

TEACHER & PRINCIPAL SCHOOL REPORT
NEW JERSEY

Equity & Literacy

 SCHOLASTIC

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EDUCATORS' VIEWS & EXPERIENCES: NATIONAL COMPARISON



NEW JERSEY FINDINGS IN COMPARISON WITH THE NATION

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

> BARRIERS TO LEARNING

Compared to their nationwide peers, New Jersey teachers are **more likely to have students in need of English language learning support** (80% vs. 70%) and to **have seen an increase** in the past three years in students who need this support (63% vs. 40%).

Educators in New Jersey are **more likely to say that retaining high-quality teachers is a challenge** at their schools (59% vs. 49%).

> FUNDING PRIORITIES

More New Jersey teachers than teachers nationally **cite programs that support family and community engagement as a top funding priority** (51% vs. 35%) along with **professional development** (48% vs. 29%).

Fewer New Jersey teachers receive discretionary funds from their school, district, or PTA for materials for classroom or other needs (46% vs. 55%).

> PROFESSIONAL DEVELOPMENT

New Jersey teachers are more likely to **want professional development for working with families** (60% vs. 47%), **developing a positive school culture and climate** (53% vs. 36%), and **working with English language learners** (35% vs. 25%).

> READING IN AND OUT-OF-SCHOOL

Compared to educators nationwide, New Jersey educators are more likely to promote reading among their students by **encouraging summer reading** (84% vs. 64%) and **making books available for students to take home during the summer** (44% vs. 29%).

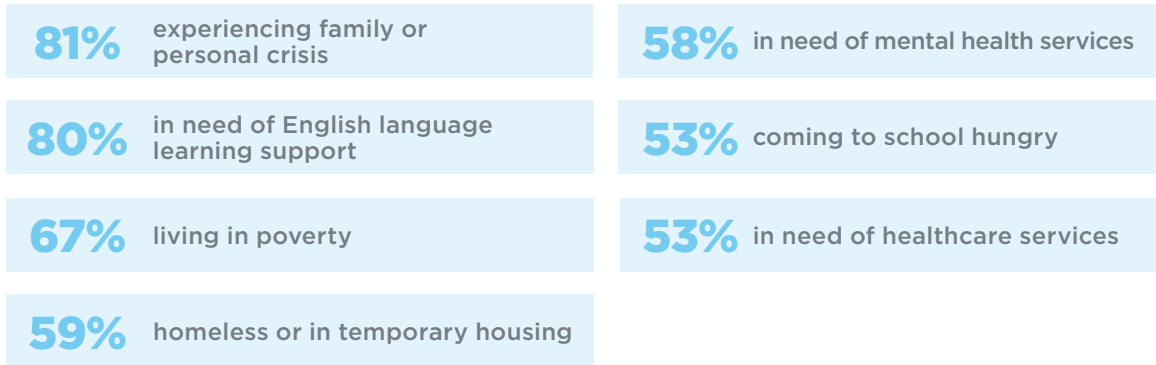
New Jersey educators are **less likely to say that students access books over the summer through programs at the public library**, though this is the most common way kids access books over the summer in the state (69% vs. 77%).





BARRIERS TO EQUITY IN EDUCATION

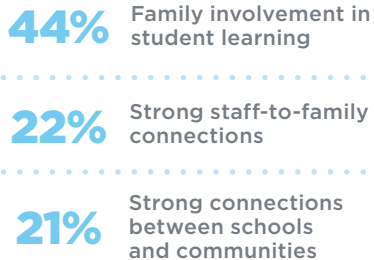
A majority of New Jersey teachers and principals agree that many of their students face barriers to learning from outside the school environment (83%). Teachers report having students in their classrooms who face myriad situations that can impede learning:



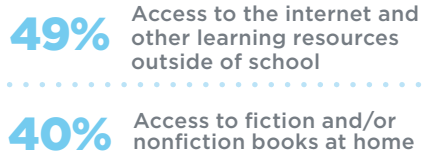
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When success is the goal, everything changes based upon the needs of the individual student. No odds are insurmountable with the right resources.
Middle School Principal

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

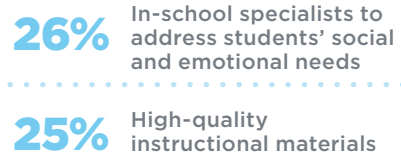
FAMILY & COMMUNITY ENGAGEMENT CONDITIONS



OUTSIDE-OF-SCHOOL RESOURCES & ENVIRONMENT



IN-SCHOOL RESOURCES & ENVIRONMENT



TEACHERS' FUNDING PRIORITIES & PERSONAL SPENDING

The top five funding priorities among New Jersey teachers include:

Programs that support family and community engagement	51%
Higher salaries	50%
Additional high-quality staff to reduce student-to-teacher ratio	49%
Professional development	48%
High-quality instructional materials and textbooks	44%

Forty-six percent of teachers in New Jersey receive discretionary funds from their school district or PTA. In the past year, they have spent \$482 of their own money on items for their students and/or classrooms.

50%

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

57%

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



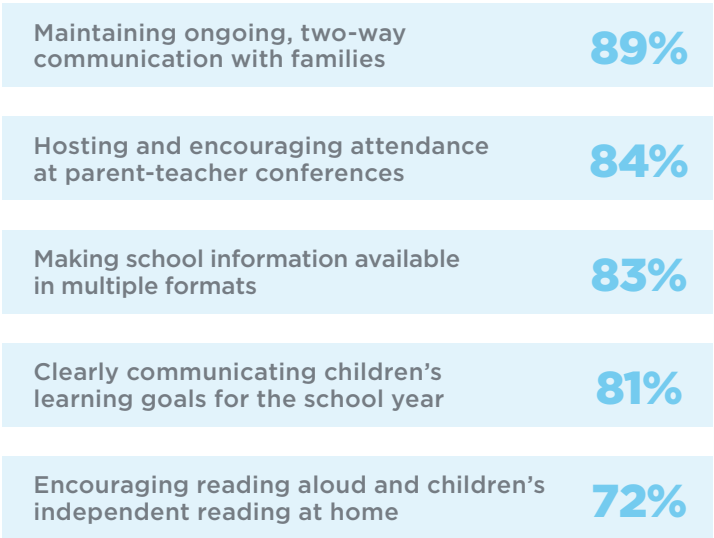
Far too many students—especially in underserved groups and communities—lack robust access to the core elements of a quality education. That includes: free, quality preschool; high, challenging standards; and engaging teaching and leadership in a safe, supportive, and well-resourced school. This must change, and it begins with providing teachers what they need in their classrooms to ensure that every student can succeed.

Elementary School Teacher

FAMILY ENGAGEMENT

Nearly all New Jersey educators say that involving families in children’s learning is important for student success (99%), but many educators need help engaging families (79%).

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

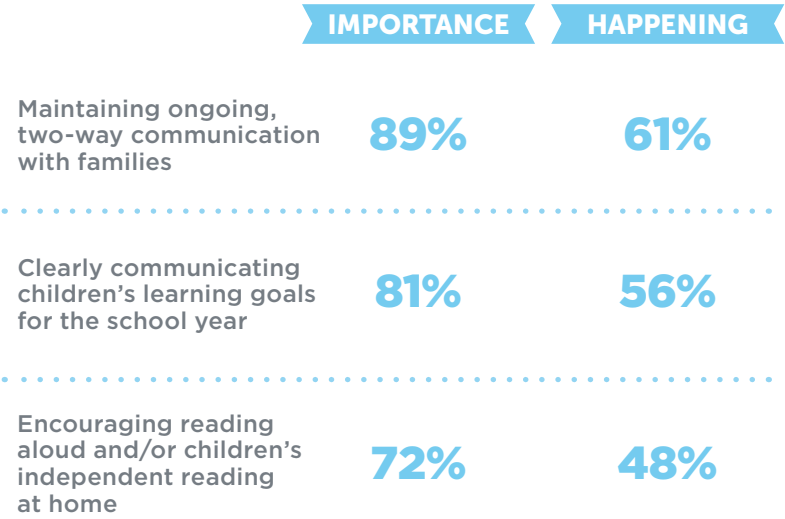


Teachers are partners with parents in preparing the future citizens of our country. Successful partnership will lead to citizens who are fair, caring, just, and analytical in thinking driven by intrinsic motivation.

Elementary School Teacher

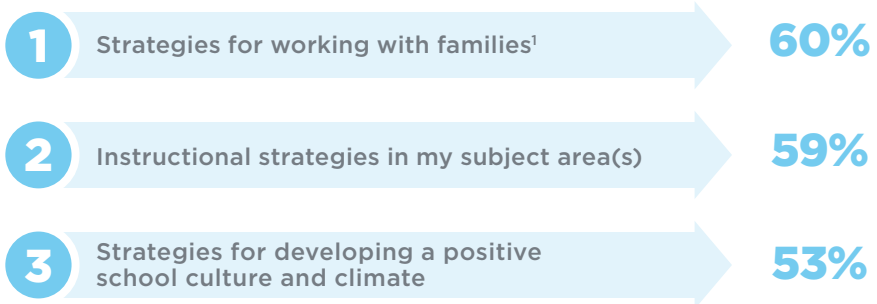


There are significant gaps between what New Jersey educators say is important and what is actually happening in schools. Among their top priorities, the largest gaps are in:



TAILORED PROFESSIONAL LEARNING

New Jersey teachers say that the most effective formats for professional development include workshops conducted by outside consultants, authors, or experts (75%), professional conferences (68%), and workshops conducted by colleagues (67%). The top areas in which New Jersey teachers would like professional development in the coming year include:



100% OF NEW JERSEY EDUCATORS AGREE THAT THEY **“WANT EFFECTIVE, ONGOING, RELEVANT PROFESSIONAL DEVELOPMENT”**



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

According to educators, **the number one way New Jersey students gain access to books during the summer is the public library (69%)**. Other notable sources of books include:

Teachers providing books	31%
School/district providing books	28%
Community partners providing books	10%

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

- 1 High-interest, low-reading-level books 50%
- 2 Books in other languages 49%
- 3 Magazines 49%
- 4 Multiple copies of popular titles 48%
- 5 Books published in the last 3-5 years 47%
- 6 Culturally relevant titles 47%

NEW JERSEY TEACHERS' CLASSROOM LIBRARIES HAVE 262 BOOKS ON AVERAGE



INDEPENDENT READING IN NEW JERSEY

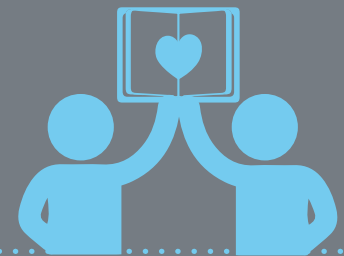
Nearly **four in 10 New Jersey teachers set aside time for independent reading** or read aloud to their students every school day (38%)—for an average of 20 minutes. Fifty-six percent of literacy teachers set aside this time.

Just over **two-thirds of New Jersey teachers say they wish students were read aloud to or read a book of their choice independently more often** (68%). This is more true among elementary teachers than secondary teachers (77% vs. 63%).

Among teachers who wish it occurred more often, **the biggest barriers to independent reading are the demands of the curriculum not allowing enough time** (89%), **independent reading not being considered an important use of class time at school** (23%) and **not having enough books** (23%).

96%

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



The top ways New Jersey educators promote reading among students include:

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|---|---|-----|---|---|-----|
| 1 | Encouraging summer reading | 84% | 4 | Making books available for students to take home during the school year | 68% |
| 2 | Talking with students about the importance of reading | 82% | 5 | Reading aloud to students | 67% |
| 3 | Talking with students about the books they read for fun | 74% | | | |