



# Voices from the Classroom 2025

## Central Takeaways

Voices from the Classroom 2025 – a nationally representative survey of 1,000 teachers, plus an oversample of 300 teachers of color and 300 Gen Z teachers – asks: Do teachers embrace or reject Trump’s education agenda? And, at this pivotal moment in American history, what is their vision for the future of K-12 public education?

It reveals that teachers across regions, school types, and even political backgrounds firmly reject President Trump’s education agenda. They are also deeply concerned about how misinformation has affected their classrooms. Despite this, they are optimistic about the future of education. 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 committed to reimagining public education through strategies like artificial intelligence, innovative staffing approaches, and high-quality instructional materials, rather than to President Trump’s efforts to dismantle it. Our survey proves this is a matter of pursuing policy – not politics – that will best serve our nation’s kids.

### 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.**

- Teachers from all backgrounds – and even a majority of teachers who identify as Republicans – oppose President Trump’s education policies.
- 92% of teachers favor federal funding for Title 1 and the Individuals with Disabilities Act (IDEA), which provide funding to low-income and disabled students, and both of which the Trump Administration is threatening to cut at schools that don’t comply with demands to stop teaching about the history of race and racism in America.
- 84% of teachers favor protections for students against discrimination based on gender and sexual identity.
- In a follow-up spring survey of 200 teachers, 70% report opposing the proposed closure of the U.S. Department of Education and only 28% report optimism about President Trump’s potential impact on education – a nearly 20-point drop from the winter survey.

**“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**

### THEME 2

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

- 70% of teachers say their classroom culture and student learning are impacted by misinformation.
- 72% of teachers believe schools play a “large” or “very large” role in educating students on civic duties and responsibilities.
- 67% of teachers believe schools play a “large” or “very large role” in helping students develop media literacy to identify misinformation.

**“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.**

**Daniel Gannon, Career and Technical Principal, Yorktown Heights, NY**

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

- 96% of teachers say that chronic absenteeism has impacted student learning; 61% say it has had a “serious impact.”
- The most common tactic teachers say their school has adopted to address absenteeism is “increased direct contact between teachers and parents,” with 74% of teachers saying their school has done this.
- While majorities of teachers report their school has adopted at least one absenteeism intervention listed in the survey, the percentage of teachers calling these various tactics “very effective” hovers around 50%, with teachers widely reporting that chronic absenteeism is still a significant problem.

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**Teachers' outlook on the profession has slowly improved over the past few years and most report being satisfied with their job. 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.**

- 71% of teachers report planning to continue teaching at their current school for the next 3 to 5 years.
- 91% of teachers are “somewhat” or “very” satisfied with their job.
- Only 19% of teachers would recommend the profession to others; this climbs to 28% among teachers of color.
- Teacher interest in “strategic staffing” -- or redefining the roles of adults in schools to break from the traditional one-teacher, one-classroom model -- as a means of transforming education grew significantly between 2024 and 2025: About three-quarters of teachers favor adopting innovative practices involving various team-teaching models.

*“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.”*

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

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**Teachers are increasingly likely to say 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.**

- 85% of teachers who say their district has recently implemented new high-quality literacy materials report leadership has effectively supported them in implementing those materials, up from 81% last year.
- While these numbers are promising, just 36% of teachers using new materials say district support is “very effective” -- up from 24% last year.
- Despite widespread access to high-quality materials, 81% of teachers report that they create, buy, or download lessons to replace or supplement their curriculum; Gen Z teachers are less likely to report doing so.
- The top two reasons teachers say they search for alternatives to school-provided curriculum are that the curriculum isn't easily differentiated (34%) and that it is not engaging (33%).

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**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.**

- In 2024, 14% of teachers said AI had the potential to transform teaching and learning in a positive way; this year, 30% say the same. 88% of respondents think AI could improve instruction, up from 82% last year.
- 45% of teachers report that more than a quarter of their students regularly use AI to complete assignments; this climbs to 67% among high school teachers.
- 44% of teachers report that AI is having a positive impact on learning, while 32% say it is negative. Among Gen Z teachers, 42% think AI is having a negative impact.