

TEACHER & PRINCIPAL SCHOOL REPORT
COLORADO

Equity & Literacy

 SCHOLASTIC

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EDUCATORS' VIEWS & EXPERIENCES: NATIONAL COMPARISON



COLORADO FINDINGS IN COMPARISON WITH THE NATION

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

> FAMILY ENGAGEMENT

Colorado educators are more likely to say that **accommodating families whose schedules prevent attendance at school events or meetings** is happening to the degree it should at their schools (57% vs. 49%).

> PROFESSIONAL DEVELOPMENT

Teachers in Colorado are more likely to cite **observing other teachers in their school/district** (75% vs. 60%) and **having coaches or mentors** (50% vs. 37%) as among the most effective formats of professional development.

> BARRIERS TO LEARNING

Colorado teachers are **more likely to have students in need of English language learning support** (80% vs. 70%) and **in need of mental health services** (88% vs. 78%) than their peers nationwide.

> READING IN AND OUT-OF-SCHOOL

Colorado educators are more likely to **encourage families to visit the public library** as a way of promoting reading among their students (58% vs. 49%).

Compared to their peers nationwide, Colorado teachers **have more books on average in their classroom libraries** (298 vs. 254).

At the same time, Colorado teachers are more likely to say they **need graphic novels** (52% vs. 42%) and **books with diverse characters** (51% vs. 43%) for their classroom libraries.

> FUNDING PRIORITIES

Colorado teachers are **more likely to report higher salaries as a top funding priority** than their national counterparts (62% vs. 47%).

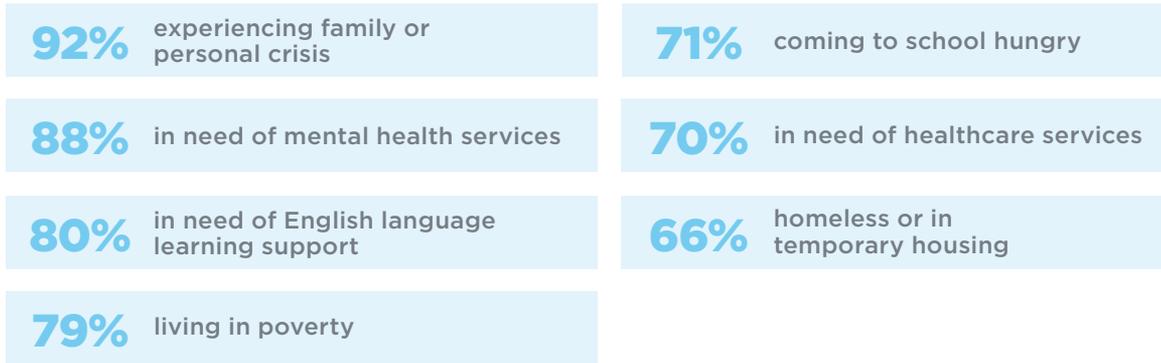


The national *Teacher & Principal School Report* series can be found at [scholastic.com/teacherprincipalreport](https://www.scholastic.com/teacherprincipalreport).



BARRIERS TO EQUITY IN EDUCATION

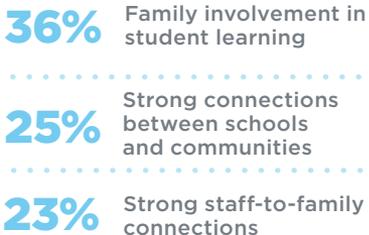
A majority of Colorado teachers and principals agree that many of their students face barriers to learning from outside of the school environment (87%). Teachers report having students in their classrooms who face myriad situations that can impede learning, including:



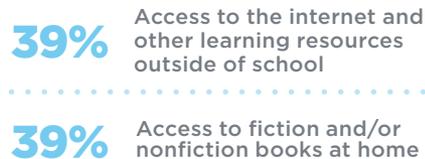
“
The inequities in our school systems are astronomical. The toughest schools should be given the most resources, but it happens the opposite way. We’re doing the best we can with what we’re given.”
Elementary School Teacher

Resource needs in Colorado 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 Colorado, 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 (66% vs. 26%) as well as family involvement in student learning (69% vs. 29%).

TEACHERS' FUNDING PRIORITIES & PERSONAL SPENDING

The top five funding priorities among Colorado teachers include:

Higher salaries	62%
Additional high-quality staff to reduce student-to-teacher ratio	55%
Academic or social-emotional intervention initiatives and programs	47%
High-quality instructional materials and textbooks	45%
Technology devices and digital resources in school	40%

Sixty-two percent of teachers in Colorado receive discretionary funds from their school district or PTA. In the past year, they have spent, on average, \$400 of their own money on items for their students and/or classrooms.

49%

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

64%

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



“

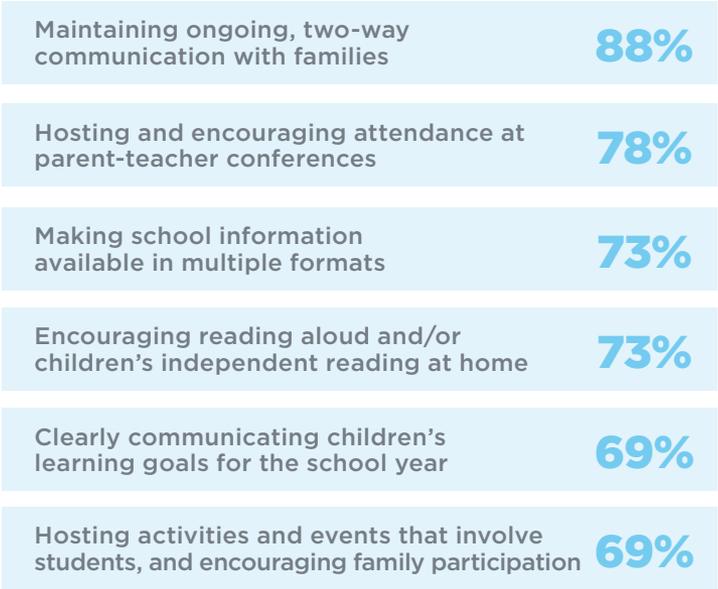
I love going into other teachers' classrooms and seeing how they teach their classes. I am always finding new ways of engaging my students by watching others.

High School Teacher

FAMILY ENGAGEMENT

Nearly all Colorado educators say that involving families in children’s learning is important for student success (99%), but many educators need help engaging families (68%).

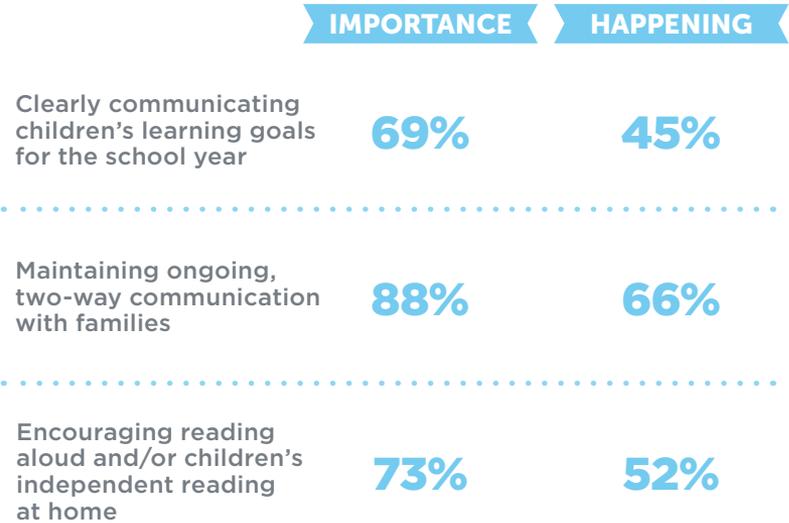
The activities Colorado educators identify as most important to help families engage in children’s learning include:



Education is a collaborative process that involves every person in a student’s life; I work with parents, co-teachers, administration, volunteers and community members to give kids every resource I can.

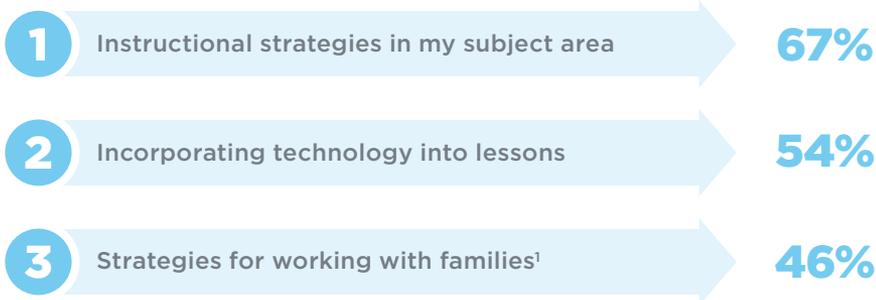
Middle School Teacher

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



TAILORED PROFESSIONAL LEARNING

Colorado teachers indicate that the most effective formats for professional development include observing other teachers in their school/district (75%), workshops conducted by outside consultants, authors or experts (65%), and professional conferences (65%). The top areas in which Colorado teachers would like professional development in the coming year include:



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

EDUCATORS ON READING

ALL YEAR-ROUND

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

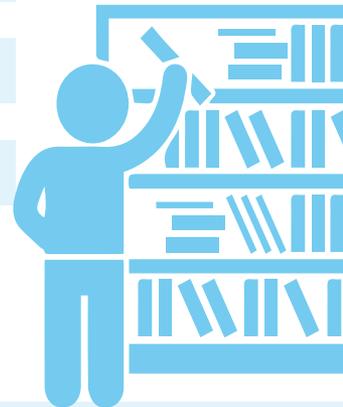
The number one way Colorado students gain access to books during the summer, as reported by educators, is the public library (80%). Other notable sources of books include:

Teachers providing books	22%
School/district providing books	13%
Community partners providing books	8%

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

- 1 Culturally relevant titles 60%
- 2 Books published in the last 3-5 years 55%
- 3 Graphic novels 52%
- 4 Books with diverse characters 51%
- 5 High-interest, low-reading-level books 48%

COLORADO TEACHERS' CLASSROOM LIBRARIES HAVE 298 BOOKS ON AVERAGE



INDEPENDENT READING IN COLORADO

More than **one-third of Colorado teachers set aside time for independent reading** or read aloud to their students every school day (36%)—for an average of 22 minutes. Fifty-one percent of literacy teachers set aside this time.

Nearly six in 10 **Colorado teachers say they wish students were read aloud to or read a book of their choice independently *more often*** (58%). This is true among elementary school teachers (64%) and secondary teachers (55%).

Among teachers who wish it occurred more often, **the biggest barriers to independent reading are the demands of the curriculum not allowing enough time** (86%) and **not having enough books** (28%).

96%

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



The top ways Colorado educators promote reading among students include:

- | | | | | | |
|----------|---|------------|----------|---|------------|
| 1 | Talking with students about the importance of reading | 77% | 4 | Encouraging summer reading | 66% |
| 2 | Encouraging students to use the school library | 72% | 5 | Making books available for students to take home during the school year | 59% |
| 3 | Talking with students about the books they read for fun | 69% | 6 | Encouraging families to visit the public library | 58% |