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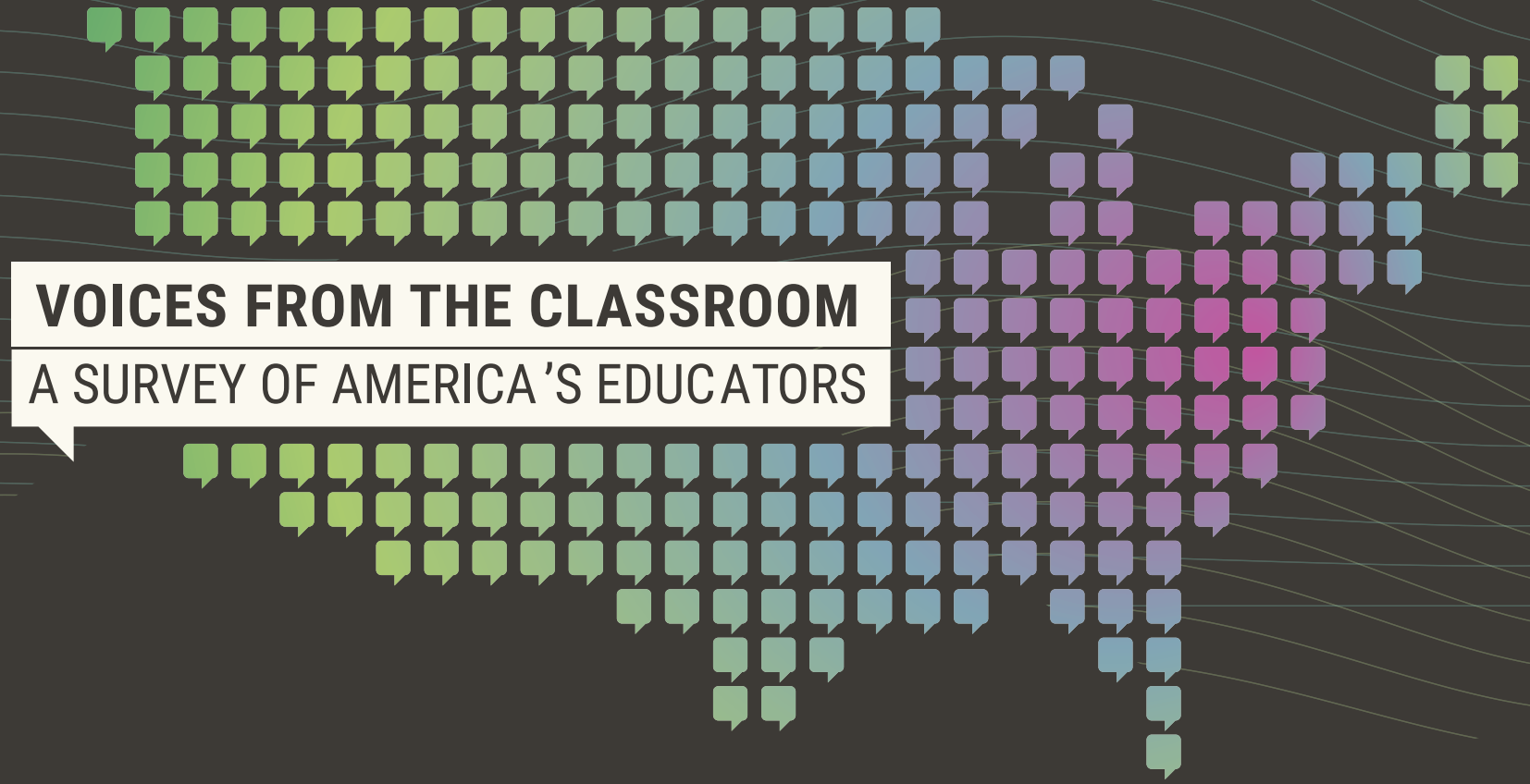

VOICES FROM THE CLASSROOM

A SURVEY OF AMERICA'S EDUCATORS

e4e.com/teachersurvey

2025

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An Introduction From the National Teacher Leader Council

On Nov. 9, 2024, we — a group of 17 teachers from across the country — gathered in New York City for our annual in-person convening. Our task was clear: to develop our annual national teacher survey questionnaire. But as we came together, we were also grappling with the outcome of what may be the most consequential presidential election in modern U.S. history.

We know — and recognized then — that American public education hangs in the balance. President Trump is pursuing a new direction for the nation's schools — one that includes massive reductions to federal education spending; the stripping away of protections for LGBTQ+ and immigrant students, students with disabilities, and English learners; and the total dismantling of the U.S. Department of Education. At the same time, teachers across the country face unknowns both inside and outside of the classroom. Even before the election, teachers stood, in some ways, firmly in the future but, in other ways, stuck using educational tools and school models that belong in the past. Reimagined teaching roles, curriculum overhauls, and educational technologies like artificial intelligence (AI) are slowly — and in some cases, finally — being implemented. The new administration's education agenda, however, poses the potential of even further disruption, including disruption to these shifts that have just been set in motion.

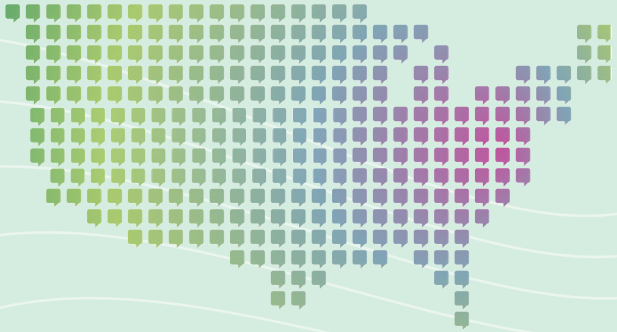
Despite the uncertainty we felt as we came together, we still had a job to do, and a quite fitting one at that. We knew we had our own vision for the future of public schools — one that delivers on the promise of reimagining the profession in a radically different way from President Trump's proposed education agenda. But we were only 17 teachers. Did other educators nationwide agree with us, or were we outliers?

So we did what President Trump and Secretary of Education Linda McMahon haven't done: we asked them. We asked 1,000 teachers — plus an additional 300 teachers of color and 300 Gen Z teachers — if they embraced or rejected President Trump's education agenda. And we asked them to tell us what their vision for the future of public schools is.

As it turns out, we are not outliers. Voices from the Classroom 2025 finds that teachers across regions, school types, and even political backgrounds firmly and wholeheartedly reject President Trump's education agenda. They are also deeply concerned about how misinformation — espoused by political leaders and amplified on social media — has affected their classrooms. Despite this, they are optimistic about the future of education in the United States. Their satisfaction with the profession is slowly increasing, yet stands at odds with how they describe their role: It's not sustainable, dynamic, or collaborative.

Ultimately, teachers remain deeply committed to reimagining public education through strategies such as AI, innovative staffing approaches, and high-quality instructional materials, rather than to President Trump's efforts to dismantle it. Our survey proves that this is a matter of pursuing policy — not politics — that will best serve our nation's kids.

We hope our findings will help President Trump, Secretary of Education Linda McMahon, and policymakers more broadly understand that President Trump's agenda is not the one that will move American education forward. We also hope that policymakers who already recognize this will use our findings as a blueprint for the path forward and a tool in the fight for our nation's schools — one of the most critical battles we've ever faced.



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Dear Reader,

As Educators for Excellence (E4E) releases its ninth annual nationally representative teacher survey, alongside our National Teacher Leader Council, I find myself feeling both energized and unsettled, inspired yet frustrated, hopeful but also deeply concerned.

I am energized by the opportunity to continue to build the research base on what teachers want and need. I am inspired by the relentless work and advocacy of teachers, both nationwide and those I am fortunate to interact with regularly. I am hopeful that the meaningful shifts beginning to take hold in pockets across America's classrooms — from innovative teaching models to the effective use of AI — will coalesce to create educational experiences that equip students for an increasingly uncertain and technological future.

At the same time, I am unsettled by the widening opportunity gaps in America's public schools that were laid bare by our country's most recent National Assessment of Educational Progress (NAEP) scores. I am frustrated by the chaotic stream of federal announcements and decisions that make proactive advocacy more difficult. And I am deeply concerned that, despite our best efforts, President Trump's new education agenda will stall or even undo progress that, just six months ago, felt within reach.

Trump's return to the presidency has put E4E — and many other education organizations — in a difficult but critical position. First, we are an intentionally nonpartisan organization. Second, at its core, education is a local issue, not a federal one. In the wake of this administration's early moves, we reflected — alongside our National Teacher Leader Council and with results of Voices From the Classroom 2025 in hand — on what each of these realities means for our work and how it would change or stay the same under the new administration. Here's where we landed.

1. **The results of this survey make clear that President Trump's reckless rhetoric and policymaking transcend partisan politics.** In fact, as much as 88% of teachers who identify as Republican oppose some of his core policy stances. This is a matter not of politics but of values and of good — or bad — policy. E4E stands defiantly in opposition to President Trump's actions not because of his political ideology, but because his words and policies harm students, teachers, and the future of public education.
2. **The new administration's erratic, aggressive, and often legally dubious approach to education policy makes the leadership of state and local leaders more critical than ever.** President Trump has repeatedly made clear that he intends to simultaneously strip the federal government of its role in advancing equity, accountability, and innovation while also overstepping its authority into areas like curriculum decisions, which rightly belong at the state and district levels. Given this reality, we must be clear-eyed that we can no longer count on the federal government to do its job: protecting historically marginalized students, funding innovation and research, and holding states and districts accountable for serving all students. Instead, we must resist its overreach and empower local leaders to drive the bold changes teachers are calling for. States and districts must not only reimagine education in the ways this survey shows teachers want but also enact proactive policies — such as state-level protections for LGBTQ+ students — to counteract the federal government's divisive and harmful agenda that is squarely misaligned with what teachers actually want and need.

I am energized and unsettled, inspired and frustrated, hopeful and concerned, but the results of *Voices From the Classroom 2025* propel me to lean into the positive. I am buoyed by the vision set forth by the three million public school teachers nationwide, by their unwavering determination to create a K-12 system that allows every teacher and student to reach their full potential.

Sincerely,

Evan Stone
Co-founder and CEO
Educators for Excellence

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Methodology

The *Voices From the Classroom 2025* survey questionnaire was developed by 17 E4E 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 Dec. 18, 2024, through Feb. 3, 2025, among a nationally representative sample of 1,000 full-time public school teachers. The 2025 study also includes an additional nationally representative sample of 300 teachers of color and a nationally representative sample of 300 Gen Z teachers (those who were 29 or younger at the time of the survey). 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%.

Response and Participation Rate

Potential respondents were invited via email to participate in the survey. For the national sample, survey invites were sent out to 6,199 prescreened education professionals; 1,002 qualified and completed the full survey, resulting in a response rate of 16%.

The margin of error is ±3.1 percentage points for the full survey sample of 1,002 and higher among subgroups or questions not asked of the full sample

For the oversample of teachers of color, survey invites were sent out to 5,185 prescreened education professionals; 300 qualified and completed the full survey, resulting in a response rate of 6%. The margin of error is ±5.7 percentage points for the full survey sample of 300 and higher among subgroups or questions not asked of the full sample. For the oversample of Gen Z teachers, survey invites were sent out to 1,608 education professionals; 300 qualified and completed the full survey, resulting in a response rate of 19%. The margin of error is ±5.7 percentage points for the full survey sample of 300 and higher among subgroups or questions not asked of the full sample.

About Penta

Penta Group 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 Samples of Teachers of Color and Gen Z Teachers

You will likely notice sizable differences of perspective in this report between teachers of color, Gen Z teachers, and teachers in the general sample and wonder whether there are demographic differences other than race or age in the samples that could explain this. For example, you might notice that teachers of color have more positive views on the use of AI 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 among 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. Gen Z teachers are more likely to report being primary school teachers and identifying as LGBTQ+ or people of color. 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, Gen Z teachers, and other teachers in the workforce.

The one exception worth noting here is the correlation between Gen Z teachers and number of years of experience. Gen Z teachers are inevitably younger and newer to the profession, which means in some cases differences in perspective between Gen Z teachers and their older peers could be a result of experience level or age rather than a result of specific traits of the generation of young adults.

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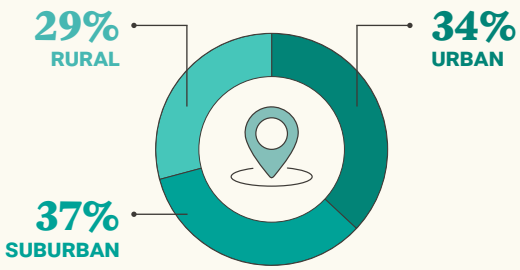
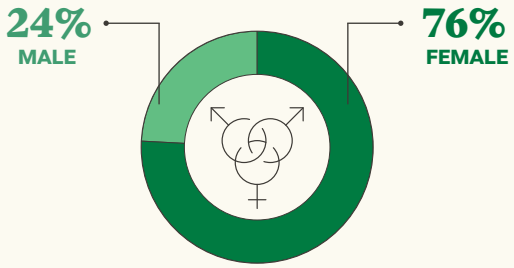
National Sample

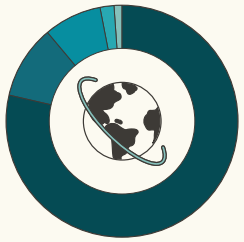
The sample is representative of the national population of U.S. district and charter public school teachers and aligns with key demographic variables of gender, region, race/ethnicity, age, years of teaching experience, grades taught, and school type. Any E4E member participation in the survey is entirely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



Work Community



Gender



78% WHITE

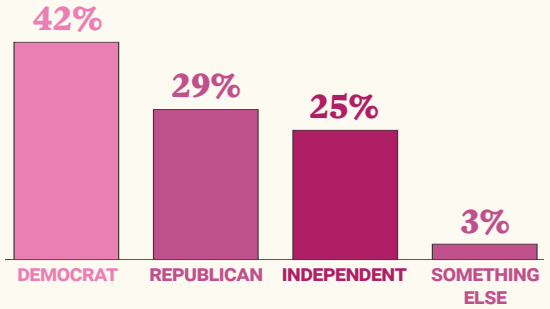
8% BLACK/AFRICAN AMERICAN

10% HISPANIC/LATINO

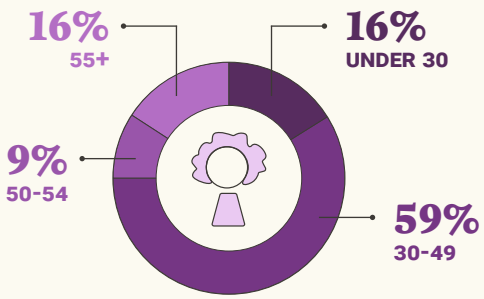
2% ASIAN OR PACIFIC ISLANDER

1% MIXED RACIAL BACKGROUND

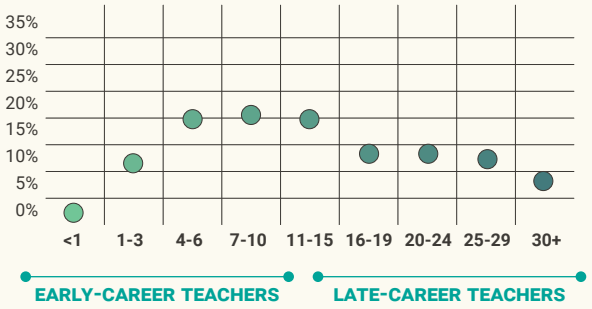
Race/Ethnicity



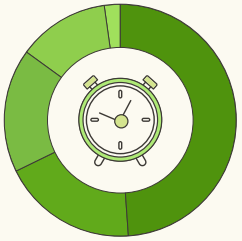
Political Party



Age



Years Teaching



49% YES, A TENURED TEACHER

17% IT'S NOT CALLED TENURE, BUT WITH JOB PROTECTIONS & DUE PROCESS RIGHTS

19% NO, NOT A TENURED TEACHER

13% THERE IS NO TENURE AT MY SCHOOL

2% NOT SURE

Tenure

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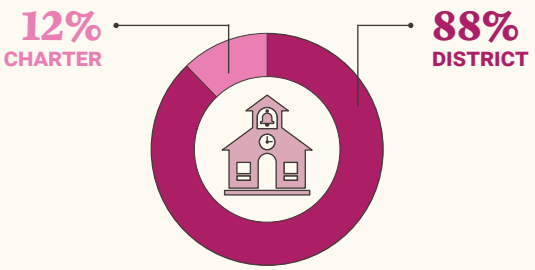
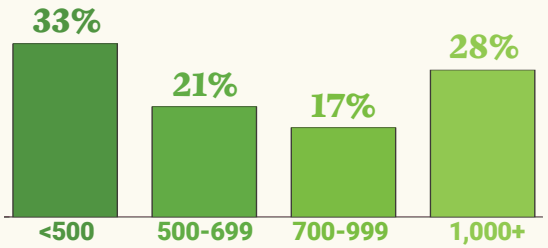
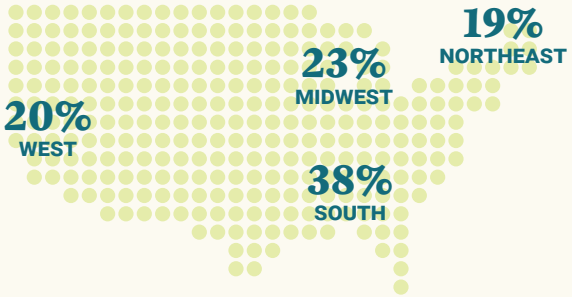


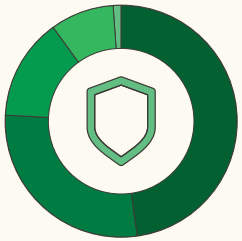
School Type



School Size



Region



48% MEMBER OF A UNION THAT COLLECTIVELY BARGAINS

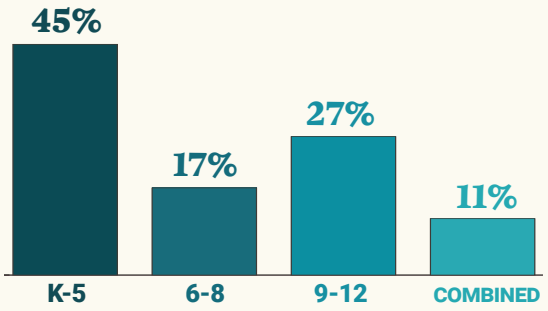
14% MEMBER OF A PROFESSIONAL ASSOCIATION THAT DOES NOT COLLECTIVELY BARGAIN

28% NOT A MEMBER OF A UNION

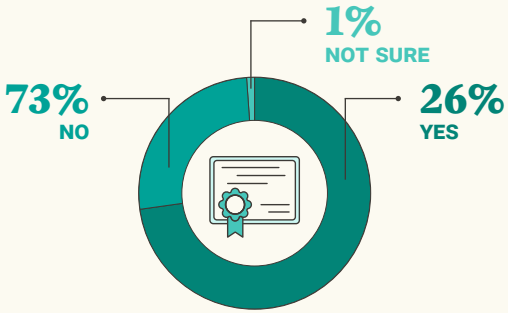
9% THERE IS NOT A UNION OR ASSOCIATION TO JOIN

1% NOT SURE

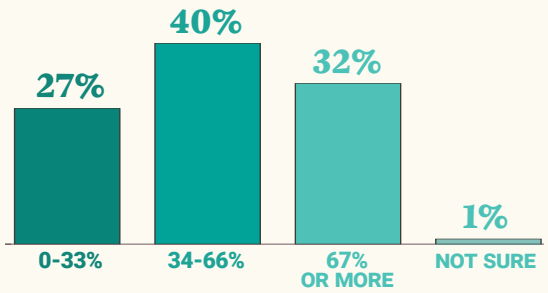
Union Membership



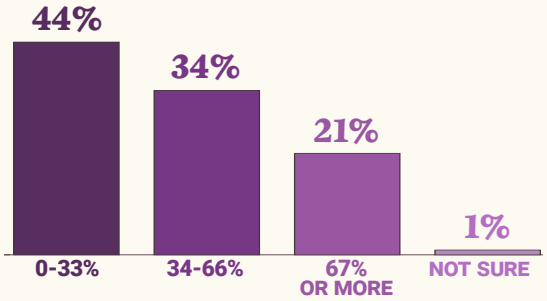
Grades Taught



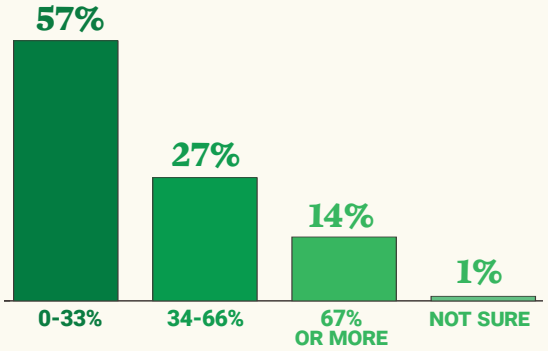
Alternative Certification Program



Low-Income Students



Students of Color



English Learners

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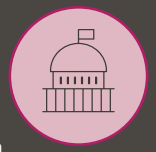
Major Findings and Themes

Theme One



Teachers **reject the Trump administration's education agenda** across the board: Between 70% and 92% oppose each of the administration's education priorities included in the poll.

Topics Covered: *School choice, federal funding, culturally relevant materials, LGBTQ+ students, students who are members of immigrant families, assessment data, U.S. Department of Education*

Theme Two

Teachers see public schools as key to helping students **understand civic responsibilities,** identify and **counter misinformation**, and engage in **respectful debate** about differences in opinion.

Topics Covered: *Civics education, navigating misinformation*

Theme Three

Despite the widespread use of effective tools for **addressing chronic absenteeism** and building strong relationships with families, two-thirds of teachers report that **students' absences continue to have a very serious impact** on learning.

Topics Covered: *Chronic absenteeism impact, absenteeism interventions, relationships and communication with families*

Theme Four

Teachers' outlook on the profession has **slowly improved over the past few years** and most report being satisfied with their jobs. Still, many seek change — only 19% would recommend the profession to others — and they're **open to strategic staffing** as an avenue for achieving it.

Topics Covered: *Teacher satisfaction, teacher retention, strategic staffing, unions*

Theme Five

Teachers are **increasingly likely to say that their districts effectively support them in implementing high-quality materials** and that these materials have impacted their instruction. However, **many still seek additional resources** external to the curriculum, highlighting a need for more training to ensure all students can access the curriculum.

Topics Covered: *The Science of Reading, curriculum implementation, supplementary materials*

Theme Six

The percentage of teachers who believe **AI could transform teaching and learning has doubled** in the past year, yet many **remain concerned** about inadequate training, potential distractions from learning, and risks of misuse.

Topics Covered: *Artificial intelligence, cell phones*

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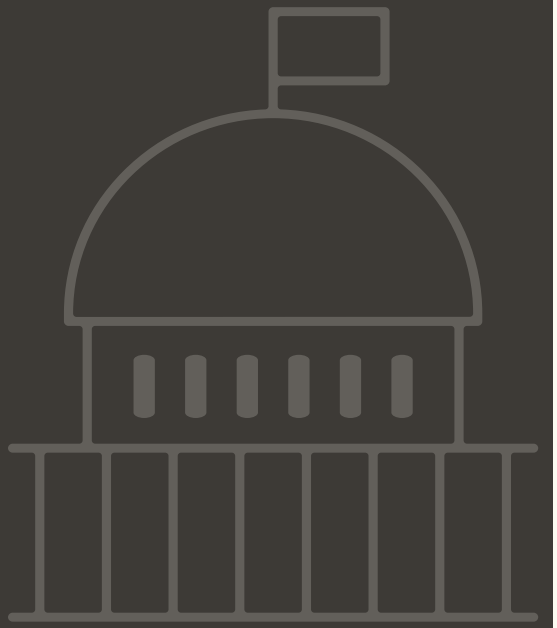
THEME 1

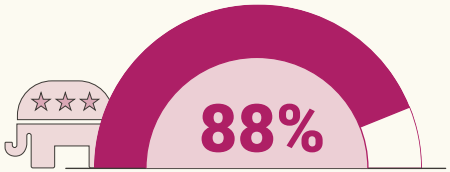
Teachers reject the Trump administration's education agenda across the board: Between 70% and 92% oppose each of the administration's education priorities included in the poll.



While the teaching profession overall is far from representing the diversity of the students it serves, the nationally representative sample in this survey constitutes a broad cross-section reflective of American teachers as a whole. Native American, Hispanic, Black, White, Asian, and mixed race teachers in various stages of their careers and lives have weighed in from rural, urban, and suburban communities. Across this diverse collection of professionals, there is strong agreement that President Trump's education agenda will be detrimental to students across the country. In fact, no more than 30% of teachers favor any of his stated or enacted education policy priorities.

Teachers from all backgrounds — and even a majority of teachers who identify as Republicans — oppose every one of President Trump's education policies, showing us that teachers oppose Trump's actions as a matter of policy, not politics. In stark opposition to executive actions in the first months of the Trump presidency, 84% of teachers favor student protections from discrimination based on gender and sexual identity; 88% favor using culturally relevant teaching materials that consider the heritage, history, and knowledge of all students; and three-quarters favor the guaranteed right of undocumented students to attend public school.

Eighty-seven percent of teachers favor the Public Service Loan Forgiveness (PSLF) program — which President Trump proposed eliminating in his first presidency — with 80% of Republican teachers saying the same. Seventy-nine percent of teachers are in favor of statewide collection of student achievement data to identify opportunity gaps among schools and student subgroups, contrasting with the administration's repeated efforts to undermine education research and data collection. For this last question of collecting and assessing



of Republican teachers favor funding for Title I and IDEA, which provide funds to low-income and disabled students

student data to appropriately channel resources, teachers who identify as Republican are more in favor than the national sample, with 81% voicing their support for this policy. Teachers also reject the administration's attempts to encourage the use of public tax dollars to fund private schools. Only 16% of teachers support the use of federal funds for homeschooling or secular private schools, and only 12% support it for religious private schools.

Despite widespread opposition to the Trump administration's education policies, 47% of teachers expressed optimism about the new administration's potential impact on education when the survey was conducted in December through February. Notably,

> **"This survey represents a diverse group of educators with diverse political views teaching a diverse group of students in diverse communities across the country. Teachers are not a monolith. And yet, we all reject these policies. Public education is clearly under attack."**
>
> **Arthur Everett, High School Social Studies Teacher, Brooklyn, NY**

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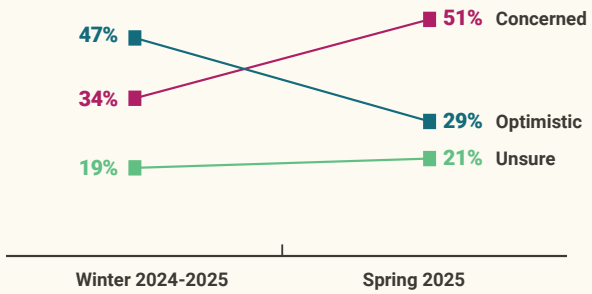
of teachers favor using federal funding for homeschooling or secular private schools

fewer teachers who identify as female and Gen Z teachers reported optimism — 42% and 38%, respectively.

To assess whether views had shifted following President Trump's early policy actions and the end of a president's typically higher approval ratings during their first few months in office, E4E conducted a follow-up survey of 200 teachers nationwide from April 11-17. The results showed a steep decline: Only 29% of teachers reported feeling optimistic — a drop of 18 percentage points since this winter. This sharp decline suggests that teachers are beginning to feel the real effects of the administration's actions in their classrooms and are increasingly concerned about the future of education.

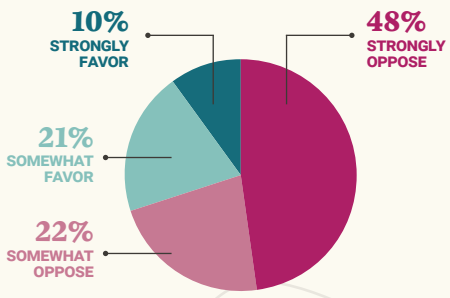
Trends in teacher optimism between winter and spring 2025:



The supplementary 200-teacher survey also found that teachers widely oppose the proposed closure of the U.S. Department of Education: 70% of respondents say they oppose this effort, with 48% reporting they strongly oppose it.

A striking divergence in this winter's survey appears between a higher optimism of teachers of color — across races — than among the national sample, but a lower approval of the President's policies. In the winter survey, 68% of teachers of color described their outlook on the president's potential impact on education as optimistic, compared to 47% of the national sample, but 95% favored student protections from discrimination based on gender and sexual identity — 11 percentage points higher than the national sample. They were also 14 percentage points higher than the national sample in supporting the rights of undocumented students to attend public school and eight percentage points higher in their support of PSLF and the statewide collection of student achievement data. In the April supplementary survey, the optimism of teachers of color dropped precipitously as well but remains slightly higher than the overall national sample and is derived from a very small sample size that limits statistical significance.

Teachers widely oppose the closure of the U.S. Department of Education:



The one policy issue area on which teachers of color are more supportive of President Trump's stance and actions than teachers generally is the use of federal funds to support charter schools and homeschooling. For example, the percentage of teachers of color who support using tax dollars to fund homeschooling is twice that of the national sample: 32% compared to 16%. This is consistent with reports that Black parents are increasingly likely to choose homeschooling over public school because of widespread disciplinary, academic, and social exclusion of Black students in traditional public schools or a lack of culturally relevant materials in those spaces that make public schools feel alienating.

> **"When my students hear things like 'DEI is banned,' they look to me, their Black teacher, and ask, 'Do we still have a place here?' *The Hate U Give*, a book they read and loved and saw themselves in, is now banned in some states. I'm teaching about Reconstruction in AP African American History and they'll say, 'Ms. Pope, this is what it feels like now.' Those conversations make the classroom heavy, but they also make my role as a Black educator even more important."**
>
> **Carlotta Pope,**
> **11th-Grade English Teacher,**
> **Brooklyn, NY**

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Our results showing teachers of color are more optimistic about President Trump's potential impact on education align with polls showing that **Black** and **Hispanic** voters have higher approval ratings of the president. *Voices from the Classroom*, as a quantitative survey, cannot confidently answer why teachers of color express more optimism despite being more opposed to President Trump's policies. We also want to be explicitly clear that teachers of color do not constitute a monolithic population. We did, however, grapple with a few possible explanations as a group. In particular, some teachers of color in our group wondered if the high optimism among teachers of color was about Trump's "change" candidacy, something teachers of color are searching for in a system that has historically marginalized them and their students who look like them. Additionally, other sections of this survey show that teachers of color are more invested in the potential transformation of the profession through strategic staffing approaches and AI. As a result, they may be more optimistic about the future of K-12 education, regardless of who is president.

The following is a full breakdown of teacher favorability for policy items that President Trump has targeted.

	National	Teachers of Color	Republicans
The PSLF program that forgives loans for public school teachers after ten years	87%	95%	80%
The guaranteed right of undocumented students to attend public school	74%	88%	54%
Funding for Title I and IDEA, which provide funds to low-income and disabled students	92%	96%	88%
Culturally relevant teaching materials that consider the heritage, history, and knowledge of all students	88%	95%	82%
Student protections from discrimination based on gender and sexual identity	84%	95%	69%
The statewide collection of student achievement data to identify gaps among schools and student subgroups and channel resources accordingly	79%	87%	81%

Q64-70. 2025 National Teacher Survey

The Trump Administration's Actions Since January 2025

Since taking office in January 2025, the Trump administration has taken the following actions:

- **Eliminated $900 million** in research projects and program evaluations financed by the Institute of Education Sciences (IES)
- **Rescinded regulations** providing protections against discrimination for LGBTQ+ students, and issued **Executive Orders** (EOs) that threaten funding for schools who support transgender students
- **Revoked guidance** that prevented Immigration and Customs Enforcement (ICE) agents from entering school buildings
- **Threatened to cut funding** for schools that teach about racial or gender identity or that use "race as a factor in … hiring, training, and other … programming."
- **Issued an EO** calling for the elimination of the U.S. Department of Education
- **Directed the U.S. Department of Education (USED)** to issue guidance on how federal funding can be used in voucher programs that include private schools
- **Revoked previously granted extensions** in the length of time allowed to spend COVID-19 federal relief money on previously planned projects
- **Issued an EO** calling on the U.S. Department of Education to revoke guidance intended to reduce disproportionate exclusionary discipline of student of color

Additionally, during his first presidency, he **proposed eliminating the PSLF program** that forgives loans for public school teachers and other public service workers.

He also repeatedly **introduced or endorsed budgets** that dramatically reduced education funding, including Title I.

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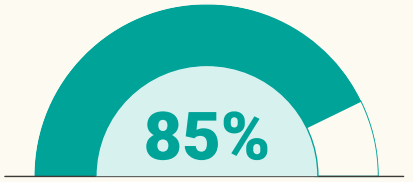
THEME 2

Teachers see public schools as key to helping students understand civic responsibilities, identify and counter misinformation, and engage in respectful debate about differences in opinion.

Teachers report that their classroom conversations and dynamics this year have been colored by misinformation and breakdowns in civil discourse. Seventy percent say their classroom cultures and student learning are impacted by misinformation, with that number climbing to 83% among high school educators and 85% among educators of color. Naturally, since more teenagers regularly use social media and the internet on smartphones and other devices, it's important to take note of what high school teachers are saying. **Alternative news sources and distinct information ecosystems are maturing** and **taking hold of young Americans' paradigms**, and **big tech is becoming increasingly aggressive in mining the attention of young people**. Meanwhile, **politicians are increasingly likely to disseminate and amplify misinformation**, and our **political culture becomes more and more divisive each day**.

Amid this backdrop, students are struggling to parse out the truth and effectively discuss a range of topics. At the same time, teachers see themselves playing an important role in helping students to do so. This year's survey asked teachers what they thought the central role of education was, providing seven options to choose from. While the top three choices among teachers focus on students' economic and academic futures, 18% of respondents report that "preparing students to participate as informed citizens in our nation's democracy" is the core role of K-12 education.

When asked whether they believe teachers play a role in educating students on understanding civic duties and responsibilities in society, 72% of respondents say they play a "large" or "very large" role. Another 23% think teachers play "somewhat of a role," bringing the total of teachers who believe



of teachers of color believe they play a role in educating their students on civic duties and responsibilities

this is their responsibility to 95%. Ninety percent believe they have a role in educating students on developing media literacy to identify misinformation and disinformation, **which is at odds with the current dearth of effective educational programming and support for teachers on the topic in the United States, even in states that have laws requiring it**.

Finally, 77% of teachers agree that it's their job to teach students to navigate differences in political beliefs and discuss them. Unfortunately, many members of our Council feel that district-level policies meant to prohibit discussion of teachers' own political beliefs sometimes prevent teachers from engaging in these necessary, unbiased

of teachers nationally — and 85% of teachers of color — believe misinformation is impacting their classrooms and student learning

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conversations about policy and politics for fear of breaking the rules. This self-censorship could become increasingly prevalent **as certain states ban books like Anne Frank's diary** and the presidential administration attempts to label even innocuous lessons about civil history and discourse as "DEI."

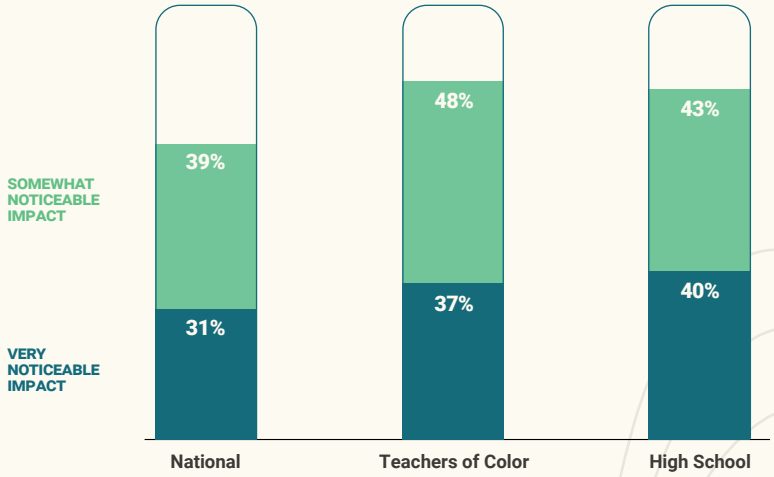
These figures stand in stark contrast to the **assertion by the Trump administration that K-12 educators are "radically indoctrinating" students**. Teachers are nearly unanimously reporting that they want their students to strengthen our democracy by simply engaging in it, from whatever perspective they see fit. Recent executive orders from the Trump administration, especially **"Ending Radical Indoctrination in K-12 Schooling,"** stand directly in the way of teachers' aims to guide their students in engaging in political or historical discourse without imposing their own political beliefs on others. The order is boldly antithetical to its stated purpose: it strips teachers of the autonomy they currently enjoy to shepherd students through difficult conversations about our history and society. Instead of supporting the many teachers who struggle to navigate those difficult conversations, the EO acts as a mandate to teachers to make every student a "patriot," focus on the "nobility" of our founding fathers, sweep our history's sordid details out of sight, and develop in them a dogmatic belief in America's "manifest destiny" to rise above other nations.

Given that many **misinformation narratives during the 2024 presidential election explicitly targeted specific minority groups in the U.S.**, it's no surprise that teachers of color express a stronger sense of responsibility to equip their students with skills to recognize and counter those harmful ideas. Teachers of color are 15 percentage points more likely to say their students are impacted by misinformation than the national sample, and 80% believe teachers play a "large" or "very large role" in helping students develop media literacy to identify misinformation, compared to 67% in the national sample. Perhaps this commitment to combating the — often personal — attacks on vulnerable groups offers a look into the optimism of teachers of colors seen in other sections of this survey; they see the hope and potential to educate students so that they don't perpetuate bad practices in the future.

> **"It's our duty as public school teachers to help students to understand their civic responsibilities and to navigate an increasingly nuanced and complicated political landscape. That doesn't mean telling them what to believe or who to vote for; it means equipping them with the tools and skills to make those decisions on their own. It can't be ignored. It has to happen."**
>
> **Daniel Gannon, Career and Technical Principal, Yorktown Heights, NY**

What effect, if any, has misinformation had on your classroom culture and student learning?

Q62. 2025 National Teacher Survey



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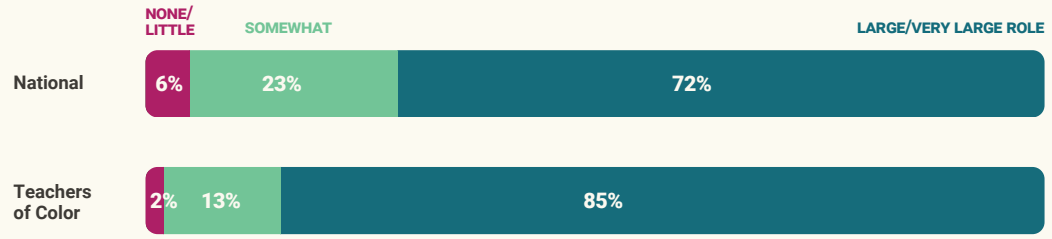
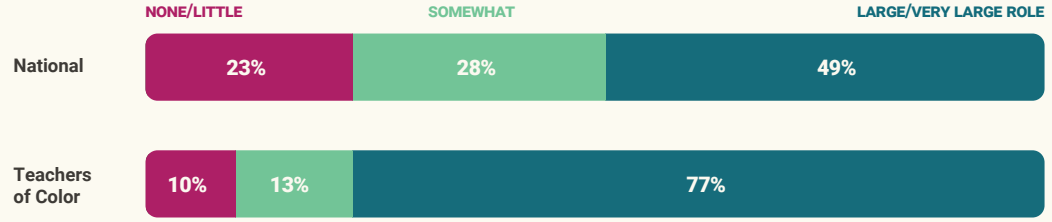
How much of a role, if any, do you believe teachers have in:

Q58 & 60. 2025 National Teacher Survey

Educating students on understanding civic duties and responsibilities in society



Educating students on navigating differences in political beliefs and how to discuss them



"I see misinformation in my biology class all of the time. My students will say, 'Did you know that vaccines actually make you sick, not protect you?' I absolutely have to pause my instruction to address assertions like this, but I'm not sure every teacher would. Some might say this isn't their job. In this climate of misinformation and polarization, though, one of the most impactful things we can do is teach students how to separate fact from fiction."

Genelle Faulkner, High School Biology Teacher, Boston, MA

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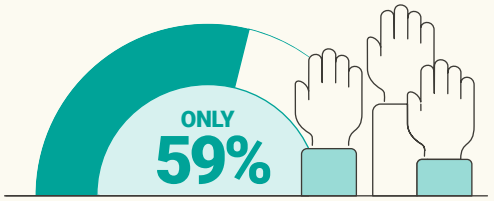
THEME 3

Despite the widespread use of effective tools for addressing chronic absenteeism and building strong relationships with families, two-thirds of teachers report that students' absences continue to have a very serious impact on learning.

Chronic absenteeism — **defined as a student missing more than 10% of school days** in a year — **continues to plague schools across the country at higher rates than before the pandemic.** In this year's survey, 96% of teachers say that chronic absenteeism has an impact on their students' learning, and 61% consider it to have a "serious impact" on their students. Among teachers of low-income students and students of color, that "serious impact" figure rises to 67% and 71%, respectively — **consistent with national data on increased rates of absenteeism among those groups of students.**

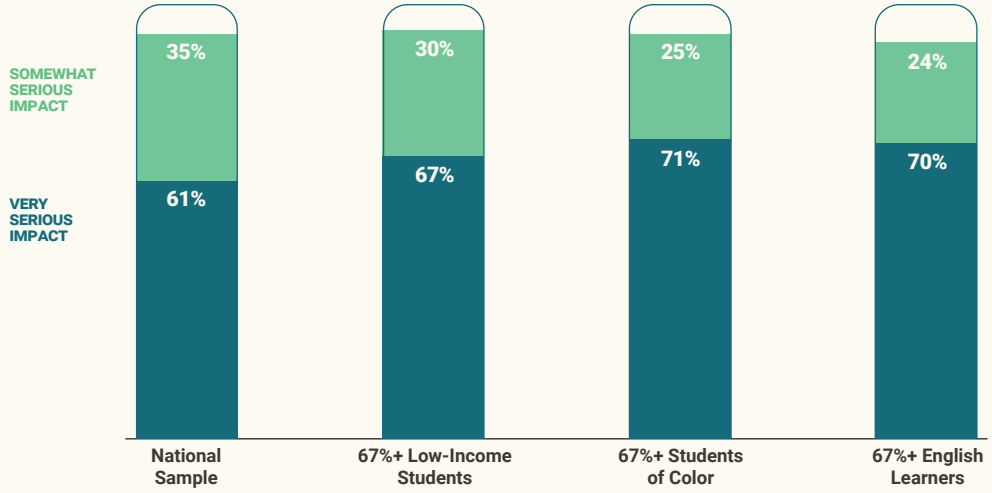
Teachers report that schools have been working hard to address this issue, adopting a wide range of strategies to get students back into class consistently. We asked teachers whether their school was implementing five different absenteeism interventions and, if they were, how effective they believed it was at improving attendance. The most common tactic teachers say their schools have adopted is "increased direct contact between teachers and parents," with 74% of teachers saying they've been instructed to increase communications with families. Despite this focus, just 59% of teachers report communicating with parents specifically about attendance. This focus is based on research, as studies show that **schools with strong family engagement before the pandemic saw smaller dips in attendance afterward.**



of teachers report that they have communicated with parents about attendance

"Student absences have had a very serious or somewhat serious impact on student learning in my classroom this year."

Q12. 2025 National Teacher Survey



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The tactic that the least teachers say is in place in their schools is "hiring a staff person specifically responsible for improving attendance" (46%). Despite this, 90% of teachers in schools implementing this tactic think it is effective, indicating teachers believe it is the most effective tactic for solving the chronic absenteeism problem. This gap may reflect a need for schools and districts to listen more closely to teachers about the solutions they think will best help their students attend class consistently.

While majorities of teachers report their schools have adopted at least one absenteeism intervention listed in the survey, the percentage of teachers calling these various different tactics "very effective" hovers around 50%, with teachers widely reporting that chronic absenteeism is still a significant problem. The disconnect between persistent absenteeism and the numerous strategies schools are implementing could indicate that schools must invest more capacity and funding into the strategies teachers identify as most effective, such as hiring a staff person dedicated to attendance; that they must adopt an "all of the above" approach to the issue, as opposed to selecting one or two solutions; or that

> **"Unfortunately, the trust and value that used to be inherent in educational institutions for the public is diminishing. And we see the impact of that on student attendance."**
>
> **Joseph Tadros, High School Mathematics Team Supervisor, Brooklyn, NY**

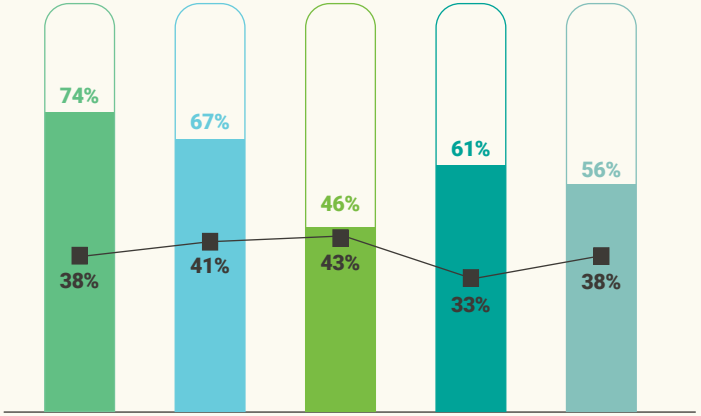
These graphs show tactics that teachers report their schools are using to address chronic absenteeism, and the extent to which different groups of teachers believe these tactics are working at their schools.

Tactic in use:

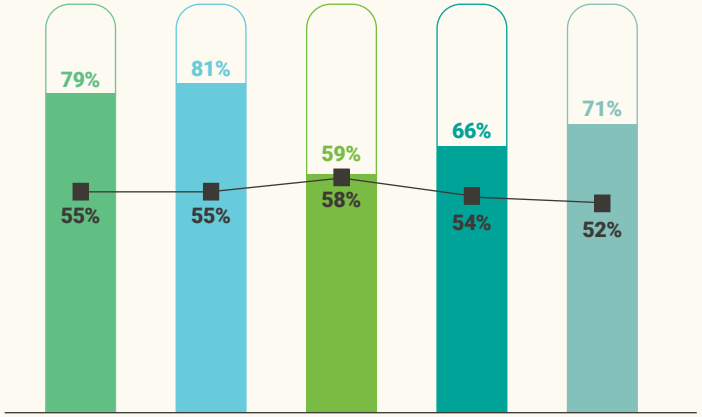
- Increased direct contact between teachers and parents
- Rewards for good or perfect attendance
- Hiring a staff person specifically responsible for improving attendance
- Implementation of SEL programming or school-wide climate supports
- Penalties for missing school, like requiring students to make up missed time or fail a course

Effectiveness of tactics:

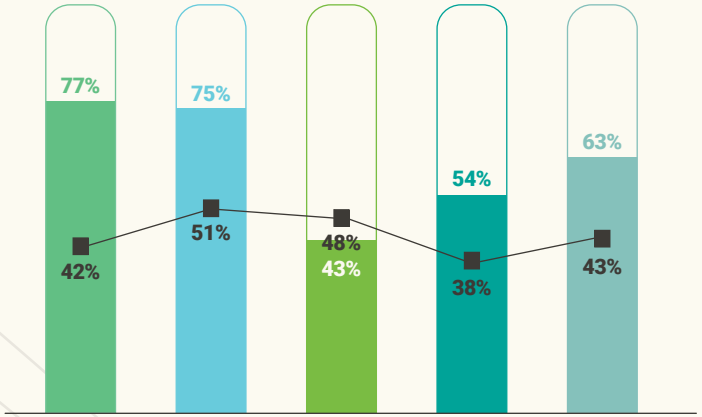
- Percent of teachers that find the tactic very effective



National



Teachers of Color



Gen Z

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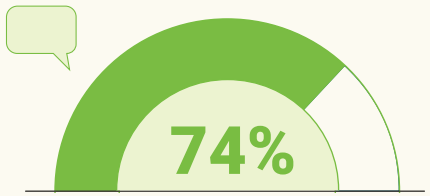
they have not yet found the right approach to make a meaningful impact on their most chronically absent students. **Studies show that building community, increasing family engagement, and systematizing attendance tracking and data analysis** can address chronic absenteeism, but identifying the strategies that will work at a given school still appears to be a challenge.

Teachers of color — **who are more likely to teach at schools with high percentages of low-income students or students of color** — are more likely to report that interventions are in place at their schools and that those interventions are effective. For example, while 67% of the national sample report that their schools have implemented rewards for good or perfect attendance to address absenteeism, 81% of teachers of color say their schools have adopted this tactic; 41% of the national sample thinks this strategy is very effective, compared to 55% of teachers of color. Another sign that schools with the most at-risk student populations are making a concerted effort is that 90% of teachers of color say they communicate with parents or caregivers at least weekly, compared to 74% of the national sample. Schools and educators are clearly aware of the higher risk to low-income students and students of color and are adopting wider ranges of solutions to address chronic absenteeism.

"I think it can be hard for anyone who is not a teacher to understand that a curriculum includes skills being taught in a necessarily sequential order, and if you are absent for critical components of that skill building, you can't master the subsequent ones either because you don't have the pieces of the puzzle."

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



of teachers nationally communicate with parents/ guardians daily or weekly

of teachers of color communicate with parents/ guardians daily or weekly

The Impact of Absenteeism

While rates of students experiencing chronic absenteeism have continued to decrease from a peak of 30% in 2021-22 down to 19% in 2023-24, **they remain higher than pre-pandemic levels of approximately 15%**.

Studies show that chronic absenteeism reduces math and reading achievement outcomes, educational engagement, and social engagement. The persistence of chronic absenteeism appears to represent something of a cultural shift toward school attendance; a **March 2024 EducationWeek report** showed that a majority of parents and caregivers of students with high rates of school absences are not concerned about their children's missed school days. With students physically in school less often during and following the pandemic — and more strongly encouraged to skip if they have even a minor cold — parents increasingly appear to see everyday attendance as an option, rather than essential. This is not to say that parents are generally unconcerned with their children's academic futures; they care deeply, but according to Learning Heroes, a nonprofit organization focused on helping parents and schools improve student learning and well-being, parents "**frequently overestimate their child's academic achievement compared to what teachers see, which can impact the level of engagement with teachers and school activities.**"

Chronic absenteeism has an impact on all students, including those who aren't chronically absent. As teachers respond to the needs of absent students upon their return to school, other students in the classroom are negatively impacted as the pace of instruction slows to help absentees catch up. Chronic absenteeism also negatively impacts school budgets. **In six states, funding is tied to certain attendance levels, and districts spend a lot of money tracking chronically absent students.**

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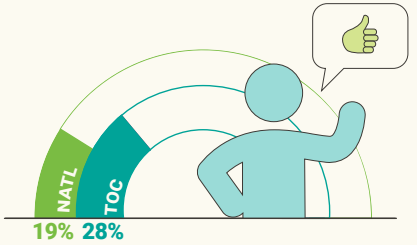
THEME 4

Teachers' outlook on the profession has slowly improved over the past few years and most report being satisfied with their jobs. Still, many seek change — only 19% would recommend the profession to others — and they're open to strategic staffing as an avenue for achieving it.

This year's survey shows several positive trends when it comes to teacher satisfaction. When asked if they plan to continue teaching at their current school for the next 3-5 years, 71% of teachers in the survey say "yes," and 91% say they are "somewhat" or "very satisfied" with their jobs.

An increase in positive responses occurred across several satisfaction-related questions asked by E4E over the past two or three years, though in many cases, despite that movement, the percentage of teachers responding positively remains worryingly low. For example, 28% say the profession is sustainable, whereas in E4E's 2024 survey, 19% of teachers said so. Additionally, the percentage of teachers reporting that the profession is dynamic — meaning it has role flexibility with opportunities for growth and leadership — jumped to 35% this year from 26% last year. This year, 19% say they would recommend the profession to others, whereas in 2023, just 14% of teachers said so. There are also fewer "detractors" this year, or teachers who rate their likelihood of recommending the profession as a zero through six out of ten. As a frame of reference, the teacher Net Promoter Score (NPS) — a measure that is meant to allow comparison of satisfaction across professions — is -22, compared to 28 among tech workers, 15 for health care workers, -5 in the retail sector, and -15 in the government sector.

Taken together, these figures suggest that after a few years when professionals across industries were questioning their career choices — and educators in particular were questioning the viability of remaining in the classroom — teachers are beginning to exit crisis mode and settle back into something resembling normalcy; though, of course, this type of "normalcy" is far from what is best for our nation's students.



Teachers of color continue to be more likely to recommend the profession, although only 28% would do so.

We also see a continued trend this year of higher job satisfaction among teachers of color compared to the national sample that was highlighted in last year's survey report. Among teachers of color, 28% say they would recommend becoming a teacher compared to 19% of the national sample, and their NPS reached positive numbers, at 10. Teachers of color also consider the profession more rewarding, with 40% saying so compared to 28% in the national sample, as well as dynamic, with 43% saying so compared to 35% in the national sample.

> **"While I'm at school with my students, I feel an immense satisfaction that I'm making a difference and that I chose the right profession. But when I stop to think about it outside of school, the reality is teachers are overwhelmed; they don't have lives. It's this dichotomy, this tug-of-war between the two feelings of satisfaction and overload."**
>
> **Richard de Meij, K-8 World Languages Teacher, Hartford, CT**

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When asked to choose from 15 factors that could improve teacher retention, higher salaries, better benefits, and higher pay for working in a hard-to-staff school or subject area were unsurprisingly the top three choices across teacher demographics. Gen Z educators are even more likely to identify higher salaries as the most likely factor to improve retention, at 58% compared to 47% of the national sample. This divergence suggests that the national sample has a slightly wider range of concerns, with 21% identifying "more support to address discipline issues" as a top retention factor, compared to 15% among Gen Z teachers, and 15% choosing "more societal respect for the profession," versus 10% of Gen Z teachers. These divergences could also suggest that lack of respect and discipline issues are two things that wear down on teachers over time.

When asked about their favorite part of being a teacher, respondents overwhelmingly focused on the value of building relationships with students and making a difference in their lives. Out of a list of nine options, 36% of teachers say their favorite part of being a teacher is that "I believe I am making a difference in the lives of my students," and 25% choose "I enjoy building relationships with my students." These intangibles may help explain how teachers can simultaneously say that they are satisfied with their job but that they likely wouldn't recommend it to a friend or family member. Teachers recognize they are sacrificing an easier life with more free time, higher pay, and less responsibility in order to make connections with young people and help shape their futures.

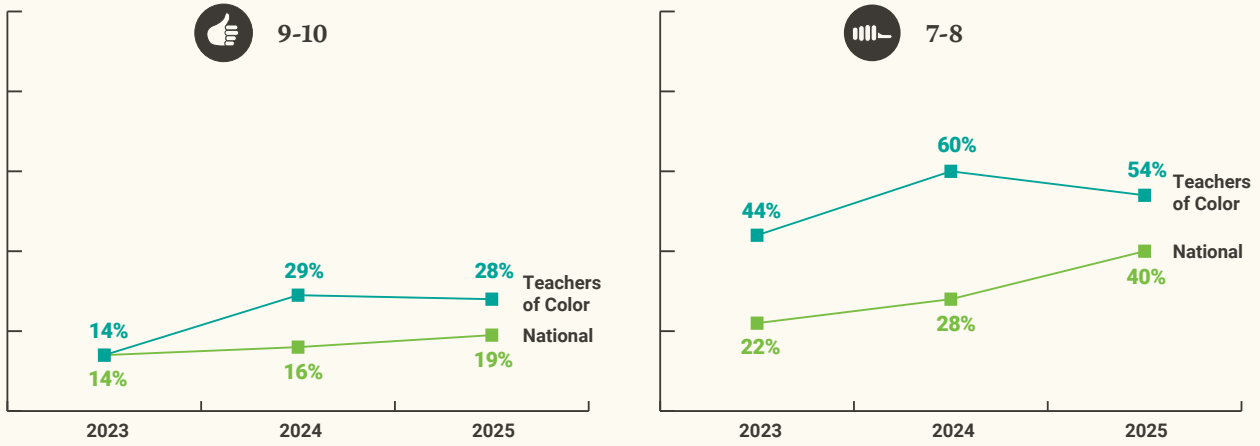
Teacher interest in "strategic staffing" — or redefining the roles of adults in schools to break outside the traditional one-teacher, one-classroom model — as a means of transforming education grew significantly between 2024 and 2025, with teachers of color continuing to express even higher levels of interest. For example, between 2024 and 2025, the percentage of teachers who favor "increasing veteran teachers' class sizes slightly in order to significantly reduce the class sizes of first-year teachers or reduce the number of classes first-year teachers teach" nearly doubled, jumping from 25% to 46% in one year. An additional 18% are "open to the idea, but want to learn more," bringing the total up to 64% of teachers at least willing to engage with this different model. Among teachers of color, 84% are open to adopting this kind of policy that leverages the skill and experience of veteran teachers, while developing those skills in newer ones.

About three-quarters of teachers also favor adopting innovative practices involving various team-teaching models. These models include increased class size with an added colleague; sharing a roster of students and strategically regrouping them throughout the day based on students' strengths and needs rather than following a static schedule; and sharing responsibility for a roster of students, with different teachers taking on different roles based on their strengths. Teachers also express broad support (76%) for teaching in a team that includes non-

> **"When considering innovative teaching approaches and teachers' perspectives on them, you have to consider the impact of their union. My school is so union-driven, you can't ask for anything outside the bounds of the norm, and teachers wouldn't imagine such a thing would be possible. New approaches to staffing just wouldn't fly unless sanctioned by the union."**
>
> **Nazila Ramjan, English as a New Language and Civics Teacher, Queens, NY**

On a scale from 0 to 10, how likely are you to recommend teaching as a career?

Q31. 2025 National Teacher Survey



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teaching roles, such as tutors or paraprofessionals to provide additional adult supports in classrooms and develop clear pathways into teaching for these individuals.

Teachers of color hover closer to 80% in favor of the options above. Meanwhile, Gen Z teachers are as equally likely as the national sample to favor these ideas, but far more likely to say they are open to them but need to learn more and less likely to say they oppose them. This could potentially indicate that teacher preparation programs are still largely preparing graduates for the one-teacher, one-classroom model.

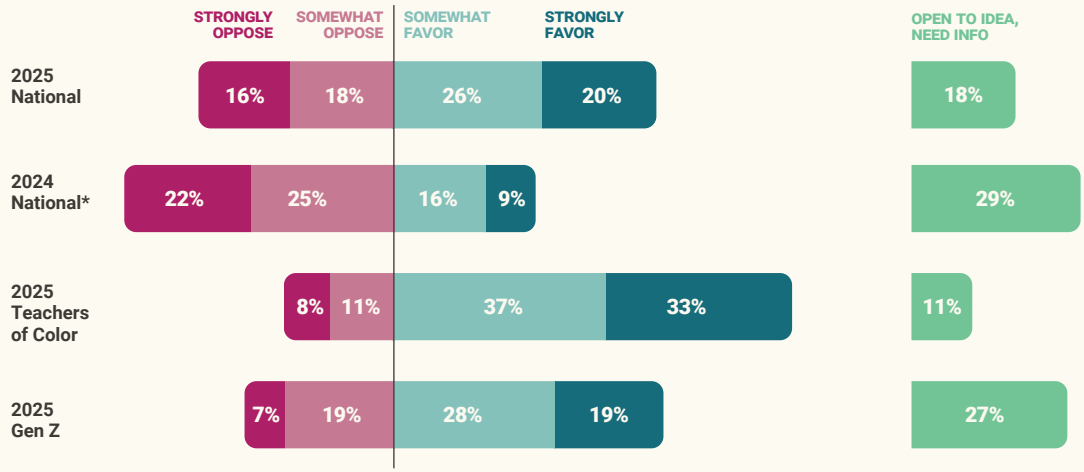
Teachers' unions have an opportunity to serve as a key leader in reimagining the profession. Implementing strategic staffing requires flexible policies, but **schools are sometimes constrained by rules set by teacher contracts that hinder flexibility.** Examples of constraints include one-size-fits-all class sizes and rigid positional responsibilities and compensation structures. Just 21% of union members report the profession is sustainable, compared to 35% of non-union members, and 45% of union members report being "very satisfied" with their unions' negotiating priorities. Teachers' unions can collaborate with system leaders to modify contracts in ways that support this new approach, reflecting the clear interest expressed by teachers.

Ultimately, as teacher satisfaction stabilizes after the pandemic, it is still worryingly low. The desires of educators expressed in this section offer a road map to address this and ultimately bolster both recruitment and retention.

Do you favor or oppose:

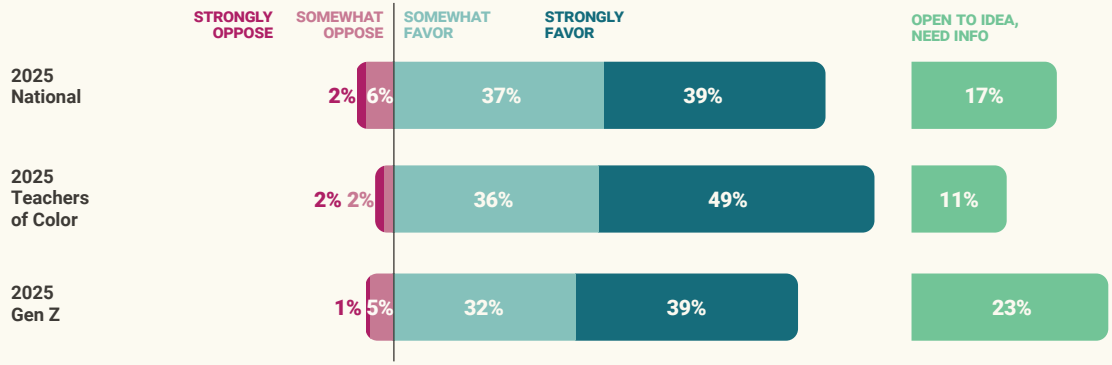
Q35 & 40. 2025 National Teacher Survey

Increasing veteran teachers' class size slightly in order to significantly reduce the class sizes of first-year teachers or reduce the number of classes first-year teachers teach



**The 2024 survey only asked, 'Do you favor or oppose increasing veteran teachers' class size slightly in order to significantly reduce the class sizes of first-year teachers?'*

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



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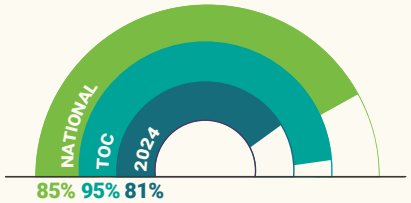
THEME 5

Teachers are increasingly likely to say that their districts effectively support them in implementing high-quality materials and that these materials have impacted their instruction.

However, many still seek additional resources external to the curriculum, highlighting a need for more training to ensure all students can access the curriculum.

Investments in high-quality instructional materials (HQIM) and aligned professional learning (PL) for literacy instruction — often called a movement toward the "science of reading" — and mathematics continue to sweep the country. And for good reason: Research shows that when implemented well, these materials can significantly bolster student achievement, and at a far lower cost than other interventions.

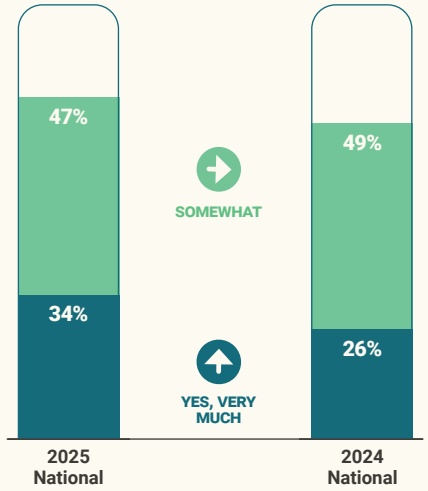
As this happens, more teachers are reporting that their districts are effectively supporting implementation of new literacy materials and that their instruction is shifting as a result. Eighty-five percent of teachers who say their districts have implemented new materials report leadership has effectively supported them in their implementation, up from 81% last year. Meanwhile, 81% say the materials have changed their instructional practices "somewhat" or "very much," up from 75% last year. This uptick reveals that when given appropriate time to internalize and implement a curriculum, the overload that comes with such a major shift can fade. Additionally, teachers who feel their districts have very effectively supported implementation are more likely to say these new materials have changed their instructional practices very much, indicating the importance of districts investing in meaningful PL opportunities and coaching for their teachers.



Teachers believe their districts have somewhat or very effectively supported curriculum implementation

Have new curricular materials changed your instructional practices?

Q54. 2025 National Teacher Survey



While these numbers are quite promising, just 36% of teachers using new curricular materials say that district support is "very effective" — up from 24% last year — and 34% say that these new materials have changed their instructional practices "very much" — up from 26% last year, indicating encouraging progress but that more work is necessary. And despite these shifts, the percentage of teachers reporting that they create, buy, or download lessons to replace or supplement their curriculum "sometimes" or "often" has held steady in the past two years at 81%, which we know results in lower-quality resources being used and corresponding dips in student achievement.

The top two reasons teachers say they create or search for alternatives to their school-provided curriculum are that the curriculum isn't easily differentiated for various student groups (34%) and that the curriculum is not engaging (33%).

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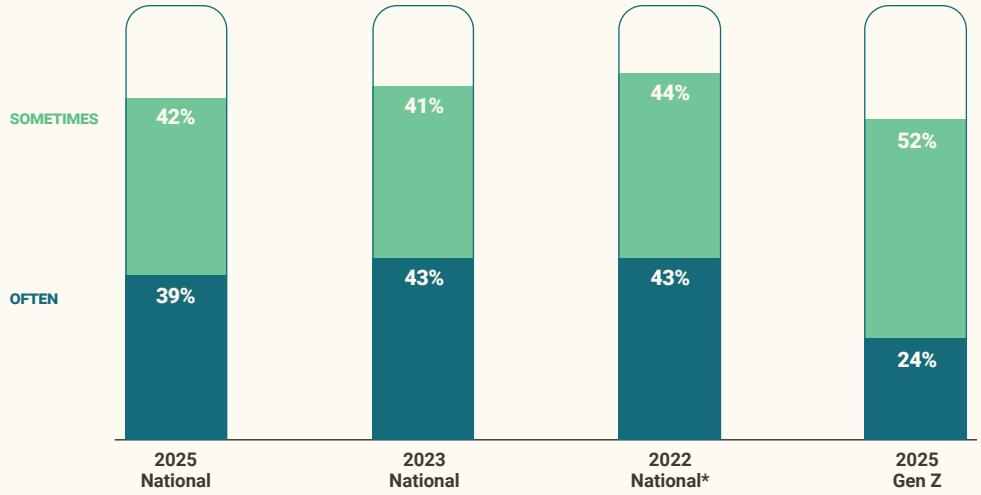
These responses show that while teachers now have high-quality materials, they are struggling to adapt them to support all students in reaching proficiency. Differentiation and engagement are two deeply important factors for a teacher to successfully instruct their students, and teachers are calling for support in these areas. This finding is consistent with the findings of other reports: E4E-New York's recent analysis of **New York City Public Schools' shift to evidence-based literacy curricula** found that while supplemental materials intended to support differentiation were provided within a new curriculum, teachers had not had the time nor the training necessary to leverage them, both of which **research** shows are key to successful implementation.

Encouragingly, Gen Z teachers are less likely to buy, download, or create lessons to replace or supplement their materials, with 24% saying they do so often, compared to 39% of the national sample. This response among young teachers may indicate that the big push towards the science of reading and evidence-based materials is reaching and impacting our newest teachers. Gen Z teachers are possibly learning to use HQIM with evidence-based pedagogical practices both in teacher preparation programs and as they begin their careers at their first schools; the "science of reading" is native to their experience. Conversely, more veteran teachers may have habits built around materials and strategies they have long used; these habits may require them to relearn how to, for example, teach students how to read, and lead them to seek out external materials in the interim. Channeling follow-up support after large investments in curricular materials — such as in ongoing coaching and PL for new practitioners of those curricula — will help districts improve the confidence of teachers as they work to address the literacy crises that have taken hold in so many schools.

Taken together, this data tells us that while teachers overall view progress towards evidence-based materials positively, now is the time to fine-tune support and training of new curricula rolling out nationwide.

"I often or sometimes create, buy, or download lessons to replace or supplement my curriculum."

Q50. 2025 National Teacher Survey



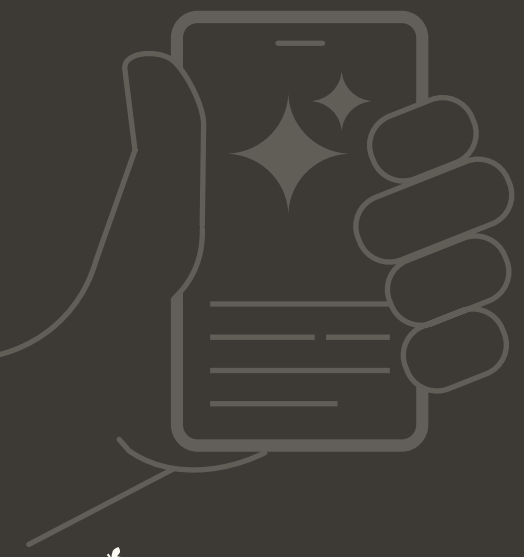
**The 2022 data points here are reflective of the question text "How often do you download free lessons or resources to replace or supplement your curriculum?" which omits the language "buy" or "create" that was used in 2023 and 2025.*

> **"It's important to remember that while high-quality instructional materials are critical, they're not the end-all, be-all. Teachers need to know how to use those materials to achieve the standards, which are the end-all, be-all."**
>
> **Susan Providence, Special Education Teacher, St. Paul, MN**

> **"There's a huge learning curve in the first few years of a new curriculum that people forget about. You're so overwhelmed, you don't have time to dive deep, and so you download stuff. But if we give teachers the time to internalize their new evidence-based curricula, we'll eventually see fewer teachers seeking materials outside of it."**
>
> **Becky Trammell, Elementary Special Education Teacher, Minneapolis, MN**

THEME 6

The percentage of teachers who believe artificial intelligence (AI) could transform teaching and learning has doubled in the last year, yet many remain concerned about inadequate training, potential distractions from learning, and risks of misuse.



As teachers become more familiar with AI and its capabilities in the classroom, belief in its potential for positive impact is growing: **In 2024, 14% of teachers said AI could transform teaching and learning** in a positive way, and this year 30% say the same. When looking broadly at the responses to that same question about AI's utility in the classroom, 88% of the national sample think it could improve instruction — up from 82% last year — though about a third of those respondents in both years also shared concerns about AI's use in schools.

Student use is also likely increasing; while we did not ask teachers about the level of student use in last year's survey, 45% of teachers report this year that more than a quarter of their students regularly use AI to complete assignments. The rate of perceived student AI use for school assignments is higher among high school teachers, with 67% reporting that more than a quarter of their students are using it regularly for school. This higher rate isn't unexpected, as older students more regularly use laptops and other AI-enabled devices to complete assignments.

Teachers appear to be largely split on whether the use of AI is having a positive or negative impact on student learning. In the national sample, 44% of teachers report that it is having a positive impact, while 32% say it is negative. Among high school teachers, a similar proportion (47%) say student AI use positively impacts learning, but a larger share (43%) believe it is having a negative impact. More elementary and middle school teachers are undecided about these new tools' potential to influence their students, while high school teachers — with more hands-on experience with student AI-use — have decided views.

With teachers expressing a mix of optimism and concern about the use of AI in the classroom,

> **"Using AI for tweaking or updating my lesson planning, or creating a first draft of assessment questions about the Great Migration, saves me so much time. I can use that time to do things that were previously hard to fit in, like collaborating deeply with my colleagues."**
>
> **Michael Simmon, Eighth-Grade Social Studies Teacher, Bronx, NY**

effective training to help them use these powerful tools properly — and support their students to do the same — is absolutely critical. Concerningly, 53% of teachers say either that they received inadequate training on how to support students to leverage AI tools in learning, or that they haven't received training at all. Similar percentages of teachers report that they have received inadequate or no training for using AI in their own work, such as using it as an aid in lesson planning, tutoring, or grading.

School leaders and decision-makers have a challenging task ahead of them to create policies around such a new, ever-changing technology that has so much potential to aid or disrupt conventional models of teaching and learning. Unfortunately, only 48% of teachers — and 52% of high school teachers — say their school's policy on the use of AI is clear, indicating a need for further work in this area.

Continuing a trend from last year's survey, teachers of color express more optimism about using AI in the classroom, with 85% expressing a solely positive outlook on its future use in classrooms without any concerns or hesitations, compared to 56% of the national sample. Digging a bit deeper into that

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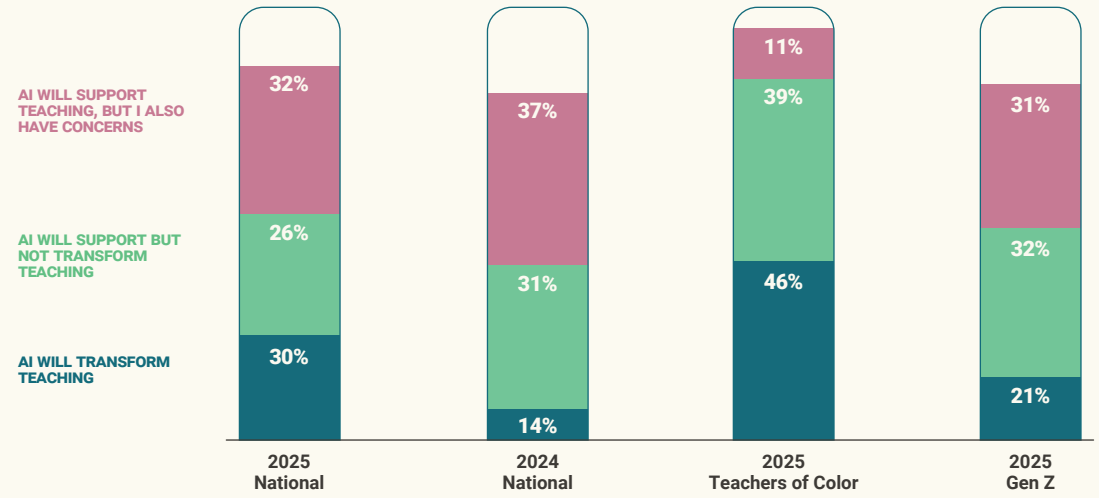
question, 30% of teachers in the national sample said that AI "will transform teaching and learning in a positive way" compared to 46% of teachers of color. Teachers of color also feel that student AI use is having a generally positive impact on student learning, with 68% saying so compared to 44% of the national sample. This increased openness may be related to the amount of training that teachers of color report on using AI for instructional purposes. Compared to the 47% of the national sample reporting that they receive adequate training in supporting student AI use, 76% of teachers of color say so, with a similar ratio playing out for training teachers to use AI in their own work.

Gen Z teachers are unexpectedly a bit more skeptical of AI than the national sample; they are nine percentage points less likely to say that AI will transform the profession, with 21% believing so. Additionally, 42% of Gen Z teachers say AI use is having a negative impact on student learning, compared to 32% of the national sample. One might think that as "digital natives," Gen Z teachers would embrace new technology more emphatically, but their savviness may be what's causing some AI skepticism. Gen Z teachers were likely in college or grad school when AI chatbots became available, or they have friends or family members regularly using these tools for schoolwork. They may not see AI as having the potential to transform education because it is a tool that is far more familiar as an integrated part of their world. **Research has shown that members of Gen Z share a level of skepticism with older generations** regarding issues around AI like plagiarism, misinformation, and biased content, which could explain their hesitance to embrace AI in the survey.

The theme of a desire for innovation and change is clear when we consider that teachers' openness to using AI in the classroom doubled in the past year. Providing the training and school policy as a scaffold for them to push that innovation and improve student learning is imperative, or teachers and students will try to learn on their own without safeguards.

Which of the following most closely aligns with your sentiment of AI's utility in the classroom?

Q44. 2025 National Teacher Survey



> **"It's not about the device — whether it's a phone, or a watch, or an iPad, or a laptop — it's about the content students are accessing on the device, whether the content is in service of their learning or a distraction, and whether they know how to effectively leverage it in their education or not."**
>
> **Valerie Green-Thomas, Middle School Instructional Coach and English Teacher, Bronx, NY**

AI Considerations

It's worth noting that the conversation — and teachers' perspectives — around AI's impact on learning goes beyond whether students are using it to do homework or in class. While studies are still limited on AI's impact on adolescent mental health, **researchers argue that lessons must be learned from how social media has negatively impacted a generation of young people** before it's too late with AI. When teachers consider what the development of AI means for their students, they are thinking about what impact this sort of technology is having on how they conduct research, solve problems, and write papers, but also about how it influences the way they communicate, socialize, and think.

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Cell Phones in Schools

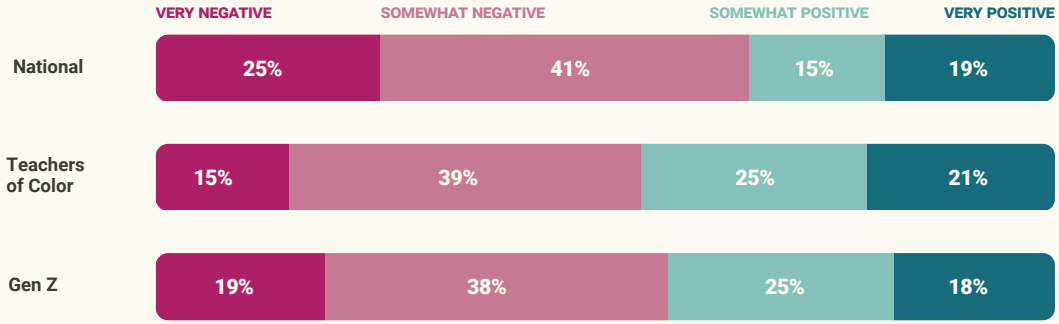
The current conversation around technology in schools doesn't stop at AI. Over a decade after the use of smartphones in classrooms began, an increasing number of states — including **Florida, New York, California, and South Carolina** — and districts are proposing and enacting bans on cell phones in schools.

Eighty-four percent of teachers report that cell phones are banned — at either the state, district, school, or classroom level — for their students, with 40% saying they ban them in their own classroom, and 51% reporting that they are banned at the school level. Among high school teachers — 77% of whom say a majority of their students have cell phones compared to 55% overall — 73% say there is some sort of ban on their students' cell phone use.

Teachers seem to agree that a solution to this problem is needed: Two-thirds report student cell phone use is having a negative impact on learning, while a third say cell phones positively impact their students' classroom experience. Teachers of color and Gen Z teachers are more positive about student cell phone use, indicating many of these teachers see cell phones as a tool that can aid student learning. Forty-six percent of teachers of color, and 43% of Gen Z teachers, think cell phones have a positive impact on student learning, compared to 34% of the national sample. Conversations among ourselves revealed many of us believed that to prepare students to live in a world dominated by smartphones, creating an artificial environment in which we pretend they don't exist is not helpful. For Gen Z teachers, cell phones have likely been so ubiquitous for most of their lives that finding ways to use them productively in school may come naturally. Gen Z teachers may also have a firmer grasp on the prevalence of smartphone use for students and thus view their use in school as unavoidable, making them more likely to seek out ways to leverage them.

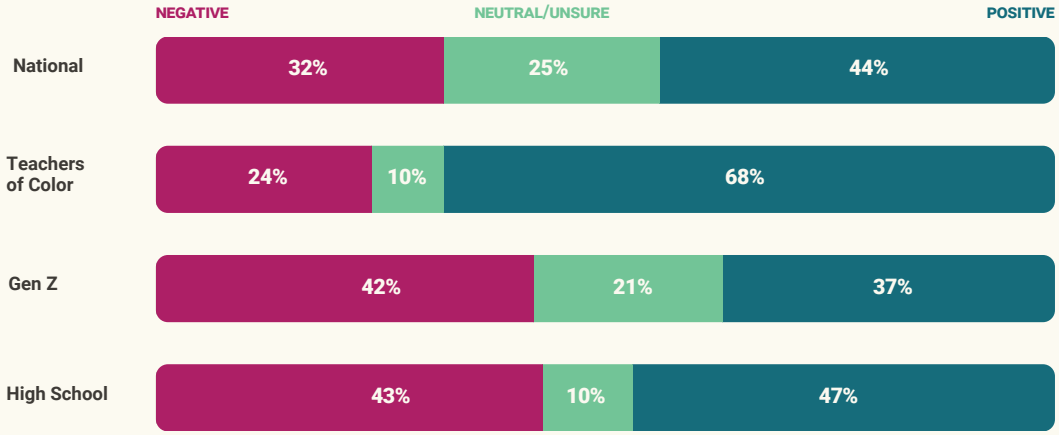
How much is student cell phone use impacting student learning in your classroom?

Q43. 2025 National Teacher Survey



Is students' use of AI having a positive, negative, or neutral impact on their learning?

Q46. National Teacher Survey



"My district implemented a cell phone ban this semester, and I'm excited to see the impact. I've seen them negatively impact attention and behavior for a decade; I've seen them increase cyberbullying and decrease concentration. With these bans, I think students will be able to better focus on school."

Dr. Jennifer López, High School Social Studies Teacher, Los Angeles, CA

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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%.

To view the entire dataset, go to e4e.org/teachersurvey2025/data

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12. On average, how much of an impact would you say student absences have on student learning in your classroom this year?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very serious impact	61%	60%	54%	65%	57%	61%	61%	68%	68%	48%
Somewhat of an impact	35%	37%	39%	31%	38%	35%	31%	29%	28%	45%
Not too much of an impact	4%	4%	6%	4%	4%	4%	5%	3%	3%	6%
No impact at all	0%	0%	1%	0%	1%	0%	3%	1%	0%	1%

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13-17. Thinking now about potential solutions for student absenteeism, has your school implemented any of the following policies?

13. Hiring a staff person specifically responsible for improving attendance

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very serious impact	46%	59%	43%	47%	45%	45%	55%	56%	51%	33%
Somewhat of an impact	46%	34%	45%	44%	48%	47%	39%	39%	42%	55%
Not too much of an impact	8%	7%	12%	9%	7%	8%	6%	5%	7%	12%

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13-17. Thinking now about potential solutions for student absenteeism, has your school implemented any of the following policies?

14. Increased direct contact between teachers and parents

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very serious impact	74%	79%	77%	75%	73%	74%	74%	72%	77%	74%
Somewhat of an impact	21%	21%	17%	19%	23%	21%	20%	24%	18%	20%
Not too much of an impact	5%	0%	6%	6%	4%	5%	6%	3%	5%	6%

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13-17. Thinking now about potential solutions for student absenteeism, has your school implemented any of the following policies?

15. Rewards for good or perfect attendance

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very serious impact	67%	81%	75%	64%	71%	66%	75%	73%	73%	58%
Somewhat of an impact	29%	18%	19%	32%	26%	30%	18%	25%	25%	36%
Not too much of an impact	4%	2%	6%	4%	3%	3%	8%	3%	3%	6%

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13-17. Thinking now about potential solutions for student absenteeism, has your school implemented any of the following policies?

16. Implementation of SEL programming or school-wide climate supports

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very serious impact	61%	66%	54%	66%	57%	63%	50%	66%	59%	58%
Somewhat of an impact	28%	29%	30%	25%	31%	27%	37%	28%	28%	28%
Not too much of an impact	11%	5%	16%	9%	13%	11%	13%	6%	13%	14%

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13-17. Thinking now about potential solutions for student absenteeism, has your school implemented any of the following policies?

17. Implementation of penalties for missing school, such as requiring students to make up missed time or preventing them from passing a course

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very serious impact	56%	71%	63%	54%	58%	55%	64%	57%	64%	49%
Somewhat of an impact	37%	28%	31%	39%	34%	38%	28%	38%	30%	40%
Not too much of an impact	7%	1%	6%	7%	8%	7%	8%	4%	6%	11%

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18-22. How effective do you think each of the policies has been in addressing student absenteeism at your school?

18. Hiring a staff person specifically responsible for improving attendance

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very effective	43%	58%	48%	44%	42%	42%	46%	46%	43%	38%
Somewhat effective	47%	41%	42%	44%	50%	47%	48%	43%	49%	51%
Not very effective	8%	1%	8%	10%	7%	9%	6%	9%	7%	10%
Not effective at all	2%	0%	1%	2%	1%	2%	0%	2%	1%	2%

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18-22. How effective do you think each of the policies has been in addressing student absenteeism at your school?

19. Increased direct contact between teachers and parents

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very effective	38%	55%	42%	38%	38%	36%	53%	46%	40%	29%
Somewhat effective	49%	38%	49%	47%	52%	51%	38%	44%	46%	57%
Not very effective	11%	5%	9%	13%	9%	11%	8%	8%	11%	14%
Not effective at all	2%	1%	0%	2%	2%	2%	1%	2%	3%	1%

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18-22. How effective do you think each of the policies has been in addressing student absenteeism at your school?

20. Rewards for good or perfect attendance

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very effective	41%	55%	51%	40%	42%	39%	53%	48%	39%	35%
Somewhat effective	44%	41%	36%	44%	44%	45%	39%	41%	44%	47%
Not very effective	13%	3%	13%	13%	13%	14%	7%	10%	15%	15%
Not effective at all	2%	1%	1%	3%	2%	2%	1%	2%	1%	3%

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18-22. How effective do you think each of the policies has been in addressing student absenteeism at your school?

21. Implementation of SEL programming or school-wide climate supports `

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very effective	33%	54%	38%	31%	34%	32%	41%	46%	34%	17%
Somewhat effective	49%	39%	51%	50%	48%	50%	47%	41%	50%	58%
Not very effective	17%	6%	10%	17%	16%	18%	10%	12%	15%	24%
Not effective at all	1%	1%	0%	1%	1%	1%	2%	2%	2%	0%

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18-22. How effective do you think each of the policies has been in addressing student absenteeism at your school?

22. Implementation of penalties for missing school, such as requiring students to make up missed time or preventing them from passing a course

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very effective	38%	52%	43%	40%	37%	38%	43%	48%	38%	28%
Somewhat effective	48%	39%	48%	43%	52%	48%	47%	43%	48%	52%
Not very effective	12%	8%	9%	15%	10%	13%	9%	8%	12%	17%
Not effective at all	2%	1%	1%	2%	1%	2%	0%	1%	2%	2%

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23. Please select the response that best describes your relationship with your students' parents/ guardians.

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very positive	61%	61%	59%	64%	58%	60%	69%	64%	61%	57%
Somewhat positive	38%	38%	39%	35%	41%	39%	31%	35%	39%	40%
Somewhat negative	1%	1%	2%	2%	1%	1%	0%	1%	0%	2%
Very negative	-	-	-	-	-	-	-	-	-	-

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24. About which of the following topics do you communicate with your students' parents/guardians? Select all that apply.

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Supporting student learning at home	59%	46%	62%	59%	59%	60%	55%	53%	59%	65%
Student performance	80%	71%	85%	79%	81%	82%	68%	71%	84%	87%
Student behavior	78%	66%	86%	78%	78%	79%	69%	69%	80%	85%
Curricular changes	34%	35%	36%	30%	38%	34%	36%	35%	32%	35%
Instructional changes	39%	40%	36%	35%	42%	39%	39%	39%	42%	36%
Attendance	59%	55%	65%	58%	60%	59%	59%	55%	62%	60%
School announcements, field trips, and other non-teaching related matters	58%	51%	63%	59%	57%	58%	58%	51%	60%	62%

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25. How often do you communicate with your students' parents/guardians?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very frequently, I communicate with parents/guardians daily	32%	34%	32%	35%	29%	30%	49%	41%	34%	21%
Somewhat frequently, I communicate with parents/guardians weekly	32%	34%	32%	35%	29%	30%	49%	41%	34%	21%
Not very frequently, I communicate with parents as the need arises	25%	9%	21%	25%	25%	27%	12%	19%	24%	32%
Very infrequently, I communicate with parents during official parent-teacher conferences or not at all	1%	1%	1%	1%	0%	1%	1%	0%	1%	1%

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26. Do you agree or disagree with the following statement: I have adequate knowledge to teach students with and at risk for learning disabilities.

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly agree	53%	54%	54%	59%	49%	53%	55%	58%	56%	57%
Somewhat agree	38%	38%	39%	35%	41%	39%	31%	35%	39%	40%
Somewhat disagree	1%	1%	2%	2%	1%	1%	0%	1%	0%	2%
Strongly disagree	-	-	-	-	-	-	-	-	-	-

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27. Overall, how satisfied or dissatisfied are you with your job as a teacher?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very satisfied	49%	56%	54%	52%	46%	46%	66%	56%	52%	39%
Somewhat satisfied	42%	38%	37%	38%	45%	43%	31%	38%	38%	48%
Somewhat dissatisfied	8%	5%	8%	8%	7%	9%	1%	5%	7%	11%
Very dissatisfied	2%	1%	1%	2%	2%	2%	3%	0%	3%	3%

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28. What are your career plans for the next 3-5 years?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Continue teaching, here at my current school	71%	74%	70%	77%	66%	71%	70%	70%	72%	72%
Continue teaching, but not at this school	15%	17%	17%	10%	19%	14%	16%	20%	14%	10%
Continue in education, but in a non-teaching school-based role	5%	6%	6%	4%	6%	5%	7%	6%	2%	6%
Continue in education, but in a non-school-based role	2%	1%	1%	2%	2%	2%	1%	1%	4%	1%
Leave education	7%	2%	6%	7%	8%	7%	6%	3%	9%	10%

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29. Which of the following is your favorite part of being a teacher?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
I am satisfied with my pay and benefits	6%	6%	3%	5%	7%	5%	8%	8%	5%	4%
I have opportunities to grow professionally, in terms of additional responsibilities and pay	5%	5%	6%	4%	7%	5%	8%	8%	7%	1%
I receive individualized and effective professional learning opportunities	4%	7%	3%	3%	5%	4%	5%	8%	3%	1%
I get the opportunity to collaborate frequently with my peers	4%	6%	5%	4%	4%	3%	8%	5%	4%	3%
I believe I am making a difference in the lives of my students	36%	29%	37%	33%	38%	36%	34%	29%	39%	40%
I enjoy building relationships with my students	25%	20%	28%	29%	20%	26%	14%	18%	25%	30%
I enjoy the content I teach	11%	13%	8%	11%	11%	10%	16%	11%	10%	11%
The job is intellectually stimulating	4%	7%	5%	4%	5%	5%	4%	7%	3%	4%
I enjoy the camaraderie among myself and my colleagues	5%	7%	5%	6%	4%	6%	3%	5%	4%	6%

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

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Dynamic, meaning it has role flexibility with opportunities for growth and leadership	35%	43%	40%	32%	38%	35%	36%	35%	40%	31%
Rewarding, meaning it has highly competitive compensation on part with America's investment in our future	28%	40%	33%	27%	29%	28%	31%	31%	29%	25%
Collaborative, meaning teachers have the opportunity to work, learn, and build together	47%	48%	52%	43%	50%	47%	44%	44%	51%	46%
Sustainable, meaning teachers have schedules that help them focus on teaching, with appropriate hours and work loads	28%	34%	30%	21%	35%	27%	33%	31%	30%	24%
Diverse, meaning it has pipelines and school cultures that attract and retain teachers of color	25%	41%	33%	23%	26%	24%	30%	28%	27%	20%
None of the above	17%	5%	9%	22%	12%	18%	8%	12%	17%	22%

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31. On a scale from 0 to 10, how likely are you to recommend teaching to a friend, family member, or acquaintance? 0 means 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. You can use any number in between.

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Promoters: 9-10	19%	28%	20%	20%	18%	18%	31%	20%	22%	16%
7-8	40%	54%	35%	36%	43%	40%	42%	52%	34%	34%
Detractors: 0-6	41%	18%	45%	44%	38%	43%	27%	28%	44%	50%
NPS Score	-22%	10%	-26%	-24%	-20%	-25%	4%	-7%	-23%	-34%
0 – Not at all likely	7%	3%	4%	8%	6%	7%	3%	5%	7%	8%
1	4%	1%	2%	4%	4%	4%	0%	1%	5%	6%
2	5%	1%	2%	6%	3%	5%	3%	5%	6%	4%
3	5%	2%	8%	6%	4%	5%	3%	3%	4%	8%
4	4%	2%	7%	5%	4%	4%	5%	2%	4%	6%
5	9%	2%	10%	8%	9%	9%	8%	7%	10%	10%
6	7%	6%	12%	7%	8%	7%	6%	5%	9%	8%
7	17%	21%	18%	17%	17%	17%	15%	20%	14%	17%
8	23%	33%	17%	20%	26%	23%	26%	32%	20%	17%
9	9%	13%	6%	10%	8%	8%	12%	9%	11%	7%
10 – Extremely likely	10%	14%	13%	10%	11%	9%	19%	12%	10%	9%
Can't rate (specify reason)	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%

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34. 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.

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Higher salary	33%	21%	42%	36%	30%	34%	24%	22%	34%	42%
Higher pay for working in a hard-to-staff school or subject area	8%	11%	10%	7%	9%	8%	8%	8%	6%	10%
More leadership opportunities that allow you to increase your responsibilities and your salary	2%	5%	3%	2%	3%	2%	5%	4%	3%	0%
Better benefits (such as better or more affordable health care options, student loan forgiveness, housing support, or improved family leave)	8%	9%	9%	6%	10%	8%	6%	9%	8%	7%
More time for collaboration and planning	4%	4%	1%	4%	4%	4%	2%	5%	2%	4%
More support staff (paraprofessionals, counselors, etc.)	5%	5%	4%	5%	4%	5%	5%	4%	4%	6%
More mental health supports for educators	3%	3%	2%	3%	3%	3%	5%	3%	5%	2%
More professional development and support	3%	7%	2%	3%	3%	3%	2%	4%	4%	1%
More involvement in school-based decision-making	3%	4%	1%	3%	4%	3%	6%	4%	3%	2%
Higher quality curricula and more resources	2%	9%	4%	2%	3%	2%	8%	4%	1%	2%
More supportive administrators	6%	3%	5%	8%	4%	6%	6%	7%	6%	5%
More societal respect for the profession	6%	7%	4%	7%	6%	6%	12%	7%	5%	7%
Access to mentorship opportunities	3%	2%	2%	2%	4%	3%	3%	4%	3%	1%
More support to address discipline issues	9%	7%	6%	10%	8%	10%	5%	11%	9%	8%
More flexible hours and scheduling	4%	2%	6%	4%	5%	4%	5%	5%	5%	4%

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34. Now, please select what would be second-most likely to keep teachers in the profession.

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Higher salary	15%	12%	16%	15%	14%	15%	12%	10%	17%	17%
Higher pay for working in a hard-to-staff school or subject area	7%	7%	9%	5%	9%	7%	8%	8%	8%	5%
More leadership opportunities that allow you to increase your responsibilities and your salary	5%	7%	5%	4%	5%	5%	3%	7%	3%	3%
Better benefits (such as better or more affordable health care options, student loan forgiveness, housing support, or improved family leave)	13%	12%	16%	13%	13%	13%	12%	11%	13%	15%
More time for collaboration and planning	4%	5%	5%	4%	5%	5%	3%	3%	5%	5%
More support staff (paraprofessionals, counselors, etc.)	7%	7%	4%	7%	7%	7%	7%	9%	7%	5%
More mental health supports for educators	4%	6%	4%	4%	4%	3%	9%	4%	4%	4%
More professional development and support	3%	7%	4%	2%	4%	3%	4%	4%	3%	2%
More involvement in school-based decision-making	3%	4%	3%	4%	3%	3%	6%	5%	2%	4%
Higher quality curricula and more resources	4%	4%	4%	4%	3%	3%	6%	3%	4%	4%
More supportive administrators	8%	6%	8%	8%	8%	8%	5%	8%	7%	9%
More societal respect for the profession	9%	6%	6%	10%	8%	9%	7%	8%	9%	9%
Access to mentorship opportunities	2%	4%	3%	2%	3%	2%	2%	4%	2%	1%
More support to address discipline issues	11%	6%	9%	13%	11%	12%	10%	9%	12%	13%
More flexible hours and scheduling	5%	7%	5%	5%	5%	5%	5%	5%	5%	5%

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34. 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. MOST OR SECOND MOST LIKELY REASON

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Higher salary	47%	32%	58%	51%	44%	49%	36%	32%	51%	59%
Higher pay for working in a hard-to-staff school or subject area	15%	18%	19%	13%	18%	15%	16%	16%	15%	16%
More leadership opportunities that allow you to increase your responsibilities and your salary	7%	12%	7%	6%	8%	7%	8%	11%	7%	3%
Better benefits (such as better or more affordable health care options, student loan forgiveness, housing support, or improved family leave)	21%	21%	26%	19%	23%	21%	18%	20%	21%	21%
More time for collaboration and planning	8%	9%	6%	7%	9%	9%	5%	8%	7%	10%
More support staff (paraprofessionals, counselors, etc.)	12%	12%	8%	12%	11%	12%	12%	13%	11%	11%
More mental health supports for educators	7%	9%	7%	7%	7%	6%	14%	7%	8%	5%
More professional development and support	6%	13%	5%	4%	7%	6%	6%	9%	7%	3%
More involvement in school-based decision-making	7%	8%	4%	6%	7%	6%	12%	9%	5%	5%
Higher quality curricula and more resources	6%	13%	8%	6%	6%	5%	14%	7%	5%	6%
More supportive administrators	14%	9%	13%	16%	12%	14%	11%	15%	13%	14%
More societal respect for the profession	15%	13%	10%	17%	13%	15%	19%	15%	14%	16%
Access to mentorship opportunities	5%	7%	4%	4%	6%	5%	4%	7%	6%	2%
More support to address discipline issues	21%	13%	15%	23%	19%	21%	15%	20%	21%	21%
More flexible hours and scheduling	9%	9%	10%	9%	10%	9%	10%	10%	9%	8%

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35-40. Regardless of whether or not you have engaged in or seen them employed, please indicate how much you favor or oppose each of the following strategies.

35. Increasing veteran teachers' class size slightly in order to significantly reduce the class sizes of first-year teachers or reduce the number of classes first-year teachers teach

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly favor	20%	33%	19%	19%	22%	20%	22%	27%	22%	13%
Somewhat favor	26%	37%	28%	22%	30%	25%	36%	35%	23%	20%
I'm open to the idea, but would need to learn more before deciding	18%	11%	27%	20%	17%	18%	23%	16%	19%	20%
Somewhat oppose	18%	11%	19%	21%	16%	19%	11%	12%	20%	23%
Strongly oppose	16%	8%	7%	19%	14%	18%	8%	10%	15%	23%

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35-40. Regardless of whether or not you have engaged in or seen them employed, please indicate how much you favor or oppose each of the following strategies.

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

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly favor	29%	39%	28%	31%	26%	29%	29%	34%	26%	25%
Somewhat favor	35%	41%	31%	31%	38%	34%	41%	37%	38%	30%
I'm open to the idea, but would need to learn more before deciding	21%	14%	26%	21%	21%	21%	19%	18%	18%	27%
Somewhat oppose	10%	2%	12%	11%	10%	11%	8%	6%	13%	13%
Strongly oppose	5%	4%	3%	5%	5%	5%	3%	5%	5%	5%

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35-40. Regardless of whether or not you have engaged in or seen them employed, please indicate how much you favor or oppose each of the following strategies.

37. Teaching on a team led by a teacher-leader who earns more for taking responsibility for the team's student outcomes

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly favor	23%	37%	23%	23%	24%	22%	32%	31%	24%	16%
Somewhat favor	32%	39%	31%	30%	34%	31%	36%	35%	31%	30%
I'm open to the idea, but would need to learn more before deciding	23%	12%	31%	23%	23%	24%	19%	19%	22%	28%
Somewhat oppose	12%	8%	11%	12%	12%	13%	8%	8%	12%	16%
Strongly oppose	9%	4%	4%	12%	7%	10%	4%	7%	11%	10%

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35-40. Regardless of whether or not you have engaged in or seen them employed, please indicate how much you favor or oppose each of the following strategies.

38. Teaching on a team that shares a roster of students and strategically regroups them throughout the day based on students' strengths and needs

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly favor	33%	47%	33%	37%	30%	33%	36%	37%	34%	29%
Somewhat favor	40%	35%	33%	39%	41%	39%	44%	41%	39%	41%
I'm open to the idea, but would need to learn more before deciding	20%	13%	28%	18%	22%	20%	16%	17%	20%	22%
Somewhat oppose	5%	4%	4%	5%	5%	5%	2%	4%	4%	6%
Strongly oppose	2%	1%	2%	2%	2%	2%	2%	2%	3%	2%

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35-40. Regardless of whether or not you have engaged in or seen them employed, please indicate how much you favor or oppose each of the following strategies.

39. Teaching on a team that shares responsibility for a roster of students, with different teachers taking on different roles based on their strengths

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly favor	36%	47%	32%	40%	33%	36%	38%	38%	34%	36%
Somewhat favor	39%	41%	35%	39%	39%	39%	37%	41%	39%	37%
I'm open to the idea, but would need to learn more before deciding	20%	9%	27%	17%	23%	20%	19%	18%	22%	21%
Somewhat oppose	3%	1%	5%	3%	3%	3%	4%	3%	3%	4%
Strongly oppose	1%	2%	1%	1%	1%	1%	1%	1%	1%	2%

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35-40. Regardless of whether or not you have engaged in or seen them employed, please indicate how much you favor or oppose each of the following strategies.

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

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly favor	39%	49%	39%	43%	35%	39%	39%	42%	41%	34%
Somewhat favor	37%	36%	32%	34%	40%	37%	41%	37%	37%	37%
I'm open to the idea, but would need to learn more before deciding	17%	11%	23%	15%	18%	17%	13%	14%	17%	19%
Somewhat oppose	6%	2%	5%	6%	5%	5%	8%	4%	5%	8%
Strongly oppose	2%	2%	1%	2%	2%	2%		2%	1%	2%

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41. Do a majority of your students have a cell phone?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Yes	55%	44%	60%	65%	47%	56%	52%	53%	56%	57%
No	40%	55%	34%	32%	48%	40%	43%	44%	40%	37%
Unsure	4%	1%	6%	3%	6%	4%	5%	3%	4%	6%

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[ASK Q42-Q43 IF Q41=1] 42. Which of the following statements on cell phone bans apply to your teaching environment? Please select all that apply.

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
I ban cell phones in my classroom	40%	42%	33%	39%	42%	41%	38%	43%	38%	39%
My school bans cell phones	51%	53%	52%	55%	47%	51%	51%	52%	53%	50%
My district bans cell phones	24%	25%	24%	25%	23%	24%	21%	18%	29%	25%
My state bans cell phones	7%	6%	7%	6%	8%	7%	7%	7%	6%	7%
Unsure	1%	0%	2%	1%	2%	1%	2%	1%	2%	1%
None of the above; there are no cell phone bans in place in my state, district, school, or within my classroom	16%	13%	16%	16%	16%	16%	13%	15%	11%	21%

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[ASK Q42-Q43 IF Q41=1] 43. How much is student cell phone use impacting student learning in your classroom?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very positive impact	19%	21%	18%	23%	14%	18%	25%	30%	19%	9%
Somewhat positive impact	15%	25%	25%	11%	21%	14%	20%	18%	15%	12%
Somewhat negative impact	41%	39%	38%	42%	40%	40%	48%	34%	39%	48%
Very negative impact	25%	15%	19%	25%	25%	27%	8%	17%	27%	30%

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44. 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?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
It will transform teaching and learning in a positive way	30%	46%	21%	32%	27%	27%	47%	43%	30%	17%
It can help support my instruction and capacity, but will not necessarily transform teaching and learning	26%	39%	32%	19%	32%	26%	26%	25%	28%	25%
It could help support my instruction and capacity, but I also have some concerns about its use	32%	11%	31%	35%	29%	34%	15%	26%	28%	40%
It has no place in the classroom	9%	4%	13%	10%	9%	10%	5%	5%	9%	14%
Unsure	3%	0%	3%	4%	3%	3%	6%	1%	5%	4%

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45. What percentage of your students are using AI to regularly complete assignments?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
0-25%	55%	33%	58%	54%	56%	58%	35%	46%	51%	67%
26%-50%	27%	48%	25%	25%	30%	28%	25%	31%	28%	23%
51%-75%	14%	18%	13%	18%	11%	12%	31%	18%	18%	8%
76%-100%	3%	2%	4%	3%	3%	2%	9%	5%	2%	2%

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46. Would you say students' use of AI is having a mostly positive, mostly negative, or neutral impact on their learning?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Mostly positive	17%	20%	13%	19%	15%	15%	30%	26%	18%	7%
Somewhat positive	27%	48%	24%	19%	34%	26%	29%	34%	25%	21%
Somewhat negative	12%	14%	17%	12%	12%	13%	3%	10%	13%	13%
Mostly negative	20%	10%	25%	22%	18%	21%	13%	12%	19%	29%
Neutral / No impact	13%	8%	12%	16%	11%	13%	17%	9%	14%	16%
I don't know	12%	2%	9%	12%	11%	12%	8%	9%	12%	13%

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47. How adequate is the training you've received on supporting students to effectively leverage AI tools in learning?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very adequate	19%	28%	15%	19%	19%	17%	32%	26%	24%	8%
Somewhat adequate	28%	48%	35%	23%	33%	27%	36%	35%	25%	24%
Not too adequate	15%	11%	20%	19%	11%	16%	8%	11%	13%	20%
Not at all adequate	11%	5%	8%	13%	10%	12%	6%	10%	9%	13%
I have not received any training about using AI tools.	27%	7%	22%	27%	27%	28%	18%	18%	28%	34%

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48. How adequate is the training you've received on using AI tools in your own work?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very adequate	21%	29%	20%	22%	19%	18%	37%	29%	24%	10%
Somewhat adequate	30%	43%	36%	24%	36%	30%	32%	33%	30%	28%
Not too adequate	14%	15%	17%	17%	11%	15%	5%	12%	10%	19%
Not at all adequate	8%	3%	6%	10%	7%	8%	8%	7%	9%	8%
I have not received any training about using AI tools.	27%	10%	21%	28%	26%	28%	18%	18%	27%	35%

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49. How clear is your school's policy on the use of AI?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very clear	23%	32%	25%	21%	24%	21%	36%	28%	26%	15%
Somewhat clear	25%	46%	24%	21%	29%	25%	30%	35%	22%	19%
Not too clear	15%	6%	19%	18%	13%	16%	9%	12%	15%	20%
Not clear at all	11%	5%	8%	14%	8%	11%	6%	7%	11%	13%
My school does not have an AI policy	26%	11%	24%	26%	25%	27%	19%	18%	26%	33%

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

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Often	39%	34%	24%	44%	34%	38%	46%	43%	47%	28%
Sometimes	42%	38%	37%	38%	45%	43%	31%	38%	38%	48%
Rarely	12%	10%	17%	13%	12%	13%	9%	10%	13%	15%
Never	7%	4%	8%	5%	8%	7%	6%	6%	4%	9%

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51. Why do you create, buy, or download lessons to supplement the curriculum provided by your school? Select all that apply.

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
It is too difficult for my students	21%	21%	15%	23%	19%	22%	18%	23%	20%	20%
It is too easy for my students	16%	22%	15%	12%	20%	16%	21%	20%	12%	15%
It is not culturally relevant to the student population that I work with	18%	24%	19%	18%	18%	18%	20%	24%	16%	14%
It does not properly pace the lessons throughout the school year	22%	25%	29%	20%	24%	21%	25%	27%	18%	20%
I don't agree with its pedagogical methodology	13%	17%	11%	12%	14%	13%	14%	20%	12%	8%
It is not easily differentiated for various student groups	34%	32%	26%	36%	32%	34%	32%	31%	36%	35%
It is not user-friendly	18%	17%	18%	18%	19%	18%	16%	19%	18%	18%
It is not engaging	33%	28%	38%	37%	30%	34%	31%	30%	32%	37%
It is outdated	20%	24%	30%	20%	20%	19%	23%	19%	22%	20%
Other (please specify)	6%	2%	4%	7%	5%	6%	2%	3%	6%	9%
None of the above	7%	3%	7%	7%	6%	7%	7%	4%	6%	11%

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52. In the past four years, has your district implemented new curricular materials aligned to the science of reading?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Yes	58%	71%	60%	60%	56%	58%	55%	63%	58%	53%
No	30%	26%	20%	27%	32%	29%	35%	31%	31%	29%
I'm not sure	12%	3%	20%	13%	12%	13%	10%	7%	12%	19%

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53. How effectively has your district supported you in implementing these new materials?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very effectively	36%	39%	34%	40%	33%	34%	52%	45%	37%	25%
Somewhat effectively	49%	56%	52%	43%	55%	51%	37%	46%	46%	55%
Somewhat ineffectively	11%	3%	10%	12%	10%	11%	11%	7%	11%	14%
Very ineffectively	4%	2%	3%	5%	3%	4%	0%	1%	5%	5%

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54. Have these new materials changed your instructional practices?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Yes, very much	34%	40%	32%	38%	31%	33%	48%	44%	39%	19%
Somewhat	47%	52%	54%	45%	50%	48%	42%	43%	44%	55%
Not much	14%	7%	12%	12%	15%	14%	9%	11%	12%	19%
Not at all	5%	1%	2%	6%	4%	5%	2%	2%	5%	7%

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

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Preparing students for postsecondary education/training	22%	25%	25%	20%	24%	22%	22%	24%	19%	22%
Preparing students to lead productive, happy lives	25%	18%	28%	28%	23%	25%	24%	21%	28%	27%
Preparing students to participate as informed citizens in our nation's democracy	18%	19%	16%	19%	17%	19%	15%	18%	16%	20%
Preparing students to build relationships in an increasingly diverse country	11%	20%	12%	10%	12%	11%	19%	15%	11%	8%
Producing an educated workforce	20%	17%	16%	19%	20%	20%	16%	19%	22%	18%
Other (please specify)	1%	1%	0%	1%	1%	1%	2%	1%	1%	2%
None of the above	2%	1%	3%	2%	2%	2%	3%	1%	2%	3%

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56. How effectively do you believe public K-12 education in the United States achieves the central purpose you identified above?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very effectively	26%	38%	24%	25%	26%	23%	43%	37%	27%	14%
Somewhat effectively	49%	49%	53%	46%	51%	49%	44%	42%	46%	57%
Somewhat ineffectively	21%	8%	19%	23%	18%	22%	8%	17%	21%	24%
Very ineffectively	5%	5%	4%	6%	5%	5%	5%	3%	6%	6%

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58-60. How much of a role, if any, do you believe teachers have in educating students on the following topics?

58. Understanding civic duties and responsibilities in society

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
A very large role	33%	42%	29%	31%	34%	33%	34%	40%	33%	25%
A large role	39%	43%	39%	40%	38%	39%	37%	38%	39%	40%
Somewhat of a role	23%	13%	28%	24%	22%	22%	25%	19%	23%	26%
Not much of a role	4%	1%	3%	5%	4%	4%	2%	2%	3%	7%
No role at all	2%	1%	0%	1%	2%	2%	2%	1%	2%	2%

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58-60. How much of a role, if any, do you believe teachers have in educating students on the following topics?

59. Developing media literacy in order to identify misinformation and disinformation

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
A very large role	30%	40%	31%	31%	29%	30%	33%	39%	29%	22%
A large role	37%	40%	37%	34%	40%	37%	37%	36%	37%	38%
Somewhat of a role	23%	14%	26%	24%	22%	23%	23%	19%	23%	26%
Not much of a role	7%	5%	5%	7%	7%	7%	3%	4%	7%	9%
No role at all	3%	1%	1%	3%	3%	3%	3%	2%	3%	4%

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58-60. How much of a role, if any, do you believe teachers have in educating students on the following topics?

60. Navigating differences in political beliefs and how to discuss them

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
A very large role	22%	40%	19%	23%	21%	21%	26%	32%	21%	14%
A large role	27%	37%	27%	23%	31%	26%	34%	35%	25%	22%
Somewhat of a role	28%	13%	35%	30%	26%	28%	27%	19%	32%	33%
Not much of a role	14%	6%	14%	15%	13%	15%	8%	9%	13%	20%
No role at all	9%	4%	6%	10%	9%	10%	4%	5%	10%	13%

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61. What effect, if any, has the national climate of political polarization had on your classroom culture and student learning?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
A very positive impact	19%	37%	15%	21%	17%	17%	31%	32%	19%	7%
A somewhat positive impact	22%	36%	31%	14%	30%	22%	25%	26%	24%	17%
No impact	30%	11%	32%	32%	29%	31%	27%	20%	29%	42%
A somewhat negative impact	22%	13%	18%	27%	18%	24%	11%	18%	22%	27%
A very negative impact	6%	4%	3%	7%	6%	6%	5%	5%	7%	7%

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62. What effect, if any, has misinformation had on your classroom culture and student learning?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
A very noticeable impact	31%	37%	25%	32%	30%	29%	47%	44%	35%	16%
A somewhat noticeable impact	39%	48%	51%	36%	41%	40%	30%	37%	35%	43%
No impact	23%	11%	18%	24%	22%	23%	20%	15%	19%	34%
Unsure	7%	4%	6%	8%	7%	8%	3%	4%	10%	7%

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63. How would you describe your outlook on the new presidential administration's impact on education?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Optimistic	47%	68%	38%	39%	55%	45%	63%	62%	48%	33%
Unsure	19%	11%	33%	17%	22%	19%	22%	13%	23%	22%
Concerned	34%	21%	29%	45%	23%	36%	15%	25%	29%	45%

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64. Which of the following types of schools do you support the use of federal funds (public tax dollars) for? Select all that apply.

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Traditional public schools	75%	59%	72%	77%	74%	78%	53%	61%	77%	87%
Public charter schools	34%	43%	43%	34%	35%	32%	54%	37%	30%	34%
Public magnet schools	32%	29%	41%	32%	32%	30%	42%	34%	26%	34%
Secular private schools	16%	12%	14%	14%	18%	15%	21%	21%	14%	13%
Religious private schools	12%	16%	17%	12%	13%	11%	21%	16%	11%	10%
Home-schooling	16%	32%	23%	15%	17%	14%	27%	18%	15%	14%
None of the above	3%	1%	5%	3%	3%	3%	3%	2%	2%	4%

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65-70. How much do you favor or oppose each of the following?

65. Protections for students against discrimination based on gender and sexual identity

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly favor	55%	60%	59%	64%	47%	56%	53%	55%	53%	57%
Somewhat favor	29%	35%	28%	23%	35%	29%	28%	34%	29%	24%
Somewhat oppose	7%	3%	7%	5%	8%	6%	8%	6%	5%	8%
Strongly oppose	4%	1%	3%	3%	4%	4%	4%	2%	5%	4%
Unsure	5%	1%	3%	5%	6%	5%	8%	2%	8%	6%

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65-70. How much do you favor or oppose each of the following?

66. The guaranteed right of undocumented students to attend public school

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly favor	43%	48%	48%	49%	38%	44%	35%	45%	39%	44%
Somewhat favor	31%	40%	28%	27%	34%	29%	41%	36%	31%	25%
Somewhat oppose	11%	8%	10%	11%	11%	11%	10%	9%	11%	13%
Strongly oppose	9%	3%	10%	8%	10%	9%	8%	5%	11%	10%
Unsure	7%	1%	4%	7%	7%	7%	7%	5%	8%	8%

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65-70. How much do you favor or oppose each of the following?

67. Funding for Title I and IDEA (Individuals with Disabilities Act), which provide funding to low-income students and those with disabilities to ensure equitable education

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly favor	63%	57%	60%	69%	57%	64%	53%	59%	65%	65%
Somewhat favor	29%	39%	31%	25%	32%	28%	34%	33%	26%	27%
Somewhat oppose	4%	3%	7%	3%	5%	4%	8%	5%	3%	4%
Strongly oppose	2%	1%	1%	1%	3%	2%	2%	2%	2%	2%
Unsure	2%	0%	1%	2%	3%	2%	4%	1%	3%	3%

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65-70. How much do you favor or oppose each of the following?

68. The Public Service Loan Forgiveness program that forgives loans for public school teachers (and other public service workers) after ten years of on-time payments

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly favor	57%	61%	59%	61%	53%	58%	50%	58%	61%	53%
Somewhat favor	30%	34%	26%	28%	32%	29%	36%	31%	26%	32%
Somewhat oppose	5%	4%	8%	4%	7%	5%	5%	4%	6%	7%
Strongly oppose	4%	2%	4%	4%	4%	4%	3%	5%	3%	4%
Unsure	3%	0%	3%	4%	3%	3%	6%	2%	4%	4%

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65-70. How much do you favor or oppose each of the following?

69. Culturally relevant teaching materials that consider the heritage, history, and knowledge of all students

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly favor	52%	58%	57%	57%	48%	53%	49%	56%	50%	51%
Somewhat favor	36%	37%	31%	33%	39%	36%	36%	36%	33%	38%
Somewhat oppose	6%	3%	7%	4%	7%	6%	6%	4%	6%	7%
Strongly oppose	2%	1%	1%	2%	2%	2%	3%	2%	3%	1%
Unsure	4%	0%	4%	4%	4%	4%	5%	2%	8%	4%

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65-70. How much do you favor or oppose each of the following?

70. The statewide collection of student achievement data to identify achievement gaps among schools and student subgroups and channel resources accordingly

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly favor	35%	50%	37%	35%	35%	34%	43%	42%	33%	30%
Somewhat favor	44%	37%	41%	44%	44%	44%	37%	43%	45%	44%
Somewhat oppose	11%	9%	13%	11%	10%	11%	9%	9%	10%	14%
Strongly oppose	5%	3%	5%	5%	5%	5%	3%	3%	6%	6%
Unsure	6%	0%	4%	6%	6%	6%	8%	3%	7%	7%

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

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
I am a member of a teachers union or association that engages in collective bargaining	48%	41%	41%	100%	-	49%	40%	50%	41%	51%
I am a member of a professional association that provides such things as liability insurance, but not collective bargaining	14%	31%	19%	-	27%	14%	16%	13%	14%	14%
I am not a member of a teachers union or association	28%	26%	22%	-	55%	29%	25%	31%	32%	24%
There is no teachers union or association to join in my district	9%	2%	14%	-	16%	8%	16%	6%	10%	10%
Not sure	1%	0%	5%	-	2%	1%	3%	0%	3%	1%

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

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very satisfied	45%	59%	46%	45%	-	41%	79%	55%	51%	31%
Somewhat satisfied	41%	37%	43%	41%	-	43%	19%	28%	34%	57%
Somewhat dissatisfied	10%	2%	7%	10%	-	10%	2%	13%	8%	7%
Very dissatisfied	3%	1%	2%	3%	-	4%	0%	3%	4%	3%
I don't know my union's negotiating priorities	2%	0%	3%	2%	-	2%	0%	1%	2%	2%

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

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
A great deal	46%	59%	55%	46%	-	43%	79%	52%	53%	36%
Somewhat	40%	36%	39%	40%	-	42%	17%	36%	34%	47%
Not very much	12%	5%	7%	12%	-	13%	4%	10%	12%	14%
Not at all	2%	0%	0%	2%	-	2%	%	1%	2%	3%

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Thank You

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

Collaborative for Academic, Social, and Emotional Learning (CASEL)

The Christensen Institute

Education Resource Strategies (ERS)

The Education Trust

Excel in Ed

National Center for Learning Disabilities (NCLD)

National Council on Teacher Quality (NCTQ)

National Parents Union

Next Education Workforce

NWEA

PIE Network

Public Impact

Teach For America

Thomas B. Fordham Institute

Transcend Education

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EDUCATORS FOR EXCELLENCE

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 Mission and Vision

Educators for Excellence envisions an equitable and excellent education system that provides all students the opportunity to succeed and elevates the teaching profession. Educators for Excellence ensures that teachers have a leading voice in the policies that impact their students and profession.

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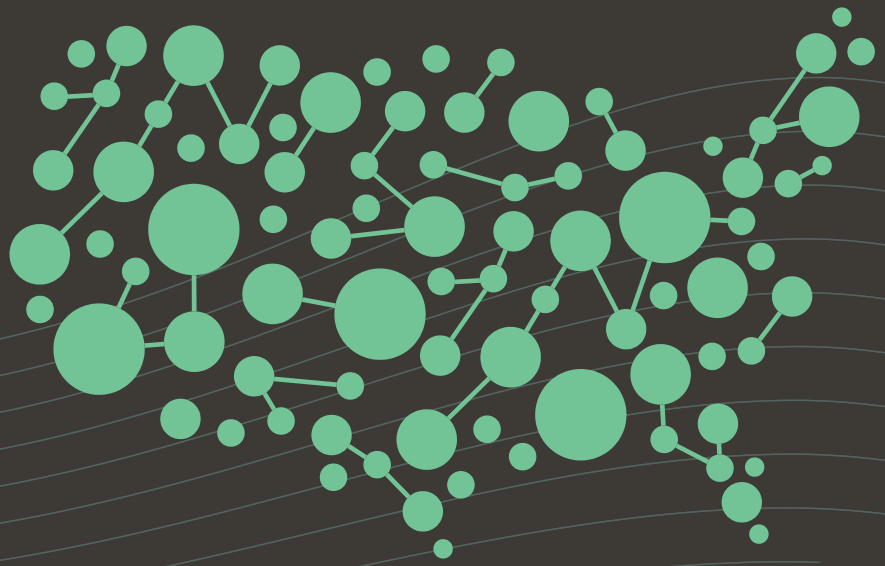

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