

The 2022 Texas Teacher Poll:

# Persistent Problems and a Path Forward



## Letter from the Foundation

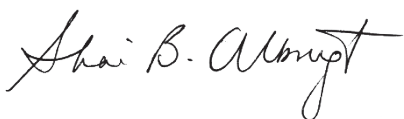
As our public schools face unprecedented teacher workforce challenges, listening to experts — our Texas public school teachers — is more important than ever before. For this reason, we feel extra urgency and pride to release our third annual report on Texas teachers' attitudes towards the profession and public education — the only random-sample, statewide polling of Texas teachers that provides insights into the challenges they face, their experiences as professionals, and what actions need to be taken to strengthen and improve the profession.

When we began polling Texas teachers in the spring of 2020, 58 percent of teachers had seriously considered leaving the profession. Just two years later, amidst a global pandemic, political tensions, and immeasurable challenges, that number has skyrocketed to 77 percent. Furthermore, among those who have seriously considered leaving, a majority — 93 percent — have actively taken steps to leave the profession within the past year.

While these data reveal a concerning future for our public schools, we also find that our Texas teacher workforce is extremely motivated and dedicated, driven by a desire to make a difference and help students reach their full potential. This dedication is challenged by inadequate pay, an untenable workload, feeling undervalued and uninvolved in decision-making, and a lack of resources and supports teachers need to succeed at their job. Our poll highlights a myriad of retention strategies that teachers have identified to address these challenges to sustain and strengthen the teaching profession.

This year, in addition to our 2022 Texas Teacher Poll, we are also releasing the 2022 Texas Teacher Online Forum Report — a companion report that provides qualitative findings from teacher focus groups conducted throughout the summer of 2022. This report further highlights teachers' voices on issues regarding job satisfaction, preparation, working conditions, compensation, and the future of education. It can be accessed online at [CharlesButtFdn.org/2022TXTeacherForum](https://CharlesButtFdn.org/2022TXTeacherForum).

As state leaders, policymakers, researchers, and practitioners chart a path forward to support our educators and public schools, the Charles Butt Foundation is committed to amplifying teachers' voices throughout the process. The issue is complex, and the findings of this poll indicate that there is no silver bullet or single solution. However, one thing is clear: It is time to listen to Texas teachers.



**Shari B. Albright**  
President

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# Key findings



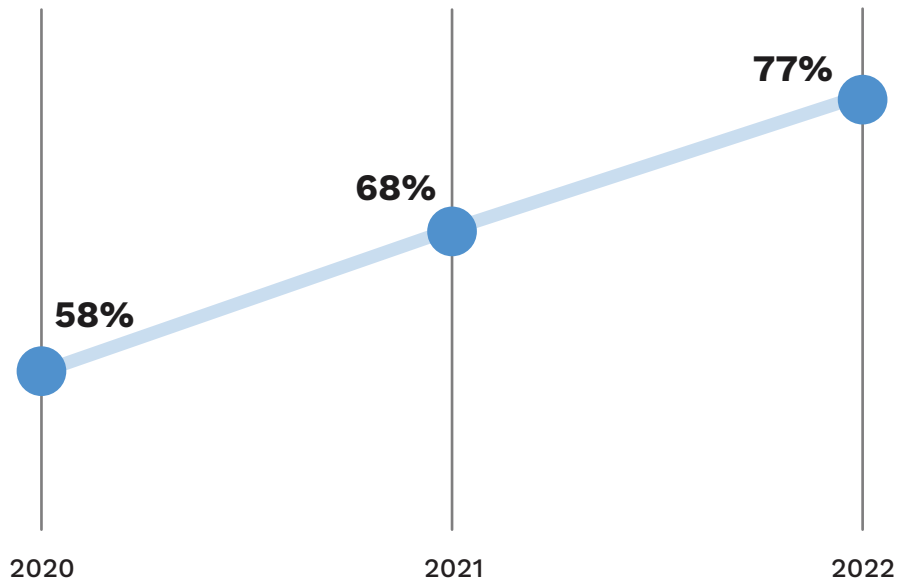
Travis Ballantyne, art

**F**eeling undervalued, underpaid, and overworked, vast numbers of Texas teachers are seriously considering leaving the profession. Yet a new statewide survey by the Charles Butt Foundation identifies promising retention strategies related to improved support and working conditions.

The survey of a random sample of Texas public school teachers finds that 77 percent have seriously considered leaving the profession, up 19 percentage points in two years. Moreover, 72 percent have taken concrete steps to do so, from preparing resumes and conducting job searches to interviewing for another position. Even excluding those nearing retirement age, six in 10 expect to move on within five years.

## Percentage of Teachers Considering Leaving Reaches Highest Level in Three Years

% Texas teachers seriously considering leaving



Pay is a major factor: Eighty-one percent of Texas teachers say their pay is unfair, up 12 points in a year. Forty-one percent report working an additional job out of financial need, in most cases during the school year.

In addition to pay concerns, nearly all Texas teachers — 98 percent — spent their own money on classroom supplies; among them, the median amount was \$500. Seventy-five percent spent their money on supporting their students' needs, with a median of \$200.

Morale has suffered sharply. The share of teachers who feel valued by Texans

overall has fallen from 44 percent two years ago to 17 percent now — the single largest change in three years of Texas teacher surveys by the Charles Butt Foundation. Fewer feel valued by administrators, parents, or their communities. A mere 5 percent feel valued by elected officials in the state, down from 20 percent two years ago.

In their own words, teachers describe many reasons for seriously considering leaving the field, including lack of respect and support, excessive workload, too little pay, and the impact of pandemic disruptions on student learning and well-being.

## About the Poll

The third annual Texas Teacher Poll was produced for the Charles Butt Foundation by **Langer Research Associates**. These results are from a representative statewide survey of 1,291 Texas public school teachers randomly selected from the Texas Education Agency's 2020 roster of 376,007 teachers in the state. Data was collected via a secure online questionnaire April 4-May 16, 2022. Results have a margin of error of 3.0 percentage points for the full sample.

A digital download and additional resources are available at [CharlesButtFdn.org/2022TXTeacherPoll](https://CharlesButtFdn.org/2022TXTeacherPoll).

The 2022 Teacher Poll was directed by Victoria Wang, senior research associate and Lauren Cook, senior strategist at the Charles Butt Foundation; with Jessica Enyioha, director of research; and Ashli Duncan, learning and impact fellow. The report was designed by Joel Goudeau, art director; Lauren Knori, multimedia designer; and John Jacob Moreno, multimedia designer; with visualization support by Kurt Lockhart, data insights manager. The lead author of this report is Allison De Jong, research analyst at Langer Research Associates, with Steven Sparks, research analyst; Sofi Sinozich, senior research analyst; Christine Filer, senior research analyst; and Gary Langer, project director.

The Charles Butt Foundation thanks the teachers who are featured in the photographs throughout the report. Findings or quotes in the report are not attributable to any teachers displayed in the photographs.



Katie Meekma, science

Additionally, teachers perceive a wide range of obstacles to their effectiveness. Eighty-six percent regard their non-instructional tasks and responsibilities as barriers to their being as good a teacher as they can be. Eighty-two percent say the same about lack of planning time and 81 percent about pressure to do well on standardized tests.

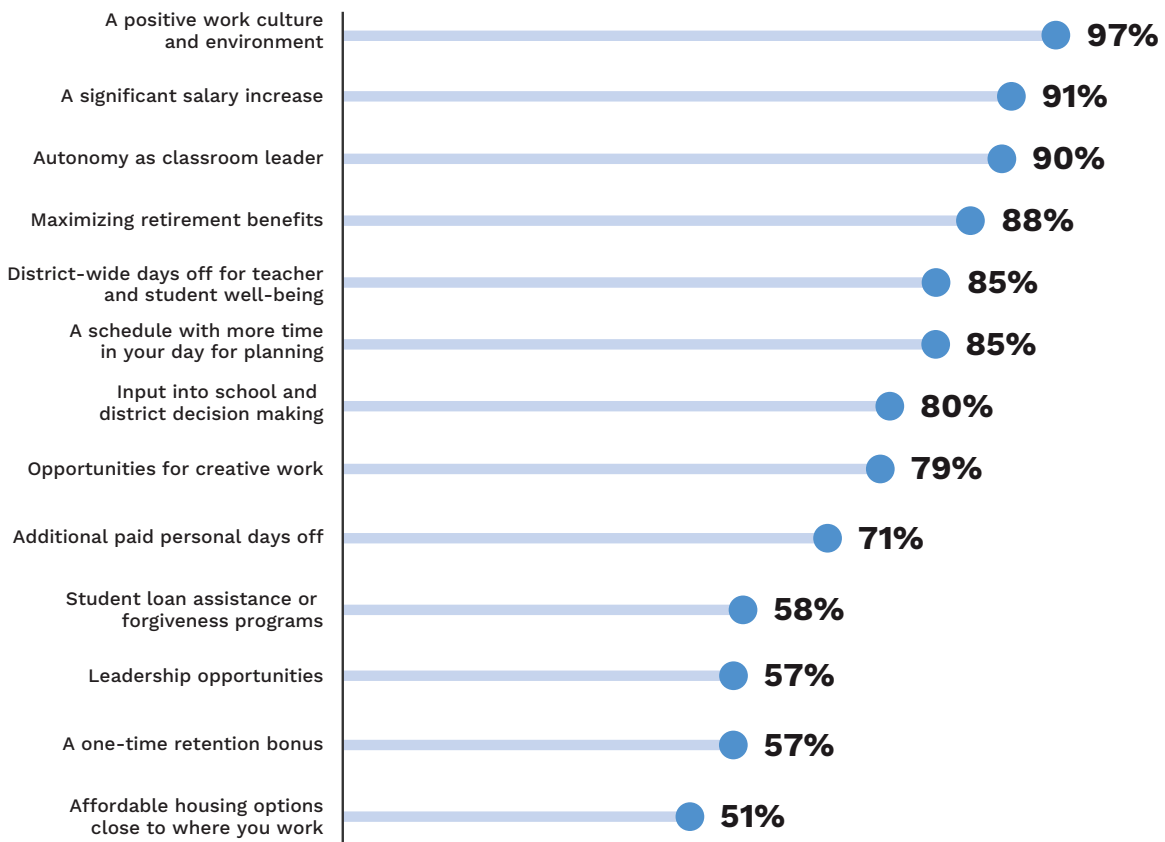
This survey identifies several actionable retention strategies. A broad 80 percent of teachers say input into school and district decision-making would be highly important in encouraging them

to continue working as a public school teacher; only 16 percent feel they have this in their current position. A significant pay increase and improved work culture and environment also would be highly impactful.

In a positive thread throughout the survey, teacher solidarity has remained strong. A steady 82 percent feel valued by other teachers at their school, and 91 percent trust themselves and their fellow colleagues to make decisions that are in the best interests of public school students.

### A Wide Variety of Retention Strategies Would Encourage Teachers to Remain in Their Jobs

% Texas teachers who consider each retention strategy extremely/very important



# Feeling valued



Anthony Nguyen, math

Challenges in the past few years have deeply impacted teacher morale, with steep declines in those who feel appreciated by key stakeholders. That said, camaraderie has remained strong: Eighty-two percent of teachers feel valued a great deal or good amount by other teachers at their school, essentially unchanged since March 2020.

As for other groups, the steepest decline is in perceived support from Texans overall. Just 17 percent of teachers feel valued a great deal or good amount by their fellow Texans,

down from 44 percent in March 2020 when pandemic lockdowns first were going into effect.

Teachers also feel less valued in their communities and workplaces. Only 34 percent say they feel valued by their own communities, down 20 points since March 2020. Fewer than half, 44 percent, feel valued by their students' parents, down 18 points in two years; and 55 percent feel valued by school administrators, down 13 points. Further, a mere 5 percent now feel valued by elected officials in the state, down from 20 percent two years ago.



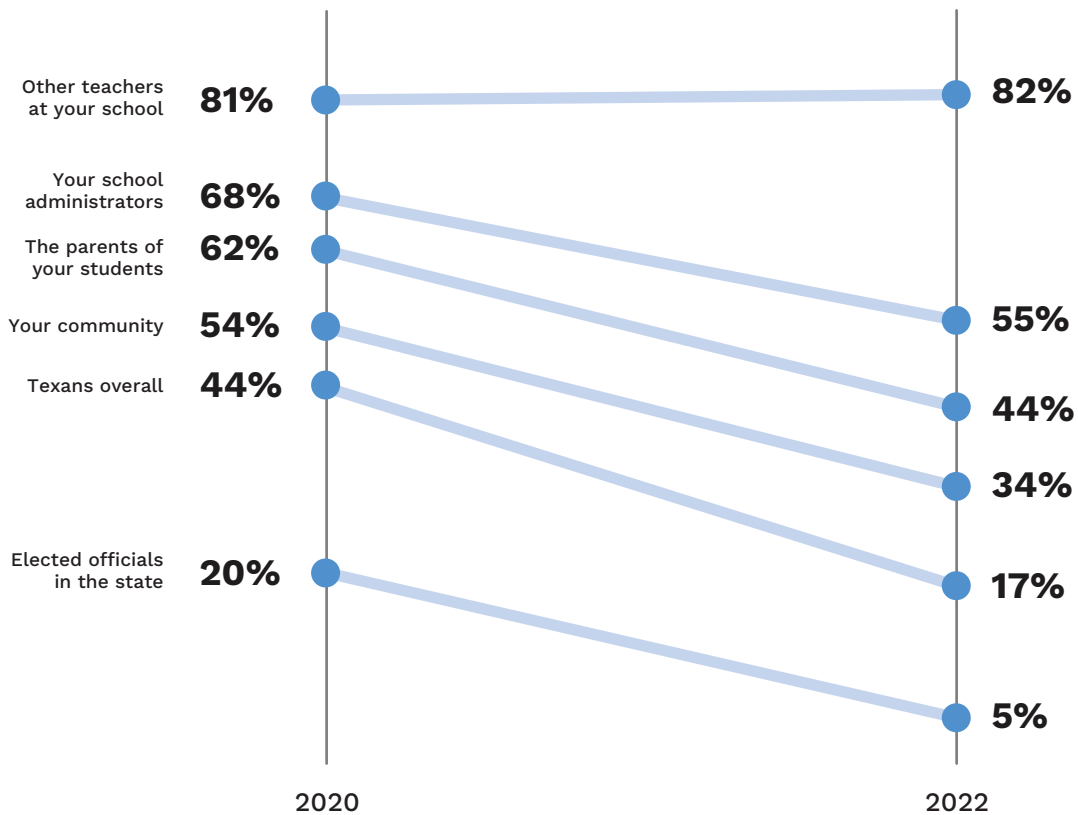
Teachers' doubts that they are highly valued stand in contrast to the views of Texans themselves. In the foundation's statewide survey last October, large majorities of Texans overall, as well as public school parents, rated their community's teachers positively, expressing confidence in their professional abilities and recognition of some of the challenges they face. At the same time, 63 percent saw them as underpaid, and 69 percent thought

that public school teachers as a whole were undervalued in society — the same concerns that teachers themselves increasingly express.

Declines in feeling valued are broadly based across teacher groups, albeit with some differences. There are especially sharp drops in feeling valued by community members among history and/or social studies teachers (-33 points) and special education teachers (-32 points), compared with

## Teachers Feel Less Valued by Most Groups

% Texas teachers who feel valued a great deal/good amount



## Survey questions

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

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

smaller 18- and 16-point drops among those who teach science/technology or math classes, with English teachers in between (-25 points).

Declines in feeling valued by Texans overall also are sharper among social studies/history, special education or English teachers, moving them to parity with science/technology and math teachers.

Generally, feeling valued is higher among older and higher-tenure teachers than younger and less experienced ones, consistent with results from 2020. There are fewer differences by race and ethnicity in perceived value compared with 2020, though some persist. White teachers are more apt than Black teachers to feel valued by their students' parents, 47 percent versus 36 percent, with Hispanic teachers in between; and White teachers are slightly more likely to feel valued by their community than are Black or Hispanic teachers, 38 percent versus 30 and 28 percent.

Location also matters, although not in a big way. Among teachers who live within the boundaries of their school district (53 percent overall), 37 percent feel valued by their communities, compared with 29 percent of those who live outside their district.

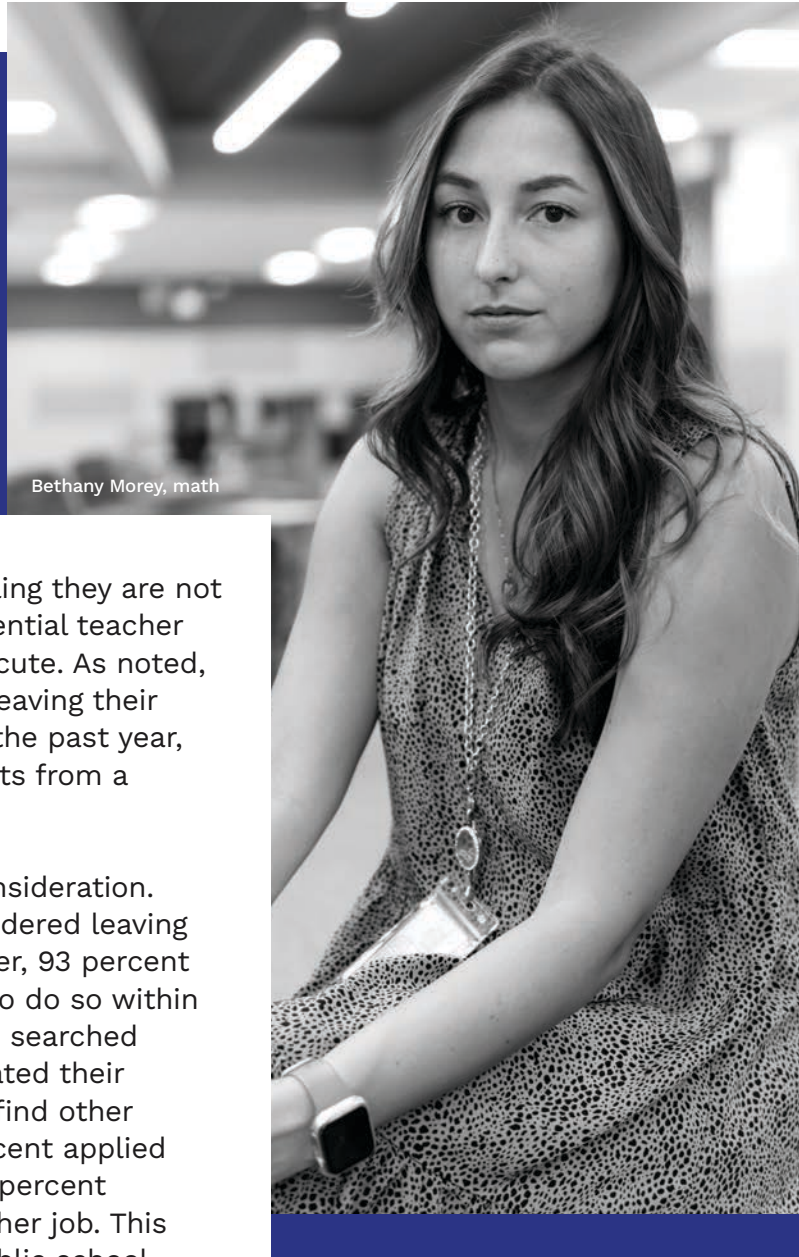
Nicholas Mendoza, language arts



Experiences inform views on feeling valued. Teachers who feel their community's schools are underfunded are less apt to feel valued by the parents of their students, their community, Texans overall, and elected officials in the state. Those who work longer hours and feel that they are unfairly paid also are more likely to feel unappreciated by these groups.

Feeling less valued by administrators or other teachers is strongly associated with a sense of belonging at one's school — likely a circular relationship. Teachers who feel that they do not have leadership opportunities or a positive work culture and environment in their current position also are especially less apt to feel valued by their school's administrators. Specifically, 78 percent of teachers who report a positive work culture or environment feel valued by administrators, versus 31 percent of those who do not experience those positive conditions. And it is 77 percent versus 39 percent based on whether teachers do or do not perceive leadership opportunities at their school.

# Teacher attrition

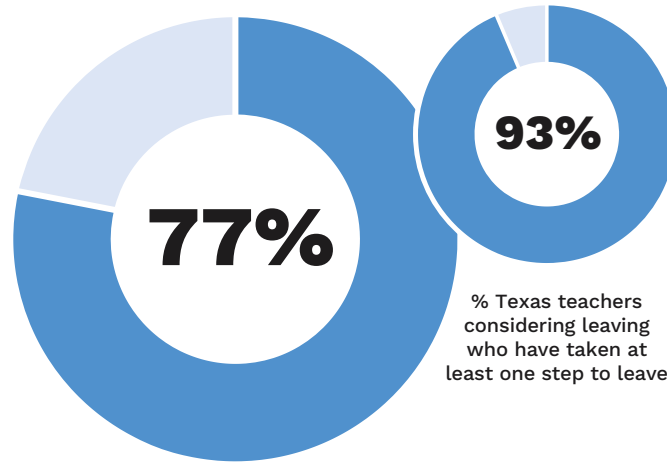


Bethany Morey, math

**W**ith many more teachers feeling they are not valued, challenges with potential teacher attrition have grown more acute. As noted, 77 percent seriously have considered leaving their position as a public school teacher in the past year, up 9 points since last year and 19 points from a comparable question in March 2020.

For most, it is more than a passing consideration. Among those who have seriously considered leaving their position as a public school teacher, 93 percent report having taken at least one step to do so within the past year, including majorities who searched online for other jobs (81 percent), updated their resume (68 percent), or networked to find other job options (61 percent). Thirty-six percent applied or interviewed for another job, and 28 percent enrolled in classes to prepare for another job. This corresponds to 72 percent of Texas public school teachers overall who have taken at least one of these steps in the past year.

### Among Teachers Who Have Seriously Considered Leaving, a Majority Have Taken Concrete Steps to Exit the Profession



% Texas teachers who have seriously considered leaving

% Texas teachers considering leaving who have taken at least one step to leave

Among teachers who have seriously considered leaving, three-quarters expect to stay in their current position fewer than five years, including 52 percent who anticipate staying fewer than three years and 19 percent shorter still, less than a year.

Among Texas public school teachers overall, 63 percent say they expect to stay in their current position for fewer than five years, including 42 percent fewer than three years and 15 percent less than a year. Even looking just at teachers younger than 60, so further from retirement, 61 percent expect to be gone in fewer than five years.

More than half of teachers who have considered leaving, 53 percent, say they would prefer to switch to a job in a field not related to education. A third would prefer to continue working within the field of education if they left their position as a public school teacher, including 4 percent whose first preference is a position in PK-12 administration. Eight percent say retirement would be their first preference if they left their job; only 2 percent would prefer to not work.

## In their own words

Teachers were asked to describe, in their own words, the main reasons they have seriously considered leaving their position as a public school teacher. Many cite a lack of respect, support, and appreciation from their students' parents, communities, elected officials, and the public. Some say these feelings have been exacerbated by the pandemic and the current political climate.

*Lack of appreciation from the public in general, even after a year spent teaching virtually and in the classroom at the same time, with little to no guidance from higher-ups on how to achieve this. Then this past school year the pressure was to magically get scores back up to pre-pandemic levels, meaning more tutoring, more documentation, more meetings, less planning time... and only toxic positivity from the district.*

— Elementary school teacher,  
Houston area

*The lack of support from the government elected officials, especially during the pandemic. There was little to no support, lack of mask mandates, pressure to make students come test in person for STAAR. ... Colleagues passed away due to COVID and we received no support, not even grief counseling.*

— High school teacher,  
South/Southwest Texas

*Being accused of indoctrinating students into left-leaning thinking is getting out of hand. We are being vilified by our own communities.*

— High school teacher,  
West Texas

Many teachers feel unsupported by district and school administrators, particularly when dealing with disciplinary issues. Others say they are micromanaged by school leadership and feel they do not have the professional freedom to run their classrooms as they see fit.

*I do not feel like my administrators support me when talking to parents and other stakeholders. They have made me feel expendable and rather than focusing on retaining, they are focused on recruiting.*

— High school teacher,  
Dallas/Fort Worth

*Lack of dignity, respect, and inclusion in decision-making that directly affect how I spend the majority of my life. Generally undemocratic structures. Being consistently confronted with the fact that I and my peers have extremely relevant information that we TRY to communicate and is rarely acted upon.*

— High school teacher,  
Central Texas

*My students deserve great lessons, but my hands have been tied due to tight curriculum plans from admin. I know what my students need most; I just need time and freedom to analyze data and create effective plans to meet their needs.*

— Middle school teacher,  
West Texas

Teachers also point to the extra burden of supporting student well-being, citing the stress of helping students socially and emotionally. Others point to worsening student behavior, apathy, and truancy as reasons for seriously considering leaving.

*Social and emotional needs of these kids are beyond anything we have ever experienced. It is mentally exhausting to attempt to serve as a teacher and mental health professional all day. Every day. We do not get paid our worth. We are tired.*

— Elementary school teacher,  
South/Southwest Texas

*Student behavior is worse than I have ever seen it in 20 years of teaching. Social media has kids pulling pranks and making threats to the well-being of other students or staff. I just don't feel safe at my own school anymore.*

— Middle school teacher,  
Dallas/Fort Worth

*I have taught in public schools for 20 years. These last 3 years have been the hardest. Not only are students academically behind, they don't have the social skills they normally come to school with. Staying at home without going to public areas like parks and stores has negatively impacted the social behaviors of our students. You have students that have never been in a school before, entering 2nd grade.*

— Elementary school teacher,  
Houston area

Teachers say they feel burned out and stressed because of excessive workloads, with non-instructional tasks such as paperwork, trainings, meetings, and additional state requirements adding to their responsibilities while taking away

from planning time. (In one example of such requirements, K-3 teachers must take a 60- to 120-hour “Reading Academies” course, on their own time, by the end of the coming school year.)

*There is no way to do the job in 8 hours/day, and, even arriving an hour early and staying an hour late, I have to do work or PD [professional development] in my off time. We are paid less than an office administrator, yet we do the same work during off time. Furthermore, we are required to interact with and be available to families with a level of intimacy that certainly goes unacknowledged.*

— Elementary school teacher,  
Central Texas

*The amount of stress and the amount of work has had a real, visible effect on both my physical and mental health. I am now on four medications that I did not need a year ago including something for stress, high blood pressure and high cholesterol.*

— High school teacher,  
Houston area

*I feel the demands have changed on this profession, and the work-life balance has been harmed as a result. I am constantly lacking the time I need to plan, grade, and grow as a professional.*

— Middle school teacher,  
Dallas/Fort Worth

On top of stressors experienced in a normal school year, many teachers say they face unrealistic expectations in closing pandemic-related learning gaps, with pressures to meet standardized testing requirements growing more acute.

*Teachers are just expected to close the gap left behind from the pandemic as if they are magicians. No extra pay, no extra time, no extra resources, no extra help from anyone; just figure it out.*

— Elementary school teacher,  
South/Southwest Texas

*Every school year has its challenges, but this year has been unlike the others. We have been tasked with bringing our children back to school and hit the ground running with grade-level content when the last time some of these students had real instruction was a year and a half ago. We have been tasked with many unrealistic expectations in the amount of time that we are provided to complete them. I have taken home an endless amount of work this school year and spend many hours outside of the contracted hours to try and complete everything. I am tired and burnt out, but I stay because of my kids!*

— Elementary school teacher,  
South/Southwest Texas

*I have considered leaving my position because the state has shown little flexibility in its expectations of standardized scores. I think we are finally seeing the deficits in learning that the pandemic created, but we aren't giving the students the time they need to catch up. Making the STAAR test optional for one year was not sufficient enough time for our students to close gaps. I used to put some faith in the STAAR test as it gave teachers a guideline of what to teach and a unified goal for the state. Lately, though, I'm a bit conflicted as I find myself teaching to the test instead of*

*focusing on preparing my students for the next grade level.*

— Elementary school teacher,  
Central Texas

Finally, a substantial share point to low pay as a primary reason for seriously considering leaving, mentioning the potential to earn higher pay in other jobs. Several teachers say they cannot sustain their standard of living on their current salary and feel pay is not commensurate with experience; others mention the impact of increasing health insurance premiums.

*Why continue to teach when I can get a job somewhere else to make more money. Work is too stressful to come to work every day knowing I don't have enough money to match the rising cost of living.*

— Middle school teacher,  
Houston area

*Teacher pay is low and our "raise" doesn't even cover the cost of the increase of our health insurance. Our health insurance premiums are out the roof. Many teachers' take-home pay has stayed the same for years or has decreased because of rising health care costs.*

— Middle school teacher,  
South/Southwest Texas

*As a single adult, I cannot continue to live on a teacher salary. For the duration of my teaching career (eight years) I have worked three jobs to make ends meet. I cannot see myself living on a teacher salary for the remainder of my career.*

— Elementary/middle school teacher,  
East Texas



## Predictors of potential attrition

Regression analysis finds that women and teachers who live in urban areas are, on average, more apt than men and those in suburban areas to have seriously considered leaving their position, holding other demographic factors constant. Seriously considering leaving is not independently predicted by salary, tenure, educational attainment, or race/ethnicity; rather, it is a widespread phenomenon throughout these groups.

When attitudinal variables are added, lacking a sense of meaning and impact in one's current position, feeling less valued by the public, and feeling unfairly paid rise to the top of predictors. A lack of belonging and of being valued by colleagues at one's school also are strong predictors, as are professional concerns such as a lack of autonomy in the classroom, leadership opportunities, and input into school and district decision-making.

A separate model looked specifically at teachers who have taken steps to leave their current position as a public school teacher in the past year. Here, less-tenured teachers and those with postgraduate degrees are more apt than their counterparts, on average, to have taken more steps toward getting another job, controlling for other demographic and attitudinal variables.

The same attitudinal variables that predict seriously considering leaving one's position are strong predictors of having actually taken steps to do so. Issues around working conditions also rise to the fore: Working longer hours as a public school

## Survey questions

**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?**

**In your own words, what are the main reasons you have seriously considered leaving your position as a public school teacher?**

**Have you taken any of these steps to leave your position as a public school teacher within the past year? (Select all that apply)** Updated your resume; searched online for other jobs; networked to find other job options; enrolled in classes to prepare for another job; applied or interviewed for another job.

**If you left your position as a public school teacher, which of these would be your first preference?** A position in PK-12 school administration; different work within the field of education; work in a different field, not education; not working; graduate study; retirement.

**How much longer do you expect to stay in your position as a public school teacher?**

teacher and having an additional job because of financial need are significant predictors of taking steps to switch jobs, holding other factors constant.

# The pay problem



Lio DeJesus, Spanish and soccer coach

As noted, discontent with pay has grown in the past year, with 81 percent of teachers saying they feel unfairly paid, up from about seven in 10 in 2021 and 2020 alike. The increase is led by younger teachers, peaking at 85 percent among those younger than 40, compared with 71 percent of teachers age 60 and older. Last year, there were no meaningful differences by age.

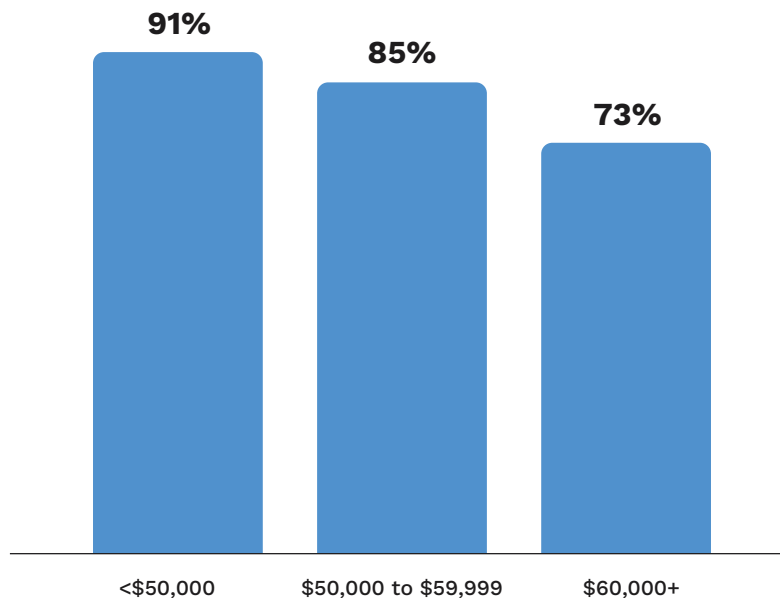
Similarly, 83 percent of teachers with 20 or fewer years of experience say they feel unfairly paid, up 15 points in a year, compared with those with more experience, essentially steady at 76 percent.

The median annual salary reported by Texas teachers is \$57,000. In previous polls, teachers reported a median annual salary of \$55,220 in 2020 and \$54,200 in 2019. Thirty-nine percent now say they earned \$60,000 or more, an increase of 12 points in two years, and the proportion earning less than \$50,000 fell 10 points, to 16 percent.

Younger and less tenured teachers, rural residents, women, those without postgraduate degrees, and those who teach younger grade levels report

## Teachers Feel Unfairly Paid Across All Salary Levels

% Texas teachers feeling unfairly paid



significantly lower salaries than their counterparts. By region, salaries are lowest in East, West and Central Texas, where roughly two in 10 report earning \$60,000 or more, compared with majorities in the Dallas/Fort Worth and Houston areas. Those in the South/Southwest region of the state are in the middle, with 34 percent reporting salaries of at least \$60,000.

Feeling unfairly compensated peaks among lower earners, though the sentiment is prevalent even among teachers at the higher end of the pay scale. Ninety-one percent of teachers earning less than \$50,000 a year feel unfairly compensated, as do

85 percent of those earning \$50,000 to \$60,000 and 73 percent of teachers with salaries of \$60,000 or more.

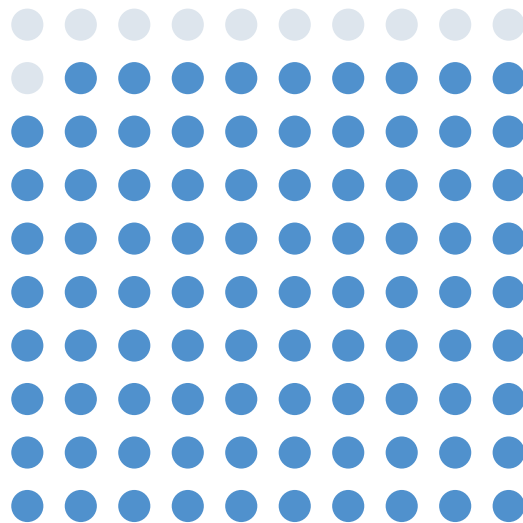
Generally, teachers in lower-paid demographic groups also are more apt to feel unfairly paid, albeit not by large margins. There are some exceptions: Despite lower salaries, teachers in rural areas are slightly less apt than their colleagues in urban areas to feel that their pay is unfair, 76 percent versus 83 percent, with differences in the cost of living likely a factor. And there are differences in pay, but not in feeling unfairly paid, by educational attainment.

## Extra work for pay

Many teachers are stretched thin to make ends meet. Fifty-two percent say they have done work for pay in addition to their job as a public school teacher in the past year, with the vast majority in this group, 79 percent, doing so because they need the extra money. This corresponds to 41 percent of Texas public school teachers overall who report working an extra job out of necessity. Few teachers who work an extra job say it is mainly because they like having the extra money (14 percent) or because they enjoy the extra work (8 percent).

Half of those earning less than \$50,000 as a teacher say they work a second job because they need the extra money, but so do four in 10 of those with higher salaries. It is more prevalent among teachers who are separated, widowed, or divorced (53 percent) or single (47 percent). On the other hand, 38 percent of those who are married or living with a partner work a second job for extra money, a group more apt to live in a dual-income household. Among other differences, 52 percent of Black teachers take on additional work because they need the extra money, compared with four in 10 Hispanic and White teachers alike.

Nearly nine in 10 teachers who worked a second job in the past year did so during the school year, including 80 percent year-round; just 10 percent worked their extra job only during the summer. Overall, this corresponds to 47 percent of Texas public school teachers who held down a side job during the school year — despite their demanding workload at school.



# 89%

of Texas teachers working  
a **second job** do so  
**during the school year**

## Work hours

In terms of demands of the day job, teachers on average report working 57 hours per week on their responsibilities as a public school teacher during the school year, including time spent outside school. Just more than half of teachers, 53 percent, work at least 60 hours per week, including 19 percent who typically work 70 hours or more.

Working longer hours is more prevalent among teachers younger than 60, with 54 percent in this group reporting typical workweeks of 60 hours or more, compared with 43 percent of those 60 and older. It is also associated with household income: Fifty-eight percent of teachers in households earning less than \$75,000 typically work 60 hours or more, compared with 48 percent of those in households with annual incomes of \$100,000 or more. And teachers who say their community's schools are underfunded are more apt to work 60-plus hour weeks, 55 percent versus 47 percent.

Workloads impact morale. Eighty-eight percent of teachers with typical workweeks of 70 hours or more say they feel unfairly paid, compared with 67 percent of those working 40 to 49 hours. Teachers who work more hours also are less apt to feel valued by state elected officials, Texans overall, members of their own community, and their students' parents. As noted, working longer hours is a significant predictor of having taken steps to leave one's position as a teacher.

## Survey questions

How many hours do you spend working as a public school teacher in an average week during the school year, both on-campus and at home or elsewhere?

In the current school year (2021-22), how much of your own money did you spend on classroom supplies, without reimbursement?

In the current school year (2021-22), how much of your own money did you spend on supporting your students' basic needs (e.g., food or clothing), without reimbursement?

In the past 12 months, have you done work for pay in addition to your work as a public school teacher?

Is this additional work for pay that you did only during the school year, only during the summer when you weren't teaching, or both during the school year and during the summer?

Which of these is the main reason you do additional work for pay? I need the extra money; I like having the extra money; it is unrelated to pay, I enjoy the work.

For statistical purposes only, what was your salary in 2021?

Do you feel that you are fairly paid, or that your pay is unfair?

## Out-of-pocket expenses

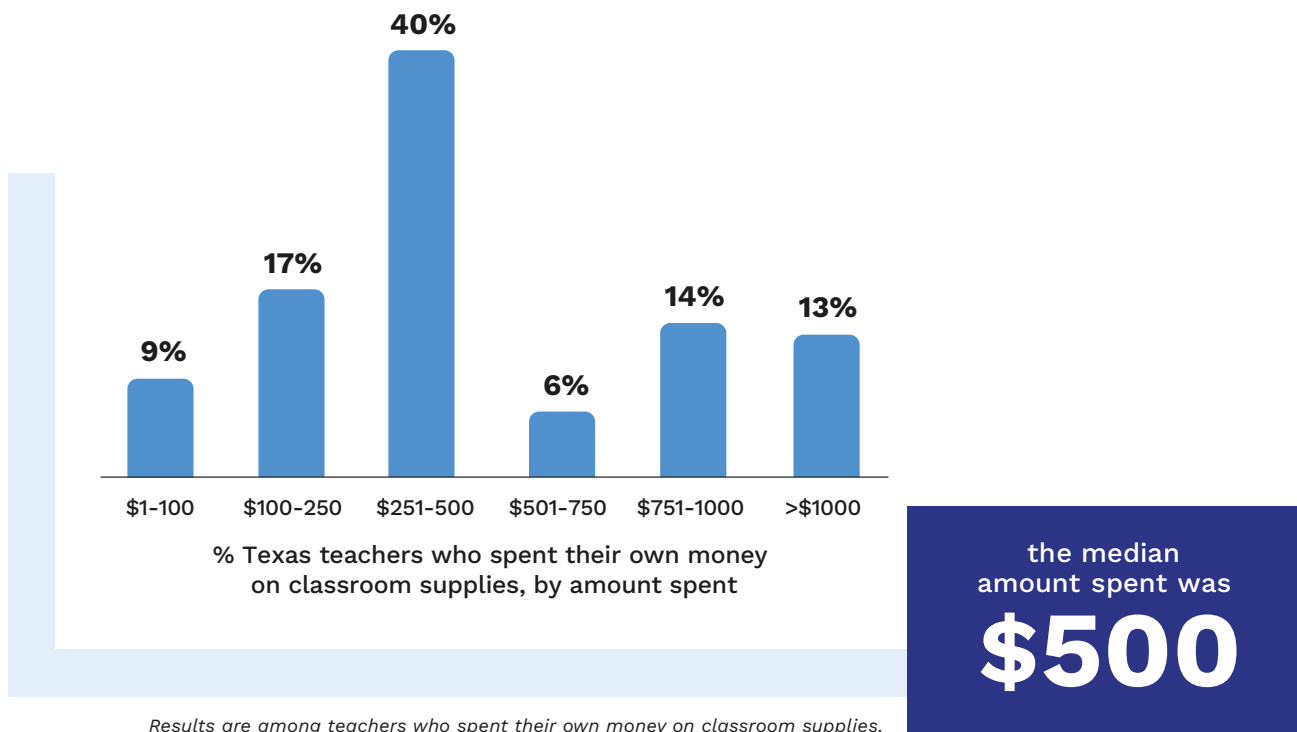
Feelings of being underpaid are intensified by the amount teachers spend of their own money on classroom supplies and supporting their students' basic needs.

Nearly all teachers, 98 percent, report spending some of their own money on classroom supplies in the 2021-22 school year, without reimbursement. Seventy-two percent spent more than \$250 on classroom supplies, including 33 percent more than \$500 and 13 percent more than

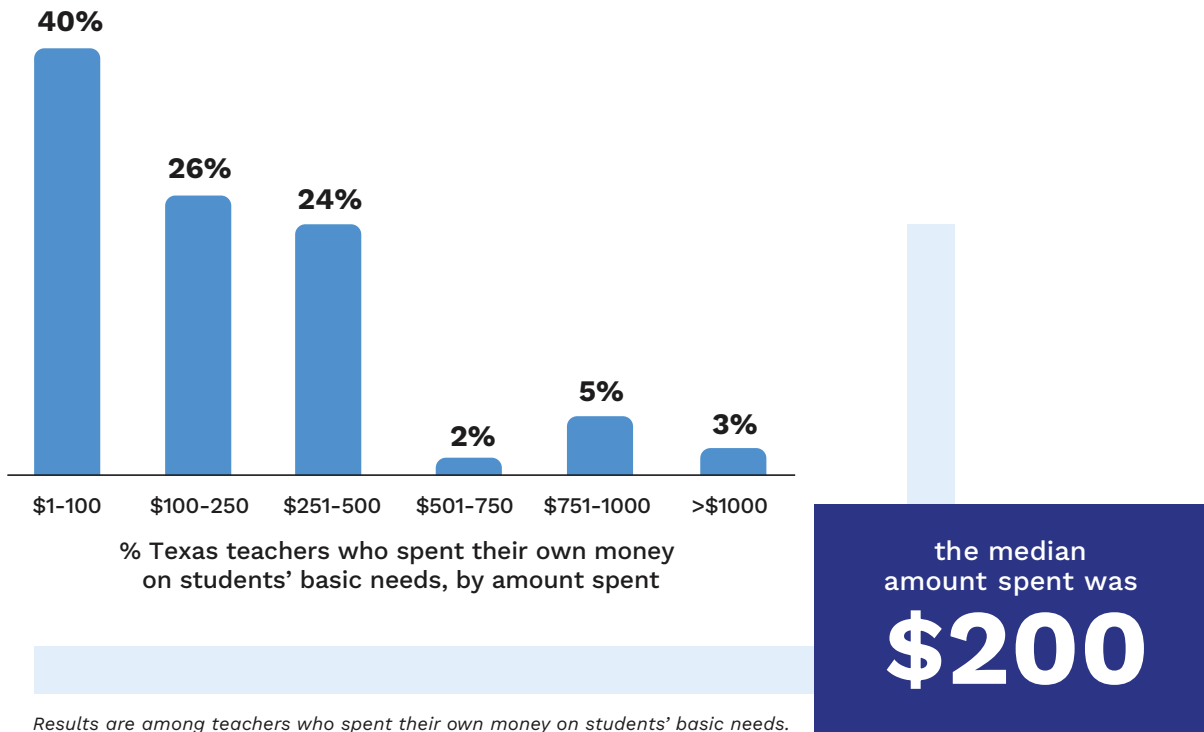
\$1,000. Of those who spent their own money, the average amount is \$665, the median \$500. (It is \$651 and \$500 among teachers overall.)

In addition to buying classroom supplies, three-quarters of Texas public school teachers say they spent their own money supporting their students' basic needs such as food or clothing in the past school year, including 45 percent who spent more than \$100 and 25 percent more than \$250. Among those who spent their own money, the average amount was \$307, the median \$200.

### Nearly all (98%) teachers spent their own money on classroom supplies, without reimbursement



## Three out of four (75%) teachers spent their own money on students' basic needs, without reimbursement



Overall, pre-K, elementary, and middle school teachers spent the most on classroom supplies, a median of \$500, compared with \$400 among high school teachers. It is also higher among women than men, \$500 versus \$300. (Women are more apt than men to teach lower grade levels.)

Among other differences, teachers who report working 70 hours or more in a typical week spent a median of \$600 on classroom supplies; it is half that, \$300, among teachers who typically work 40 to 59 hours a week. Similarly, those working

more than 70 hours a week spent \$300 supporting their students' basic needs, compared with a median of \$50 among teachers who typically work 40 to 49 hours.

Spending on classroom supplies and student support appears to reflect, in part, the challenges facing underfunded schools. Median reported spending on classroom supplies is \$500 among teachers who say the funding level for their local public schools is too low, compared with \$350 among those who think it is about right or too high.

# Barriers to teaching



Brittany Walker, language arts

Teachers perceive a wide range of obstacles to being an effective teacher. At the top of the list, 86 percent say having too many non-instructional tasks and responsibilities are barriers to being as good a teacher as they can be, including 65 percent who call these significant barriers. About eight in 10 also cite lack of planning time and pressure to have students do well on standardized tests as barriers, including more than half in each case who call these significant barriers.

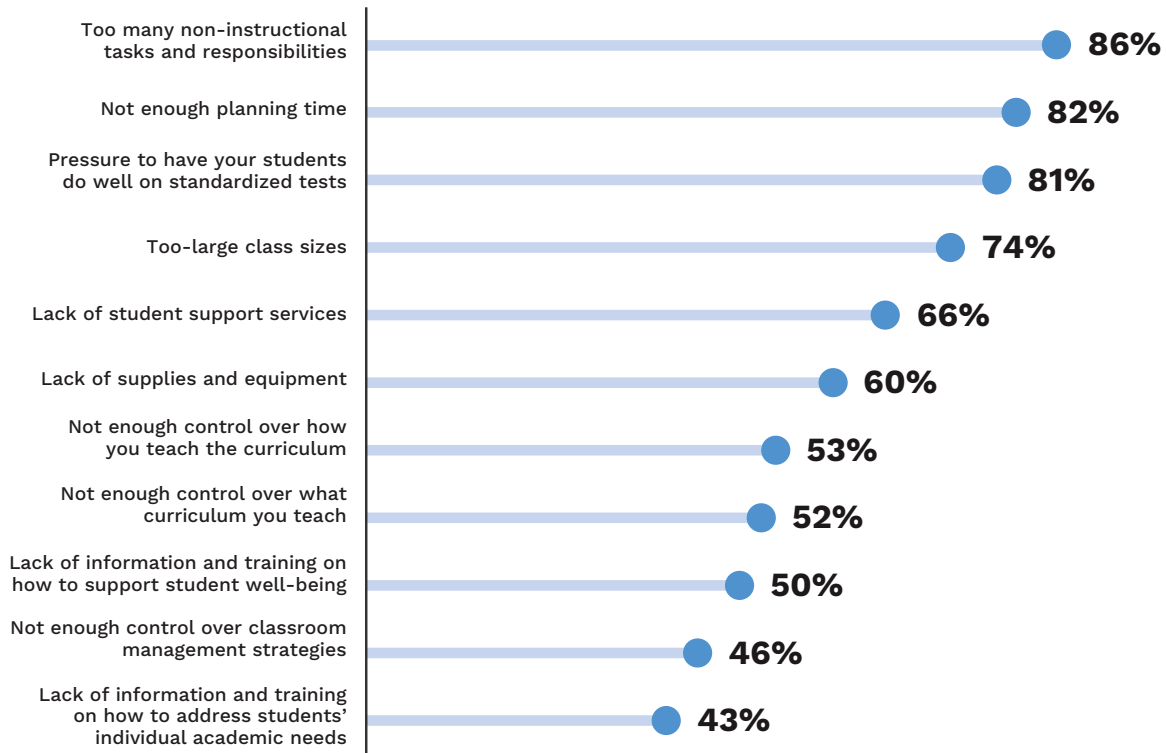
Other widely perceived obstacles include too-large class sizes, called a barrier by 74 percent of teachers; a lack of student support services, such as counselors, instructional aides, nurses, and paraprofessionals, 66 percent; and a lack of supplies and equipment, 60 percent.

Roughly half of teachers say issues surrounding classroom autonomy, such as a lack of control over how they teach the curriculum and what curriculum they teach, are



## Teachers Report Widespread Barriers to Good Teaching

% Texas teachers who consider the following a significant barrier/barrier



barriers. Forty-six percent cite lack of control over classroom management strategies as a barrier to their effectiveness.

Half also say a lack of information and training on how to support student well-being, including student mental health, special education, and culturally sustaining practices, is an obstacle. And 43 percent perceive a lack of information and training on how to address students' individual academic needs as a barrier.

Perceiving more obstacles to one's job is linked to retention. Among teachers who see five or more of these factors as significant barriers, 87 percent have seriously considered leaving their position in the past year, compared with 59 percent of those who see just one or none as a significant barrier. Additionally, 95 percent of those who see eight or more significant barriers feel unfairly paid, compared with 61 percent who identify no more than one.

## Survey questions

How much, if at all, do you see these as barriers to being as good a teacher as you can be? Pressure to have your students do well on standardized tests; lack of supplies and equipment; too-large class sizes; not enough planning time; not enough control over what curriculum you teach; not enough control over how you teach the curriculum; not enough control over classroom management strategies; too many non-instructional tasks and responsibilities; lack of information and training on how to support student well-being (e.g., student mental health, special education, culturally sustaining practices); lack of student support services (e.g., counselors, instructional aides, nurses, paraprofessionals); lack of information and training on how to address students' individual academic needs.

Gender gaps emerge on several items. Women are more apt than men to see lack of student support services (+19 points) and standardized test pressure (+18 points) as barriers. Women also are more apt to cite lack of control over what curriculum they teach (+12 points), lack of supplies and equipment (+11 points), non-instructional tasks (+8 points), class sizes (+7 points), and lack of planning time (+5 points, a marginal difference).

Regionally, seeing lack of control over curriculum content as a barrier peaks at 60 percent in Houston, falling to 49 percent in Dallas/Fort Worth and 46 percent in West Texas. Lack of control over how the curriculum is taught peaks at 61 percent in Houston, compared with the East (50 percent), Central (49 percent) and West (47 percent) regions.

# Retention strategies



Jessica Lukes, G/T program

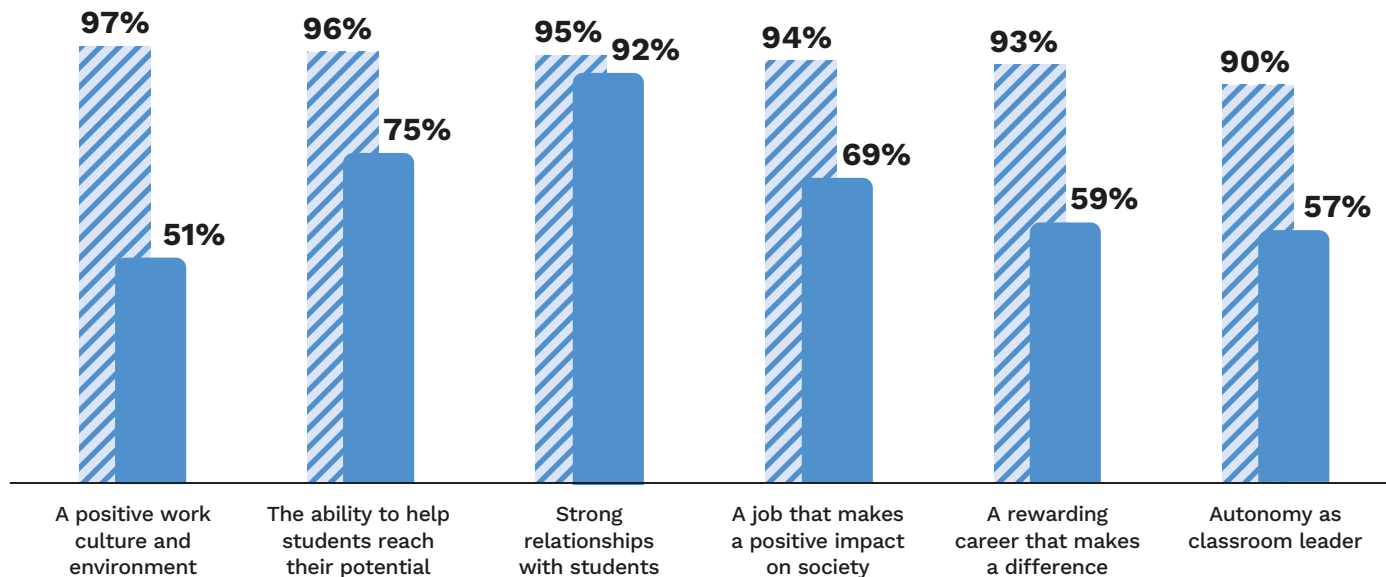
## Motivation and working conditions

There are considerable mismatches between the job aspects teachers say are important in encouraging them to continue working as a public school teacher and those they feel they actually have. In the largest difference, 80 percent of teachers say it is extremely or very important to them to have input into school and district decision-making, and just 16 percent feel they have a great deal or good amount of such input in their current position — a vast 64-point difference. This marks a clear opportunity for improvement.

In another very large gap, nearly all teachers, 97 percent, say a positive work culture and environment are highly important to them, but only 51 percent feel they have this, a 46-point gap.

## Gaps Exist Between What Teachers Currently Experience and What They Say Is Important to Stay in the Profession

▨ Extremely/very important in encouraging them to remain in the profession
 ● Have a great deal/good amount

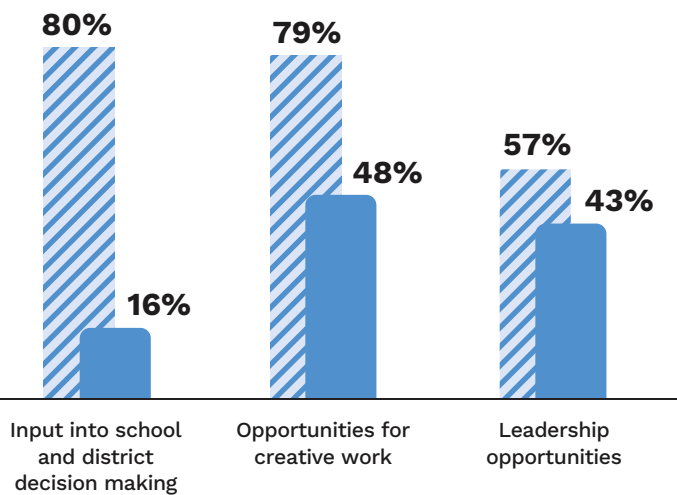


Other highly important aspects are lacking. Ninety-three percent say that having a rewarding career that makes a difference is extremely or very important to them; 90 percent say the same about having autonomy in the classroom. Many fewer, 59 percent and 57 percent, feel they have these in their current position.

More teachers, 75 percent, positively rate their ability to help students reach their potential, and 69 percent say the same for having a positive impact on society. Still, these fall short of the 96 percent and 94 percent who say these are highly important in encouraging them to continue working as a public school teacher.

Among other priorities, 79 percent of teachers say that opportunities for creative work are highly important for continuing in the profession, though just 48 percent feel their current position provides these opportunities, a 31-point difference. Fewer, but still 57 percent, highly value leadership opportunities; 43 percent say their current role offers such opportunities.

There is one aspect of the job that nearly all teachers, 92 percent, feel they have a great deal or good amount of in their current role: strong relationships with students. About as many (95 percent) say such relationships are highly important in encouraging them to continue working as a public school teacher.



Positive aspects of the job reinforce each other. Across the board, teachers who feel they have a great deal or good amount of one positive aspect in their current role also are more apt to feel they have others. For example, teachers who are more apt to feel they have leadership opportunities also are more likely to say they have a positive work culture and environment, a rewarding career that makes a difference, opportunities for creative work, and so on.

Each of these items is also related to a sense of belonging. Overall, 36 percent of teachers say they have a very strong sense of belonging at their school, and an additional 41 percent say it is somewhat strong. (The rest, 22 percent, say it is not too or not at all strong.) Teachers with a very strong sense of belonging are more

likely to feel that they have a great deal or good amount of each positive aspect in their current role than those whose sense of belonging is less strong, including a 64-point difference in having a positive work culture and environment, 78 percent versus 14 percent.

Generally, teachers with longer tenures are more likely to say they have these positive aspects in their current position. (The exceptions are strong relationships with students and autonomy in the classroom, about the same among the most and least experienced teachers.) Among other differences, teachers in rural areas are more likely to feel that they have input into school and district decision-making, 23 percent versus 15 percent of those in more densely populated areas.

As noted, feeling that one has a sense of meaning and impact is a significant predictor of whether a teacher has seriously considered leaving their position as a public school teacher. Illustratively, teachers who feel that they have a rewarding career that makes a difference are 28 points less apt than those who do not feel this way to have seriously considered leaving their position in the past year, 67 percent versus 95 percent.

More structural parts of the job, such as a sense of autonomy, ability for creative work, and ability to impact decision-making, also are significant predictors of retention considerations. In one of the largest gaps, teachers who feel that they have leadership opportunities in their current position are 26 points less apt than those without this aspect to have considered leaving, 65 percent versus 91 percent.

## Survey questions

How strong is your sense of belonging at your school?

How much do you feel you have each of these in your current position as a public school teacher? Leadership opportunities; input into school and district decision making; a positive work culture and environment; a rewarding career that makes a difference; the ability to help students reach their potential; autonomy as a classroom leader; strong relationships with students; opportunities for creative work; a job that makes a positive impact on society.

How important is each of these in encouraging you to continue working as a public school teacher? Leadership opportunities; input into school and district decision making; a positive work culture and environment; a rewarding career that makes a difference; the ability to help students reach their potential; autonomy as a classroom leader; strong relationships with students; opportunities for creative work; a job that makes a positive impact on society.

## Pay and benefits

Though nearly all teachers see intangible aspects of the job as a strong motivator to continue working in the profession, increased pay and benefits are important as well. Ninety-one percent of teachers say a significant salary increase would be extremely or very important in encouraging them to continue working as a public school teacher (including 76 percent who call this extremely important), and 88 percent say the same for maximizing retirement benefits (68 percent, extremely important).

Nearly as many, 85 percent, say a schedule with more time in the day for planning and district-wide days off for student and teacher well-being would be highly encouraging. Seventy-one percent say the same for additional paid personal days off.

Fewer, but still 58 percent, say student loan assistance and forgiveness programs would be highly important in encouraging them to continue, as do 57 percent for a one-time retention bonus. About half, 51 percent, consider affordable housing options close to where they live as highly important.

Some of these retention strategies may be particularly impactful among younger teachers. Three-quarters of teachers younger than 30 say student loan assistance or forgiveness programs would be extremely or very important, falling linearly with age to 36 percent of those

age 60 and older. Younger teachers also are more apt than their older colleagues to say that additional paid personal days off, district-wide days off for student and teacher well-being, more time in the day for planning, and affordable housing options would be highly encouraging.

Notably, a broad 86 percent of Black teachers say that student loan assistance or forgiveness programs

would be extremely or very important in encouraging them to continue working in the profession, compared with 67 percent of Hispanic teachers and 49 percent of White teachers. Black and Hispanic teachers are more apt than White teachers to say a one-time retention bonus, affordable housing options, and more days off (both personal and district-wide) would be highly encouraging in regard to keeping them in the profession.

## There Is Broad Support for Many Retention Strategies, Though Differences Exist Across Age Groups

% Texas teachers who say each strategy is extremely/very important in encouraging them to remain in the profession

	All teachers	Under 30 years old	30-39 years old	40-49 years old	50-59 years old	60 years and older
A significant salary increase	91%	95%	92%	91%	91%	87%
Maximizing your retirement benefits	88%	86%	86%	88%	92%	86%
District-wide days off for teacher and student well-being	85%	93%	89%	84%	79%	71%
A schedule with more time in your day for planning	85%	90%	87%	84%	83%	81%
Additional paid personal days off	71%	88%	76%	70%	61%	54%
Student loan assistance or forgiveness programs	58%	74%	68%	54%	48%	36%
A one-time retention bonus	57%	59%	54%	58%	60%	58%
Affordable housing options close to where you work	51%	68%	55%	47%	41%	42%

Retention strategies could be targeted in other ways. Teachers in the central region of the state are most apt to say that affordable housing options would be highly encouraging to stay in the profession, at 59 percent. Affordable housing options also are considered appealing to at least half of teachers in the Dallas/Fort Worth area (54 percent), Houston area (50 percent), and South/Southwest region (50 percent), and lowest in West (44 percent) and East (43 percent) Texas.

Among other differences, 66 percent of single teachers say affordable housing options close to work would be highly encouraging for them to continue teaching, compared with 54 percent of those who are separated, widowed, or divorced, and 46 percent of teachers who are married or living with a partner. Separately, teachers who are the parent or guardian of a child younger than 18 place higher value on additional personal days off, 75 percent versus 68 percent.

When asked to pick the single most important retention strategy, 59 percent of teachers name a significant salary increase as most important in encouraging them to continue working as a public school teacher, far and away the top item. It is followed distantly by a schedule with more time in the day for planning (14 percent), maximizing retirement benefits (9 percent), district-wide days off, and student loan assistance or forgiveness programs (each 7 percent). Other items are in the low single digits.

The definition of a significant salary increase ranges among teachers who indicate that it would be at least somewhat important in encouraging them to continue working as a public school teacher. Eighty-seven percent in this group say they would need at least a 10 percent salary increase to encourage them to continue working. This includes 54 percent who would require a raise of at least 20 percent and two in 10 requiring at least 30 percent. (One in 10 says they would need an increase of 50 percent or more.) The median response is a 20 percent raise.



Torri Acheson, language arts



Teachers earning less, naturally, report needing larger pay increases. Two-thirds of those with salaries less than \$50,000 say a raise of at least 20 percent would encourage them to continue working in the profession. That drops to 57 percent of those earning \$50,000 to \$60,000 and 44 percent of those earning \$60,000 or more.

Higher raises also are sought by teachers who have seriously considered leaving their position as a public school teacher within the past year. Among them, 57 percent say they would need a raise of at least 20 percent to encourage them to continue working in the field, compared with 42 percent of those who have not considered leaving. Teachers who feel less valued by their students' parents, community, administrators, and Texans overall say they need higher pay raises to keep them in their job. Those who work longer hours and identify more barriers to teaching similarly call for higher pay increases.

## Survey questions

Thinking about pay and benefits, looking ahead, how important would each of these be in encouraging you to continue working as a public school teacher? A significant salary increase; a one-time retention bonus; additional paid personal days off; a schedule with more time in your day for planning; district-wide days off for teacher and student well-being; student loan assistance or forgiveness programs; affordable housing options close to where you work; maximizing your retirement benefits.

Which one of these would be most important in encouraging you to continue working as a public school teacher? A significant salary increase; a one-time retention bonus; additional paid personal days off; a schedule with more time in your day for planning; district-wide days off for teacher and student well-being; student loan assistance or forgiveness programs; affordable housing options close to where you work; maximizing your retirement benefits.

What pay increase would be enough to encourage you to continue working as a public school teacher? Please respond as a percentage of your current salary.

# Teacher preparation and certification

Looking back, 63 percent of teachers say they were prepared to enter the classroom as a first-year teacher, albeit with just 16 percent very prepared. The rest, 37 percent, feel they were not so (26 percent) or not at all (11 percent) prepared.

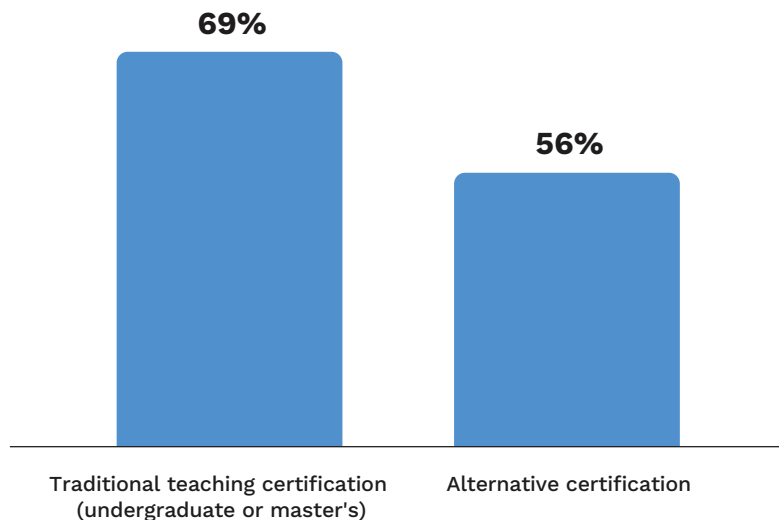
Preparation has an impact. Teachers who report feeling unprepared as a first-year teacher are more apt to say a lack of information and training on how to address students' individual academic needs is a barrier to being as good a teacher as they can be, 50 percent versus 34 percent among those who feel they were very prepared. They are also more apt to see a lack of information and training on how to support students' well-being as a barrier.



Elizabeth Hare, special education

## Teachers With Traditional Certifications Felt More Prepared To Enter the Classroom

% Texas teachers who felt very/somewhat prepared



Training also is associated with lower morale. Teachers who report being not so or not at all prepared to enter the classroom are 10 points more apt than those who felt very prepared to have seriously considered leaving their position within the past year, 79 percent versus 69 percent.

A teacher's certification route impacts how well-prepared they feel. Those who completed a traditional teaching certification (undergraduate or master's) are more apt to say they were prepared than those who

completed an alternative certification, 69 percent versus 56 percent. (There are no significant differences between those who were certified via an undergraduate program and those who were certified via a master's program.)

Overall, 91 percent of teachers report having completed a teacher certificate program. Among them, 47 percent completed traditional undergraduate teacher preparation, 7 percent completed a master's degree with certification, and 46 percent, an alternative certification.

## Survey questions

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

Have you completed a teacher certification program?

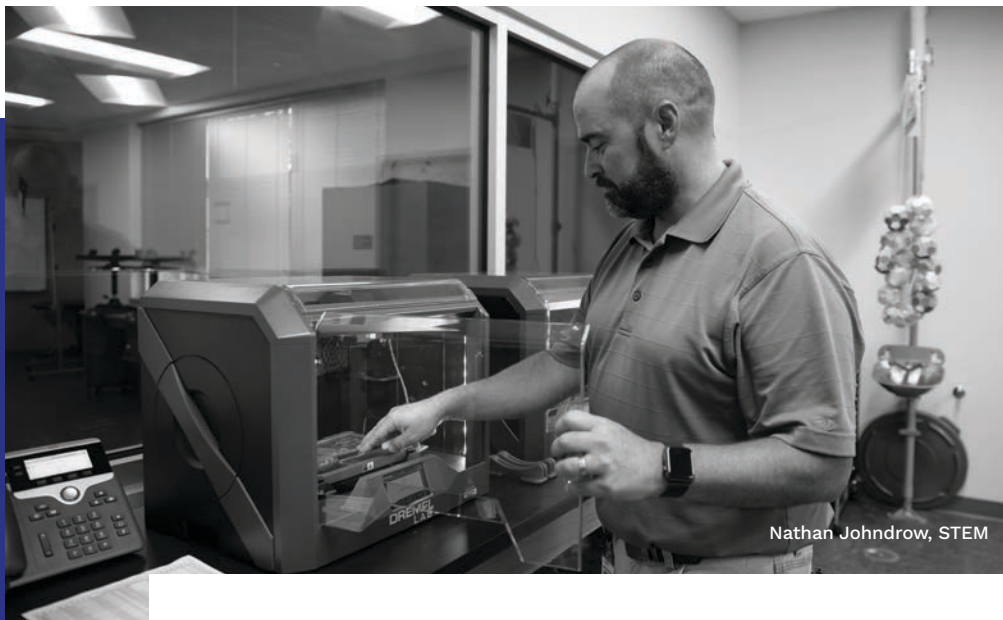
What kind of teacher certification program did you complete?

Among teachers with certificates, those who have been teaching longest are most apt to have taken a traditional route, undergraduate or master's certification. It is 74 percent among those who have taught more than 20 years, compared with 53 percent of those who have taught 11 to 20 years, 47 percent of those who have taught 6 to 10 years, and 43 percent of those who have taught 1 to 5 years. Those 60 and older are more likely to be traditionally certified than those age 30 to 59, 64 percent versus 52 percent. (It is six in 10 among teachers younger than 30.)

Women are 11 points more apt than men to have gone the traditional certification route, 57 percent versus 46 percent. Teachers of the younger grades (pre-K through 8) also are more likely to have a traditional certification than those teaching high school grades 9 through 12.

Black teachers are most likely to have completed an alternative certification, 70 percent, compared with 46 percent of Hispanic teachers and 41 percent of White teachers. Alternative certifications also are more common in the Houston (53 percent) and Dallas/Fort Worth areas (51 percent) and less common in West Texas (35 percent).

# Public education issues




Nathan Johndrow, STEM

## Biggest problems

**W**hen asked the biggest problems facing the public schools in their own community, a plurality of teachers, 43 percent, mention issues surrounding the teaching profession in an open-ended question. Teachers cited their excessive workloads and responsibilities (20 percent), a lack of respect and support for the profession (18 percent), and low teacher pay (17 percent) as some of the biggest problems facing public schools.

A considerable share, 34 percent, also mention issues regarding student well-being, including 22 percent who say a lack of discipline among children is the biggest problem. Twenty-six percent say that family involvement, particularly parents' lack of support and interest in their child's education, are the biggest problems facing their local public schools. Fewer, though still 16 percent, pointed to political leadership and school administration in the open-ended question.

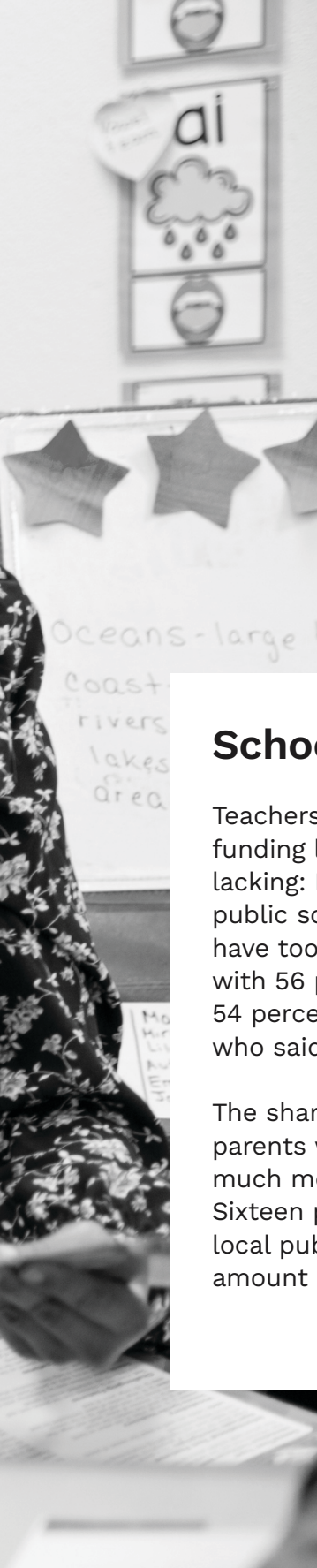


Comparatively, just 5 percent of Texans in the general public mentioned issues surrounding the teaching profession when asked the same question in October 2021. Similarly, relatively few Texans cited student well-being (9 percent), family involvement (6 percent), and school leadership and administration (4 percent). Results among just public school parents were similar.

There are some points of agreement. Seventeen percent of teachers mention issues of educational quality, such as concerns about low standards and academic performance of students, overcrowded classrooms, and poor curriculum. About as many, 14 percent, cite a lack of school funding, and 13 percent mention teacher and staff shortages as issues. Similar shares of Texans and public school parents mentioned these as problems last fall.

Among other issues, 10 percent of teachers mention standardized testing as one of the biggest problems; 9 percent cite interference from the state government or political bias in schools; and 7 percent mention pandemic issues, including the learning gaps that have stemmed from it.

Claudia Meyers, 2nd grade



## Survey questions

What do you think are the biggest problems facing the public schools in your community?

What do you think of the funding level for public schools in your community?

### School funding

Teachers overwhelmingly find the funding level of their local schools lacking: Eighty-one percent say the public schools in their community have too little money. That compares with 56 percent of Texans overall and 54 percent of public school parents who said the same in October 2021.

The share of teachers, adults, and parents who say the schools have too much money is in the single digits. Sixteen percent of teachers think their local public schools have the right amount of money.

At least three-quarters of teachers across demographic groups say their local public schools have too little money. It is 88 percent among Democratic teachers and a still-high 74 percent among those who are Republicans. It is 88 percent among liberal teachers, about the same among political moderates (86 percent), and 72 percent among conservative teachers.

Among teachers who say they are unfairly paid, 85 percent think school funding is too low, compared with 62 percent of those who say their pay is fair. Teachers who feel undervalued by more groups also are more apt to say funding is too low.

## Decision-making

Teachers place considerable faith in themselves and their colleagues to care for students. Nearly all, 91 percent, trust public school teachers a great deal or good amount to make decisions that are in the best interests of public school students in their community, far surpassing trust in other key stakeholders. School principals are the next most trusted group, with 60 percent of teachers placing a high degree of confidence in them.

Trust in other decision-makers drops sharply. Thirty-four percent of teachers have a great deal or good amount of trust in district administrators; 28 percent say the same for their local school board. Strikingly, only 4 percent trust elected officials in the state to make decisions that are in the best interests of students.

Last October, trust among public school parents and Texans overall was aligned similarly, with teachers earning the most confidence and elected officials the least. Still, there were differences in degree. Compared with teachers themselves, fewer Texans overall (71 percent) and public school parents (73 percent) placed at least a good amount of trust in public school

teachers. Texans and parents were more apt than teachers in this survey to place a high degree of trust in district administrators, the local school board, and state elected officials.

Among groups, teachers in rural areas are more likely than those in more densely populated areas to place trust in district administrators and their local school boards. By region, teachers in East Texas stand out for their relatively high trust in school principals, district administrators, and local school boards, with confidence in other regions comparatively subdued.

There are political aspects as well. Republican teachers are 13 points and 16 points more apt to trust their local school boards than Democrats and independents, 37 percent versus 24 percent and 21 percent. Similarly, a third of conservatives and 29 percent of moderates trust their local school board, compared with 19 percent of liberals.

Notably, there are few meaningful differences when it comes to state elected officials: Seven percent or less of teachers, across demographic and political groups, trust them to make decisions that are in the best interests of public school students in their community.



## Rating teacher quality

Eighty percent of Texas teachers give the public school teachers in their own community an A (31 percent) or B (49 percent) grade, down 5 points since last year and 8 points in two years. Still, it remains 13 points higher than the share of Texans overall who said so last fall (67 percent), and similar to its level among Texas public school parents in the same survey, 76 percent.

High ratings peak at nine in 10 among Texas public school teachers who have not seriously considered leaving their positions, those who feel that other teachers value them a great deal, and those who have a very strong sense of belonging at their school.

Regionally, A or B grades for fellow teachers are lowest in Dallas/Fort Worth (74 percent) compared with 87 percent in East Texas and 84 percent in the South/Southwest region; other regions fall in between. That marks an 11-point drop in Dallas/Fort Worth since 2021 and a slight 8-point drop in Houston, to 78 percent, with nonsignificant shifts in other regions.

Among other groups, grades are higher among teachers age 40 and older than among those younger than 30, 83 percent versus 71 percent. And it is about eight in 10 among White and Hispanic teachers alike, compared with 72 percent among Black teachers. (The difference between Hispanic and Black teachers is slight, given sample sizes.) That is down 7 points among White teachers and essentially steady among Black and Hispanic teachers alike.

## Survey questions

How much, if at all, do you trust each of these groups to make decisions that are in the best interests of public school students in your community? Teachers; school principals; district administrators; the local school board; state elected officials.

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?

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?

The Texas Education Agency gives an A-F letter grade to each public school in the state. How do you think this grade should be determined? Entirely on student scores on state standardized tests; partly on student scores on state standardized tests and partly on other factors, such as the range of school programs and services for students and families; entirely on non-test factors, such as the range of school programs and services for students and families.

## Testing and accountability

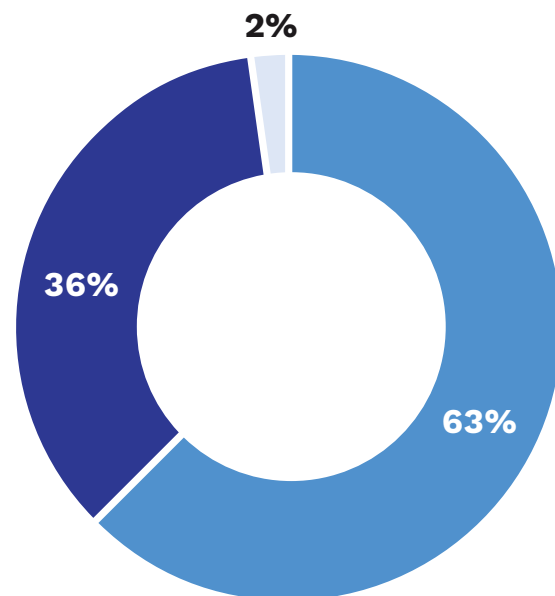
In a finding consistent with last year's survey, Texas public school teachers broadly lack confidence in the STAAR test, and few think it should determine public schools' A-F letter grades.

Eighty-three percent are not so (35 percent) or not at all (48 percent) confident that the STAAR test effectively measures how well a student is learning. That is down a modest 4 points since last year, with a 5-point increase in the share who are somewhat confident, 16 percent. Just 1 percent are very confident, unchanged.

Views among teachers on this measure diverge from those of Texans overall. When asked in October 2021, 44 percent of Texas adults were at least somewhat confident in the STAAR test, compared with 16 percent of teachers now.

Among groups, teachers age 60 and older are twice as apt as those younger than 40 to be confident in the STAAR test, 25 percent versus 12 percent; 40- to 59-year-old teachers fall in between. Men (25 percent) are more likely than women (14 percent) to be confident in the test.

### Teachers Support Using a Range of Factors to Determine Campus Accountability Grades



- Partly on student scores on state standardized tests and partly on other factors, such as the range of school programs
- Entirely on non-test factors, such as the range of school programs and services for students and families
- Entirely on student scores on state standardized tests

Percentages do not total 100 due to rounding.

Underscoring this lack of confidence, just 2 percent of public school teachers think the A-F letter grade given to each public school in the state should be determined entirely on student scores on state standardized tests. Most, 63 percent, instead think it should be partly on test scores and partly on other factors, and 36 percent, entirely on non-test factors.

When asked in October 2021 among Texas adults overall, more (but still not many) thought A-F letter grades given to public schools should be determined entirely on test scores (17 percent) and by a mix of test scores and other factors (68 percent), though many fewer preferred entirely non-test factors (12 percent).

Teachers younger than 40 are 16 points more apt than those 60 and older to say school scores should be based entirely on non-test factors, 41 percent versus 26 percent. Entirely non-test factors also are most preferred among those who have seriously considered leaving their position and expect to stay less than one year (48 percent) and those who generally feel less valued or see more structural barriers to teaching.

## Survey questions

Which describes each of these practices at the school where you work? Remote tutoring via video conference; parent-teacher meetings via video conference; remote instruction for students who want it; school-provided computer or digital devices for students to use at home; district-provided broadband for students at home; interventions to address learning gaps; adaptive software which utilizes data to personalize instruction; mental health supports for students; opportunities for collaboration between teachers; opportunities for family communication and engagement.

Should these be continued after the pandemic or discontinued?

Should the expansions to these be continued after the pandemic or discontinued?

How confident are you that you have the support and resources in place to effectively address pandemic-related learning losses among your students?

## Pandemic practices

Many teachers report a variety of practices in place at their school during the pandemic. These range from 74 percent saying adaptive software for personalized instruction was used to 97 percent having used remote instruction and provided students with computer or digital devices for home use.

Some of these practices were already being used in schools before the pandemic, but others were new additions for most teachers. Only two in 10 teachers report that remote instruction and parent-teacher conferences were offered pre-pandemic; that rises dramatically to 97 percent and 91 percent of teachers during the pandemic. Other large increases in uptake were seen for remote tutoring, district-provided home internet service, and provision of computer or digital devices for students to use at home.

Student-focused practices that were more likely already to have been established pre-pandemic include learning gap interventions, mental health supports for students, and adaptive software for personalized instruction. Less tangible teacher-centered practices such as opportunities for teacher collaboration and family engagement were even more likely to have existed previously; fewer than one in seven teachers say these were newly introduced during the pandemic.

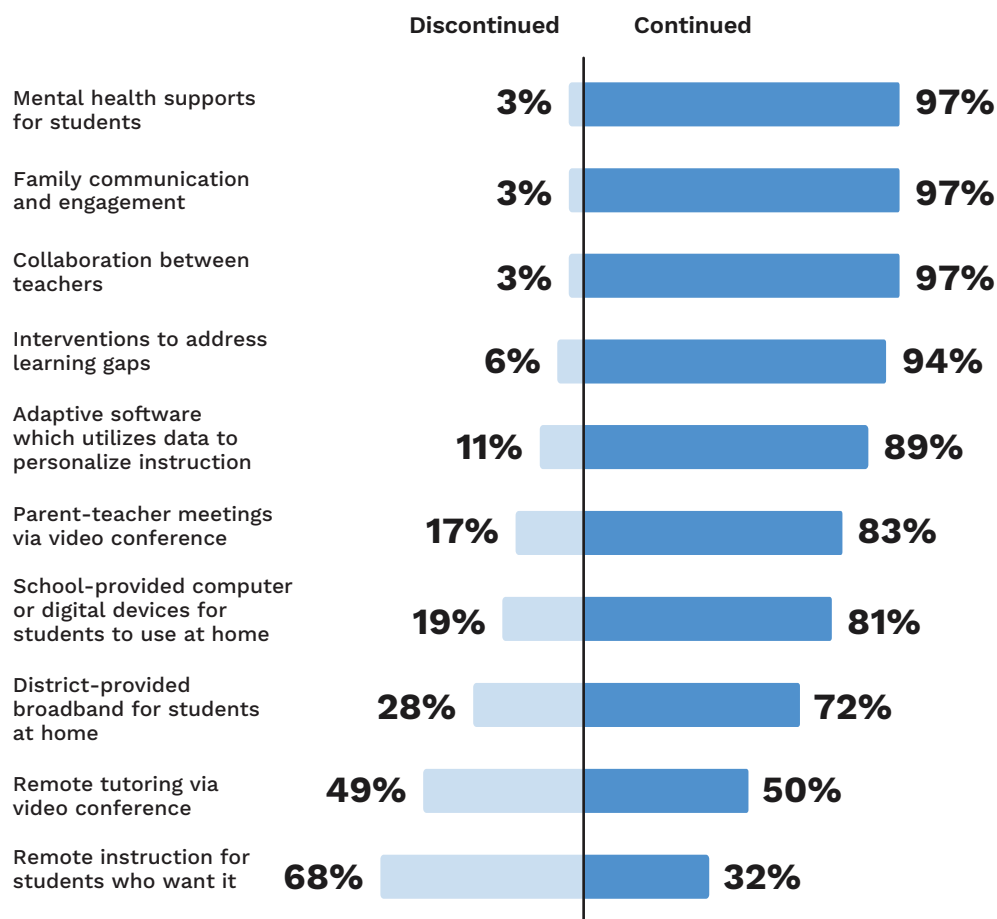
Nonetheless, schools did adapt. Almost half of teachers, 45 percent, say that interventions to address learning gaps were expanded at their school during the pandemic. Anywhere from 28 percent to 36 percent also say mental health supports for students, adaptive software, school-provided computer or digital devices and opportunities for teacher collaboration and family engagement were expanded.

There is strong support for continuing many of these practices among those who saw them introduced or expanded during the pandemic. Those whose schools increased mental health supports, opportunities for teacher collaboration, and family communication overwhelmingly want to see these practices continue after the pandemic, 97 percent for each; and nearly as many, 94 percent, would like to see increased interventions to address learning gaps continued. Most other practices also are quite popular, ranging from 72 percent to 89 percent support for continuation.

Two other practices stand out as having much less post-pandemic support: Sixty-eight percent of teachers at schools where remote instruction was introduced or expanded would prefer it be discontinued after the pandemic; 49 percent say the same about remote video-conference tutoring. For both of these, continuation is more popular among those at schools that already offered them, rather than among the bulk of teachers for whom they were a pandemic innovation.

## Teachers Support Continuing Many Pandemic Practices

% Texas teachers who think each practice should be continued



Results are among teachers who say such programs were put in place or expanded during the pandemic.

At the same time, most teachers are not confident that they have the support and resources needed to effectively address pandemic learning losses for their students. Sixty percent are not so (38 percent) or not at all (22 percent) confident that these are available, and a third are just

somewhat confident, 6 percent very confident. Being very confident is more common among men and among those who feel valued or otherwise supported in other areas as a teacher, though still relatively low, less than 15 percent across groups.

# Survey methodology

Sampling and data collection for the Charles Butt Foundation's 2022 Texas teachers survey were conducted by SSRS of Glen Mills, Pa., at the direction of Langer Research Associates.

A total of 35,296 names and email addresses were randomly selected from the Texas Education Agency's 2020 listing of 376,007 public school teachers, stratified by metro status and region. Oversamples were drawn to obtain results from at least 100 teachers in each of these groups: East, West, and South Central regions; Black teachers; those age 60+; and those with no more than two years' experience and/or younger than 30.

Most email addresses in the TEA list are 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 12,116 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 three waves, with the second and third waves designed to ensure adequate sample sizes from subgroups. Multiple email invitations were sent to all sampled teachers. Fieldwork began April 4 and closed May 16.

Of those invited, 33,095 did not click the invitation link, 753 did so but did not complete the survey, 142 were determined not to be current Texas public school teachers, and 1,306 completed the survey. In quality control, the fastest 1 percent of respondents in total completion time were flagged for possible inattention, as were those who skipped more than 25 percent of the questions they received; these 15 cases were deleted. The final sample included 1,291 Texas public school teachers. Average time to complete the questionnaire was 20.8 minutes.

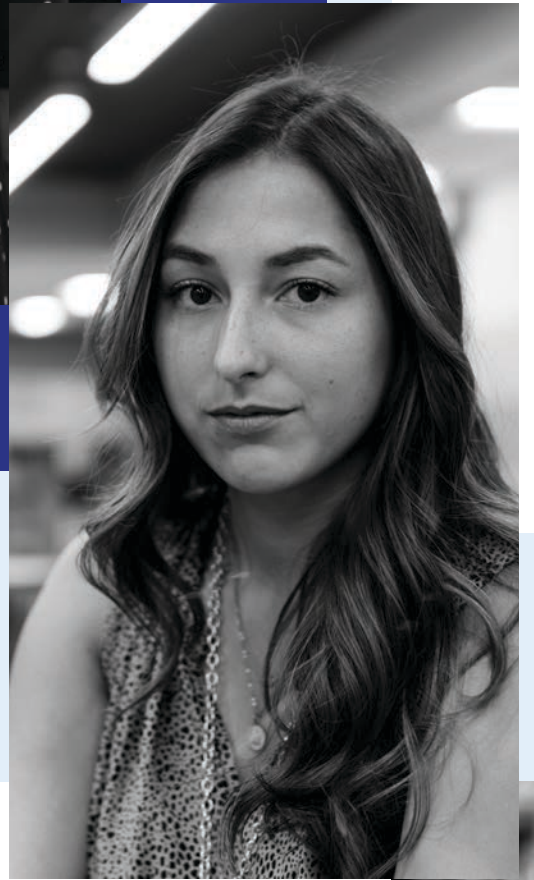
Data were weighted to address unequal probabilities of selection based on the number of available email addresses and to match known parameters from the TEA list, including:

- 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 enrollment size (<100; 100-249; 250-499; 500-999; 1,000-2,499; 2,500+; 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 1.25, for a margin of sampling error of plus or minus 3.0 percentage points for the full sample; error margins are larger for subgroups.

All differences described in this report have been tested for statistical significance. Those that are significant at the 95 percent confidence level (or higher) are reported without qualification. Those that are significant at 90 percent-94 percent confidence are described as "slight" differences. Those that are significant at less than 90 percent confidence are not reported as differences.





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