators during Teacher Appreciation Month, a worrying and contentious general election cycle, and an uncertain financial outlook as federal pandemic relief funding expires. What political candidates choose to prioritize or polarize, how voters cast their ballots, and how education leaders make decisions over the next few months matter immensely to the trajectory of the next few years. We're moving steadily toward a future previously thought to be contained to the pages of science fiction, and we must decide now whether – and how – K-12 public education will embrace this new reality.

Voices from the Classroom 2024 reveals that the teaching profession remains at a historic low point. Teachers' alarmingly low morale is a continued call for change: they want a more collaborative and dynamic profession; to learn about possibilities beyond the one-teacher, one-classroom model; and better support leveraging research-backed instructional practices and emerging technologies

in the classroom. They want something different, but, as often is true in times of change, they're also a bit skeptical. They want to be meaningfully engaged and supported in navigating, designing, and implementing the change that comes.

We must reimagine the teaching profession and transform teaching and learning. We must create a profession that is more collaborative, dynamic, sustainable, diverse, and rewarding. We must design modern classrooms ready to withstand the change of tomorrow. On this, we can all agree. In the following pages, teachers tell us how they'd like to see us do that, and it is up to us to listen. It is up to us to reimagine, with deep engagement from educators at every step along the way, the structures and policies that guide the daily work of teachers. This includes federal and state law and funding, but more critically local district policy and the requirements contained in teacher union contracts.

I am, as always, indebted not only to the thousands of teachers who took the time to share their perspective with the world via our annual survey, but also to the millions of educators who teach kids every day, and to the 18 teachers who dedicated their nights and weekends to making this survey report a reality.

Thank you for your time, your work, and your advocacy.

Sincerely,



Evan Stone
Co-Founder and CEO
Educators for Excellence



Methodology

The Voices from the Classroom 2024 survey questionnaire was developed by 18 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 2 through February 14, 2024, among a nationally representative sample of 1,000 full-time public-school teachers.

The 2024 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.

Note that all survey results are presented as percentages and, due to rounding, may not always add up to 100 percent.

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 13,853 prescreened education professionals; 5,482 entered the survey, and 998 qualified and completed the full survey, resulting in a response rate of 7 percent. The margin of error is ± 3.1 percentage points for the full survey sample of 998 and higher among subgroups or questions not asked of the full sample.

About Penta

Penta Group Intelligence 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.

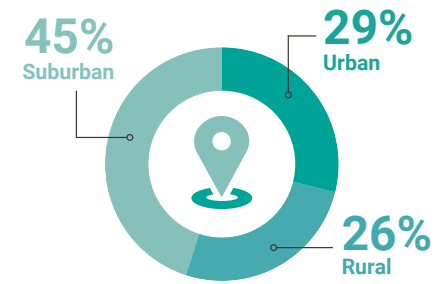
A Note on the Demographics of the Sample of Teachers of Color

You will likely notice sizable differences of perspective in this report between teachers of color and teachers in the general sample and wonder, "Are there demographic differences other than race in the samples that could explain this?" For example, you might notice that teachers of color have more positive views on the use of artificial intelligence in the classroom, and ask whether that can be explained by the sample of teachers of color being younger than the national sample.

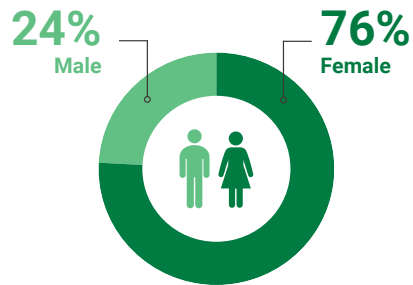
We wondered the same thing, and found that for the most part, the answer is no. There are some demographic differences between the two groups: Teachers in the sample of teachers of color are more likely than teachers in the general sample to report teaching in urban communities, entering teaching through an alternative pathway program, and identifying as a Democrat. They're less likely to report being tenured or being late in their teaching career. Though these differences are noteworthy, and presumably could explain some of the differences in outlook the survey uncovers, they're also intentionally consistent with the demographic differences between teachers of color and white teachers in the workforce.

National Sample

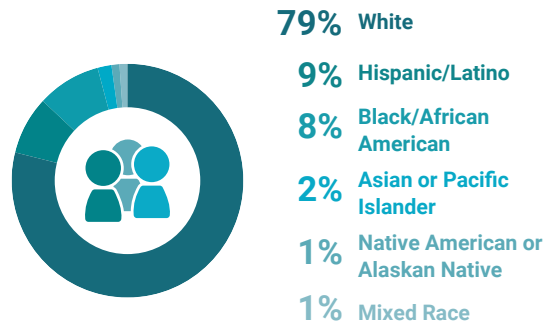
The sample is representative of the national population of U.S. district and charter public school teachers and aligns with key demographic variables of gender, region, race/ethnicity, age, years of teaching experience, grades taught, and school type. Any E4E member participation in the survey is entirely coincidental. The national data was weighted by region and race/ethnicity.



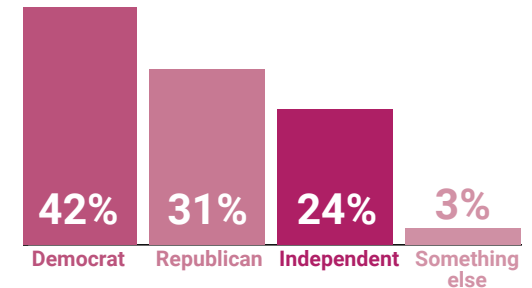
WORK COMMUNITY



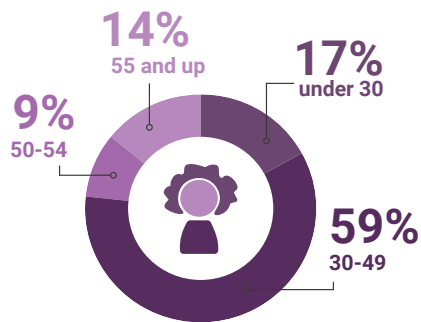
GENDER



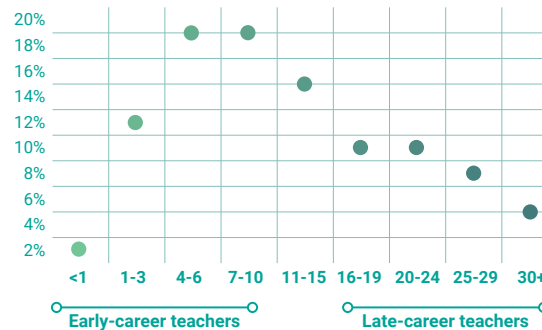
RACE/ETHNICITY



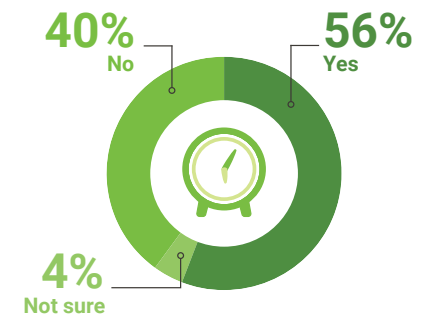
POLITICAL PARTY



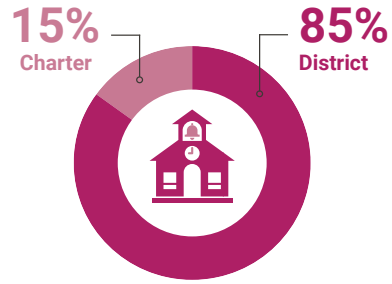
AGE



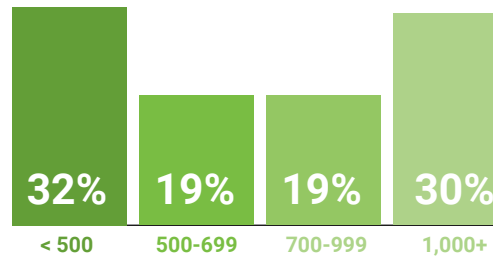
YEARS TEACHING



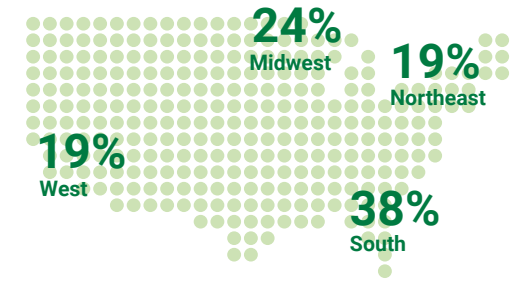
TENURE



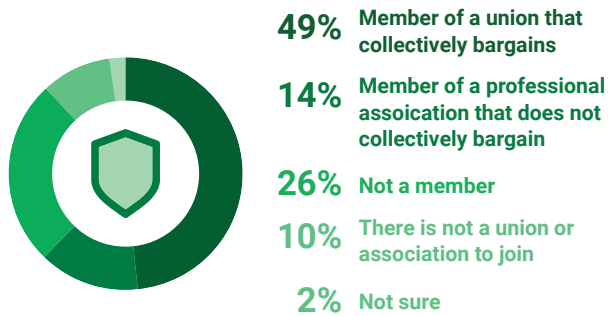
SCHOOL TYPE



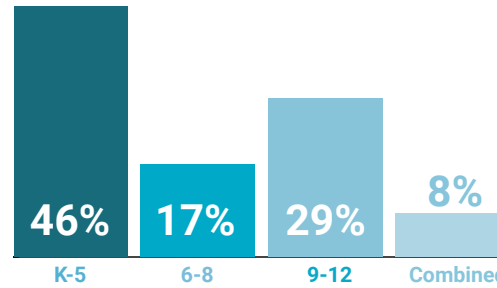
SCHOOL SIZE



REGION



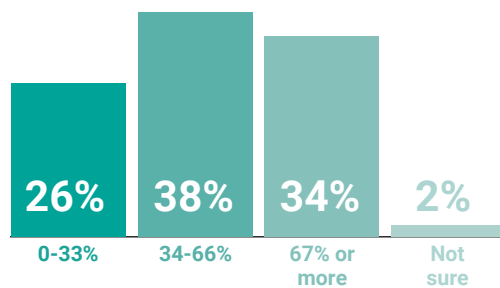
UNION MEMBERSHIP



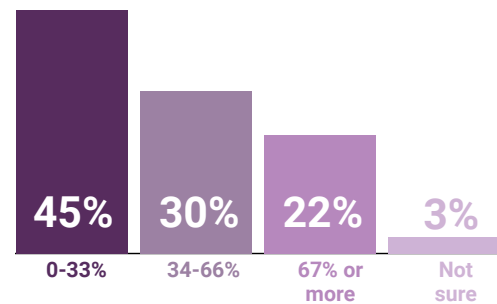
GRADES TAUGHT



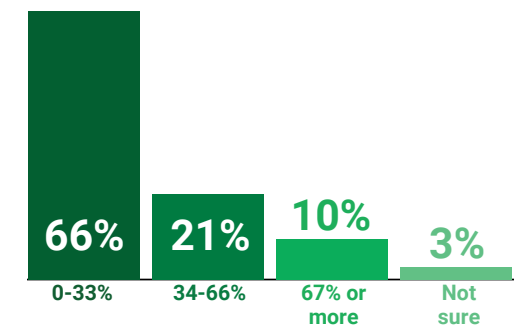
ALTERNATIVE CERTIFICATION PROGRAM



LOW-INCOME STUDENTS



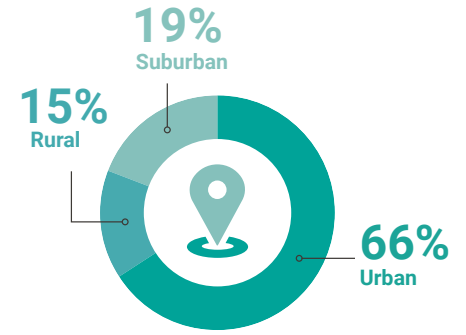
STUDENTS OF COLOR



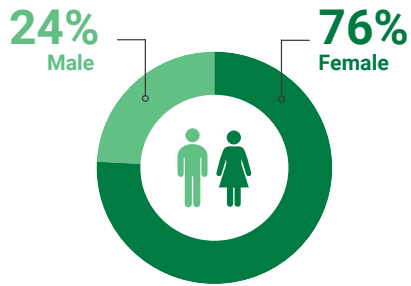
ENGLISH LEARNERS

Teachers of Color Sample

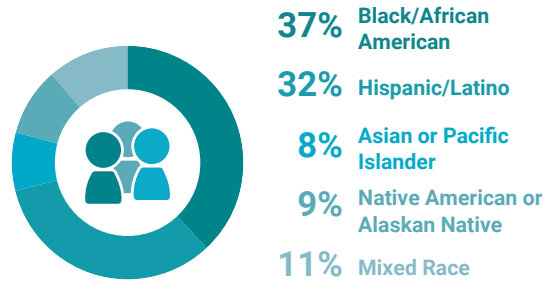
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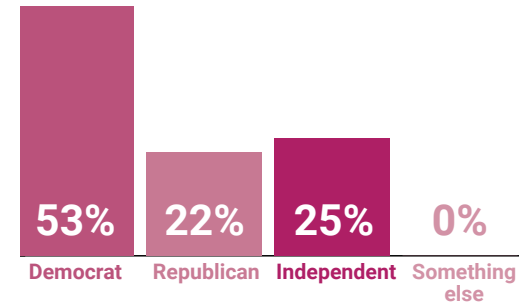
WORK COMMUNITY



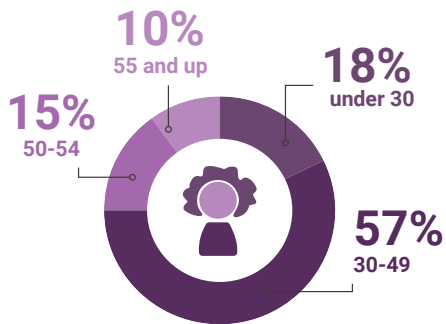
GENDER



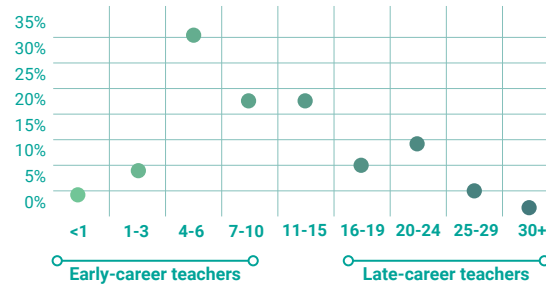
RACE/ETHNICITY



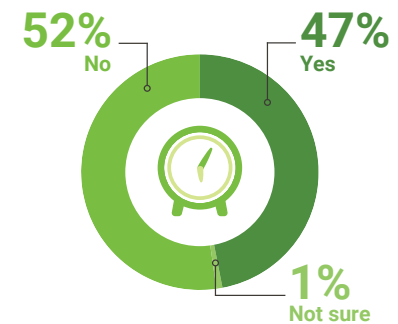
POLITICAL PARTY



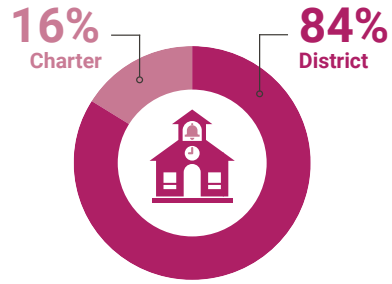
AGE



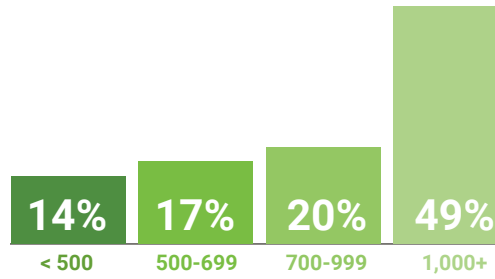
YEARS TEACHING



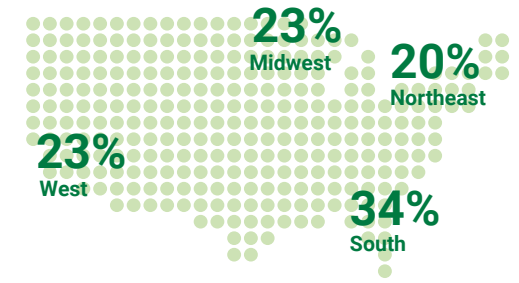
TENURE



SCHOOL TYPE



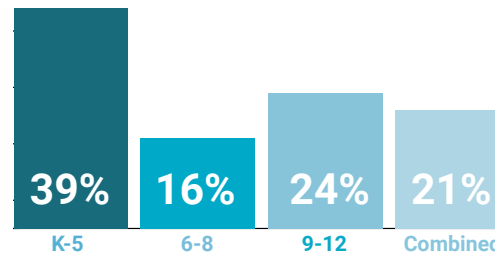
SCHOOL SIZE



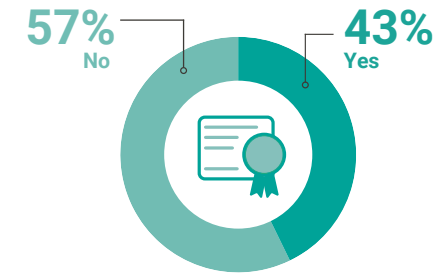
REGION



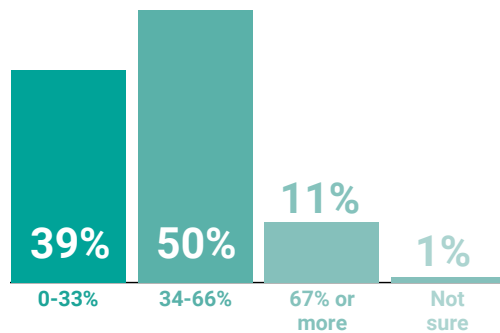
UNION MEMBERSHIP



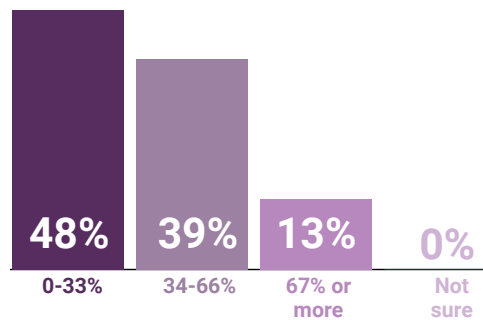
GRADES TAUGHT



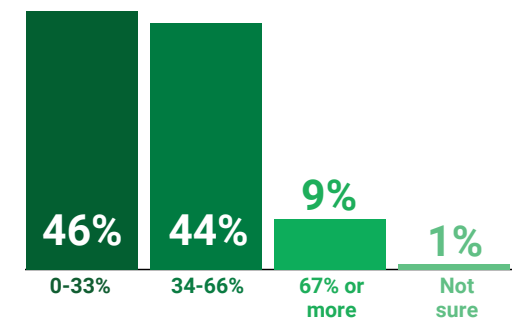
ALTERNATIVE CERTIFICATION PROGRAM



LOW-INCOME STUDENTS



STUDENTS OF COLOR



ENGLISH LEARNERS

THEME
1

Teachers continue to believe that their students are struggling.

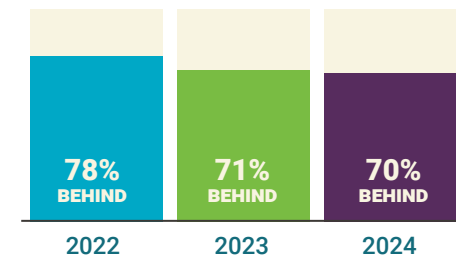
70% report that their students are behind academically and 64% report that their mental well-being is worse compared to pre-pandemic.

Substantial majorities of teachers report that their students continue to struggle academically and emotionally post-pandemic, though consistent with reports from teens themselves, they've seen some improvement in their students' mental wellbeing. 70% of teachers say their students are behind academically – compared with 78% in 2022 – and 64% say their students' mental well-being is worse – compared with 79% in 2022. Most of this improvement occurred between 2022 and 2023; teachers' perspectives of their students this year are largely steady from last year.

Perhaps most concerning, only 26% of teachers strongly agree that the students in their school are receiving the education necessary to prepare them for an eventual college or career pathway. Teachers under 30 and teachers in charter schools, though, are less likely to believe their students are behind academically and emotionally than are older teachers and teachers in traditional public schools.

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

Q11. 2024 NATIONAL TEACHER SURVEY



THE NATIONAL BACKDROP

In October 2022, the National Assessment of Educational Progress (NAEP), nicknamed “The Nation’s Report Card” for its ability to provide a nationwide picture of how students are performing academically, released new assessment data that painted an alarming picture: between 2019 and 2022, [eighth-grade math scores had declined in all but one state](#), and [fourth-grade reading scores](#) declined in 29 states and Washington, DC. Not a single state saw increased scores in reading or math in fourth or eighth grade. NAEP wrapped up the next round of these assessments in March 2024 but won’t release the results until the winter of 2025. In the meantime, other [widely used assessments](#) show faster than usual academic progress in the 2022-2023 school year bolstered by the unprecedented infusion of [\\$190 billion in federal pandemic-relief funding](#) into schools, though that recovery is not nearly fast enough to erase the pandemic’s impact. The state of students’ mental well-being in 2022 was dire as well: more than [three-quarters of schools reported](#) an increase in anxiety, trauma, and depression among students since before the pandemic. Elevated attention to the mental well-being of students – as well

as several devastating school shootings, including in [Uvalde, Texas](#) – led to an [influx of federal resources](#) into schools dedicated to student mental health in the summer of 2022. Teens across the country report some positive change since then: [60% said their happiness was “better” in 2023 than it was in 2022](#), and the percent reporting their anxiety, stress, and mental health had improved over the last year increased significantly between March and August of 2023. However, just over half of these teens report that their school offers mental health services, indicating there is still much work to be done. Simultaneously, [chronic absenteeism has spiked](#) dramatically, with 26% of students missing ten or more days in the 2022-2023 school year, up from just 13% pre-pandemic. Experts identify a cyclical relationship between this chronic absenteeism and social-emotional and academic outcomes: Missing school negatively impacts students’ social and academic skills, which makes them less apt to attend and ultimately further undermines their progress.

THEME
1

“Students need language and skills to manage and express their emotions. I see my preschoolers more effectively expressing their feelings as a result of explicit instruction in social-emotional strategies.”

Caroline Dowd | Preschool Teacher, Hartford, CT

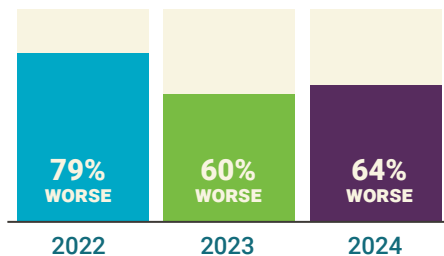


Unsurprisingly, this perception of student outcomes aligns with teachers’ perceptions regarding how their schools support students. 93% call inequitable funding in their district a problem, indicating that funding is not being strategically directed toward the students who need it most.

Only 23% of teachers believe that their school very effectively meets the academic needs of all of its students, including the unique needs of individual student subgroups. This percentage increases to 80% if you include respondents who said their school does this “somewhat well,” though it is clear our nation’s students deserve more than a “somewhat” effective education.

On average, how would you rate your students’ mental well-being, compared to before the pandemic?

Q12. 2024 NATIONAL TEACHER SURVEY

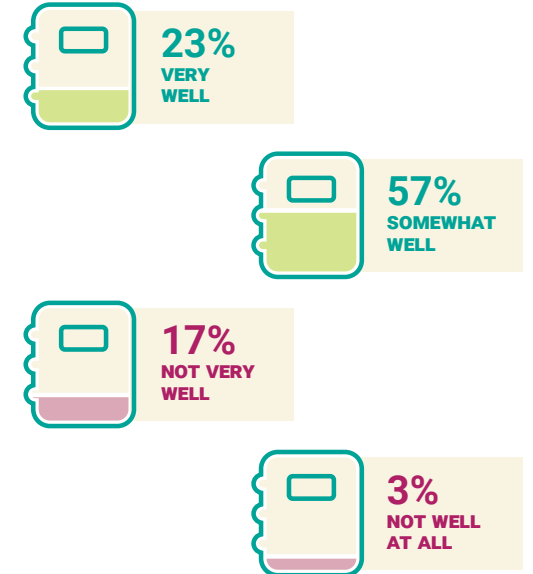


Just about half of teachers believe their school does a very good job creating a welcoming, inclusive environment for students of color, students from low-income homes, and students with disabilities.

Concerningly, only 39% of teachers report that their school effectively creates inclusive environments for students who are non-native speakers of English, with 23% also reporting that LGBTQ+ students lack conditions for an inclusive school environment. This is consistent with reports of the exclusionary and even dangerous environments young migrants and [LGBTQ+ individuals](#) experience both inside and outside of school.

How well does your school meet the academic needs of all of its students, including the unique needs of individual student subgroups?

Q13. 2024 NATIONAL TEACHER SURVEY



“The post-pandemic transition back into the classroom has definitely been difficult; we see that in the data. The transition back to the joy of learning has been difficult.”

Jennifer López | Fifth Grade Teacher, Sylmar, CA



THEME
2

Teachers’ outlook on the profession remains at an all-time low, following a precipitous drop during the pandemic.

Just 16% of teachers indicate they’d recommend the profession to others.

Despite a firmly “post-pandemic” world and an unprecedented infusion of federal funds into American education, teachers are less likely today to say they plan to stay in the classroom for their entire career than they were two years ago.

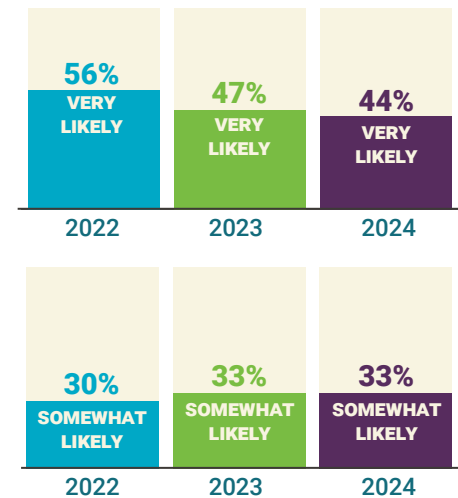
Today, 77% of teachers say they are likely to stay, down nine percentage points from 2022. And the percentage of teachers reporting they’re “very likely” to stay has declined even more: from 56% in 2022 to 44% in 2024. Meanwhile, the outlook for recruiting additional teachers into the profession is even bleaker: just 16% of teachers would recommend the profession to others. Though charter teachers are not more likely to say they personally plan to stay, they are more likely to recommend the profession to others: 28% say they’d do so.

When asked why this is the case, teachers tell us loud and clear: they’re leaving the system, not the students.

We asked teachers to what extent they thought the teaching profession is dynamic, rewarding, collaborative, sustainable, and diverse – five principles the [Coalition to Reimagine the Teaching Role](#) has posited as goalposts for the profession. Just 26% of teachers say the profession is dynamic, 30% say it’s rewarding, 46% collaborative, 19% sustainable, and 27% diverse. A fifth of teachers believe the teaching profession is none of these things.

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

Q23. 2024 NATIONAL TEACHER SURVEY



THE NATIONAL BACKDROP

While [high turnover among educators](#) and a [lack of college graduates interested in the profession](#) have been a concern for decades, this worry intensified during the early days of, and then throughout, the COVID-19 pandemic. An already difficult job became increasingly so as teachers took on virtual instruction, managing students’ heightened social and emotional challenges, and covering the classes of absent colleagues. Teacher [stress](#) and [burnout](#) reached a fever pitch. In January 2022, though, during the COVID-19 Omicron variant spike and arguably the height of in-person chaos in America’s public schools, [86% of teachers said](#) they were likely to stay in the classroom for their entire

career. Those results produced a collective sigh of relief amongst members of the education community, who had feared teachers would leave the profession in droves. Despite this, reports of teacher shortages have become commonplace.

These shortages, though acutely felt, are [highly concentrated](#) in specific schools and subject areas; the number of teachers employed by schools has actually increased significantly post-pandemic, as districts have leveraged federal relief funding to bring on more staff, [raising concerns about teacher layoffs](#) in the near future.



“Other professions have shifted and innovated. Why not ours?”

Genelle Faulkner | High School Biology Teacher, Boston, MA

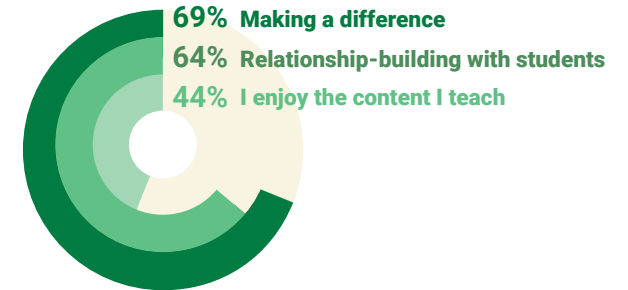
The top three reasons teachers nationally say they want to leave the profession are wanting a higher paying job, that they take on too many responsibilities for which they aren't compensated, and that they want a greater work-life balance. Consistent with this theme, when asked the best way to recruit and retain a high-quality, diverse workforce, teachers' top three choices were higher salaries, better benefits, and opportunities for higher pay when working in a hard-to-staff school or subject area.

Notably, teachers' reasons for wanting to leave the profession do vary by work community and region. For example, the second-highest chosen reason for planning to leave among teachers in rural communities is that they don't feel respected by the public. Meanwhile, teachers in the Northeast were particularly likely to choose that they take

on too many responsibilities for which they're not compensated, beating out even wanting a higher salary.

For the first time this year, we also asked teachers who planned to stay why they planned to do so. The top three reasons were that they believe they are making a difference in the lives of their students, that they enjoy building relationships with their students, and that they enjoy the content they teach. Teachers under 30 chose the first two student-centered reasons at even higher rates than did teachers nationally.

The bottom line becomes clear: Teachers want to teach, but they need more effective structures, supports, and conditions to do so.

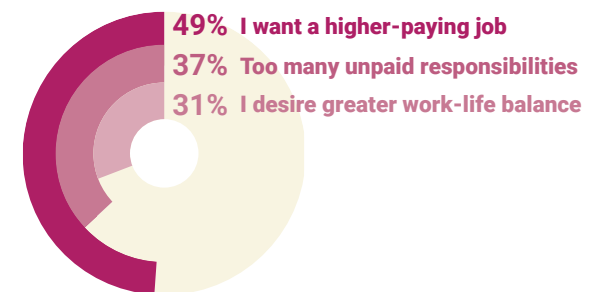


Q24-25. 2024 NATIONAL TEACHER SURVEY



“Why would teachers tell other people, ‘Come do this job where you have too many responsibilities and you don't get paid enough?’ That doesn't make sense.”

Misti Kemmer | Fourth Grade Magnet Teacher, Los Angeles, CA



THEME
3

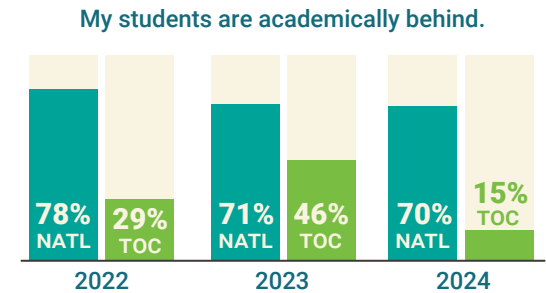
Though many teachers of color continue to report low levels of job satisfaction, their morale and outlook have improved significantly over the past few years, highlighting a stark divergence with the general population of teachers.

Since Voices from the Classroom began polling significant numbers of teachers of color in 2022, a compelling trend has emerged and grown: teachers of color are more optimistic about their students' academic and social-emotional outcomes and seemingly more satisfied in their roles than white teachers, despite consistent attacks on the very identity of teachers and students of color in legislatures and boardrooms across the country. Other surveys have produced consistent results: Education Week's [Teacher Morale Index](#) finds that Black and Hispanic teachers have significantly higher morale than white teachers.

While the percentages of teachers nationally who say their students have recovered academically, socially, and emotionally from the pandemic have slowly ticked upward, the percentage of teachers of color reporting the same has far outpaced this trend. Nationally, the percentage of teachers reporting their students are behind academically today compared to before the pandemic shrank from 78% in 2022 to 70% today; in the same time period, the percentage of teachers of color reporting the same dropped from 29% to just 15%.

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

Q11. 2024 NATIONAL TEACHER SURVEY



THE NATIONAL BACKDROP

Extensive and still-growing [research](#) demonstrates that teachers of color have positive social-emotional and academic impacts on all students, especially students of color. People of color, though, make up only about [20% of public school teachers](#), despite making up more than 50% of public school students. [In 40% of American public schools](#), students do not have a single teacher of color.

Efforts by policymakers and education leaders to mitigate this mismatch, especially in the past decade, have found some success. [The Education Trust estimates that states have dedicated \\$100 million](#) toward diversifying the teacher workforce since 2010. These recruitment-focused teacher diversity initiatives have produced modest gains, [with the national percentage of teachers of color rising from 13 to 18 percent between 1988 and 2016](#). And, a [2023 joint report](#) from TNTP and E4E found that teachers of color were more

likely than white teachers to be new to the profession in nearly every state, indicating widespread progress in diversification. However, the rapid diversification of K-12 public school students has outpaced this, so the [gap between students and teachers of color has widened, rather than narrowed](#).

Teachers of color face both recruitment and retention barriers that prevent their presence in the classroom and their success once they arrive. [People of color are less likely](#) than their white counterparts to enroll in bachelor's degree programs, to enroll in education preparation programs, and to complete those programs if they do enroll. And, teachers of color express experiencing [isolation](#), [antagonistic school cultures](#), and [expectations that they will shoulder heavier workloads](#), raising concerns about their mental wellbeing and the likelihood that they will stay in the classroom.

“I teach in the neighborhood I grew up in. My first job was at the high school I graduated from. And so part of the reason I stay is that sense of giving back, that feeling that it’s a service. There’s a sense of, ‘These are our kids; this is my community.’”

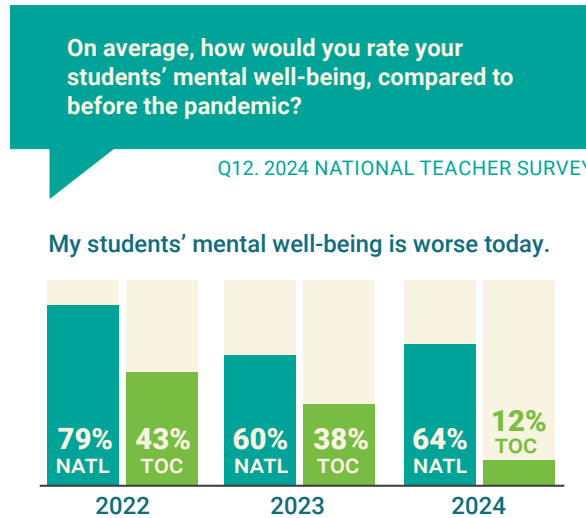
Carlotta Pope | Eleventh Grade English Teacher, Brooklyn, NY



The same trend is clear when teachers are asked about their students’ mental wellbeing: The percentage of teachers across the country saying their students’ mental well-being is worse today compared to before the pandemic has decreased from 79% to 64%, while the percentage of teachers of color reporting the same has decreased from 43% to just 12%.

Additionally, 36% of teachers of color strongly agree that their students are on a pathway to college or a good career, compared to 26% of the national sample. Furthermore, 94% of teachers of color say their school meets the academic needs of their students somewhat or very well, compared to 80% of the national sample.

However, teachers of color are more likely to say that the traditional one-size-fits-all school system doesn’t meet students’ needs – 79% compared to just 25% of teachers nationally – a data point that, contrary to trends across the rest of the report, would seem to indicate that they are more likely to think the current system isn’t working.



“I felt like a tug-of-war was happening as I looked through this data. I felt like I was seeing two different theories of education. Teachers of color want to go one way, in a new direction, and the national sample wants to go a different, maybe more traditional route. It seems teachers of color want a more holistic, innovative approach.”

Joseph Tadros | High School Mathematics Team Supervisor, Brooklyn, NY



THEME
3

Though many teachers of color continue to report low levels of job satisfaction, their morale and outlook have improved significantly over the past few years, highlighting a stark divergence with the general population of teachers.

In addition to being more optimistic about their students' outcomes now compared with prior years, teachers of color are also more positive than teachers across the national sample about the profession itself: They're around 1.5 times more likely than the national average of teachers to say the profession is dynamic, diverse, and rewarding, and twice as likely to say it's sustainable. They're also more likely than teachers nationally to say they are very or somewhat likely to stay in the classroom for their entire career — 90% compared to 77% — and more likely to say they'd recommend the profession to others — 29% compared to 16%.

However, teachers of color were less likely than the national sample to specifically report that they are very likely to stay in the classroom for their entire career — just 29% compared to 44% of the national sample. This tells us that the retention of many teachers of color is a “maybe,” not a “definitely.” And, it's worth noting that while their morale is better than the national sample in some important

ways, it still can't be defined overall as good: less than one-third of teachers of color recommending the profession to others is not a positive data point.

The predominantly more positive outlook of the profession among teachers of color contrasts against one particularly concerning trend specific to teachers of color: they — along with teachers under 30, charter school teachers, and teachers in urban contexts — are more likely to have been told by a member of their school community to limit discussions about race, racism, or the history and experiences of underrepresented populations in their classroom — 46% compared to just 25% of the national sample — and more likely to change their instruction as a result of this. 21% of teachers nationally who have been given this direction have ignored it and continued these discussions, compared to just 14% of teachers of color, indicating a heightened fear of retribution among teachers of color.

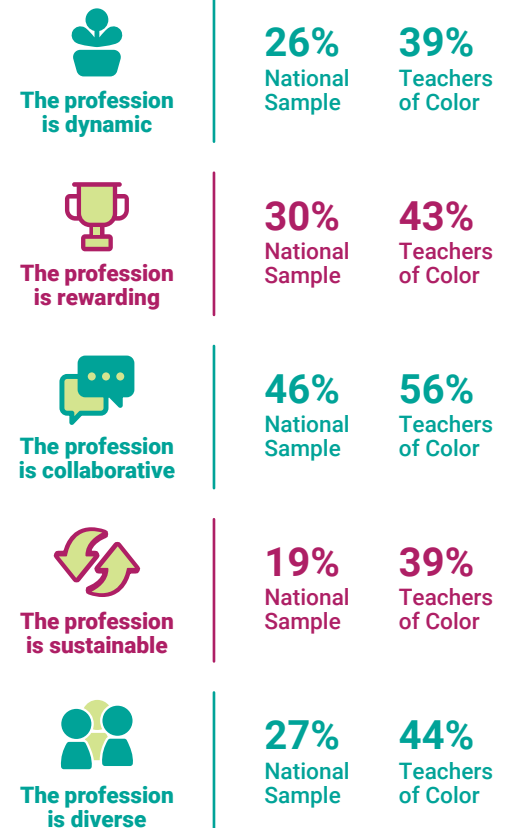


“For the first time ever, all the kids at my school are reading ‘Between the World and Me’ by Ta-Nehisi Coates. That’s great. But at the same time, there are states out there telling teachers that they can’t teach with that book.”

Cory L. Cain | Dean of Instruction, Chicago, IL

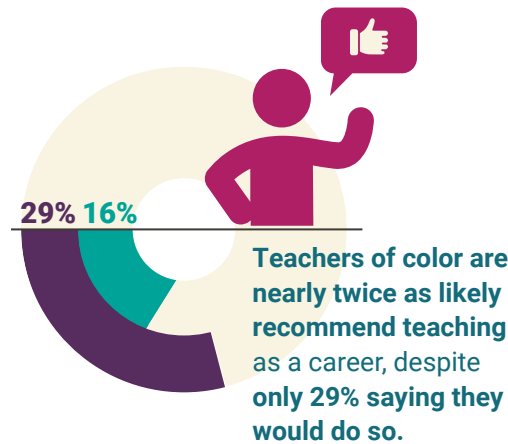
Teachers of color are more positive than the national sample about the state of the teaching profession, affirming the following statements.

Q46. 2024 NATIONAL TEACHER SURVEY



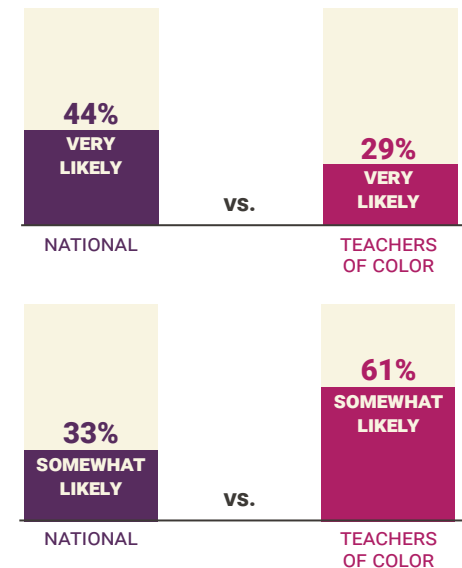
Voices from the Classroom, as a quantitative survey, can't tell us why teachers of color report this more optimistic outlook, despite heightened critiques of their instruction and attacks on their identity. Qualitative research from other organizations, conversations with teachers, and consideration of the rest of the survey's data, though, suggest factors could include that teachers of color hold deeper investment in the communities in which they teach and deeper belief in their students' abilities; that they experience more pressure to leverage their educations to create economic mobility for their families and thus may be more apt to remain in the profession; that the national conversation around the positive impact of teacher diversity and increased investment in these efforts may positively impact the experiences of teachers of color; and that, as is further explored later in this report, teachers of color are more invested in the potential transformation of the profession through strategic staffing approaches and artificial intelligence tools, and thus see more possibility on the horizon.

Of course, it is essential to note that no community of people sharing demographic characteristics, including teachers of color, is a monolith. Trends, including those suggested here, can be helpful tools but are also often inherent oversimplifications that mute the nuances in a given community.



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

Q23. 2024 NATIONAL TEACHER SURVEY



THEME
4

Teachers are calling for more collaborative and dynamic work environments, showing interest in strategic staffing approaches that break from traditional school models.

Teachers agree that the transformation of the profession many are calling for is necessary. Their opinions regarding to what extent the teaching profession is currently collaborative — meaning teachers have the opportunity to work, learn, and build together — and dynamic — meaning teachers have role flexibility with opportunities for growth and leadership — are mixed. When asked explicitly, 46% of teachers report the profession is collaborative; though this represents fewer than half of teachers, educators were significantly

more likely to say they believed the profession was collaborative than that it was dynamic — only 26% said this — or that it was rewarding, diverse, or sustainable. And, 62% of teachers reported that their professional learning experiences include built-in time for teacher-to-teacher collaboration around instructional improvement, indicating that teachers do experience some collaborative time in their jobs.



THE NATIONAL BACKDROP

As schools slowly transitioned “back to normal” post-pandemic, teachers and the education field more broadly asserted that “normal” had never worked, particularly for the country’s most marginalized students. Consequently, “normal” should not be viewed as the post-pandemic goal. Amongst conversations about [teacher burnout](#) and [shortages](#), the notion that we must [reimagine the role of the teacher](#) and schooling more generally has become increasingly common, and includes [calls to make the structure of the profession more collaborative and dynamic](#).

One approach gaining traction and showing early signs of success in making the profession more collaborative and dynamic is [strategic school staffing](#). Strategic staffing can take many forms, but always focuses on redesigning the roles of adults in schools — in particular, teachers — to disrupt the traditional one-teacher, one-classroom

approach to K-12 education in favor of one more attractive to teachers and more effective at meeting student needs. Two of the most prominent models, Next Education Workforce and Opportunity Culture, are leading to [increased teacher satisfaction](#) and [student achievement](#). Characteristics of the models include opportunities for highly effective teachers to lead teams of teachers or to teach larger class sizes; differentiated compensation structures, in contrast to the traditional “steps and lanes” approach to paying teachers; and innovative teaming structures in which multiple teachers serve the same roster of students. Implementing these models often requires non-traditional class size approaches, moving away from the model in which every teacher has the same class size maximum to enable team teaching or maximizing the reach of effective teachers. Unfortunately, current conditions in many schools are constrained by rules, largely set by their teachers’ contracts, that prevent this kind of transformation.

THEME
4

“A lot of teachers are in their bubbles, their silos, and they don’t get the time to visit other teachers and find out what they’re doing. They might be in a rut. So at my school we do learning walks, we go to other classrooms, not to evaluate but just to see what they’re doing. We come back and debrief, and we find, ‘Wow we like what’s happening in English or math or even gym.’ And so we look for where else we can implement it.”

Michael Simmon | High School Social Studies Teacher, Bronx, NY

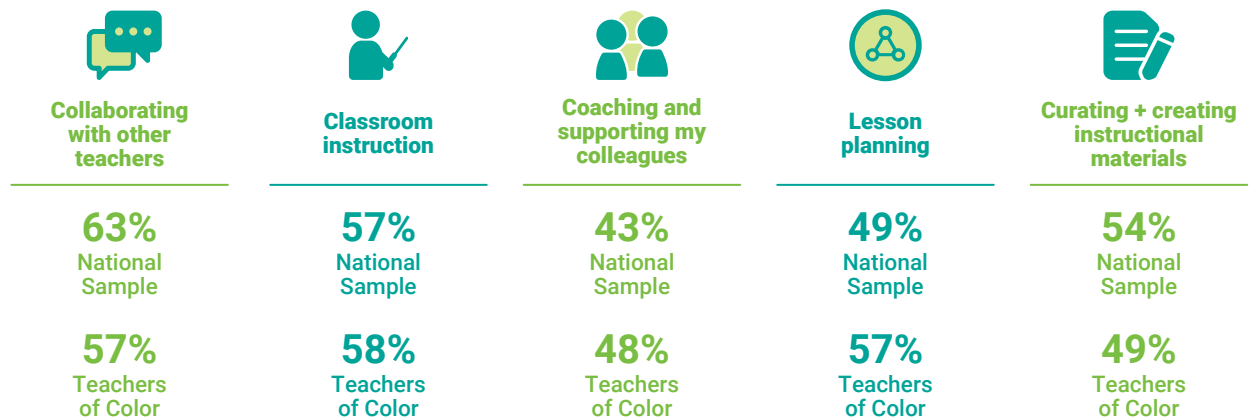


It’s clear that teachers all across the country are eager for the opportunity to make the profession more collaborative and dynamic: 63% reported wanting to spend more time collaborating with other teachers, and 43% said they wanted to spend more time coaching or supporting their colleagues, making them the number one and number five activities, respectively, that teachers wanted to spend more time on out of 13 options.



Teachers chose these five activities as the top activities they’d like to spend more time on.

Q31-43. 2024 NATIONAL TEACHER SURVEY



THEME
4

Teachers are calling for more collaborative and dynamic work environments, showing interest in strategic staffing approaches that break from traditional school models.

This year, we also asked teachers to what extent they favored or opposed the types of policy changes and trade-offs required to enable strategic staffing in schools. We found that teachers are open to the idea of staffing innovation but need more support understanding its tenets. They desire to be meaningfully engaged in the design and implementation of any of these strategies in their schools.

For example, when asked how much they would favor or oppose working in a team-teaching model in which class size increases but another staff member co-teaches or supports, 50% said they favored the idea and an additional 31% said they were open to it but would need to learn more before committing their support. Similarly, 25% of teachers said they favored increasing veteran teachers' class size slightly in order to significantly reduce the class sizes of first-year teachers, and another 29% said they were open to the idea. 96% of teachers reported they would be willing to add students to their class sizes in exchange for a \$10,000

salary increase, with nearly half saying they would add five or more students in exchange for this compensation. And, when asked what they thought would best attract a high-quality, diverse teacher workforce, the third most popular choice was "opportunities for differentiated compensation," behind only "higher starting salaries" and "better benefits."

Teachers of color, in particular, are eager to explore these kinds of approaches, along with teachers under 30, charter school teachers, and teachers in urban contexts. 83% of teachers of color favor co-teaching models; 77% favor increasing veteran teachers' class sizes in order to reduce first-year teachers' class sizes; and 95% would be willing to take on additional students in each class in exchange for more prep time. Lastly, while differentiated compensation was the third most popular recruitment mechanism among teachers nationally, it was the number one choice among teachers of color.

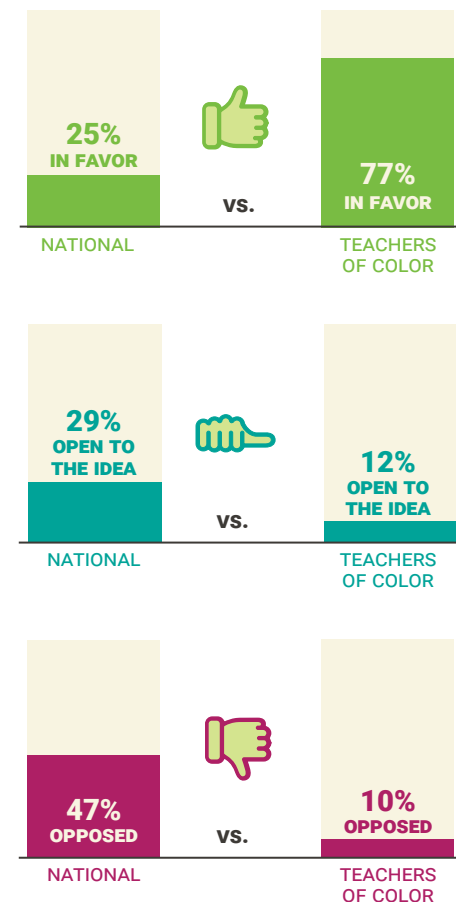


"Without prioritizing collaboration, teachers don't feel like they're growing, and if they don't feel like they're growing, they leave the profession, and then we have shortages and we continue the cycle."

Joseph Tadros | High School Mathematics Team Supervisor, Brooklyn, NY

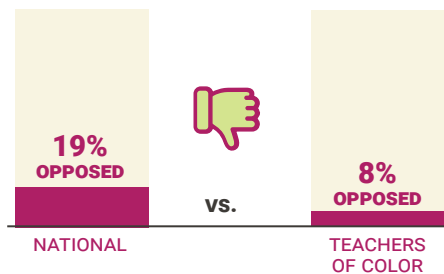
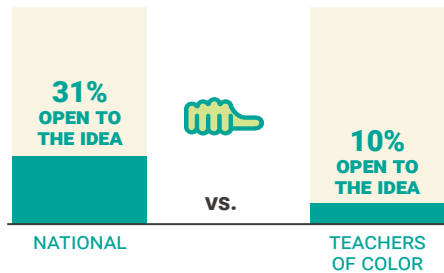
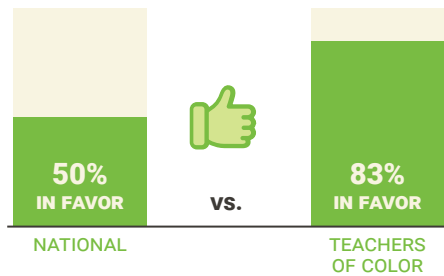
How much would you favor or oppose: Increasing veteran teachers' class size slightly in order to significantly reduce the class sizes of first-year teachers.

Q47. 2024 NATIONAL TEACHER SURVEY



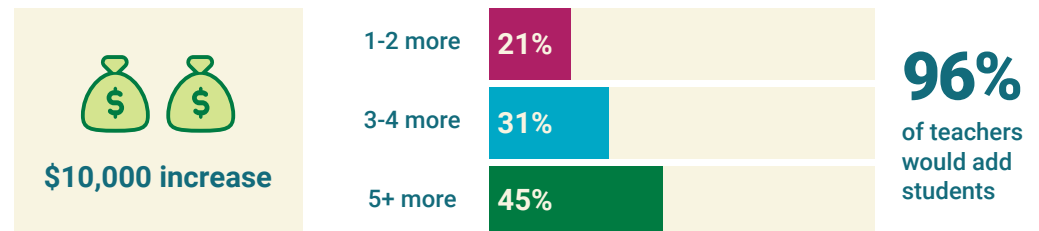
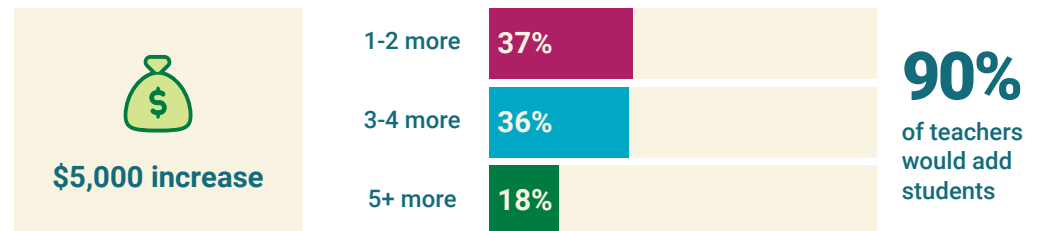
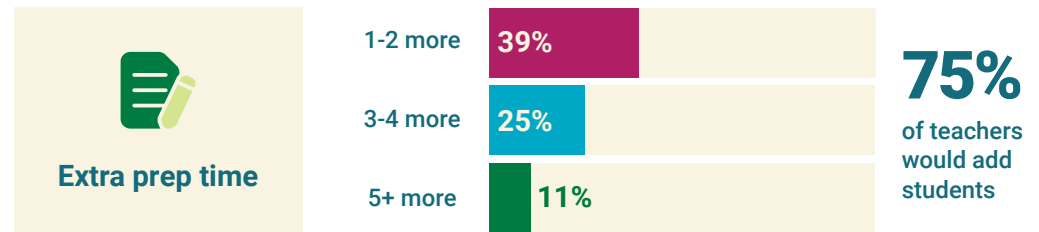
How much would you favor or oppose:
Teaching in a co- or team-teaching model
in which class size increases but another
staff member co-teaches or supports.

Q49. 2024 NATIONAL TEACHER SURVEY



Would you be willing to add additional students to each of your classes in exchange
for: a \$5,000 salary increase, a \$10,000 salary increase, or extra preparation time?

Q52-54. 2024 NATIONAL TEACHER SURVEY



THEME
5

While still positive, teachers’ satisfaction with unions’ efforts to address “bread and butter” issues like salaries and improved working conditions is diminishing, and satisfaction with efforts to transform the profession remains low.

As teachers call for a reimagined and more effective profession, it’s worthwhile to take stock of how much they believe their current union leadership is supporting that transformation. Slight majorities of teachers report being satisfied with teachers unions’ efforts to do what many think of as their primary role: advocating for teachers’ salaries. 52% of teachers believe unions do an “excellent or good job” doing so, down from 65% in 2020. Approximately half are also satisfied with their advocacy for policies in the best interest of teachers and in the best interest of students, also down around 10 percentage points from 2020.

While satisfaction on these issues is trending downward, the percentage of teachers who are

satisfied with their unions’ roles in reimagining the profession — cited as a key desire by teachers throughout this report — has remained below a majority: 45% report satisfaction with unions’ efforts to negotiate new ways to meaningfully and effectively evaluate teachers; 44% are satisfied with their efforts to provide support and mentoring to new teachers; 42% are satisfied with efforts to provide high-quality professional development; and 38% are satisfied with efforts to expand career ladders for teachers.

How satisfied are you with your union’s current negotiating priorities?
Q73. 2024 NATIONAL TEACHER SURVEY



VERY SATISFIED

33%
National Sample

39%
Teachers of Color



SOMEWHAT SATISFIED

45%
National Sample

56%
Teachers of Color

THE NATIONAL BACKDROP

Americans’ perceptions of labor unions generally are at a highpoint, likely as a result of their relentless advocacy for workers over the past four years: [67% of Americans approved of them in 2023](#), down slightly from 71% in 2022 but up from just 48% in 2010.

At the same time, [teachers union strikes](#) in Los Angeles and Oakland, Portland, Clark County, and elsewhere have dominated the education news cycle. These strikes have led to significant increases to teacher salaries, but have also continued a trend of [expanding the scope](#) of union contracts to cover things traditionally left to district discretion, such as support for immigrant families and the governance of community schools.



“In past negotiations of our contract, I and the rest of our union’s leaders distributed a survey to find out what worked and what teachers needed, and so few teachers responded. But once our current contract was finalized, there was pushback from them. It’s on union leaders to gather input, but it’s also on teachers to provide it.”

Richard de Meij | K-8 World Languages Teacher, Hartford, CT



Lastly, only one third of current union members report being very satisfied with their local union leadership or their union’s negotiating priorities, indicating teachers are potentially looking to their union leaders to shift from their focus on higher salaries to a broader set of issues aligned to reimagining the profession. And, three-quarters of teachers prefer that layoff decisions be made based on multiple factors, rather than seniority alone, indicating a disconnect between teacher perception and the tendency of teachers’ unions to prioritize seniority as the primary driver in decision-making.

Consistent with other sections of this report, teachers of color express significantly more positive views of unions’ activities. 75% or more report satisfaction with unions’ advocacy for teacher salaries, as well as for activities related to reimagining the profession. In both instances, this marks an increase in their satisfaction from the past.



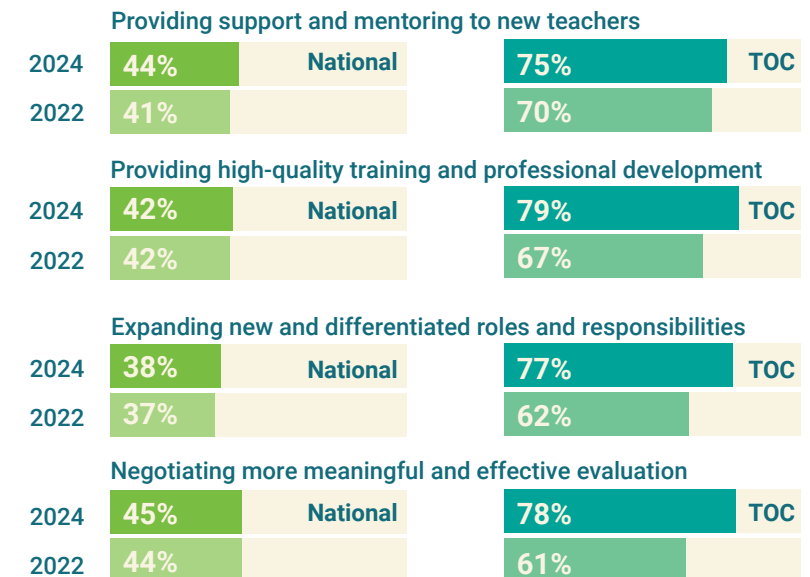
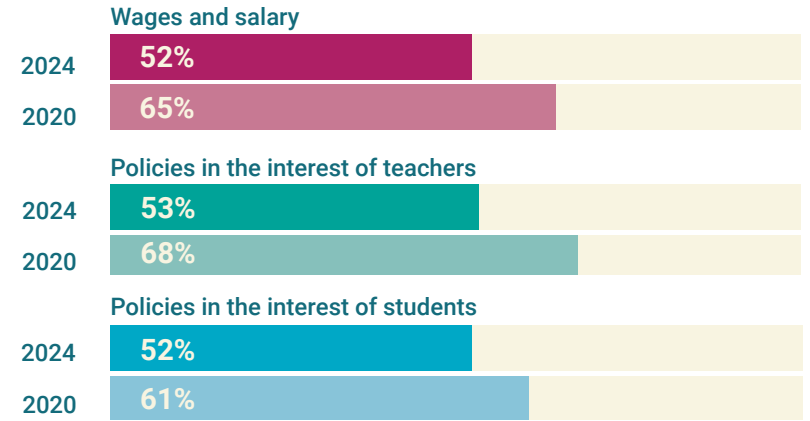
My union/teachers’ unions are doing a good or excellent job advocating for:

Q75-77. 2024 NATIONAL TEACHER SURVEY



My union/teachers’ unions are doing a good or excellent job at the following:

Q82-85. 2024 NATIONAL TEACHER SURVEY

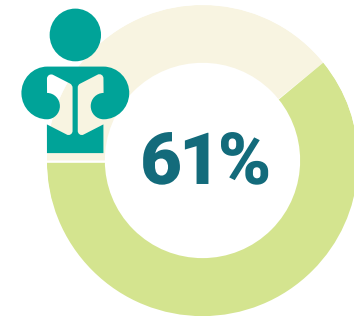


While districts across the country have adopted instructional materials aligned with the science of reading, teachers indicate that to truly shift literacy instructional practices, better support and training are needed.

Legislative requirements that curricular materials align with the science of how kids learn how to read are now reaching the classroom: nearly two-thirds of teachers report that their district has implemented new curricular materials aligned to the Science of Reading in the past three years.

However, curricular materials alone cannot teach children how to read. Shifting instructional practices to align with the science of reading is necessary as well. Unfortunately, just a quarter of teachers who work in districts that have adopted these new materials say their instructional practices have shifted “very much” as a result of these changes.

This number remains low for elementary school teachers — just 31% — who are most likely to be directly impacted by the changes to early literacy instruction. This is all despite a cumulative 81% of teachers reporting that their district has somewhat or very effectively supported implementation of the materials — though only approximately a quarter of that 81% represent “very effectively.”



61%
of teachers say their district has implemented **new curricular materials aligned to the science of reading**

THE NATIONAL BACKDROP

Educational researchers have long promoted the [importance of high-quality instructional materials](#) generally, and [effective reading instruction](#) more specifically. However, the 2022 podcast “[Sold a Story](#)” brought this idea into the mainstream and launched a nationwide conversation about it. Teachers, parents, school leaders, and the general public fully came to realize that many of the districts where they taught or where their kids attended school were conducting reading instruction in a way that ignored the crucial importance of explicitly teaching kids how to read. Instead, many districts were leveraging materials and delivering lessons predicated on the assumption that learning how to read comes naturally to kids, in the same way that learning how to talk does.

And, perhaps most alarmingly, “Sold a Story” posited that ineffective materials and practices were most likely to negatively impact students from low-income homes, who couldn’t access private tutors if their school was failing to teach them how to read.

Policymakers and district leaders reacted quickly to this national reckoning: [37 states and Washington, D.C. passed a flurry of laws](#) requiring the adoption of materials aligned with the “Science of Reading,” and districts nationwide moved to replace their now-defunct curricula.

“Too often, teachers are handed a curriculum and told, ‘Go ahead and get started.’ And then it’s not fully implemented not because teachers don’t like the new curriculum, but because they’re not fully invested in the shift, or they aren’t effectively supported to leverage the materials.”

Jaseen Pickett | Elementary Special Education Resource Teacher, New Haven, CT



Why the disconnect? It might lie in the form of professional learning in which teachers are participating. Research shows that to be effective, professional learning opportunities must focus on building subject-specific instructional practices rather than building content knowledge alone and must include built-in opportunities for observation and feedback to fine-tune implementation. Just a third of teachers say their professional learning experiences align with these research-backed practices. Perhaps even more fundamental to implementing new curricular materials, research demonstrates that effective professional learning experiences leverage concrete instructional materials rather than focusing only on theory, but less than half of teachers report this is true of their own experience.

Unfortunately, while teachers report high levels of support in implementing curricular materials, their level of reported support in leveraging assessment data in the classroom is trending backwards, raising concerns about whether or not teachers are receiving training that makes explicit connections to the use of assessments. Just 30% of teachers report receiving regular training to understand how to use assessment data to inform their practice, compared to 38% in 2023. And, this seems to be impacting how they use assessment data: 60% report that they use it to plan, modify, and evaluate their instructional program, compared to 68% in 2023; 56% report that they use it to personalize learning, compared to 62% in 2023; and 49% report using it to inform parents of student progress, compared to 60% in 2023.

Research shows that effective professional learning includes the following components. Which of them are part of your own professional learning experiences?

Q44. 2024 NATIONAL TEACHER SURVEY



35%

Built-in follow-up meetings among the teachers and facilitators of the initial session or school leadership to address questions and fine-tune implementation



38%

A focus on building subject-specific pedagogical practices rather than building content knowledge alone



48%

The use of concrete instructional materials like curricula or formative assessment items rather than focusing only on theory

How effectively has your district supported you to implement these new materials?

Q65. 2024 NATIONAL TEACHER SURVEY



24% Very effectively

57% Somewhat effectively

Have these new materials changed your instructional practices?

Q66. 2024 NATIONAL TEACHER SURVEY



26% Yes, very much

49% Somewhat

THEME
7

Teachers express a mix of curiosity and hesitancy about the use of artificial intelligence in the classroom, indicating a need for more training on the topic, while teachers of color specifically are already embracing its use and are eager to learn more.

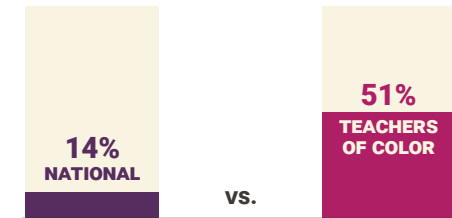
The whirlwind of indecision and concern around artificial intelligence (AI) in society at large is reflected in teachers' perspectives. While some teachers — 17% — are already confidently leveraging AI, and others — 13% — oppose its use in the classroom altogether, the majority of teachers exist somewhere in the middle. These teachers in the middle understand its utility, but they also cite the need for more training in order to implement it, they have concerns about its use, or both. More than a third of teachers report that they know it could support their instruction and capacity, but they simultaneously harbor concerns about its use in the K-12 space. Nearly two-thirds want additional

training on how to apply it in their teaching; the most popular area in which teachers would like more training is on how to use AI to lesson plan and to differentiate instruction.

Teachers of color, though, already overwhelmingly support the technology's use in the classroom. More than half believe it has the potential to transform teaching and learning in a positive way — compared to only 14% of teachers nationally — and they also report that they are already confident in their ability to leverage AI and don't need additional training — compared to just 17% of teachers nationally.

AI will transform teaching and learning in a positive way:

Q55. 2024 NATIONAL TEACHER SURVEY



THE NATIONAL BACKDROP

Artificial intelligence (AI), or technology that can think and solve problems like humans can, has [been in development for decades](#), but became a household term in the fall of 2022 with the [rise of ChatGPT](#). The “chatbot” provides nuanced and lengthy answers to complex questions; it can do everything from preparing a travel itinerary for your European vacation to writing an essay on the use of symbolism in “To Kill a Mockingbird.”

The relationship between K-12 public education and AI got off to a rocky start, as it immediately raised concerns about its potential to be used by students to cheat. New York City, the nation's largest school district, [banned ChatGPT](#), the most popularly known form of AI, in January 2023 over fears of students using it to cheat and thus setting a precedent that the education community worried other districts might follow. By May, the district had rescinded this decision, [calling it a “knee-jerk” reaction](#). And by October, just ten months

after banning the most popular form of AI, the district [launched an “Artificial Intelligence Policy Lab.”](#) putting it at the front lines of the technology's use in schools.

AI's potential for use in the K-12 space is nascent and evolving each day, but its capabilities include things like building lesson plans and assessments based on a series of standards and differentiating materials for students performing at different grade levels. Concerns about its use, though, are plentiful and go beyond cheating in K-12 public schools to include the risk of racially biased algorithms, inequitable access, and invasion of user privacy. The ample and emerging benefits and concerns create a particular need for iterative guidance on the technology's use, building on [what's already been put forward by organizations like Digital Promise](#).

“Sometimes, learning how to leverage AI can feel like just another thing on our plate. We’re trying to support our students in making academic gains in reading and math, in functioning emotionally, and so learning about AI can feel like one more thing we don’t have time to prioritize.”

Becky Trammell | Elementary School Special Education Teacher, Minneapolis, MN

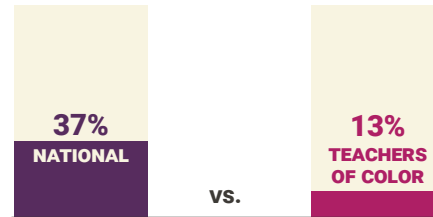


Similar patterns are apparent for teachers under 30, charter school teachers, and teachers in urban environments, all of whom are more invested in the technology’s use in the classroom and are more likely to be already leveraging it.

This trend continues when teachers are asked to what extent they are leveraging AI across different aspects of teaching: approximately 80% of teachers of color report they are using AI for lesson planning, differentiating instruction, grading, communicating with parents, and creating assignments that ask students to use AI, compared to between a quarter and a third of teachers nationally for each of these areas. For each of these areas, fewer than ten percent of teachers of color report that they do not believe using AI in that particular way is appropriate, compared to as high as 55% of teachers nationally reporting the same for communicating with parents.

AI could help support my instruction and capacity, but I also have some concerns about its use:

Q55. 2024 NATIONAL TEACHER SURVEY



Which of the following statements best reflect your ability to leverage AI for your work?

Q62. 2024 NATIONAL TEACHER SURVEY

I am confident in my ability to leverage AI

17%
National
Sample



56%
Teachers
of Color

I would like additional training to leverage AI

58%
National
Sample



38%
Teachers
of Color

I am not interested in being trained on how to leverage AI

25%
National
Sample



5%
Teachers
of Color



“We run the risk of artificial intelligence exponentially outpacing any learning that we can do as a system to implement it. School systems are these big behemoths, and so by the time they get in front of technology like this it tends to already be too late. So who’s doing that research on using AI as a learning tool? Who’s doing the research on how to implement it in the classroom? We need to get in front of it.”

Arthur Everett | High School Social Studies Teacher, Brooklyn, NY

Questionnaire and Topline Results

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

Notes

All numbers are percentages.

Due to rounding, not all percentages add up to 100 percent.

To view the entire data set, go to e4e.org/teachersurvey2024/data

VOICES FROM THE CLASSROOM
A SURVEY OF AMERICA'S EDUCATORS

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STATE OF SCHOOLS

Q.11 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		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
A great deal ahead of where they were before the pandemic	6%	27%	5%	7%	4%	14%	9%	6%	3%
Somewhat ahead of where they were before the pandemic	10%	48%	8%	11%	8%	17%	13%	10%	5%
About the same as where they were before the pandemic	12%	10%	13%	12%	12%	14%	6%	13%	16%
Somewhat behind where they were before the pandemic	43%	9%	45%	41%	45%	32%	32%	44%	47%
A great deal behind where they were before the pandemic	27%	6%	28%	26%	28%	22%	30%	25%	28%
I did not teach before the pandemic	2%	0%	1%	3%	3%	1%	9%	1%	0%

STATE OF SCHOOLS

Q.12 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:

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Much better than before the pandemic	7%	21%	7%	7%	5%	15%	8%	8%	3%
Somewhat better than before the pandemic	10%	56%	8%	11%	8%	17%	16%	9%	5%
About the same as before the pandemic	20%	12%	20%	20%	19%	25%	13%	20%	27%
Somewhat worse than before the pandemic	51%	10%	51%	51%	53%	35%	50%	49%	54%
Much worse than before the pandemic	13%	2%	14%	12%	14%	8%	12%	14%	11%

Q.13 How well does your school meet the academic needs of all of its students, including the unique needs of individual student subgroups?

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Very well	23%	29%	22%	23%	21%	32%	26%	22%	22%
Somewhat well	57%	65%	56%	58%	58%	49%	49%	59%	55%
Not very well	17%	4%	19%	15%	17%	14%	21%	15%	18%
Not at all well	3%	1%	3%	4%	3%	3%	4%	2%	5%
Unsure	0%	0%	0%	0%	0%	1%	0%	1%	0%

STATE OF SCHOOLS

Q.14-18 How well does your school provide a welcoming, inclusive environment for each of the following groups of students?

14. Students of color

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Very well	53%	52%	50%	56%	51%	62%	54%	51%	56%
Somewhat well	38%	43%	40%	36%	39%	30%	35%	39%	36%
Not very well	8%	4%	9%	6%	8%	5%	9%	8%	6%
Not at all well	1%	0%	1%	2%	2%	1%	2%	1%	1%
Unsure	0%	0%	0%	0%	0%	1%	0%	1%	0%

Q.14-18 How well does your school provide a welcoming, inclusive environment for each of the following groups of students?

15. Students who are not native speakers of English

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Very well	39%	52%	38%	39%	38%	45%	36%	39%	39%
Somewhat well	40%	43%	41%	39%	40%	36%	42%	39%	40%
Not very well	15%	3%	15%	15%	15%	13%	16%	15%	15%
Not at all well	4%	1%	3%	4%	4%	4%	5%	4%	3%
Unsure	3%	0%	2%	3%	3%	2%	1%	3%	3%

Q.14-18 How well does your school provide a welcoming, inclusive environment for each of the following groups of students?

16. Students with disabilities

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Very well	49%	56%	47%	50%	48%	54%	48%	48%	51%
Somewhat well	41%	36%	42%	40%	41%	36%	37%	42%	38%
Not very well	8%	6%	9%	8%	8%	9%	11%	8%	9%
Not at all well	2%	2%	2%	2%	2%	1%	3%	2%	2%
Unsure	1%	0%	0%	1%	1%	0%	2%	0%	0%

Q.14-18 How well does your school provide a welcoming, inclusive environment for each of the following groups of students?

17. Students from low-income homes

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Very well	51%	61%	51%	51%	49%	62%	49%	52%	51%
Somewhat well	37%	33%	37%	36%	37%	32%	33%	37%	39%
Not very well	10%	4%	9%	10%	11%	4%	14%	9%	9%
Not at all well	2%	1%	1%	2%	2%	1%	2%	2%	2%
Unsure	1%	0%	1%	1%	1%	1%	2%	1%	0%

STATE OF SCHOOLS

Q.14-18 How well does your school provide a welcoming, inclusive environment for each of the following groups of students?

18. LGBTQ+ students

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Very well	23%	22%	23%	22%	22%	27%	30%	23%	16%
Somewhat well	45%	63%	42%	47%	44%	48%	43%	46%	41%
Not very well	26%	13%	29%	23%	27%	20%	23%	25%	31%
Not at all well	7%	1%	7%	7%	7%	5%	3%	6%	12%
Unsure	0%	0%	0%	0%	0%	0%	0%	0%	0%

STATE OF SCHOOLS

Q.19 Do you agree or disagree with the following statement: Parents deserve the right to choose the public school that best meets their child’s individual needs.

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Strongly agree	46%	47%	37%	54%	42%	69%	58%	45%	39%
Somewhat agree	38%	52%	43%	34%	40%	27%	33%	39%	41%
Somewhat disagree	11%	2%	14%	8%	13%	3%	6%	11%	15%
Strongly disagree	4%	0%	6%	3%	5%	1%	2%	5%	5%

STATE OF SCHOOLS

**Q.20 Please select all that apply to complete the following statement:
“I support school choice when it...”**

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Is equally accessible to all students	74%	57%	72%	77%	74%	74%	82%	73%	73%
Doesn't shift funds from public schools	55%	23%	58%	53%	58%	38%	47%	58%	55%
Doesn't discriminate against students	66%	43%	66%	67%	66%	71%	78%	65%	61%
Increases academic achievement for low-income students	60%	59%	57%	62%	59%	63%	73%	59%	51%
Holds schools publicly accountable for the results of all students	46%	39%	42%	49%	45%	51%	50%	45%	45%
Provides completely free educational options to low-income families	55%	46%	53%	58%	54%	63%	69%	56%	45%
Is not a for-profit school	35%	14%	39%	31%	37%	22%	28%	37%	36%
I don't support any form of school choice	4%	0%	6%	3%	5%	0%	2%	5%	5%
Other (Please specify)	1%	0%	1%	2%	1%	3%	2%	1%	1%

STATE OF SCHOOLS

Q.21 With the end of federal relief dollars and student enrollment continuing to decline, teacher layoffs may occur. If layoffs were to occur, which of the following approaches would you prefer your district to take regarding layoff decision-making?

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Make layoff decisions solely based on seniority, with the newest teachers being let go first	25%	25%	32%	18%	26%	22%	11%	25%	37%
Make layoff decisions based on multiple factors, including but not limited to seniority, performance, and subject or grade-level certification	75%	75%	68%	82%	74%	78%	89%	75%	63%

STATE OF SCHOOLS

**Q.22 In your opinion, how much of a problem is the following in your district:
School funding is not equitable (e.g., funding is not strategically directed
towards the students who most need it)**

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Extremely serious problem	23%	22%	23%	22%	22%	27%	30%	23%	16%
Very serious problem	45%	63%	42%	47%	44%	48%	43%	46%	41%
Somewhat serious problem	26%	13%	29%	23%	27%	20%	23%	25%	31%
Not a very serious problem	7%	1%	7%	7%	7%	5%	3%	6%	12%
Not a problem at all	0%	0%	0%	0%	0%	0%	0%	0%	0%

REIMAGINING THE TEACHING ROLE

Q.23 As of now, how likely would you say you are to spend your entire career as a classroom teacher?

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Very likely	44%	29%	51%	37%	44%	41%	25%	39%	69%
Somewhat likely	33%	61%	30%	37%	33%	35%	45%	35%	21%
Not very likely	16%	6%	13%	19%	15%	20%	24%	18%	6%
Not likely at all	5%	3%	6%	5%	6%	3%	5%	7%	3%
Not sure	1%	1%	1%	2%	2%	1%	1%	2%	0%

Q.24 You mentioned you are [not very likely to/not likely at all to/not sure] you will spend you will spend your entire career as a classroom teacher. Which of the following best describes the primary reasons you are not likely to spend the rest of your career as a classroom teacher? Choose up to 3 reasons.

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
I want a higher-paying job	49%	34%	48%	50%	47%	57%	51%	53%	18%
I do not have enough support to address discipline issues	31%	21%	29%	32%	33%	17%	25%	32%	36%
I do not have the resources of training to do my job well	3%	7%	6%	1%	3%	3%	4%	3%	5%
I do not have enough opportunities to grow professionally, in terms of additional responsibilities and pay	12%	14%	10%	14%	11%	17%	18%	10%	14%
I am interested in pursuing a role in school leadership	11%	10%	5%	16%	9%	23%	10%	14%	0%
I am interested in pursuing an entirely different career	20%	24%	23%	17%	20%	17%	22%	19%	23%
I do not believe I am making an impact	6%	7%	6%	6%	6%	6%	4%	6%	14%
I take on too many additional responsibilities for which I am not compensated	37%	38%	44%	32%	39%	29%	43%	38%	18%
I do not feel support by my administration	21%	10%	26%	17%	21%	17%	22%	19%	32%
I do not feel respected by the public	20%	17%	24%	17%	21%	11%	14%	22%	18%
I want greater work-life balance	31%	31%	37%	27%	35%	9%	33%	32%	23%
I do not feel physically safe in my school building	9%	7%	7%	11%	9%	11%	12%	6%	23%
Other (Please specify)	5%	7%	4%	6%	6%	0%	4%	4%	18%

Q.25 You mentioned you are [very likely to/somewhat likely] to spend your entire career as a classroom teacher. Which of the following best describes the primary reason you are likely to spend the rest of your career as a classroom teacher? Choose up to 3 options.

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
I am satisfied with my pay and benefits	15%	30%	18%	11%	15%	13%	9%	14%	19%
I have opportunities to grow professionally, in terms of additional responsibilities and pay	14%	30%	12%	16%	13%	25%	24%	13%	11%
I receive individualized and effective professional learning opportunities	6%	27%	4%	8%	5%	10%	8%	6%	6%
I get the opportunity to collaborate frequently with my peers	10%	28%	10%	9%	9%	11%	10%	10%	8%
I believe I am making a difference in the lives of my students	69%	35%	70%	69%	70%	65%	78%	70%	63%
I enjoy building relationships with my students	64%	30%	65%	63%	65%	55%	69%	67%	54%
I enjoy the content I teach	44%	31%	45%	43%	45%	38%	39%	44%	46%
The job is intellectually stimulating	15%	22%	15%	16%	14%	23%	19%	15%	13%
I enjoy the camaraderie among myself and my colleagues	21%	34%	26%	16%	21%	19%	15%	22%	22%
Other (Please specify)	4%	1%	4%	4%	4%	1%	1%	3%	7%

REIMAGINING THE TEACHING ROLE

Q.26 On a scale from 0 to 10, how likely are you to recommend teaching to a friend, family member or acquaintance? 0 means that you would be “not at all likely” to recommend teaching to a friend, family member or acquaintance, and 10 means that you would be “extremely likely” to recommend teaching.

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Promoters: 9-10	16%	29%	15%	17%	13%	28%	12%	16%	16%
7-8	28%	60%	28%	27%	28%	27%	29%	29%	23%
Detractors: 0-6	57%	11%	57%	56%	59%	45%	59%	54%	60%
NPS Score	-41	18	-42	-40	-45	-17	-47	-38	-44
0 - Not at all likely	9%	3%	8%	9%	9%	5%	4%	9%	11%
1	4%	0%	6%	3%	4%	3%	4%	4%	5%
2	7%	0%	8%	7%	8%	7%	9%	7%	7%
3	9%	1%	10%	8%	10%	5%	8%	9%	10%
4	6%	1%	7%	5%	6%	4%	7%	6%	5%
5	12%	3%	11%	12%	12%	7%	11%	11%	14%
6	10%	3%	9%	11%	9%	14%	17%	8%	9%
7	15%	11%	15%	15%	15%	15%	14%	17%	11%
8	13%	48%	14%	12%	13%	12%	15%	13%	12%
9	6%	25%	5%	7%	5%	10%	4%	6%	7%
10 - Extremely likely	10%	4%	10%	10%	8%	18%	8%	11%	9%
Not sure	9%	3%	8%	9%	9%	5%	4%	9%	11%

Q.29 Which of the following do you think would be most likely to attract talented and diverse candidates to the teaching profession? Now, please select what would be second-most likely to attract talented and diverse candidates to the teaching profession.

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Higher starting salaries	53%	23%	53%	53%	54%	46%	51%	53%	54%
Opportunities for higher pay for working in a hard-to-staff school or subject area	21%	28%	22%	20%	21%	22%	20%	22%	19%
Lowering the financial barriers to pursuing the profession (e.g., college tuition, exam fees)	11%	11%	12%	11%	11%	12%	15%	11%	8%
Removing certification tests or other requirements	5%	5%	3%	5%	4%	8%	8%	3%	5%
Better benefits (i.e., more affordable health care options, student loan forgiveness, housing support, improved family leave)	36%	30%	35%	37%	37%	32%	29%	37%	39%
More leadership opportunities that allow you to increase your responsibilities and your salary	9%	16%	8%	10%	8%	11%	14%	9%	6%
Streamlined certification / reciprocity (e.g., easier to obtain credentials when moving states, changing careers, portability of pension)	9%	13%	9%	9%	8%	13%	11%	8%	10%
Raising the bar for entry into the profession (e.g., minimum SAT scores or GPA to become a teacher)	3%	9%	2%	4%	3%	5%	6%	3%	3%
Residency or apprenticeship programs for hands-on experience	3%	7%	3%	3%	3%	5%	4%	3%	2%
Alternative certification pathways	5%	10%	6%	5%	5%	6%	2%	6%	6%
Pathways for school aides and paraprofessionals to become teachers (e.g., grow-your-own models)	9%	12%	9%	9%	9%	11%	11%	9%	9%
Make it easier to leave and return to teaching without losing retirement benefits (e.g., pension), seniority, or other non-retirement benefits	10%	13%	8%	12%	10%	14%	9%	11%	9%
More societal respect for the profession	20%	14%	23%	16%	22%	7%	15%	19%	25%
Reduced workload for first-year teachers	6%	8%	5%	6%	5%	7%	4%	5%	7%

**Q.30 Now, which of the following do you think would be most likely to retain teachers in the profession?
Now, please select what would be second-most likely to keep teachers in the profession.**

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Higher salary	55%	15%	52%	57%	56%	47%	54%	59%	45%
Opportunities for higher pay for working in a hard-to-staff school or subject area	12%	14%	11%	12%	11%	14%	11%	13%	9%
More leadership opportunities that allow you to increase your responsibilities and your salary	8%	18%	7%	9%	8%	10%	8%	8%	6%
Better benefits (such as better or more affordable health care options, student loan forgiveness, housing support, or improved family leave)	30%	23%	28%	32%	29%	35%	29%	29%	31%
More time for collaboration and planning	10%	13%	10%	11%	11%	7%	13%	9%	11%
More support staff (paraprofessionals, counselors, etc.)	12%	14%	12%	12%	12%	11%	13%	12%	11%
More mental health supports for educators	8%	15%	8%	8%	7%	10%	7%	8%	7%
More professional development and support	4%	13%	4%	5%	4%	7%	5%	4%	4%
More involvement in school-based decision-making	7%	12%	8%	5%	6%	9%	7%	7%	6%
Higher quality curricula and more resources	5%	12%	6%	4%	4%	7%	5%	6%	3%
More supportive administrators	17%	15%	17%	17%	17%	17%	15%	15%	23%
More societal respect for the profession	11%	12%	12%	9%	11%	6%	8%	10%	14%
Access to mentorship opportunities	2%	9%	3%	2%	2%	4%	5%	2%	3%
More support to address discipline issues	20%	15%	23%	18%	22%	14%	18%	19%	27%

Q.31-43 For each of the following work-related activities, please indicate if you would like to spend more time, less time, or would you not change the amount of time you spend.

MORE TIME	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
31. Collaborating with other teachers	63%	57%	64%	61%	63%	63%	64%	65%	56%
32. Classroom instruction	57%	58%	60%	55%	58%	51%	57%	59%	54%
33. Coaching/supporting my colleagues	43%	48%	43%	42%	42%	45%	43%	46%	34%
34. Participating in professional development	32%	46%	30%	33%	30%	43%	46%	30%	25%
35. Analyzing data to inform student instruction	41%	51%	39%	43%	40%	49%	51%	44%	29%
36. Lesson planning	49%	57%	49%	49%	49%	49%	56%	52%	37%
37. Communicating with parents/guardians	39%	52%	35%	41%	37%	48%	51%	36%	36%
38. Compiling and tracking student academic data	35%	53%	32%	38%	34%	41%	49%	35%	26%
39. Preparing students for standardized tests	29%	50%	24%	33%	27%	41%	39%	28%	23%
40. Grading student work	23%	42%	23%	22%	22%	28%	26%	24%	18%
41. Attending staff meetings	9%	38%	8%	10%	8%	16%	16%	9%	4%
42. Completing administrative paperwork	14%	43%	13%	16%	13%	22%	23%	12%	13%
43. Curating and creating instructional materials to supplement my curriculum	54%	49%	54%	54%	54%	51%	58%	53%	53%

Q.31-43 For each of the following work-related activities, please indicate if you would like to spend more time, less time, or would you not change the amount of time you spend.

LESS TIME	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
31. Collaborating with other teachers	10%	35%	9%	11%	9%	16%	14%	9%	11%
32. Classroom instruction	8%	32%	7%	8%	7%	12%	11%	8%	6%
33. Coaching/supporting my colleagues	14%	41%	11%	15%	12%	21%	15%	13%	15%
34. Participating in professional development	37%	43%	37%	36%	39%	26%	32%	37%	39%
35. Analyzing data to inform student instruction	25%	41%	28%	22%	26%	21%	19%	24%	31%
36. Lesson planning	23%	35%	21%	25%	24%	20%	23%	21%	28%
37. Communicating with parents/guardians	22%	38%	23%	21%	22%	23%	20%	23%	19%
38. Compiling and tracking student academic data	32%	37%	37%	28%	33%	28%	25%	33%	35%
39. Preparing students for standardized tests	48%	41%	53%	43%	50%	33%	39%	51%	46%
40. Grading student work	42%	46%	40%	44%	44%	34%	43%	43%	40%
41. Attending staff meetings	64%	52%	67%	62%	66%	57%	62%	63%	70%
42. Completing administrative paperwork	67%	49%	69%	65%	69%	53%	52%	69%	73%
43. Curating and creating instructional materials to supplement my curriculum	20%	41%	21%	19%	20%	20%	17%	22%	18%

Q.31-43 For each of the following work-related activities, please indicate if you would like to spend more time, less time, or would you not change the amount of time you spend.

WOULD NOT CHANGE THE AMOUNT OF TIME	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
31. Collaborating with other teachers	27%	8%	26%	28%	28%	22%	22%	26%	33%
32. Classroom instruction	35%	10%	33%	37%	34%	37%	33%	34%	40%
33. Coaching/supporting my colleagues	44%	11%	46%	42%	46%	34%	42%	42%	51%
34. Participating in professional development	32%	12%	33%	31%	32%	31%	23%	32%	36%
35. Analyzing data to inform student instruction	34%	9%	32%	35%	34%	30%	30%	32%	41%
36. Lesson planning	28%	9%	30%	26%	28%	31%	21%	27%	35%
37. Communicating with parents/guardians	40%	11%	42%	37%	41%	29%	29%	41%	45%
38. Compiling and tracking student academic data	33%	9%	31%	34%	33%	30%	26%	32%	39%
39. Preparing students for standardized tests	24%	9%	24%	23%	23%	26%	22%	21%	31%
40. Grading student work	35%	11%	37%	33%	35%	38%	30%	34%	42%
41. Attending staff meetings	27%	9%	25%	28%	27%	27%	22%	28%	26%
42. Completing administrative paperwork	19%	7%	19%	19%	18%	25%	25%	19%	14%
43. Curating and creating instructional materials to supplement my curriculum	26%	10%	25%	27%	26%	28%	25%	25%	29%

REIMAGINING THE TEACHING ROLE

Q.44 Research shows that effective professional learning includes the following components. Which of them are part of your own professional learning experiences? Check all that apply.

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Built-in time for teacher-to-teacher collaboration around instructional improvement	62%	53%	63%	61%	63%	57%	64%	63%	58%
One-to-one coaching, where coaches work to observe and offer feedback on teachers' practice	30%	41%	28%	31%	28%	36%	30%	31%	26%
Built-in follow-up meetings among the teachers and facilitators of the initial session or school leadership to address questions and finetune implementation	35%	71%	35%	36%	35%	36%	36%	37%	29%
A focus on building subject-specific pedagogical practices rather than building content knowledge alone	38%	42%	37%	38%	37%	39%	35%	41%	31%
The use of concrete instructional materials like curricula or formative assessment items rather than focusing only on theory	48%	9%	48%	47%	50%	36%	46%	46%	51%

REIMAGINING THE TEACHING ROLE

Q.45 Do you agree or disagree with the following statement: The traditional one-size-fits-all school system often doesn't meet students' needs.

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Strongly agree	7%	24%	7%	7%	6%	14%	11%	6%	6%
Somewhat agree	18%	55%	16%	19%	17%	22%	18%	17%	18%
Somewhat disagree	35%	9%	38%	31%	36%	29%	26%	36%	37%
Strongly disagree	41%	13%	39%	42%	41%	36%	45%	40%	39%

REIMAGINING THE TEACHING ROLE

Q.46 Which of the following statements do you agree with about the current state of the teaching profession? Check all that apply.

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
The teaching profession is dynamic meaning it has role flexibility with opportunities for growth and leadership	26%	39%	24%	27%	25%	28%	30%	25%	23%
The teaching profession is rewarding, meaning it has highly competitive compensation on part with America's investment in our future	30%	43%	31%	29%	28%	39%	32%	29%	29%
The teaching profession is collaborative, meaning teachers have the opportunity to work, learn, and build together	46%	56%	48%	44%	46%	49%	40%	50%	42%
The teaching profession is sustainable, meaning teachers have schedules that help them focus on teaching, with appropriate hours and work loads	19%	39%	18%	20%	18%	25%	22%	18%	21%
The teaching profession is diverse, meaning it has pipelines and school cultures that attract and retain teachers of color	27%	44%	26%	27%	25%	33%	34%	25%	24%
None of the above	20%	3%	22%	17%	21%	9%	14%	20%	23%

REIMAGINING THE TEACHING ROLE

Q.47-50 How much would you favor or oppose each of the following?

47. Increasing veteran teachers' class size slightly in order to significantly reduce the class sizes of first-year teachers

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Strongly favor	9%	35%	9%	8%	7%	19%	11%	9%	6%
Somewhat favor	16%	42%	13%	19%	15%	24%	23%	15%	15%
I'm open to the idea, but would need to learn more before deciding	29%	12%	26%	32%	29%	27%	32%	27%	30%
Somewhat oppose	25%	4%	28%	21%	26%	17%	20%	26%	25%
Strongly oppose	22%	6%	23%	20%	23%	13%	14%	23%	24%

Q.47-50 How much would you favor or oppose each of the following?

48. Increase veteran teachers' class sizes slightly in order to reduce the number of classes first-year teachers teach

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Strongly favor	8%	40%	8%	7%	6%	19%	12%	7%	6%
Somewhat favor	17%	39%	15%	19%	16%	22%	18%	18%	14%
I'm open to the idea, but would need to learn more before deciding	29%	8%	26%	32%	28%	35%	39%	26%	30%
Somewhat oppose	25%	9%	28%	22%	27%	14%	18%	26%	26%
Strongly oppose	22%	5%	23%	20%	24%	10%	14%	23%	24%

REIMAGINING THE TEACHING ROLE

Q.47-50 How much would you favor or oppose each of the following?

49. Teaching in a co- or team-teaching model in which class size increases but another staff member co-teachers or supports

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Strongly favor	19%	43%	20%	17%	17%	28%	27%	19%	13%
Somewhat favor	31%	40%	28%	34%	30%	37%	32%	31%	30%
I'm open to the idea, but would need to learn more before deciding	31%	10%	32%	29%	32%	24%	30%	31%	28%
Somewhat oppose	10%	6%	10%	11%	11%	7%	9%	9%	15%
Strongly oppose	9%	2%	10%	8%	10%	4%	2%	10%	13%

REIMAGINING THE TEACHING ROLE

Q.47-50 How much would you favor or oppose each of the following?

50. Using paid non-teaching roles, such as tutors or paraprofessionals to provide additional adult supports in classrooms and developing clear pathways into teaching for these individuals

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Strongly favor	35%	40%	37%	32%	35%	34%	39%	35%	31%
Somewhat favor	34%	49%	33%	34%	34%	32%	30%	35%	34%
I'm open to the idea, but would need to learn more before deciding	24%	9%	22%	26%	24%	25%	25%	24%	25%
Somewhat oppose	5%	2%	4%	5%	4%	6%	5%	4%	5%
Strongly oppose	3%	0%	3%	3%	3%	3%	2%	3%	5%

REIMAGINING THE TEACHING ROLE

Q.51-54 How many additional students, if any, would you be willing to add to each of your classes in exchange for each of the following?

51. A reduction of non-instructional duties (i.e., lunch or recess duties, etc.)

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
1-2 additional students	29%	52%	27%	30%	29%	28%	30%	29%	26%
3-4 additional students	22%	30%	20%	24%	22%	25%	30%	20%	21%
5 or more additional students	9%	7%	8%	9%	8%	14%	8%	9%	9%
No additional students; I would prefer to pass on this offer	41%	11%	44%	37%	42%	32%	32%	42%	44%

Q.51-54 How many additional students, if any, would you be willing to add to each of your classes in exchange for each of the following?

52. Additional prep time each week

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
1-2 additional students	39%	34%	40%	38%	39%	38%	37%	40%	38%
3-4 additional students	25%	51%	25%	24%	23%	32%	32%	25%	20%
5 or more additional students	11%	10%	9%	13%	11%	11%	16%	10%	9%
No additional students; I would prefer to pass on this offer	25%	5%	26%	24%	26%	19%	15%	25%	32%

REIMAGINING THE TEACHING ROLE

Q.51-54 How many additional students, if any, would you be willing to add to each of your classes in exchange for each of the following?

53. A \$5,000 annual salary increase

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
1-2 additional students	37%	32%	39%	35%	37%	34%	35%	37%	37%
3-4 additional students	36%	37%	35%	36%	35%	41%	33%	38%	32%
5 or more additional students	18%	21%	15%	21%	18%	20%	25%	16%	18%
No additional students; I would prefer to pass on this offer	10%	10%	10%	9%	10%	6%	8%	9%	12%

REIMAGINING THE TEACHING ROLE

Q.51-54 How many additional students, if any, would you be willing to add to each of your classes in exchange for each of the following?

54. A \$10,000 annual salary increase

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
1-2 additional students	21%	28%	21%	20%	21%	19%	18%	20%	24%
3-4 additional students	31%	35%	31%	31%	31%	27%	24%	33%	31%
5 or more additional students	45%	34%	45%	45%	44%	49%	54%	44%	41%
No additional students; I would prefer to pass on this offer	4%	3%	4%	4%	3%	5%	4%	3%	4%

ARTIFICIAL INTELLIGENCE

Q.55 There is increasing interest in using Artificial Intelligence (AI) technology in teaching and learning. Which of the following most closely aligns with your sentiment of AI's utility in the classroom?

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
It will transform teaching and learning in a positive way	14%	51%	17%	11%	12%	28%	13%	16%	9%
It can help support my instruction and capacity, but will not necessarily transform teaching and learning	31%	35%	30%	31%	30%	36%	33%	31%	27%
It could help support my instruction and capacity, but I also have some concerns about its use	37%	13%	33%	41%	40%	20%	40%	37%	38%
It has no place in the classroom	13%	1%	13%	12%	12%	13%	12%	11%	16%
Unsure	6%	0%	6%	5%	6%	3%	1%	5%	10%

ARTIFICIAL INTELLIGENCE

Q.56-61 For each of the following components of your work, please indicate to what extent you are leveraging or would like to leverage AI.

56. Lesson planning

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
I am using AI and am confident in my ability to do so	14%	40%	14%	14%	11%	30%	19%	14%	10%
I am using AI but would like additional training on leveraging it	21%	39%	21%	22%	21%	20%	22%	22%	17%
I am not using AI because I don't feel equipped to, but would like additional training so that I can	24%	14%	23%	25%	25%	22%	26%	24%	24%
I am not using AI because I don't think it is appropriate	37%	7%	40%	35%	40%	24%	30%	36%	46%
I am not using AI because my district does not allow it	4%	0%	3%	4%	3%	5%	2%	4%	3%

ARTIFICIAL INTELLIGENCE

Q.56-61 For each of the following components of your work, please indicate to what extent you are leveraging or would like to leverage AI.

57. Delivering lessons

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
I am using AI and am confident in my ability to do so	10%	42%	11%	9%	8%	21%	16%	9%	7%
I am using AI but would like additional training on leveraging it	14%	37%	13%	14%	12%	21%	15%	14%	11%
I am not using AI because I don't feel equipped to, but would like additional training so that I can	20%	12%	20%	20%	20%	19%	15%	21%	22%
I am not using AI because I don't think it is appropriate	52%	9%	52%	52%	55%	34%	49%	51%	55%
I am not using AI because my district does not allow it	5%	0%	5%	5%	5%	5%	4%	5%	5%

ARTIFICIAL INTELLIGENCE

Q.56-61 For each of the following components of your work, please indicate to what extent you are leveraging or would like to leverage AI.

58. Differentiating instruction

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
I am using AI and am confident in my ability to do so	13%	37%	12%	14%	11%	27%	18%	12%	11%
I am using AI but would like additional training on leveraging it	21%	43%	21%	21%	21%	21%	23%	23%	15%
I am not using AI because I don't feel equipped to, but would like additional training so that I can	23%	15%	22%	23%	23%	22%	19%	25%	21%
I am not using AI because I don't think it is appropriate	38%	5%	39%	37%	40%	24%	35%	35%	48%
I am not using AI because my district does not allow it	5%	0%	5%	5%	5%	7%	4%	5%	5%

ARTIFICIAL INTELLIGENCE

Q.56-61 For each of the following components of your work, please indicate to what extent you are leveraging or would like to leverage AI.

59. Grading

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
I am using AI and am confident in my ability to do so	14%	39%	13%	14%	11%	30%	17%	15%	8%
I am using AI but would like additional training on leveraging it	16%	40%	16%	15%	16%	18%	19%	16%	13%
I am not using AI because I don't feel equipped to, but would like additional training so that I can	17%	12%	17%	17%	17%	12%	12%	16%	22%
I am not using AI because I don't think it is appropriate	49%	9%	50%	48%	52%	35%	47%	48%	52%
I am not using AI because my district does not allow it	5%	0%	4%	5%	5%	5%	5%	4%	6%

ARTIFICIAL INTELLIGENCE

Q.56-61 For each of the following components of your work, please indicate to what extent you are leveraging or would like to leverage AI.

60. Communicating with parents

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
I am using AI and am confident in my ability to do so	12%	34%	12%	12%	10%	20%	15%	12%	9%
I am using AI but would like additional training on leveraging it	13%	46%	12%	14%	13%	17%	18%	13%	9%
I am not using AI because I don't feel equipped to, but would like additional training so that I can	16%	12%	17%	15%	15%	22%	16%	17%	12%
I am not using AI because I don't think it is appropriate	55%	8%	54%	56%	58%	36%	49%	53%	64%
I am not using AI because my district does not allow it	4%	0%	4%	4%	4%	5%	3%	4%	5%

ARTIFICIAL INTELLIGENCE

Q.56-61 For each of the following components of your work, please indicate to what extent you are leveraging or would like to leverage AI.

61. Creating assignments that require students to use AI

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
I am using AI and am confident in my ability to do so	10%	38%	10%	10%	8%	23%	12%	11%	5%
I am using AI but would like additional training on leveraging it	17%	42%	16%	18%	16%	20%	19%	17%	14%
I am not using AI because I don't feel equipped to, but would like additional training so that I can	18%	12%	16%	19%	18%	18%	16%	17%	20%
I am not using AI because I don't think it is appropriate	50%	8%	53%	47%	53%	32%	49%	48%	56%
I am not using AI because my district does not allow it	5%	0%	5%	6%	5%	7%	4%	6%	5%

ARTIFICIAL INTELLIGENCE

Q.62. Which of the following statements best reflect your ability to leverage AI for your work:

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
I am confident in my ability to leverage AI	17%	56%	17%	16%	15%	26%	25%	18%	8%
I would like additional training to leverage AI	58%	38%	58%	58%	58%	55%	49%	61%	57%
I am not interested in being trained on how to leverage AI	25%	5%	25%	26%	26%	18%	25%	22%	34%
Other (please specify)	1%	0%	1%	0%	1%	0%	1%	0%	1%

CURRICULUM AND ASSESSMENTS

Q.63 Do you agree or disagree with the following statement: The students in my school are receiving the education and necessary supports to prepare them for an eventual college or career pathway.

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Strongly agree	26%	36%	27%	25%	25%	34%	27%	26%	26%
Somewhat agree	54%	60%	53%	55%	54%	53%	54%	55%	51%
Somewhat disagree	17%	4%	18%	17%	18%	10%	16%	17%	18%
Strongly disagree	3%	0%	3%	3%	3%	2%	4%	2%	5%

CURRICULUM AND ASSESSMENTS

Q.64 In the past three years, has your district implemented new curricular materials aligned to the science of reading?

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Yes	61%	69%	62%	61%	62%	57%	64%	64%	52%
No	23%	26%	24%	23%	22%	30%	23%	22%	27%
I'm not sure	15%	5%	15%	16%	16%	12%	13%	14%	20%

CURRICULUM AND ASSESSMENTS

Q.65 How effectively has your district supported you to implement these new materials?

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Very effectively	24%	41%	23%	25%	21%	41%	28%	23%	23%
Somewhat effectively	57%	58%	55%	59%	59%	47%	58%	57%	57%
Somewhat ineffectively	15%	1%	17%	13%	16%	9%	12%	15%	16%
Very ineffectively	4%	0%	6%	2%	5%	2%	2%	5%	4%

CURRICULUM AND ASSESSMENTS

Q.66 Have these new materials changed your instructional practices?

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Yes, very much	26%	38%	24%	29%	24%	38%	32%	26%	21%
Somewhat	49%	55%	48%	50%	50%	42%	50%	49%	48%
Not much	18%	6%	21%	16%	19%	11%	13%	19%	20%
Not at all	7%	0%	8%	5%	6%	9%	6%	6%	11%

CURRICULUM AND ASSESSMENTS

Q.67 Have you been told by a member of your school community to limit discussion about race, racism, or the history and experiences of underrepresented populations in your classroom?

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Yes	25%	46%	23%	27%	23%	34%	36%	25%	16%
No	70%	50%	72%	68%	72%	57%	58%	70%	79%
I'm not sure	5%	4%	5%	6%	5%	8%	5%	5%	6%

CURRICULUM AND ASSESSMENTS

Q.68 You mentioned you have been told by a member of your school community to limit discussion about race, racism, or the history and experiences of underrepresented populations in your classroom. Have you made any changes to your instructional practices as a result of this?

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
No, I was not discussing these topics previously, so I did not need to change anything	29%	11%	29%	28%	28%	29%	27%	28%	35%
No, I have ignored this direction and continued these discussions in my classroom	21%	14%	20%	22%	22%	18%	13%	23%	27%
Yes, I have adjusted my instruction to try to continue addressing these topics but without breaking the law	44%	63%	44%	43%	44%	41%	53%	43%	30%
Yes, I was previously having these discussions but have stopped doing so	7%	12%	7%	6%	5%	12%	7%	6%	8%

CURRICULUM AND ASSESSMENTS

Q.69 What would most improve the usefulness of state standardized assessments? Please select your top two choices.

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
If they captured student learning over time, rather than a single snapshot at the end of one year	46%	28%	46%	45%	47%	37%	47%	46%	43%
If they were more accessible/appropriate for unique learners (e.g., EL students, students with special needs)	30%	22%	30%	30%	31%	24%	35%	31%	25%
If they leverage technology to adapt to each student's abilities as they moved through the test	15%	21%	16%	14%	15%	16%	13%	16%	12%
If they were more aligned with curricula used in the classroom	26%	22%	23%	29%	25%	33%	23%	27%	27%
If the results were released more quickly	12%	15%	12%	13%	13%	9%	5%	13%	15%
If there were more guidance on how to use the results to inform instruction	15%	21%	16%	14%	15%	14%	16%	13%	18%
If there were more guidance on how to use the results to communicate progress to parents	10%	23%	9%	10%	9%	13%	16%	9%	6%
If they were more culturally responsive	12%	22%	14%	10%	12%	12%	16%	12%	10%
If they were more aligned with state standards	9%	18%	8%	10%	8%	13%	11%	8%	9%

CURRICULUM AND ASSESSMENTS

Q.70 Which of the following statements, if any, are true when it comes to your use of assessment data in your classroom?

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
I use assessment data to plan, modify, and evaluate my instructional program	60%	51%	61%	60%	62%	53%	56%	63%	56%
I use assessment data to personalize learning for my students	56%	45%	55%	56%	57%	50%	60%	55%	55%
I use assessment data to inform parents of student progress	49%	48%	47%	50%	50%	46%	52%	50%	44%
I receive regular training to understand how to use student assessment data to improve my practice	30%	42%	27%	33%	29%	36%	33%	31%	24%
None of the above	6%	1%	9%	4%	7%	1%	4%	5%	12%

UNIONS

Q.71 Check the statement that best describes your current union status:

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
I am a member of a teachers union or association that engages in collective bargaining	49%	40%	100%	0%	52%	32%	35%	51%	54%
I am a member of a professional association that provides such things as liability insurance, but not collective bargaining	14%	29%	0%	27%	13%	17%	17%	14%	9%
I am not a member of a teachers union or association	26%	25%	0%	52%	25%	33%	33%	25%	26%
There is no teachers union or association to join in my district	10%	6%	0%	19%	9%	15%	12%	8%	11%
None of the above	2%	0%	0%	3%	1%	3%	3%	1%	1%

UNIONS

Q.72 How satisfied are you with your current local, union elected leadership?

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Very satisfied	38%	48%	38%	-	38%	43%	38%	38%	39%
Somewhat satisfied	49%	46%	49%	-	48%	51%	48%	51%	43%
Somewhat dissatisfied	8%	4%	8%	-	9%	4%	7%	7%	13%
Very dissatisfied	4%	1%	4%	-	4%	0%	3%	3%	6%
I don't know who are my current union leaders	1%	1%	1%	-	1%	2%	3%	1%	0%

UNIONS

Q.73 How satisfied are you with your union's current negotiating priorities?

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Very satisfied	33%	39%	33%	-	33%	32%	30%	33%	35%
Somewhat satisfied	45%	56%	45%	-	45%	51%	45%	47%	41%
Somewhat dissatisfied	12%	3%	12%	-	12%	13%	10%	11%	16%
Very dissatisfied	4%	1%	4%	-	5%	0%	3%	4%	6%
I don't know my union's negotiating priorities	6%	0%	6%	-	6%	4%	12%	6%	3%
Not applicable	0%	1%	0%	-	0%	0%	0%	0%	0%

UNIONS

Q.74 Today in your district, how would you describe the relationship between the teachers union or association and the district leadership?

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Conflict and distrust	21%	14%	27%	15%	21%	16%	20%	20%	22%
Cooperation and trust	46%	70%	57%	35%	46%	44%	43%	48%	40%
There is no union or association	14%	14%	1%	26%	12%	24%	18%	12%	16%
Not sure	20%	3%	16%	24%	21%	16%	19%	19%	22%

UNIONS

Q.75-85 Please rate your union / teachers' unions on several characteristics. This year, would you say your union is doing / teachers' unions are doing an excellent, good, only fair, or a poor job at each of the following?

75. Advocating for wages/salary

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Excellent	22%	36%	33%	12%	21%	26%	23%	23%	19%
Good	30%	39%	37%	24%	31%	28%	25%	33%	29%
Fair	20%	16%	18%	23%	21%	17%	20%	19%	24%
Poor	13%	5%	10%	15%	13%	9%	12%	12%	14%
Not sure	14%	3%	2%	26%	13%	20%	20%	13%	14%

UNIONS

Q.75-85 Please rate your union / teachers' unions on several characteristics. This year, would you say your union is doing / teachers' unions are doing an excellent, good, only fair, or a poor job at each of the following?

76. Advocating for policies that are in the best interests of teachers

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Excellent	20%	36%	29%	12%	19%	26%	17%	21%	20%
Good	33%	41%	39%	27%	34%	26%	29%	35%	30%
Fair	24%	16%	24%	25%	25%	20%	29%	23%	25%
Poor	7%	3%	5%	9%	7%	7%	6%	6%	10%
Not sure	16%	4%	3%	28%	15%	21%	20%	15%	14%

UNIONS

Q.75-85 Please rate your union / teachers' unions on several characteristics. This year, would you say your union is doing / teachers' unions are doing an excellent, good, only fair, or a poor job at each of the following?

77. Advocating for policies that are in the best interests of students

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Excellent	18%	34%	25%	12%	17%	26%	19%	19%	15%
Good	34%	46%	42%	27%	35%	30%	38%	35%	29%
Fair	22%	14%	22%	22%	22%	20%	16%	22%	25%
Poor	9%	3%	6%	11%	9%	4%	6%	7%	13%
Not sure	17%	4%	4%	29%	16%	20%	20%	16%	17%

UNIONS

Q.75-85 Please rate your union / teachers' unions on several characteristics. This year, would you say your union is doing / teachers' unions are doing an excellent, good, only fair, or a poor job at each of the following?

78. Advocating for health and safety job protections

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Excellent	19%	32%	26%	11%	18%	21%	19%	19%	18%
Good	35%	44%	44%	26%	34%	41%	32%	37%	31%
Fair	21%	17%	20%	22%	22%	14%	24%	19%	23%
Poor	8%	3%	5%	11%	9%	2%	6%	8%	11%
Not sure	18%	3%	5%	30%	17%	22%	19%	17%	17%

UNIONS

Q.75-85 Please rate your union / teachers' unions on several characteristics. This year, would you say your union is doing / teachers' unions are doing an excellent, good, only fair, or a poor job at each of the following?

79. Advocating for non-health and safety work conditions (i.e., hours worked, expectations of teachers during distance learning, etc.)

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Excellent	17%	34%	24%	10%	16%	25%	13%	18%	17%
Good	32%	41%	38%	26%	33%	27%	32%	33%	31%
Fair	25%	16%	27%	22%	26%	18%	23%	25%	26%
Poor	9%	3%	6%	12%	9%	7%	10%	8%	11%
Not sure	17%	5%	4%	29%	16%	23%	21%	16%	16%

UNIONS

Q.75-85 Please rate your union / teachers' unions on several characteristics. This year, would you say your union is doing / teachers' unions are doing an excellent, good, only fair, or a poor job at each of the following?

80. Communicating frequently and effectively with members to keep them updated about decisions impacting their work

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Excellent	20%	36%	30%	10%	19%	22%	18%	20%	19%
Good	34%	41%	41%	27%	34%	32%	33%	35%	31%
Fair	22%	16%	21%	23%	22%	19%	22%	21%	23%
Poor	8%	3%	7%	9%	9%	5%	6%	7%	11%
Not sure	17%	4%	2%	31%	16%	22%	20%	16%	16%

UNIONS

Q.75-85 Please rate your union / teachers' unions on several characteristics. This year, would you say your union is doing / teachers' unions are doing an excellent, good, only fair, or a poor job at each of the following?

81. Providing information on policy issues relevant to members

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Excellent	20%	33%	28%	13%	19%	28%	20%	20%	20%
Good	37%	41%	43%	30%	38%	28%	37%	37%	34%
Fair	20%	19%	20%	20%	20%	18%	15%	21%	21%
Poor	7%	2%	6%	8%	7%	4%	7%	6%	9%
Not sure	17%	4%	3%	30%	16%	22%	20%	16%	16%

UNIONS

Q.75-85 Please rate your union / teachers' unions on several characteristics. This year, would you say your union is doing / teachers' unions are doing an excellent, good, only fair, or a poor job at each of the following?

82. Providing support and mentoring to new teachers

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Excellent	17%	33%	22%	11%	16%	22%	15%	17%	16%
Good	27%	42%	33%	21%	27%	28%	27%	27%	26%
Fair	25%	17%	26%	23%	25%	23%	25%	25%	24%
Poor	13%	4%	13%	13%	15%	4%	12%	13%	15%
Not sure	19%	5%	6%	31%	18%	22%	21%	18%	20%

UNIONS

Q.75-85 Please rate your union / teachers' unions on several characteristics. This year, would you say your union is doing / teachers' unions are doing an excellent, good, only fair, or a poor job at each of the following?

83. Providing teachers with high-quality training and professional development

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Excellent	15%	33%	20%	9%	13%	24%	19%	14%	11%
Good	27%	46%	34%	21%	27%	30%	22%	28%	28%
Fair	27%	13%	30%	24%	28%	20%	29%	28%	24%
Poor	13%	3%	11%	15%	14%	6%	9%	12%	17%
Not sure	19%	5%	6%	31%	18%	21%	22%	17%	20%

UNIONS

Q.75-85 Please rate your union / teachers' unions on several characteristics. This year, would you say your union is doing / teachers' unions are doing an excellent, good, only fair, or a poor job at each of the following?

84. Expanding the career ladder for teachers by negotiating new and differentiated roles and responsibilities

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Excellent	13%	29%	17%	8%	11%	24%	16%	13%	9%
Good	25%	48%	30%	20%	26%	21%	24%	25%	26%
Fair	27%	16%	29%	24%	27%	25%	26%	27%	26%
Poor	15%	3%	16%	15%	17%	5%	9%	15%	20%
Not sure	21%	5%	8%	32%	20%	24%	25%	20%	20%

UNIONS

Q.75-85 Please rate your union / teachers' unions on several characteristics. This year, would you say your union is doing / teachers' unions are doing an excellent, good, only fair, or a poor job at each of the following?

85. Negotiating new ways to more meaningful and effective evaluation of teachers

	Total	Teachers of color	Union		Type of School		Age		
			Member	Non-Member	Traditional	Charter	<30	30-49	50+
Excellent	15%	32%	21%	8%	13%	21%	13%	16%	11%
Good	30%	46%	34%	26%	29%	33%	37%	28%	29%
Fair	24%	14%	26%	23%	25%	18%	17%	26%	25%
Poor	12%	4%	11%	12%	13%	7%	12%	10%	17%
Not sure	19%	4%	8%	30%	19%	21%	21%	19%	19%

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 Center for Learning Disabilities

National Council on Teacher Quality (NCTQ)

National Parents Union (NPU)

NWEA

Our Turn

PIE Network

Thomas B. Fordham Institute

TNTP

Transcend Education

Wayfinder Foundation



About Educators for Excellence

Our nation's education system is leaving millions of students—including an overwhelming number of students of color and students from low-income families —unprepared for college, career, and life. Only one in 10 students from low-income households in the United States attains a bachelor's degree by the age of 25. Moreover, just 14% 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.



Boston
Chicago
Connecticut
Los Angeles
Minnesota
New York



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i @ed4excellence

e4e.org/teachersurvey

VOICES FROM THE CLASSROOM
A SURVEY OF AMERICA'S EDUCATORS