"I want to provide more opportunities for my students to have education experiences outside the classroom." • "I am a life-long learner and hope to inspire that attitude in my students." • "I teach each child as an individual first, then as part of the group." • "Each classroom needs the necessary technology to teach our students for tomorrow." • "Strong communication between school leaders, teachers, students and parents is essential." • "I am constantly working to become a better teacher and increase my knowledge base." • "I want my students to be successful, to be able to think independently and to make choices that will help them be productive citizens." • "Students thrive when their home environment values education and success." • "I am not just an educator, but a coach, encourager, confidant, cheerleader and supporter." • "We all need to take responsibility for the education of our children." • "My students make me want to be a better teacher." • "Class sizes are larger, demands are larger, and pay is lower." • "Let me use the education I have to do what I know is the most effective in my classroom." • "We need the freedom to make decisions based on the students we have in our classrooms." • "I have always been a believer that in a thriving and fulfilling environment, all students can achieve." • "Students need to be in a safe environment that provides instruction that best suits their learning styles and educational needs." • "Our public education system is only as good as its partnership with families." • "I have the privilege of working with an entire staff of professionals with the goal of educating students." • "I teach because I love to watch students learn about the world around them and discovering their role in it." • "Teachers should be able to teach

PRIMARY SOURCES: 2012

AMERICA'S TEACHERS ON THE TEACHING PROFESSION

A Project of Scholastic and the Bill & Melinda Gates Foundation

SCHOLASTIC

BILL & MELINDA GATES *foundation*

"Working with students brings a new environment every year, every day, every hour. There's nothing better than watching the lightbulb go on."
— MIDDLE SCHOOL TEACHER

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A LETTER FROM SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

Every day in America teachers change lives. Learning is a Kindergarten teacher unlocking the language of letters and numbers, a fourth grade teacher revealing the world of science, a middle school teacher bringing history to life, or a high school teacher who introduces students to their favorite book.

In 2009, a Scholastic and Bill & Melinda Gates Foundation survey of nearly 40,000 public school teachers confirmed what we know in our hearts – teachers are the single most important in-school factor in ensuring students' academic success. They know what works in their classrooms, what resonates with their students, and what makes them the best teachers they can be.

In this year's *Primary Sources: America's Teachers on the Teaching Profession*, we asked more than 10,000 teachers about their schools and classrooms, about student and teacher performance and about the ways it should be evaluated, supported and rewarded. They shared their honest, professional opinions on everything from the role of standardized tests to teacher tenure, from family involvement to job satisfaction, from digital content to salaries.

We learned that the challenges facing America's students, teachers and schools reported in the original survey are even greater today. Many teachers report increasing numbers of students who are hungry, homeless and have behavioral issues, and many tell us that learning challenges are increasing in communities at all income levels.

In spite of these obstacles, America's teachers are determined to help students build the critical skills they need for an increasingly complex society. They want better instructional resources to further develop their students' skills and their own practice. They are eager for the training and feedback they need to best meet the needs of their most struggling students and to ensure all students are able to meet the new Common Core State Standards. They seek strong school leadership and a deeper level of family involvement toward the important goal of meeting the needs of all learners.

Primary Sources 2012 delves into the everyday experience of teaching in today's schools, and reflects the diversity of opinion and practice in the teaching profession. The data reflects responses from educators in every state and at every grade level, and from those teaching students of all income levels

and of all learning abilities. As was the case with the 2009 *Primary Sources*, the diversity and variety of views of the teachers surveyed reflects the challenge and opportunity inherent in addressing policy in America's schools.

In this survey, teachers told us:

- **Raising Student Achievement Requires the Work Of Many –** Teachers agree that their primary goal is helping all students learn and achieve, but a hardworking, committed teacher cannot do it alone.
  - Other factors that teachers identify as essential to raising student achievement include: ***family involvement, quality curriculum,*** and ***a community of educators and school leaders*** committed to the success of all students.
- **Teaching and Learning Are Too Complex to Be Measured by One Test –**
  - Teachers are clear in their call for ***multiple measures of student achievement***, and they say that standardized tests do not accurately reflect their students' growth. In fact, we were surprised to learn that only 45% of teachers say their students take such tests seriously.
  - They also call for ***more frequent evaluation*** of their own practice from a variety of sources, including in-class observation, assessment of student work, and performance reviews from principals, peers and even students.
  - Teachers are open to ***tenure reform***, including regular reevaluation of tenured teachers and requiring more years of experience before tenure is granted. On average, teachers say that tenure should be granted after 5.4 years of teaching, more than the typical two to three years in most states today.
- **Challenges Facing America's Schools Are Significant and Growing –**
  Teachers are concerned about their students' academic preparedness. They tell us that, on average, ***only 63% of their students could leave high school prepared to succeed in college.*** When we asked veteran teachers to identify what is changing in their classrooms, they told us:
  - Academic challenges are growing. Veteran teachers see ***more students struggling with reading and math*** today than they did when they began teaching in their current schools.
  - Populations of students who require special in-school services are growing as well. Veteran teachers report ***increasing numbers of students living in poverty, students who are hungry and homeless, and students who have behavioral issues***.
- **School and Community Supports Are Essential to Keeping Good Teachers in the Classroom**
  – When asked to identify the factors that most impact teacher retention, teachers agree that monetary rewards like ***higher salaries or merit pay are less important than other factors*** – though some of these factors require additional funding – including strong school leaders, family involvement, high-quality curriculum and resources, and in-school support personnel.

Without question, *Primary Sources 2012* reflects teachers' deep commitment to their students' futures and their own practice. Anyone who has ever been or ever known a teacher understands that, for many, teaching is more than a career—it is a calling. This data and the accompanying quotes from teachers reflect the passion and dedication they have to their students and to their profession, and underscore the need to support them with quality resources and professional respect. We are proud to share the *2012 Primary Sources* report with you.

Primary Sources is a part of an ongoing dialogue with America's teachers. We welcome your thoughts and opinions on the report at www.scholastic.com/primarysources.

Sincerely,

Margery Mayer

President, Scholastic Education
Scholastic Inc.

Vicki L. Phillips

Director of Education, College Ready
United States Program
Bill & Melinda Gates Foundation

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OBJECTIVES

The goal of *Primary Sources 2012* is to place teachers' voices at the center of the conversation on education reform by sharing their thoughts and opinions with the public, the media, and education leaders.

The report seeks to

- **Identify the supports and tools that directly impact student achievement and teacher retention.**
- **Identify the way teachers benchmark their success – and that of their students.**
- **Explore teacher views on teaching – where the practice of teaching stands today and how it should evolve to suit the changing needs of students and teachers.**
- **Identify the tools and resources necessary to attract and retain good teachers.**

METHODOLOGY

National Survey

This national survey, conducted by Harrison Group, used an email-to-online survey method. The list of teachers was sourced from Market Data Retrieval's (MDR) database of public school teachers. The survey was conducted from June 28 to July 13, 2011 among 10,212 preK–12 public school classroom teachers.[1]

The sponsors of the research were not revealed to respondents. Respondents were incented to participate with a gift certificate to an online education store, which was revealed to be the Scholastic Teacher Store Online on after teachers had completed the survey.

Figures were weighted (also referred to as "sample balanced") to bring them in line with their actual proportions in the population. The dimensions included in the sample balancing plan include teacher gender, years of teaching experience, grade(s) taught, and urbanicity, all within each of the nine census divisions.

Throughout this report, we display data on teachers who teach students in each of the three most common groupings:

- Teachers who teach Grade(s) preK–5 are often referred to as "elementary school" teachers.
- Teachers who teach Grade(s) 6–8 are often referred to as "middle school" teachers.
- Teachers who teach Grade(s) 9–12 are often referred to as "high school" teachers.

Some teachers may teach grades that cross the three subgroups cited above. Since these instances are fairly uncommon, and because there is ample size in each of the subgroups, we allow teachers to appear in more than one of these groupings. This allows each subgroup to be truly reflective of the teachers who teach students in those grades. No more than 15% of any subgroup according to grade(s) taught appears in more than one subgroup.

In the survey instrument, certain terms were defined to ensure that teachers were responding with a clear and consistent understanding of the topic. These included:

- "By academic achievement we mean your students' preparedness for the next level of education."
- "By student performance data we mean things such as performance on class assignments, class participation, and performance on standardized tests, etc."

[1] Public school teachers who teach full-time in the classroom in Grades preK – 12, excluding those who teach physical education exclusively.

Qualitative Teacher Collaboration

During the questionnaire design phase, the survey instrument was "pre-tested" in a qualitative fashion among a group of teachers in Waterbury, Connecticut, as well as several individual teachers across the nation. This feedback ensured that our question and response language matched its intended purpose.

The quotes that appear throughout this report were captured in one of two ways:

- Teachers who participated in the survey had the opportunity to weigh in on one of five open-ended questions regarding various educational issues. They typed their thoughts directly into the online survey.
- Teachers who participated in the pre-test phase, and those who were asked to share their thoughts on early study results spoke to researchers from Harrison Group and Scholastic, who, in turn, documented the teachers' thoughts verbatim.

Data Presentation

Data are presented throughout this report in charts and tables. Within tables, we indicate statistical significance at the 95% confidence level across subgroups of teachers. Letters next to percents denote a statistically significant difference between the percent shown and the percent(s) in the column indicated by the letter. Letters always appear next to the higher percentage. We only indicate statistical significance when there is a five or more point difference between two numbers.

Additionally, when data results are presented in charts or tables, we show the full question text and scale (where applicable) underneath the graphic, the first time a question result is presented. In subsequent presentation of data findings for the same question, we do not show the question text. All results from each measure in the survey are shown, along with full question and response text, in Appendix A. We show results among total teachers, grade(s) taught, and community income in this appendix.

Last, whenever a question was asked among a subgroup of teachers, we indicate this on a chart or table. The exception to this is on two questions that used a "split-sample" approach. These questions include:

- Impact efforts would have on improving student academic achievement
- Importance of factors in retaining good teachers

NOTE: In some cases, percentages may not sum to 100%, due to rounding and small no-answer rates.

"I want to provide more opportunities for my students to have education experiences outside the classroom." • "I am a life-long learner and hope to inspire that attitude in my students." • "I teach each child as an individual first, then as part of the group." • "Each classroom needs the necessary technology to teach our students for tomorrow." • "Strong communication between school leaders, teachers, students and parents is essential." • "I am constantly working to become a better teacher and increase my knowledge base." • "I want my students to be successful, to be able to think independently and to make choices that will help them be productive citizens." • "Students thrive when their home environment values education and success." • "I am not just an educator, but a coach, encourager, confidant, cheerleader and supporter." • "We all need to take responsibility for the education of our children." • "My students make me want to be a better teacher." • "Class sizes are larger, demands are larger, and pay is lower." • "Let me use the education I have to do what I know is the most effective in my classroom." • "We need the freedom to make decisions based on the students we have in our classrooms." • "I have always been a believer that in a thriving and fulfilling environment, all students can achieve." • "Students need to be in a safe environment that provides instruction that best suits their learning styles and educational needs." • "Our public education system is only as good as its partnership with families." • "I have the privilege of working with an entire staff of professionals with the goal of educating students." • "I teach because I love to watch students learn about the world around them and discovering their role in it." • "Teachers should be able to teach using the method they feel is best for their class." • "We need more alternative assessments to accurately

"The education of a child involves three major components: teacher, student, and parents."

— ELEMENTARY SCHOOL TEACHER, FLORIDA

RAISING STUDENT ACHIEVEMENT REQUIRES THE WORK OF MANY

Teachers know they are a critical factor in student achievement. Nearly all teachers (99%) say that "effective and engaged" teachers are absolutely essential or very important to ensuring student academic achievement[2]—few other measures in the history of *Primary Sources* are rated higher. But even the best teachers are not enough to ensure success of all students; a combination of quality resources, committed school leaders, and involved family members is necessary to ensuring student success.

FAMILY INVOLVEMENT, HIGH EXPECTATIONS, AND ENGAGED SCHOOL LEADERS ARE ESSENTIAL TO RAISING ACHIEVEMENT

Teachers are aware of the need for supportive, positive role models in students' lives. Educators across all subgroups identify family involvement as the most critical factor of student success, followed closely by high expectations for all students. As one New York high school teacher put it, student achievement will rise when "the whole community has high expectations for students, and encourages them to meet them."

In conversation, teachers say that one of the most important ways they can support their students is to set the bar high and keep it high for each and every student—71% of teachers say "high expectations for all students" make a very strong impact on student achievement. An additional 25% say it makes a strong impact.

Other factors impacting student achievement include:

- A robust instructional foundation that ensures students have high-quality, engaging learning experiences through the presence of high-quality curriculum, 21st century learning experiences, and access to technology.
- Ensuring teachers have the resources and supports they need to maximize student success, like supportive leadership, professional development, resources to differentiate instruction, etc.

"Students who are motivated become involved in their own education and become life-long learners."
—HIGH SCHOOL TEACHER

"Working with students means experiencing a challenging new environment every year, every day, every hour."
—HIGH SCHOOL TEACHER

"Consistent family involvement at school will improve student achievement."
—ELEMENTARY SCHOOL TEACHER

"We all need to take responsibility for the education of our children."
—MIDDLE SCHOOL TEACHER

[2] *Primary Sources 2009*, page 50

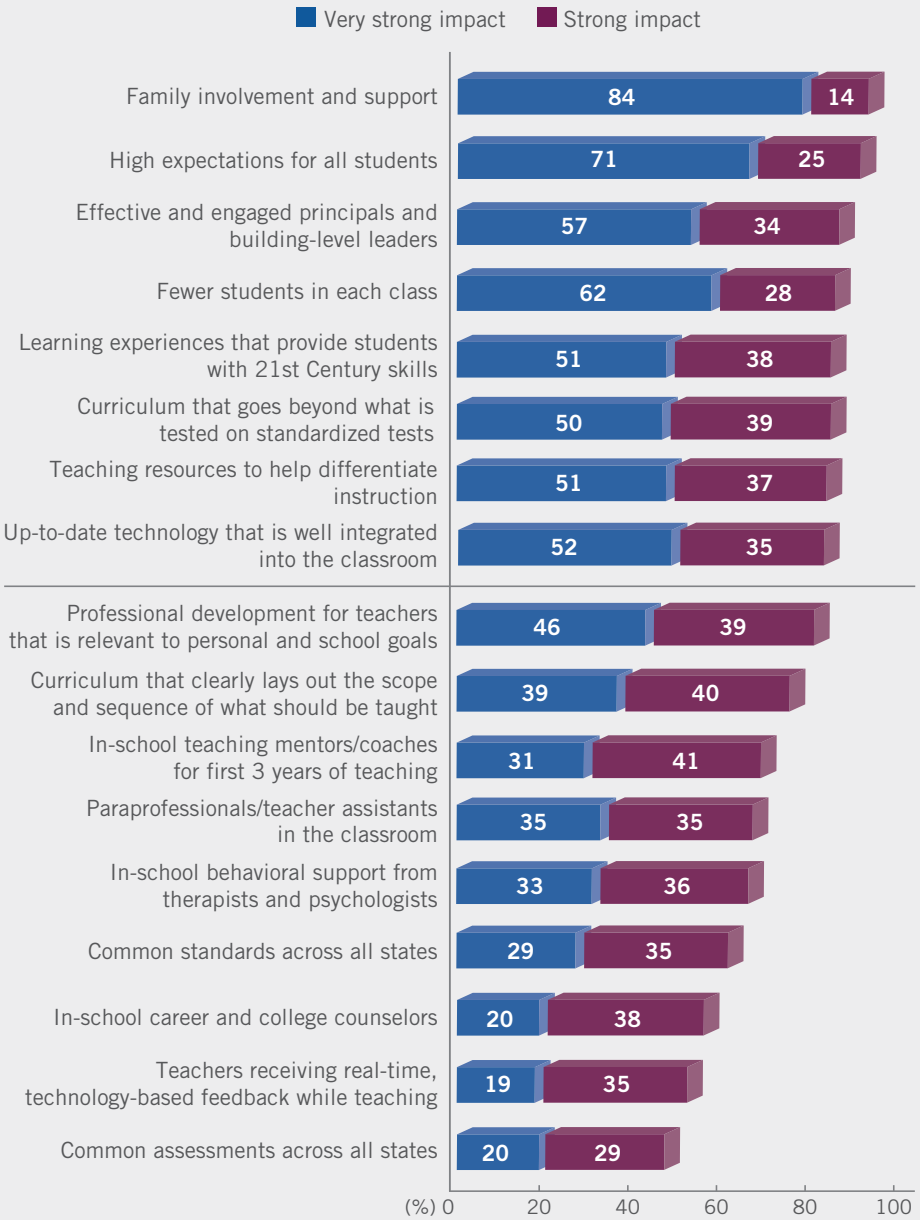
"Having the resources to effectively teach and empower all students is the greatest gift a teacher can receive."
—ELEMENTARY SCHOOL TEACHER

"I need technology integrated into project based learning in a classroom setting that is conducive to learning for a variety of student populations."
—MIDDLE SCHOOL TEACHER

"To improve student achievement, I need curriculum that is research based and allows for differentiated instruction, and enough resources to help individual students."
—MIDDLE SCHOOL TEACHER

"Schools do not have enough technology. My students need to be comfortable with technology to prepare for college and life. This is an equity issue—especially in areas with high poverty."
—ELEMENTARY SCHOOL TEACHER

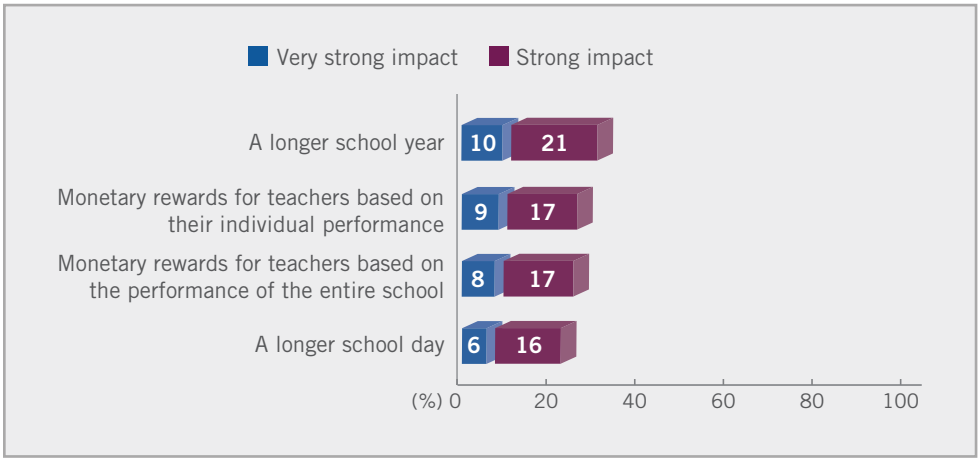
Teacher's Views on the Impact That Various Efforts Would Have on Improving Academic Achievement



Q. How much of an impact do you believe the following efforts would have on improving student academic achievement? Full scale: "Very strong impact," "Strong impact," "Moderate impact," "No impact at all."

Teacher views on "more time in school" (either by way of a longer school year or a longer school day) and "monetary rewards" (based on individual teacher or school performance) were also researched, but both areas are viewed as significantly less impactful than all other themes in improving student academic achievement.

Teachers' Views on the Impact That Various Efforts Would Have on Improving Academic Achievement



The following factors are more important to elementary school teachers than to teachers of older students in impacting student success:

- Small class size
- Having classroom support from paraprofessionals and assistants and behavioral support from psychologists and therapists
- Having clarity and consistency in standards, curriculum, and assessments

"I teach first grade so a longer day is not a viable solution to the need for more time with students."
—ELEMENTARY SCHOOL TEACHER

"It's time for a 200-day school year."
—HIGH SCHOOL TEACHER

"With the rigorous common core standards and higher class sizes, it is harder to reach all my special education, gifted, ELL, and behavior students along with my general education students. I need a longer day."
—ELEMENTARY SCHOOL TEACHER

"My parents are single moms, working two jobs, struggling to make ends meet. They don't have time to come to school, but they do have time to ask their kids if they did their homework."

—MIDDLE SCHOOL TEACHER

"Most parents in my school work two jobs. Some may not speak English. We need programs to help these parents in helping their children at home as well as in school."

—ELEMENTARY SCHOOL TEACHER

"If I had to choose one thing to work on to increase student achievement, it would be working with parents to educate and give them the tools to support their child's success in school."

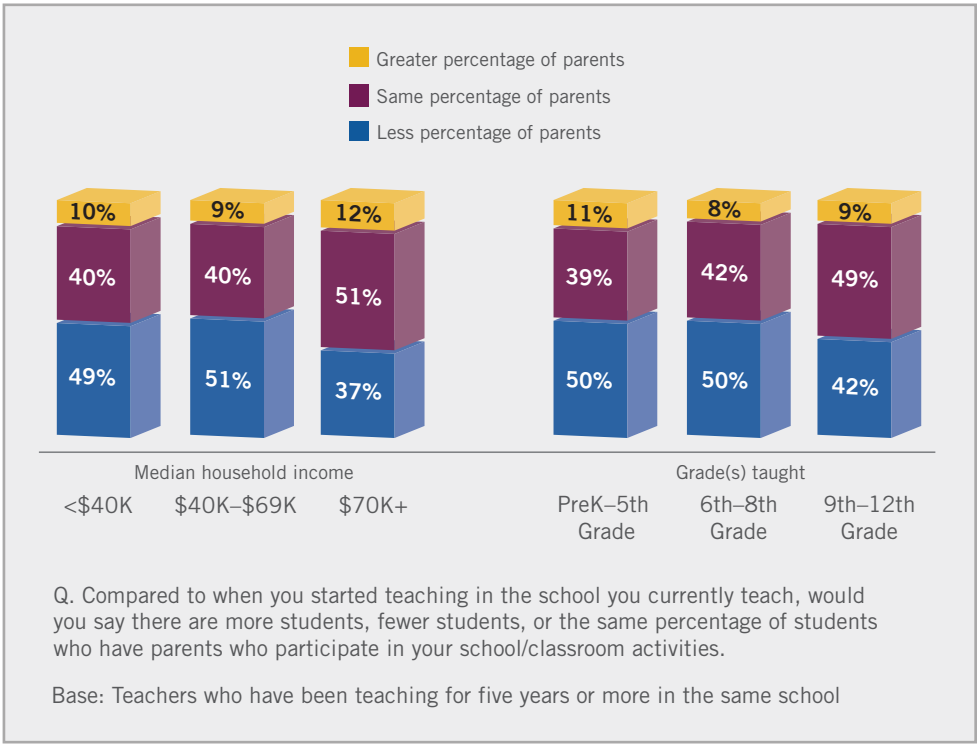
—HIGH SCHOOL TEACHER

Families Are Critical to Improving Student Achievement, Yet Many Teachers Report Lower Parental Participation

As noted, 84% of teachers say that family involvement and support makes a very strong impact on student achievement, with an additional 14% saying it makes a strong impact.

At the same time, 47% of veteran teachers who have been teaching for five or more years in the same school report lower parental participation in their schools and classrooms. In fact, teachers who teach in lower-income communities, middle-income communities, primary schools, and middle schools are more likely to say fewer parents participate in their schools and classrooms now than did when they began teaching in their current schools.[3]

Teacher's Views on How the Percentage of Parents Who Participate in School/Classroom Activities Has Changed, by Community Median Household Income and Grade(s) Taught



Q. Compared to when you started teaching in the school you currently teach, would you say there are more students, fewer students, or the same percentage of students who have parents who participate in your school/classroom activities.

Base: Teachers who have been teaching for five years or more in the same school

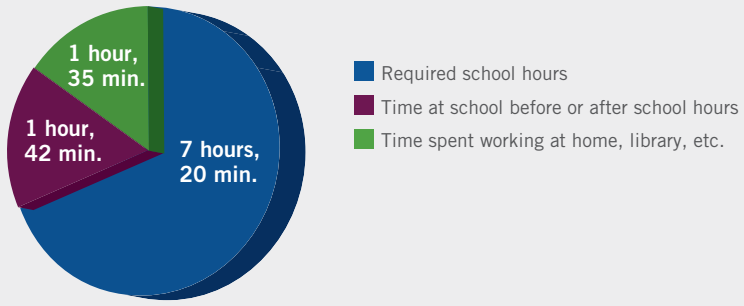
In conversation, teachers tell us that more parents are working multiple jobs and are less able to take time away from work and more students are coming from two-income families. Additionally, teachers say the strain and stress of financial difficulties (with many directly citing the current economic climate) prevents parents from being as involved. Because of these social conditions, teachers' roles both in and out of the classroom are more complex than ever.

[3] Note: For the purposes of the study, low-income communities are defined by those where annual median household income is below $40,000, middle-income communities are those where annual median household income is between $40,000 and $69,999, and high-income communities are those where annual median household income is above $70,000.

TEACHERS GO ABOVE & BEYOND TO SUPPORT STUDENTS

Few would assume that teachers' work days begin and end when the bell rings, but the degree to which teachers are investing time before and after school may be surprising: prior to taking on any extracurricular activities, teachers work an average of 10 hours and 40 minutes a day, three hours and 20 minutes beyond the average required work day in public schools nationwide.[4] Those teachers who take on extracurricular clubs or athletics (43% of teachers) add another 90 minutes on average to their work day. As one Kentucky teacher put it, "Our work is never done. We take grading home, stay late, answer phone calls constantly, and lay awake at night thinking about how to change things to meet our students' needs."

How Teachers Spend Their Work Day (10 hours, 40 minutes, on average)



Q. In an average day, how many hours do you work?

Teachers typed in an answer for each of the following categories: during required school hours; on school grounds, before or after required hours (not including extracurricular activities such as coaching, clubs, etc.); outside of school (at home, library, etc.); on extracurricular activities such as coaching, clubs, etc.

Hours and minutes may not sum to exactly 10 hours and 40 minutes due to rounding.

For most classroom teachers, the required school day is primarily a mix of

- Instructional time,
- Student supervision and/or discipline,
- Preparation for instruction and collaboration with peers, and
- Documentation and analysis of student academic performance.

"I regularly put in 60 to 70 hours a week."
—HIGH SCHOOL TEACHER

"I get great satisfaction in knowing that I am making a positive difference in every student that comes into my classroom for their daily class lessons, lunch time tutoring, or extracurricular activities."
—HIGH SCHOOL TEACHER

"I'm at school for 9- and 10-hour days every day. My students need an additional three hours of school to get what they need, and I'm happy to provide it. But I'm burning out."
—MIDDLE SCHOOL TEACHER

"I could teach 24 hours a day and still not get everything done."
—MIDDLE SCHOOL TEACHER

"I love what I do, but it is hard work. I have always been willing to work countless hours before and after school, on the weekends, and over the summer in order to provide the best learning experiences possible for my students. The truth is, this has come at great sacrifice to my family."
—HIGH SCHOOL TEACHER

[4] The average required work day for teachers (time during which they are required to be on school grounds) is 7.5 hours, as reported by the teachers in the survey.

"I spend half my day disciplining students. It's not a worthwhile use of my time. If I had those hours back—think what my students could learn!"
—HIGH SCHOOL TEACHER

"Budget cuts mean my prep-time is gone, which means I can't learn or collaborate with my colleagues. My practice suffers for that."
—MIDDLE SCHOOL TEACHER

"I have too much paperwork and not enough time to spend with my students."
—ELEMENTARY SCHOOL TEACHER

"Non-teaching-related responsibilities—clerical work, lunch supervision, committee work—consume time I would use to adapt and differentiate lessons to meet student needs."
—ELEMENTARY SCHOOL TEACHER

How Teachers Spend Their Time During the Required School Day – in Detail

Instruction	**4 hours, 49 min.**
In-class instruction	4 hours, 29 min.
Providing student tutoring & extra academic help	20 min.
Student supervision/discipline	**36 min.**
Discipline	18 min.
Student supervision (hall monitoring/lunch/recess/etc.)	18 min.
Planning, preparing, and collaborating with colleagues	**45 min.**
Lesson planning/prep	30 min.
Collaborating with colleagues	15 min.
Grading, documenting, analyzing student work	**36 min.**
Grading student work/preparing student report cards	19 min.
Professional paperwork/filing reports/data analysis	15 min.
Emailing, speaking to, or meeting with parents	**14 min.**
Free time/lunch/personal time	**23 min.**

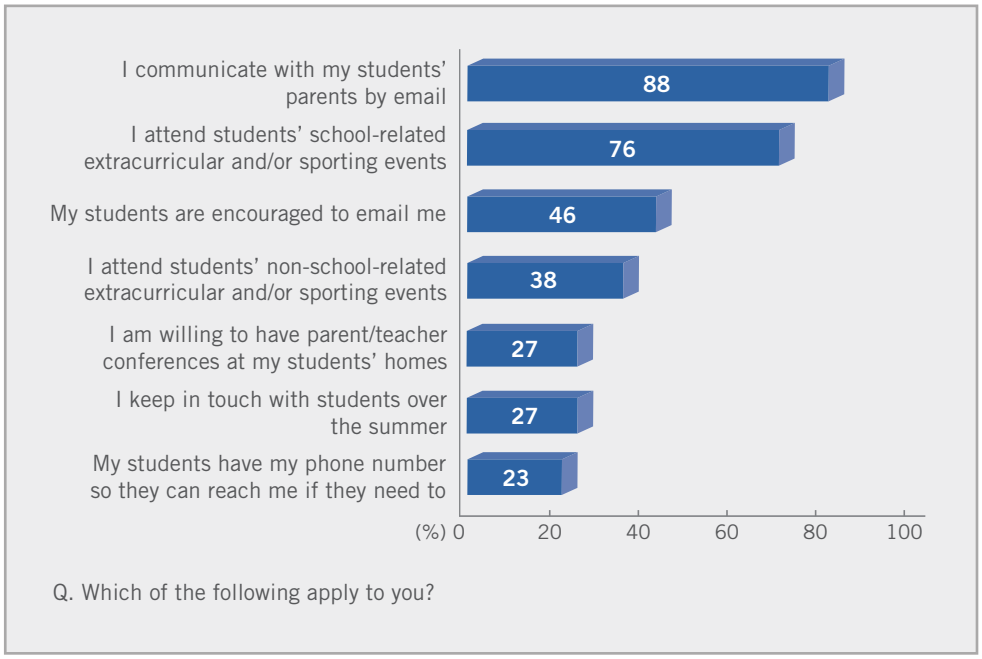
To Connect Home and School, Teachers Expand Their Commitment to Students Outside of School

Teachers know that their commitment to their students must be accompanied by a committed effort to bringing students' families into the learning community. Teachers show their commitment to children and families in a variety of ways, including:

- Communicating with parents and students via email or phone
- Attending students' extracurricular events – both school-related and non-school-related
- Showing willingness to have parent/teacher conferences at students' homes

These, and additional data, are shown here:

Percentage of Teachers Who Say Each Situation Applies to Them



Some of these dynamics differ across subgroups of teachers. For example, teachers in lower-income communities are less likely to communicate via email with students and parents and more likely to give students their telephone numbers and to offer to have conferences at a family's home.

Other differences are driven by student age, with teachers of younger children less likely to encourage students to email them and teachers of older students more likely to attend students' school-related events.

"Teachers need to be more flexible communicating with parents—especially with working parents. We should all be on the same side, working for the kids."
—ELEMENTARY SCHOOL TEACHER

"I meet with parents after school, before school, on weekends, whenever I can. I have learned that if I make time for them, they make time for me."
—HIGH SCHOOL TEACHER

"To teach them in school, I have to know what their life is like out of school."
—MIDDLE SCHOOL TEACHER

"Of course my kids and their parents have my email address. It's 2011."
—HIGH SCHOOL TEACHER

"They have to know I care. That's how I make sure they're in their seats every day."
—HIGH SCHOOL TEACHER

"I don't think I would be willing to go to parents' homes for conferences. I don't think I would be comfortable with that."
—MIDDLE SCHOOL TEACHER

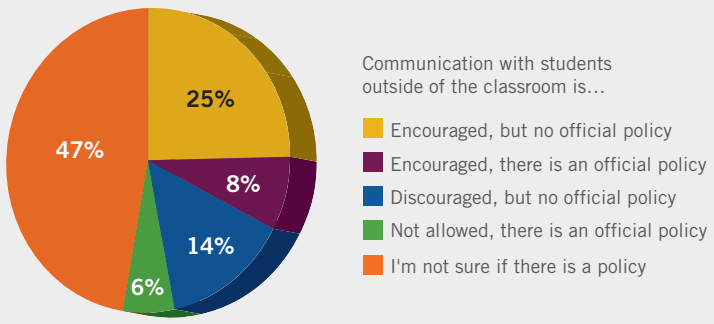
Percentage of Teachers Who Say Each Situation Applies to Them, by Community Median Household Income and Grade(s) Taught

	Community Income			Grades(s) Taught		
	<$40K	$40K–$69K	$70K+	PreK–5	6–8	9–12
	(a)	(b)	(c)	(a)	(b)	(c)
I communicate with my students' parents by email	79	**89a**	**95ab**	84	**90a**	**92a**
I attend students' school-related extracurricular and/or sporting events	75	76	76	67	**83a**	**85a**
My students are encouraged to email me	38	**46a**	**56ab**	27	**55a**	**69ab**
I attend students' non-school -related extracurricular and/ or sporting events	38	39	37	**42c**	38	35
I am willing to have parent/ teacher conferences at my students' homes	**36bc**	**27c**	19	**32bc**	**26c**	21
I keep in touch with students over the summer	25	26	29	27	23	**30b**
My students have my phone number so they can reach me if they need to	**29bc**	**24c**	15	22	21	**28ab**

NOTE: Letters next to percents denote a statistically significant difference between the percent shown and the percent(s) in the column indicated by the letter. Letters always appear next to the higher percentage.

One third of teachers are encouraged to communicate with students outside of the classroom, one in five are discouraged or not allowed to do so, and nearly half (47%) do not know if their school has a policy or not.

School's Policy on Teachers Communicating With Students Outside of the Classroom



Q. Which best describes your school's policy on teachers communicating with students outside of the classroom?

The table below indicates that school policies regarding teacher/student communication outside of the classroom impact the prevalence of teacher engagement in the previously mentioned activities. When teachers are encouraged to communicate with students outside of the classroom, they are more likely to engage in behaviors that are known to strengthen the school-to-home connection and, by extension, increase academic achievement. As one Arizona teacher put it, "Getting to know our students and their families is one of the ways schools can improve students' achievement."

Percentage of Teachers That Say Each Situation Applies to Them, by School's Policy on Communicating With Students Outside the Classroom

	Description of School Policy on Communicating With Students Outside of the Classroom		
	Allowed/ encouraged	Not allowed/ discouraged	Not sure
	(a)	(b)	(c)
My students have my phone number so they can reach me if they need to	**33bc**	16	19
My students are encouraged to email me	**58bc**	39	41
I communicate with my students' parents by email	90	89	87
I attend students' school-related extracurricular/ sporting events	**82bc**	75	71
I attend students' non-school-related extracurricular/ sporting events	**48bc**	30	35
I keep in touch with students over the summer	**37bc**	17	23
I am willing to have parent/teacher conferences at my students' homes	**32bc**	22	26

NOTE: Letters next to percents denote a statistically significant difference between the percent shown and the percent(s) in the column indicated by the letter. Letters always appear next to the higher percentage.

"What would help me be a better teacher? I'd like to go on home visits. I'd like to access parents by email. I'd like to see what my kids' lives are like, so I can better serve them."
—ELEMENTARY SCHOOL TEACHER

"This is about access. Not all parents can check emails or easily respond to teachers' calls about student progress. Others don't know how to help their child. They don't know what to ask for."
—MIDDLE SCHOOL TEACHER

"If we want our students to be more motivated, we must get to know them and get to know what makes them tick."
—MIDDLE SCHOOL TEACHER

"I understand Common Standards, I have read them. And I like them. I need more curriculum support and training to integrate them into my lessons."
—HIGH SCHOOL TEACHER

"The Common Core reading and writing expectations are over the top for kindergarten. Just because students can do something in the classroom, doesn't make it age/grade level appropriate. A lot of it has to do with maturity and readiness."
—ELEMENTARY SCHOOL TEACHER

"We are heading toward Common Core Standards and it is unfair to do so without a common funding measure. Everyone should have equal access to the materials and training that is needed no matter where they live."
—MIDDLE SCHOOL TEACHER

More Challenging Standards Are Coming, and Teachers Need Strong Resources & Professional Development to Prepare for Them

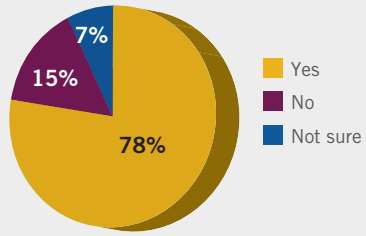
Teachers clearly understand that their job is to keep students academically motivated and prepare them to meet the rigorous standards that nearly all states have adopted as part of the Common Core State Standards Initiative (CCSSI).[5]

In conversation, teachers identify a clear link between standards and consistent, equitable education for all students. As noted in the graphic on page 10, many teachers said that common standards (64%), clear curriculum (79%), and common assessments (49%) would make a significant impact on improving student academic achievement. The creation of the Common Core State Standards, adopted by 45 states at the time of the survey, elevated the discussion of consistent standards in the education sphere. *Primary Sources* asked respondents to share their knowledge of and preparation for the new standards.

While a majority (78%) of teachers are aware of the Common Core State Standards, many do not yet feel prepared to teach to these new standards.

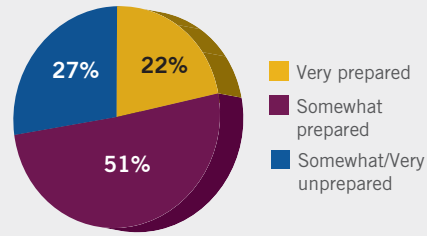
Teacher's Awareness and Assessment of Their Own Preparedness to Teach to the Common Core Standards

Whether or Not Teachers' Have Heard of the Common Core State Standards Initiative



Base: Teachers in 45 common core adoption states as of November 15, 2011. All states except Alaska, Minnesota, Nebraska, Texas, and Virginia.

Teachers' Views on How Prepared They Are to Teach the Common Core Standards



Base: Data are among the teachers who said they were aware of the Common Core Standards and who teach secondary math or English and/or teach Grades K–5 in 45 adoption states.

Note: Common Core Standards were described as follows in the survey: "The Common Core State Standards are new standards in mathematics and English language arts meant to be consistent from state to state for each grade level. They were completed in the summer of 2010 through a state-led effort and have been adopted by over 40 states.

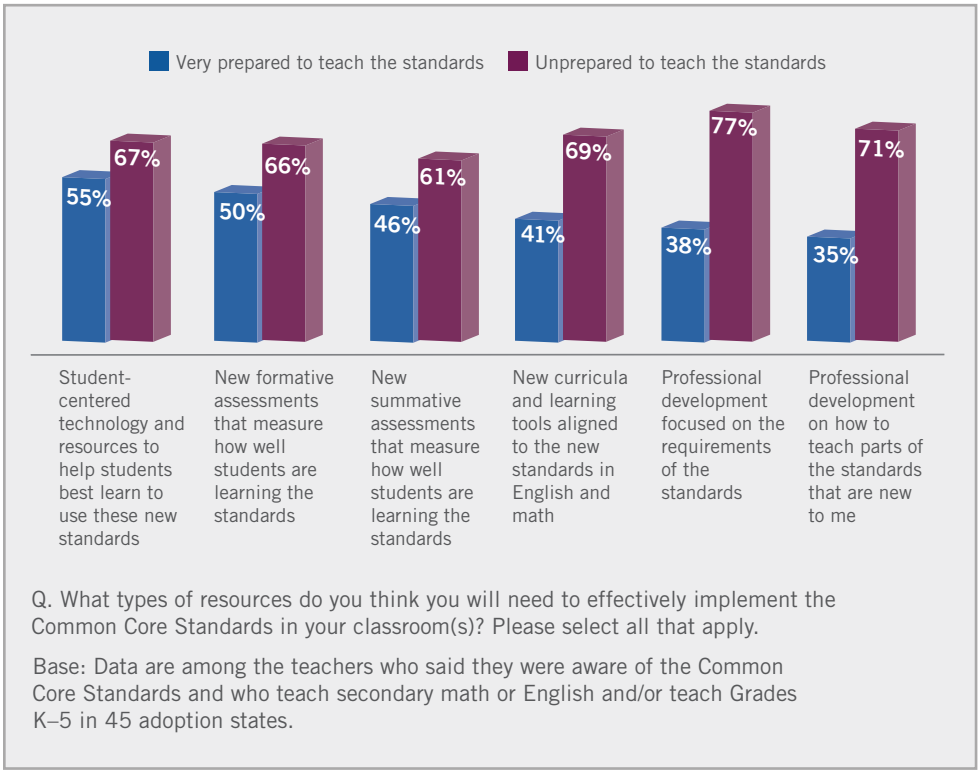
[5] Developed collaboratively and adopted by 46 (45 at the time of this survey) states, these math and English language arts standards "provide teachers and parents with a common understanding of what students are expected to learn [and] will provide appropriate benchmarks for all students, regardless of where they live." www.corestandards.org

Teachers say they need tools and supports to effectively implement these standards in their classrooms. Specifically:

- 64% of teachers need student-centered technology and resources to help students best learn to these new standards
- 63% need professional development focused on the requirements of the standards
- 61% will need formative assessments that measure how well students are learning the standards
- 60% need professional development on how to teach parts of the standards that are new to them
- 59% need new curricula and learning tools aligned to the new standards in English and math

As might be expected, all of these needs—and especially the need for professional development—are greater among the 27% of teachers who feel unprepared to implement the standards.

% of Teachers Who Need Each Type of Resources to Effectively Implement Common Core Standards, by Those Who Feel Very Prepared (blue) and Those Who Feel Unprepared (purple)



Q. What types of resources do you think you will need to effectively implement the Common Core Standards in your classroom(s)? Please select all that apply.

Base: Data are among the teachers who said they were aware of the Common Core Standards and who teach secondary math or English and/or teach Grades K–5 in 45 adoption states.

"I'm ready for common standards, but I need adequate supplies and technology if I'm going to make them work for my students.
—ELEMENTARY SCHOOL TEACHER

"Let's adopt the Common Core and stick with it for at least 10 years. How can we see progress if we keep changing our plans?"
—HIGH SCHOOL TEACHER

"I don't like the Common Core. Teachers need the freedom to teach children individually to build critical thinking skills, creative problem-solving skills, and passionate interests."
—MIDDLE SCHOOL TEACHER

"Smaller class size would allow me to more effectively differentiate instruction to meet individual student needs designed to improve student achievement."
—MIDDLE SCHOOL TEACHER

"Class size is very important. Students benefit from immediate feedback from their teacher, and teachers can take time to reteach the things that kids miss."
—ELEMENTARY SCHOOL TEACHER

"Huge class sizes are a challenge because it makes it hard to focus on individual students who are struggling or who are ready to go on to the next level."
—HIGH SCHOOL TEACHER

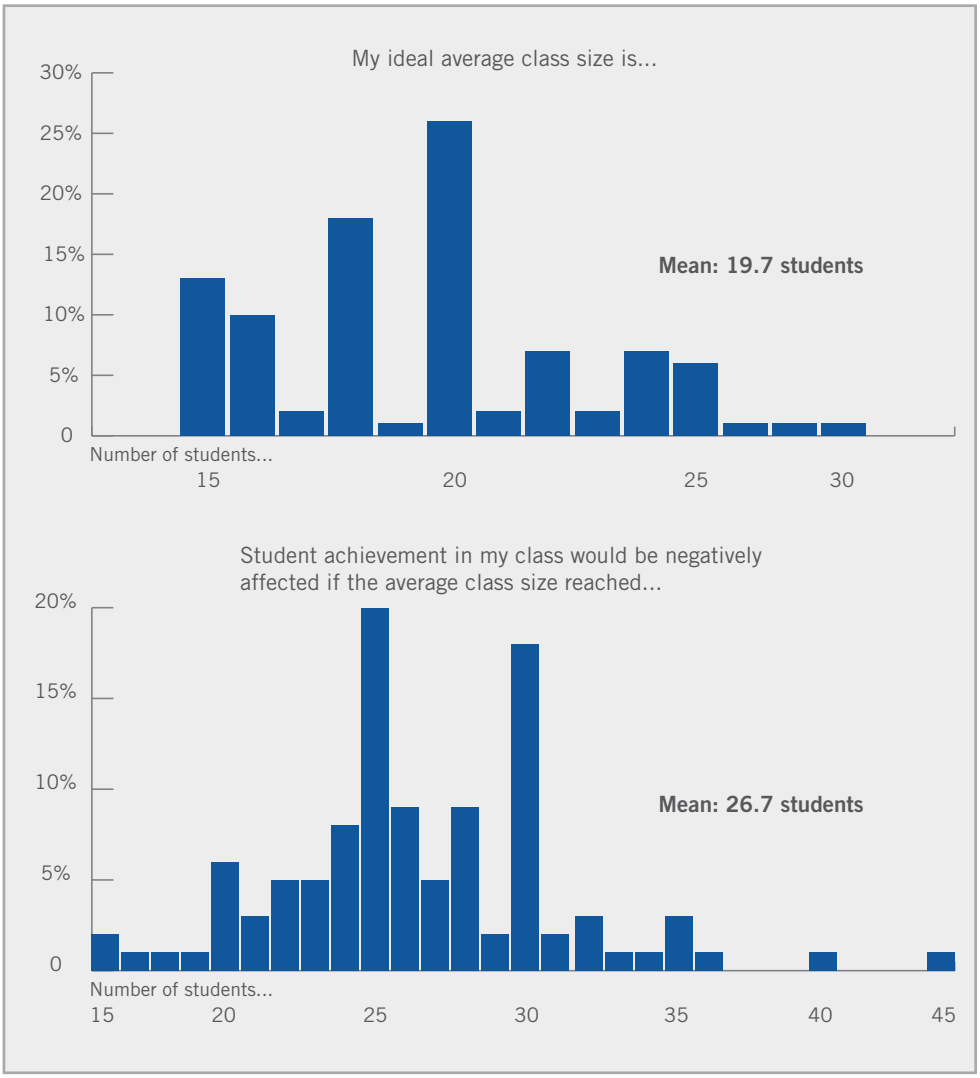
"Students can learn so much more when they are given more individualized instruction. My small groups are getting larger as class size grows."
—ELEMENTARY SCHOOL TEACHER

TEACHERS ARE REALISTIC ABOUT CLASS SIZE—AND ITS IMPACT ON STUDENTS

As noted in the chart on page 10, 62% of teachers say that having fewer students in a class can have a "very strong" impact on improving student achievement. An additional 28% say this would have a "strong" impact, but teachers are realistic about critical issues that make smaller class sizes a challenge in public schools.

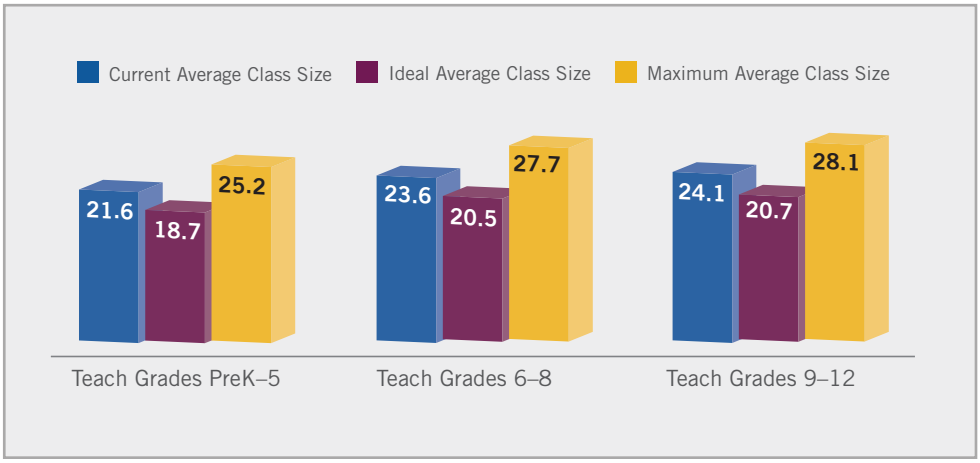
On average, teachers have 23 students in their classes and say that, ideally, they would have 20. When asked about the point at which student achievement would be negatively impacted, however, on average, teachers say 27 students is the tipping point. For purposes of this section, we will refer to this as "maximum class size."

Teachers' Opinions on Class Size



All of these data, actual class size, ideal class size, and maximum class size, vary by grade level:

Actual, Ideal, and Maximum Class Size



"I can teach larger numbers of students. But which class would you prefer to have your kid in?"
—HIGH SCHOOL TEACHER

"Small class size would be the most efficient way to increase time with students, especially individual and small group time."
—ELEMENTARY SCHOOL TEACHER

"We know that differentiation makes the difference. But how am I supposed to differentiate to 30 different students in less than one hour a day?"
—MIDDLE SCHOOL TEACHER

"My students come to me eager to learn. I have always required them to push that extra mile, and I have received it from most of them, but my class has never been this large, and my resources have never been this limited."
—MIDDLE SCHOOL TEACHER

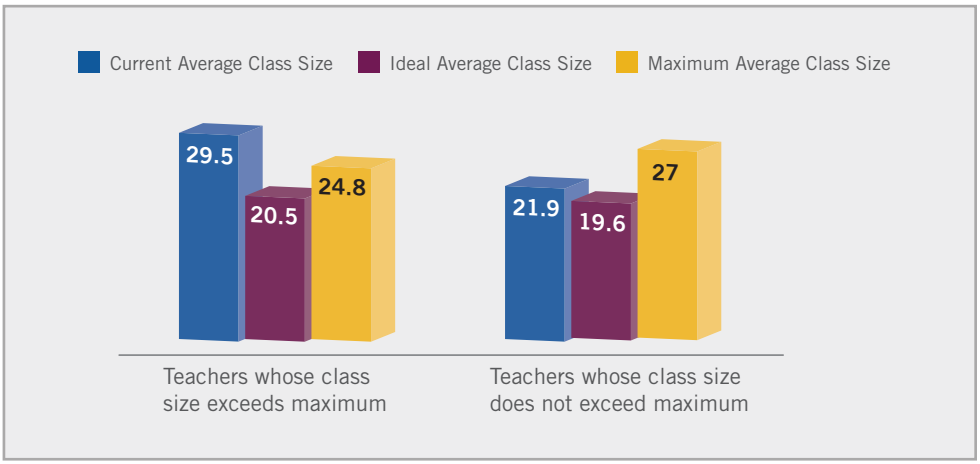
"Reducing class size and providing emotional and behavior support for students would greatly improve student achievement."
—ELEMENTARY SCHOOL TEACHER

"Larger classes are by nature more impersonal; you just can't keep up with everyone."
—HIGH SCHOOL TEACHER

Teachers Whose Class Size Exceeds the Maximum Are More Likely to Require Additional Resources

The average class size among teachers whose class size exceeds the maximum is nearly 30 students—35% larger than the average class size of those teachers with classes that do not exceed the maximum number of students. Interestingly, both groups of teachers have essentially the same views on the "ideal" class size, saying it is approximately 20 students. Teachers whose class size exceeds the maximum identify a slightly smaller class size as the point at which student achievement is negatively impacted: 25 versus 27 students.

Actual, Ideal, and Maximum Class Size (i.e., the Point at Which Student Achievement Would Be Negatively Impacted), by Views on Class Size

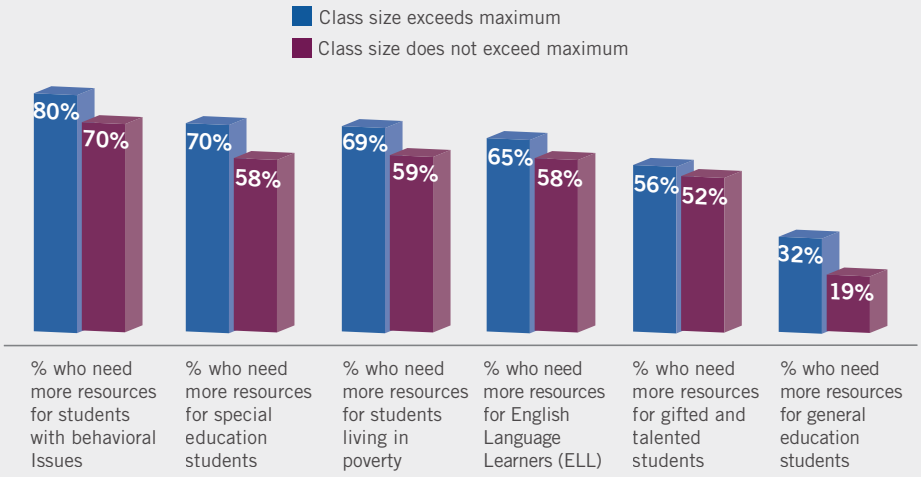


As might be expected,teachers whose class size exceeds the maximum are more likely to teach in urban districts (34% vs. 24% of teachers whose class size does not exceed the maximum) and are more likely to teach in large schools of 1,000 students or more (31% vs. 23%).

The presence of different student populations (such as special education, gifted and talented students, students with behavioral issues, etc.) varies very little according to teachers' views on their class size, but in conversation, teachers tell us that larger class sizes make it difficult to address the individual needs of each student – there simply isn't enough time in the school day. This increases teacher's needs for (among other things) tangible resources in the classroom, particularly for students who:

- Have behavioral issues,
- Have special education needs,
- Live in poverty,
- Are gifted and talented students, and
- Are considered general education students.

Percentage of Teachers Who Need More Resources for Each Student Population, by Views on Class Size



NOTE: Data are based on those teachers who have this population of students in their class(es).

Q. For each of the populations of students listed below, please say whether you feel you have what you need in terms of resources, or if you think you need more.

"It is hard to orchestrate and implement creative lessons and collaborative learning when I have kids literally sitting on top of shelves and cabinets with desks within 6 inches of my own."
—HIGH SCHOOL TEACHER

"Twenty-eight students at the early elementary level is too much, and their achievement shows it. They need and deserve more one-on-one time."
—ELEMENTARY SCHOOL TEACHER

"I have students reading from second-grade to eighth-grade level. I have major behavior problems and special education, gifted, and regular education all in one class. I love it, but it does present a challenge."
—ELEMENTARY SCHOOL TEACHER

“Give them standardized tests, but not all the time. Their lives shouldn’t depend on it, and neither should ours.”

— MIDDLE SCHOOL TEACHER, GEORGIA

TEACHING AND LEARNING ARE TOO COMPLEX TO BE MEASURED BY ANY ONE TEST

Teachers are keenly aware of their role in preparing students for a global workforce. In conversation, they speak the complexities of this work, the challenges inherent in raising achievement and the nuanced ways that they must reach all students. Every student's learning style is different and because of that, every teacher's practice is unique. Because of this, teachers say standardized tests alone cannot provide a complete understanding of either student achievement or teacher performance. They are clear in their call for multiple, more frequent measures of teaching and learning.

MEASURING STUDENT PERFORMANCE

Clear, accurate, ongoing measures of student performance are critical to ensure that all students are learning and growing, and that teachers are properly tailoring their instruction to individual students. While teachers value the role standards play in improving academic achievement, they are very clear that standardized tests are not the best measure of student success.

"The obsession with student performance on standardized tests is forcing me to teach only the content that will be covered on that test. That's not learning. It's cramming."
—HIGH SCHOOL TEACHER

"In states where math and reading are the only things tested, students receive little to no instruction in social studies, science, health, etc. So much of the creativity has gone out of the profession due to testing mandates. No wonder our kids don't like school."
—ELEMENTARY SCHOOL TEACHER

"We lose a lot of classroom time due to tests—state, national, advanced placement. We are assessing our kids to death. While they may provide good measures, it really hurts the kids who are already taking highly competitive national exams but also have to take state minimum standard tests."
—HIGH SCHOOL TEACHER

"Not all students perform well on tests. I believe lab work and other hands-on assessments could be included to ascertain a more complete picture of student understanding."
—HIGH SCHOOL TEACHER

"Students should not be judged by where they are at any given time, but how they've improved from point A to point B."
—MIDDLE SCHOOL TEACHER

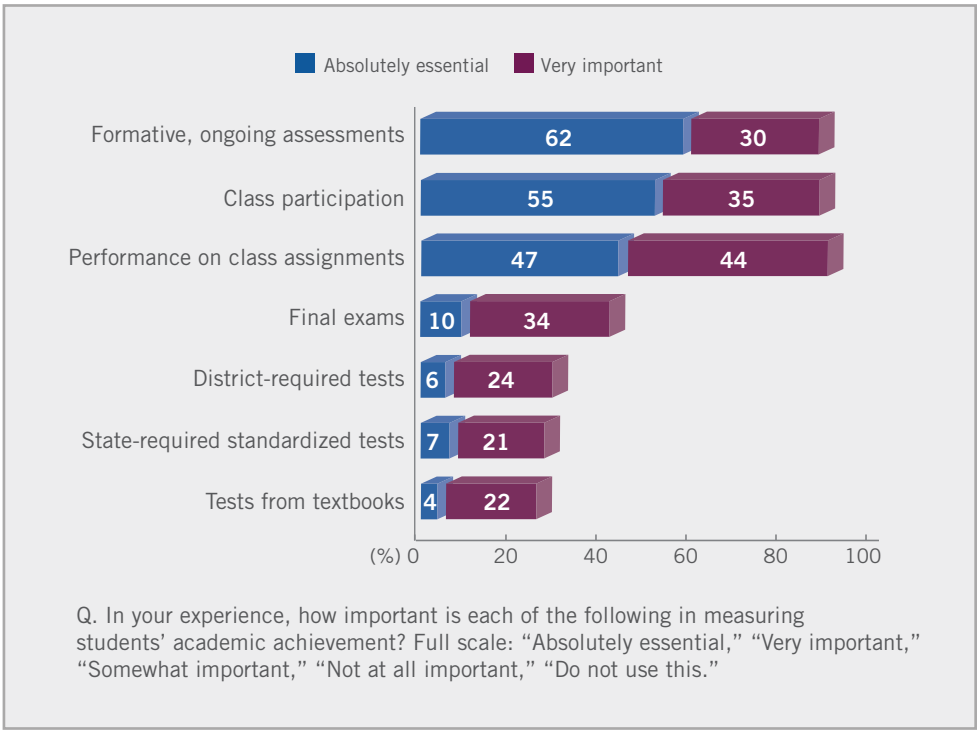
"Having a common curricular focus and a variety of measurements is one of the ways we could improve American schools."
—ELEMENTARY SCHOOL TEACHER

"The emphasis on state exams discourages the type of creative instruction that helps students gain important critical thinking skills."
—HIGH SCHOOL TEACHER

Classroom Performance Is Named as the Most Important Measure of Student Achievement

Teachers overwhelmingly agree that students should be measured on the basis of classroom performance—including class assignments, formative assessments,[6] and class participation—more so than on the basis of formalized tests—standardized or not. As one New Mexico teacher wrote, "There needs to be less emphasis on mastering a test, and more emphasis on mastering the skills and higher-level concepts in the core subjects."

Teachers Views on Importance of Student Performances Metrics in Measuring Student Academic Achievement

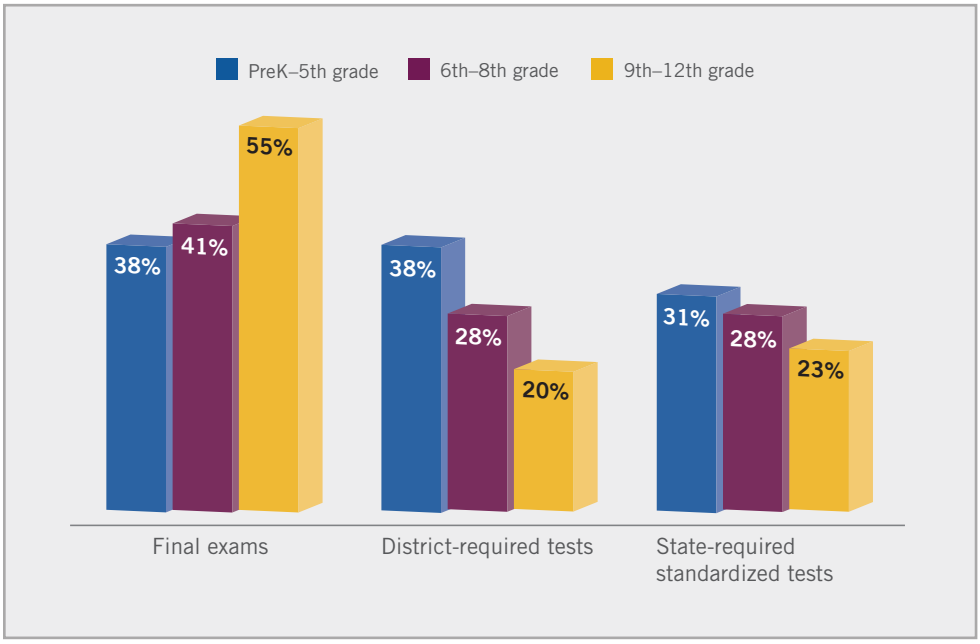


Q. In your experience, how important is each of the following in measuring students' academic achievement? Full scale: "Absolutely essential," "Very important," "Somewhat important," "Not at all important," "Do not use this."

[6] While survey respondents were not provided with definitions of these terms, formative assessments are widely accepted to be part of day-to-day instruction, and are more fluid techniques that allow for real-time adjustments in teaching and learning. Summative assessments are given periodically (at the end of a unit, semester, or school year, for example) to determine student knowledge.

The highest ranked in the chart on page 26, do not vary significantly across teachers of different grade levels. Views on the importance of testing in measuring student achievement, however, do show variation by grade(s) taught:

Percentage of Teachers Who Believe Each is Absolutely Essential or Very Important in Measuring Student Achievement, by Grade(s) Taught



"I had a student reading three years below grade level this year. Now he's reading one grade below. Shouldn't that count for something?"
—ELEMENTARY SCHOOL TEACHER

"I'm with my students every day of the year. I see them on their best days and their worst. Trust me to know whether they're growing. I want them to grow."
—MIDDLE SCHOOL TEACHER

"It's time for less focus on standardized tests and more on the development of creative and critical thought. The amount of time spent preparing for testing is disgraceful."
—MIDDLE SCHOOL TEACHER

"Putting so much emphasis on standardized tests has damaged education. I understand why new teachers leave. The unrealistic demands on their time, and the lack of creativity that comes with this culture of standardized testing would make anyone new walk away."
—HIGH SCHOOL TEACHER

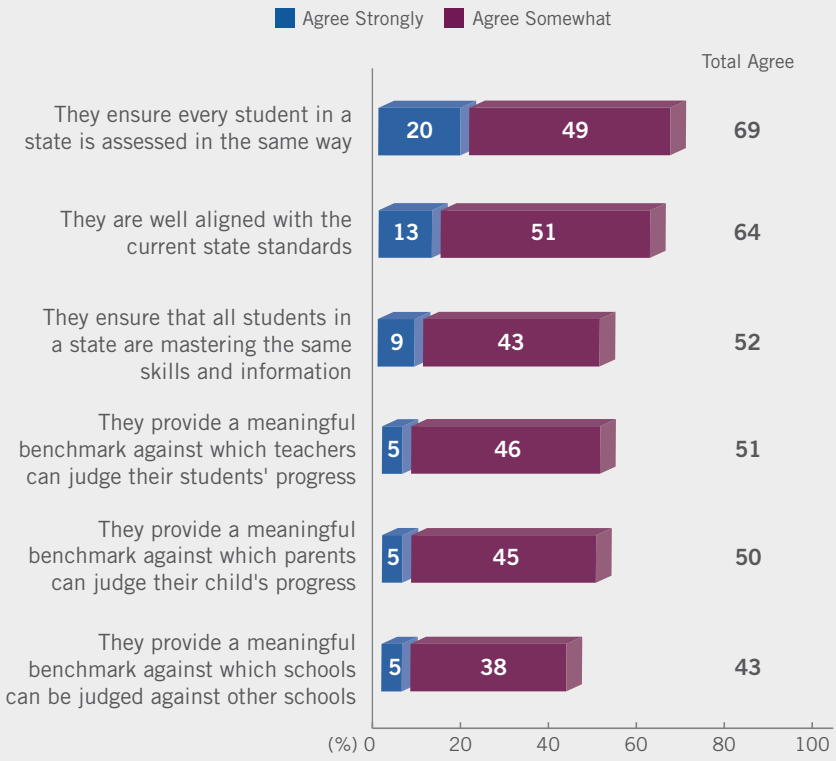
"The kids don't care about the test. They don't invest in it, and the enormous amount of time we spend preparing for them wastes time we could be spending on REALLY learning."
—ELEMENTARY SCHOOL TEACHER

"These tests represent three days out of the 180 day school year. They do not show that the student who came into fourth-grade reading at a second-grade level actually gained a full year. They only show that the student is not performing at grade level."
—ELEMENTARY SCHOOL TEACHER

Teachers See Some Value in Standardized Tests, but Are Wary of Using Them as the Sole Indicator of Student Achievement

When asked about the role that standardized tests play in America's schools, many teachers see value in using the tests both to ensure equity and consistency in what students learn in school and to benchmark and compare student and school performance.

Teachers' View on Summative Standardized Tests at the State Level



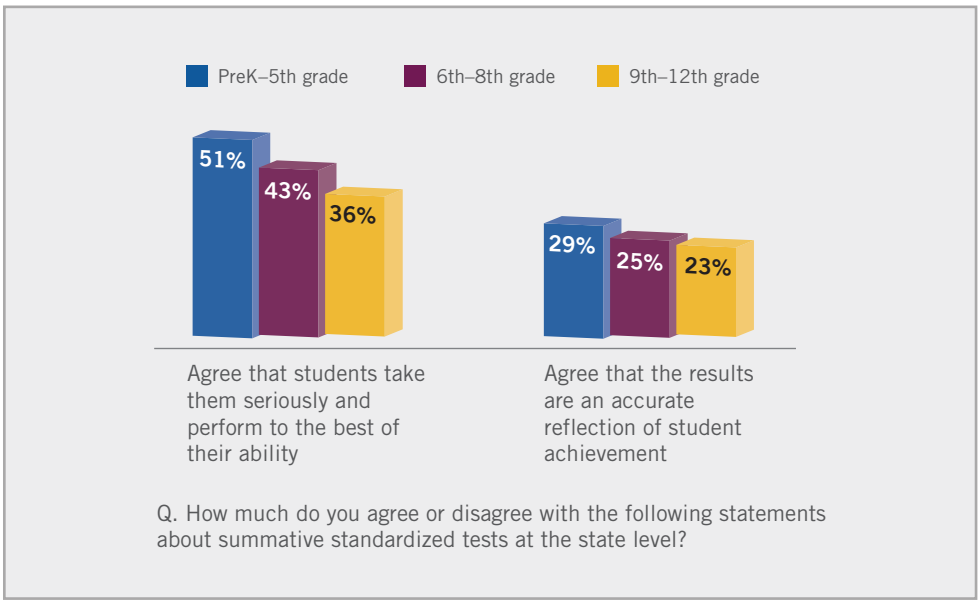
Q. How much do you agree or disagree with the following statements about summative standardized tests at the state level? Full scale: "Agree strongly," "Agree somewhat," "Disagree somewhat," "Disagree strongly."

Far fewer teachers say summative standardized state tests are an accurate reflection of student achievement. In some cases, this may be because they see that not all students take the tests seriously and perform to the best of their abilities.

- Only 26% of teachers say that the results of standardized tests are an accurate reflection of student achievement.
- Only 45% say that students take them seriously and perform to the best of their ability.

These measures vary by grade(s) taught:

Teacher's View on Summative Standardized Tests at the State Level, by Grade(s) Taught



Q. How much do you agree or disagree with the following statements about summative standardized tests at the state level?

At the same time, however, 60% of teachers say summative state tests determine what is taught in their classroom. This is in spite of the fact that, as previously noted, most teachers (89%) say that "curriculum that goes beyond what is tested on standardized tests" could make a very important/important impact on improving student achievement.

"The kids know that the TAKS only really 'matters' during their junior year. So, there is no motivation to try any other year. And in their junior year, the moment the test is over at the end of April, they completely stop working. They're burnt out. And so are we."
—HIGH SCHOOL TEACHER

"I love seeing the results in how my students perform on state standardized tests. Those tests show us where we've been and where we can be."
—ELEMENTARY SCHOOL TEACHER

"Many students have test anxiety and don't perform well on standardized tests. Yet we use them to place children in class and to determine if they will do well in college. What a joke!"
—MIDDLE SCHOOL TEACHER

"I love seeing my kids' data. I know I can improve student achievement by analyzing and synthesizing that data and planning effective and engaging lessons; I just wish I had more time with it."
—ELEMENTARY SCHOOL TEACHER

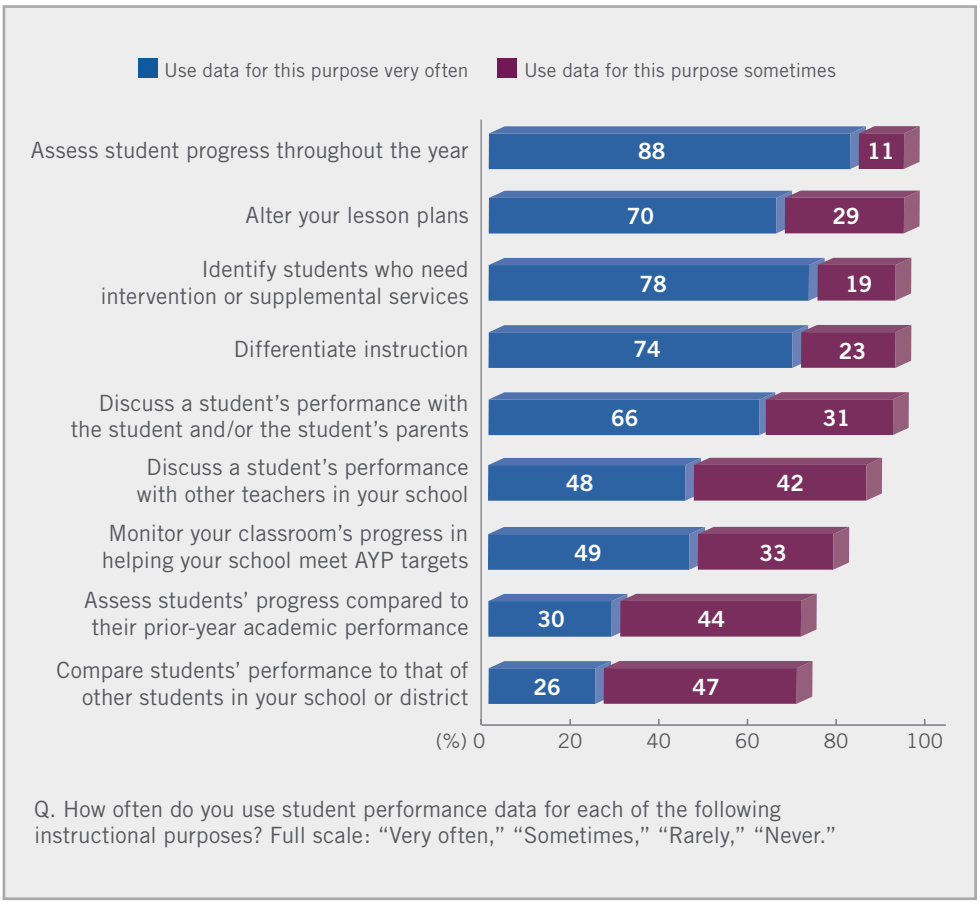
"I work with my colleagues to evaluate student data and create vibrant learning plans for students. We analyze the interventions we use regularly and work to make them better. Data helps with that."
—MIDDLE SCHOOL TEACHER

"I also spend my extra time trying to find ways to teach math in a way that will fun and educational for my students. I like breaking down the data to see where my students struggle and to try to get them to improve in those areas."
—MIDDLE SCHOOL TEACHER

Teachers Use Data in Multiple Ways to Advance Student Growth

Standardized tests are only one form of student performance data, however. When asked about data that are collected regularly inside the classroom, the vast majority of teachers use it to enhance their practice—assessing student progress over the course of a year in order to identify student needs, to better adjust and differentiate instructional practice, and to discuss student achievement with students and their families.

Teachers' Use of Student Performance Data for Various Instructional Purposes



Q. How often do you use student performance data for each of the following instructional purposes? Full scale: "Very often," "Sometimes," "Rarely," "Never."

Elementary school teachers are more likely to use student performance data for instructional purposes than are middle school teachers. Middle school teachers are, in turn, more likely to use performance data than are high school teachers.

Percentage of Teachers Who Use Student Performance Data "Very Often" for Each Instructional Purpose, by Grade(s) Taught

	By Grade Taught		
	PreK–5	6–8	9–12
	(a)	(b)	(c)
Assess student progress throughout the year	**94bc**	**85c**	80
Identify students who need intervention or supplemental services	**90bc**	**75c**	60
Differentiate instruction	**85bc**	**70c**	60
Alter your lesson plans	**73c**	**70c**	65
Discuss a student's performance with the student and/or the student's parents	**75bc**	**62c**	54
Monitor your classroom's progress in helping your school meet AYP targets	**59bc**	**47c**	33
Discuss a student's performance with other teachers in your school	**49c**	**53c**	41
Assess students' progress compared to their prior-year academic performance	**34c**	**34c**	23
Compare students' performance to that of other students in your school or district	**29c**	26	22

NOTE: Letters next to percents denote a statistically significant difference between the percent shown and the percent(s) in the column indicated by the letter. Letters always appear next to the higher percentage.

"Teachers need more time to be able to regularly analyze data and create lessons that are meaningful for students."
—ELEMENTARY SCHOOL TEACHER

"We need the freedom to make decisions based on the students we have in our classrooms."
—MIDDLE SCHOOL TEACHER

"I don't want my students to perform well on tests simply because I taught them to take the test well. I want them to do well because they understand. Because they've learned."
—MIDDLE SCHOOL TEACHER

"My principal comes into my classroom for fifteen minutes, once a year. How is that supposed to give him a real understanding of my performance?"
—HIGH SCHOOL TEACHER

"I don't like the idea of student surveys. Kids don't always know what good lessons look like."
—MIDDLE SCHOOL TEACHER

"I think that moving to a peer evaluation system is much more beneficial to determining teacher effectiveness and quality."
—ELEMENTARY SCHOOL TEACHER

MEASURING TEACHER PERFORMANCE

It's not enough to measure students. Teachers recognize the need for assessment and improvement for all members of a school community—including themselves. In fact, teachers are eager for more comprehensive evaluation of their work so they can continue to enhance their skills and better serve their students. As is the case with student performance measures, however, teachers are wary of student standardized data as a single indicator of their success. They prefer to be evaluated using more personal, student-focused measures, and are willing to have these data used for recurring tenure evaluation.

Teachers Want to Be Evaluated by Multiple Measures

When asked about the measures that might be used to assess teacher performance, teachers were asked to consider review processes in three distinct categories:

- **Assessment of student and teacher content knowledge**, including student growth over the course of an academic year, student performance on class assignments, student scores on standardized tests, and teacher content-area knowledge.
- **Professional educator review**, including observation and review by school leaders and peers, as well as self-review.
- **Student and Parent Reviews**

Teachers overwhelmingly agree that student growth over the course of an academic year is the most important metric in measuring their performance; 85% of teachers say this should contribute a great deal or a moderate amount to measuring their performance, with 43% giving this a rating of a "great deal." No other item in this question comes close to receiving this strong a rating ("Principal observation and review" follows at 29%).

Teachers' Views on the Degree to Which Each Metric Should Contribute to Measuring Teacher Performance

	% saying this should contribute a great deal	% saying this should contribute a great deal/a moderate amount
Assessment of Student and Teacher Content Knowledge		
Student growth over the course of the academic year	43	85
Assessment of teacher's content-area knowledge	29	75
Student performance on class assignments	16	63
Student scores on standardized tests	4	36
Professional Educator Review		
Principal observation and review	26	82
Formal self-evaluation	20	70
Teacher/peer observation and review	18	64
Department Chair/Team Leader observation and review	15	59
Client Review		
Student surveys	6	33
Parent surveys	4	32

Q. How much, if at all, do you think each of the following should contribute to measuring teacher performance? Full scale: "A great deal," "A moderate amount," "A slight amount," "Not at all."

"I wish I were being tested on my content knowledge. I'd happily be judged on it."
—HIGH SCHOOL TEACHER

"The administration should hold all teachers accountable, just as teachers need to hold students accountable. I am sure that this happens at other schools, but not at my school."
—MIDDLE SCHOOL TEACHER

"I have seen too many teachers evaluated by how well they get along with the principal, instead of how well they do in the classroom."
—HIGH SCHOOL TEACHER

"I want more evaluation. I want it "drive by." My principal should surprise me and make sure my kids are getting everything they need. She doesn't have time for this."
—HIGH SCHOOL TEACHER

"I believe American education would be improved by allowing teachers to make more decisions associated with their job and classroom. Teachers are not given the respect they deserve by principals and superintendents."
—MIDDLE SCHOOL TEACHER

"Performance evaluations instill personal accountability. A teacher who has been teaching 25 years may not be as effective as he/she once was so continued evaluation with consequence is important."
—ELEMENTARY SCHOOL TEACHER

Teachers Want More Frequent Evaluation of Their Practice

Teachers' interest in ongoing professional development extends to their willingness—and even eagerness—to be observed, evaluated, and provided with feedback through an array of metrics.

The following table shows the percentage of teachers who would like each type of feedback to happen at least annually, alongside the percentage who are in schools where this *actually* occurs at least annually. It also shows the number of times, on average, that teachers believe each action should occur during the school year and the number of times, on average, each action actually occurs.

Of particular note:

- **Formalized self-evaluation:** Teachers would like this to happen with 75% more frequency than it currently does. Only six in 10 teachers teach in schools where this happens at least annually, compared with 94% of teachers who say this should happen at least annually.
- **Peer review:** Teachers would like peer review to happen more than twice as often as it currently does. Only one in three (36%) teachers teach in schools where this happens while 81% say this should happen at least annually.
- **Assessment of teacher content-area knowledge:** Teachers say an assessment of their content-area knowledge should happen with 64% more frequency than it currently does. Two in three teachers say this should happen at least annually but only one in four teach in schools where this happens.

In the following table note that teachers would like each item listed to occur more frequently then it currently occurs.

Teachers' Views on the Ideal and Actual Use of Feedback and Review Systems

Metric	% who say this SHOULD happen at least annually	% who say this ACTUALLY happens at least annually	Avg. times per year this SHOULD happen	Avg. times per year this ACTUALLY happens
Principal observation and review	**95**	87	**3.6**	3.1
Formal self-evaluation	**94**	60	**3.5**	2
Teacher/peer observation and review	**81**	36	**2.7**	1.3
Department Chair or Team Leader observation and review	**74**	32	**2.2**	1.1
Assessment of teacher's content-area knowledge	**65**	25	**1.8**	1.1

Q. Now thinking about these same things that might contribute to measuring teacher performance, how often do each of these happen at your school?

Q. Now thinking about these same things that might contribute to measuring teacher performance, how often do you think each of these things should happen at your school?

Bold indicates a notable gap between the two comparison columns.

"We need measures of achievement that reflect the range and complexity of students' learning needs in all subjects and at all levels, and that provide meaningful data to teaching professionals, whether or not that data is meaningful to non-teachers and politicians. And that can be administered without robbing instructional time!"
—HIGH SCHOOL TEACHER

"Teachers' salaries and job security should not be measured by test scores alone. Principal evaluations, and student and parent input are important too."
—ELEMENTARY SCHOOL TEACHER

"Through peer, administration, parent, and student observations, I have been commended for being a good teacher. That lets me know I am doing what I'm supposed to."
—ELEMENTARY SCHOOL TEACHER

"Teachers need more time to be able to regularly analyze data so that lessons are meaningful for the students."
—ELEMENTARY SCHOOL TEACHER

"Just thinking about the time it takes to review student data and prepare for and deliver instruction to growing numbers of students, who all require ongoing formative assessments and differentiated instruction, leaves me breathless."
—ELEMENTARY SCHOOL TEACHER

"I'd like to be able to see as much data on my own work as I do on my students'."
—HIGH SCHOOL TEACHER

When asked about quantitative metrics that focus on students' grades and test scores, teachers' preferences for formal analysis reflect their views on the importance that each should have on gauging student achievement:

- **Formal analysis of student growth:** 80% of teachers engage in this at least annually, but nearly all teachers (97%) say they should be doing this annually.
- **Analysis of student performance on class assignments:** 75% of teachers do this at least annually, but 93% would like to do this at least annually.
- **Analysis of student scores on standardized tests:** 92% of teachers say a formalized analysis of student standardized test scores should happen at least annually and a similar percentage say that it does. Note that this is the only measure that currently occurs more often than teachers say it should.

Teachers' Views on the Ideal and Actual Use of Feedback and Review Systems

Metric	% who say this SHOULD happen at least annually	% who say this ACTUALLY happens at least annually	Avg. times per year this SHOULD happen	Avg. times per year this ACTUALLY happens
Formalized analysis of student growth over the course of the academic year	**97**	80	**4.9**	4.0
Analysis of student performance on class assignments	**93**	75	**10.3**	8.8
Analysis of student scores on standardized tests	92	90	3.5	**4.0**
Bold indicates a notable gap between the two comparison columns.				

The table on page 33 shows that only about one third of teachers believe student or parent surveys should contribute to measuring teacher performance. These low numbers are likely related to the relatively limited experience teachers have with these kinds of feedback systems. Only four in 10 teachers teach in schools that administer parent surveys at least annually and only one in three are in schools that survey students at least annually.

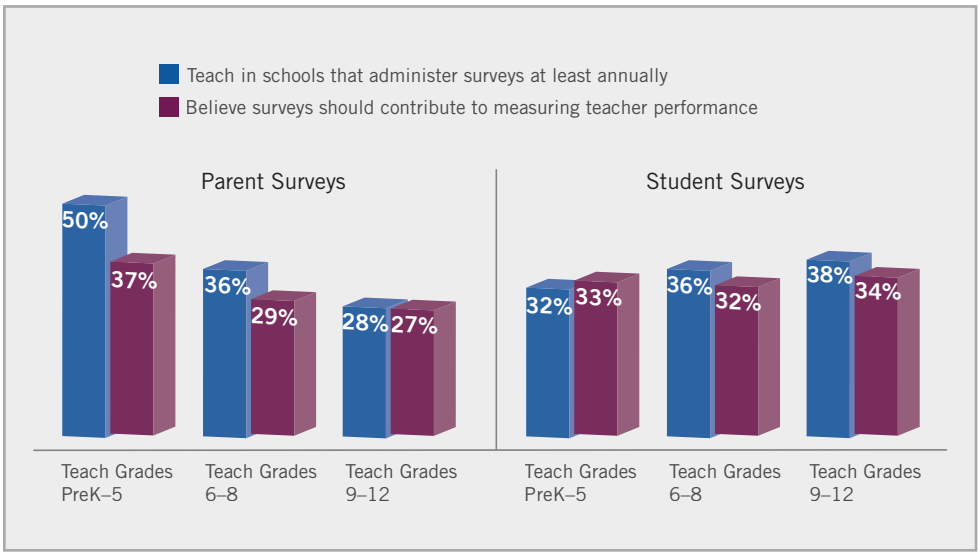
Teachers' Views on the Ideal and Actual Use of Feedback and Review Systems

Metric	% who say this SHOULD happen at least annually	% who say this ACTUALLY happens at least annually	Avg. times per year this SHOULD happen	Avg. times per year this ACTUALLY happens
Parent Surveys	**80**	41	**1.7**	0.7
Student Surveys	**78**	36	**1.9**	0.7

Bold indicates a notable gap between the two comparison columns.

The percentages for parent surveys vary according to grade(s) taught, with elementary school teachers more likely to have experience with parent surveys and more likely to say they should contribute to teacher performance measurement a great deal or a moderate amount. Note that incidence of student surveys, and belief in the role they should play in performance measurement does not vary significantly by grade(s) taught.

Teacher's Views and Experience With Parent and Student Surveys, by Grade(s) Taught



There is a positive relationship between teaching in a school that surveys parents and/or students and believing that these should play a role in teacher evaluation: 43% of teachers who teach in schools that survey students annually say student surveys should contribute at least moderately to teacher performance. Among teachers who do not have experience with student surveys, only 28% say they should make a contribution to teacher performance measurement.

"Our school population is transient and many families are troubled. That's why I don't believe parent and student surveys should be part of the evaluation process for teachers."
—ELEMENTARY SCHOOL TEACHER

"The students in my class who are not meeting grade-level expectations are those whose parents and families don't prioritize education and don't come in to the classroom. How would it make sense for them to evaluate the job I'm doing?"
—ELEMENTARY SCHOOL TEACHER

"Student surveys can easily become teacher popularity contests."
—MIDDLE SCHOOL TEACHER

"We use student and parent surveys at our school, and I was skeptical to begin with. But now, I realize they're surprisingly accurate."
—ELEMENTARY SCHOOL TEACHER

"Tenure should come later. Without tenure, I would be scared to say things that parents don't want to hear, but in my district tenure comes after two years. It's not enough. It needs to be double that."
—HIGH SCHOOL TEACHER

"Teachers should be paid based on their effectiveness. This will keep good teachers in the classroom, and bad teachers out."
—ELEMENTARY SCHOOL TEACHER

"One thing that would help improve American education is to really base teacher salaries and tenure on effectiveness and ability rather than standardized tests or number of years of service."
—ELEMENTARY SCHOOL TEACHER

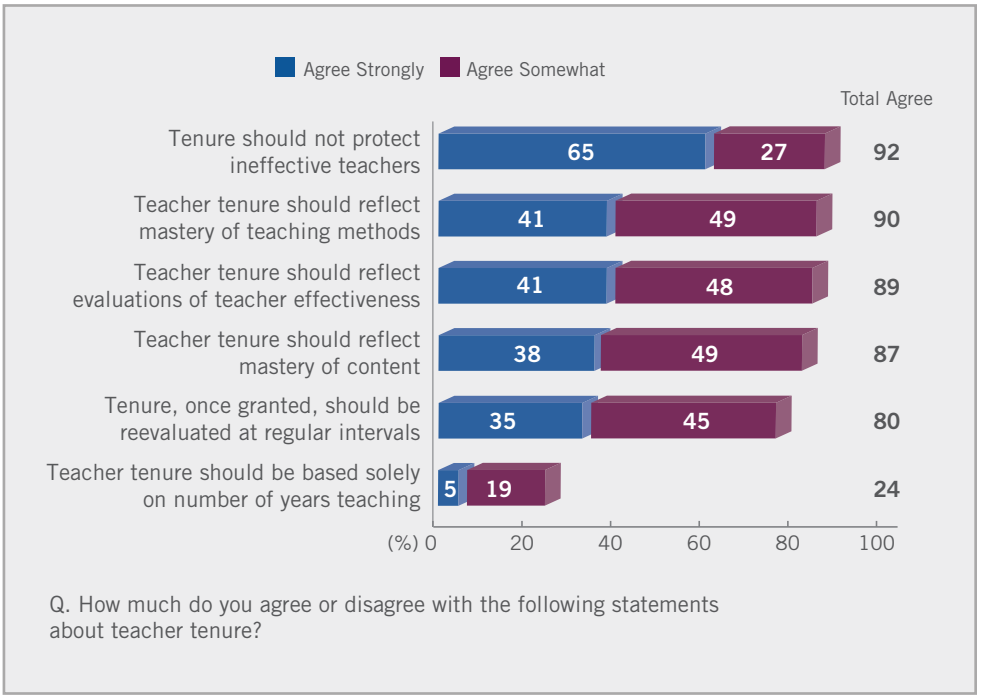
Teachers Say Tenure Should Be Granted After More Years Than Current Practice

Nearly nine in 10 (89%) teachers agree that tenure should reflect evaluations of teacher effectiveness, and 92% say that tenure should not protect ineffective teachers.

Additionally, since teachers believe that student growth is the most important measure by which their effectiveness can be determined, then it stands to reason that tenure should be reevaluated at various intervals in a teacher's career, as their classrooms evolve; 80% of teachers agree that this should be the case.

Additionally:

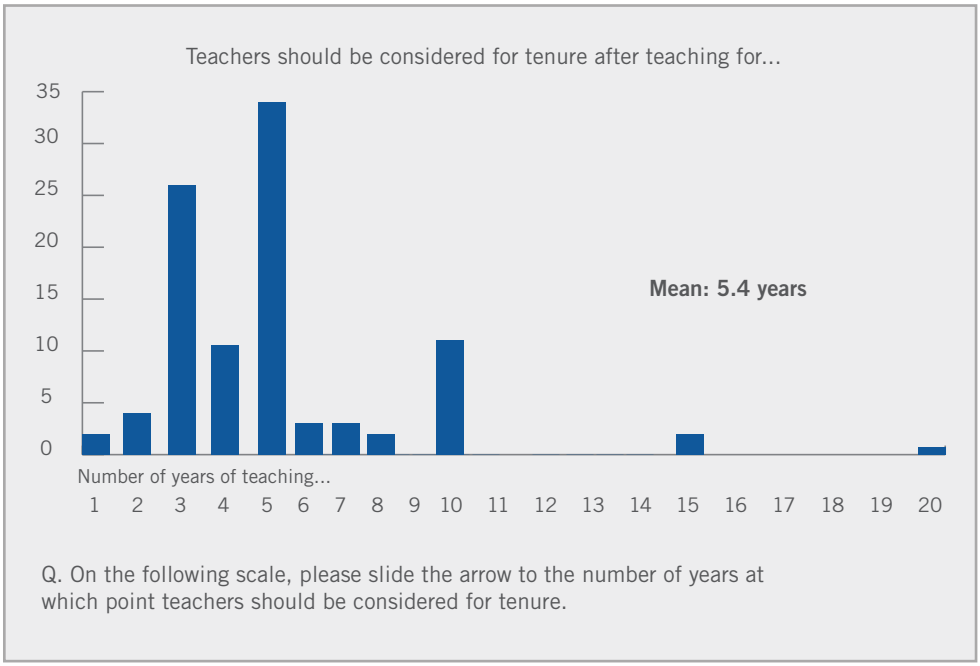
Teacher's View on Tenure



Q. How much do you agree or disagree with the following statements about teacher tenure?

On average, teachers think that consideration for tenure should happen after 5.4 years of teaching experience.[7]

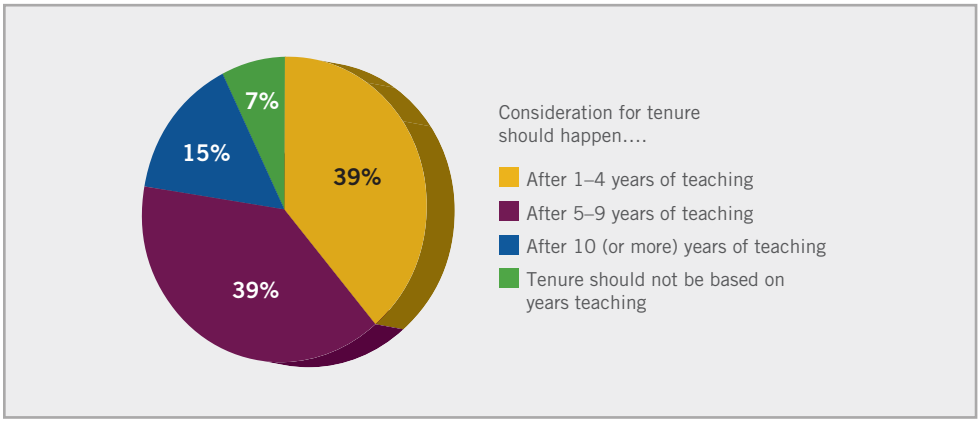
Teacher's Views on When Tenure Consideration Should Happen



Q. On the following scale, please slide the arrow to the number of years at which point teachers should be considered for tenure.

Note that 39% of teachers say tenure consideration should happen after five to nine years of teaching, 15% say this should happen after 10 years (or more) of teaching and 7% say tenure consideration should not be associated with years of teaching at all.

Teachers' Views on When Tenure Consideration Should Happen



"I feel that experience adds to teaching quality and should be considered for tenure."
—ELEMENTARY SCHOOL TEACHER

"After a teacher has been teaching for four years, they should receive tenure on the principal's recommendation."
—MIDDLE SCHOOL TEACHER

"For most teachers, the more years they have taught the better they are. Teaching is trial and error until you learn to do it well. But I do agree that not all teachers with tenure are effective."
—ELEMENTARY SCHOOL TEACHER

"I think evaluations and student progress should be included in considering tenure, but years in teaching should be a major factor."
—ELEMENTARY SCHOOL TEACHER

[7] The national average for number of years of teaching experience teachers must have before being considered for tenure is 3.1.

"Why should I continue to work until 11 o'clock each night, and work on lesson plans and grading every weekend, when I am getting paid the same as a teacher who does no work outside of school and puts no effort into their job?"
—HIGH SCHOOL TEACHER

"If teachers with many years of service are not protected, school districts would try to save money by firing them and hiring new young teachers at a cheaper price."
—HIGH SCHOOL TEACHER

"I would hope that by the fifth year of teaching, ineffective teachers would have been dismissed already."
—ELEMENTARY SCHOOL TEACHER

Not surprisingly, belief that tenure should be awarded within the first five years of teaching is more common among new teachers and diminishes among teachers with more teaching experience. The pattern is reversed for belief that tenure decisions should be made after years five to nine. Note, however, in neither instance is the difference between new and experienced teachers dramatic. Additionally, equal percents of teachers in each "years of teaching experience" group believe that tenure should be considered after 10 years or that tenure should not be linked to years teaching at all.

Teachers' Views on When Tenure Consideration Should Happen, by Years of Teaching Experience

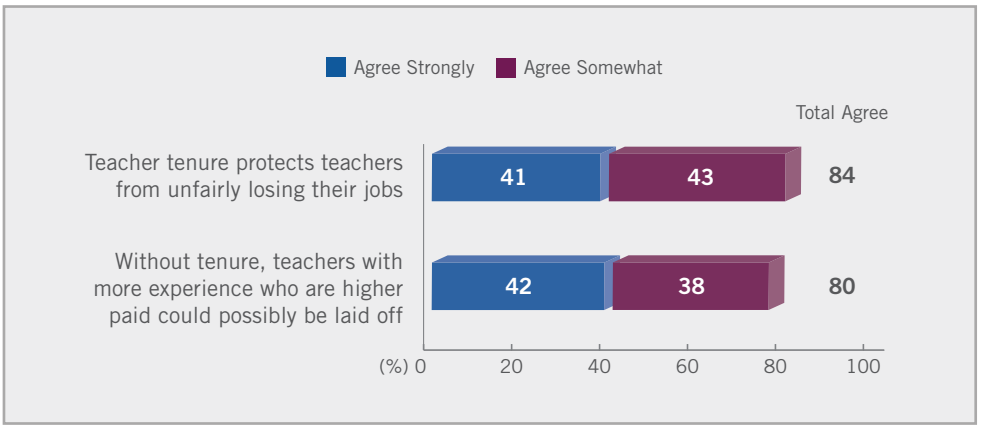
	Years of experience			
Consideration for tenure should happen…	Less than 4 years	4–10 years	11–20 years	Over 20 years
	(a)	(b)	(c)	(d)
After 1–4 years of teaching	**44cd**	**40cd**	**37d**	35
After 5–9 years of teaching	34	**38a**	**41ab**	**42ab**
After 10 (or more) years of teaching	14	14	16	17
Tenure should not be based on years teaching	8	7	6	6

NOTE: Letters next to percents denote a statistically significant difference between the percent shown and the percent(s) in the column indicated by the letter. Letters always appear next to the higher percentage.

Many Teachers Also View Tenure as Protection from Lay-Offs for Senior Teachers

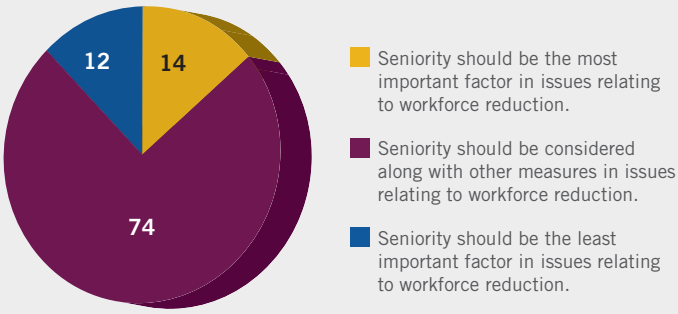
In conversation, teachers say that their views on tenure revolve around two key issues. First, as discussed in the preceding section, they view tenure as a signal of teacher competency and effectiveness. Second, many (about eight in 10) view tenure as protection against senior teachers losing their job due to budgetary issues (since teachers with more seniority generally have higher salaries).

Teachers' Views on Tenure



Most teachers say that seniority should play a role in issues relating to workforce reductions, but that it should be balanced with other factors.

Teacher's Views on the Role Seniority Should Play in Workforce Reduction Decisions



Q. Which of the following best describes the role you think seniority should play in workforce reduction decisions? Please select one response.

These data vary according to the number of years a teacher has been teaching:

Teachers' Views on the Role Seniority Should Play in Workforce Reduction Decisions, by Years of Teaching Experience

	Years of experience			
	Less than 4 years	4–10 years	11–20 years	Over 20 years
	(a)	(b)	(c)	(d)
Seniority should be the most important factor in issues relating to workforce reduction.	9	9	**16ab**	**23abc**
Seniority should be considered along with other measures in issues relating to workforce reduction.	**74d**	**77d**	**75d**	68
Seniority should be the least important factor in issues relating to workforce reduction.	**17cd**	**13d**	9	8

NOTE: Letters next to percents denote a statistically significant difference between the percent shown and the percent(s) in the column indicated by the letter. Letters always appear next to the higher percentage.

"Assuming that all teachers are professional and meet the standards that the district demands in terms of mastery of teaching methods and content, then it follows that the most fair way to conduct a reduction-in-force would be strictly by seniority."
—ELEMENTARY SCHOOL TEACHER

"Too many personnel decisions are made for merely political reasons."
—HIGH SCHOOL TEACHER

"I feel teachers may be let go because of test scores when there are so many other factors that relate to how students perform on test."
—ELEMENTARY SCHOOL TEACHER

“In my classroom, the biggest challenge is having enough resources to reach my students where they are and move them forward.”

— MIDDLE SCHOOL TEACHER, CALIFORNIA

CHALLENGES FACING STUDENTS ARE SIGNIFICANT AND GROWING

Each day, teachers across the country dedicate themselves to educating, inspiring and preparing young people for college, career, and life. Their goal is clear: Help *all* students achieve. At the same time, the challenges students face are becoming more severe—veteran teachers[8] report growing numbers of students struggling socially and academically. Teachers are willing to go the extra mile to combat these issues, but they need additional resources and training to ensure that all students have an opportunity to succeed.

VETERAN TEACHERS REPORT INCREASED SOCIAL AND ACADEMIC CHALLENGES

Eighty-two percent of teachers say that the goal of schools and teaching is to prepare students to succeed in the college or career of their choice.[9] With 26% of veteran teachers reporting that the number of students planning to attend college is growing, post-secondary preparedness is a major focus for educators across the country.

Despite the growing numbers of students planning to pursue some form of post-secondary education, teachers say that only 63% of their current students could leave high school prepared to succeed in a two- or four-year college. Few label academic achievement at their school as "excellent," and barely half of teachers say that students enter their classroom prepared for on-grade-level work.

"When I began teaching, roughly 40% of our population received free and reduced lunch. That number has jumped to 65% in the last five years."

—MIDDLE SCHOOL TEACHER

"Are challenges growing? Yes. Are kids changing? No. They need encouragement and support, just like always."

—HIGH SCHOOL TEACHER

"More than half of my students lack basic skills and motivation to succeed in school, which makes me feel like I'm treading water all year."

—HIGH SCHOOL TEACHER

[8] Teachers who have been teaching for five or more years (59% of the total sample) will be referred to as "veteran teachers." They comprise 59% of all teachers in the sample.

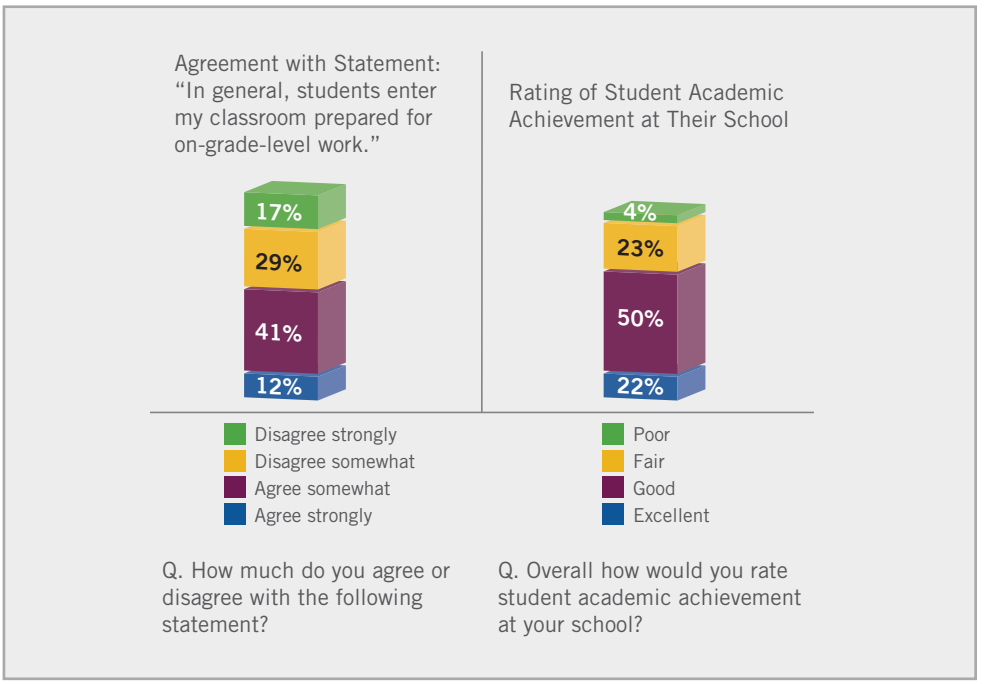
[9] *Primary Sources 2009*, page 9: 71% of teachers said the most important goal of schools and teaching is to prepare all students so they are ready for careers in the 21st Century; 21% said the most important goal is to prepare all students to be successful in a 2- or 4-year college. In conversation, teachers acknowledge that traditional post-secondary education may not be the answer for all students.

"We do the best we can with the students we have. No matter what."
—MIDDLE SCHOOL TEACHER

"Most of my students have high needs and I do pretty well, but for one teacher to meet all these needs—it's difficult. It's nearly impossible. How do I get them to learn if they haven't slept? If they haven't eaten?"
—ELEMENTARY SCHOOL TEACHER

"We need to stop promoting students to the next grade just so they can stay with their age mates. The reality I face every day is students who are in the seventh grade but reading at the second- or third-grade level."
—MIDDLE SCHOOL TEACHER

Teachers' Views on Student Preparedness and Achievement



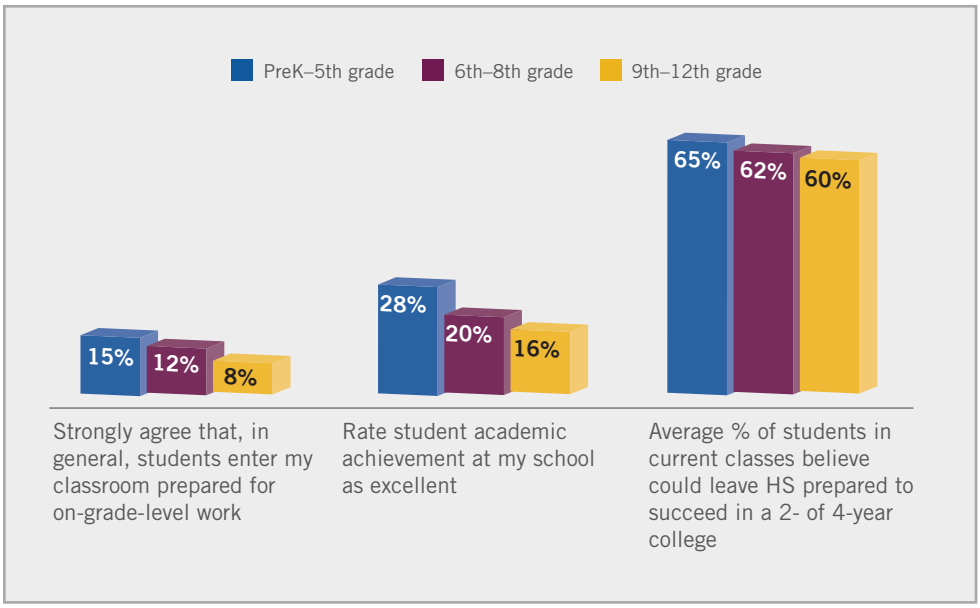
Further, many veteran teachers see a worsening trend in terms of student readiness to take on challenging work and student abilities in math and reading. Among teachers who have been at the same school for five or more years:

- 46% say they are seeing fewer students who are prepared for challenging school work (13% are seeing more).
- 43% say they are seeing a greater percentage of students who struggle with reading (10% are seeing fewer).
- 37% say they are seeing a greater percentage of students who struggle with math (9% are seeing fewer).
- 25% say they are seeing fewer students who are gifted and talented (11% are seeing more).

Challenges Related to Academics Grow More Pronounced in Secondary Grades

In a trend that follows external data on student achievement, literacy rates, and graduation rates, teachers in secondary schools report even lower numbers related to student achievement. In conversation, teachers of older students express concern that there is too narrow a window of time in which they can tackle the challenges facing their students.

Teachers' Views on Student Preparedness, by Grade(s) Taught



"My students have impressive dreams. They want to be physicians, scientists, and other professionals, but by the time I get them… these dreams are nearly impossible to reach. We have to change that. We have to give them the intervention they need in the early years."

—HIGH SCHOOL TEACHER

"There is a strong push to prepare all students for college. However, not all students should be preparing for college, some should be preparing for other careers."

—HIGH SCHOOL TEACHER

"Too many students just don't get why education is so important. They are not motivated to do the work of learning so they don't experience its many rewards."

—MIDDLE SCHOOL TEACHER

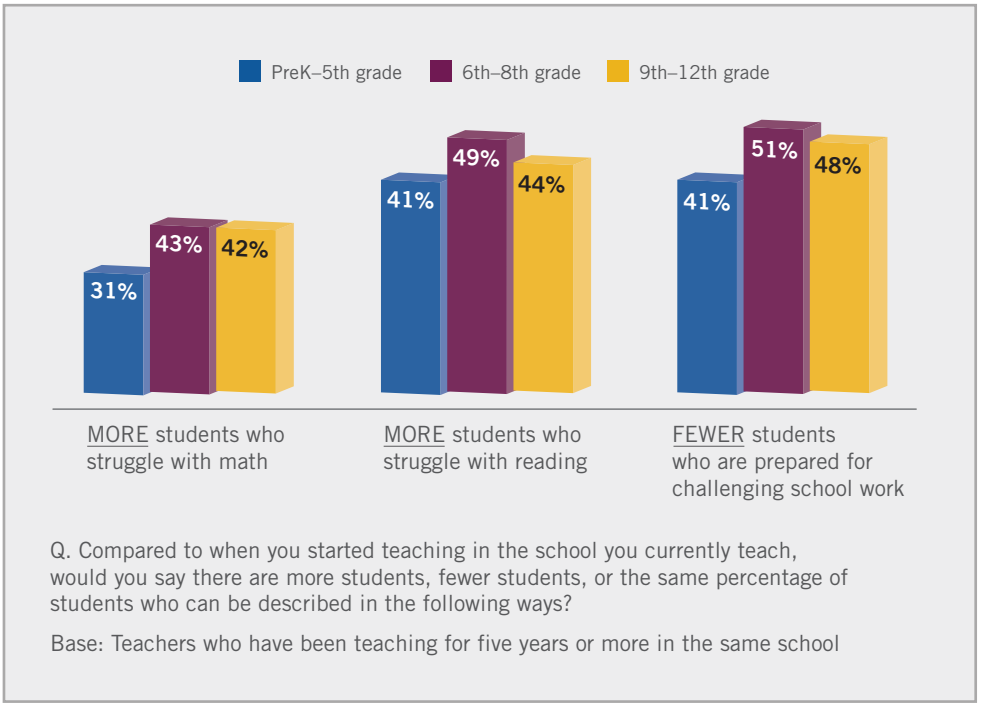
"The biggest challenge I face in my classroom is convincing my students they can achieve."
—MIDDLE SCHOOL TEACHER

"Too many students have been told since day one that everything they do is great, so when something challenging comes up, they give up too easily."
—MIDDLE SCHOOL TEACHER

"In our district, students are passed from grade to grade until high school, so when I get my freshmen, some have not passed science or math since fifth grade."
—HIGH SCHOOL TEACHER

In addition to middle and high school teachers rating student achievement and preparedness lower than elementary school teachers do, veteran middle school teachers are also more likely to see a worsening trend in regards to math and reading achievement and a worsening trend in the percentage of students being ready to take on challenging work.

Teachers' Views on How the Makeup of the Student Body Has Changed Since Teacher Began Teaching in His/Her Current School, by Grade(s) Taught



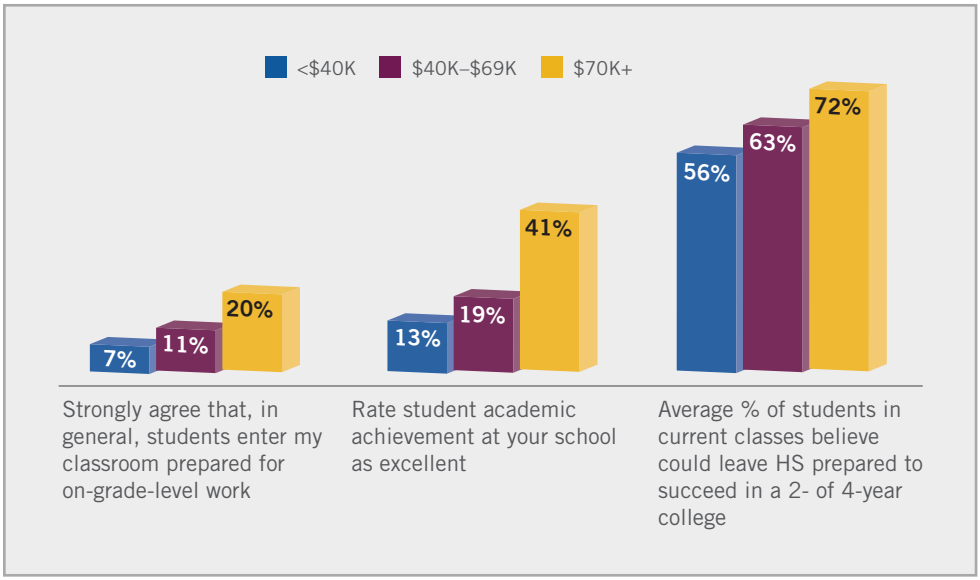
Q. Compared to when you started teaching in the school you currently teach, would you say there are more students, fewer students, or the same percentage of students who can be described in the following ways?

Base: Teachers who have been teaching for five years or more in the same school

Academic Challenges in Low-Income Communities Are More Severe

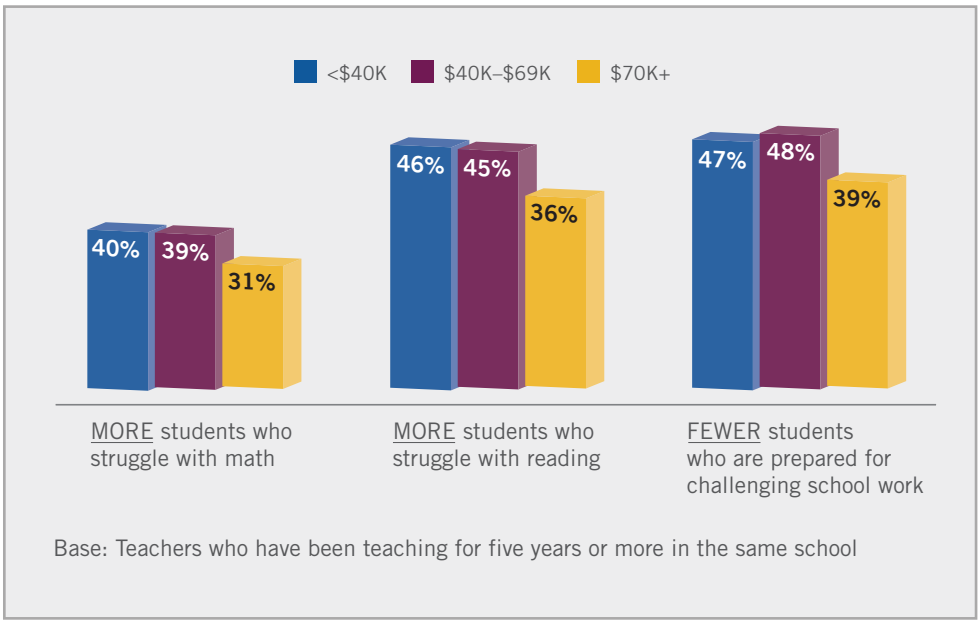
It is well documented that teachers in low-income communities are faced with some of the most significant challenges in American education. Teachers who teach in low-income communities (with median household incomes of under $40,000, evenly distributed between urban and rural areas) are more likely to give lower ratings on all student achievement measures.

Teachers' Views on Student Preparedness, by Community Median Household Income



Veteran teachers in lower- and middle-income communities are more likely to say they are seeing more students with academic challenges, relative to their colleagues in upper-income communities.

Teacher's Views on How the Makeup of the Student Body Has Changed Since Teacher Began Teaching in His/Her Current School, by Community Median Household Income



"There is a huge discrepancy between the school readiness of children living in poverty and those who are more affluent. The one thing that would most help our school would be an early-learning program to support poor families."
—ELEMENTARY SCHOOL TEACHER

"Too many of my students can't really come to school prepared to learn because their basic needs are not met—love, protection, food, and sleep."
—MIDDLE SCHOOL TEACHER

"It is very challenging to try to improve my students' literacy skills by several grade levels, when the level of literacy in their homes is so low."
—ELEMENTARY SCHOOL TEACHER

"Our biggest challenge is controlling behavior of students who are not ready to learn and disrupt the learning of other students."
—MIDDLE SCHOOL TEACHER

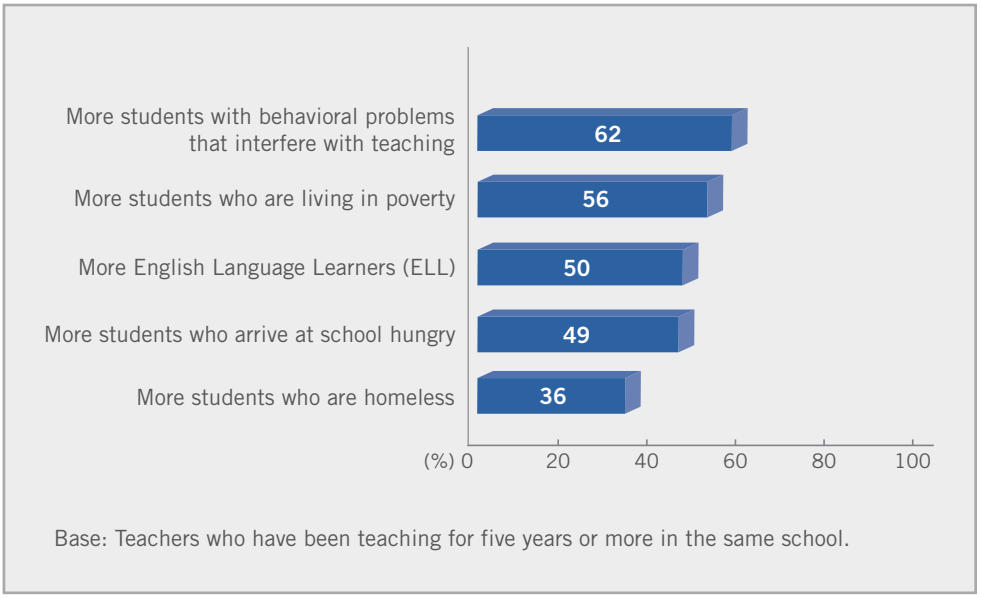
"Our families have hard lives. Many parents are working two jobs or very long hours. Many are homeless or don't speak English."
—HIGH SCHOOL TEACHER

"The time it takes to referee fights and solve bullying issues takes away from academic instruction and keeps students from achieving as much as they could."
—ELEMENTARY SCHOOL TEACHER

CHALLENGES EXTEND BEYOND ACADEMICS

In addition to a decline in academic preparedness, many veteran teachers tell us that they are seeing more students with challenges related to shifting demographics, as well as socio-economic and behavioral issues. "Discipline and behavior issues eat up instruction time," admitted one Louisiana teacher.

Teachers' Views on How the Makeup of the Student Body Has Changed Since Teacher Began Teaching in His/Her Current School

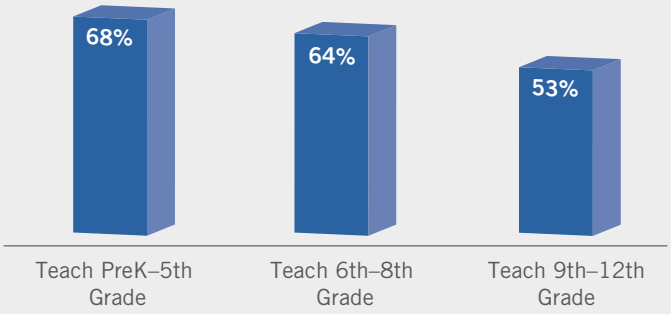


Base: Teachers who have been teaching for five years or more in the same school.

The reported increases in students in poverty, those arriving to school hungry, and those who are homeless vary little across teachers at different grade levels. The same is true of students who are English Language Learners.

While equal percents of teachers across grades say they have students with behavioral problems in their class, having students with behavioral problems that interfere with learning is a more pronounced issue for elementary teachers and middle school teachers, relative to high school teachers.

Percentage of Teachers Who Say There Are More Students With Behavioral Problems Now, Relative to When They Started Teaching in Their Current Schools, by Grade(s) Taught



Base: Teachers who have been teaching for five or more years in the same school.

Differences across income levels reflect the same pattern observed in the growth in the percentage of students with academic challenges. Veteran teachers in both low- and middle-income communities are more likely than their upper-income colleagues to say they are seeing more students who require in-school special services.

The exception here is English Language Learners, whose numbers are growing in middle- and high-income areas to a greater degree than they are growing in low-income areas. Presence and growth in ELL students is more closely related to region and urbanicity, than to community income, however the *concentration* of ELL students is greater in low-income communities. Twenty-nine percent of teachers in low-income communities say that 25% or more of their students are ELL. In high-income communities, this number is 19%.

Teacher's Views on How the Makeup of the Student Body Has Changed, by Community Median Household Income

	<$40K	$40K–$69K	$70K+
	(a)	(b)	(c)
More students with behavioral problems that interfere with teaching	**65**	**63**	56
More students who are living in poverty	**59**	**61**	43
More students who are English Language Learners (ELL)	43	**52**	**52**
More students arriving at school hungry	**50**	**53**	37
More homeless students	**35**	**40**	27
Base: Teachers who have been teaching for five or more years in the same school			

"In my school, we are feeding the children, clothing the children, and keeping many of them from 7:30a.m. – 6:00p.m."
—ELEMENTARY SCHOOL TEACHER

"I am a general education teacher but at least 50 percent of my class each year has special needs. At least 25 percent of these students have extreme behavior problems which interfere with teaching the other students to learn."
—ELEMENTARY SCHOOL TEACHER

"I like working with kids and helping struggling students. I feel that's where I can make the most difference."
—HIGH SCHOOL TEACHER

"I need concrete resources. I need help from specialists for special education students. I need counselors for students with behavioral issues. Students in poverty need help maintaining their health and well-being. This work cannot be done effectively in the classroom by one teacher."
—ELEMENTARY SCHOOL TEACHER

"There is a huge discrepancy between the readiness of children living in poverty and those who are more affluent. This gap is nearly impossible to close due to lack of resources."
—MIDDLE SCHOOL TEACHER

"It would make a big difference if we had consistent policies for behavior consequences and adequate resources for teachers and students."
—HIGH SCHOOL TEACHER

Note that even in the instances where a greater percentage of teachers in lower- and middle-income communities say a student population has increased, there are still sizeable percentages in higher-income communities who say they too have seen an increase in students facing these challenges.

TEACHERS NEED IMPROVED INSTRUCTIONAL RESOURCES AND BETTER TRAINING TO REACH EVERY STUDENT

Regardless of the degree to which teachers perceive student populations and academic needs as increasing or decreasing over time, nearly all teachers serve diverse student bodies. In addition to general education students, a remarkable:

- 87% teach students with behavioral issues
- 85% teach special education students
- 83% teach students living in poverty
- 69% teach gifted and talented students
- 64% teach English Language Learners (ELL)

Classroom diversity contributes to a need for differentiation of instructional practices. Eighty-eight percent of teachers say that having "teaching resources to help differentiate instruction" has a strong or very strong impact in improving academic achievement. Many teachers say they require additional resources to meet the individual needs of all students.

Teachers tell us they need more "tangible learning resources" like instructional materials, including workbooks, technology, software programs, textbooks, and mixed media content in classroom, and many say they need teacher training to help them learn best practices and master strategies to differentiate their teaching practices to instruct and engage students in the best possible ways.[10]

[10] The exact question text for these findings is: Q. We are interested in knowing the kinds of resources you need most when addressing the needs of different populations of students. We are specifically interested in two kinds of resources:

- **Tangible learning resources** like relevant instructional materials including workbooks, technology, software programs, textbooks, and mixed media content in classroom
- **Teacher training** in terms of best practices and strategies on differentiating teaching practices to best instruct and engage students

Percentage of Teachers With Each Student Population in Their Class(es), and Percentage Who Need More Resources and Training to Address Students' Needs

	Have this student population in class %	Need more tangible resources to address their needs %	Need more training to address their needs %
Students with behavioral issues	87	72	64
Special education students	85	60	49
Students living in poverty	83	61	47
Gifted and talented students	69	53	41
English Language Learners (ELL)	64	59	49
Base for second and third columns is teachers who have the population of students in their class.			

Teachers are clear that technology plays several key roles in classrooms—from help with differentiated instruction, to supporting student achievement, to increasing student engagement.

- 88% of veteran teachers say that technology that is well integrated into the classroom has a strong or very strong impact on student achievement.
- 59% of veteran teachers say they are seeing more students who require technology to keep them engaged (this is higher for teachers who teach Grades 6–8 and Grades 9–12 at 63% each, compared with 56% for those who teach elementary grades).

In addition to teachers' need for tangible resources and supports in the classroom, they tell us that complementary personnel can make a significant impact on student academic achievement:

- 70% say that paraprofessionals/teacher assistants in the classroom has a strong or very strong impact on student achievement.
- 69% say that in-school behavioral support from therapists and psychologists has a strong or very strong impact on student achievement.
- Approximately 8 in 10 elementary school teachers feel that these in-school supports will have a strong or very strong impact on student achievement, while only two-thirds of middle school and a little more than half of high school teachers respond similarly.

"I have no resources available to help the students in my class with behavior problems. No school counselors or social workers. A great deal of my time is spent trying creating an environment in which other students feel safe.
—MIDDLE SCHOOL TEACHER

"Having access to more technology would help me improve my students' achievement. Students are coming in very tech-savvy. I need to be able to get and keep their attention."
— ELEMENTARY SCHOOL TEACHER

"Access to computers and to the technology and software programs is absolutely necessary to effectively teach my students the content they will need when moving on to the next level of school."
—HIGH SCHOOL TEACHER

"More money is needed for school improvement, for technology, for functioning clean buildings, for curriculum resources, for field trips, for groups that encourage parent involvement, and for mentoring. That's the truth of it."
—ELEMENTARY SCHOOL TEACHER

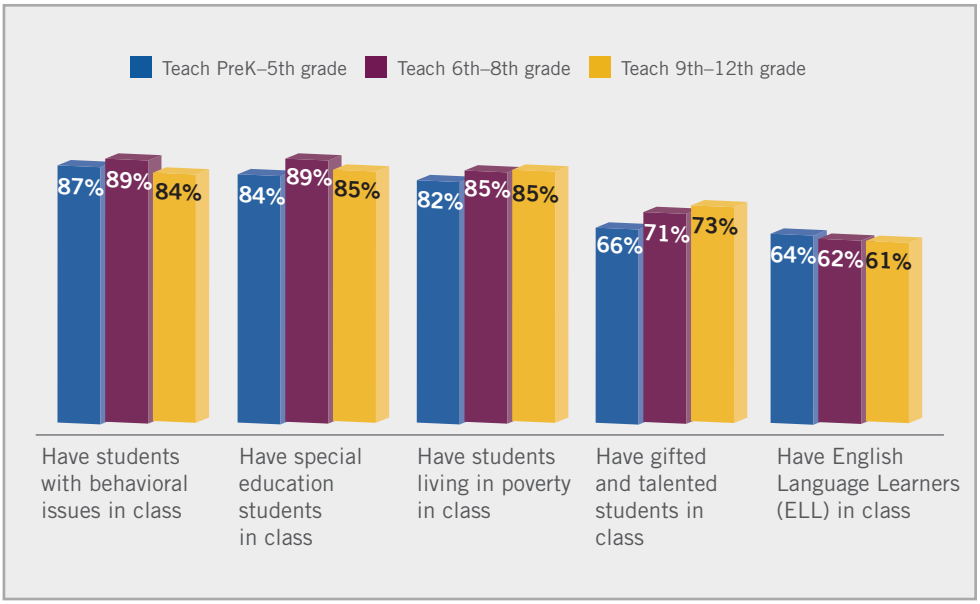
"Appropriate training in differentiated instruction would really help me to meet my student's needs."
—HIGH SCHOOL TEACHER

"As a new teacher, I need everything: books for a classroom library, math manipulatives for my students, more curriculum resources."
—ELEMENTARY SCHOOL TEACHER

Significant Percentages of Teachers Across All Grade Levels Report a Need for Classroom Resources and Professional Training

As noted, a majority of teachers have a variety of student populations represented in their classrooms – a fact that holds true regardless of the grades a teacher teaches. The only significant difference across grades taught is that a higher percentage of high school and middle school teachers say they have gifted and talented students in their classroom, as compared with teachers who teach elementary grades.

Percentage of Teachers With Each Student Population in Their Class(es), by Grade Taught



Views on needed resources do vary according to the grades teachers teach, however:

- Elementary teachers are more likely than high school teachers to need more tangible resources for students with behavioral issues (as previously noted, "tangible resources" refers to workbooks, technology, software programs, textbooks, and mixed media content in classroom).
- Elementary teachers are more likely than middle and high school teachers to need training for special education students.

- Elementary and middle school teachers are more likely than high school teachers to need tangible resources for gifted and talented students. Elementary teachers also need more training for this group.
- Middle and high school teachers are more likely than elementary school teachers to need tangible resources to assist students living in poverty.
- Middle and high school teachers are more likely than elementary school teachers to need tangible resources and training to assist ELL students.

Percentage of Teachers Who Teach Each Type of Student Population and Say They Need More Resources/Training to Address These Student Needs, by Grade(s) Taught

	% Who Need More Tangible Resources for the Population			% Who Need More Training for the Population		
	PreK–5	6–8	9–12	PreK–5	6–8	9–12
	(a)	(b)	(c)	(a)	(b)	(c)
Students with behavioral issues	**74c**	71	68	66	62	61
Special education students	61	58	58	**53bc**	44	46
Students living in poverty	57	**64a**	**64a**	44	48	**49a**
Gifted and talented students	**57bc**	52	48	**45bc**	39	36
English Language Learners (ELL)	54	**65a**	**63a**	44	**54a**	**55a**

NOTE: Data are based on those teachers who have this population of students in their class(es).

NOTE: Letters next to percents denote a statistically significant difference between the percent shown and the percent(s) in the column indicated by the letter. Letters always appear next to the higher percentage.

"The factors that most influence student achievement are outside the classroom. Hunger, poverty, homelessness."

—ELEMENTARY SCHOOL TEACHER

"I love the challenge of helping struggling learners find strategies that help them develop the self-confidence they need to move to more complex skill sets."

—ELEMENTARY SCHOOL TEACHER

"My hope is to empower students with the tools, knowledge, and skills they will need to be productive members of society and have fulfilling relationships and satisfying lives. We need more resources to do that."

—ELEMENTARY SCHOOL TEACHER

"I feel like I am expected to do the impossible without any resources or training."
—ELEMENTARY SCHOOL TEACHER

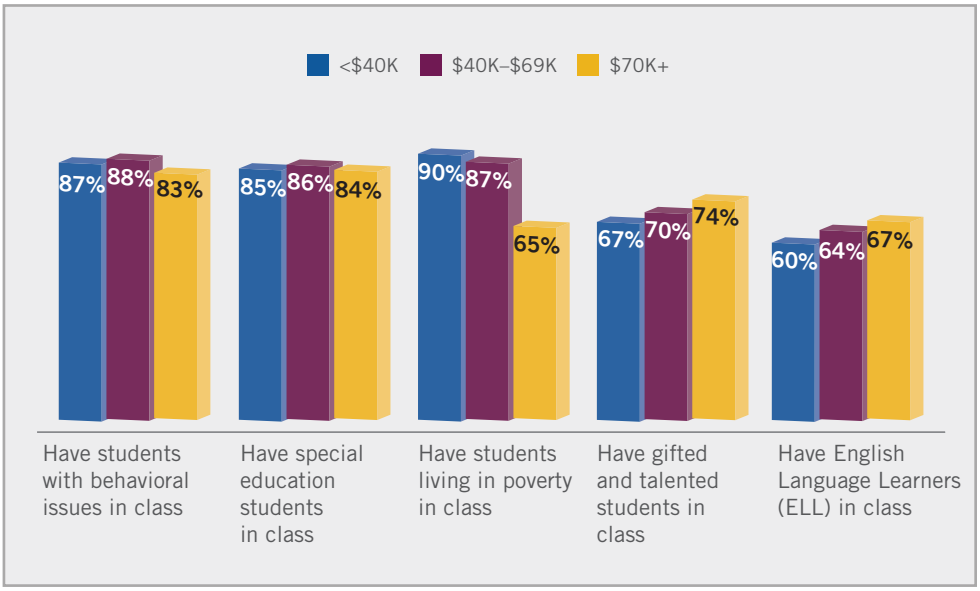
"I love my class of diverse students and would never give them up, but I know that many good teachers would opt out of teaching students with special education and behavioral challenges. We don't have the training for it."
—ELEMENTARY SCHOOL TEACHER

"What would make my job better? Effective school leaders, good resources, and ongoing teacher training."
—ELEMENTARY SCHOOL TEACHER

Teachers in Low- and Middle-Income Communities Report a Greater Need for Resources and Training in Their Schools

The presence of various student populations—particularly students living in poverty, gifted and talented students and English Language Learners—varies by median community income. Note, however, that even in high-income communities, 65% of teachers say they have students who are living in poverty. This rises to about nine in 10 teachers in low- and middle-income communities.

Percentage of Teachers With Each Student Population in Their Class(es), by Community Income



Of the 10 resource need categories shown in the table on page 55 (tangible resources for five specific student populations and training to address the needs of those same populations), teachers in both lower- and middle-income communities are more likely than teachers in higher-income communities to say they need resources in five of 10 categories. These include:

- Tangible resources for students with behavioral issues
- Tangible resources for special educations students
- Tangible resources for ELL students
- Tangible resources *and* training for addressing the needs of gifted and talented students

Further, teachers in lower-income communities are more likely to want additional training to address the needs of special education students and those with behavioral issues. Teachers in higher-income communities are slightly more likely to want professional training to help them address the needs of students who live in poverty, while all three groups are equally likely (at six in 10) to want more tangible resources for these students.

Percentage of Teachers Who Teach Each Type of Student Population and Say They Need More Resources/Training to Address These Student Needs, by Community Income

	% Who Need More Tangible Resources for the Population			% Who Need More Training for the Population		
	<$40K	$40K–69K	$70K+	<$40K	$40K–69K	$70K+
	(a)	(b)	(c)	(a)	(b)	(c)
Students with behavioral issues	**77bc**	**72c**	64	**68bc**	63	60
Special education students	**64c**	**60c**	55	**52c**	49	47
Students living in poverty	61	61	60	45	46	**51ab**
Gifted and talented students	**57c**	**55c**	46	**43c**	**42c**	35
English Language Learners (ELL)	**61c**	**61c**	55	49	50	48

NOTE: Data are based on those teachers who have this population of students in their class(es).

NOTE: Letters next to percents denote a statistically significant difference between the percent shown and the percent(s) in the column indicated by the letter. Letters always appear next to the higher percentage.

"I am an ESL teacher and while I like working with the students, I don't feel I have support from my school or district on how to help the students to achieve success."
—HIGH SCHOOL TEACHER

"I am currently working to improve my skills and proficiencies as a teacher by completing an MA in Education, but I feel that I still need more training to be as effective as possible."
—HIGH SCHOOL TEACHER

"I love being able to help change the lives of children and encourage them to do their best. Now that I am in a school with a healthy environment, resources and support, I feel comfortable and dedicated to the profession."
—HIGH SCHOOL TEACHER

“No matter how bad it seems, when the bell rings and I close my door…it’s magic.”

—HIGH SCHOOL TEACHER, ILLINOIS

SCHOOL AND COMMUNITY SUPPORTS ARE ESSENTIAL TO KEEPING GOOD TEACHERS IN THE CLASSROOM

In light of the 2009 Urban Institute report finding that "almost a quarter of entering public-school teachers leave teaching within the first three years,"[11] it is important to consider teachers' views on factors impacting teacher retention in order to best understand how to keep good teachers in the profession. Across all subgroups, teachers agree that monetary rewards (salary or bonuses) are less important than other factors (i.e., positive working environment, quality classroom resources, and strong leadership) when it comes to keeping great educators in the classroom. It is important to note, however, that these more important factors often require additional funding and resources.

ENGAGED SCHOOL LEADERS, FAMILY INVOLVEMENT, AND HIGH-QUALITY CURRICULUM ARE ESSENTIAL TO RETAINING GOOD TEACHERS

When asked about the most important factors in retaining good teachers, teachers are clear on the importance of and need for school-wide systems to support their practice and increase student learning, including supportive school leaders, engaged parents, and quality curriculum.

In fact, several of the most important items in retaining good teachers align with the top factors teachers say would improve student academic achievement, indicating that family, school leadership, and curriculum are all critical to the mission of today's schools:

"Teachers need to feel valued and to have administrators and politicians who respect our expertise."
—MIDDLE SCHOOL TEACHER

"Budgetary woes are making it very hard for us. The loss of student services, activities, and electives is demoralizing. We also lost administrative, faculty, and support personnel."
—MIDDLE SCHOOL TEACHER

"I enjoy teaching kindergarten at my current school. I work in a pleasant and collaborative learning environment. I have use of various academic resources and technological tools that support student learning."
—ELEMENTARY SCHOOL TEACHER

[11] http://www.urban.org/publications/1001270.html. Data cited in this report are from the (U.S. Department of Education, 2007)

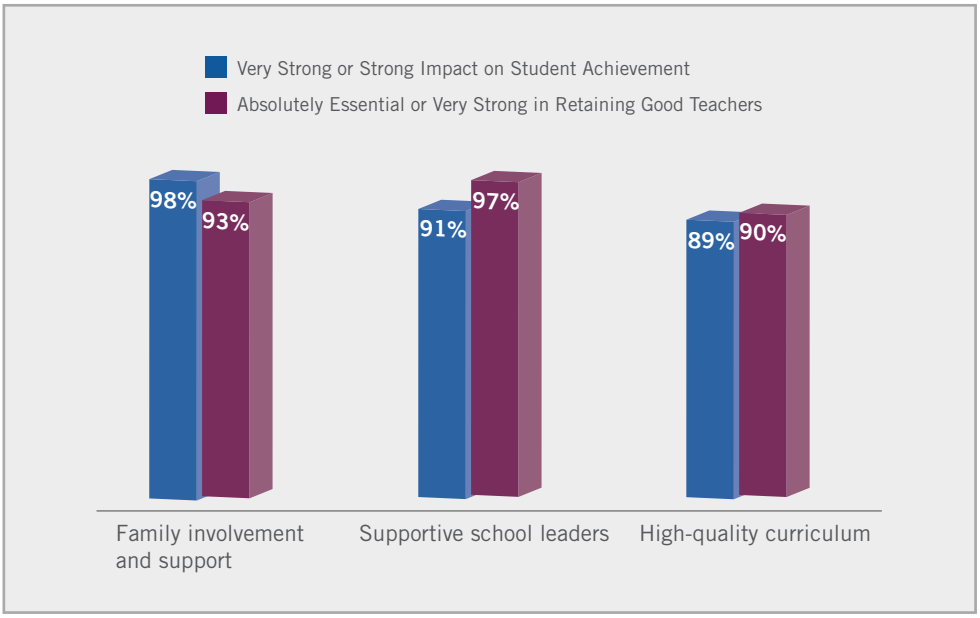
"We need more money for Title I, counseling support staff, tutors, or aides to work with small groups or one on one with struggling students who need interventions. It's difficult to cover all general curriculum and work individually with the number of kids who need intervention."
—ELEMENTARY SCHOOL TEACHER

"Active involvement and commitment to education by the parents is critical to students' success."
—HIGH SCHOOL TEACHER

"Having an effective principal as a curriculum leader and an overall supportive administration can change the learning environment entirely."
—MIDDLE SCHOOL TEACHER

"Loss of funding and budget cuts are straining our resources and teachers are providing more money out of their own pockets."
—ELEMENTARY SCHOOL TEACHER

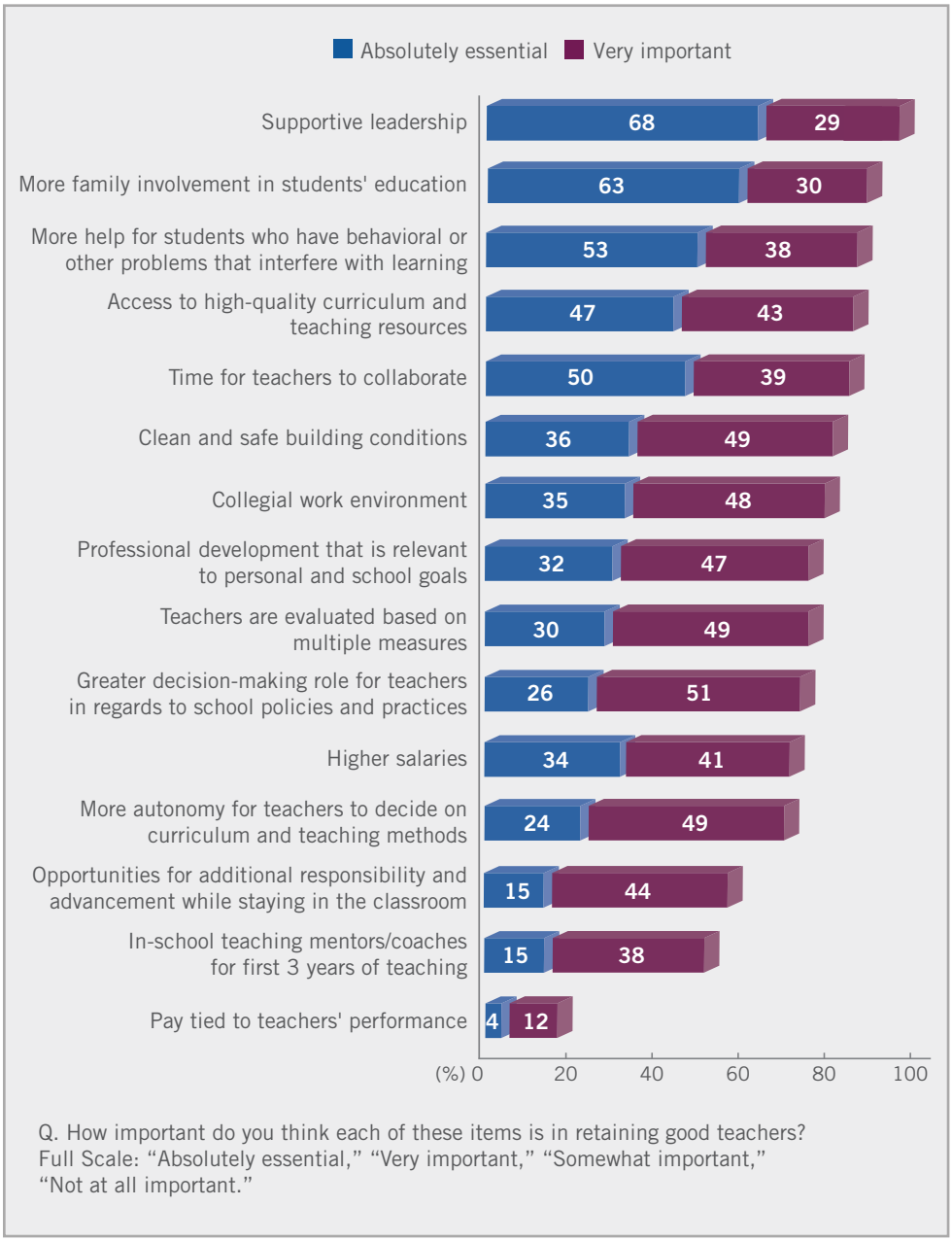
Teachers' Views on Core Elements Needed to Ensure Student Academic Achievement and Retain Good Teachers



Other elements necessary to retaining good teachers center on:

- The presence of a positive, collaborative work environment
- Support staff available to assist when student have problems that impede learning
- Professional development to ensure teachers can regularly assess and improve their effectiveness

Teachers' Views on Factors Impacting Teacher Retention



Q. How important do you think each of these items is in retaining good teachers? Full Scale: "Absolutely essential," "Very important," "Somewhat important," "Not at all important."

"We need paraprofessionals in the classroom. In kindergarten, usually about 10 students "need" the teacher at the same time, which is not humanly possible."

—ELEMENTARY SCHOOL TEACHER

"I work in a Title I school. I know that I am helping my students and that they need me."

—ELEMENTARY SCHOOL TEACHER

"At my school, I feel I am valued as an educator. My administration and colleagues offer support in each aspect of the teaching profession. I am doing what I was trained to do!"

—MIDDLE SCHOOL TEACHER

"I am not just an educator, but a coach, encourager, confidant, cheerleader, and supporter."
—ELEMENTARY SCHOOL TEACHER

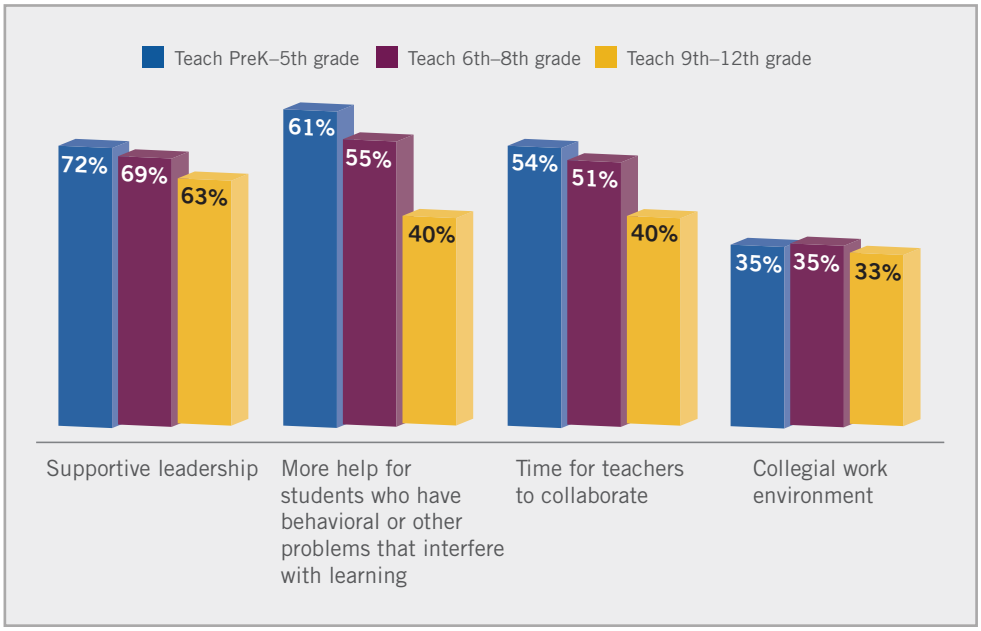
"I need more help for the kids who need it. Social workers, paraprofessionals, additional assistance for special education and even gifted students. That's how I'm going to be able to help every one of my students."
—ELEMENTARY SCHOOL TEACHER

"I love going to work. I have great teachers on my team and a very supportive principal. Seeing the growth of my students every day gives me excitement to go back every day and do it all over again."
—ELEMENTARY SCHOOL TEACHER

Teacher Retention Is Fostered by a Community of Colleagues

In considering the top factors impacting teacher retention, it is clear that a supportive, collegial environment is critical to retaining good teachers. Of the top seven factors impacting teacher retention, four involve other school personnel—contributing to a school's "social capital."[12] Teachers who teach elementary and middle school grades view these as even more important than teachers who teach high school grades.

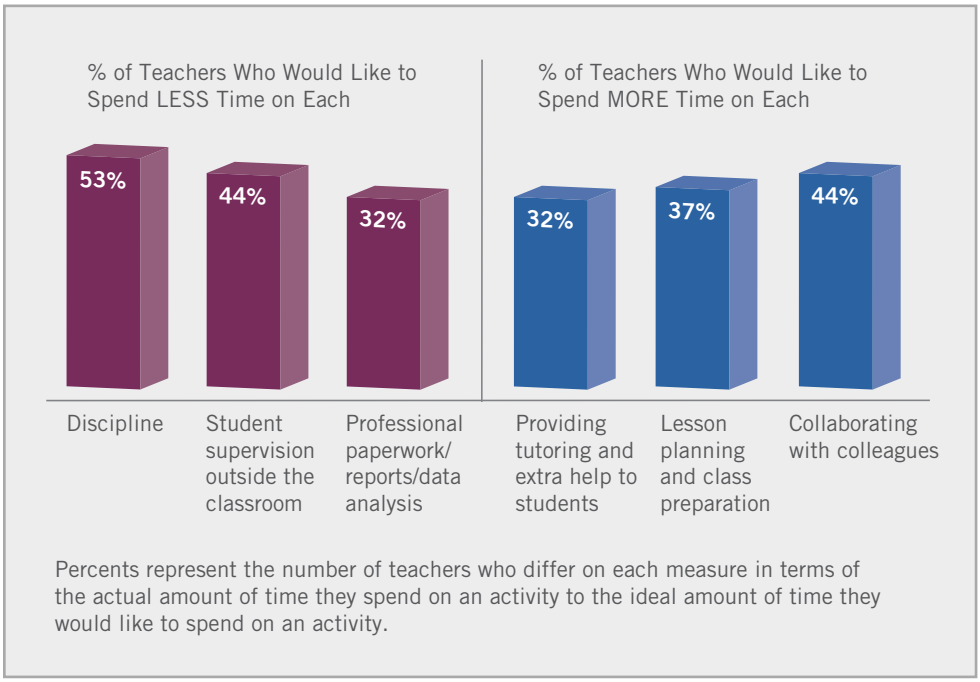
Percentage of Teachers Who Say Each is "Absolutely Essential" in Retaining Good Teachers, by Grade(s) Taught



[12] By "social capital," we refer to the network of individuals who support student achievement through interpersonal collaboration, cooperation, and support. This can include principals, other teachers, in-class complementary staff like co-teachers, paraprofessionals, or teacher assistants, and out-of-class services like guidance counselors, therapists, tutors, and more.

Many teachers crave more time for collaborating with colleagues. When teachers are asked how much time they actually spend on certain activities during their work day and how much time they would like to spend on the same activities, time for collaboration was among the top three "time disconnects" for teachers (along with time spent disciplining students and time spent supervising students outside of the classroom). Note that teachers would also like to have more time to plan student lessons and provide extra help to students.

Changes Teachers Would Like in the Way They Spend Their Required School Hours



Percents represent the number of teachers who differ on each measure in terms of the actual amount of time they spend on an activity to the ideal amount of time they would like to spend on an activity.

On average, the teachers who would like to be spending either more or less time on each of these activities would like to see the time adjusted by 20–25 minutes.

"Most teachers find that the job extends well beyond an eight-hour day. We work far more hours and days than we are paid for."
—ELEMENTARY SCHOOL TEACHER

"Our math instruction time has been cut from 90 minutes to 56 minutes daily. It's not the way it should be."
—MIDDLE SCHOOL TEACHER

"A lot of teacher time is taken up either before or after school hours cutting, laminating, copying, and doing paperwork for data/ documentation purposes. Some extra help, if even for a short period of the day, would help immensely."
—ELEMENTARY SCHOOL TEACHER

"Having the tools necessary to teach, and to differentiate instruction, is imperative. Professional development is crucial."
—HIGH SCHOOL TEACHER

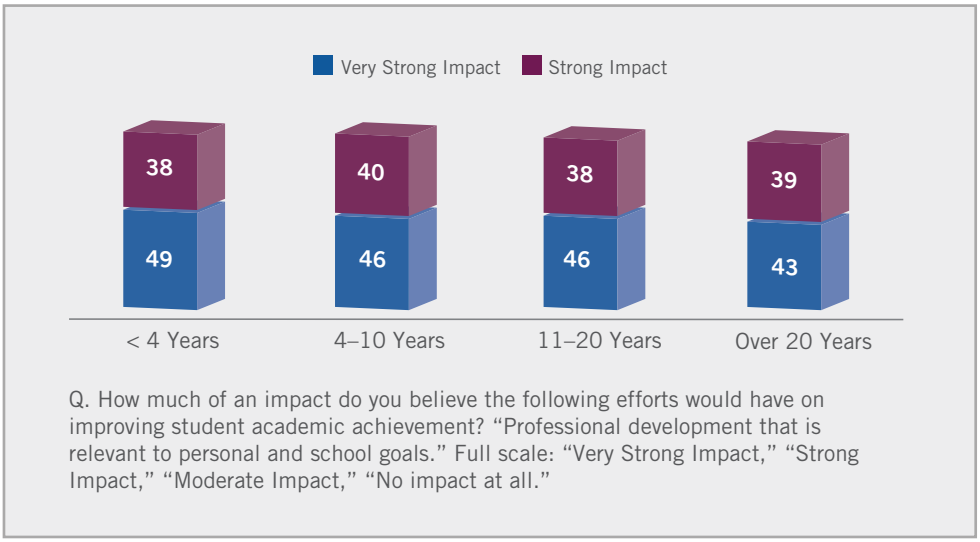
"We need practical training, not just theory, in special education. Whether it is gifted, emotionally disturbed, or learning-disabled students placed in our classrooms, teachers need to have strategies at the ready to help them succeed."
—HIGH SCHOOL TEACHER

"I would like professional development funded by the district that is directly related to what I am teaching. Teachers cannot get better without it."
—MIDDLE SCHOOL TEACHER

Teachers Are Eager for More Professional Development

With most teachers (83%) planning to stay in the classroom up to or past their retirement age, and only 6% planning to leave the field of education, the majority of teachers say that professional development is a must—throughout their careers.

Teachers' Views on Impact of Professional Development on Improving Student Achievement, by Years of Teaching Experience



Q. How much of an impact do you believe the following efforts would have on improving student academic achievement? "Professional development that is relevant to personal and school goals." Full scale: "Very Strong Impact," "Strong Impact," "Moderate Impact," "No impact at all."

Note that teachers' views on the impact of professional development do not shift by years of teaching.

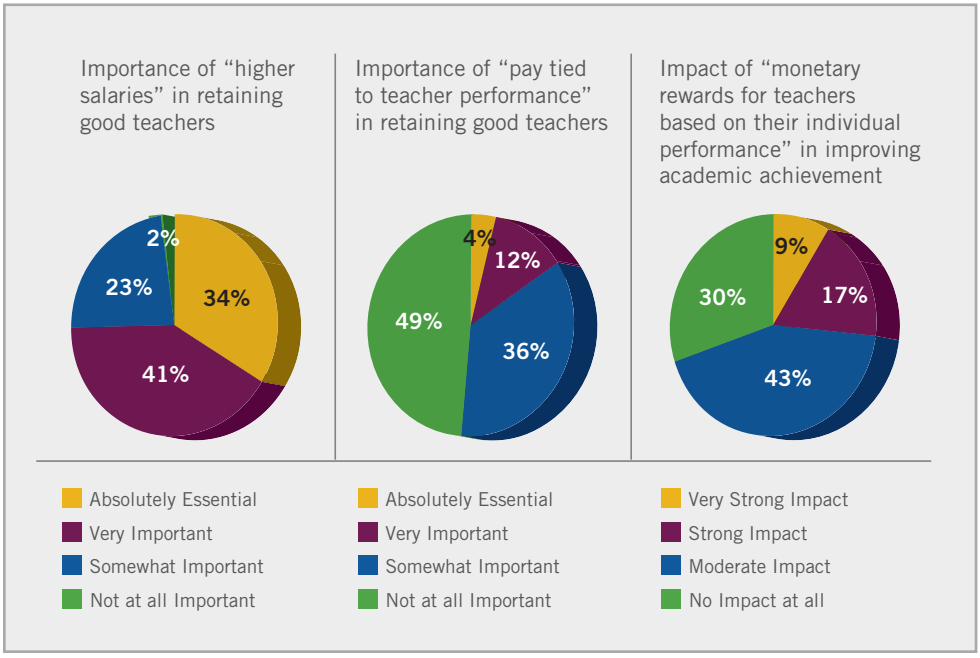
RESOURCES AND SUPPORTS ARE SIGNIFICANTLY MORE IMPORTANT TO TEACHERS THAN HIGHER SALARIES

There's no question that teachers' salaries are an important factor in their job satisfaction and retention; 75% of teachers feel that salary is absolutely essential or very important to retaining good teachers. However, as shown in the chart on page 59, when given a list of factors that teacher believe impact teacher retention, "higher salaries" does not rank at the top of the list. Supportive leadership, family involvement in education, access to high-quality curriculum and student resources, and time for collaboration with colleagues are all thought to be more important to teacher retention than monetary factors.

When asked about monetary rewards for teacher performance, teachers are even more clear about the limited role compensation policies play in both student achievement and teacher retention:

- Only 16% of teachers feel that performance pay helps to retain good teachers (ranked 15th out of 15 items), and
- Only 26% feel that performance pay would make a strong or very strong impact on student achievement (ranked 19th out of 21 items, see chart on page 10).

Teachers' Views on Salaries and Pay for Performance



In conversation, teachers told us that until performance evaluations truly reflect their effectiveness as teachers, pay for performance cannot be meaningfully implemented.

"We have to encourage the best and brightest to become teachers. That means competing with the business world—not just with money, but with better jobs, less intrusive paperwork, fewer ridiculous meetings. Give teachers and principles autonomy and control. We'll get things done."

—ELEMENTARY SCHOOL TEACHER

"I don't want more pay, but I do want more time."

—MIDDLE SCHOOL TEACHER

"With the threat of merit pay, I will admit that I was less likely to help my fellow colleagues and to share resources this year than I was in years past. At the high school level, we need to be a team to work for the better of our teenagers. They need us."

—HIGH SCHOOL TEACHER

"My students make me want to be a better teacher."
—MIDDLE SCHOOL TEACHER

"Seeing a child's face light up with recognition when he understands a concept is pure joy!"
—ELEMENTARY SCHOOL TEACHER

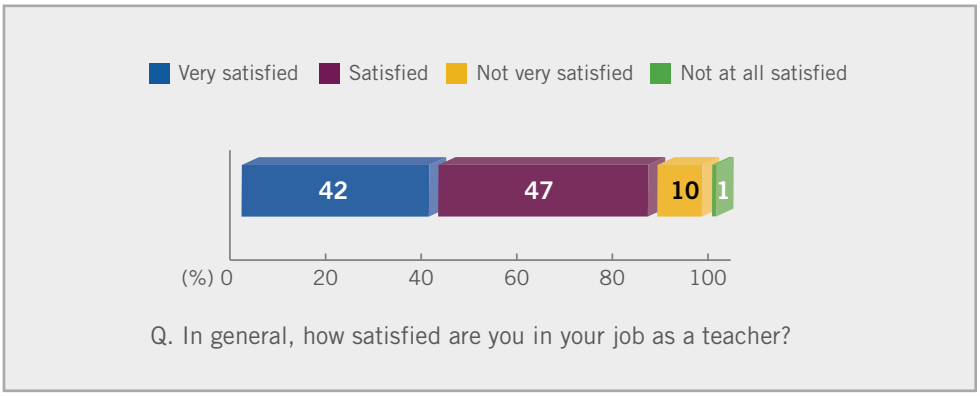
"As a fairly new teacher, I am satisfied with the growth I have made since my first year and with the vision I have of how I want to improve."
—HIGH SCHOOL TEACHER

"I love interacting with my students and learning along with them. I find this to be a challenging and rewarding career. Every day is different and every day presents new challenges to be met. Although our importance in the lives of our students is not always recognized and, as teachers, we often feel underappreciated, I can't imagine a career that I would have enjoyed more."
—MIDDLE SCHOOL TEACHER

DESPITE THE MANY CHALLENGES FACING AMERICA'S TEACHERS, THE MAJORITY ARE SATISFIED IN THEIR JOBS

A remarkable nine in 10 teachers are satisfied with their job as a teacher: 42% are "very satisfied" and 47% are "satisfied." In conversation, consistent across all groups of teachers, we heard that the primary reason for their satisfaction is the love of working with children and helping them to grow as learners. Teachers also cite their own professional growth as an important contributor to their job satisfaction. "I know I can be more effective and I strive each day to be more effective," shares one Illinois teacher.

Teacher Satisfaction



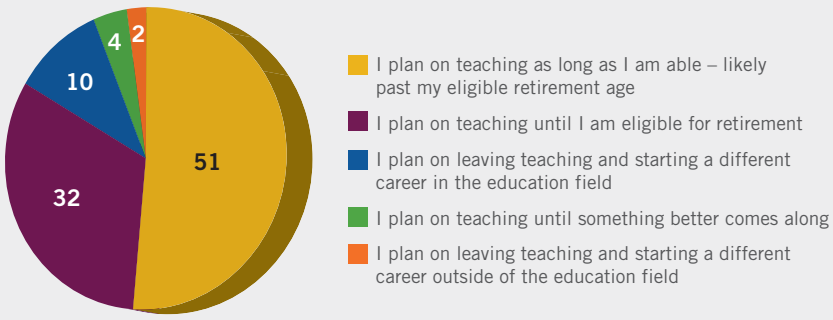
Q. In general, how satisfied are you in your job as a teacher?

The percentage of teachers who are "very satisfied" varies only moderately (a maximum of seven points) across subgroups of teachers:

- The percentage of elementary teachers is five points higher than it is for high school teachers (44%, 39%)
- Teachers with over 20 years of experience are most satisfied (47% vs. about four in 10 of other teachers)
- Teachers in higher-income communities are more satisfied than teachers in lower-income communities (47% vs. about four in 10 of other teachers)

Teachers' plans to stay or leave the teaching profession reflect their satisfaction:

Teachers' Career Plans



Q. Which choice below best describes you?

Teachers who have been teaching for 10 years or less are much more likely to say they plan on leaving teaching compared to teachers who have been teaching for more than 10 years. However, of the teachers who plan on leaving, more plan to start different careers within the education field than plan on leaving education all together.

Teachers' Career Plans, by years of teaching experience

	Teaching for less than 4 years	Teaching for 4–10 years	Teaching for 11–20 years	Teaching for over 20 years
	(a)	(b)	(c)	(d)
I plan on teaching as long as I am able – likely past my eligible retirement age	51	48	48	**59abc**
I plan on teaching until I am eligible for retirement	28	28	**38ab**	**36ab**
I plan on leaving teaching and starting a different career in the education field	**13cd**	**16cd**	8	2
I plan on teaching until something better comes along/I plan on leaving teaching and starting a different career outside of the education field	**8d**	**9d**	6	3

NOTE: Letters next to percents denote a statistically significant difference between the percent shown and the percent(s) in the column indicated by the letter. Letters always appear next to the higher percentage.

"Teaching is an art and a craft, and if you cannot embrace change, love what you do, and look to drive students to college, then you should seek another profession."
—HIGH SCHOOL TEACHER

"Despite many changes that make my job difficult, including cuts in spending, increased class sizes, and public backlash against teachers, I truly love teaching."
—ELEMENTARY SCHOOL TEACHER

"It makes it hard to want to continue teaching, when teachers have so little input and supports rights and yet, the expectations for teachers are always increasing."
—ELEMENTARY SCHOOL TEACHER

"We have larger classes, more behavioral problems, increased numbers of special education students, limited technology, and no teacher aides. It's not easy, but I do it. I'm not sure how much longer I can do it, though."
—MIDDLE SCHOOL TEACHER

"We are expected to perform too many roles in our classrooms. We are parents, social workers, nurses, behavioral specialists, and psychologists. There is not enough support from the administration or from home."
—ELEMENTARY SCHOOL TEACHER

'While many days are frustrating, I still find satisfaction and enjoyment in the education of children and believe that it is one of the most important jobs in our country.
—MIDDLE SCHOOL TEACHER

Dissatisfied Teachers Report Higher Need For Resources and Training

While the vast majority of teachers are satisfied in their careers (as noted, 47% are "very satisfied" and 42% are "satisfied"), the 11% who are not satisfied in their careers seem to be dissatisfied in specific ways related to:

- Not having the resources and supports they need to educate their students
- Wanting higher salaries
- Wanting to play a greater decision making role in their schools
- Wanting more autonomy in their classrooms

Factors That Are "Absolutely Essential" in Retaining Good Teachers, by Degree of Satisfaction With Career

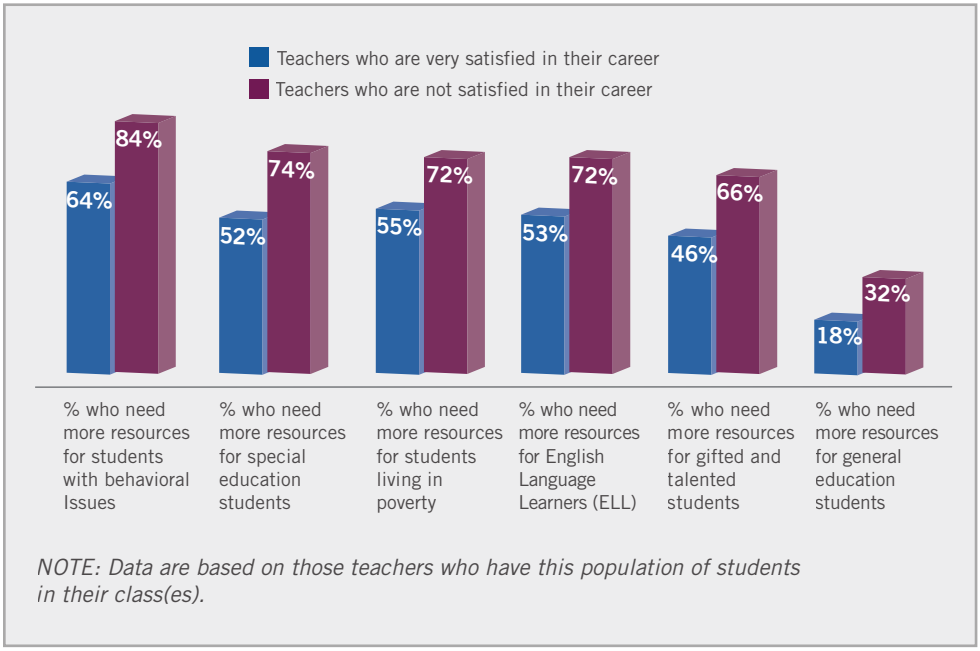
	Among teachers who are very satisfied with their careers %	Among teachers who are not at all satisfied with their careers %
	(a)	(b)
More help for students who have behavioral or other problems that interfere with learning	50	**68a**
Higher salaries	28	**47a**
Greater decision-making role for teachers in regards to school policies and practices	24	**38a**
More autonomy for teachers to decide on curriculum and teaching methods	23	**35a**

NOTE: Letters next to percents denote a statistically significant difference between the percent shown and the percent(s) in the column indicated by the letter. Letters always appear next to the higher percentage.

Despite their dissatisfaction, 61% of dissatisfied teachers plan on staying in the teaching profession through (or beyond) their eligible retirement age (compared with 92% of very satisfied teachers), 24% say they will leave the profession (compared with 2% of very satisfied teachers), and 16% will stay in the education field, but will not teach (compared with 7% of very satisfied teachers).

Regardless of their future plans, the reality is that there are approximately 350,000[13] teachers who are dissatisfied with their careers and these teachers, in addition to the factors noted previously, report significantly higher need for resources to empower them to tackle the issues in their classrooms.

Percentage of Teachers Who Teach Each Type of Student Population and Say They Need More Resources to Address These Students' Needs, by Teacher Satisfaction



NOTE: Data are based on those teachers who have this population of students in their class(es).

"Too many demands are put upon us that we have no control over. Our students lack support at home to help them succeed in school but it is seen as our fault when they do not perform well. We are trying so hard to be the educator, parent, social worker, therapist for all these children and it is leading to burnout."

— ELEMENTARY SCHOOL TEACHER

"Ultimately, I get a lot of personal satisfaction out of helping students learn. However, job insecurity, lack of administrative support, and the public negativity towards teachers hampers my overall satisfaction."

— HIGH SCHOOL TEACHER

"When I weigh the positives against the negatives, the good outweighs the bad. I chose this profession because I enjoy children, making a difference, and being on somewhat the same schedule as my children. Those things are still true."

—ELEMENTARY SCHOOL TEACHER

[13] Calculated as 11% of the 3.2 million public school teachers in the United States http://nces.ed.gov/ccd/quickfacts.asp#f3

"I have worked in a wide-range of teaching environments, and the one constant is the joy of the moment when the lightbulb goes on."
—MIDDLE SCHOOL TEACHER

"As an educator, I have the ability to impact the lives of others. It is a tremendous responsibility, and I take this job very seriously."
—HIGH SCHOOL TEACHER

"To say that I have a "good" job does not suffice, I love my job. There is no greater office than a classroom full of smiling children wanting to learn!"
—ELEMENTARY SCHOOL TEACHER

Satisfied Teachers Are More Active in Students' Lives

Not surprisingly, teachers who are very satisfied with their careers are more likely than those who are not at all satisfied to be engaged in all aspects of their students' lives.

Percentage of Teachers Who Say Each Applies to Them, by Degree of Satisfaction With Career

	Among teachers who are very satisfied with their careers %	Among teachers who are not at all satisfied with their careers %
	(a)	(b)
I communicate with my students' parents by email	**90b**	85
I attend students' school-related, extracurricular and/or sporting events	**78b**	69
I attend students' non-school-related extracurricular and/or sporting events	**42b**	33
I attend students' extra-curricular and/or sporting events over the summer months	**23b**	15
I keep in touch with students over the summer	**29b**	24
I am willing to have parent/teacher conferences at my students' homes	**29b**	24

NOTE: Letters next to percents denote a statistically significant difference between the percent shown and the percent(s) in the column indicated by the letter. Letters always appear next to the higher percentage.

Despite the many challenges and frustrations, teachers overwhelmingly report a love for their profession and the children they serve. In conversation, they share a devotion to helping every child learn and achieve.

As one veteran teacher of 33 years shared, "Working with students brings a new environment every year, every day, every hour. Watching students grow and knowing I helped in that process brings meaning to teaching – meaning that is hard to find in any other profession."

APPENDIX A:

Survey Results

APPENDIX A:

S1. Do you currently teach in a public school?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Yes	100	100	100	100	100	100	100
No	0	0	0	0	0	0	0

S2. Do you currently teach full-time in the classroom?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Yes	100	100	100	100	100	100	100
No	0	0	0	0	0	0	0

S3. What subjects did you teach in the 2010–2011 academic year?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
General subjects / All subjects	37	72	6	1	36	37	37
Math	20	18	25	21	20	21	20
English / English Language Arts (ELA)	20	16	26	20	21	20	19
Reading	15	19	19	5	17	14	13
Science (including biology, chemistry, physics, etc.)	18	14	21	21	18	18	19
Social Studies / History / Economics	16	14	20	16	18	16	17
Foreign language	3	1	4	7	3	3	3
Band/Orchestra/Music/Chorus	2	2	5	3	2	2	4
Arts	3	3	3	3	2	3	3
Business courses	1	0	1	3	1	1	1
Computers	4	5	6	4	5	4	4
Physical education/Gym	2	2	2	3	2	2	2
Special education	10	11	13	9	11	10	11
Health	3	5	3	2	3	4	3
Vocational education	2	0	2	7	2	3	1
Other	6	3	7	10	6	5	6

APPENDIX A:

S4. What grades did you teach in the 2010–2011 academic year?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Pre–K	2	5	1	0	4	2	2
Kindergarten	11	22	2	1	11	11	10
First grade	11	22	2	1	10	11	10
Second grade	10	21	3	1	10	10	10
Third grade	11	22	4	1	10	11	11
Fourth grade	11	22	6	1	11	10	11
Fifth grade	12	25	11	2	12	12	12
Sixth grade	14	6	50	5	15	13	13
Seventh grade	15	3	55	9	16	15	15
Eighth grade	15	3	56	10	15	15	15
Ninth grade	21	1	13	68	22	22	20
Tenth grade	25	1	11	78	25	25	24
Eleventh grade	25	1	11	80	25	25	24
Twelfth grade	24	1	11	77	24	25	23

S5. Altogether, how many years have you worked as a teacher?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Less than 4 years	19	19	17	20	21	19	16
4–9 years	28	28	29	27	28	27	30
10–14 years	16	16	18	16	15	17	17
15 years or more	37	37	36	37	36	38	37
Mean	12.9	12.8	13.1	13.0	12.6	13.0	13.1
Standard deviation	10.0	9.9	10.0	10.4	10.3	10.0	9.8
Median	11.0	12.0	11.0	11.0	10.0	12.0	13.0

APPENDIX A:

S5A. And, how many years have you worked as a teacher in the school at which you currently teach?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Less than 4 years	34	34	34	36	36	34	31
4–9 years	35	35	36	34	34	34	37
10–14 years	14	14	14	14	12	14	17
15 years or more	17	18	16	17	18	18	15
Mean	8.0	8.1	7.9	8.0	8.1	8.0	8.0
Standard deviation	7.7	7.6	7.6	8.0	8.2	7.6	7.2
Median	6.0	6.0	6.0	5.0	5.0	6.0	6.0

S6. On average, how many students do you have in your class(es)?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Less than 15	9	9	11	9	9	8	9
15–24	49	62	36	36	56	48	42
25–34	39	27	48	47	33	40	43
35 or more	4	1	5	7	2	4	6
Mean	22.9	21.6	23.6	24.0	21.9	23.1	23.8
Standard deviation	6.6	5.9	7.3	7.3	6.0	6.7	6.9
Median	23.0	22.0	25.0	25.0	22.0	23.0	24.0

Q1. In your view, what percentage of the students currently in your classes could leave high school prepared to succeed in a 2- or 4-year college?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10211	5630	2604	2633	2281	5446	2158
0%–24%	15	17	14	14	22	14	11
25%–50%	20	15	22	25	23	21	13
51%–75%	24	21	27	25	25	26	19
76%–99%	35	40	33	30	26	34	48
100%	6	7	4	5	4	5	10
Mean	63.0	65.1	62.1	60.2	55.5	62.7	72.3
Standard deviation	29.3	30.2	28.7	28.7	30.3	28.5	27.7
Median	75.0	75.0	70.0	70.0	60.0	75.0	80.0

APPENDIX A:

Q2. Below is a list of five possible reasons that some students don't leave high school prepared to succeed in a 2- or 4-year college. Which one do you believe is the most likely reason that some of the students in your classes won't leave high school prepared to succeed in a 2- or 4-year college? (BASE: believe less than 100% could leave HS prepared to succeed)	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	9590	5211	2494	2504	2178	5162	1939
Lack of participation in college preparatory coursework	3	3	3	5	3	4	3
Poor reading and communication skills	18	21	17	16	20	17	18
Lack of critical thinking and problem-solving abilities	20	20	19	20	18	19	23
Lack of encouragement from family and friends	24	33	19	13	27	25	16
Lack of student motivation	35	24	43	46	32	35	40

Q3. Overall, how would you rate student academic achievement at your school? By academic achievement we mean your students' preparedness for the next level of education.	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Excellent	22	28	20	16	13	19	41
Good	50	52	49	47	47	53	47
Fair	23	17	26	31	32	24	10
Poor	4	3	5	7	7	4	2

Q4. In your experience, how important is each of the following in measuring students' academic achievement? Again, by academic achievement we mean students' preparedness for the next level of education. State-required standardized tests	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Absolutely essential	7	8	8	5	9	7	5
Very important	21	23	20	18	22	21	21
Somewhat important	50	49	51	50	47	51	49
Not at all important	18	14	18	24	17	17	18
I don't use this	5	7	3	3	5	4	6

APPENDIX A:

(continued) District-required tests	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Absolutely essential	6	8	6	4	8	6	6
Very important	24	30	22	16	23	24	26
Somewhat important	49	50	51	47	48	51	46
Not at all important	12	7	13	18	12	12	12
I don't use this	8	5	8	14	9	7	10

Performance on class assignments	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Absolutely essential	47	49	45	44	47	46	50
Very important	44	43	45	44	44	45	42
Somewhat important	9	7	9	11	8	9	8
Not at all important	0	0	0	0	1	0	0
I don't use this	0	1	0	0	1	0	1

Class participation	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Absolutely essential	55	59	53	52	58	55	53
Very important	35	34	36	37	33	36	37
Somewhat important	8	6	11	10	8	8	10
Not at all important	0	0	0	1	0	0	0
I don't use this	0	0	0	0	0	0	0

Formative, ongoing assessments	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Absolutely essential	62	66	62	55	63	61	64
Very important	30	28	30	35	30	31	29
Somewhat important	7	5	7	9	6	7	6
Not at all important	0	0	0	1	1	0	0
I don't use this	1	0	0	1	1	1	0

APPENDIX A:

(continued) Tests from textbooks	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Absolutely essential	4	4	4	5	5	4	4
Very important	22	22	22	22	25	21	21
Somewhat important	48	51	47	45	47	49	46
Not at all important	13	11	13	15	11	13	14
I don't use this	13	12	14	13	12	12	15

Final exams	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Absolutely essential	10	8	8	14	11	9	10
Very important	34	30	33	41	35	34	32
Somewhat important	38	36	41	38	37	39	36
Not at all important	4	4	6	4	4	5	5
I don't use this	14	22	13	2	13	13	18

Q5. How often do you use student performance data for each of the following instructional purposes? By student performance data we mean things such as performance on class assignments, class participation, and performance on standardized tests. Differentiate instruction	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Very often	74	85	70	60	73	74	77
Sometimes	23	14	27	35	24	24	21
Rarely	2	1	2	5	3	2	2
Never	0	0	0	1	0	0	0

Identify students who need intervention or supplemental services	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Very often	78	90	75	60	79	77	79
Sometimes	19	9	23	34	19	20	19
Rarely	2	1	2	5	2	3	2
Never	0	0	1	1	1	0	1

APPENDIX A:

(continued) Discuss a student's performance with other teachers in your school	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Very often	48	49	53	41	49	48	48
Sometimes	42	41	39	45	41	42	43
Rarely	9	9	7	12	9	9	9
Never	1	1	0	2	1	1	1

Discuss a student's performance with the student and/or the student's parents	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Very often	66	75	62	54	65	65	69
Sometimes	31	24	36	41	31	32	29
Rarely	2	1	3	5	3	2	2
Never	0	0	0	0	0	0	0

Compare students' performance to that of other students in your school or district	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Very often	26	29	26	22	27	26	24
Sometimes	47	49	46	45	45	48	47
Rarely	21	18	23	25	21	20	23
Never	6	4	6	9	7	5	6

Assess students' progress compared to their prior-year academic performance	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Very often	30	34	34	23	32	30	30
Sometimes	44	46	43	42	43	45	44
Rarely	19	15	18	26	19	19	19
Never	6	5	5	9	6	6	7

APPENDIX A:

(continue) Alter your lesson plans	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Very often	70	73	70	65	69	70	69
Sometimes	29	26	28	33	29	29	29
Rarely	1	1	2	2	2	1	1
Never	0	0	0	0	0	0	0

Monitor your classroom's progress in helping your school meet AYP targets	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Very often	49	59	47	33	54	50	43
Sometimes	33	30	34	38	30	34	35
Rarely	11	7	13	18	11	11	13
Never	6	4	6	11	5	5	9

Assess student progress throughout the year	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Very often	88	94	85	80	88	87	89
Sometimes	11	6	13	17	11	12	10
Rarely	1	0	1	2	1	1	1
Never	0	0	0	0	0	0	0

Q6A. How much of an impact do you believe the following efforts would have on improving student academic achievement? Once again, by academic achievement, we mean students' preparedness for the next level of education. (BASE: Split Sample) Common standards across all states	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	29	35	26	20	33	28	27
A strong impact	35	38	33	30	33	35	35
A moderate impact	28	22	32	35	27	28	30
No impact at all	9	5	9	15	6	10	9

APPENDIX A:

(continued) Common assessments across all states	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	20	26	16	12	23	19	19
A strong impact	29	33	27	24	30	29	27
A moderate impact	36	31	39	40	32	36	40
No impact at all	15	9	17	24	15	16	14
Up-to-date technology that is wellintegrated into the classroom	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	52	55	56	46	57	51	50
A strong impact	35	35	34	36	31	36	37
A moderate impact	12	10	10	16	11	12	12
No impact at all	1	0	1	1	1	1	1
A longer school day	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	6	7	6	5	6	6	6
A strong impact	16	18	15	14	17	16	15
A moderate impact	42	42	41	41	41	42	42
No impact at all	36	33	38	40	36	36	37
A longer school year	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	10	10	11	10	10	10	10
A strong impact	21	22	20	19	20	21	21
A moderate impact	41	41	40	42	40	41	41
No impact at all	28	27	28	29	29	28	27

APPENDIX A:

(continued) Monetary rewards for teachers based on their individual performance	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	9	9	8	11	12	8	9
A strong impact	17	17	17	18	19	17	16
A moderate impact	43	44	45	40	41	44	44
No impact at all	30	30	30	32	28	31	31
Monetary rewards for teachers based on the performance of the entire school	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	8	9	7	8	11	7	7
A strong impact	17	17	16	17	18	16	15
A moderate impact	43	43	43	43	43	44	43
No impact at all	32	31	34	32	28	33	34
Family involvement and support	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	84	86	85	80	85	84	82
A strong impact	14	12	13	16	13	14	16
A moderate impact	2	2	1	3	2	2	2
No impact at all	0	0	0	0	-	0	-
Learning experiences that provide students with 21st Century skills	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	51	54	52	46	52	51	49
A strong impact	38	38	36	38	37	37	40
A moderate impact	11	8	11	14	11	11	11
No impact at all	1	0	0	1	0	1	1

APPENDIX A:

(continued) Effective and engaged principals and building-level leaders	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	57	60	57	50	56	57	56
A strong impact	34	33	34	38	35	34	34
A moderate impact	9	7	8	12	8	9	9
No impact at all	1	0	1	0	0	1	1

Teaching resources to help differentiate instruction	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	51	60	49	39	56	49	52
A strong impact	37	34	40	43	33	39	37
A moderate impact	10	6	11	17	10	11	10
No impact at all	1	0	1	2	0	1	1

High expectations for all students	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	71	75	69	63	71	71	71
A strong impact	25	22	25	30	24	24	26
A moderate impact	4	3	5	6	5	5	3
No impact at all	0	0	0	1	1	0	1

Professional development for teachers that is relevant to personal and school goals	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	46	51	45	39	47	45	46
A strong impact	39	39	39	40	38	39	38
A moderate impact	14	10	15	20	14	15	14
No impact at all	1	1	1	2	1	1	1

APPENDIX A:

(continued) In-school teaching mentors/ coaches for first 3 years of teaching	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	31	35	29	26	32	31	31
A strong impact	41	41	40	42	39	41	43
A moderate impact	25	23	28	28	26	26	24
No impact at all	3	2	3	4	3	3	2

In-school behavioral support from therapists and psychologists	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	33	41	31	22	36	33	31
A strong impact	36	37	37	35	36	36	37
A moderate impact	27	20	29	39	26	28	28
No impact at all	3	2	3	5	3	3	3

In-school career and college counselors	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	20	20	19	22	22	20	18
A strong impact	38	39	38	38	38	37	39
A moderate impact	35	33	37	35	34	36	35
No impact at all	7	8	6	4	6	7	8

Paraprofessionals/teacher assistants in the classroom	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	35	48	27	19	36	35	33
A strong impact	35	33	39	35	34	34	39
A moderate impact	26	16	30	39	25	27	24
No impact at all	4	2	4	8	5	4	4

APPENDIX A:

(continued) Fewer students in each class	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	62	70	56	52	61	60	66
A strong impact	28	24	31	32	29	29	25
A moderate impact	9	6	12	14	9	10	8
No impact at all	1	0	0	2	1	1	1

Curriculum that goes beyond what is tested on standardized tests	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	50	52	49	47	49	50	51
A strong impact	39	38	40	40	40	39	40
A moderate impact	10	9	10	11	11	10	9
No impact at all	1	1	0	2	1	1	1

Curriculum that clearly lays out the scope and sequence of what should be taught	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	39	47	37	30	42	38	39
A strong impact	40	39	41	42	38	40	42
A moderate impact	18	14	20	24	17	19	17
No impact at all	2	1	2	4	2	2	2

The ability for teachers to receive real-time, technology-based feedback while teaching (audio coaching, videotape review of lessons, etc.)	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5132	2816	1310	1326	1160	2723	1083
A very strong impact	19	18	21	21	20	20	18
A strong impact	35	38	33	31	34	34	36
A moderate impact	39	38	40	40	38	39	39
No impact at all	7	7	6	9	7	7	6

APPENDIX A:

Q7. How much do you agree or disagree with the following statements? In general, students enter my classroom prepared for on-grade-level work.	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Agree strongly	12	15	12	8	7	11	20
Agree somewhat	41	42	41	40	36	41	48
Disagree somewhat	29	28	28	32	30	32	23
Disagree strongly	17	15	19	20	26	16	10

In general, students leave my classroom prepared for the next level of their education.	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Agree strongly	44	50	38	36	36	42	55
Agree somewhat	50	45	54	55	55	51	40
Disagree somewhat	6	5	7	7	7	6	4
Disagree strongly	1	1	1	2	2	1	0

Q8. Below is a list of factors that some people say may be associated with retaining good teachers. How important do you think each of these items is in retaining good teachers? (Base: Split Sample) Higher salaries	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5080	2815	1294	1307	1121	2724	1075
Absolutely essential	34	34	33	34	36	33	32
Very important	41	42	41	39	41	40	44
Somewhat important	23	22	23	25	21	24	23
Not at all important	2	2	2	2	2	3	1

Pay tied to teachers' performance	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5080	2815	1294	1307	1121	2724	1075
Absolutely essential	4	3	4	4	4	4	3
Very important	12	13	11	11	13	11	12
Somewhat important	36	36	35	35	36	37	33
Not at all important	49	48	50	49	46	48	52

APPENDIX A:

(continued) Supportive leadership	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5080	2815	1294	1307	1121	2724	1075
Absolutely essential	68	72	69	63	71	69	66
Very important	29	26	28	33	27	29	30
Somewhat important	2	2	2	3	2	2	3
Not at all important	0	0	0	0	0	0	0
Professional development that is relevant to personal and school goals	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5080	2815	1294	1307	1121	2724	1075
Absolutely essential	32	36	29	26	30	32	33
Very important	47	48	47	46	49	46	47
Somewhat important	20	15	22	25	20	20	19
Not at all important	2	1	2	2	2	2	1
Access to high-quality curriculum and teaching resources	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5080	2815	1294	1307	1121	2724	1075
Absolutely essential	47	52	46	40	50	46	47
Very important	43	41	44	47	41	43	45
Somewhat important	9	7	10	13	9	10	8
Not at all important	0	0	0	0	0	0	0
Collegial work environment	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5080	2815	1294	1307	1121	2724	1075
Absolutely essential	35	35	35	33	32	34	41
Very important	48	48	46	48	48	48	46
Somewhat important	16	15	17	17	17	16	13
Not at all important	2	2	2	2	3	2	0

APPENDIX A:

(continued) Time for teachers to collaborate	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5080	2815	1294	1307	1121	2724	1075
Absolutely essential	50	54	51	40	47	49	54
Very important	39	38	37	44	40	40	37
Somewhat important	11	8	11	15	13	10	9
Not at all important	1	0	1	1	1	1	0

Clean and safe building conditions	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5080	2815	1294	1307	1121	2724	1075
Absolutely essential	36	36	34	36	37	36	35
Very important	49	50	48	49	47	49	50
Somewhat important	14	13	18	15	15	15	14
Not at all important	1	0	0	1	1	1	0

Q8A. Below is a list of aditional factors that some people say may be associated with retaining good teachers. How important do you think each of these items is in retaining good teachers? (Base: Split Sample) More help for students who have behavioral or other problems that interfere with learning	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5080	2815	1294	1307	1121	2724	1075
Absolutely essential	53	61	55	40	59	53	49
Very important	38	34	37	44	33	38	42
Somewhat important	8	5	9	15	8	8	9
Not at all important	0	0	-	0	0	0	0

Opportunities for additional responsibility and advancement while staying in the classroom	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5080	2815	1294	1307	1121	2724	1075
Absolutely essential	15	14	15	17	14	15	17
Very important	44	43	45	43	48	41	45
Somewhat important	35	37	34	33	32	37	33
Not at all important	6	5	6	8	5	7	5

APPENDIX A:

(continued) More family involvement in students' education	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5080	2815	1294	1307	1121	2724	1075
Absolutely essential	63	65	60	63	67	64	58
Very important	30	30	33	29	27	30	35
Somewhat important	6	5	7	8	6	6	7
Not at all important	0	0	0	0	0	0	0

In-school teaching mentors/coaches for first 3 years of teaching	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5080	2815	1294	1307	1121	2724	1075
Absolutely essential	15	16	13	13	16	14	16
Very important	38	41	38	34	38	36	39
Somewhat important	41	39	41	44	39	43	39
Not at all important	7	5	9	8	7	7	5

More autonomy for teachers to decide on curriculum and teaching methods	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5080	2815	1294	1307	1121	2724	1075
Absolutely essential	24	23	22	26	25	24	23
Very important	49	50	51	46	49	48	52
Somewhat important	25	25	25	26	24	26	24
Not at all important	2	2	2	2	2	2	2

Greater decision-making role for teachers with regard to school policies and practices	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5080	2815	1294	1307	1121	2724	1075
Absolutely essential	26	25	28	25	28	26	25
Very important	51	53	51	50	53	50	51
Somewhat important	22	22	21	23	18	23	22
Not at all important	1	1	0	2	1	1	1

APPENDIX A:

(continued) Teachers are evaluated based on multiple measures	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5080	2815	1294	1307	1121	2724	1075
Absolutely essential	30	32	32	27	29	30	31
Very important	49	50	47	51	52	48	49
Somewhat important	19	17	19	20	16	20	18
Not at all important	2	2	2	2	2	2	1
Q9. How much, if at all, do you think each of the following should contribute to measuring teacher performance? Student growth over the course of the academic year	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
A great deal	43	50	38	35	45	43	41
A moderate amount	42	38	45	46	41	42	43
A slight amount	13	10	15	15	12	13	13
Not at all	2	2	3	3	3	2	3
Student performance on class assignments	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
A great deal	16	17	15	14	18	15	15
A moderate amount	47	49	47	46	49	47	48
A slight amount	28	26	28	29	26	28	27
Not at all	9	8	10	11	8	10	10
Student scores on standardized tests	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
A great deal	4	5	4	3	6	4	3
A moderate amount	32	34	31	28	34	31	33
A slight amount	44	44	43	45	42	44	44
Not at all	20	17	21	23	18	20	21

APPENDIX A:

(continued) Parent surveys	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
A great deal	4	5	4	3	5	4	4
A moderate amount	28	32	26	24	28	28	28
A slight amount	47	46	48	50	48	48	45
Not at all	20	17	23	23	19	20	22
Formal self-evaluation	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
A great deal	20	21	20	19	20	19	23
A moderate amount	50	50	50	50	49	49	51
A slight amount	26	26	26	26	26	27	22
Not at all	4	4	4	5	5	5	3
Principal observation and review	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
A great deal	26	30	25	21	27	26	26
A moderate amount	56	56	57	56	55	56	56
A slight amount	16	13	16	21	16	16	16
Not at all	1	1	1	2	1	1	2
Teacher/peer observation and review	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
A great deal	18	16	17	20	18	17	20
A moderate amount	46	45	47	46	45	46	45
A slight amount	27	28	26	26	27	27	25
Not at all	10	11	9	8	10	10	10

APPENDIX A:

(continued) Department Chair or Team Leader observation and review	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
A great deal	15	12	14	20	14	14	19
A moderate amount	44	43	45	46	45	44	44
A slight amount	29	31	29	25	29	30	27
Not at all	12	14	11	9	13	12	10
Student surveys	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
A great deal	6	5	6	6	5	6	6
A moderate amount	28	27	27	28	28	27	28
A slight amount	46	46	45	46	47	46	44
Not at all	21	21	22	20	20	21	22
Assessment of teacher's content-area knowledge	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
A great deal	29	25	30	34	31	28	29
A moderate amount	46	48	46	44	45	46	48
A slight amount	20	22	20	17	18	21	19
Not at all	5	5	4	4	5	5	4

APPENDIX A:

Q10. Now thinking about these same things that might contribute to measuring teacher performance, about how often do each of these actually happen at your school? Formalized assessment of student growth over the course of an academic year	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	7	9	5	5	8	7	6
About once a month	8	9	7	6	8	8	8
About 3–6 times a year	29	38	26	17	31	29	28
Twice a year	15	12	16	16	13	15	14
Once a year	22	19	25	24	22	21	21
Less often than once a year	5	3	5	8	5	4	5
Never	15	10	16	25	14	15	17
Mean	4.0	4.9	3.4	2.9	4.2	4.0	3.7
Standard deviation	5.1	5.5	4.6	4.5	5.3	5.1	4.8
Median	2.0	4.5	2.0	1.0	2.0	2.0	2.0

Analysis of student performance on classroom assignments	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	32	36	30	28	31	33	33
About once a month	12	14	13	10	13	12	12
About 3–6 times a year	18	19	20	15	18	19	16
Twice a year	7	6	6	9	7	7	6
Once a year	6	5	7	8	7	5	7
Less often than once a year	6	4	6	7	6	5	6
Never	19	16	19	23	18	19	20
Mean	8.7	9.5	8.3	7.6	8.6	8.8	8.8
Standard deviation	8.3	8.3	8.2	8.3	8.2	8.4	8.4
Median	4.5	10.0	4.5	4.5	4.5	4.5	4.5

APPENDIX A:

(continued) Analysis of student scores on standardized tests	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	6	8	7	3	8	6	5
About once a month	8	9	8	5	8	8	7
About 3–6 times a year	27	31	27	18	29	26	25
Twice a year	19	16	19	23	18	19	19
Once a year	31	28	31	36	29	31	33
Less often than once a year	3	2	3	5	3	3	3
Never	6	5	5	10	5	6	8
Mean	4.0	4.5	4.1	2.9	4.3	4.0	3.5
Standard deviation	4.9	5.3	5.0	4.0	5.2	4.9	4.5
Median	2.0	4.5	2.0	2.0	2.0	2.0	2.0
Parent surveys	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	0	0	0	0	0	0	0
About once a month	0	0	1	0	1	0	1
About 3–6 times a year	3	3	2	2	4	2	2
Twice a year	8	9	7	6	9	8	6
Once a year	29	37	26	20	31	30	27
Less often than once a year	13	12	14	14	12	13	12
Never	47	38	50	58	42	46	52
Mean	0.7	0.8	0.7	0.6	0.8	0.7	0.6
Standard deviation	1.5	1.4	1.5	1.3	1.7	1.5	1.2
Median	0.5	1.0	0.5	-	0.5	0.5	-

APPENDIX A:

(continued) Formal self-evaluation	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	3	3	4	4	4	3	3
About once a month	3	3	3	3	3	3	3
About 3–6 times a year	7	7	7	7	7	7	6
Twice a year	15	15	15	14	17	14	15
Once a year	32	33	30	31	31	31	35
Less often than once a year	11	12	11	11	10	11	12
Never	29	27	30	30	27	30	26
Mean	2.0	1.9	2.0	2.0	2.1	1.9	1.8
Standard deviation	3.9	3.8	4.0	3.9	4.1	3.9	3.6
Median	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Principal observation and review	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	4	5	4	2	6	4	2
About once a month	5	6	4	3	6	5	4
About 3–6 times a year	22	23	22	21	26	22	19
Twice a year	28	28	28	28	28	28	27
Once a year	28	28	28	28	25	28	32
Less often than once a year	11	9	11	13	7	11	13
Never	2	1	2	5	2	2	3
Mean	3.1	3.5	3.1	2.5	3.7	3.1	2.5
Standard deviation	4.0	4.5	3.9	3.1	4.6	4.0	3.2
Median	2.0	2.0	2.0	2.0	2.0	2.0	2.0

APPENDIX A:

(continued) Teacher/peer observation and review	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	2	2	1	1	2	1	1
About once a month	3	3	2	3	4	2	2
About 3–6 times a year	8	8	8	8	10	7	7
Twice a year	10	10	11	11	12	10	9
Once a year	14	13	14	14	14	14	13
Less often than once a year	15	14	14	15	12	15	16
Never	49	51	49	47	45	50	52
Mean	1.3	1.4	1.3	1.3	1.8	1.2	1.1
Standard deviation	3.0	3.2	2.8	2.8	3.6	2.9	2.6
Median	0.5	-	0.5	0.5	0.5	0.5	-
Department Chair or Team Leader observation and review	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	1	1	1	1	2	1	1
About once a month	3	2	2	3	3	3	2
About 3–6 times a year	6	5	6	7	8	5	5
Twice a year	9	6	9	12	9	8	9
Once a year	13	12	12	16	13	12	15
Less often than once a year	11	10	12	13	10	11	12
Never	57	63	58	48	55	59	56
Mean	1.1	1.0	1.1	1.3	1.4	1.1	0.9
Standard deviation	2.7	2.7	2.7	2.7	3.1	2.8	2.3
Median	-	-	-	0.5	-	-	-

APPENDIX A:

(continued) Student surveys	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	0	0	0	0	0	0	0
About once a month	1	1	1	1	1	1	1
About 3–6 times a year	3	2	3	3	3	2	3
Twice a year	8	6	9	9	8	8	7
Once a year	23	22	23	24	24	23	23
Less often than once a year	12	11	13	13	12	13	10
Never	53	58	51	49	52	53	56
Mean	0.7	0.6	0.8	0.8	0.7	0.7	0.7
Standard deviation	1.7	1.7	1.6	1.7	1.7	1.8	1.7
Median	-	-	0.5	0.5	-	-	-

Assessment of teacher's content-area knowledge	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	2	2	2	2	3	2	2
About once a month	2	2	2	2	3	2	1
About 3–6 times a year	5	5	4	3	5	4	4
Twice a year	6	6	6	6	7	6	5
Once a year	11	11	11	11	12	10	11
Less often than once a year	17	17	16	18	15	17	17
Never	58	57	59	58	55	59	61
Mean	1.1	1.1	1.1	1.0	1.4	1.0	0.9
Standard deviation	3.1	3.2	3.2	2.9	3.6	3.0	2.8
Median	-	-	-	-	-	-	-

APPENDIX A:

Q10A. Now thinking about these same things that might contribute to measuring teacher performance, how often do you feel each of these should happen at your school? Formalized assessment of student growth over the course of an academic year	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	8	10	6	5	9	8	7
About once a month	12	14	11	10	13	13	12
About 3–6 times a year	31	35	29	24	31	31	28
Twice a year	26	21	28	32	25	25	27
Once a year	20	18	23	24	20	20	21
Less often than once a year	1	1	2	2	1	1	2
Never	2	1	1	3	2	2	3
Mean	4.9	5.5	4.5	4.1	5.1	4.9	4.6
Standard deviation	5.2	5.5	4.9	4.7	5.4	5.1	5.0
Median	4.5	4.5	2.0	2.0	4.5	4.5	2.0

Analysis of student performance on classroom assignments	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	35	39	34	30	35	36	34
About once a month	20	20	21	19	21	20	18
About 3–6 times a year	21	21	22	20	21	20	20
Twice a year	10	8	11	13	11	10	11
Once a year	7	5	7	9	7	6	8
Less often than once a year	2	2	2	2	1	2	2
Never	5	4	4	7	4	5	6
Mean	10.3	11.1	10.1	9.2	10.4	10.5	9.8
Standard deviation	7.8	7.7	7.7	7.7	7.7	7.8	7.9
Median	10.0	10.0	10.0	10.0	10.0	10.0	10.0

APPENDIX A:

(continued) Analysis of student scores on standardized tests	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	5	6	4	3	6	4	4
About once a month	7	9	6	5	8	7	5
About 3–6 times a year	23	27	24	16	26	23	21
Twice a year	26	23	27	29	24	26	25
Once a year	32	28	32	38	29	32	36
Less often than once a year	2	2	2	3	2	3	3
Never	5	4	5	7	5	5	7
Mean	3.5	4.1	3.4	2.7	4.0	3.5	3.1
Standard deviation	4.4	4.9	4.2	3.6	4.8	4.3	4.0
Median	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Parent surveys	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	1	1	0	1	1	0	0
About once a month	2	2	2	1	2	2	1
About 3–6 times a year	8	9	8	6	11	8	6
Twice a year	32	34	31	30	35	34	27
Once a year	37	38	38	37	35	37	40
Less often than once a year	7	6	7	7	6	6	8
Never	14	11	14	17	11	13	18
Mean	1.7	1.7	1.6	1.6	1.9	1.7	1.4
Standard deviation	2.1	2.0	2.0	2.0	2.4	1.9	1.8
Median	1.0	1.0	1.0	1.0	2.0	1.0	1.0

APPENDIX A:

(continued) Formal self-evaluation	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	5	6	5	5	5	6	5
About once a month	8	7	8	9	10	8	7
About 3–6 times a year	14	14	14	13	14	14	13
Twice a year	33	32	35	32	33	33	32
Once a year	33	34	31	35	32	33	36
Less often than once a year	3	3	4	3	3	3	4
Never	3	3	3	3	3	3	3
Mean	3.5	3.5	3.4	3.5	3.5	3.6	3.2
Standard deviation	4.6	4.7	4.5	4.6	4.5	4.7	4.4
Median	2.0	2.0	2.0	2.0	2.0	2.0	2.0

Principal observation and review	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	3	4	3	2	4	3	2
About once a month	8	9	8	7	11	9	6
About 3–6 times a year	26	28	26	24	29	26	24
Twice a year	33	31	35	34	31	34	31
Once a year	24	23	23	27	21	23	30
Less often than once a year	4	4	4	5	3	4	6
Never	1	1	1	2	1	1	1
Mean	3.6	3.9	3.6	3.1	4.1	3.6	3.0
Standard deviation	4.0	4.3	3.8	3.3	4.3	4.0	3.4
Median	2.0	2.0	2.0	2.0	2.0	2.0	2.0

APPENDIX A:

(continued) Teacher/peer observation and review	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	2	2	2	2	2	2	2
About once a month	5	5	5	6	7	5	4
About 3–6 times a year	20	18	21	23	21	20	19
Twice a year	30	28	32	30	29	30	30
Once a year	24	25	23	23	22	24	25
Less often than once a year	7	7	6	6	6	7	7
Never	12	14	10	10	12	12	13
Mean	2.7	2.6	2.8	2.9	3.0	2.7	2.6
Standard deviation	3.4	3.5	3.3	3.4	3.7	3.4	3.3
Median	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Department Chair or Team Leader observation and review	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	1	1	1	1	2	1	1
About once a month	5	4	5	6	6	5	4
About 3–6 times a year	14	11	15	18	16	14	13
Twice a year	26	23	27	30	27	26	26
Once a year	28	29	29	27	24	28	32
Less often than once a year	7	8	7	6	6	7	8
Never	18	24	16	12	18	19	18
Mean	2.2	1.9	2.3	2.6	2.5	2.1	2.0
Standard deviation	2.9	2.8	2.9	3.1	3.4	2.8	2.7
Median	1.0	1.0	1.0	2.0	2.0	1.0	1.0

APPENDIX A:

(continued) Student surveys	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	1	1	1	1	1	1	1
About once a month	3	3	3	3	3	3	3
About 3–6 times a year	10	10	11	10	11	10	9
Twice a year	31	30	31	32	34	31	27
Once a year	33	33	32	34	30	33	35
Less often than once a year	6	7	6	6	6	6	7
Never	16	17	15	14	14	15	18
Mean	1.9	1.8	1.9	1.9	2.0	1.9	1.7
Standard deviation	2.4	2.4	2.4	2.4	2.4	2.4	2.4
Median	1.0	1.0	1.0	1.0	2.0	1.0	1.0

Assessment of teacher's content-area knowledge	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
More than once a month	2	2	2	2	3	2	2
About once a month	3	3	2	3	4	3	2
About 3–6 times a year	7	8	6	6	8	7	6
Twice a year	13	13	12	13	15	13	11
Once a year	40	39	43	41	40	41	40
Less often than once a year	24	23	25	25	20	24	28
Never	11	11	9	10	10	11	11
Mean	1.8	1.9	1.7	1.7	2.1	1.7	1.6
Standard deviation	3.2	3.3	3.2	2.9	3.6	3.1	2.9
Median	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Q11. How much do you agree or disagree with the following statements about summative standardized tests at the state level? They provide a meaningful benchmark against which parents can judge their child's progress	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Agree strongly	5	6	6	4	5	5	6
Agree somewhat	45	47	45	42	43	45	46
Disagree somewhat	32	32	31	32	33	32	31
Disagree strongly	18	16	18	22	19	18	17

APPENDIX A:

(continued) They provide a meaningful benchmark against which teachers can judge their students' progress	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Agree strongly	5	6	5	4	5	5	6
Agree somewhat	46	49	45	42	45	47	45
Disagree somewhat	32	30	32	33	33	31	32
Disagree strongly	17	15	17	21	17	17	16

They provide a meaningful benchmark against which schools can be judged against other schools	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Agree strongly	5	5	5	4	5	4	5
Agree somewhat	38	39	36	35	36	37	39
Disagree somewhat	32	32	33	32	32	32	32
Disagree strongly	26	24	26	28	27	26	23

They ensure every student in a state is assessed in the same way	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Agree strongly	20	20	20	19	20	20	21
Agree somewhat	49	51	49	48	49	50	51
Disagree somewhat	19	19	18	20	19	19	18
Disagree strongly	12	10	12	13	12	12	10

They ensure that all students in a state are mastering the same skills and information	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Agree strongly	9	9	8	8	9	8	10
Agree somewhat	43	45	42	40	42	43	43
Disagree somewhat	30	30	30	30	29	30	30
Disagree strongly	19	17	20	22	20	19	18

APPENDIX A:

(continued) The results are an accurate reflection of student achievement	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Agree strongly	2	2	2	2	3	2	2
Agree somewhat	24	26	23	21	23	24	26
Disagree somewhat	41	42	39	41	40	42	41
Disagree strongly	32	30	35	36	34	32	31

They are well aligned with the current state standards	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Agree strongly	13	12	13	12	13	12	13
Agree somewhat	51	53	49	49	52	51	51
Disagree somewhat	26	26	27	26	25	27	27
Disagree strongly	10	8	11	13	10	10	10

Students take them seriously and perform to the best of their ability	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Agree strongly	9	11	8	6	9	9	11
Agree somewhat	36	40	35	30	33	35	39
Disagree somewhat	33	33	33	33	34	34	30
Disagree strongly	22	16	24	31	24	23	20

They determine what is taught in my classroom	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Agree strongly	21	21	23	18	22	21	18
Agree somewhat	39	41	39	36	39	40	38
Disagree somewhat	22	23	21	22	22	22	25
Disagree strongly	18	15	17	24	17	18	20

APPENDIX A:

Q13A. Which best describes your school's policy on teachers communicating with students outside of the classroom?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
There is no official policy, but we are discouraged from doing so	14	11	17	16	13	14	14
There is no official policy, and we are encouraged to do so	25	25	24	29	28	25	24
There is an official policy, and we are not allowed to do so	6	4	7	6	7	5	6
There is an official policy, and we are encouraged to do so	8	6	8	12	8	8	9
I'm not sure if there is a policy	47	54	44	37	45	48	48

Q13. Which of the following apply to you?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
I keep extra snacks in my classroom	60	72	54	45	60	62	56
My students have my phone number so they can reach me if they need to	23	22	21	28	29	24	15
My students are encouraged to email me	46	27	55	69	38	46	56
I communicate with my students' parents by email	88	84	90	92	79	89	95
I attend students' school-related extracurricular and/or sporting events	76	67	83	85	75	76	76
I attend students' non-school-related extracurricular and/or sporting events	38	42	38	35	38	39	37
I attend students' extracurricular and/or sporting events over the summer months	20	20	19	22	21	20	17
I keep in touch with students over the summer	27	27	23	30	25	26	29
I am willing to have parent/teacher conferences at my students' homes	27	32	26	21	36	27	19
I have parent/teacher conferences at my students' homes	6	8	5	4	9	5	3
Parents in my community feel welcome at my school	80	84	77	75	77	80	84
My school acts as a community center by staying open late	22	22	23	24	23	23	20
None of these apply	1	1	1	1	1	1	0

APPENDIX A:

Q14. Compared to when you started teaching in the school you currently teach, would you say there are more students, fewer students, or the same percentage of students who...? (Base: Teachers who have been teaching in the same school for five or more years) Arrive at school hungry	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	6023	3362	1521	1511	1267	3201	1390
More students	49	51	50	45	50	53	37
Same amount of students	42	39	42	47	42	39	48
Fewer students	9	10	7	8	8	8	15
(continued) Are homeless	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	6023	3362	1521	1511	1267	3201	1390
More students	36	35	37	37	35	40	27
Same amount of students	49	47	49	51	50	47	52
Fewer students	15	18	14	12	15	13	20
Struggle with reading	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	6023	3362	1521	1511	1267	3201	1390
More students	43	41	49	44	46	45	36
Same amount of students	47	47	42	49	44	45	52
Fewer students	10	12	9	7	10	10	12
Struggle with math	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	6023	3362	1521	1511	1267	3201	1390
More students	37	31	43	42	40	39	31
Same amount of students	54	57	50	52	51	53	60
Fewer students	9	12	8	6	9	9	9

APPENDIX A:

(continued) Are prepared for challenging school work	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	6023	3362	1521	1511	1267	3201	1390
More students	13	16	10	13	14	12	15
Same amount of students	41	43	39	39	39	40	46
Fewer students	46	41	51	48	47	48	39

Want to attend college	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	6023	3362	1521	1511	1267	3201	1390
More students	26	23	23	33	27	25	27
Same amount of students	61	66	61	54	58	61	66
Fewer students	12	11	15	13	15	14	7

Have parents who participate in our school/classroom activities	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	6023	3362	1521	1511	1267	3201	1390
More students	10	11	8	9	10	9	12
Same amount of students	43	39	42	49	40	40	51
Fewer students	47	50	50	42	49	51	37

Need to use the latest technology in order to be engaged in the classroom	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	6023	3362	1521	1511	1267	3201	1390
More students	59	56	63	63	59	59	59
Same amount of students	37	40	33	34	36	36	38
Fewer students	4	5	4	4	5	4	3

Are living in poverty	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	6023	3362	1521	1511	1267	3201	1390
More students	56	58	57	54	59	61	43
Same amount of students	38	35	38	41	37	34	44
Fewer students	6	7	5	5	4	5	13

APPENDIX A:

(continued) Are gifted and talented students	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	6023	3362	1521	1511	1267	3201	1390
More students	11	12	10	11	12	10	13
Same amount of students	64	62	63	68	59	64	66
Fewer students	25	26	28	22	29	26	20
Are English Language Learners (ELL)	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	6023	3362	1521	1511	1267	3201	1390
More students	50	51	49	47	43	52	52
Same amount of students	39	37	38	42	44	36	37
Fewer students	11	11	13	11	13	11	11
Have behavioral problems that interfere with teaching	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	6023	3362	1521	1511	1267	3201	1390
More students	62	68	64	53	65	63	56
Same amount of students	31	27	29	38	28	30	36
Fewer students	7	6	7	9	7	7	8
Q15. Using the scale below, please slide the arrow to the point that reflects your view on what your ideal, average class size is.	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
18 or fewer	44	56	34	33	52	43	35
19–23	39	37	41	38	34	39	44
24 or more	18	7	24	28	13	18	22
Mean	19.7	18.7	20.5	20.7	19.0	19.8	20.4
Standard deviation	3.7	2.8	4.2	4.5	3.4	3.8	3.9
Median	20.0	18.0	20.0	20.0	18.0	20.0	20.0

APPENDIX A:

Q16. Now please slide the arrow to the point at which you feel that the average number of students in your class(s) would have a negative impact on student achievement.	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
24 or less	27	37	19	18	33	27	21
25–29	42	47	39	36	42	42	43
30 or more	31	16	42	46	25	31	36
Mean	26.7	25.2	27.7	28.1	25.8	26.7	27.5
Standard deviation	4.7	3.9	5.0	5.3	4.6	4.7	4.9
Median	26.0	25.0	28.0	29.0	25.0	26.0	27.0

Q17. In general, how satisfied are you in your job as a teacher?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Very satisfied	42	44	40	39	40	41	47
Satisfied	47	45	47	48	47	48	44
Not very satisfied	10	10	11	11	12	10	8
Not at all satisfied	1	1	1	1	1	1	1

Q18. Which choice below best describes you?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
I plan on teaching as long as I am able – likely past my eligible retirement age	51	50	51	53	50	51	53
I plan on teaching until I am eligible for retirement	32	34	33	30	31	33	32
I plan on teaching until something better comes along	4	4	4	5	4	4	4
I plan on leaving teaching and starting a different career in the education field	10	10	10	10	12	9	9
I plan on leaving teaching and starting a different career outside of the education field	2	2	3	3	3	2	2

APPENDIX A:

Q19A. Which of the following populations of students do you currently have in your class(es)?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Special education students	85	84	89	85	85	86	84
Students living in poverty	83	82	85	85	90	87	65
Gifted and talented students	69	66	71	73	62	70	74
English Language Learners (ELL)	64	64	62	61	60	64	67
General education students	87	86	85	87	85	87	86
Students with behavioral issues	87	87	89	84	87	88	83

Q19B. We are interested in knowing the kinds of resources you need most when addressing the needs of different populations of students. One type of resource we are specifically interested in is: Tangible learning resources like relevant instructional materials including: workbooks, technology, software programs, textbooks, and mixed media content in classroom For each of the populations of students listed below, please say whether you feel you have what you need in terms of resources, or if you think you need more. (Base: Asked of teachers who have this population of students in their class) Special education students	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	8630	4690	2301	2229	1895	4638	1825
I have the tangible RESOURCES needed to address the needs of these students	40	39	42	42	36	40	45
I need more tangible RESOURCES to address the needs of these students	60	61	58	58	64	60	55

Students living in poverty (Base: Asked of teachers who have this population of students in their class)	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	8418	4565	2188	2201	2038	4705	1408
I have the tangible RESOURCES needed to address the needs of these students	39	43	36	36	39	39	40
I need more tangible RESOURCES to address the needs of these students	61	57	64	64	61	61	60

APPENDIX A:

(continued) Gifted and talented students (Base: Asked of teachers who have this population of students in their class)	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	6798	3580	1781	1861	1333	3660	1593
I have the tangible RESOURCES needed to address the needs of these students	47	43	48	52	43	45	54
I need more tangible RESOURCES to address the needs of these students	53	57	52	48	57	55	46
English Language Learners (ELL) **(Base: Asked of teachers who have this population of students in their class)**	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	**6–8**	**9–12**	**<$40K**	**$40–$69K**	**$70K+**
BASE	6681	3692	1656	1662	1389	3598	1474
I have the tangible RESOURCES needed to address the needs of these students	41	46	35	37	39	39	45
I need more tangible RESOURCES to address the needs of these students	59	54	65	63	61	61	55
General education students **(Base: Asked of teachers who have this population of students in their class)**	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	**6–8**	**9–12**	**<$40K**	**$40–$69K**	**$70K+**
BASE	8686	4721	2184	2266	1913	4640	1855
I have the tangible RESOURCES needed to address the needs of these students	79	82	76	77	75	79	83
I need more tangible RESOURCES to address the needs of these students	21	18	24	23	25	21	17
Students with behavioral issues **(Base: Asked of teachers who have this population of students in their class)**	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	**6–8**	**9–12**	**<$40K**	**$40–$69K**	**$70K+**
BASE	8825	4885	2304	2208	1986	4752	1805
I have the tangible RESOURCES needed to address the needs of these students	28	26	29	32	23	28	36
I need more tangible RESOURCES to address the needs of these students	72	74	71	68	77	72	64

APPENDIX A:

Q19C. Another type of resource we are specifically interested in is: Teacher training in terms of best practices and strategies on differentiating teaching practices to best instruct and engage students For each of the populations of students listed below, please say whether you feel you have what you need in terms of training, or if you think you need more. (Base: Asked of teachers who have this population of students in their class) Special education students	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	8630	4690	2301	2229	1895	4638	1825
I have the TRAINING needed to address the needs of these students	51	47	56	54	48	51	53
I need more TRAINING to address the needs of these students	49	53	44	46	52	49	47

Students living in poverty (Base: Asked of teachers who have this population of students in their class)	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	8418	4565	2188	2201	2038	4705	1408
I have the TRAINING needed to address the needs of these students	53	56	52	51	55	54	49
I need more TRAINING to address the needs of these students	47	44	48	49	45	46	51

Gifted and talented students (Base: Asked of teachers who have this population of students in their class)	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	6798	3580	1781	1861	1333	3660	1593
I have the TRAINING needed to address the needs of these students	59	55	61	64	57	58	65
I need more TRAINING to address the needs of these students	41	45	39	36	43	42	35

APPENDIX A:

(continued) English Language Learners (ELL) (Base: Asked of teachers who have this population of students in their class)	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	6681	3692	1656	1662	1389	3598	1474
I have the TRAINING needed to address the needs of these students	51	56	46	45	51	50	52
I need more TRAINING to address the needs of these students	49	44	54	55	49	50	48
General education students **(Base: Asked of teachers who have this population of students in their class)**	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	**6–8**	**9–12**	**<$40K**	**$40–$69K**	**$70K+**
BASE	8686	4721	2184	2266	1913	4640	1855
I have the TRAINING needed to address the needs of these students	92	93	92	90	90	92	93
I need more TRAINING to address the needs of these students	8	7	8	10	10	8	7
Students with behavioral issues **(Base: Asked of teachers who have this population of students in their class)**	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	**6–8**	**9–12**	**<$40K**	**$40–$69K**	**$70K+**
BASE	8825	4885	2304	2208	1986	4752	1805
I have the TRAINING needed to address the needs of these students	36	34	38	39	32	37	40
I need more TRAINING to address the needs of these students	64	66	62	61	68	63	60
Q20. Have you heard of the Common Core State Standards Initiative? The Common Core State Standards are new standards in mathematics and English language arts, meant to be consistent from state to state for each grade level. They were completed in the summer of 2010 through a state-led effort and have been adopted by over 40 states. **(Base: Teachers in the 45 Common Core adoption states, as of November 15th, 2011. Includes Washington, DC, and all states except Alaska, Minnesota, Nebraska, Texas, and Virginia.)**	**Total**	**Grades Taught**			**Community Median Household Income**		
		PreK–5	**6–8**	**9–12**	**<$40K**	**$40–$69K**	**$70K+**
BASE	8905	4869	2299	2320	1937	4836	1848
Yes	78	82	77	71	80	77	78
No	15	10	16	26	13	16	15
Not sure	7	7	7	8	7	7	8

APPENDIX A:

Q21. How prepared do you feel you are to teach the Common Core State Standards in your classroom? (Base: Teachers in the 45 Common Core adoption states who are aware of the Common Core State Standards Initiative and who teach students in Grades PreK–5 or teach math or ELA in Grades 6–12.)	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5523	3879	1173	813	1219	3006	1130
Very prepared	22	20	24	24	20	22	25
Somewhat prepared	51	52	48	48	52	51	48
Somewhat unprepared	18	19	18	17	20	17	19
Very unprepared	9	9	10	11	9	10	9

Q21B. What types of resources do you think you will need to effectively implement the common core standards in your classroom(s)? (Base: Teachers in the 45 Common Core adoption states who are aware of the Common Core State Standards Initiative and who teach students in Grades PreK–5 or teach math or ELA in Grades 6–12.)	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	5523	3879	1173	813	1219	3006	1130
New curricula and learning tools aligned to the new standards in English and math	59	59	57	61	60	59	59
New formative assessments that measure how well students are learning the standards	61	61	61	59	61	61	60
New summative assessments that measure how well students are learning the standards	56	56	57	56	54	57	56
Professional development focused on the requirements of the standards	63	64	62	60	62	62	65
Professional development on how to teach parts of the standards that are new to me	60	62	59	56	60	61	59
Student-centered technology and resources to help students best learn to these new standards	64	63	65	65	66	63	64
I am prepared to teach to the new standards and I don't need any of these things	6	5	5	7	5	6	6

APPENDIX A:

Q22. How much do you agree or disagree with the following statements about teacher tenure Teacher tenure should reflect mastery of content	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Agree strongly	38	36	38	41	37	38	40
Agree somewhat	49	50	49	47	49	49	49
Disagree somewhat	10	11	9	8	11	10	8
Disagree strongly	4	4	4	3	4	4	3

Teacher tenure should reflect mastery of teaching methods	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Agree strongly	41	40	43	42	38	42	45
Agree somewhat	49	50	48	49	51	49	48
Disagree somewhat	7	7	7	6	7	7	6
Disagree strongly	2	3	2	2	3	2	2

Teacher tenure should reflect evaluations of teacher effectiveness	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Agree strongly	41	42	41	39	40	41	43
Agree somewhat	48	48	49	50	49	48	48
Disagree somewhat	7	7	7	8	8	8	7
Disagree strongly	3	3	3	3	3	3	2

Teacher tenure should be based solely on number of years teaching	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Agree strongly	5	5	5	6	6	5	5
Agree somewhat	19	20	18	18	22	19	17
Disagree somewhat	42	41	44	41	40	42	44
Disagree strongly	33	33	33	35	32	34	35

APPENDIX A:

(continued) Teacher tenure protects teachers from unfairly losing their jobs	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Agree strongly	41	38	43	44	40	41	45
Agree somewhat	43	45	41	41	45	43	41
Disagree somewhat	11	12	11	11	11	12	11
Disagree strongly	4	4	4	4	5	5	4

Tenure, once granted, should be reevaluated at regular intervals	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Agree strongly	35	36	35	34	34	35	36
Agree somewhat	45	46	45	45	47	45	45
Disagree somewhat	12	11	11	13	11	12	13
Disagree strongly	8	7	8	8	8	8	7

Without tenure, teachers with more experience who are higher paid could possibly be laid off	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Agree strongly	42	37	45	47	38	41	47
Agree somewhat	38	40	36	36	40	38	35
Disagree somewhat	13	14	12	11	13	13	12
Disagree strongly	8	8	7	6	9	7	6

Tenure should not protect ineffective teachers	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Agree strongly	65	65	65	65	64	65	67
Agree somewhat	27	26	27	27	26	27	26
Disagree somewhat	5	5	6	6	7	5	5
Disagree strongly	2	3	2	2	3	2	2

APPENDIX A:

Q23. On the following scale, please slide the arrow to the number of years at which point teachers should be considered for tenure.	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
3 or less	31	30	33	33	29	31	36
4–5	45	45	45	44	45	45	44
6–9	7	7	7	7	7	8	6
10 or more	16	17	15	16	19	16	14
Tenure should not be based on years teaching	7	7	6	7	6	7	6
Mean (among those that selected a length of time)	5.4	5.5	5.3	5.4	5.7	5.4	5.1
Standard deviation	3.2	3.3	3.1	3.3	3.5	3.2	3.1
Median (among those that selected a length of time)	5.0	5.0	5.0	5.0	5.0	5.0	5.0

Q24. Which of the following best describes the role you think seniority should play in workforce reduction decisions?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Seniority should be the most important factor in issues relating to workforce reduction.	14	15	14	13	13	14	15
Seniority should be considered along with other measures in issues relating to workforce reduction.	74	74	75	74	75	74	74
Seniority should be the least important factor in issues relating to workforce reduction.	12	12	11	12	12	12	10

Q26. In an average day, how many hours do you work…Please type in the number of hours and minutes per day you work at each. (Data shown are average minutes.) (Base: Teachers who provided an answer for each activity.)	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10209	4948	2768	3216	2381	5374	2119
During required school hours	443.8	442.8	444.1	445.6	451.8	443.5	436.1
On school grounds, before or after required hours (not including extracurricular activities such as coaching, clubs, etc.)	103.3	109.9	97.2	97.0	102.0	103.4	104.8
Outside of school (at home, library, etc.)	97.0	97.4	96.3	96.3	98.2	96.3	98.6
Extracurricular activities such as coaching, clubs, etc.	41.7	26.4	54.4	58.8	43.6	41.2	40.7
Total time spent	685.9	676.5	692.0	697.7	695.5	684.3	680.3
Total time spent minus extracurricular	644.2	650.1	637.6	638.9	651.9	643.2	639.6

APPENDIX A:

Q27A. How much of your required hours and minutes do you spend on each of the following activities? Please enter the number of hours and minutes per day you spend on each. (Data shown are average minutes.) (Base: Teachers who provided an answer for each activity.)	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10186	4935	2761	3211	2376	5361	2116
Discipline	17.8	20.2	18.2	13.8	21.8	17.7	14.0
In-class instruction	269.1	277.7	258.3	264.6	269.1	269.8	267.4
Professional paperwork/filing reports/data analysis	15.4	14.3	16.7	16.3	16.2	15.2	14.6
Grading student work/preparing student report cards	19.4	14.6	21.4	25.3	19.9	19.1	19.5
Emailing, speaking to, or meeting with parents	14.0	12.7	15.8	14.7	12.9	13.7	15.7
Collaborating with colleagues	15.4	15.4	17.7	13.0	15.6	15.0	16.1
Providing student tutoring & extra academic help	19.5	18.4	19.6	21.2	20.7	20.0	17.0
Free time/lunch/personal time	22.7	23.6	22.1	21.9	22.8	22.5	23.0
Student supervision (hall monitoring/ lunch/recess/etc.)	18.1	18.0	19.6	16.5	19.9	18.0	16.6
Lesson planning/prep	30.4	27.0	31.8	34.7	30.1	30.6	30.2
Other	3.2	2.5	4.0	4.0	4.0	3.2	2.5

Q27B. In your opinion, how much of your required hours and minutes should be spent on each of the following activities? (Data shown are average minutes.) (Base: Teachers who provided an answer for each activity.)	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10188	4935	2761	3213	2376	5363	2116
Discipline	5.4	6.1	5.7	4.3	6.6	5.4	4.2
In-class instruction	273.4	285.7	263.4	262.4	276.7	274.2	268.8
Professional paperwork/filing reports/data analysis	11.2	10.9	11.9	11.5	12.0	11.0	10.6
Grading student work/preparing student report cards	19.7	14.7	21.5	26.2	19.9	19.3	20.4
Emailing, speaking to, or meeting with parents	13.1	11.6	14.3	14.8	13.4	12.9	13.5
Collaborating with colleagues	22.8	21.6	24.7	22.5	22.4	22.6	23.9
Providing student tutoring & extra academic help	24.7	22.9	25.4	27.1	26.6	25.0	22.0
Free time/lunch/personal time	28.1	28.8	27.9	27.4	27.8	27.9	28.9
Student supervision (hall monitoring/ lunch/recess/etc.)	8.0	7.4	9.5	7.4	9.6	7.9	6.8
Lesson planning/prep	35.9	32.5	38.1	40.0	35.3	36.3	35.5
Other	2.1	1.6	2.5	2.6	2.6	1.9	2.0

APPENDIX A:

C1. Do you have either of these types of teacher certification, or not?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Yes, formal certification	94	96	94	91	92	94	94
Yes, alternative certification	6	4	6	8	7	5	5
No certification	1	1	1	1	0	1	1

C2. Have you always been a teacher or did you have another career before switching into the teaching profession?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Have always been a teacher	64	71	61	56	64	64	62
Switched to the teaching profession after having another career	36	29	39	44	36	36	38

(Note: There was no C3 in the survey) C4. About what percentage of your students are English Language Learners? (Base: Have ELL students in class)	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	6681	3692	1656	1662	1389	3598	1474
Less than 25%	61	55	64	69	53	61	71
25%–49%	15	16	14	13	17	15	13
50%–74%	8	9	6	5	10	8	3
75%–99%	13	14	12	11	15	12	10
100%	4	5	4	3	5	3	3
Mean	28.9	32.9	27.8	24.5	33.9	28.9	23.6
Standard deviation	31.7	32.8	31.9	30.0	33.6	31.0	30.0
Median	15.0	20.0	15.0	10.0	20.0	20.0	10.0

C5. How many languages are spoken by the ELL students in your class? (Base: Have ELL students in class)	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	6681	3692	1656	1662	1389	3598	1474
1	22	25	21	19	30	22	15
2	46	49	45	41	49	47	39
3	16	14	17	20	12	16	23
4	6	6	7	7	4	6	10
5+	9	6	10	13	5	9	13
Mean	2.5	2.3	2.6	2.8	2.2	2.5	2.9
Standard deviation	1.8	1.5	2.0	2.0	1.7	1.7	2.0
Median	2.0	2.0	2.0	2.0	2.0	2.0	2.0

APPENDIX A:

(Note: There was no C6 in the survey) C7. Are you...?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Male	24	9	29	44	24	24	24
Female	76	91	71	56	76	76	76

C8. What is your age?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
21–34	27	29	25	26	27	26	26
35–44	24	25	24	22	25	24	22
45–54	28	28	29	28	27	29	29
55+	21	19	22	24	21	21	23
Mean	43.7	43.0	44.1	44.6	43.5	43.8	44.2
Standard deviation	11.4	11.2	11.3	11.6	11.4	11.2	11.5
Median	44.0	44.0	45.0	45.0	44.0	45.0	46.0

C9. Are you of Latino origin, such as Mexican American, Latin American, Puerto Rican, Cuban, etc.?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
Yes, of Latino origin	6	6	5	6	8	5	4
No, not of Latino origin	86	87	86	86	84	87	87
Decline to answer	8	7	10	8	8	8	9

C10. Do you consider yourself...?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
White	83	85	83	81	81	83	85
Black/African American	5	4	4	5	7	4	2
Asian or Pacific Islander	2	2	2	2	1	2	3
Native American or Alaskan native	1	1	1	2	2	1	1
Decline to answer	10	9	11	12	11	10	10

APPENDIX A:

C11. Which grade is the lowest grade of students present in your school?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
PreK	28	51	12	5	35	28	20
Kindergarten	20	37	8	3	16	20	24
First grade	1	2	0	0	1	1	1
Second grade	1	1	0	-	1	1	0
Third grade	2	3	1	0	2	2	2
Fourth grade	1	2	1	0	1	1	1
Fifth grade	3	3	8	0	3	3	2
Sixth grade	15	0	53	4	13	14	18
Seventh grade	4	0	13	6	5	5	3
Eighth grade	1	0	2	2	1	1	1
Ninth grade	23	0	1	74	21	23	25
Tenth grade	1	-	0	4	1	1	1
Eleventh grade	0	-	-	1	0	0	0
Twelfth grade	0	0	0	1	0	0	0

C12. Which grade is the highest grade of students present in your school?	Total	Grades Taught			Community Median Household Income		
		PreK–5	6–8	9–12	<$40K	$40–$69K	$70K+
BASE	10212	5631	2604	2633	2281	5447	2158
PreK	0	1	0	0	1	0	0
Kindergarten	1	1	0	-	1	0	1
First grade	0	1	-	-	0	0	1
Second grade	1	3	-	-	2	1	1
Third grade	1	3	-	-	1	2	1
Fourth grade	3	7	0	-	3	3	3
Fifth grade	26	53	0	0	25	26	28
Sixth grade	9	16	9	0	10	9	9
Seventh grade	0	0	1	0	0	0	1
Eighth grade	22	9	70	1	20	22	24
Ninth grade	1	-	2	2	0	1	1
Tenth grade	0	-	0	1	0	0	0
Eleventh grade	0	0	0	0	0	0	0
Twelfth grade	33	6	17	96	36	34	30

APPENDIX B:

Trended Survey Results

APPENDIX B*:

Trended Survey Results

Teacher Gender (1)	2009	2011
BASE	25452	10212
Male	24	24
Female	76	76
Race/Ethnicity	**2009**	**2011**
BASE	25452	10212
White	78	83
Black/African American	4	5
Hispanic	6	6
Other	4	3
Decline to answer	8	10
Teacher Age	**2009**	**2011**
Average Age	42.0 years	43.7 years
Teacher Years of Experience (1)	**2009**	**2011**
BASE	25452	10212
Less than 3 years	12	19
3–9 years	35	32
10–20 years	29	25
More than 20 years	24	24
Median Household Income in School Community (from sample)	**2009**	**2011**
BASE	25452	10212
<$40K	27	24
$40K to <$70K	51	55
>$70,000	18	21
Unclassified	5	--
Region (1) (from sample)	**2009**	**2011**
BASE	25452	10212
Northeast	20	20
Midwest	22	22
South	40	40
West	19	19

*This appendix shows available data tracked to the 2009 wave of *Primary Sources*.

APPENDIX B:

Trended Survey Results

Metro Status (1) (from sample)	2009	2011
BASE	25452	10212
Urban	26	26
Suburban	36	37
Small town/rural	38	38
School Size (from sample)	**2009**	**2011**
BASE	25452	10212
Less than 500	32	34
500–999	43	42
1,000 or more	25	24
S3. What subjects did you teach in the 2010–2011 academic year?	**2009**	**2011**
BASE	25452	10212
General subjects / All subjects	37	37
Math	20	20
English / English Language Arts (ELA)	22	20
Reading	16	15
Science (including biology, chemistry, physics, etc.)	18	18
Social Studies / History / Economics	17	16
Foreign language	4	3
Band / Orchestra / Music / Chorus	3	2
Arts	5	3
Business courses	2	1
Computers	6	4
Physical education / Gym	2	2
Special education	6	10
Health	3	3
Vocational education	4	2
Other	5	6

(1) means the variable was used in the weighting scheme

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APPENDIX B:*

Trended Survey Results

S4. What grades did you teach in the 2010–2011 academic year?	2009	2011
BASE	25452	10212
PreK–5 (1)	48	48
6–8 (1)	30	27
9–12 (1)	32	32
PreK	2	2
Kindergarten	9	11
First grade	10	11
Second grade	10	10
Third grade	11	11
Fourth grade	11	11
Fifth grade	12	12
Sixth grade	14	14
Seventh grade	16	15
Eighth grade	17	15
Ninth grade	22	21
Tenth grade	25	25
Eleventh grade	26	25
Twelfth grade	26	24
S5. Altogether, how many years have you worked as a teacher?	**2009**	**2011**
BASE	25452	10212
Less than 4 years	19	19
4–10 years	33	32
11–20 years	25	25
Over 20 years	24	24
Mean	13.0	12.9
Standard deviation	10.0	10.0
Median	11.0	11.0

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APPENDIX B:

Trended Survey Results

Q1. In your view, what percentage of the students currently in your classes could leave high school prepared to succeed in a 2- or 4-year college?	**2009**	**2011**
BASE	25452	10211
0–24	8	15
25–50	21	20
51–75	27	24
76–99	37	35
100	7	6
Mean	68.0	63.0
Standard deviation	26.0	29.3
Q2. Below is a list of five possible reasons that some students don't leave high school prepared to succeed in a 2- or 4-year college. Which one do you believe is the most likely reason that some of the students in your classes won't leave high school prepared to succeed in a 2- or 4-year college? **(Base: Believe less than 100 could leave HS prepared to succeed)**	**2009**	**2011**
BASE	23448	9590
Lack of participation in college preparatory coursework	2	3
Poor reading and communication skills	19	18
Lack of critical thinking and problem-solving abilities	17	20
Lack of encouragement from family and friends	23	24
Lack of student motivation	39	35
Q3. Overall, how would you rate student academic achievement at your school? By academic achievement we mean your students' preparedness for the next level of education.	**2009**	**2011**
BASE	25452	10212
Excellent	23	22
Good	50	50
Fair	23	23
Poor	4	4

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APPENDIX B:

Trended Survey Results

Q4. In your experience, how important is each of the following in measuring students' academic achievement? Again, by academic achievement we mean students' preparedness for the next level of education. State-required standardized tests	2009	2011
BASE	25452	10212
Absolutely essential	6	7
Very important	22	21
Somewhat important	53	50
Not at all important	16	18
I don't use this	3	5
District-required tests	**2009**	**2011**
BASE	25452	10212
Absolutely essential	6	6
Very important	25	24
Somewhat important	51	49
Not at all important	12	12
I don't use this	6	8
Performance on class assignments	**2009**	**2011**
BASE	25452	10212
Absolutely essential	45	47
Very important	47	44
Somewhat important	8	9
Not at all important	0	0
I don't use this	0	0
Class participation	**2009**	**2011**
BASE	25452	10212
Absolutely essential	54	55
Very important	36	35
Somewhat important	9	8
Not at all important	0	0
I don't use this	0	0

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APPENDIX B:

Trended Survey Results

(continued) Formative, ongoing assessments	2009	2011
BASE	25452	10212
Absolutely essential	60	62
Very important	33	30
Somewhat important	6	7
Not at all important	0	0
I don't use this	0	1
Tests from textbooks (This item said "tests from basal textbooks" in 2009)	**2009**	**2011**
BASE	25452	10212
Absolutely essential	4	4
Very important	21	22
Somewhat important	50	48
Not at all important	11	13
I don't use this	14	13
Q5. How often do you use student performance data for each of the following instructional purposes? By student performance data we mean things such as performance on class assignments, class participation, and performance on standardized tests. **Differentiate instruction**	**2009**	**2011**
BASE	25452	10212
Very often	70	74
Sometimes	27	23
Rarely	3	2
Never	0	0
Identify students who need intervention or supplemental services	**2009**	**2011**
BASE	25452	10212
Very often	73	78
Sometimes	24	19
Rarely	3	2
Never	0	0

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APPENDIX B:

Trended Survey Results

(continued) Discuss a student's performance with other teachers in your school	2009	2011
BASE	25452	10212
Very often	44	48
Sometimes	45	42
Rarely	9	9
Never	1	1
Discuss a student's performance with the student and/or the student's parents	**2009**	**2011**
BASE	25452	10212
Very often	64	66
Sometimes	33	31
Rarely	3	2
Never	0	0
Compare students' performance to that of other students in your school or district	**2009**	**2011**
BASE	25452	10212
Very often	25	26
Sometimes	48	47
Rarely	21	21
Never	6	6
Assess students' progress compared with their prior-year academic performance	**2009**	**2011**
BASE	25452	10212
Very often	29	30
Sometimes	45	44
Rarely	20	19
Never	6	6
Alter your lesson plans	**2009**	**2011**
BASE	25452	10212
Very often	65	70
Sometimes	32	29
Rarely	3	1
Never	0	0

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APPENDIX B:

Trended Survey Results

(continued) Monitor your classroom's progress in helping your school meet AYP targets	2009	2011
BASE	25452	10212
Very often	48	49
Sometimes	35	33
Rarely	12	11
Never	6	6
Q6A. How much of an impact do you believe the following efforts would have on improving student academic achievement? Once again, by academic achievement, we mean students' preparedness for the next level of education. (Base: Split Sample for 2011) Common standards across all states	**2009**	**2011**
BASE	25452	5132
A very strong impact	24	29
A strong impact	36	35
A moderate impact	30	28
No impact at all	10	9
Common assessments across all states	**2009**	**2011**
BASE	25452	5132
A very strong impact	20	20
A strong impact	32	29
A moderate impact	34	36
No impact at all	14	15
Q7. How much do you agree or disagree with the following statements? In general, students enter my classroom prepared for on-grade-level work.	**2009**	**2011**
BASE	25452	10212
Agree strongly	13	12
Agree somewhat	42	41
Disagree somewhat	29	29
Disagree strongly	16	17

(1) means the variable was used in the weighting scheme

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APPENDIX B:

Trended Survey Results

(continued) In general, students leave my classroom prepared for the next level of their education.	2009	2011
BASE	25452	10212
Agree strongly	41	44
Agree somewhat	52	50
Disagree somewhat	7	6
Disagree strongly	1	1
Q8A. Below is a list of factors that some people say may be associated with retaining good teachers. How important do you think each of these items is in retaining good teachers? **(Base: Split Sample for 2011)** **Higher salaries**	**2009**	**2011**
BASE	25452	5080
Absolutely essential	50	34
Very important	36	41
Somewhat important	14	23
Not at all important	1	2
Pay tied to teachers' performance	**2009**	**2011**
BASE	25452	5080
Absolutely essential	9	4
Very important	19	12
Somewhat important	37	36
Not at all important	35	49
Supportive leadership	**2009**	**2011**
BASE	25452	5080
Absolutely essential	75	68
Very important	23	29
Somewhat important	2	2
Not at all important	0	0

(1) means the variable was used in the weighting scheme

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APPENDIX B:

Trended Survey Results

(continued) Professional development that is relevant to personal and school goals	2009	2011
BASE	25452	5080
Absolutely essential	51	32
Very important	38	47
Somewhat important	10	20
Not at all important	1	2
Access to high-quality curriculum and teaching resources	**2009**	**2011**
BASE	25452	5080
Absolutely essential	55	47
Very important	38	43
Somewhat important	6	9
Not at all important	0	0
Collegial work environment	**2009**	**2011**
BASE	25452	5080
Absolutely essential	46	35
Very important	42	48
Somewhat important	11	16
Not at all important	1	2
Time for teachers to collaborate	**2009**	**2011**
BASE	25452	5080
Absolutely essential	57	50
Very important	34	39
Somewhat important	8	11
Not at all important	1	1
Clean and safe building conditions	**2009**	**2011**
BASE	25452	5080
Absolutely essential	51	36
Very important	40	49
Somewhat important	8	14
Not at all important	0	1

(1) means the variable was used in the weighting scheme

If the variable is noted as "(from sample)," it was provided by MDR. All other data are teacher-reported.

The 2009 data reflect the 25,452 teachers who completed the survey online. These data have been weighted according to the same scheme as the 2011 data in order to ensure that comparable data are being trended.

NOTES

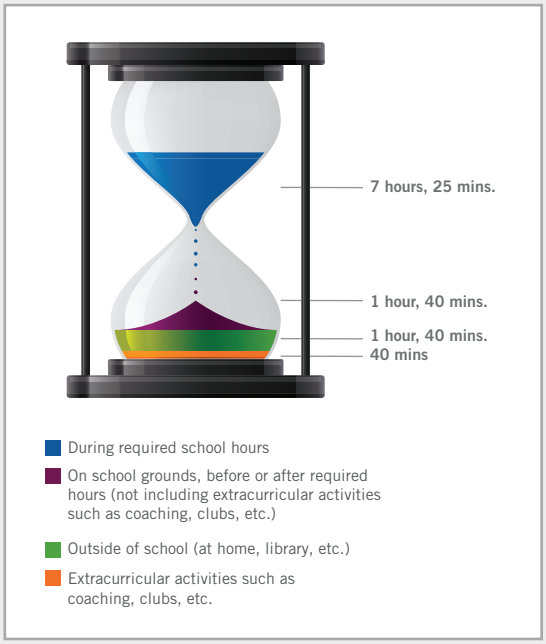
NOTES

A PORTRAIT OF AMERICA'S TEACHERS

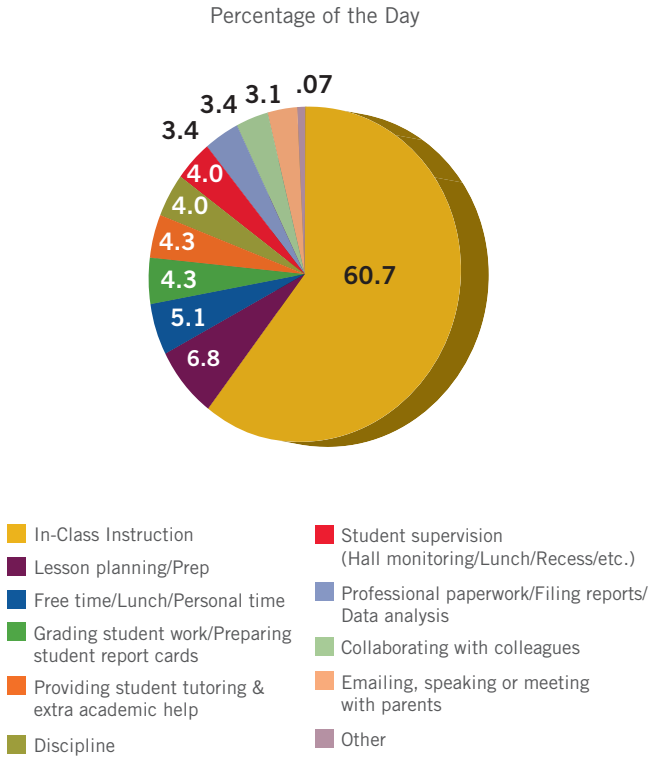
ON AVERAGE,
TEACHERS WORK ABOUT

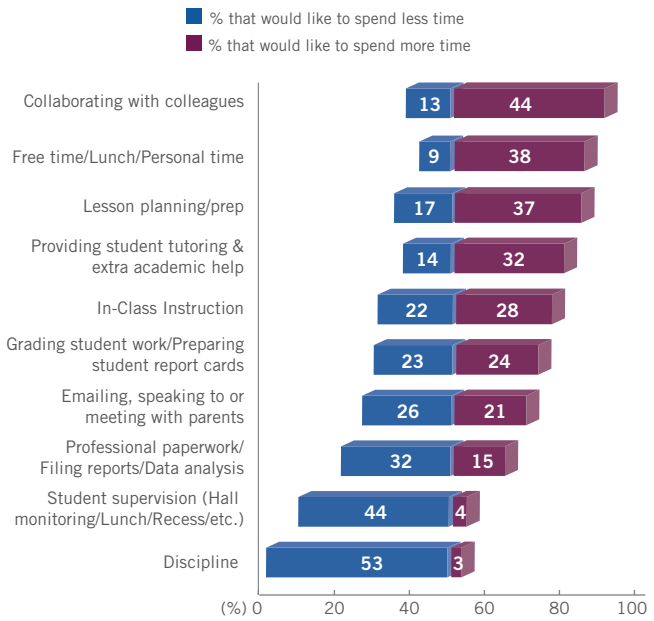
11

**HOURS AND
25 MINUTES A DAY**



HOW TEACHERS SPEND THE APPROXIMATE 7.5 HOURS OF THEIR REQUIRED SCHOOL DAY...





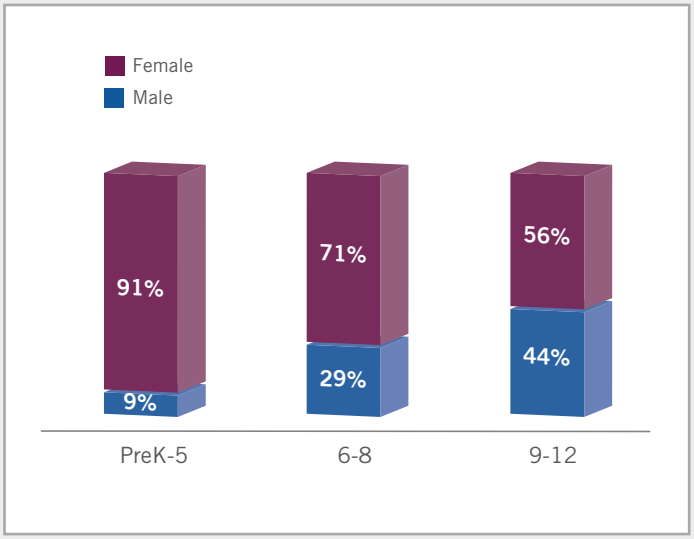
Average minutes are shown among teachers who want more or less time on each task.

44% OF TEACHERS WOULD LIKE **MORE TIME TO COLLABORATE WITH COLLEAGUES,** WHILE **53%** WOULD LIKE TO SPEND **LESS TIME DISCIPLINING STUDENTS.**

A PORTRAIT OF AMERICA'S TEACHERS

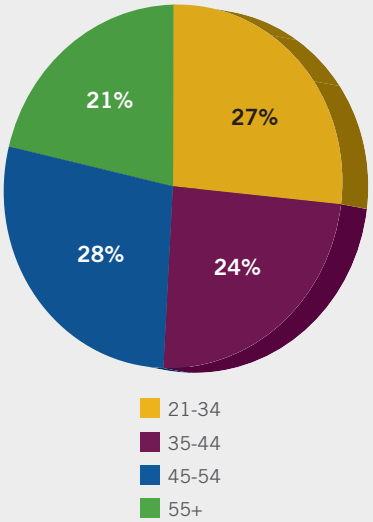
76%

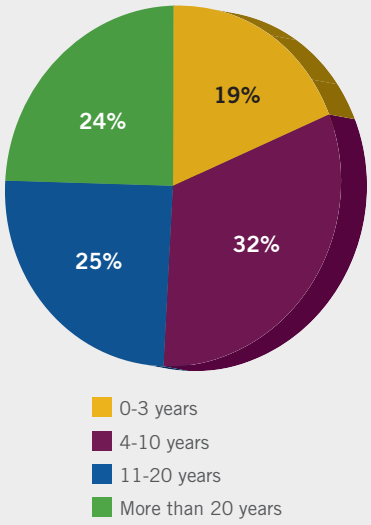
OF TEACHERS ARE WOMEN, BUT THIS VARIES DRAMATICALLY BY GRADE(S) TAUGHT



43.7

THE AVERAGE AGE OF TEACHERS IN THE SURVEY





ON AVERAGE, TEACHERS HAVE ABOUT

13

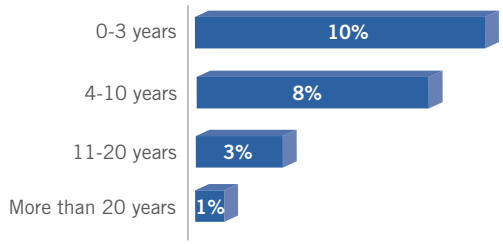
YEARS OF TEACHING EXPERIENCE

Note: Metro status, school size and median school income provided by MDR. All other information was self-reported by teachers in the survey.

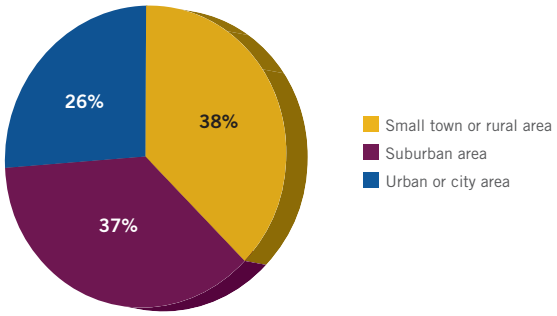
A PORTRAIT OF AMERICA'S TEACHERS

94% OF TEACHERS TOLD US THEY HAVE **FORMAL TEACHER CERTIFICATION,** WHILE 6% HAVE **ALTERNATIVE CERTIFICATION.**

% OF TEACHERS WITH ALTERNATIVE CERTIFICATION BY YEARS OF EXPERIENCE



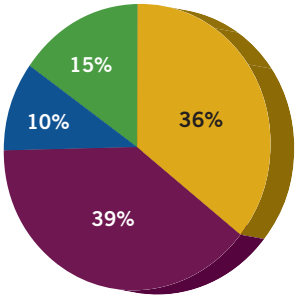
WHERE TEACHERS TEACH...



TEACHER, SCHOOL AND CLASSROOM STATS BY SCHOOL METRO STATUS:

	URBAN	SUBURBAN	SMALL TOWN/RURAL
Hispanic, African American or other racial/ethnic background	22%	12%	7%
Have worked as a teacher for 0-3 years	23%	18%	18%
School household income is <$40,000 per year	35%	8%	33%
Have English Language Learners (ELL) in their class	76%	67%	51%

Percentage of ELL Students in Class(es)



Number of Languages Spoken by ELL students
(Among teachers with ELL students)

	1%-24% of students are ELL	25% or more of students are ELL
	(a)	(b)
1 language	24	20
2 languages	47	43
3 or more languages	28	**37a**

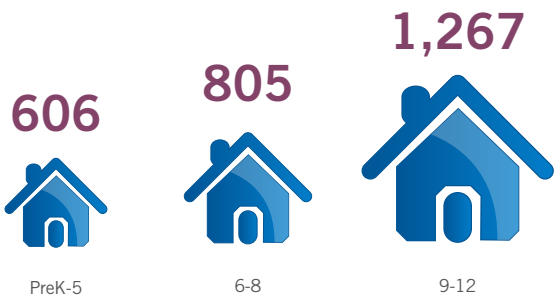
NOTE: Letters next to percents denote a statistically significant difference between the percent shown and the percent(s) in the column indicated by the letter. Letters always appear next to the higher percentage.

17% OF **NEW TEACHERS** (WITH 0-3 YEARS OF EXPERIENCE) IDENTIFIED THEMSELVES AS HISPANIC, AFRICAN AMERICAN OR OF ANOTHER RACIAL/ETHNIC BACKGROUND VS. ONLY 8% OF **VETERAN TEACHERS** (WITH 21+ YEARS OF EXPERIENCE)

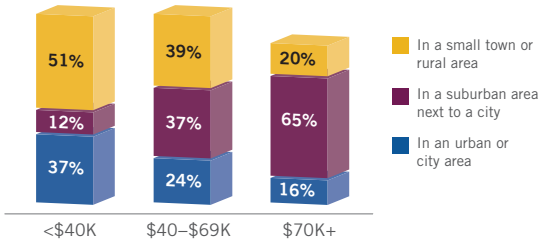
Note: Metro status, school size and median school income provided by MDR. All other information was self-reported by teachers in the survey.

A PORTRAIT OF AMERICA'S TEACHERS

AVERAGE NUMBER OF STUDENTS IN TEACHERS' SCHOOLS (BY GRADE(S) TAUGHT)



% OF TEACHERS WHO TEACH IN EACH TYPE OF COMMUNITY, BY COMMUNITY MEDIAN HOUSEHOLD INCOME:



SCHOOL SIZE BY SCHOOL METRO STATUS:

	URBAN	SUBURBAN	SMALL TOWN/RURAL
Fewer than 500 students	27%	25%	47%
500-999 students	45%	45%	38%
1,000 students or more	28%	30%	14%

64%

OF TEACHERS SAID THEY HAVE ONE OR MORE **ENGLISH LANGUAGE LEARNERS** (ELL) IN THEIR CLASSROOM. THIS RISES TO **90%** OF TEACHERS IN CALIFORNIA, **79%** IN TEXAS AND **66%** IN FLORIDA.

24% OF TEACHERS TEACH IN COMMUNITIES WITH A MEDIAN HOUSEHOLD INCOME OF **LESS THAN $40,000**, WHILE **21%** TEACH IN COMMUNITIES WITH A MEDIAN HOUSEHOLD INCOME OF **MORE THAN $70,000.**

Note: Metro status, school size and median school income provided by MDR. All other information was self-reported by teachers in the survey.

"All teachers, young and old, need to be given the support and structure to grow. That growth should be required." • "Working with students means experiencing a challenging new environment every year, every day, every hour." • "No matter how bad it seems, when the bell rings and I close my door... it's magic." • "I firmly believe that the education of a child involves three major components: teacher, student and parents." • "We need an overhaul in the culture of learning." • "We are not in this business to make money, but to make a difference." • "Having the resources to effectively teach and empower all students would be the greatest gift a teacher could receive." • "The title 'teacher' is outdated. We are professional educators and deserve to be treated as such." • "I have worked in a wide range of teaching environments, and the one constant is the joy of the moment when the lightbulb goes on." • "Use a variety of measures, including individual growth, to measure teacher effectiveness." • "I enjoy the challenge of implementing new technologies to enhance learning." • "Respect, high expectations and encouragement are essential to any student's achievement." • "Teachers should be able to teach using the method they feel is best for their class." • "We need more alternative assessments to accurately portray students' understanding of content." • "It's a tough world out there for many young children. We need to remember each child's situation is unique." • "Our country needs to value education and provide teachers and students with the resources they need to do quality work." • "To motivate students, take the time to figure out what makes them tick." • "We need to help young people find their passion." • "Awareness of and sensitivity to cultural diversity in the classroom is essential to education."

PRIMARY SOURCES is the beginning of an ongoing dialogue with America's Teachers. We welcome your thoughts and opinions on the report at www.scholastic.com/primarysources.