



**EDUCATORS
FOR EXCELLENCE
NEW YORK**

2022

VOICES FROM THE CLASSROOM

A SURVEY OF NEW YORK CITY EDUCATORS



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We are incredibly grateful to the New York City educators who generously devoted their time to share insights from their classrooms. Their experiences and perspectives illustrate the challenges and opportunities that New York City's schools face today. We encourage education decision-makers to listen to the voices of New York City's teachers and take action.

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e4e.org/NYTeacherSurvey

What the Teachers Are Saying

Anonymous quotes taken from the survey highlight how teachers believe classrooms and schools could be improved across New York City.

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

Create equity in the system, better provide for underserved communities and those most in need.

Give teachers more say and salary. Trust us more.

Take a culturally responsive and flexible approach to teaching and learning.

Don't expect to have cookie-cutter style classrooms and schools. Allow teachers some autonomy to do what they need to do for the kids sitting in front of them.

Listen to teachers and respect them. We are the ones who know the students and families best.

Too much pressure and expectations on teachers to do everything.

Support the teachers so we feel we are doing what is best for our students.

Major Trends and Findings

These major trends and findings from the survey results provide critical educator insights that constitute a road map for transforming our education system to make it more equitable and effective for all students.

TREND ONE

Lingering Pandemic Impact

Teachers need better resources and support in order to support the increasing needs of students.

TREND TWO

Student Well-being

Teachers would like to see more mental health resources for students, including more school counselors and training opportunities for teachers.

TREND THREE

Culturally Relevant Education

Teachers in New York City overwhelmingly would like to see more culturally relevant curricula.

TREND FOUR

Unions

Teachers in New York City have mixed satisfaction about their union. They'd like to see their union do a better job of expanding the career ladder and advocating for the teaching profession.

TREND FIVE

Federal Relief Funding

Educators say that federal funding should be used to improve outcomes for students, both in the classroom and at home.

TREND SIX

Assessments

New York City educators have largely positive views about the assessments their students take, although they are split on whether they accurately measure students' content mastery.

Introduction

In the past year, the New York City Department of Education has experienced a significant leadership change. Newly elected Mayor Eric Adams appointed David Banks, a lifelong New Yorker, school leader, and deep believer in parent engagement, to the top leadership position at the start of the new year. Banks quickly announced that **all 45 New York City superintendents would need to reapply**¹ for their jobs, and in June, **he replaced a third of them**.² And through the spring, Michael Mulgrew, who has led the United Federation of Teachers since 2009, faced the toughest reelection bid of his career; **he won with only 66 percent of the vote, compared with 86 percent in 2019**.³ These new leaders now face the double crisis of **declining enrollment**⁴ — the district has lost nearly 10 percent of its students since before the pandemic — and a **looming fiscal cliff**⁵ as pandemic relief funding expires.

During this pivotal school year, we surveyed 110 New York City educators, in addition to a national sample of 1,000 teachers, to understand how they are feeling in this moment and what they and their students need to be successful this year and in years to come. We ask New York City's leaders, old and new, to listen.



Lingering Pandemic Impact

After two years of pandemic learning, 82 percent of New York City teachers say that their students are somewhat or a great deal behind academically compared with where they were before the pandemic, and 50 percent of teachers believed that their students would finish the year below grade level.

Given how students are struggling with lingering pandemic impacts and learning loss, teachers believe that it's critical to ensure that schools are fully staffed and are meeting the needs of students. Eighty-eight percent of teachers say that federal funding should be used to ensure that schools facing budget cuts do not lay off educators and support staff.

Additionally, educators say that Chancellor David Banks should prioritize reducing teacher to student ratios, increasing resources for high-needs students and schools, and investing in strategies to support student learning recovery after the pandemic.



82% of New York City teachers say that their students are behind academically compared with where they were before the pandemic.

Q.62 2022 NATIONAL TEACHER SURVEY NYC OVERSAMPLE



50% of teachers believed that their students would finish the year below grade level.

Q.63 2022 NATIONAL TEACHER SURVEY NYC OVERSAMPLE



88% of teachers say that federal funding should be used to ensure that schools facing budget cuts do not lay off educators and support staff.

Q.89 2022 NATIONAL TEACHER SURVEY NYC OVERSAMPLE

Student Well-being

Teachers believe that New York City needs more mental health resources for students. When teachers were asked to rate their students' mental health today compared with prior to the pandemic, 78 percent say it's worse today. Teachers believe both they inside the classroom and counselors and other support staff outside the classroom should play a role in supporting students through this mental health crisis. A majority (75 percent) of teachers surveyed in New York City cited the need for hiring more counselors and/or mental health providers. Sixty-two percent say professional development for teachers to better promote school and classroom cultures would be helpful.

Additionally, a significant majority of teachers believe that social-emotional learning should be taught across most grade levels. Ninety-five percent believe it should be taught at some point during school, with 84 percent believing it should be taught in elementary school, 72 percent in middle school, and 68 percent in high school.



78% of NYC teachers say students' mental health is worse today compared with before the pandemic.

Q.60 2022 NATIONAL TEACHER SURVEY NYC OVERSAMPLE



62% of educators say schools should prioritize professional development and training for teachers, to better support students' social and emotional well-being.

Q.48 2022 NATIONAL TEACHER SURVEY NYC OVERSAMPLE



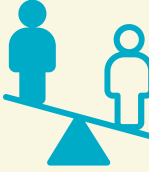
95% of educators believe that social-emotional learning should be taught at some point during school.

Q.40 2022 NATIONAL TEACHER SURVEY NYC OVERSAMPLE

Culturally Relevant Education


Teachers in New York City overwhelmingly would like to see a more culturally relevant curriculum. Nearly 100 percent of educators agree that students should be taught about slavery; the Civil War; the civil rights movement; and the history and experiences of Black Americans, Native Americans, Asian American and Pacific Islanders, and Hispanic and Latinx Americans. Ninety-two percent of educators believe that students should be taught about the inequality and racism that their classmates experience, 90 percent believe they should learn about racial inequality in America’s past, and 88 percent believe they should learn about racial inequality in America today.

Four out of five teachers think that students should be learning about the history and experiences of lesbian, gay, bisexual, and transgender people. Teachers also believe that it’s critically important to create welcoming classroom environments and to have students learn about their classmates and other communities.




92% of educators believe that students should be taught about the inequality and racism that their classmates experience.

Q.37 2022 NATIONAL TEACHER SURVEY NYC OVERSAMPLE




88% of educators believe students should learn about racial inequality in America today.

Q.36 2022 NATIONAL TEACHER SURVEY NYC OVERSAMPLE



4 out of 5 teachers think that students should be learning about the history and experiences of lesbian, gay, bisexual, and transgender people.

Q.39 2022 NATIONAL TEACHER SURVEY NYC OVERSAMPLE



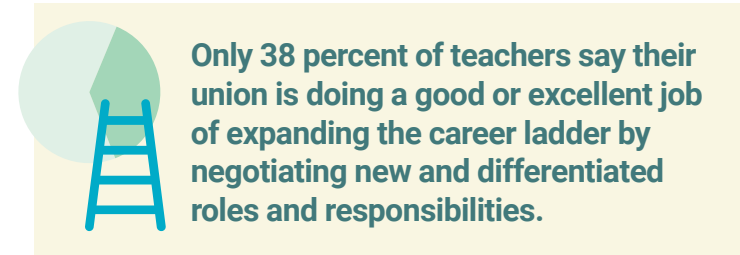
92% of teachers say it’s important for students to learn about their classmates and other communities.

Q.44 2022 NATIONAL TEACHER SURVEY NYC OVERSAMPLE

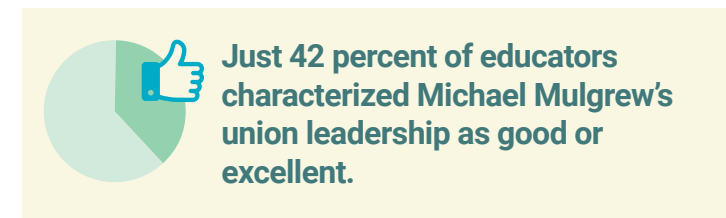
Unions

In New York City, educators are split when asked about their views on their union's policy advocacy and teacher mentorship. Fifty-five percent of educators say their union is doing a good or excellent job of advocating for policies that are in the best interest of teachers, while 42 percent say their union is doing a fair or poor job. When it comes to providing support and mentoring to new teachers, 44 percent say their union is doing a good or excellent job, while 43 percent say it's doing a fair or poor job.

Educators also have concerns about Michael Mulgrew's leadership and the ways in which their union expands the career ladder for teachers. Only 38 percent say their union is doing a good or excellent job of expanding the career ladder by negotiating new and differentiated roles and responsibilities, and just 42 percent characterized Mulgrew's union leadership as good or excellent. Mulgrew won reelection in 2022 **but with the lowest victory margin since taking office.**⁶



Q.74 2022 NATIONAL TEACHER SURVEY NYC OVERSAMPLE



Q.107 2022 NATIONAL TEACHER SURVEY NYC OVERSAMPLE

Federal Funding

While approximately 62 percent of New York City teachers report not being familiar with the district's plans to use federal funds, they agree that federal funding should be used to improve outcomes for students, both in the classroom and at home.

Eighty-eight percent of educators say federal funding should be used to improve student learning and academic outcomes. To improve student outcomes in school, 87 percent say it's important for federal funding to also go toward increasing the number of school psychologists, counselors, nurses, social workers, and other health professionals. To improve student outcomes at home, 83 percent of teachers say it's important to direct federal funding toward providing all students with free, universal high-speed internet access.



88% of educators say federal funding should be used to improve student learning and academic outcomes.

Q.91 2022 NATIONAL TEACHER SURVEY NYC OVERSAMPLE



87% of teachers say it's important for federal funding to also go toward increasing the number of school psychologists, counselors, nurses, social workers, and other health professionals.

Q.85 2022 NATIONAL TEACHER SURVEY NYC OVERSAMPLE



83% of teachers say it's important to direct federal funding toward providing all students with free universal, high-speed internet access.

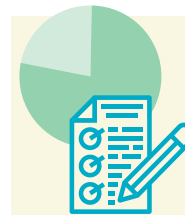
Q.84 2022 NATIONAL TEACHER SURVEY NYC OVERSAMPLE

Assessments

New York City educators have many positive views about the assessments their students take. They believe that the results are reported in a timely manner and are useful for planning, evaluation, and informing instructional practice. Seventy-eight percent say that the assessment is easy to administer, and 67 percent say they receive regular training to understand how to use the assessment data to improve their practice.

However, they have mixed opinions on whether the assessment accurately measures student mastery of state content standards and whether or not the assessment is minimally disruptive to teaching and learning.

If there's a change to make to the assessment, teachers suggest integrating assessments of student progress (i.e., district-required interim assessments) with state-required summative assessments so that students take one test to get both growth and achievement scores. They also say it'd be helpful to report student results based on what has been taught (and therefore what students have had an opportunity to learn).



78% of educators say that the assessment is easy to administer.

Q.99 2022 NATIONAL TEACHER SURVEY NYC OVERSAMPLE



67% of teachers say they receive regular training to understand how to use the assessment data to improve their practice.

Q.101 2022 NATIONAL TEACHER SURVEY NYC OVERSAMPLE



44% of teachers suggest integrating assessments of student progress (i.e. district-required interim assessments) with state-required summative assessments so that students take one test to get both growth and achievement scores.

Q.104 2022 NATIONAL TEACHER SURVEY NYC OVERSAMPLE

Conclusion

The story New York City educators are telling is clear. They want to see bold change from both the United Federation of Teachers and district leadership to address the twin social-emotional and academic crises in their schools.

Teachers need the resources to support their students, the strategies to support them in post-pandemic learning recovery, and school environments that support culturally relevant education. New York City leadership must heed their call to give every student the education they deserve.



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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%. Asterisks (*) indicate small base sizes ($n < 80$) and results should be considered directional only. Dashes (-) indicate that none of the respondents provided the particular response.

To view the entire data set, go to e4e.org/teachersurvey2022/data

Methodology

The *Voices from the Classroom 2022* survey questionnaire was developed by 15 Educators for Excellence teacher members from across the United States. The instrument was written and administered by Gotham Research Group, an independent research firm, and conducted online from January 11 through February 14, 2022, among a sample of 110 full-time public school teachers in New York City. Note that all survey results are presented as percentages and, due to rounding, may not always add up to 100 percent.

Sample Representation

The sample reflects New York City district and charter public school teachers and aligns with key demographic variables of gender, race/ethnicity, age, and years of teaching experience. Any E4E member participation in the survey is entirely coincidental.

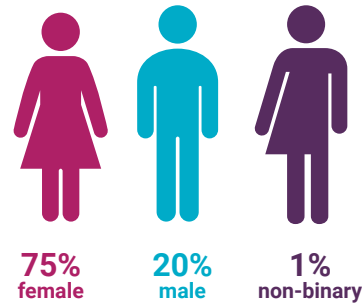
Participation and Response Rate

Potential respondents were invited via email to participate in the survey. Respondents were screened to ensure they were 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 in New York City. The margin of error is ± 9.3 percentage points for the full survey sample of 110 and higher among subgroups or questions not asked of the full sample.

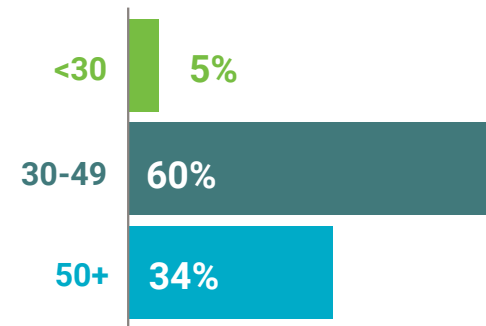
About Gotham Research Group

Gotham Research Group is a full-service custom research and consulting firm advising nonprofit organizations, corporations, and electoral campaigns on issues of communication, reputation, and strategy. Gotham's academic research on public opinion and survey research methodology has been published in top-tier academic journals, including *Public Opinion Quarterly*, *American Political Science Review*, and *American Journal of Political Science*.

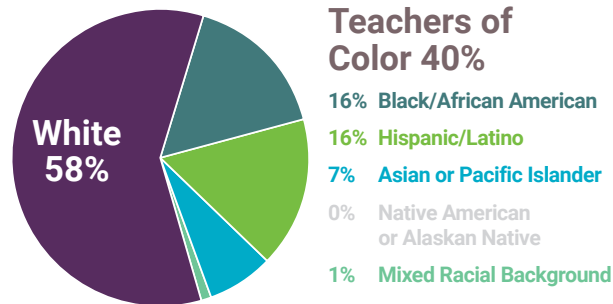
GENDER



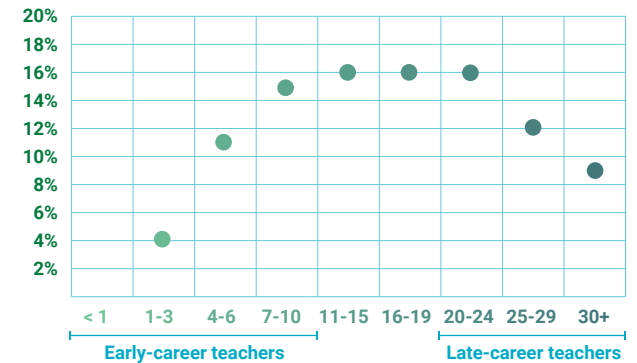
AGE



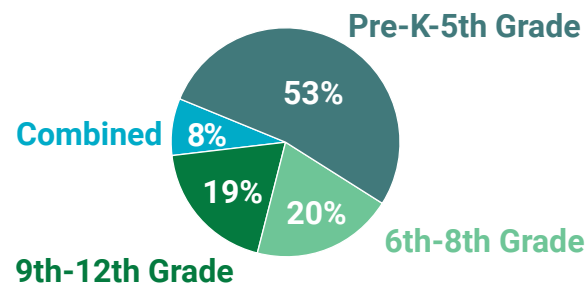
RACE/ETHNICITY



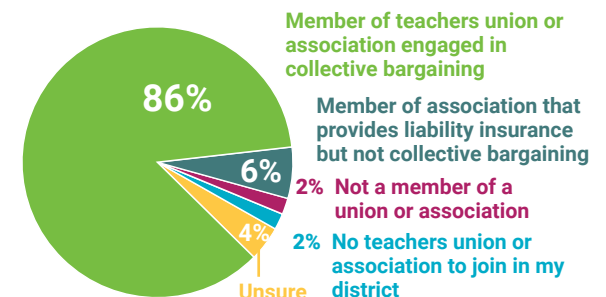
YEARS TEACHING



GRADES CURRENTLY TEACHING



UNION MEMBERSHIP



Content

Q.28

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

	National	NYC
Elementary school (K-5 grades)	49%	59%
Middle school (6-8 grades)	76%	81%
High school (9-12 grades)	74%	70%
Should not be taught in any grade	2%	2%

Content

Q.29

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

	National	NYC
Elementary school (K-5 grades)	43%	48%
Middle school (6-8 grades)	80%	79%
High school (9-12 grades)	73%	74%
Should not be taught in any grade	1%	1%

Content

Q.30

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

	National	NYC
Elementary school (K-5 grades)	54%	65%
Middle school (6-8 grades)	76%	81%
High school (9-12 grades)	74%	72%
Should not be taught in any grade	2%	3%

Content

Q.31

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

	National	NYC
Elementary school (K-5 grades)	61%	68%
Middle school (6-8 grades)	75%	82%
High school (9-12 grades)	74%	75%
Should not be taught in any grade	3%	1%

Content

Q.32

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

	National	NYC
Elementary school (K-5 grades)	66%	70%
Middle school (6-8 grades)	76%	80%
High school (9-12 grades)	70%	68%
Should not be taught in any grade	2%	1%

Content

Q.33

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

	National	NYC
Elementary school (K-5 grades)	49%	59%
Middle school (6-8 grades)	72%	80%
High school (9-12 grades)	75%	78%
Should not be taught in any grade	4%	2%

Content

Q.34

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

	National	NYC
Elementary school (K-5 grades)	50%	61%
Middle school (6-8 grades)	73%	84%
High school (9-12 grades)	75%	76%
Should not be taught in any grade	4%	2%

Content

Q.35

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

	National	NYC
Elementary school (K-5 grades)	44%	47%
Middle school (6-8 grades)	70%	74%
High school (9-12 grades)	73%	67%
Should not be taught in any grade	7%	10%

Content

Q.36

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

	National	NYC
Elementary school (K-5 grades)	35%	46%
Middle school (6-8 grades)	59%	65%
High school (9-12 grades)	69%	65%
Should not be taught in any grade	15%	12%

Content

Q.37

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

	National	NYC
Elementary school (K-5 grades)	36%	48%
Middle school (6-8 grades)	61%	71%
High school (9-12 grades)	69%	72%
Should not be taught in any grade	13%	8%

Content

Q.38

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

	National	NYC
Elementary school (K-5 grades)	23%	36%
Middle school (6-8 grades)	50%	68%
High school (9-12 grades)	65%	63%
Should not be taught in any grade	22%	17%

Content

Q.39

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

	National	NYC
Elementary school (K-5 grades)	18%	31%
Middle school (6-8 grades)	42%	54%
High school (9-12 grades)	60%	65%
Should not be taught in any grade	29%	19%

Content

Q.40

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

	National	NYC
Elementary school (K-5 grades)	79%	84%
Middle school (6-8 grades)	71%	72%
High school (9-12 grades)	69%	68%
Should not be taught in any grade	6%	5%

Content

Q.44

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

	National	NYC
Critically important	55%	65%
Important, but not critical	33%	27%
Somewhat important	10%	7%
Not very important	2%	1%
Not important at all	0%	–

Meeting Student Need

Q.47

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

	National	NYC
Critically important	77%	78%
Important, but not critical	18%	16%
Somewhat important	5%	5%
Not very important	1%	1%
Not important at all	0%	–

Meeting Student Need

Q.48

Which of the following do you believe schools should do in order to support students’ social-emotionally?

	National	NYC
Reduce exclusionary discipline	26%	24%
Provide teachers with best mental-health practices for students	66%	59%
Hire more counselors and/or mental health providers	72%	75%
Provide PD to teachers to promote better school and classroom cultures	54%	62%
Other (Please specify)	5%	8%
None of the above	2%	1%

Meeting Student Need

Q.60

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

	National	NYC
Much worse than before the pandemic	30%	25%
Somewhat worse than before the pandemic	49%	53%
About the same as before the pandemic	18%	19%
Somewhat better than before the pandemic	2%	3%
Much better than before the pandemic	1%	-

Student Performance

Q.62

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

	National	NYC
A great deal ahead of where they were before the pandemic	3%	3%
Somewhat ahead of where they were before the pandemic	6%	2%
About the same as where they were before the pandemic	14%	14%
Somewhat behind of where they were before the pandemic	48%	43%
A great deal behind of where they were before the pandemic	30%	39%

Student Performance

Q.63

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

	National	NYC
Above grade level	6%	5%
On grade level	49%	45%
Below grade level	45%	50%

Union

Q.66

This year, would you say your union is doing an excellent job, good, only fair, or a poor job at **advocating for policies that are in the best interests of teachers?**

	National	NYC
Excellent	20%	21%
Good	38%	34%
Fair	23%	24%
Poor	10%	18%
Not sure	9%	4%

Union

Q.72

This year, would you say your union is doing an excellent job, good, only fair, or a poor job at **providing support and mentoring to new teachers?**

	National	NYC
Excellent	12%	16%
Good	29%	27%
Fair	27%	29%
Poor	18%	14%
Not sure	14%	14%

Union

Q.74

This year, would you say your union is doing an excellent job, good, only fair, or a poor job at **expanding the career ladder for teachers by negotiating new and differentiated roles and responsibilities?**

	National	NYC
Excellent	10%	7%
Good	27%	31%
Fair	29%	31%
Poor	18%	20%
Not sure	16%	11%

Federal Relief Funds

Q.84

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

	National	NYC
Critically important	46%	57%
Important, but not critical	34%	25%
Somewhat important	15%	11%
Not very important	5%	2%
Not important at all	1%	5%

Federal Relief Funds

Q.85

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

	National	NYC
Critically important	50%	59%
Important, but not critical	33%	28%
Somewhat important	14%	8%
Not very important	3%	2%
Not important at all	1%	3%

Federal Relief Funds

Q.89

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

	National	NYC
Critically important	74%	70%
Important, but not critical	19%	18%
Somewhat important	6%	8%
Not very important	1%	1%
Not important at all	0%	3%

Federal Relief Funds

Q.91

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

	National	NYC
Critically important	59%	75%
Important, but not critical	30%	14%
Somewhat important	9%	7%
Not very important	1%	2%
Not important at all	0%	3%

Federal Relief Funds

Q.93

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

	National	NYC
Very familiar	8%	7%
Somewhat familiar	40%	31%
Not very familiar	34%	37%
Not familiar at all	18%	25%

Assessment

Q.95

Do you agree or disagree with the following statements about the summative assessment required by your state to measure student achievement in math and reading? **The assessment measures accurately student mastery of state content standards**

	National	NYC
Strongly agree	12%	16%
Somewhat agree	37%	35%
Somewhat disagree	32%	33%
Strongly disagree	18%	15%

Assessment

Q.96

Do you agree or disagree with the following statements about the summative assessment required by your state to measure student achievement in math and reading? **The assessment results are reported in time to be useful in planning, evaluation, or informing instructional practice**

	National	NYC
Strongly agree	15%	21%
Somewhat agree	45%	45%
Somewhat disagree	26%	22%
Strongly disagree	14%	12%

Assessment

Q.99

Do you agree or disagree with the following statements about the summative assessment required by your state to measure student achievement in math and reading? **The assessment is easy for me to administer (i.e. the online interface is easy to use)**

	National	NYC
Strongly agree	27%	25%
Somewhat agree	54%	54%
Somewhat disagree	14%	17%
Strongly disagree	5%	5%

Assessment

Q.100

Do you agree or disagree with the following statements about the summative assessment required by your state to measure student achievement in math and reading? **The assessment is minimally disruptive to teaching and learning**

	National	NYC
Strongly agree	14%	12%
Somewhat agree	33%	47%
Somewhat disagree	32%	27%
Strongly disagree	21%	14%

Assessment

Q.101

Do you agree or disagree with the following statements about the summative assessment required by your state to measure student achievement in math and reading? **I receive regular training to understand how to use student assessment data to improve my practice**

	National	NYC
Strongly agree	21%	23%
Somewhat agree	43%	45%
Somewhat disagree	23%	16%
Strongly disagree	13%	16%

Assessment

Q.104

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

	National	NYC
Shortening per-student testing time	14%	9%
Making student test results available within 48 hours of test administration	11%	5%
Reporting student results based on what you have taught (and therefore what students have had an opportunity to learn)	25%	23%
Integrating assessments of student progress (i.e. district-required interim assessments) with state-required summative assessments so that students take one test to get both growth and achievement scores	20%	25%
Improving reporting of test results so they are easier to understand and explain to students, parents, and families	14%	16%
Reporting test results in an asset-based way so that they celebrate each student's strengths in addition to identifying areas for growth	15%	21%

New York Specific Questions

Q.105

This year, as you may know, New York City will have a new chancellor. What do you think Chancellor David Banks should prioritize to improve education in New York City? Please select what you think should be his top priority.

	NYC
Increasing resources for high-needs students and schools	20%
Improving mental health supports for students	10%
Improving the quality and cultural relevance of instructional materials	2%
Investing in teacher retention	8%
Reducing teacher to student ratios	29%
Increasing the diversity of the teaching workforce	3%
Creating more opportunities for teachers to inform district decisions	5%
Investing in strategies to support student learning recovery after the pandemic	9%
Reducing violence and bullying in schools	4%
Implementing COVID mitigation efforts to make school as safe as possible	5%
Building new and repairing old school buildings	3%
Regularly communicating and meeting with all stakeholders (teachers, families, students, etc.)	3%

New York Specific Questions

Q.106

More generally, what is the one thing that you think Chancellor David Banks should know as he takes on his new role this year?

	NYC
Better Resources and Management	7%
Provide Good Mental Health and Support for Teacher and students	5%
New Technologies & Quality in education	2%
Increase Teacher Salary/Support Teacher	8%
Reducing teacher to student ratios	19%
Improved Method of Teaching	14%
Local Govt officer / Teacher maintain education system	2%
New health policy after pandemic	8%
Violence decrease & No Push around	2%
Better construction/Modify of School infrastructure	-
Better Communication with Teacher/Students/Families	12%
Social emotional support	-
Other	17%
Don't know	5%

New York Specific Questions

Q.107

How would you rate the performance of the union leader in your city – Michael Mulgrew – over the course of the pandemic?

	NYC
Excellent	11%
Good	31%
Fair	35%
Poor	19%
Not sure	5%

Endnotes

- 1 Veiga, C. (2022, May 16). Backtracking, NYC will consider incumbent superintendents for revamped district leadership roles. Chalkbeat. <https://ny.chalkbeat.org/2022/5/16/23076896/nyc-superintendents-public-candidate-forum-interviews-david-banks-leadership-overhaul>
- 2 Zimmerman, A. (2022, June 27). NYC announced new school superintendents. Here's the full list. Chalkbeat. <https://ny.chalkbeat.org/2022/6/27/23185636/nyc-david-banks-school-superintendent-search>
- 3 Zimmerman, A. (2022, May 11). Mulgrew wins UFT re-election with lowest victory margin since taking office. Chalkbeat. <https://ny.chalkbeat.org/2022/5/11/23067819/michael-mulgrew-uft-election-united-for-change>
- 4 Amin, R. (2022, August 9). What is going on with NYC's public school enrollment? We explain. Chalkbeat. <https://ny.chalkbeat.org/2022/8/9/23298996/ny-enrollment-drops-budget-cuts-early-grades-prek-students-parents>
- 5 Roza, M. (2021, September 23). There's a fiscal cliff coming, and some districts appear hell-bent on making it worse. Thomas B. Fordham Institute. <https://fordhaminstitute.org/national/commentary/theres-fiscal-cliff-coming-and-some-districts-appear-hell-bent-making-it-worse>
- 6 Zimmerman, A. (2022, May 11). Mulgrew wins UFT re-election with lowest victory margin since taking office. Chalkbeat. <https://ny.chalkbeat.org/2022/5/11/23067819/michael-mulgrew-uft-election-united-for-change>



About Educators for Excellence

Our nation's education system is leaving millions of students – including an overwhelming number of students of color and students from low-income families – unprepared for college, career, and life. Only one in 10 students from low-income households in the United States attains a bachelor's degree by the age of 25. Moreover, just 14 percent of Black adults and 11 percent of Hispanic adults hold bachelor's degrees, compared with 24 percent of white adults. The result is an opportunity gap and divide along racial and class lines that threatens the future of our communities, economy, and democracy.

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

Founded by public school teachers in 2010, Educators for Excellence is a growing movement of more than 33,000 educators, united around a common set of values and principles for improving student learning and elevating the teaching profession. With chapters in Boston, Chicago, Connecticut, Los Angeles, Minnesota, and New York, we work together to identify issues that impact our schools, create solutions to these challenges, and advocate for policies and programs that give all students access to a quality education.

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

Our Vision

Educators for Excellence envisions an equitable and excellent education system that provides all students the opportunity to succeed and elevates the teaching profession.

Our Mission

Educators for Excellence ensures that teachers have a leading voice in the policies that impact their students and profession.



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