



# TEACHER & PRINCIPAL SCHOOL REPORT PENNSYLVANIA

Equity & Literacy

 SCHOLASTIC

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# EDUCATORS' VIEWS & EXPERIENCES: NATIONAL COMPARISON



## PENNSYLVANIA FINDINGS IN COMPARISON WITH THE NATION

Overall, Pennsylvania educators have similar views and experiences as their national peers. Key differences include:

### > BARRIERS TO LEARNING

Educators in Pennsylvania are more likely to agree that **most of their students start the school year academically ready for grade-level work** (50% vs. 41%).

At the same time, compared to their peers nationwide, more Pennsylvania teachers have seen an **increase in students living in poverty** (43% vs. 36%) and **coming to school hungry** (40% vs. 32%) in the past three years.

### > FUNDING PRIORITIES

Teachers in Pennsylvania are more likely to **cite student access to wrap-around services, like healthcare, mental health services, etc. as a top funding priority** compared to teachers nationally (41% vs. 31%).

### > READING IN AND OUT-OF-SCHOOL

Pennsylvania educators are **less likely to say that participating in or hosting a school book fair** (39% vs. 48%) and **talking with families about the importance of their children reading** (44% vs. 52%) **are ways they personally promote reading** among their students.

Pennsylvania teachers are **less likely to cite a lack of books at home** (37% vs. 46%), or **a lack of the internet and other learning resources outside of school** (38% vs. 48%) as barriers to learning.

### > FAMILY ENGAGEMENT

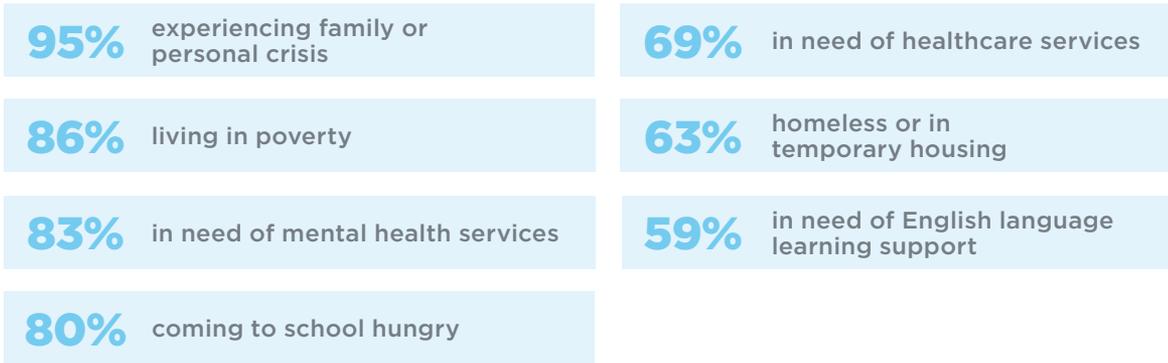
Pennsylvania educators are **less likely than those nationally to feel that schools are making school information available in multiple languages** to the degree they should (27% vs. 45%).





# BARRIERS TO EQUITY IN EDUCATION

A majority of Pennsylvania teachers and principals agree that many of their students face barriers to learning from outside of the school environment (85%). Teachers report having students in their classrooms who face myriad situations that can impede learning:

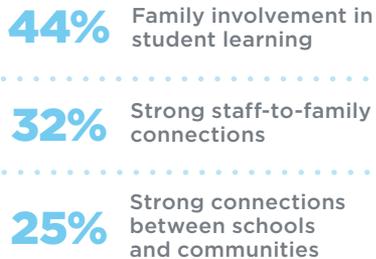


Equity means giving every student what he or she needs to level the playing field. Some kids need more—and they should get it. We shouldn't be doing the same thing for every student.

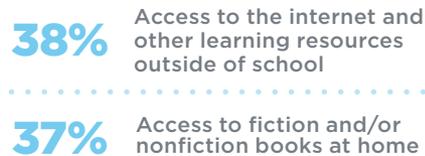
Elementary School Principal

Resource needs in Pennsylvania are varied and significant, with teachers citing the following as NOT adequately available for their students:

### FAMILY & COMMUNITY ENGAGEMENT CONDITIONS



### OUTSIDE-OF-SCHOOL RESOURCES & ENVIRONMENT



### IN-SCHOOL RESOURCES & ENVIRONMENT



Within Pennsylvania, teachers in higher-poverty schools are more likely than those in lower-poverty schools to indicate their students lack adequate access to fiction/nonfiction books at home (68% vs. 23%) as well as family involvement in student learning (65% vs. 35%).

# TEACHERS' FUNDING PRIORITIES & PERSONAL SPENDING

The top five funding priorities among Pennsylvania teachers include:

Additional high-quality staff to reduce student-to-teacher ratio	53%
Technology devices and digital resources in school	49%
Academic or social-emotional intervention initiatives and programs	47%
High-quality instructional materials	43%
Student access to wrap-around services, like healthcare, mental care, etc.	41%

Forty-eight percent of teachers in Pennsylvania receive discretionary funds from their school district or PTA and in the past year, they have spent \$487 of their own money on items for their students and/or classrooms.

## 55%

OF PENNSYLVANIA TEACHERS HAVE USED THEIR OWN MONEY TO PURCHASE CLASSROOM LIBRARY BOOKS OVER THE PAST YEAR

## 58%

SAY THEY ARE ONLY ABLE TO UPDATE THEIR CLASSROOM LIBRARIES ONCE A YEAR OR LESS



“

All students should have access to the supports they need to be successful—including funding that allows all kids to have access to appropriate class size, supplies and materials, technology, high-quality teachers, and the basic tools they need to learn.

Middle School Principal

# FAMILY ENGAGEMENT

All Pennsylvania educators say that involving families in children’s learning is important for student success (100%), but many educators need help engaging families (75%).

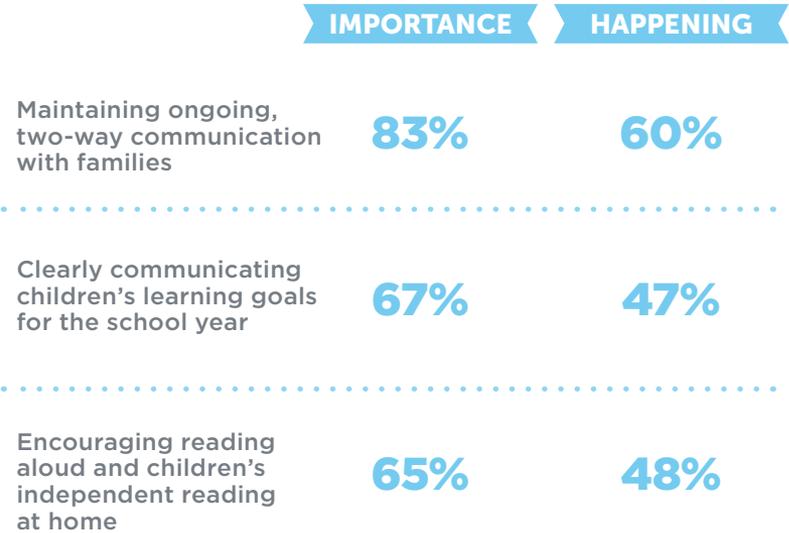
The activities Pennsylvania educators identify as most important in helping families engage in children’s learning include:



I know some kids could achieve to a higher degree if they had more support at home, and it’s our job as teachers to help facilitate that. We can do more to help parents who struggle and the kids who are in those situations.

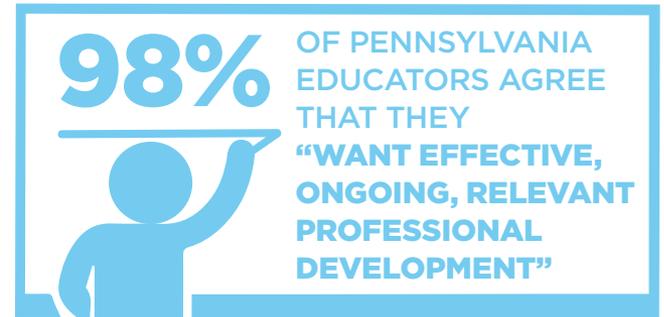
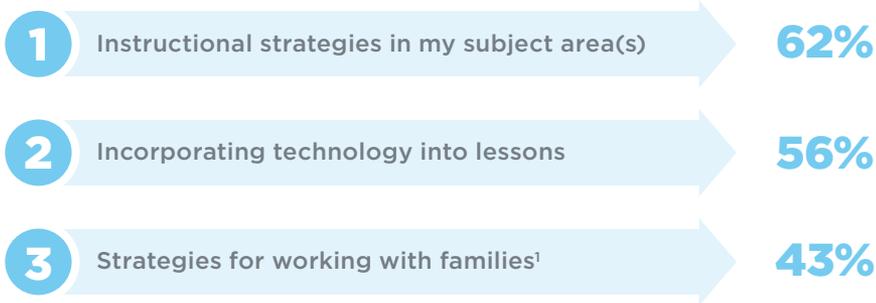
Elementary Teacher

There are significant gaps between what Pennsylvania educators say is important and what is actually happening in schools. Among their top priorities, the largest gaps are in:



# TAILORED PROFESSIONAL LEARNING

Pennsylvania teachers say that the most effective formats for professional development include workshops conducted by outside consultants, authors or experts (66%) and professional conferences (61%). The top areas in which Pennsylvania teachers would like professional development in the coming year include:



<sup>1</sup>This item is a net of two items from the survey: “Strategies for working with students and families from all cultures” and “Strategies for improving engagement with families in support of their children’s learning.”

# EDUCATORS ON READING

## ALL YEAR-ROUND

NINETY-SEVEN PERCENT OF PENNSYLVANIA EDUCATORS AGREE PROVIDING YEAR-ROUND ACCESS TO BOOKS AT HOME IS IMPORTANT TO ENHANCING STUDENT ACHIEVEMENT.

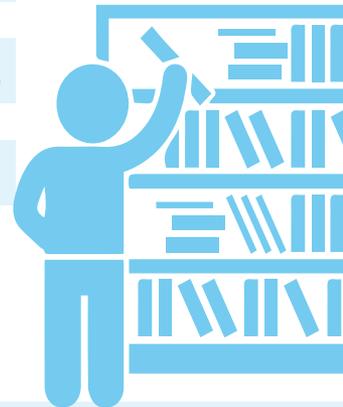
According to educators, **the number one way Pennsylvania students gain access to books during the summer is the public library (78%).** Other notable sources of books include:

School/district providing books	24%
Teachers providing books	21%
Community partners providing books	10%

The top types of reading materials Pennsylvania teachers need in their classroom libraries include:

- 1 Culturally relevant titles 49%
- 2 High-interest, low-reading-level books 46%
- 3 Magazines 46%
- 4 Books published in the last 3-5 years 44%
- 5 Graphic novels 43%

PENNSYLVANIA  
TEACHERS'  
CLASSROOM  
LIBRARIES HAVE  
281 BOOKS  
ON AVERAGE



# INDEPENDENT READING IN PENNSYLVANIA

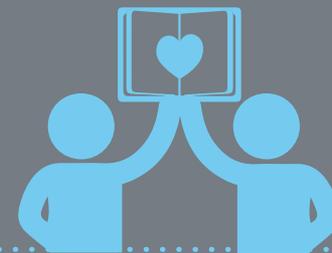
**One-third of Pennsylvania teachers set aside time for independent reading** or read aloud to their students every school day (33%)—for an average of 23 minutes. Fifty percent of literacy teachers set aside this time.

Just over **half of Pennsylvania teachers say they wish students were read aloud to or were able to read a book of their choice independently more often** (55%). This is even more true among elementary teachers than it is of secondary teachers (66% vs. 46%).

Among teachers who wish it occurred more often, **the biggest barriers to independent reading** are the **demands of the curriculum not allowing enough time** (88%) and **independent reading not being considered an important use of class time at their schools** (24%).

# 89%

OF PENNSYLVANIA EDUCATORS  
AGREE THAT STUDENTS  
SHOULD HAVE TIME DURING  
THE SCHOOL DAY TO  
READ A BOOK OF THEIR  
CHOICE INDEPENDENTLY



The top ways Pennsylvania educators promote reading among students include:

- |          |   |            |          |   |            |
|----------|---|------------|----------|---|------------|
| <b>1</b> | Talking with students about the importance of reading   | <b>70%</b> | <b>4</b> | Encouraging summer reading  | <b>65%</b> |
| <b>2</b> | Talking with students about the books they read for fun | <b>69%</b> | <b>5</b> | Encouraging students to use the school library                          | <b>64%</b> |
| <b>3</b> | Reading aloud to students                               | <b>67%</b> | <b>6</b> | Making books available for students to take home during the school year | <b>61%</b> |