



2020: A Survey of Texas Teachers

The 2020 poll on teachers' attitudes toward public education

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Key Findings

Texas public school teachers express pride in their profession, deep commitment to their students and broad support for their colleagues. But most lack a connection with teachers statewide, feel undervalued by fellow Texans and especially by the state's elected officials, and face challenges including test pressure, job stress and low pay.

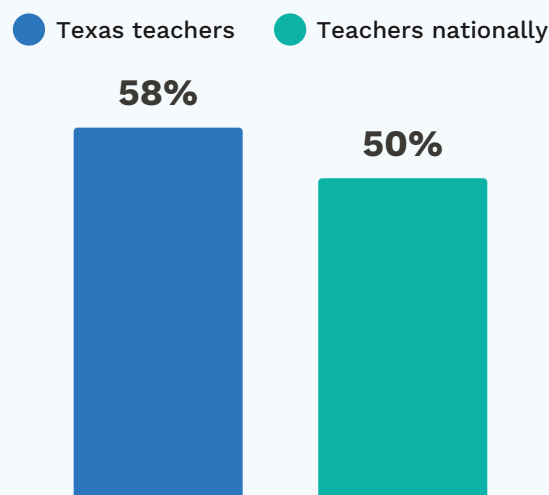
Fifty-nine percent say they would recommend working as a teacher to others. But that doesn't mean they're all-in: Worryingly, 58 percent of Texas public school teachers in this Charles Butt Foundation Texas Teacher Poll say they have seriously considered leaving the profession in the last few years – 8 percentage points more than say so nationally. As many would not want their own child to take up teaching.

Part of the reason is that 72 percent feel they're unfairly paid. But other factors play a role as well – among them, job demands and stress, lack of administrative support and a sense among teachers that they're not well valued in their community.

These results are from a representative statewide survey of 650 Texas public school teachers, randomly selected from the Texas Education Agency's full 2018 roster of 364,888 teachers in the state. Data were collected via a secure online questionnaire March 12-29, 2020.

Gov. Greg Abbott announced closure of the state's schools March 19, 2020, in response to the coronavirus crisis. This survey does not address the pandemic; rather, it was conducted as a benchmark assessment of Texas teachers' self-image, professional engagement and job challenges.

Majority of Texas Teachers Have Seriously Considered Leaving the Field



Among additional key results:

Self-image: The self-image of Texas public school teachers is strong. Eighty-two to 88 percent give an A or B grade to fellow teachers in the state, their community and their own school. Eight in 10 estimate that at least 70 percent of Texas teachers are high performing. And nearly all, 97 percent, are proud to be a teacher, including 70 percent who are very proud.

Feeling valued: Camaraderie is high, with 81 percent feeling well valued (a great deal or good amount) by other teachers at their school. Perceived support from other groups, however, falls sharply. Sixty-eight percent (still easily a majority) feel valued as a teacher by their school administrators and 62 percent feel valued by their students' parents. Fewer, 54 percent, feel valued by their community, and fewer than half, 44 percent, feel valued by Texans overall. Strikingly, just 20 percent feel valued by elected officials in the state.

Connectedness and outreach: Local connections are widespread, with 84 percent of teachers feeling very or somewhat connected with other teachers in their community. These links could be deeper, though; just 27 percent feel very connected. And there's a big drop-off beyond local communities: Only 32 percent of teachers feel very or somewhat connected with other teachers in the state as a whole.

In terms of outreach about the profession, 73 percent say they often communicate their feelings about being a teacher with others in their community, with roughly half

that number, 39 percent, doing this very often. Teachers who feel more connected with other teachers, more valued by their communities and who are highly proud of their profession are especially apt to engage in this kind of outreach.

Benefits of teaching: Nearly every teacher in the survey, 99 percent, identifies "helping students reach their potential" as a benefit of being a teacher, and 86 percent call this a major benefit. "Relationships with students" is cited as a major benefit by 81 percent, putting both student-focused items atop the list of eight items tested.

Among others, seven in 10 see "a rewarding career that makes a difference" and having a stable job as major benefits; 58 percent say the same about working in a profession that's important to society. Fewer, about half, see three other items as major benefits: having opportunities to do creative work, vacation/summer schedules and autonomy in the classroom.

Challenges: Roughly eight in 10 teachers cite four factors as challenges in their work: pressure to have their students do well on standardized tests, the demands and stress of the job, poor pay and benefits and having too many administrative burdens. One of these, test pressure, is cited by 56 percent as a "major" challenge, the others less so.

Among other concerns, about seven in 10 cite disciplinary issues and too-large class sizes as challenges, followed by lack of supplies and equipment (64 percent), difficult parents (60 percent), and, at about half, both lack of administrative support and safety concerns.

In another area covered in the study, 64 percent of teachers say that at the start of their careers they were very or somewhat prepared to enter the classroom as a first-year teacher. Indicating a need for more robust training, that includes just 18 percent who say they were very prepared. Moreover, it means that about one teacher in three, 35 percent, started their career feeling either not so prepared or not prepared at all.

Preparation for mentoring roles is comparatively better, albeit still with room for improvement. About half of teachers say they have served as a mentor for a traditional student teacher and/or as induction support for a new-to-the-profession teacher, and 40 percent have mentored an intern completing alternative certification. Thinking about the first time they served in any such mentoring role, 84 percent of these teachers say they were very or somewhat prepared for the experience, but with just 25 percent very prepared.

Another result finds that only about half of Texas public school teachers, 51 percent, say teaching was their first choice as a career. In one notable gap, it was the first choice among younger teachers, 61 percent of those under age 40, dropping to 44 percent among those 40 and older.

Seventy-four percent of those who had teaching as their first choice say they're very proud to be in the profession. Still, pride also runs high among those who did not have it as their first choice of a career: Sixty-six percent in this group say they, too, are very proud to be a teacher.

In addition to quantitative findings, the survey included an open-ended question inviting teachers to describe a positive aspect of being a teacher in their own words. Responses focused on student-teacher relationships and teachers' pride and satisfaction in seeing students progress in their studies.

Career commitment and the pay problem

Among the most challenging results in the survey is the finding that 58 percent of Texas public school teachers have seriously considered leaving the profession in recent years. That exceeds the 50 percent of public school teachers who said so in the national PDK Poll of the Public's Attitudes Toward the Public Schools in 2019, a result that generated headlines in the national media.

An identical 58 percent also say they would not want a child of theirs to follow them into the teaching profession, very similar to the national PDK figure, 55 percent.

These results are the case even though 59 percent also say they would recommend teaching as a profession to others. Recommending teaching is positively associated with feeling valued, fairly paid,

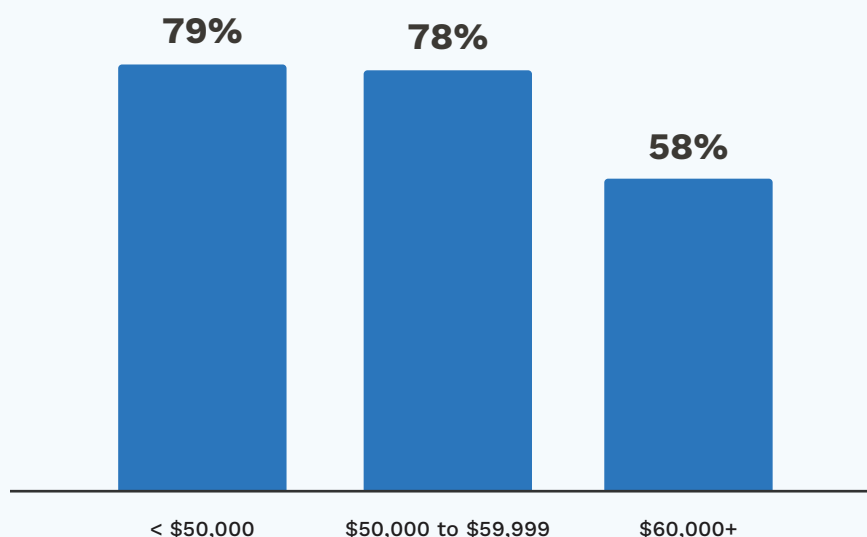
very proud and connected professionally, while it falls among those who experience professional challenges more acutely. Recommending the profession despite its challenges also is explained in results to the open-ended question about the benefits of being a teacher; responses reveal a deep commitment to students and profound rewards of positively influencing their lives.

While teachers' sense of mission is clear, difficulties abound. Texas teachers are especially distressed about their salary situation. As noted, 72 percent say their pay is unfair, well more than the 60 percent of teachers who said so in the 2019 national PDK survey.

Seventy-three percent report annual pay less than \$60,000, with pay discontent highest in these lower-paid ranks. But even

Texas Teachers Feel Underpaid Across The Board

% Texas teachers who feel unfairly paid by salary level



among those earning more than \$60,000, 58 percent call their pay unfair. Similarly, 62 percent of those with more than 20 years' tenure feel unfairly paid, rising to 77 percent of those with 11-20 years in the field. The median reported pay among Texas public school teachers is \$54,200, similar to the national PDK figure.

Discontent with pay isn't the sole reason for weak career commitment, but it does matter. Among teachers who say their pay is unfair, 61 percent have seriously considered leaving the profession in recent years, while among those who feel fairly paid, it's 49 percent – lower, albeit still about half. Likewise, 63 percent of those who feel unfairly paid would not want their child to take up teaching, versus 47 percent of those who say their pay is fair.

There are other factors in career commitment. Rating various items as a major challenge is associated with a higher likelihood of having seriously considered leaving the profession. The largest gaps are in having a demanding or stressful job, having too many administrative burdens or lacking administrative support:

- Among teachers who say having a demanding or stressful job is a major challenge for them, 77 percent have seriously considered leaving. This drops to 46 percent of those who call stress/job demands a challenge, but not

serious; and 34 percent of those who call this a minor challenge at most.

- Among those highly challenged by administrative burdens, 69 percent have seriously considered leaving the profession. It's 55 percent among those who call this a challenge, but not major; and 37 percent among those who call this a minor challenge or less.
- Similarly, among those who say lack of support from administration is a major challenge, 76 percent have considered leaving. This compares with 60 percent of those who see this as a challenge, but not major; and 45 percent of those who say it's less of a challenge.

Teachers who feel poorly valued also are likelier than others to have considered leaving the profession. This is especially so in terms of state leaders: Among teachers who don't feel valued by elected officials (i.e., just a little or not at all), 71 percent have considered leaving. That falls to 49 percent among those who feel valued even "just some," and 40 percent among those who feel that elected officials value them a great deal or good amount.

Further, among those who feel very proud to be a teacher, 48 percent have considered leaving the job. This soars to 81 percent among those who take less pride in their profession.

Survey questions

Q. In the past few years, have you seriously considered leaving the teaching profession, or is this not something you have seriously considered?

Q. Would you like your child to become a teacher?

Q. Would you recommend working as a teacher to others?

Q. For statistical purposes only, what was your salary in 2019?

Q. Do you feel that (you are fairly paid), or that (your pay is unfair)?

Self-image

Given their shared experience, public school teachers evaluate other teachers highly, much more so than public school parents or Texans generally. Eighty-eight percent of teachers give an A or B grade to teachers in their community, compared with 71 percent of parents and 66 percent of all Texans in the 2020 Charles Butt Foundation poll (formerly the Raise Your Hand Texas Foundation poll). Eighty-two percent of teachers also give an A or B to teachers statewide; 66 percent of parents and 58 percent of all Texans agree.

Eighty-six percent of teachers give an A or B to other teachers in their own school. Fewer, 69 percent, give either grade to teachers nationally.

There is room for improvement. A peak of 47 percent of teachers give the top grade, an A, to teachers at their own school, and it's lower for teachers in their community (an A from 37 percent), statewide (26 percent) or nationally (17 percent).

Feeling connected and feeling valued, both explored in more detail below, interact with teachers' ratings of others in the profession. Among teachers who feel very connected with other teachers in their area, for example, 51 percent give an A grade to their community's teachers; that drops to 36 percent among those who are "somewhat" connected with other teachers locally and just 21 percent among those with less of a connection than that.

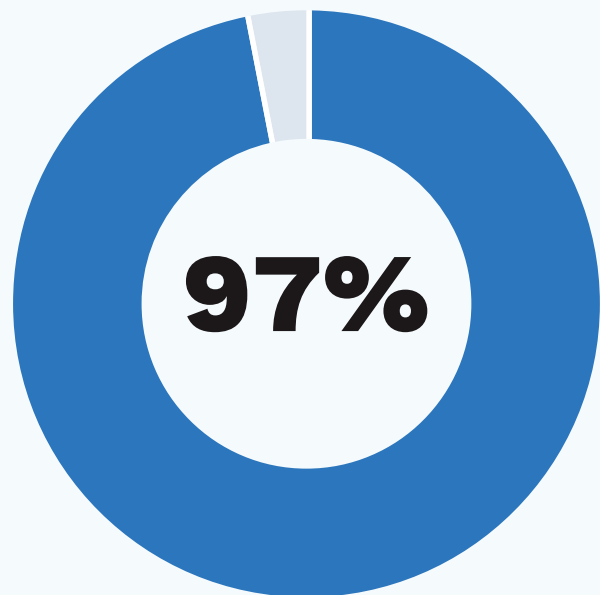
Teachers who feel valued by others also tend to give their fellow teachers higher grades. In one other difference, teachers in urban areas are more critical of their colleagues than those in the suburbs and rural Texas.

Teachers also were asked to estimate the percentage of Texas public school teachers who are "high performing, meaning that they're especially effective at their job." Again, the results are quite positive, though also with room for improvement. Fourteen percent say this definition describes 90 to 100 percent of teachers; 42 percent say it applies to 80 to 89 percent of all teachers in the state; and 24 percent say it describes 70 to 79 percent of them.

As noted, a remarkable 97 percent say they're proud to be a teacher, with 70 percent very proud. Here, again, feeling valued is an important factor. Among teachers who feel highly valued (a great deal or good amount) by their community, 82 percent are very proud to be in the profession. That falls to 59 percent of those who feel valued "just some" and 50 percent of those who feel less valued by their community.

Nearly All Texas Teachers Are Proud To Be Teachers

% Texas teachers who feel somewhat or very proud to be a teacher



Survey questions

- Q. Thinking about public school teachers in Texas, using the A, B, C, D, Fail scale, what grade would you give them as a group?
- Q. What grade would you give the public school teachers in your own community?
- Q. How about public school teachers in the nation as a whole? What grade would you give public school teachers nationally?
- Q. What grade would you give public school teachers in the school where you teach?
- Q. What percentage of all public school teachers in Texas do you think are high-performing, meaning that they're especially effective at their job?
- Q. Which of the following best describes your feelings about being a teacher?

Feeling valued

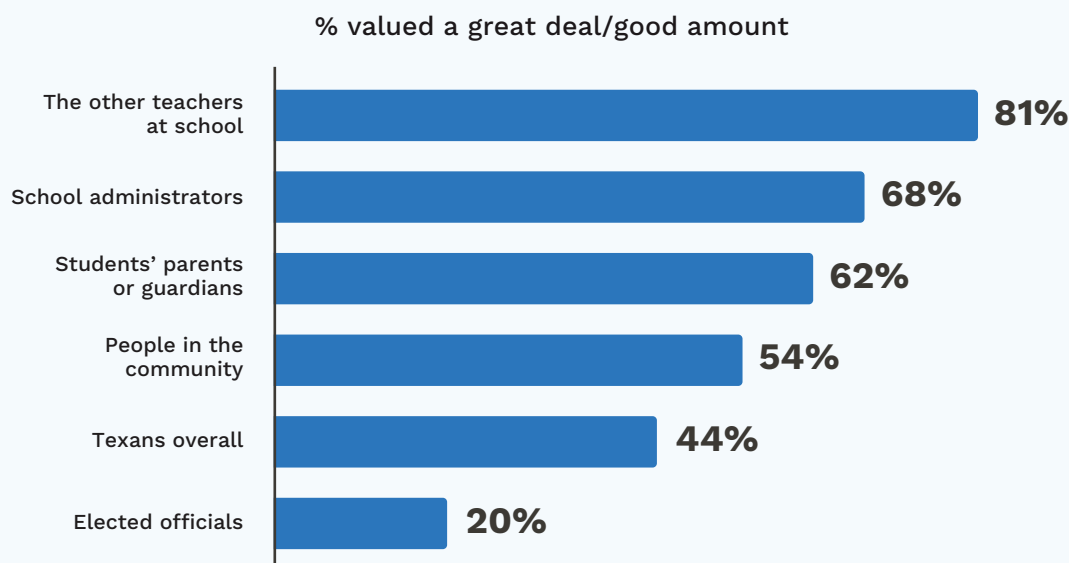
There's a huge gap in teachers feeling valued by others, ranging from 81 percent by other teachers at their school to 20 percent by elected officials in the state. There's a sharp falloff, moreover, in feeling valued "a great deal," ranging from 39 percent from other teachers at their school to just 3 percent by state elected officials.

Comparative data are available for one of these items: In the national PDK poll in 2019, 52 percent of teachers felt valued a great deal or good amount by their community. The Texas figure is almost the same, 54 percent.

There are group differences: Feeling valued by their community is higher among older and longer-tenured teachers versus younger or newer ones and higher among White teachers compared with teachers of color.¹ It's also higher among those who feel fairly paid and who express a high level of pride in the profession – likely a circular relationship.

¹ This includes teachers who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Pacific Islander, two or more races or ethnicities, and another racial or ethnic background or origin.

Teachers Feel Most Valued by Those Closest to Their Work



Survey questions

Q. How much, if at all, do you feel that your community values you as a teacher?

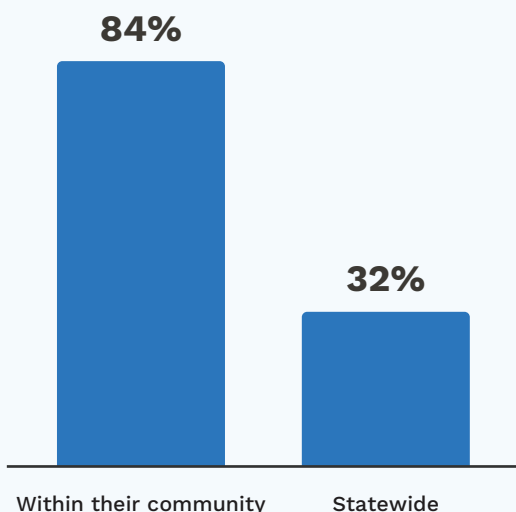
Q. How much, if at all, do you feel that each of these value you as a teacher? Texans overall; the parents of your students; elected officials in the state; your school administrators; other teachers at your school.

Connectedness and outreach

The survey shows grounds for strengthening connections among teachers. As noted, just about one-third of teachers, 32 percent, feel very or somewhat connected with other teachers in the state. Many more feel connected locally, 84 percent, albeit just 27 percent very connected.

Teachers Feel More Connected with Their Peers Locally Than Statewide

% Texas teachers who feel very or somewhat connected



There are fairly few demographic differences in overall connectedness – across groups, at least three-quarters of teachers say they feel very or somewhat connected with other teachers in their community. When it comes to feeling very connected, though, differences emerge: Republicans, conservatives and women are more apt to feel very connected than their counterparts, and those with bachelor's degrees are more likely to feel very connected than

postgraduates. Grades taught makes a difference, too – a third of those who teach grades K-5 feel very connected, versus 17 percent of 9th- to 12th-grade teachers.

Teachers differ in overall connectedness on measures related to their experiences. Those who feel fairly paid, who haven't considered leaving the profession and who are very proud to be teachers are more apt than their opposites to feel connected with other teachers. And connected teachers are more apt than others to assign other teachers an A or B grade for their work – suggesting that to know other teachers is to appreciate them.

Feeling connected professionally with other teachers in the community has another benefit: it also is associated with feeling valued for one's own work.

Connections among teachers and their communities can be bolstered. It's a positive result that 73 percent of teachers say they often communicate their feelings about being a teacher with others in their community. Still, many fewer, 39 percent, do this very often.

Feeling connected professionally and communicating about the profession are related. Eighty-three percent of those who feel very connected with other teachers in their community talk about their feelings about being a teacher at least somewhat often, as do 72 percent of those who feel somewhat connected, versus 59 percent of those who feel less connected. Encouraging connectedness likely can enhance communication, and the opposite as well.

The same is true of professional pride, even more strongly: Eighty-four percent of those who feel very proud of being a teacher communicate their feelings about their work at least somewhat often, compared with 47 percent of those who feel less proud. Indeed, about half of those who feel very proud communicate about being a teacher very often, versus just 16 percent of those less proud. Again, given the likely bi-directionality of these results, enhancing pride in the profession may engender communication, and building opportunities for communication may bolster pride.

Further, teachers who feel valued by their community are more engaged in communicating with others about the profession. Eighty-three percent of those who feel valued a great deal or good amount share their feelings about being a teacher at least somewhat often, compared with 64 percent of those who feel valued “just some” and 55 percent of those who feel less valued than that.

Survey questions

Q. How connected do you feel professionally with other teachers in your community?

Q. How connected do you feel professionally with other teachers in the state as a whole?

Q. How often, if ever, do you communicate your feelings about being a teacher with other people in your community?

Benefits of being a teacher

Out of eight possible benefits of being a teacher that were tested in the survey, the two focused on students were most-cited as major benefits – “helping students reach their potential” (86 percent) and “relationships with students” (81 percent).

These sentiments were echoed in open-ended comments about the benefits of being a teacher. Many focused on student-teacher relationships and the rewards of making a difference in young people’s lives. For example:

“As a teacher, you will get to build relationships with students, families, and the community as a whole. You will be a safe place to some students, and it is such an important position.”

“Even though there are no financial rewards, every day there will be that student(s) that will say ‘I got it,’ that look of security, the hug from those little ones or the small evidence that the students has progressed. This is what teaching is about: the student comes first. I have taught for over 35 years and have outlasted many administrations, the great and not so great. Remember to make the student your focus. When a student finds you, just to let you know the challenges you expected made them the person they are today, will be the best reward.”

“Teaching is sharing of self. Values, morals, to discipline or not, listening needs, guidance of world values and issues. We are leaders of students who will be citizens of tomorrow. Focus on how curriculum impacts everyday life choices and interactions with family, friends, associates and strangers. Each teacher can make a difference.”

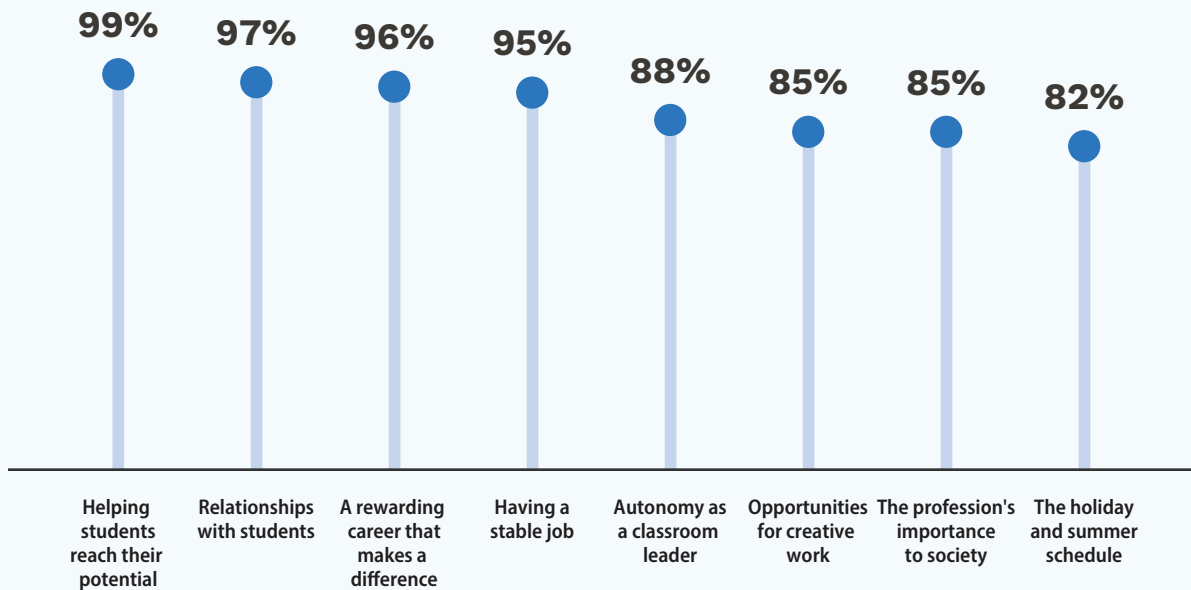
“At the beginning of each year after your first year, you will notice the skills that the students in your grade level begin with and you will be able to reflect on how far you took them the year before. If you worked hard to help them reach their potential, you will be very proud of your accomplishment and realize that you don’t want to waste a moment of opportunity to take the current group even further.”

“Building relationships with your students lasts a lifetime.”

Among other items in the survey, having “a rewarding career that makes a difference” and having a stable job were seen as major benefits by seven in 10, working in a profession that is important to society by about six in 10 and others by about half.

Teachers' Greatest Benefits Come from Working with Students

% Texas teachers who describe the following as a major benefit or benefit



While most of these views are consistent across groups, some are sharply differentiated by pride in being a teacher and a sense of community support. For example, among those who report being very proud to be a teacher, 82 percent say having “a rewarding career” is a major benefit of the job; among those who are less proud of the profession, this drops to 39 percent. In a less dramatic gap, 78 percent of those who feel well valued by their community see a rewarding career as a major benefit, compared with 60 percent of those who feel less valued.

Having a job that’s important to society is another example; this is called a major benefit by 67 percent of those who are very proud to be a teacher but 37 percent of those who are less proud. And it drops from 64 percent of those who feel well valued by their community to 46 percent of those who feel valued only a little or not at all.

Feeling valued and very proud also interact with citing “relationships with students” as a major benefit – it’s 21 points higher among those who are very proud to be a teacher compared with those with less pride in the profession, 87 versus 66 percent. And it’s 87 percent among teachers who feel well valued by their community compared with 62 percent of those who feel least valued.

The opportunity for creative work is a further example: Teachers who are very proud of their profession are twice as likely as those less proud to rate creativity as a major benefit, 59 versus 30 percent. And among teachers who feel well valued by their community, 56 percent call this a major benefit of the job; among those who feel least valued, it’s 38 percent.

Again, these likely are bi-directional; to the extent teachers feel encouraged to work creatively, to think of their jobs as important to society and to develop positive relationships with their students, the likelier they may be to feel pride in the profession and valued by the community.

Additionally, in several cases, teachers who communicate their feelings about the

profession to others in the community are more apt to see major benefits of the job. Compared with those who are less likely to communicate about their work, those who do so very often are 24 to 30 points more apt to see relationships with students, importance to society, having a rewarding career and opportunities for creative work as major benefits of being a teacher.

Survey questions

Q. How much of a benefit is each of these for you in being a teacher? A rewarding career that makes a difference; helping students reach their potential; autonomy as a classroom leader; relationships with students; opportunities for creative work; the holiday and summer schedule; the profession's importance to society; having a stable job.

Q. For someone considering working as a teacher, what is one positive thing you would tell them that they may not already know? [OPEN-ENDED]

Professional challenges

In assessing challenges they face, Texas public school teachers are pretty stalwart; of 10 items tested, only one rises to the level of a major challenge among a majority, pressure to have students do well on standardized tests. Fifty-six percent call this a major challenge, with another 26 percent calling it a challenge, but not a major one (for a net of 82 percent).

Too many administrative burdens and job stress are next in line as major challenges, followed, in a group, by poor pay and benefits, disciplinary issues and too-large class sizes, with other items lower on the list.

Comparative data from the 2020 Raise Your Hand Texas Foundation Poll are available for some items, with two gaps that stand out: teachers are less apt than Texans overall, or public school parents, to identify either disciplinary problems or difficult parents as major challenges or as challenges overall.

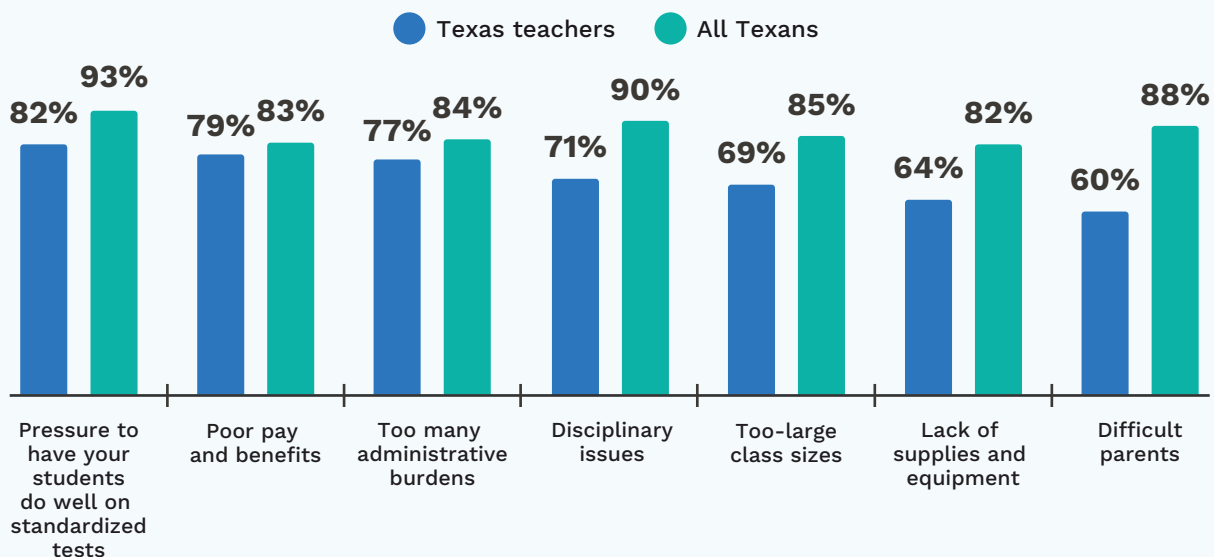
Eighty-eight percent of all Texans and 80 percent of parents said they thought

difficult parents were a challenge for public school teachers; many fewer teachers, 60 percent, say the same. Similarly, 90 percent of Texans overall, and 91 percent of parents, thought disciplinary problems were a challenge for teachers; among teachers themselves, 71 percent say so. There's greater agreement on poor pay and benefits, seen as a challenge by roughly eight in 10 across these groups.

There are gaps, again, on the basis of feeling valued. Consider the greatest challenge, pressure to do well on standardized tests: Among teachers who feel well valued by their community, 51 percent call this a major challenge – compared with 76 percent of those who feel least valued.

Among other differences, lack of supplies and equipment is a major challenge to 23 percent of White teachers, but 39 percent to teachers of color – as well as much more of a major concern to those who feel less valued. Too-large class size peaks as a concern among Hispanic teachers, while it's

Teachers and Texans Have Different Perceptions of Teaching Challenges



comparatively low in rural areas. Hispanic and Black teachers are 15 points more apt than White teachers to cite administrative burdens as a major challenge. Relatedly, teachers of color are 19 points more apt than White teachers to cite lack of support from administration as a challenge overall,

63 versus 44 percent. Major challenges with lack of support from administration, difficult parents, poor pay or benefits and job stress spike among teachers who don't feel valued. And job stress rises among urban and K-5 teachers, compared with their counterparts.

Texas Teachers Share Many Challenges, While Teachers of Color Experience Some Challenges to a Higher Degree

	All teachers	Black teachers	Hispanic teachers	White teachers
Pressure to have your students do well on standardized tests	82%	87%	87%	80%
Having a demanding or stressful job	80%	77%	78%	81%
Poor pay and benefits	79%	77%	79%	77%
Too many administrative burdens	77%	86%	79%	74%
Disciplinary issues	71%	75%	70%	70%
Too-large class sizes	69%	64%	76%	66%
Lack of supplies and equipment	64%	71%	70%	59%
Difficult parents	60%	61%	65%	57%
Lack of support from administration	52%	76%	57%	44%
Safety concerns	51%	52%	63%	45%

<40% 50% 60% 70% >80%

Survey question

Q. How big of a challenge is each of these for you as a teacher? Pressure to have your students do well on standardized tests; lack of supplies and equipment; too-large class sizes; too many administrative burdens; lack of support from administration; disciplinary issues; difficult parents; poor pay and benefits; having a demanding or stressful job; safety concerns.

Preparation and mentoring

There are few differences across groups in teachers having felt prepared for their first year in the profession, with one exception: Twenty-three percent of those for whom teaching was their first choice in a career felt very well prepared, compared with 12 percent of those who said teaching was not their first choice.

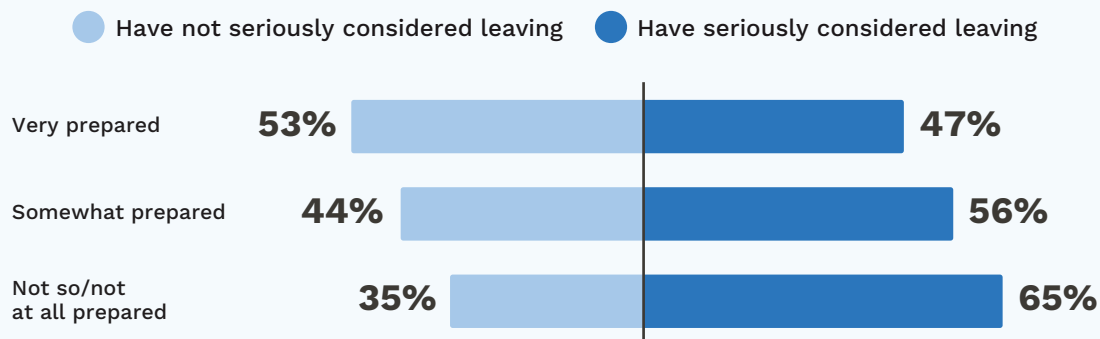
Preparation has apparent benefits. Teachers who feel they were less prepared for the job are less apt than others to feel highly valued by their community or to feel connected with other teachers in their community and the state, and more apt to report lack of administrative support and job stress as a challenge or major challenge. Further, among those who feel they were very prepared, 47 percent have seriously considered leaving their profession; it's 56 percent of those

who feel they were somewhat prepared and 65 percent of those who say they were less prepared than that.

Mentoring is most prevalent among longer-tenured teachers. While 50 percent overall say they've mentored a traditional student teacher, this peaks at 76 percent of teachers with more than 20 years in the field, and it's 63 percent among those with 11-20 years, compared with 29 percent of those who've worked as a teacher for 10 years or fewer.

In another difference, teachers with postgraduate degrees are much more apt than those with four-year degrees to have mentored a new-to-the-profession teacher as induction support, 61 versus 40 percent.

Teachers Who Report Feeling Better Prepared Are Less Likely to Consider Leaving the Profession



Survey questions

- Q. How prepared were you to enter the classroom as a first-year teacher?
- Q. Have you completed a teacher certification program?
- Q. What kind of teacher certification program did you complete?

- Q. Have you ever mentored a/an? Traditional student teacher; intern teacher who was completing alternative certification; new-to-the-profession teacher as induction support.

- Q. Please think about your first experience in one of these mentor roles, how prepared were you to serve as a mentor?

Career choice

Having had teaching as a first choice for one's career varies among groups. As noted, it's higher among teachers younger than 40 compared with those 40 and older, 61 versus 44 percent. Among other groups, having teaching as a first choice is 11 points higher among women than men and 11 points higher among White teachers than among teachers of color. It's 10 points higher among teachers with more than 20 years' experience versus those with less tenure, 12 points higher in rural compared with urban areas and 14 points higher among K-5 teachers versus those teaching high school.

Planning to become a teacher is especially evident in certifications. Among those for whom teaching was their first choice, 71 percent completed traditional undergraduate teacher preparation, compared with just 28 percent of those for whom teaching wasn't their first choice. Those teachers are much more likely to have completed an alternative certification, 63 versus 21 percent.

Still, regardless of these gaps, there are few sizable attitudinal differences among first-choice teachers versus those who planned on a different career.

Survey question

Q. Was teaching your first choice as a career?

Appendix A:

Survey methodology

Sampling and data collection for the Charles Butt Foundation's 2020 Texas teachers survey were conducted by SSRS of Glen Mills, Pa., at the direction of Langer Research Associates of New York.

The survey was designed to obtain results from 500 teachers. With participation rates unknown, 10,000 names and email addresses were randomly selected from the Texas Education Agency's 2018 listing of 364,888 public school teachers, stratified by metro status and region.

Most email addresses in the TEA list were personal (typically with a .com suffix). To increase contact opportunity, a third-party vendor, MDR, appended school-based email addresses as available, adding them for 4,101 records.

Sampled teachers were sent personalized email invitations signed by Dr. Shari Albright, president of the Charles Butt Foundation, with a unique passcode-embedded link to complete the survey online. Email invitations were sent March 12, with reminders March 16, March 19 and March 23. Fieldwork closed March 29.

Of those invited, 8,426 did not click the invitation link, 889 did so but did not complete the survey, 34 were determined not to be Texas public school teachers and 651 completed the survey. One case was removed in quality control because of a high level of nonresponse. Average time to complete the questionnaire was 11.4 minutes (mean), 9.4 minutes (median). Results were highly representative in terms of known demographic variables, as shown in the table below.

DEMOGRAPHIC COMPARISON OF STUDY PARTICIPANTS
AND TEXAS PUBLIC SCHOOL TEACHERS

		Benchmark	Unweighted	Weighted
Gender	Male	23.8%	21.2%	23.7%
	Female	76.2%	78.8%	76.3%
Age	18w-29	18.4%	10.9%	17.5%
	30-39	29.9%	22.6%	29.5%
	40-49	27.4%	30.3%	28.0%
	50-59	18.0%	27.8%	18.7%
	60+	6.3%	8.3%	6.4%
Race/ethnicity	White	58.5%	63.4%	59.3%
	Black	10.5%	8.9%	10.3%
	Hispanic	27.6%	24.5%	27.2%
	Other	3.4%	3.2%	3.3%
Years of experience	2 years or fewer	19.1%	13.7%	18.2%
	3-5 years	16.6%	15.4%	16.7%
	6-10 years	19.0%	20.9%	19.3%
	11-20 years	29.3%	31.5%	29.6%
	More than 20 years	15.9%	18.5%	16.2%
Education	Bachelor's or less	74.7%	68.8%	74.1%
	Master's or higher	25.3%	31.2%	25.9%
Metro status	Urban	44.9%	40.0%	44.3%
	Suburban	42.9%	42.3%	43.0%
	Rural	11.7%	17.1%	12.2%
	Unknown	0.4%	0.6%	0.5%

TX region	East	12.6%	12.2%	12.6%
	Dallas/Fort Worth	22.4%	17.4%	21.6%
	Houston area	20.9%	20.3%	20.9%
	South Central	12.8%	12.9%	12.9%
	West	11.0%	15.2%	11.4%
	South/Southwest	19.9%	21.4%	20.1%
	Unknown	0.4%	0.6%	0.5%
School type	Elementary	45.6%	40.9%	45.0%
	Middle	20.8%	20.3%	20.8%
	High	30.3%	33.7%	30.6%
	Combined	2.9%	4.6%	3.2%
	Unknown	0.4%	0.5%	0.4%

Data were weighted to address unequal probabilities of selection based on the number of available email addresses and to match known parameters from the TEA list, including:

- Gender (male, female)
- Age (18-29, 30-39, 40-49, 50-59, 60+)
- Race/ethnicity (White, Black, Hispanic, other)
- Highest degree earned (bachelor's or less, master's or higher)
- Tenure (2 years or fewer, 3-5 years, 6-10 years, 11-20 years, more than 20 years)
- School grade level (elementary, middle, high, combined, unknown)
- School's metro status (urban, suburban, rural, unknown)
- School's region (East, Dallas/Fort Worth, Houston area, South Central, West, South/Southwest, unknown)

Weights were trimmed at the 5th and 95th percentiles. The survey has a design effect due to weighting of 1.3, for a margin of sampling error of plus or minus 4.3 percentage points for the full sample. Error margins are larger for subgroups.

Appendix B:

Topline data report

Full questions and topline results from the 2020 Raise Your Hand Texas Foundation teachers poll follow. Unless noted, * = < 0.5 percent.

1. Thinking about public school teachers in Texas, using the A, B, C, D, Fail scale, what grade would you give them as a group?

		A-B						
		NET	A	B	C	D	Fail	No opinion
3/29/20	PS teachers	82	26	56	16	1	*	*
12/4/19	Gen. pop.	58	8	50	35	5	2	1
	PS parents	66	10	56	27	4	2	1

2. What grade would you give the public school teachers in your own community?

		A-B						
		NET	A	B	C	D	Fail	No opinion
3/29/20	PS teachers	88	37	50	10	1	*	0
12/4/19	Gen. pop.	66	17	49	27	4	2	1
	PS parents	71	22	49	23	4	3	0

3. How about public school teachers in the nation as a whole? What grade would you give public school teachers nationally?

		A-B					
		NET	A	B	C	D	Fail
3/29/20		69	17	52	28	2	*

4. What grade would you give public school teachers in the school where you teach?

		A-B					
		NET	A	B	C	D	Fail
3/29/20		86	47	39	11	3	*

5. What percentage of all public school teachers in Texas do you think are high-performing, meaning that they're especially effective at their job?

		90-100%	80-89%	70-79%	60-69%	Less than 60%	Skipped
3/29/20		14	42	24	9	11	*

6. Now we would like to ask you a few questions about being a teacher. Which of the following best describes your feelings about being a teacher?

		---- Very/Somewhat ---			---- Not so/at all -----		
	NET	Very proud	Somewhat proud	NET	Not so proud	Not proud at all	Skipped
3/29/20	97	70	26	3	3	*	*

7. How often, if ever, do you communicate your feelings about being a teacher with other people in your community?

		---- More ---				---- Less -----		
	NET	Very often	Somewhat often	Occasionally	NET	Rarely	Never	Skipped
3/29/20	73	39	34	20	8	6	1	*

8. How much, if at all, do you feel that your community values you as a teacher?

		---- More ---				---- Less -----		
	NET	A great deal	A good amount	Just some	NET	A little	Not at all	Skipped
3/29/20	54	14	40	31	15	9	6	*
4/26/19*	52	10	42	31	16	12	4	0

*PDK Poll, national

9. How much, if at all, do you feel that each of these value you as a teacher?

	---- More ---				---- Less -----			
	NET	A great deal	A good amount	Just some	NET	A little	Not at all	Skipped
a. Texans overall	44	5	39	35	21	16	4	*
b. The parents of your students	62	23	39	25	14	12	2	*
c. Elected officials in the state	20	3	16	33	47	26	21	*
d. Your school administrators	68	34	34	20	12	9	3	*
e. The other teachers at your school	81	39	42	14	5	4	2	*

10. How much of a benefit is each of these for you in being a teacher?

a. A rewarding career that makes a difference

		---- More ---			---- Less -----		
	NET	A major benefit	A benefit	NET	A minor benefit	Not a benefit	Skipped
3/29/20	96	70	26	4	3	1	*

b. Helping students reach their potential

		---- More ---			---- Less -----		
	NET	A major benefit	A benefit	NET	A minor benefit	Not a benefit	Skipped
3/29/20	99	86	13	1	1	*	*

c. Autonomy as classroom leader

		---- More ---			---- Less -----		
	NET	A major benefit	A benefit	NET	A minor benefit	Not a benefit	Skipped
3/29/20	88	48	39	12	8	4	*

d. Relationships with students

		---- More ---			---- Less -----		
	NET	A major benefit	A benefit	NET	A minor benefit	Not a benefit	Skipped
3/29/20	97	81	17	3	2	1	*

e. Opportunities for creative work

		---- More ---			---- Less -----		
	NET	A major benefit	A benefit	NET	A minor benefit	Not a benefit	Skipped
3/29/20	85	51	35	15	10	5	*

f. The holiday and summer schedule

		---- More ---			---- Less -----		
	NET	A major benefit	A benefit	NET	A minor benefit	Not a benefit	Skipped
3/29/20	82	48	34	18	16	2	*

g. The profession's importance to society

		---- More ---			---- Less -----		
	NET	A major benefit	A benefit	NET	A minor benefit	Not a benefit	Skipped
3/29/20	85	58	27	14	8	6	*

h. Having a stable job

		---- More ---			---- Less -----		
	NET	A major benefit	A benefit	NET	A minor benefit	Not a benefit	Skipped
3/29/20	95	69	26	5	4	1	*

11. How big of a challenge is each of these for you as a teacher?

a. Pressure to have your students do well on standardized tests

			---- More ----		---- Less ----		
		NET	A major challenge	A challenge	A minor challenge	Not a challenge	Skipped
3/29/20	PS teachers	82	56	26	10	8	0
12/4/19	Gen. pop.*	93	53	40	5	1	1
	PS parents	93	57	36	5	*	2

*Here and below among gen. pop. and PS parents: How big of a challenge do you think these are for teachers today?

b. Lack of supplies and equipment

			---- More ---		---- Less -----		
		NET	A major challenge	A challenge	A minor challenge	Not a challenge	Skipped
3/29/20	PS teachers	64	30	34	25	10	*
12/4/19	Gen. pop.*	82	38	44	14	3	1
	PS parents	77	33	44	18	3	2

c. Too-large class sizes

			---- More ----		---- Less ----		
NET			A major challenge	A challenge	A minor challenge	Not a challenge	Skipped
3/29/20	PS teachers	69	36	33	19	12	*
12/4/19	Gen. pop.*	85	39	46	11	3	1
	PS parents	85	43	42	10	2	3

d. Too many administrative burdens

			---- More ---		---- Less -----		
		NET	A major challenge	A challenge	A minor challenge	Not a challenge	Skipped
3/29/20	PS teachers	77	47	30	17	5	*
12/4/19	Gen. pop.*	84	33	51	14	2	1
	PS parents	78	33	45	19	1	2

e. Lack of support from administration

		---- More ---			---- Less -----	
	NET	A major challenge	A challenge	A minor challenge	Not a challenge	Skipped
PS parents	52	27	26	28	19	*

f. Disciplinary issues

		---- More ---			---- Less ----		
		NET	A major challenge	A challenge	A minor challenge	Not a challenge	Skipped
3/29/20	PS teachers	71	40	31	23	5	*
12/4/19	Gen. pop.*	90	52	38	8	1	1
	PS parents	91	54	37	7	*	2

g. Difficult parents

		---- More ---			---- Less ----		
		NET	A major challenge	A challenge	A minor challenge	Not a challenge	Skipped
3/29/20	PS teachers	60	26	33	31	9	*
12/4/19	Gen. pop.*	88	44	44	10	1	1
	PS parents	80	37	43	17	1	2

h. Poor pay and benefits

		---- More ---			---- Less ----		
		NET	A major challenge	A challenge	A minor challenge	Not a challenge	Skipped
3/29/20	PS teachers	79	41	37	18	4	*
12/4/19	Gen. pop.*	83	46	37	13	3	1
	PS parents	84	47	37	13	1	2

i. Having a demanding or stressful job

		---- More ---			---- Less ----		
		NET	A major challenge	A challenge	A minor challenge	Not a challenge	Skipped
3/29/20	PS teachers	80	46	34	16	4	*

j. Safety concerns

		---- More ---			---- Less ----		
		NET	A major challenge	A challenge	A minor challenge	Not a challenge	Skipped
3/29/20	PS teachers	51	17	34	35	15	0

12. How prepared were you to enter the classroom as a first-year teacher?

		---- More ---			---- Less ----		
		NET	Very prepared	Somewhat prepared	NET	Not so prepared	Not prepared at all
3/29/20		64	18	47	35	24	11
							*

13. Was teaching your first choice as a career?

	Yes	No	Skipped
3/29/20	51	49	*

14. Would you recommend working as a teacher to others?

	Yes	No	Skipped
3/29/20	59	41	*

15. For someone considering working as a teacher, what is one positive thing you would tell them that they may not already know?

Responses reported separately.

16. How connected do you feel professionally with other teachers in your community?

	---- More connected---			---- Less connected-----			
	NET	Very	Somewhat	NET	Not so	Not at all	Skipped
3/29/20	84	27	57	16	14	2	0

17. How connected do you feel professionally with other teachers in the state as a whole?

	---- More connected---			---- Less connected-----			
	NET	Very	Somewhat	NET	Not so	Not at all	Skipped
3/29/20	32	2	30	67	43	24	1

18. In the past few years, have you seriously considered leaving the teaching profession, or is this not something you have seriously considered?

	Have seriously considered it	Have not seriously considered it	Skipped
3/29/20	58	42	0
4/26/19*	50	49	*

*PDK Poll, national

19. Would you like your child to become a teacher?

	Would like	Would not like	Skipped
3/29/20	40	58	1
4/26/19*	44	55	1

*PDK Poll, national

20. Have you ever mentored a/an [ITEM]?

3/29/20 Summary Table:

	Yes	No	Skipped
a. Traditional student teacher	50	49	*
b. Intern teacher who was completing alternative certification	40	60	*
c. New-to-the profession teacher as induction support	48	52	0

21. [IF MENTORED] Please think about your first experience in one of these mentor roles, how prepared were you to serve as a mentor?

---- Very/Somewhat----				---- Not so/at all----			Skipped
	NET	Very prepared	Somewhat prepared	NET	Not so prepared	Not prepared at all	
3/29/20	84	25	59	16	13	3	0

22. Are you aware of any promotional campaigns that support the teaching profession?

	Yes	No	Skipped
3/29/20	11	89	0

23. [IF AWARE OF ANY CAMPAIGNS] Please describe the campaign or give its name, if you know it.

Responses reported separately.

24. Have you completed a teacher certification program?

	Yes	No	Skipped
3/29/20	90	10	0

25. [IF COMPLETED A PROGRAM] What kind of teacher certification program did you complete?

	Traditional undergraduate teacher preparation	Master's with certification	Alternative certification	Skipped
3/29/20	49	8	43	0

26. For statistical purposes only, what was your salary in 2019?

	Less than \$50,000	\$50,000 to less than \$60,000	\$60,000 or more	Average	Median
3/29/20	26	46	27	\$54,299	\$54,200

27. Do you feel that (you are fairly paid), or that (your pay is unfair)?

	Fairly paid	Pay is unfair	Skipped
3/29/20	27	72	1
4/26/19*	39	60	*

*PDK Poll, national