

# 2021: How Texas Teachers Experience Pandemic Challenges

The 2021 poll on teachers' attitudes toward public education

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# Key Findings

**A**n unprecedented school year left Texas public school teachers grappling with excessive workloads, job-related stress and virtual teaching challenges, diminishing their professional pride and leading to a spike in the number considering leaving the field.

Yet a statewide poll by the Charles Butt Foundation Texas Teacher Poll also contains positive results, finding that trials endured during the pandemic year strengthened relationships, with teachers feeling more valued by their colleagues, their community and their students' caregivers alike.

Most troublingly, the year's challenges intensified longstanding issues with career commitment: With broad majorities feeling underpaid and seeing little chance for improvement, 68 percent of Texas teachers seriously considered leaving public school teaching in the past year – up 10 percentage points from a similar question last year.

Concurrently, teachers' pride has decreased. While most, 62 percent, continue to say they're very proud to be a teacher, that's down 8 points compared with March 2020, with the largest declines among less-tenured teachers.

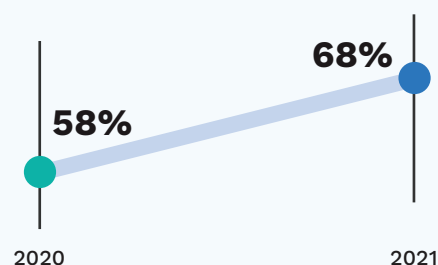
Among those who have seriously considered leaving their position, about half say the pandemic contributed. Indeed, stress in dealing with pandemic-related issues is strongly associated with weakened career commitment. Eighty percent of those who say the pandemic caused them major stress have considered leaving, versus 36 percent of those who experienced little such stress.

That said, the pandemic itself is not the chief factor in seriously considering leaving: Just 8 percent of teachers call it the single biggest contributor. Rather, top items involve recurrent issues with the overall work environment, such as feeling stressed, overworked, undervalued and underpaid.

These results are from a representative statewide survey of 919 Texas public school teachers, randomly selected from the Texas Education Agency's full 2019 roster of 369,051 teachers in the state, produced for the Charles Butt Foundation by [Langer Research Associates](#). Data were collected via a secure online questionnaire March 31-May 11, 2021.

## More Teachers Are Considering Leaving The Profession

% seriously considered leaving



Among additional results:

**Teaching in the pandemic:** Seventy percent of teachers mainly used a hybrid learning model this school year, with the rest splitting between fully remote (11 percent) or fully in-person (19 percent) teaching. While most were tasked with virtual teaching, about two-thirds think it's not so (39 percent) or not at all (26 percent) effective as a learning model.

At the same time, those who had more experience with online teaching are more apt to see it as effective. Among teachers who taught fully online, 56 percent see it as at least somewhat effective, versus 35 percent of those who used a hybrid model and 25 percent who taught fully in-person.

**Feeling valued:** The pandemic strengthened teachers' sense of being valued by some of the groups closest to them. Fifty-two percent say they feel more valued by other teachers at their school, versus just 8 percent less valued, a 44-point margin. And teachers are 26 points more apt to feel valued by their students' parents or guardians, 24 points by their school administrators and 14 points by people in their community.

Conversely, just more than half of public school teachers, 53 percent, feel they have become less valued by elected officials in the state, compared with just 10 percent more valued. And 36 percent feel less valued by Texans overall, more than the 28 percent who feel more valued.

**Self-image:** Public school teachers give high ratings to their colleagues. Ninety-one percent give fellow teachers at their school an A or B grade, up 5 points from last year. Nearly as many, 85 percent, also give an A or B to the public school teachers in their community more broadly.

**Equity barriers:** Teachers see a wide array of barriers to learning for students from low-income families. At the top of the list, 88 percent call a lack of resources around childhood development best practices a barrier, and 78 percent say the same about a lack of access to social-emotional and/or mental health supports. Both exceed the share of Texans overall who considered these barriers in the separate 2021 Charles Butt Foundation poll (formerly the Raise Your Hand Texas Foundation poll) of the general public and parents.

Albeit with less broad agreement, majorities also see obstacles to learning on the basis of students' race or ethnicity. These include lack of access to social-emotional and mental health supports (seen as a barrier by 62 percent), ineffective or biased disciplinary practices (59 percent) and curriculum that is not reflective of students' cultural backgrounds (54 percent).

Among other items, teachers are less apt than Texans overall to see barriers to learning as a result of students not consistently being placed with experienced or well-trained teachers, or in a lack of access to advanced classes.



**STAAR testing:** Eighty-seven percent of teachers are not so (31 percent) or not at all (56 percent) confident that the STAAR test effectively measures how well a student is learning, and 83 percent consider the time they spend preparing students for the test a bad use of instruction time.

The survey included an open-ended question asking teachers to elaborate on why they think the STAAR test is or is not a good use of instruction time. Among those responding negatively, many say the time could be better spent addressing learning loss or teaching life skills, see it as solely “teaching to the test,” or think it causes too much stress. Responses among those who see it as a good use of time range from considering the topics covered on the test as important for students to learn to thinking that test taking itself is an important skill. Some responses are included in this report.

# The pandemic and teaching online

**T**he pandemic introduced new challenges and made others more acute. Work-related stress, difficulties in teaching students virtually and extra workload/hours were reported as challenges by more than eight in 10 Texas public school teachers, and as “major” challenges by majorities.

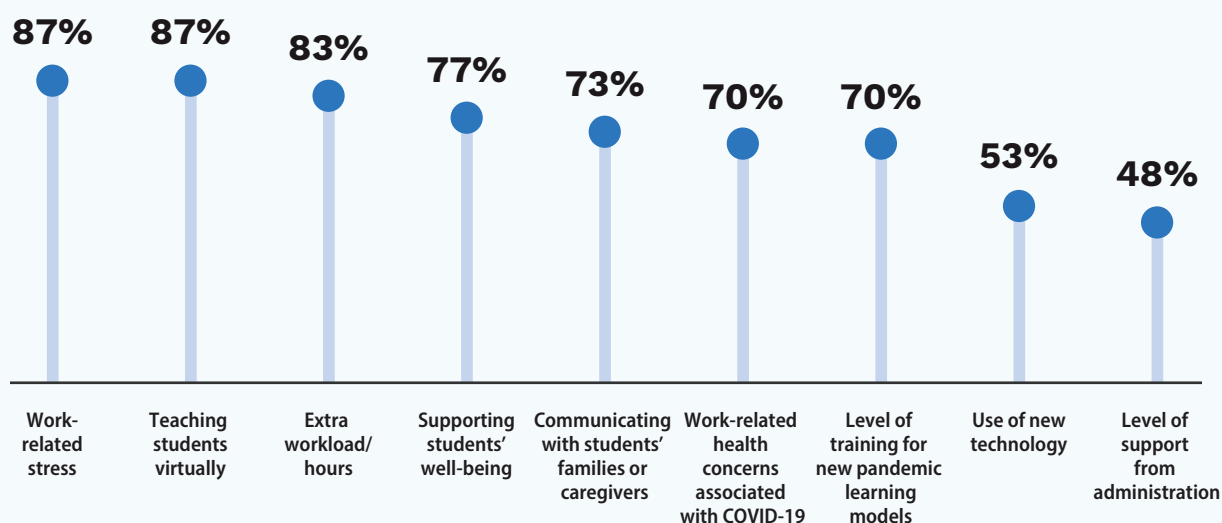
Additionally, work-related health concerns associated with COVID-19 and supporting students’ well-being in the pandemic year were challenges to seven in 10 or more, and major challenges to about four in 10. Communicating with students’ families or caregivers and training for new pandemic learning models also were cited by roughly seven in 10, trailed by support from administration and challenges using new technology.

The level of challenges in teaching students virtually is notable, given its extent. Eight in 10 Texas teachers taught fully (11 percent) or partially online in the past year, including 58 percent via a concurrent model (some students in class and others online at the same time) and 11 percent switching between fully remote and fully in-person instruction. About two in 10 taught in person.

Those who taught mainly online or through a hybrid model are 18 points more apt than fully in-person teachers to say their level of support from administration was a challenge in dealing with pandemic-related issues. And 77 percent had trouble supporting students’ well-being throughout the pandemic, easing to a still-high 67 percent of those who taught mostly in person.

## Teachers Report High Level Of Pandemic-Related Challenges

% Texas teachers who consider the following a major challenge or challenge



A further frustration is evident in the finding that only about a third of teachers find online teaching to be an effective learning model. Just 3 percent say it's very effective; 32 percent rate it somewhat effective. That leaves about two-thirds who think it's not so (39 percent) or not at all (26 percent) effective. This ranges from 56 percent of those who've been teaching fully online to 35 percent of those teaching via a hybrid model and 25 percent of those teaching fully in person.

There are other gaps. Teachers with fewer than three years of tenure are more apt than longer-term teachers to rate online teaching as effective, 51 percent versus 34 percent. Black and Hispanic teachers, those who are political liberals or moderates and those in urban and suburban areas are more likely than White, conservative or rural teachers to call online instruction effective.

## Survey questions

Q. How big of a challenge, if at all, has each of these been for you in dealing with pandemic-related issues? Your level of training for new pandemic learning models; your level of support from administration; teaching students virtually; extra workload/hours; use of new technology; work-related health concerns associated with COVID-19; supporting students' well-being; communicating with students; families or caregivers; work-related stress.

Q. What is the learning model you have mainly used as a teacher this school year?

Q. In your experience, how effective is online teaching as a learning model?

# Teacher retention

Challenges experienced during the pandemic year exacerbated teachers' troubles with career commitment.

As noted, a broad 68 percent have seriously considered leaving their position as a public school teacher in the past year. Last March, in a slightly different question, 58 percent said they had seriously considered leaving the teaching profession in recent years.

Among those who seriously considered leaving, a vast 87 percent say a high level of work-related stress contributed (a great deal or good amount) to their consideration to leave, including two-thirds who said it contributed a great deal. Nearly as many, 84 percent, also say that feeling undervalued played a role, with 61 percent saying this contributed a great deal. Seventy-nine percent say an excessive workload or long hours contributed a great

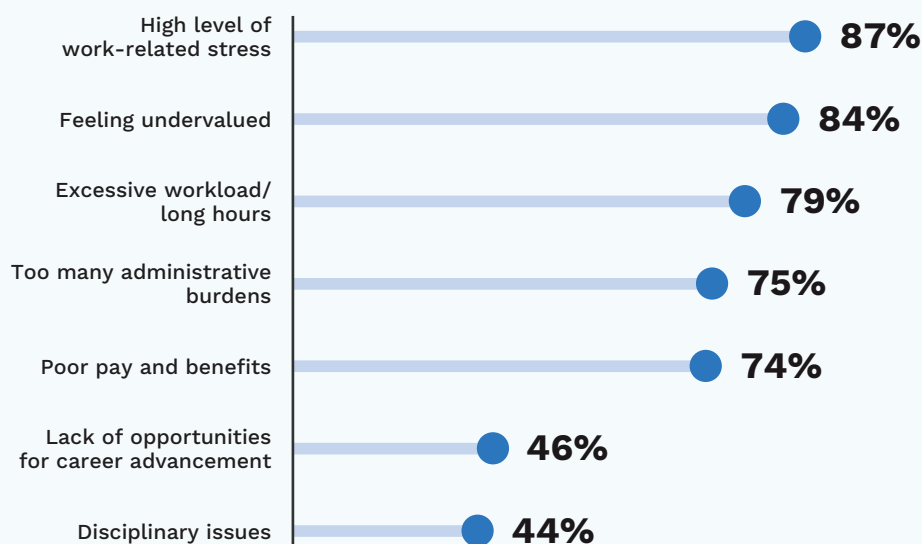
deal or good amount, and three-quarters say the same about administrative burdens and poor pay and benefits.

Lack of opportunities for career advancement and dealing with disciplinary issues figure much lower on the list, with fewer than half saying either of these played a substantive role in their deliberation and just quarter apiece saying they contributed a great deal.

While high levels of stress, a sense of being undervalued and a heavy workload are broadly felt, in a follow-up question, poor pay and benefits rises in importance as the single biggest contributor to teachers considering leaving their job. Twenty-four percent of teachers who say at least one item contributed a great deal cite it as the top factor, followed closely by work-related stress (21 percent), then excessive

## Teachers Considering Leaving the Profession Feel Overburdened and Undervalued

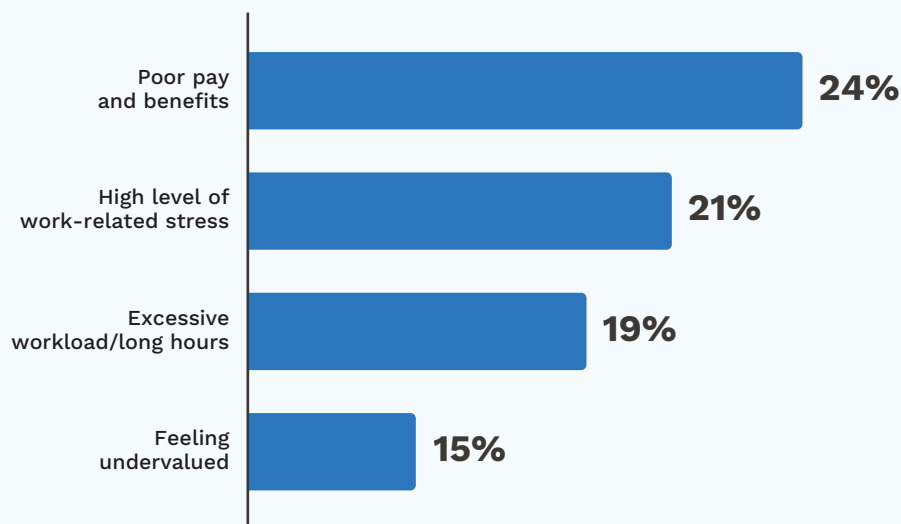
% Texas teachers who say the following issues have contributed a great deal or a good amount to their considering leaving





## Pay and Benefits Rise to the Top as Single Biggest Concern

% Texas teachers who say each concern was the single biggest factor in considering leaving



workload/long hours (19 percent) and feeling undervalued (15 percent). Fewer select too many administrative burdens (9 percent), disciplinary issues (6 percent) or a lack of career advancement opportunities (5 percent).

Considering leaving runs high across salary groups, but is highly related to feeling underpaid and assessing future prospects negatively. Seventy-six percent of teachers who feel their pay is unfair have seriously considered leaving in the past year, compared with about half, 49 percent, of those who feel they're fairly paid.

Further, among the 84 percent of teachers who hold a dim view of their prospects for better pay and benefits in the future, 72 percent have considered leaving, versus 44 percent of those who have more optimism in their ability to earn more in the future.

Results are similar for career advancement, showing that even lower-ranked items matter in teacher retention. Two-thirds of teachers rate their prospects for career advancement

negatively – and these teachers are 34 points more apt to have seriously considered leaving public school teaching than those who rate their advancement prospects as excellent or good.

### The role of the pandemic

Above and beyond these issues, about half of teachers who have seriously considered leaving public school teaching say the coronavirus pandemic played a substantive role, including 23 percent saying it contributed a great deal and 28 percent a good amount. A quarter say it contributed “just some” in their deliberation, 11 percent a little and 12 percent not at all.

The pandemic played a larger role among teachers who used some form of distance learning this past year. Fifty-six percent of teachers who mainly taught remotely or who used a hybrid model say the pandemic contributed a great deal or good amount in their considering leaving, compared with 31 percent of those who mostly taught in-person.

Still, while the pandemic has played a role in weakened career commitment, few say it's the biggest contributor in their considering leaving their job. Twelve percent say it played no role and 36 percent say other factors contributed more. Roughly four in 10 say the pandemic and other factors contributed equally, leaving just 8 percent who say the pandemic was the single biggest factor.

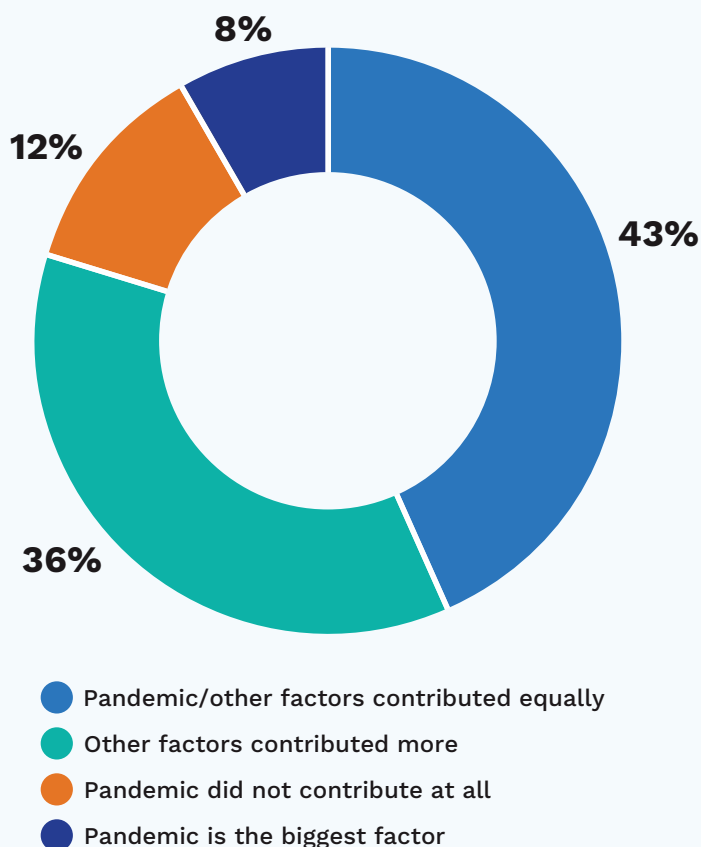
While teachers who mainly used remote or hybrid learning models are more apt to cite the pandemic as a contributor in their considering leaving, there is no significant difference in overall career commitment on the basis of the main learning model teachers used. Regardless of whether they taught remotely, in hybrid or in-person classrooms, 61 to 71 percent of Texas

teachers say they've considered leaving public school teaching in the past year. Having experienced challenges with virtual teaching also is not associated with overall career commitment.

Nonetheless, experiencing other pandemic-related issues as major challenges is associated with weaker career commitment. Among them:

- Dealing with work-related stress produces the largest gap. Eighty percent of those who call this a major challenge say they've seriously considered leaving their work as a teacher, dropping to 53 percent of those who say it was a challenge, but not a major one, and 36 percent of those who call it a minor challenge or not a challenge.

### **Pandemic Not the Only Factor for Teachers in Considering Leaving Profession**



- Support from administration, supporting students' well-being and extra workload/hours also produce wide gaps, with teachers who call these a major challenge 32 to 34 points more apt to have considered leaving than those who say they were a minor challenge or not a challenge.
- Narrower yet still significant gaps of 17 to 24 points arise for those with work-related COVID-19 health concerns, challenges with one's level of training for new pandemic learning models, difficulties communicating with students' families or caregivers and complications with the use of new technology.

In addition to these, teachers' pride in their work is related to career commitment. Troublingly, even among those who are very proud to be a teacher, 55 percent have considered leaving. That rises to 87 percent of those who are less proud of their place in the profession.

Similarly, 87 percent of teachers who rate the other teachers at their school poorly (i.e., giving them C, D or Fail grades) have considered leaving. It's lower – but still high, 66 percent – among those who give their colleagues an A or B grade.

Regression analysis finds that teaching in an urban area is a significant predictor of having seriously considered leaving public school teaching, holding other demographic factors such as gender, race or ethnicity, and region constant. Illustratively, those teaching in urban areas are 10 points more apt to have considered leaving than others, 73 versus 63 percent. Tenure, salary, and the main type of learning model used are not significant predictors of weakened career commitment in the past year – rather, it's a common phenomenon across demographic groups.

When attitudinal variables are included, feeling unfairly paid and being pessimistic about opportunities for increased pay and benefits or career advancement in the field of public education are strong independent predictors of having considered leaving in the past year.

## Survey questions

- Q. In the past few years, have you seriously considered leaving your position as a public school teacher, or is this not something you have seriously considered?
- Q. How much, if at all, have these issues contributed to your considering leaving your position as a public school teacher? Poor pay and benefits; high level of work-related stress; too many administrative burdens; disciplinary issues; excessive workload/long hours; feeling undervalued; lack of opportunities for career advancement.
- Q. Which of the following is the single biggest factor in your considering leaving your position as a public school teacher?

- Q. Overall, how would you rate your opportunities for career advancement in the field of public education?
- Q. Above and beyond the concerns mentioned previously, how much, if at all, has the coronavirus pandemic contributed to your considering leaving your position as a public school teacher?
- Q. Compared with other possible factors, how big a factor is the coronavirus pandemic in your considering leaving your position as a public school teacher?

# The pay problem

**A**broad 69 percent of teachers feel their pay is unfair, similar to the 72 percent who said so in March 2020. And as noted, even more, 84 percent, rate their opportunities for improved pay and benefits in the field of public education as not so good (42 percent) or poor (42 percent). Just 16 percent rate such prospects positively.

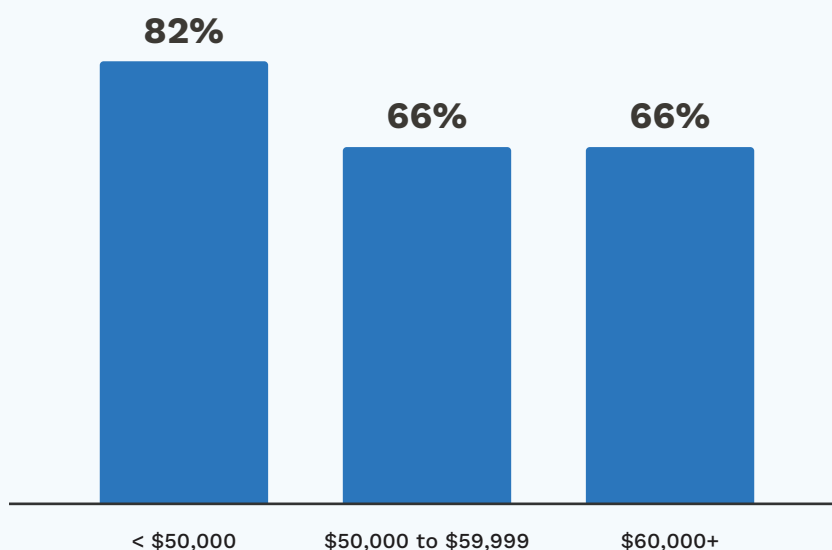
One in five teachers reports an annual salary less than \$50,000, with 82 percent in this group feeling unfairly compensated. The share who report earning less than \$50,000 is down 6 points from last year's survey, and this year's median reported salary, \$55,220, is also improved. Still, pay discontent is prevalent among higher earners, including two-thirds of teachers with salaries of \$60,000 or more.

Lower salaries are more prevalent in some groups. Women are more apt than men to report earning less than \$50,000, 22 versus 14 percent. About half of teachers in rural areas (52 percent) report an annual salary less than

\$50,000; far fewer suburban (22 percent) or urban (11 percent) teachers say the same. Forty-five percent of teachers younger than 30 are in the less-than \$50,000 bracket, compared with 23 percent of those aged 30 to 39 and 13 percent of those 40 and older. In terms of tenure, 43 percent of teachers with five years' experience or fewer make less than \$50,000, falling to 17 percent of those with 6-20 years in the field and 6 percent of those with 21 or more years.

## Texas Teachers Feel Underpaid Across The Board

% Texas teachers who feel unfairly paid by salary level



### Survey questions

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

Q. For statistical purposes only, what was your salary in 2020?

Q. Overall, how would you rate your opportunities for improvements in pay and benefits in the field of public education?

# Feeling valued in the pandemic

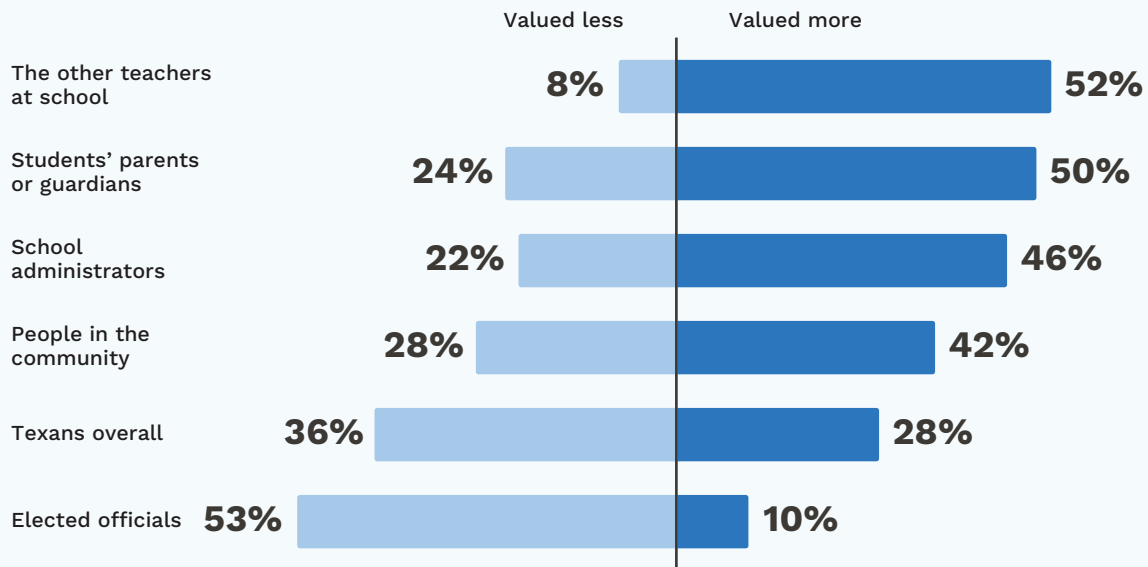
**C**hallenges experienced in the past year have strengthened teachers' perceptions of how valued they feel by some groups, particularly those with which they work most closely, while pushing them further from others.

In the most positive result, by a wide margin, 52 percent of teachers say they feel more valued by other teachers at their school as a result of the pandemic, and only 8 percent feel less valued. Feeling more valued peaks at 65 percent among teachers who mainly taught remotely this past school year, compared with about half in hybrid or fully in-person classrooms.

The events of the past year also have made teachers feel more valued by their students' parents or guardians, 50 versus 24 percent; their school administrators, 46 versus 22 percent; and other people in their community, 42 versus 28 percent.

At the same time, teachers feel less valued by elected officials in the state by a wide 43-point margin, 53 percent versus 10 percent. They're also more apt to think that Texans overall value them less rather than more as a result of the pandemic, by a narrow 8 points, 36 versus 28 percent, with the rest reporting no change.

## As a Result of the Pandemic, Teachers Feel Less Valued by Those Furthest from Their Work



By age group, young teachers – those in their 20s – are more apt than those age 40 and older to think that Texans overall, elected officials in the state, people in their community and their students’ parents or guardians value them less.

Additionally, teachers who experienced more pandemic challenges are more apt to think that each of these groups values them less as a result of the pandemic.

### Survey question

**Q. As a result of the pandemic, do you think each of these groups (value you more) as a teacher, (value you less), or has this not changed? People in your community; Texans overall; your students’ parents or guardians; elected officials in the state; your school administrators; the other teachers at your school.**



# Teacher grades and self-image

**T**eachers' sense of how they're valued is related to pride in the profession.

While nearly all Texas public school teachers, 94 percent, are at least somewhat proud to be a teacher, 62 percent overall say they are "very" proud, as noted, an 8-point drop from March 2020. Those who feel less valued by others as a result of the pandemic are far less apt to express strong pride in their job.

The decline in teacher pride was particularly sharp among those with less tenure. Fifty-four percent of teachers with 10 or fewer years' experience are very proud, down 14 points from last year. Comparatively, 73 percent of teachers with 21+ years' tenure and 64 percent with 11-20 years' tenure are very proud, both steady.

Compensation matters, too. Having a high level of pride in the teaching profession fell 16 points among those who earn less than \$50,000 a year, to 53 percent. That compares with 64 percent among those

with higher salaries, down 7 points since March 2020. Relatedly, those who feel fairly paid are more apt than their counterparts to feel very proud in their profession.

While a strong sense of personal pride in the teaching profession has eased, evaluations of public school teachers as a whole remain strong. As was the case last year, public school teachers evaluate local teachers more highly than do public school parents or Texans generally. Eighty-five percent of teachers give an A or B grade to teachers in their community, compared with 71 percent of parents and 68 percent of Texans overall in the 2021 Raise Your Hand Texas Foundation Poll.

Even more teachers, 91 percent, give an A or B to other teachers in their own school, a 5-point increase over last year, with gains across many demographic groups. This includes about half (48 percent) who give other teachers at their school an A grade.

## Survey questions

**Q. Which of the following best describes your feelings about being a teacher?**

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

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

# Equity barriers

Public school teachers perceive a wide array of obstacles to learning for students of low-income backgrounds, as well as (at some distance) barriers for students on the basis of race and ethnicity.

Specifically, a vast 88 percent of teachers see a lack of resources and support around early childhood development best practices as a barrier to learning for low-income students, more than 77 percent of Texans overall who said the same in the 2021 Raise Your Hand Texas survey.

A lack of access to social-emotional and/or mental health supports also rises to the top of the list, seen as a barrier by 78 percent of teachers; it was 69 percent among all adults in the state.

Seventy-three percent of teachers see food insecurity as a barrier for low-income students, followed by roughly two-thirds who say the same about both a lack of access to medical care and ineffective or biased disciplinary practices. Each is similar to views among Texans overall.

By contrast, teachers are less apt than the general public to see a lack of access to additional tutoring and academic supports as obstacles to learning for low-income students, 65 versus 74 percent. They're also 18 points less apt than Texans overall to think that students not consistently being placed with experienced or well-trained teachers is a barrier, 58 versus 76 percent; and 15 points less apt to consider lack of access to advanced classes/gifted and talented programs as an obstacle, 52 versus 67 percent.

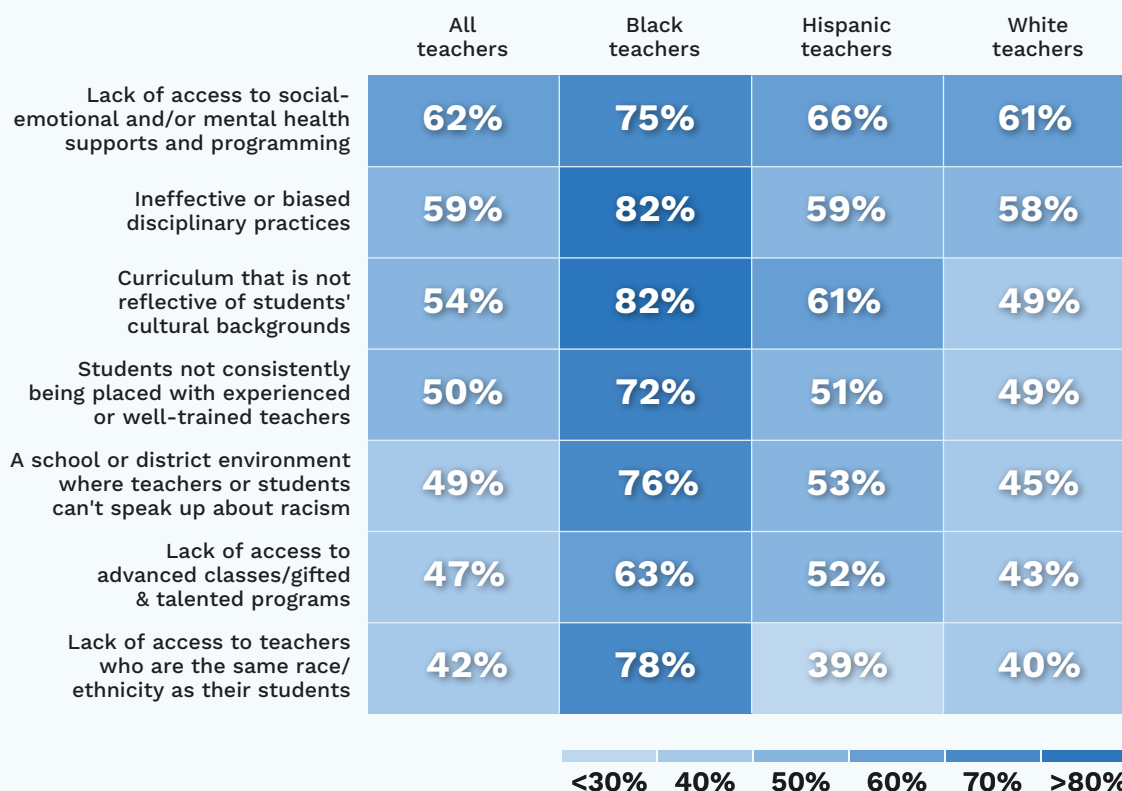
In terms of educational barriers on the basis of race and ethnicity, teachers are most apt to see a lack of access to social-emotional and/or mental health supports and ineffective or biased disciplinary practices as obstacles, cited by about six in 10 in both cases. A narrow majority, 54 percent, also sees curriculum that is not reflective of students' cultural backgrounds as a barrier.

Half of teachers view students not consistently being placed with experienced or well-trained teachers as a barrier to students on the basis of race and ethnicity, a substantial proportion but 19 points fewer than the share of Texans overall who say so. About half (49 percent) also see a school or district environment where teachers or students can't speak up about racism as a barrier, again lower than the share of Texans overall who see this as a barrier, 62 percent.

Teachers also are 13 points less apt than adults generally to see a lack of access to advanced classes/gifted and talented programs as a barrier to learning for students on the basis of their race and ethnicity, 47 versus 60 percent. At the bottom of the list, about four in 10 teachers think that inaccessibility to teachers who are the same race or ethnicity is a barrier.

Black public school teachers are far more apt than their White peers to view each of these items as a challenge to students on the basis of their race or ethnicity. In the largest gaps, Black teachers are 31 to 38 points more apt than White teachers to see barriers in a lack of access to instructors of the same race or ethnicity, curriculum that is not reflective of students' cultural backgrounds and a school or district where teachers or students can't speak up about racism. On most items, Hispanic teachers' views are more aligned with those of White teachers.

## Black Teachers Are More Likely to Think Students Face Barriers Based on Race or Ethnicity



### Survey questions

Q. How much, if at all, do you see these as barriers to learning for low-income students? Food insecurity; lack of access to medical care; lack of access to social-emotional and/or mental health supports and programming; lack of access to advanced classes/gifted & talented programs; ineffective or biased disciplinary practices; students not consistently being placed with experienced or well-trained teachers; lack of access to additional tutoring and academic supports; lack of resources and support around early childhood development best practices (such as parents reading to children, talking with children, regular pediatric visits).

Q. How much, if at all, do you see these as barriers to learning on the basis of students' race or ethnicity? Lack of access to advanced classes/gifted & talented programs; a school or district environment where teachers or students can't speak up about racism; lack of access to social-emotional and/or mental health supports and programming; curriculum that is not reflective of students' cultural backgrounds; lack of access to teachers who are the same race/ethnicity as their students; ineffective or biased disciplinary practices; students not consistently being placed with experienced or well-trained teachers.

# STAAR testing

**B**road majorities of Texas teachers lack confidence in the STAAR test and don't think it is a good use of instruction time. Eighty-seven percent are not so (31 percent) or not at all (56 percent) confident it effectively measures how well a student is learning. By contrast, just 11 percent are somewhat confident in that, and 1 percent are very confident.

Eighty-three percent say the time they spend preparing their students for the test is not a good use of instruction time; 16 percent think it is.

In open-ended responses, many teachers who think preparation for the STAAR exam is a bad use of instruction time say that it takes away from deeper, more comprehensive learning and instead forces instructors to “teach to the test.” Among those comments:

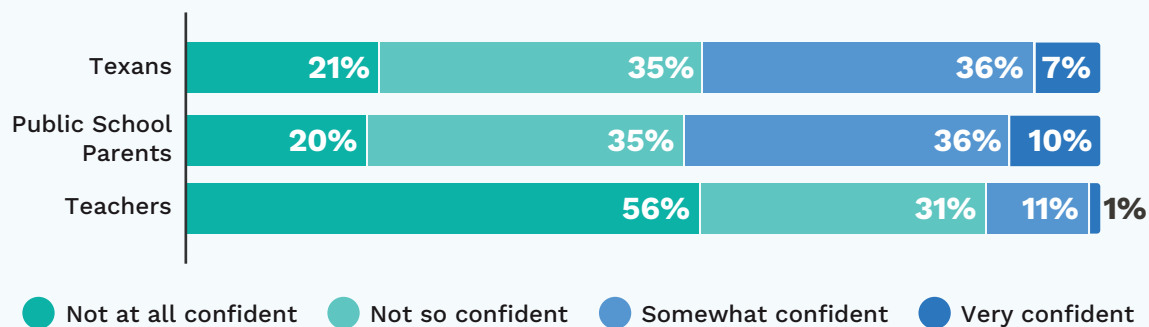
*The STAAR test is simply a test of memory recall and strategy retention.*

*We teach differentiation and allow student to learn in a way that fits them best, yet we give them all a cookie-cutter style assessment. I spend more time teaching test-taking strategies than I do actually having fun with my students. They lack life lessons, social skills, conflict resolution, problem solving, etc. due to so much emphasis on testing.*

*It teaches them that life is a multiple-choice format. It keeps kids in the “inside the box” problem-solving model.*

*I end up spending less time on the concept itself, and focus on test-taking strategies based on basic knowledge of the content. I do not always have the time to go deeper into a concept or standard.*

## Teachers Are Even Less Confident Than Parents and Texans in STAAR



*Because I should be encouraging and teaching students to think for themselves and defend their opinions, not try and curb their thinking to that of a test taker.*

*All we are doing is teaching them how to pass the test and have no time to explore any extra interests the students may have.*

*In general, teachers teach kids HOW to take the test, instead of teaching the material and letting students just take the test. Learning how to eliminate answers and pick the most reasonable answer is not necessarily knowing the answer. We basically teach kids to manipulate the test instead of showing what they know.*

Others consider the test an ineffective measure of how well students learn over time or say it doesn't accurately capture the knowledge and abilities of all students:

*The test is an anecdotal window into how the students performed on one assessment. The test is a matter of endurance rather than understanding or comprehension.*

*It only examines our students in one moment or glimpse (they may be having an off day) – it is not an overall true measure of all they are learning.*

*Studies have indicated there is a large margin of error in the validity of the scores and time spent preparing for the test does not leave enough room for project- and problem-based learning opportunities.*

*As a special education educator, I think it's not a true assessment of their knowledge. They have even taught the TEKS but not to that depth or understanding. These tests bring anxiety, because our kids are naturally behind due to COVID this test is really not going to be a valid assessment. So many other assessments are better baselines for our students' knowledge.*

Some teachers point more specifically to students' learner variability, with many considering preparing students for tests that exceed their grade level or are outside of their ability levels as ineffective.

*Students come to us on all different ability levels and they learn at different rates. Prepping a student for STAAR when he is a year or more behind is not an effective use of time. We are looking for growth in students who are behind, not mastery of grade level TEKS.*

*The test is written above the level of the students it is testing and the reading passages are only relevant to well-travelled, well-rounded, somewhat affluent students.*

*I teach ESL students. They shouldn't have to take the test after one year in America, but the pandemic and all the other trials and such much it difficult. They need to learn English and how to survive after graduation – not worry about taking a test.*

*I work with special education students. The test, especially for reading, does not test what they know. We already know they cannot read. Why don't we read the passages and questions to them and find out what they COMPREHEND? That will give anyone a better understanding of the student. The test is a snapshot of the student. Many of them have home lives no one should have to deal with. Why not use their daily work in a portfolio to assess what they do and do not know?*

Numerous public school teachers also disagree with the high-stakes nature of the test, arguing that tying it to teacher pay or students' ability to move onto the next grade causes unnecessary stress for teachers and students alike.

*Students and teachers get stressed and their self-esteem gets lower if they get failing grades.*

*It creates stress for students to complete a high-stakes test that has known biases against low-SES students.*

*It gives the students anxiety, and it shouldn't determine if a student gets to move on or not.*

*Far too much time is devoted to it because far too much importance is given to STAAR scores. Major issues, including employment itself, hinge on STAAR scores. This needs to change.*

Indeed, some teachers say that test preparation undermines the enjoyment of learning:

*As a reading teacher my job is to teach students to love reading. When all we do is practice STAAR at the end, all of the hard work I put in throughout the year is thrown out because they begin to dislike reading again.*

*Kids need to enjoy learning. That STAAR test and all others (because they are over-tested) has no value to them, brings nothing to their life. They don't even try anymore.*

*Too often teachers are pressured to focus on the test instead of finding interesting and innovative ways to just teach the kids and excite them about the content.*

Several public school teachers say the STAAR test is inappropriate particularly this year given challenges with virtual learning and the many stressors that students already face at home.

*Students came into the 2020-2021 school year behind. They've faced the loss of parents and loved ones. Some are concerned with their next meal since parents are losing jobs.*

*Students are currently grappling with food insecurity, housing insecurity, accessibility to internet issues, and many more pressing matters. When they are able to show up to class it's more of a place to socialize and decompress from their home life. Adding the pressures of testing to their already full plate is asking too much of our students.*

*The pandemic created a learning gap with students, and they are coming in absolutely unprepared even for their own grade level work. Reading STAAR is 2 years above grade level. Math questions are all wordy too, and likely above grade level as well. If I have students at first and second grade level and trying to catch up to 3rd grade level, why on earth would I give them a 5th grade test? It sets them up to fail.*



*The STAAR test is a one-day assessment of everything we have taught them over the course of a year. It doesn't take into account so many factors that could cause them to score poorly. This year has had so much inequity with COVID, health issues, fear, internet, and lack of motivation that students would not normally have to deal with. This is the worst time to give a standardized test when we are trying to maximize differentiated instruction to meet our students' current needs.*

As noted, just about one in six teachers see STAAR preparation as a good use of instruction time. Some of these teachers consider the associated curriculum and content of the test itself to be beneficial for students and see test taking as a skill for students to hone for future use:

*Preparing for the STAAR Test, students get a great deal of insight as to how to learn and what is a good way to deal with critical thinking skills. It also teaches students how to think and reason out important decisions they will make later in life. It also, holds them accountable to try to learn how to plan and relate difficult issues to make their success something they are capable of excelling at.*

*Preparing them for stresses in the job market where they have to analyze information and make decisions on how to address problems. Preparing students for STAAR allows teachers to make connections between concepts that may have been taught in isolation. It allows time to explicitly teach test-taking strategies that will help them with post-K12 education such as SAT, ACT, GRE, LMAT, etc. Preparing also gives students a refresher of content that might have been taught in the fall; it provides teachers with data to know where gaps in learning are and time to address them prior to testing.*

*Teaching reading & writing proficiency/ literacy, analytical skills, consciousness, industriousness, accountability, punctuality, organization and personal responsibility are essential traits to have as a student no matter what.*

*Not only do students benefit from practicing STAAR material, it gets them ready for other upper level classes.*

*It prepares them for higher education assessments such as college or university assessments.*

*I am teaching them accountability. They will have to show their learning all throughout their lives and they will have to pass all kinds of tests throughout their lives. Since the test isn't going anywhere, I try to find the positives in it.*

*It is beneficial students to students to prepare for challenges. Even if (I) don't agree with the content of the STAAR test, I agree with the "task" that the students face of preparing themselves for a challenge.*

*Test taking is a lifelong skill.*

Several noted that the STAAR test is an effective measurement of student progress and can help guide teachers in knowing what to focus on:

*I can evaluate students' strengths and weaknesses and review during our STAAR review.*

*I don't feel we should be rated this year on our STAAR due to the pandemic, but I do like to see where my students are by preparing them and using the STAAR test.*

*I think preparing my students for the STAAR test is a good use of instruction time because it lets me know what to reteach for whatever level the student is on.*

*STAAR measures some basic understanding and expectations of student knowledge to make sure they are ready and prepared for advanced knowledge. Different students learn at different paces. STAAR allows teachers to understand the learning pace of a student.*

Others, though, don't necessarily think the STAAR test itself or testing in general are useful to students – rather, they think preparing students for the test is a good use of instructional time simply because students need to pass it.

*As long as it is a requirement to graduate, we are to prepare our students to do just that so it is never a waste of time to prepare students for graduation.*

*Because it's a practical reason – they have to pass it.*

*The whole say-so on whether or not they move on to the next grade is dependent on the score of their STAAR test, so yes, it is important to prepare for the test during instructional time.*

*I can't prevent them from taking the standardized test, so I don't want to do them a disservice by not preparing them for the test. As long as the test is being given, teachers will give mass amounts of time to instruct their students on the hows of testing.*

*I really don't feel it is a great use of instructional time, but it is necessary as long as STAAR exists.*

## Survey questions

Q. Now thinking about the state standardized test known as STAAR, how confident are you that the STAAR test effectively measures how well a student is learning?

Q. Do you feel the time you spend preparing your students for the STAAR test is a good use of instruction time, or not?

Q. In a few words, please say why you think preparing your students for the STAAR test (is/is not) a good use of instruction time.

# Appendix A:

## Survey methodology

Sampling and data collection for the Charles Butt Foundation's 2021 Texas teachers survey were conducted by SSRS of Glen Mills, Pa., at the direction of Langer Research Associates.

A total of 20,292 names and email addresses were randomly selected from the Texas Education Agency's 2019 listing of 369,051 public school teachers, stratified by metro status and region. Additionally, oversamples were drawn to obtain results from at least 100 teachers in the East region, 100 Black teachers and 100 teachers with two years' experience or less.

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 5,853 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. The sample was released in two waves, with the second wave to ensure adequate sample sizes from subgroups. For the first wave, email invitations were sent March 31 and April 7, with reminders April 12, April 15, April 20 and April 23. For the second wave, email invitations were sent April 22, with reminders April 27, April 29, May 4 and May 7. Fieldwork closed May 11.

Of those invited, 17,837 did not click the invitation link, 1,454 did so but did not complete the survey, 82 were determined

not to be current Texas public school teachers and 919 completed the survey. Average time to complete the questionnaire was 11.8 minutes (mean), 10.5 minutes (median).

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 2nd and 98th percentiles. The survey has a design effect due to weighting of 1.65, for a margin of sampling error of plus or minus 4.2 percentage points for the full sample. Error margins are larger for subgroups.

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%	20.2%	23.8%
	Female	76.2%	79.8%	76.2%
Age	18-29	18.2%	15.5%	17.9%
	30-39	29.5%	22.3%	29.4%
	40-49	27.6%	29.8%	27.7%
	50-59	18.3%	21.8%	18.4%
	60+	6.4%	10.7%	6.5%
Race/ethnicity	White	57.8%	59.2%	57.8%
	Black	10.7%	15.0%	10.9%
	Hispanic	28.0%	22.7%	28.0%
	Other	3.4%	3.0%	3.4%
Years of experience	2 years or fewer	19.0%	34.8%	18.8%
	3-5 years	16.2%	9.1%	16.0%
	6-10 years	19.3%	13.7%	19.4%
	11-20 years	29.4%	24.2%	29.5%
	More than 20 years	16.1%	18.2%	16.3%
Education	Bachelor's or less	74.4%	68.7%	74.2%
	Master's or higher	25.6%	31.3%	25.8%
Metro status	Urban	44.9%	51.4%	45.0%
	Suburban	43.1%	36.3%	43.0%
	Rural	11.6%	10.9%	11.5%
	Unknown	0.4%	1.4%	0.4%

TX region	East	12.6%	12.9%	12.6%
	Dallas/Fort Worth	22.3%	26.4%	22.5%
	Houston area	21.0%	20.3%	20.8%
	South Central	12.9%	13.4%	12.9%
	West	11.0%	8.8%	10.9%
	South/Southwest	19.7%	16.6%	19.8%
	Unknown	0.4%	1.4%	0.4%
School type	Elementary	45.5%	38.7%	45.3%
	Middle	20.8%	20.9%	20.8%
	High	30.3%	35.3%	30.5%
	Combined	2.9%	3.7%	3.0%
	Unknown	0.5%	1.4%	0.4%

## Appendix B: Modeling results

TABLE 1: PREDICTING CONSIDERING LEAVING PUBLIC SCHOOL TEACHING IN THE PAST YEAR

	<b>M1</b>	<b>M2</b>
Female	0.17	0.11
Tenure	0.00	-0.01
Salary (log scale)	-0.16	0.48
Post-graduate degree	0.01	-0.11
Race/ethnicity: Black	-0.07	0.16
Race/ethnicity: Hispanic	0.35	0.48
Race/ethnicity: Mixed, Another racial/ethnic background	<b>1.41</b>	<b>2.07</b>
Urbanicity: Urban	<b>0.71</b>	0.68
Urbanicity: Rural	-0.05	0.16
Region: East	0.33	0.26
Region: Houston	-0.18	-0.34
Region: South central	0.33	0.11
Region: West	0.09	0.20
Region: South/southwest	-0.01	-0.01
Main learning model: Remote	-0.16	0.22
Main learning model: In-person	-0.26	-0.34
Feeling underpaid		<b>0.66</b>
Opportunities for increases in pay and benefits		<b>-0.54</b>
Opportunities for career advancement		<b>-0.84</b>
<i>Pseudo-R-squared</i>	<i>0.04</i>	<i>0.20</i>

p < 0.05 bolded. Log-odds ratio coefficients are from sampling-weighted logistic regression



# Appendix C:

## Topline data report

Full questions and topline results from the 2021 Raise Your Hand Texas Foundation public school teachers survey 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
5/11/21	PS teachers	85	39	46	13	2	1	*
10/20/20	Gen. pop.	68	20	48	24	6	2	*
	PS parents	71	25	47	20	6	3	*

Compare to: 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

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

		A-B					
		NET	A	B	C	D	Fail
5/11/21		91	48	43	6	2	*
3/29/20		86	47	39	11	3	*

3. Which of the following best describes your feelings about being a teacher?

		---- More proud ---			---- Less proud ----		
		NET	Very	Somewhat	NET	Not so	Not at all
5/11/21		94	62	33	5	4	1
3/29/20		97	70	26	3	3	*

4. As a result of the pandemic, do you think each of these groups (value you more) as a teacher, (value you less), or has this not changed?

5/11/21 Summary Table:

	Value you more	No change	Value you less	Skipped
a. People in your community	42	29	28	*
b. Texans overall	28	36	36	*
c. Your students' parents or guardians	50	25	24	*
d. Elected officials in the state	10	36	53	*
e. Your school administrators	46	31	22	*
f. The other teachers at your school	52	40	8	*

5. How big of a challenge, if at all, has each of these been for you in dealing with pandemic-related issues?

5/11/21 Summary Table:

	- More of a challenge -			- Minor/not challenge -			
	NET	Major	Challenge	NET	Minor	Not a challenge	Skipped
a. Your level of training for new pandemic learning models	70	34	36	29	22	7	*
b. Your level of support from administration	48	26	22	51	23	28	*
c. Teaching students virtually	87	60	28	12	10	2	*
d. Extra workload/hours	83	55	28	16	11	5	*
e. Use of new technology	53	24	29	47	33	14	*
f. Work-related health concerns associated with COVID-19	70	41	29	30	17	13	*
g. Supporting students' well-being	77	39	38	22	15	7	*
h. Communicating with students' families or caregivers	73	36	37	27	18	8	*
i. Work-related stress	87	61	26	13	9	3	*

6. Overall, how would you rate your opportunities for improvements in pay and benefits in the field of public education?

	--- Excellent/good ---			--- Not so good/poor ---			Skipped
	NET	Excellent	Good	NET	Not so good	Poor	
5/11/21	16	2	14	84	42	42	*

7. Overall, how would you rate your opportunities for career advancement in the field of public education?

	--- Excellent/good ---			--- Not so good/poor ---			Skipped
	NET	Excellent	Good	NET	Not so good	Poor	
5/11/21	33	4	30	65	44	22	1

8. In the past year, have you seriously considered leaving your position as a public school teacher, or is this not something you have seriously considered?

	Have seriously considered it	Have not seriously considered it	Skipped
5/11/21	68	32	0

Compare to:

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 public school teachers

9. [IF SERIOUSLY CONSIDERED LEAVING] How much, if at all, have these issues contributed to your considering leaving your position as a public school teacher?

	----- More -----				----- Less -----			
	NET	A great deal	A good amount	Just some	NET	A little	Not at all	Skipped
a. Poor pay and benefits	74	51	23	14	12	6	5	*
b. High level of work-related stress	87	66	21	8	5	2	2	*
c. Too many administrative burdens	75	47	28	12	13	8	5	*
d. Disciplinary issues	44	26	19	20	36	12	24	*
e. Excessive workload/long hours	79	56	23	12	8	5	4	*
f. Feeling undervalued	84	61	23	9	7	4	3	*
g. Lack of opportunities for career advancement	46	26	20	25	28	13	15	*
h. Communicating with students' families or caregivers	73	36	37		27	18	8	*
i. Work-related stress	87	61	26		13	9	3	*

10. [ASK IF SAID "A GREAT DEAL" TO MORE THAN ONE ITEM IN Q9] Which of the following is the single biggest factor in your considering leaving your position as a public school teacher? *Note: Table includes those who said "a great deal" to one item in Q9 as well as those who selected a single top item in Q10.*

	5/11/21
Poor pay and benefits	24
High level of work-related stress	21
Too many administrative burdens	9
Disciplinary issues	6
Excessive workload/long hours	19
Feeling undervalued	15
Lack of opportunities for career advancement	5
Skipped	*

11. [IF SERIOUSLY CONSIDERED LEAVING] Above and beyond the concerns mentioned previously, how much, if at all, has the coronavirus pandemic contributed to your considering leaving your position as a public school teacher?

		----- More -----				----- Less -----			
		NET	A great deal	A good amount	Just some	NET	A little	Not at all	Skipped
5/11/21		52	23	28	25	24	11	12	*

12. [IF SERIOUSLY CONSIDERED LEAVING AND PANDEMIC CONTRIBUTED AT LEAST A LITTLE/ SKIPPED Q11] Compared with other possible factors, how big a factor is the coronavirus pandemic in your considering leaving your position as a public school teacher?

		Other factors have contributed more	The pandemic and other factors have contributed equally	The pandemic is the biggest factor	Skipped
5/11/21		41	49	10	1

Q11/Q12 NET:

		NET	Pandemic did not contribute at all	Other factors contributed more	Pandemic/other factors contributed equally	Pandemic is the biggest factor	Skipped
5/11/21		48	12	36	43	8	1

13. Now thinking about the state standardized test known as STAAR, how confident are you that the STAAR test effectively measures how well a student is learning?

		----- More confident-----			----- Less confident-----			
		NET	Very	Somewhat	NET	Not so	Not at all	Skipped
5/11/21	PS teachers	13	1	11	87	31	56	*
10/20/20	Gen. pop.	43	7	36	56	35	21	1
	PS parents	45	10	36	55	35	20	0

Compare to:

Now thinking about state standardized tests, how confident are you that state standardized tests effectively measure how well a student is learning?

		----- More confident-----			----- Less confident-----			
		NET	Very	Somewhat	NET	Not so	Not at all	Skipped
12/4/19	Gen. pop.	37	6	31	60	40	21	2
	PS parents	50	9	41	48	28	20	2

14. Do you feel the time you spend preparing your students for the STAAR test is a good use of instruction time, or not?

	Good use of instruction time	Not a good use of instruction time	Skipped
5/11/21	16	83	1

15. [IF ANSWERED Q14] In a few words, please say why you think preparing your students for the STAAR test (is/is not) a good use of instruction time.

*Responses reported separately.*

16. Now thinking about potential barriers in education, how much, if at all, do you see these as barriers to learning for low-income students?

a. Food insecurity

		---- More of a barrier ----			-- Less of a barrier --			
		NET	Significant barrier	Barrier	NET	Small barrier	Not a barrier	Skipped
5/11/21	PS teachers	73	39	34	27	18	9	1
10/20/20*	Gen. pop.	71	38	33	27	19	8	2
	PS parents	72	38	34	27	22	5	*

b. Lack of access to medical care

		---- More of a barrier ----			-- Less of a barrier --			
		NET	Significant barrier	Barrier	NET	Small barrier	Not a barrier	Skipped
5/11/21	PS teachers	67	32	35	33	22	10	*
10/20/20	Gen. pop.	68	34	34	30	20	9	2
	PS parents	70	40	30	30	21	9	*

c. Lack of access to social-emotional and/or mental health supports and programming

		---- More of a barrier ----			-- Less of a barrier --			
		NET	Significant barrier	Barrier	NET	Small barrier	Not a barrier	Skipped
5/11/21	PS teachers	78	47	31	21	15	6	*
10/20/20	Gen. pop.	69	37	32	28	20	8	2
	PS parents	68	40	28	31	24	7	1



d. Lack of access to advanced classes/gifted & talented programs

		---- More of a barrier ----			-- Less of a barrier --			
		NET	Significant barrier	Barrier	NET	Small barrier	Not a barrier	Skipped
5/11/21	PS teachers	52	22	30	48	29	19	*
10/20/20	Gen. pop.	67	30	37	30	20	10	2
	PS parents	66	33	33	34	22	12	0

e. Ineffective or biased disciplinary practices

		---- More of a barrier ----			-- Less of a barrier --			
		NET	Significant barrier	Barrier	NET	Small barrier	Not a barrier	Skipped
5/11/21	PS teachers	66	38	28	33	20	14	*
10/20/20	Gen. pop.	69	34	35	29	18	10	2
	PS parents	67	33	33	33	24	9	*

f. Students not consistently being placed with experienced or well-trained teachers

		---- More of a barrier ----			-- Less of a barrier --			
		NET	Significant barrier	Barrier	NET	Small barrier	Not a barrier	Skipped
5/11/21	PS teachers	58	26	32	42	26	16	*
10/20/20	Gen. pop.	76	38	38	22	14	7	2
	PS parents	76	41	35	24	15	8	0

g. Lack of access to additional tutoring and academic supports

		---- More of a barrier ----			-- Less of a barrier --			
		NET	Significant barrier	Barrier	NET	Small barrier	Not a barrier	Skipped
5/11/21	PS teachers	65	32	34	34	24	10	*
10/20/20	Gen. pop.	74	36	38	24	17	7	2
	PS parents	73	37	37	26	21	5	1

h. Lack of resources and support around early childhood development best practices (such as parents reading to children, talking with children, regular pediatric visits)

		---- More of a barrier ----			-- Less of a barrier --			
		NET	Significant barrier	Barrier	NET	Small barrier	Not a barrier	Skipped
5/11/21	PS teachers	88	65	23	12	9	3	*
10/20/20**	Gen. pop.	77	43	34	21	15	6	2
	PS parents	74	42	32	26	19	7	*

\*\*Description was “such as reading to your child, talking with your child, regular pediatric visits”

\*Question did not include “Now thinking about potential barriers in education,”

17. How much, if at all, do you see these as barriers to learning on the basis of students' race or ethnicity?

a. Lack of access to advanced classes/gifted & talented programs

		---- More of a barrier ----			-- Less of a barrier --			
		NET	Significant barrier	Barrier	NET	Small barrier	Not a barrier	Skipped
5/11/21	PS teachers	47	18	28	53	22	31	*
10/20/20	Gen. pop.	60	26	34	37	23	14	3
	PS parents	60	25	35	38	23	14	2

b. A school or district environment where teachers or students can't speak up about racism

		---- More of a barrier ----			-- Less of a barrier --			
		NET	Significant barrier	Barrier	NET	Small barrier	Not a barrier	Skipped
5/11/21	PS teachers	49	26	22	51	17	33	*
10/20/20	Gen. pop.	62	30	31	36	19	17	3
	PS parents	60	27	33	38	21	16	2

c. Lack of access to social-emotional and/or mental health supports and programming

		---- More of a barrier ----			-- Less of a barrier --			
		NET	Significant barrier	Barrier	NET	Small barrier	Not a barrier	Skipped
5/11/21	PS teachers	62	35	27	38	20	18	*
10/20/20	Gen. pop.	64	31	32	34	22	12	3
	PS parents	63	30	33	34	24	10	3

d. Curriculum that is not reflective of students' cultural backgrounds

		---- More of a barrier ----			-- Less of a barrier --			
		NET	Significant barrier	Barrier	NET	Small barrier	Not a barrier	Skipped
5/11/21	PS teachers	54	27	27	45	23	23	*
10/20/20	Gen. pop.	50	18	32	47	24	23	2
	PS parents	49	17	32	49	27	21	2

e. Lack of access to teachers who are the same race/ethnicity as their students

		---- More of a barrier ----			-- Less of a barrier --			
		NET	Significant barrier	Barrier	NET	Small barrier	Not a barrier	Skipped
5/11/21	PS teachers	42	21	21	58	25	32	*
10/20/20	Gen. pop.	43	18	25	54	27	27	3
	PS parents	41	16	25	56	34	22	3

f. Ineffective or biased disciplinary practices

		---- More of a barrier ----			-- Less of a barrier --			
		NET	Significant barrier	Barrier	NET	Small barrier	Not a barrier	Skipped
5/11/21	PS teachers	59	30	29	41	19	21	*
10/20/20	Gen. pop.	67	29	38	31	17	13	3
	PS parents	64	28	36	32	21	11	3

g. Students not consistently being placed with experienced or well-trained teachers

		---- More of a barrier ----			-- Less of a barrier --			
		NET	Significant barrier	Barrier	NET	Small barrier	Not a barrier	Skipped
5/11/21	PS teachers	50	22	27	50	26	24	*
10/20/20	Gen. pop.	69	33	36	28	17	11	2
	PS parents	70	35	36	28	20	8	2

18. Thinking about the coronavirus situation, what is the learning model you have mainly used as a teacher this school year?

	5/11/21
Remote NET	11
Remote – Virtual (online)	11
Remote – Paper packets (not online)	*
Hybrid NET	70
Concurrent – some students in class, others online, at the same time	58
Split scheduling – switching between fully remote and fully in-person instruction	11
In person	19
Skipped	*

19. In your experience, how effective is online teaching as a learning model?

----- More effective-----				---- Less effective-----			
NET	Very	Somewhat	NET	Not so	Not at all	Skipped	
5/11/21	35	3	32	65	39	26	*

20. On another topic, are you aware of any promotional campaigns that support the teaching profession?

	Yes	No	Skipped
5/11/21	8	92	*
3/29/20	11	89	0

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

*Responses reported separately.*

22. Have you completed a teacher certification program?

	Yes	No	Skipped
5/11/21	92	8	*
3/29/20	90	10	0

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

	Traditional undergraduate teacher preparation	Master's with certification	Alternative certification	Skipped
5/11/21	47	8	45	*
3/29/20	49	8	43	0

24. For statistical purposes only, what was your salary in 2020?

	Less than \$50,000	\$50,000 to less than \$60,000	\$60,000 or more	Average	Median
5/11/21	20	46	34	\$55,525	\$55,220
3/29/20*	26	46	27	\$54,299	\$54,200

\*Asked about salary in 2019

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

	Fairly paid	Pay is unfair	Skipped
5/11/21	30	69	1
3/29/20	27	72	1
4/26/19*	39	60	*

\*PDK Poll, national public school teachers