



TEACHER & PRINCIPAL SCHOOL REPORT

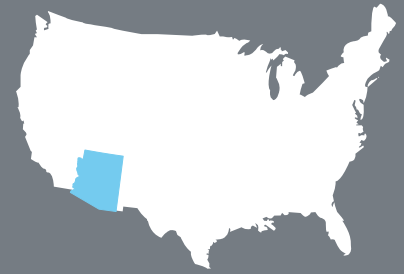
# ARIZONA

Equity & Literacy

 SCHOLASTIC

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# EDUCATORS' VIEWS & EXPERIENCES: NATIONAL COMPARISON



## ARIZONA FINDINGS IN COMPARISON WITH THE NATION

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

### > BARRIERS TO LEARNING

Compared to educators across the nation, Arizona educators are **less likely to agree that many of their students face barriers to learning from outside of the school environment** (78% vs. 87%).

Arizona teachers are more likely to **have students who are in need of English language learning supports** (81% vs. 70%).

More Arizona educators agree that **retaining high-quality teachers is a challenge in their schools** (64% vs. 49%).

Arizona educators are more likely to say that **providing opportunities and resources for children to engage in learning during the summer is happening to the degree it should** at their schools (47% vs. 39%).

### > FUNDING PRIORITIES

Teachers from Arizona are more likely to **cite higher salaries as a top funding priority** than teachers nationwide (79% vs. 47%).

### > PROFESSIONAL DEVELOPMENT

Teachers from Arizona are more likely to want professional development on **providing support for students in crisis** (52% vs. 35%).

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

On average, **Arizona teachers have 14% fewer books per classroom than their peers nationwide** (219 vs. 254).

Arizona teachers are **more likely to have used their own money in the past year to purchase books for their classrooms** (65% vs. 56%).

Arizona teachers are more likely to **need culturally relevant titles** (63% vs. 54%), **reference databases** (57% vs. 41%) and **nonfiction** (51% vs. 40%) for their classroom libraries.

Educators from Arizona are more likely to **promote reading among their students by encouraging summer reading** (72% vs. 64%) and **setting aside time for independent reading for students** (57% vs. 49%).

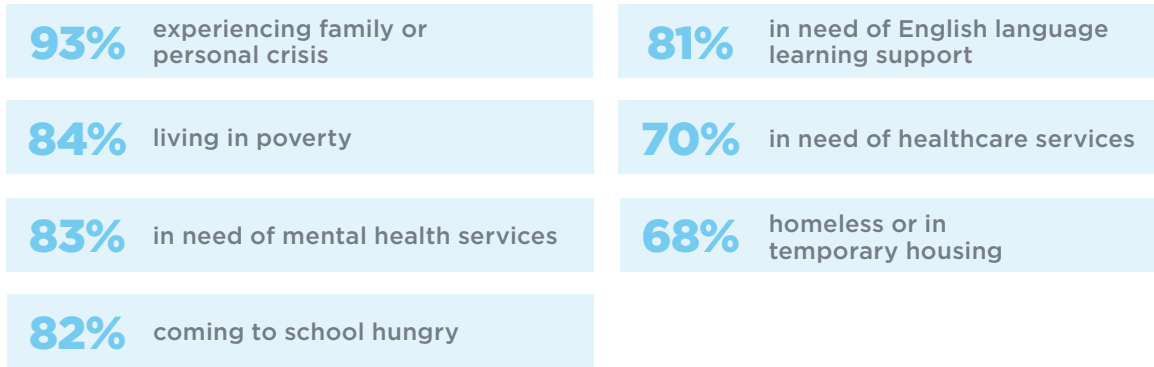


The national *Teacher & Principal School Report* series can be found at [scholastic.com/teacherprincipalreport](https://www.scholastic.com/teacherprincipalreport).



# BARRIERS TO EQUITY IN EDUCATION

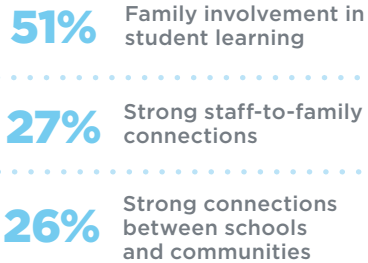
A majority of Arizona teachers and principals agree that many of their students face barriers to learning from outside of the school environment (78%). Teachers report having students in their classrooms who face myriad situations that can impede learning, including:



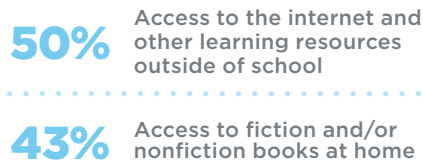
“Teaching is one of the hardest jobs in America, and one of the most rewarding. It takes passion, love and understanding to address every student’s needs—and there are so many.”  
Elementary School Principal

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

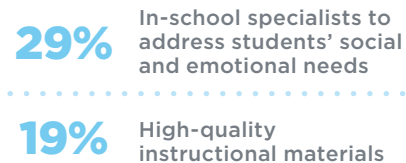
### FAMILY & COMMUNITY ENGAGEMENT CONDITIONS



### OUTSIDE-OF-SCHOOL RESOURCES & ENVIRONMENT



### IN-SCHOOL RESOURCES & ENVIRONMENT



Within Arizona, teachers in higher-poverty schools are more likely than those in lower-poverty schools to indicate their students lack adequate access to fiction/nonfiction books at home (56% vs. 32%) as well as family involvement in student learning (63% vs. 40%).

# TEACHERS' FUNDING PRIORITIES & PERSONAL SPENDING

The top five funding priorities among Arizona teachers include:

Higher salaries	79%
Additional high-quality staff to reduce student-to-teacher ratio	61%
High-quality instructional materials	56%
Academic or social-emotional intervention initiatives and programs	49%
Programs that support family and community engagement	40%

Forty-three percent of teachers in Arizona receive discretionary funds from their school district or PTA. In the past year, they have spent \$509 of their own money on items for their students and/or classrooms.

**65%**  
OF ARIZONA TEACHERS  
HAVE USED THEIR OWN  
MONEY TO PURCHASE  
CLASSROOM LIBRARY BOOKS  
OVER THE PAST YEAR

**65%**  
SAY THEY ARE ONLY  
ABLE TO UPDATE THEIR  
CLASSROOM LIBRARIES  
ONCE A YEAR OR LESS



The most important and most difficult part of my job is finding and keeping quality, well-trained teachers for every classroom on my campus. More than anything else, it is the teacher who has the greatest impact on student academic achievement. Recruitment and retention of excellent teachers is in a state of crisis in right now.

Elementary School Principal

# FAMILY ENGAGEMENT

All Arizona educators say that involving families in children’s learning is important for student success (100%), but many educators need help engaging families (77%).

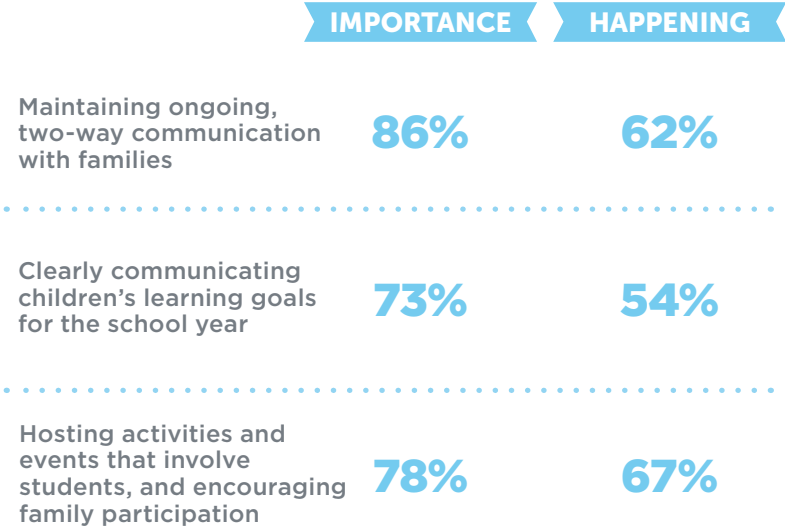
The activities Arizona educators identify as most important to help families engage in children’s learning include:



Building relationships with students is essential. When students know that we care about them, they have a greater chance of being successful.

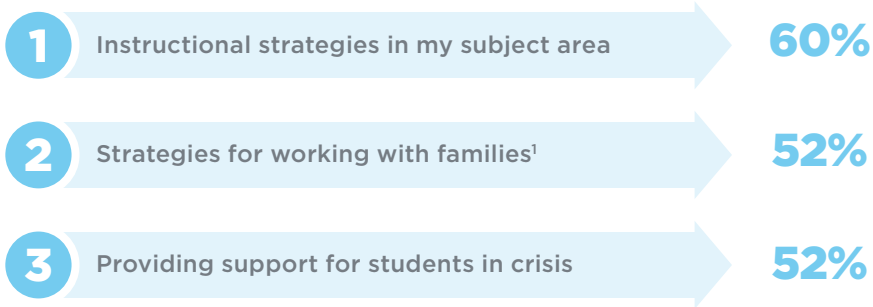
Middle School Teacher

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



# TAILORED PROFESSIONAL LEARNING

Arizona teachers indicate that the most effective formats for professional development include observing other teachers in their school/district (62%) and workshops conducted by their colleagues (57%). The top areas in which Arizona teachers would like professional development in the coming year include:



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

# EDUCATORS ON READING

## ALL YEAR-ROUND

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

The number one way Arizona students gain access to books during the summer, as reported by educators, is the public library (77%). Other notable sources of books include:

Teachers providing books	27%
Community partners providing books	12%
School/district providing books	11%

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

1	Culturally relevant titles	63%
2	Reference databases	57%
3	Graphic novels	55%
4	Books published in the last 3-5 years	54%
5	Nonfiction	51%

ARIZONA  
TEACHERS'  
CLASSROOM  
LIBRARIES HAVE  
219 BOOKS  
ON AVERAGE



# INDEPENDENT READING IN ARIZONA

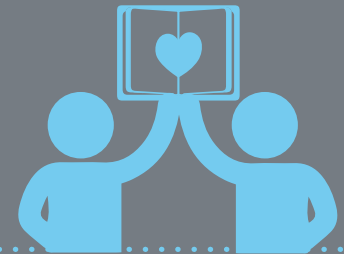
Nearly **four in 10 Arizona teachers set aside time for independent reading** or read aloud to their students every school day (37%)—for an average of 23 minutes. Forty-seven percent of literacy teachers set aside this time.

More than **six in 10 Arizona teachers say they wish students were read aloud to or read a book of their choice independently more often** (64%). This is more true among elementary school teachers than secondary teachers (72% vs. 56%).

Among teachers who wish it occurred more often, **the biggest barriers to independent reading** are the demands of **the curriculum not allowing enough time** (95%) and **independent reading not being considered an important use of class time at school** (17%).

# 93%

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



The top ways Arizona educators promote reading among students include:

- |          |   |            |          |   |            |
|----------|---|------------|----------|---|------------|
| <b>1</b> | Talking with students about the importance of reading   | <b>77%</b> | <b>4</b> | Encouraging students to use the school library                          | <b>70%</b> |
| <b>2</b> | Talking with students about the books they read for fun | <b>75%</b> | <b>5</b> | Making books available for students to take home during the school year | <b>68%</b> |
| <b>3</b> | Encouraging summer reading                              | <b>72%</b> |          |   |            |