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Research Report

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Job-Related Stress Threatens the Teacher Supply

Key Findings from the 2021 State of the U.S. Teacher Survey—Technical Appendixes

Supported by the National Education Association and the American Federation of Teachers

For more information on this publication, visit **www.rand.org/t/RRA1108-1**.

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About This Report

The American Educator Panels (AEP) are nationally representative samples of teachers, school leaders, and district leaders across the country.

In the main report, *Job-Related Stress Threatens the Teacher Supply: Key Findings from the 2021 State of the U.S. Teacher Survey*, that accompanies these appendixes, we draw on the American Teacher Panel (ATP) to examine teachers' reports of their own well-being and working conditions to understand what factors might influence teachers' intentions to leave their teaching jobs during the coronavirus disease 2019 (COVID-19) pandemic. In these technical appendixes, we provide more detail about the data, samples, and methodology. We also present the results of the survey questions referenced in the main report. The survey was administered to 1,006 ATP members in January and February 2021.

RAND Education and Labor

This study was undertaken by RAND Education and Labor, a division of the RAND Corporation that conducts research on early childhood through postsecondary education programs, workforce development, and programs and policies affecting workers, entrepreneurship, and financial literacy and decisionmaking. This report is based on research supported by the National Education Association and the American Federation of Teachers. The findings and implications we present are those of the authors and do not necessarily reflect positions or policies of the organizations that supported this research.

More information about RAND can be found at www.rand.org. Questions about this report should be directed to esteiner@rand.org, and questions about RAND Education and Labor should be directed to educationandlabor@rand.org.

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Abbreviations

AEP	American Educator Panels
AFT	American Federation of Teachers
ALP	American Life Panel
ATP	American Teacher Panel
BATs	Badass Teachers Association
CESR	Center for Economic and Social Research
COVID-19	coronavirus disease 2019
ELA	English language arts
ELD	English language development
ELL	English language learner
ESL	English as a second language
FRPL	free or reduced-price lunch
HVAC	heating, ventilation, and air conditioning
NCES	National Center for Education Statistics
NTPS	National Teacher and Principal Survey
PHQ-2	Patient Health Questionnaire-2
SPED	special education
SWD	students with disabilities
UAS	Understanding America Study

Appendix A. Methods

Survey Development, Administration, Analysis, and Weighted Descriptive Statistics

The RAND American Educator Panels (AEP) include samples of K–12 public school teachers, principals, and school districts and charter management organizations. The AEP comprise the American School District Panel, the American School Leader Panel, and the American Teacher Panel (ATP). The ATP was created in 2014 and includes between 25,000 and 30,000 teachers who have agreed to participate in several surveys each school year. RAND recruits ATP members using probabilistic sampling methods. The ATP samples are designed to be of sufficient size to facilitate national analyses and analyses of prevalent subgroups at the national level (e.g., elementary school teachers, high school mathematics teachers, teachers in urban schools). More information about the sampling and recruitment of teachers to the ATP is available in Robbins and Grant, 2020.

From January 19, 2021, to February 15, 2021, RAND researchers administered a survey to a sample of ATP members who work in K–12 public schools to gather information from teachers across the United States about their well-being and working conditions, including their perceived levels of job-related stress, sources of that stress, the state of their mental health, their responsibilities outside the classroom, and their working conditions during the pandemic.

Many of the survey questions were developed specifically for this study, but several were adapted from other RAND surveys and from other sources. For example, many of the items used to measure teaching experiences during the coronavirus disease 2019 (COVID-19) pandemic were adapted from another RAND ATP survey focusing on teachers who have left the profession (Diliberti, Schwartz, and Grant, 2021), while other items were adapted from the AEP fall 2020 COVID-19 surveys (Kaufman et al., 2020). We also borrowed or adapted items, with permission, from several other sources, such as the American Federation of Teachers' (AFT's) Educator Quality of Work Life Survey, *Education Week*, and the National Teacher and Principal Survey (NTPS) (AFT and Badass Teachers Association [BATs], 2017; National Center for Education Statistics [NCES], 2017). We measured symptoms of depression using the Patient Health Questionnaire-2 (PHQ-2) screener (Kroenke, Spitzer, and Williams, 2003) and measured teacher burnout using items drawn from the NTPS and the Seidman-Zager teacher burnout scale (Seidman and Zager, 1987). The question about coping with job-related stress was adapted from Herman and colleagues' work on teacher stress and coping (Herman, Hickmon-Rosa, and Reinke, 2018). Our data tables in Appendix B indicate which questions and items were borrowed or adapted from other sources. Additionally, the sponsors of this survey, the National Education Association and AFT, provided feedback on early drafts of the survey. We incorporated their

feedback and revised the survey where appropriate while maintaining final editorial control of the survey items.

The ATP survey for this study had an approximate administration time of ten minutes. The survey yielded 1,006 complete responses out of 1,819 eligible invitations for teachers, for a 55-percent completion rate. Tables A.1 and A.2 provide weighted descriptive statistics for survey respondents, as well as the three subgroups of teacher leavers (i.e., *likely pandemic leavers*, *likely prepandemic leavers*, and *unlikely leavers*) that we discuss in the accompanying report. The weights ensure that the sample reflects the national population of teachers. More information about the weighting of survey respondents is available in Robbins and Grant, 2020.

Table A.1. Weighted Descriptive Statistics for the Survey Sample and Three Teacher Leaver Subgroups: Teacher Characteristics

Teacher Characteristics	Full Sample (%) (*N* = 1,006)	Percentage of Teachers Who Were Unlikely to Leave Before COVID-19 but Were Likely to Leave at the Time of the Survey (likely pandemic leavers) (*n* = 148)	Percentage of Teachers Who Were Likely to Leave Before COVID-19 and Who Were Likely to Leave at the Time of the Survey (likely prepandemic leavers) (*n* = 67)	Percentage of Teachers Who Were Unlikely to Leave Before COVID-19 and at the Time of the Survey (unlikely leavers) (*n* = 748)
Race (*n*)				
Black (69)	7	10	19	5
Latina/o/x (60)	6	9	3	6
White (829)[a]	83	78	75	86
Other (52)[b, c, d]	5	4	0	5
Gender (*n*)				
Male (237)	24	18	24	25
Female (767)	76	82	76	75
Age (*n*)				
20–39 (353)	36	37	33	36
40–49 (304)[a]	30	22	25	33
50+ (343)[a]	34	41	43	31
Years of teaching experience (*n*)				
3–10 (299)[e]	31	35	33	29
11–20 (422)	41	39	39	43
21+ (281)	28	26	28	28
Grade level taught (*n*)[f]				
Elementary (347)	37	37	35	37
Middle (234)	23	27	33	21
High (391)	39	36	29	40

Teacher Characteristics	Full Sample (%) (*N* = 1,006)	Percentage of Teachers Who Were Unlikely to Leave Before COVID-19 but Were Likely to Leave at the Time of the Survey (likely pandemic leavers) (*n* = 148)	Percentage of Teachers Who Were Likely to Leave Before COVID-19 and Who Were Likely to Leave at the Time of the Survey (likely prepandemic leavers) (*n* = 67)	Percentage of Teachers Who Were Unlikely to Leave Before COVID-19 and at the Time of the Survey (unlikely leavers) (*n* = 748)
Subject taught (*n*)[g]				
Math (401)	41	38	37	42
ELA (448)	45	45	43	46
Science (317)	33	28	39	33
Social science (343)	35	32	28	37
ESL/ELD/SPED (178)	18	16	17	18
Salary (*n*)				
Less than $50,000 (240)	24	24	22	24
$50,000–$79,000 (569)[a, c]	57	64	67	54
More than $79,000 (190)[a, c]	19	12	10	21
Mode of instruction (*n*)				
Fully remote (414)	42	38	42	42
Hybrid (379)	38	45	37	36
Fully in-person (199)	20	17	21	22
Well-being indicators				
Frequent job-related stress (778)[a, b]	78	96	82	74
Not coping well with job-related stress (205)[a, c]	20	43	35	15
Symptoms of depression (267)[a, c]	27	49	38	22
Feelings of burnout (538)[a, c]	54	81	82	45

NOTES: For our analysis and for the weighted descriptive statistics for our three teacher subgroups of interest, we excluded individuals who stated that they did not plan to remain in their current teaching job in the 2021–2022 school year because they were scheduled to retire. For these respondents, we reasoned that their decision to remain in or leave the profession was less dependent on the working conditions that they faced during the pandemic. Because our report focuses on the working conditions and stressors that were driving teachers to consider leaving their jobs, we decided that it was appropriate to exclude them from these analyses of how likely pandemic leavers, likely prepandemic leavers, and unlikely leavers differ. Thirteen respondents in our sample responded that they were scheduled to retire. The full sample column includes all survey respondents, including teachers who were scheduled to retire. Respondents were able to select all racial categories that applied. Therefore, the numbers in that category

will sum to more than the full sample. ELA = English language arts. ELD = English language development. ESL = English as a second language. SPED = special education.
[a] Significant difference between likely pandemic leavers and unlikely leavers.
[b] Significant difference between likely pandemic leavers and likely prepandemic leavers.
[c] Significant difference between likely prepandemic leavers and unlikely leavers.
[d] To create this category of "Other" teachers, we included teachers who identified as "Asian or Asian American," "Native American or Alaska Native," "Native Hawaiian or Pacific Islander," "Multiracial," and "Something else." We excluded teachers who responded, "I prefer not to answer." Only 33 respondents in our sample chose this response option.
[e] Our sample did not include any teachers with fewer than three years of experience. Because our survey was administered before the AEP began its recruitment cycle, we were unable to sample teachers who were in their first year of teaching. Of the roughly 25,000 ATP members from which the sample was drawn for our survey, we did not receive any responses from teachers who were in their second year of teaching.
[f] These numbers exclude the 18 teachers who selected "Not reported," "Other," or "Secondary" when asked about the grade level they teach. These teachers make up 2 percent of the sample.
[g] We conducted this analysis based on teachers' responses to the following survey item: "Please indicate the subject(s) you teach this school year (2020–2021)" (see Table B.2 in Appendix B).

Table A.2. Weighted Descriptive Statistics for the Survey Sample and Three Teacher Leaver Subgroups: School and Student Characteristics

School and Student Characteristics	Full Sample (%) (*N* = 1,006)	Percentage of Teachers Who Were Unlikely to Leave Before COVID-19 but Were Likely to Leave at the Time of the Survey (*likely pandemic leavers*) (*n* = 148)	Percentage of Teachers Who Were Likely to Leave Before COVID-19 and Who Were Likely to Leave at the Time of the Survey (*likely prepandemic leavers*) (*n* = 67)	Percentage of Teachers Who Were Unlikely to Leave Before COVID-19 and at the Time of the Survey (*unlikely leavers*) (*n* = 748)
School characteristics				
Student population (*n*)				
Below-median enrollment of Black students (408)[c]	42	38	25	44
Above-median enrollment of Black students (551)[c]	58	62	75	56
Below-median enrollment of Latina/o/x students (466)	48	46	41	49
Above-median enrollment of Latina/o/x students (511)	52	54	59	51
Below-median enrollment of White students (537)[b]	54	50	65	53
Above-median enrollment of White students (446)[b]	46	50	35	47

School and Student Characteristics	Full Sample (%) (*N* = 1,006)	Percentage of Teachers Who Were Unlikely to Leave Before COVID-19 but Were Likely to Leave at the Time of the Survey (*likely pandemic leavers*) (*n* = 148)	Percentage of Teachers Who Were Likely to Leave Before COVID-19 and Who Were Likely to Leave at the Time of the Survey (*likely prepandemic leavers*) (*n* = 67)	Percentage of Teachers Who Were Unlikely to Leave Before COVID-19 and at the Time of the Survey (*unlikely leavers*) (*n* = 748)
Below-median FRPL enrollment (541)	54	56	46	56
Above-median FRPL enrollment (444)	46	44	54	44
Urbanicity (*n*)				
Urban (288)[c]	29	30	42	27
Suburban (375)	40	36	33	41
Town (111)[b, c]	11	15	4	10
Rural (211)	21	19	21	21
Student characteristics (*n*)				
Less than 50% SWD (883)	88	86	87	89
More than 50% SWD (121)	12	14	13	11
Less than 50% ELL (850)	85	84	79	86
More than 50% ELL (154)	15	16	21	14

NOTES: For our analysis and for the weighted descriptive statistics for our three teacher subgroups of interest, we excluded individuals who stated that they did not plan to remain in their current teaching job in the 2021–2022 school year because they were scheduled to retire. Because these respondents were scheduled to retire, we reasoned that their decision to remain in or leave the profession was less dependent on the working conditions they faced during the pandemic. Because our report focuses on the working conditions and stressors that are driving teachers to consider leaving their jobs, we decided that it was appropriate to exclude them from these analyses of how likely pandemic leavers, likely prepandemic leavers, and unlikely leavers differ. The full sample column includes all survey respondents, including teachers who were scheduled to retire. ELL = English language learner. FRPL = free and reduced-price lunch. SWD = students with disabilities.

[a] Significant difference between likely pandemic leavers and unlikely leavers.

[b] Significant difference between likely pandemic leavers and likely prepandemic leavers.

[c] Significant difference between likely prepandemic leavers and unlikely leavers.

Throughout this report, we report sample-wide and subgroup-specific means and proportions of variables of interest, weighted using a set of nationally representative weights. To compare responses for teachers in schools with different demographic profiles, we matched our survey responses to school-level data from the 2018–2019 Common Core of Data to examine differences across school enrollment of students who are eligible for free and reduced-price

lunch (FRPL), school enrollment of White and non-White students, and school urbanicity (i.e., city, suburban, town, rural).

To assess whether differences between subgroups were statistically significant at the $p < 0.05$ level, we conducted pairwise tests, comparing two subgroups at a time (i.e., likely pandemic leavers with likely prepandemic leavers, likely pandemic leavers with unlikely leavers, and likely prepandemic leavers with unlikely leavers). Because of the exploratory nature of this study, we did not apply multiple hypothesis test corrections.

We conducted a series of supplemental regression analyses to assess whether significant differences persisted when including statistical controls for select teacher characteristics and school characteristics. Results across these specifications were substantively similar to trends present within descriptive subgroup comparisons; thus, we present only the simple weighted means and proportions in this report.

Stress, Depressive Symptoms, and Burnout, by Teacher Subgroups

Table A.4 and A.5 show weighted descriptive statistics for the full survey sample and for the three teacher subgroups regarding the following teacher well-being indicators: reports of frequent job-related stress, symptoms of depression, and feelings of burnout. In this report, we defined *frequent job-related stress* as responses of "often" or "always" to the question, "Since the beginning of the 2020–2021 school year, how often has your work been stressful?" (see Table B.14 in Appendix B).

We defined *symptoms of depression* based on responses to the PHQ-2, which asked how often over a two-week period the respondent was bothered by the following problems: little interest or pleasure in doing things; and feeling down, depressed, or hopeless (see Table B.23 in Appendix B). In accordance with the literature on using the PHQ-2, we scored responses of "not at all" as zero, "several days" as one, "more than half of the days" as two, and "nearly every day" as three. We then summed each respondent's answers; summed responses ranged from zero to six. Following the literature, we defined symptoms of depression as a score of three or higher (Kroenke, Spitzer, and Williams, 2003).

We defined *feelings of burnout* according to responses to four survey items asking respondents about the extent to which they agreed or disagreed with the following four statements: "The stress and disappointments involved in teaching aren't really worth it;" "I don't seem to have as much enthusiasm now as I did when I began teaching;" "I look forward to teaching in the future;" and "I am glad I selected teaching as a career" (see Table B.24 in Appendix B). Responses were given on a four-point scale, from "strongly disagree" to "strongly agree." For the first two items, we coded teachers' responses as indicating burnout if they agreed or strongly agreed with the statements. For the second two items, we coded teachers' responses as indicating burnout if they disagreed or strongly disagreed with the statements. We categorized

the respondent as experiencing feelings of burnout if two or more of their responses indicated burnout.

Finally, we defined *difficulty coping with job-related stress* if, in response to the question, "How well are you coping with the stress of your job right now?" teachers rated how well they were coping as "1 (not well at all)" or "2," on a five-point scale.

As shown in Table A.3, teachers who experienced a distress indicator, such as frequent job-related stress or symptoms of depression, were significantly more likely to experience another distress indicator. For example, 8 percent of teachers who did not experience frequent job-related stress also experienced symptoms of depression, while 32 percent of teachers who experienced frequent job-related stress experienced symptoms of depression. Tables A.4 and A.5 provide weighted descriptive statistics for survey respondents on the well-being indicators.

Table A.3. Weighted Descriptive Statistics for Well-Being Indicators

Distress Indicator (*n*)	Frequent Job-Related Stress (%)	Depressive Symptoms (%)	Feelings of Burnout (%)	Difficulty Coping with Job-Related Stress (%)
Experiencing frequent job-related stress (778)	—	32	60	26
Not experiencing frequent job-related stress (222)	—	8*	32*	1*
Experiencing depressive symptoms (267)	94	—	74	43
Not experiencing depressive symptoms (723)	72*	—	46*	12*
Experiencing burnout (538)	87	37	—	30
Not experiencing burnout (457)	67*	15*	—	10*
Experiencing difficulty coping with job-related stress (205)	98	56	77	—
Not experiencing difficulty coping with job-related stress (795)	72*	19*	48*	—

NOTE: The first row in each category is the reference group.

* Denotes that the difference in relation to the reference group is significant at the $p < 0.05$ level.

Table A.4. Weighted Descriptive Statistics for Survey Sample and Teacher Subgroups on Well-Being Indicators: Teacher Characteristics

Teacher Characteristics	Frequent Job-Related Stress (%)	Depressive Symptoms (%)	Feelings of Burnout (%)
Full sample (*N* = 1,066)	78	27	54
Race (*n*)[a]			
Black (69)	69	27	51
Latina/o/x (60)	78	33	54
White (829)	79*	26	53
Other (52)[b]	75	22	56
Gender (*n*)			
Male (237)	66	23	47
Female (767)	82*	28	56*
Age (*n*)			
20–39 (353)	79	28	53
40–49 (304)	80	28	54
50+ (343)	75	24	54
Years of teaching experience (*n*)			
3–10 (299)	79	33	54
11–20 (422)	78	25*	54
21+ (281)	75	24*	54
Grade level taught (*n*)			
Elementary (347)	81	24	54
Middle (234)	79	30	54
High (391)	74*	27	53
Subject taught (*n*)[c]			
Math (401)	82	27	52
ELA (448)	82	30	56
Science (317)	83	28	56
Social Science (343)	80	28	52
ESL/ELD/SPED (178)	76	29	51
Salary (*n*)			
Less than $50,000 (240)	78	29	59
$50,000–$79,000 (569)	78	27	54
More than $79,000 (190)	76	23	47*
Mode of instruction (*n*)			
Fully remote (414)[d]	75	27	49
Hybrid (379)	80	28	58*
Fully in-person (199)	79	23	54

NOTES: The first row in each demographic category is the reference group.
* Denotes that the difference between demographic groups in relation to the reference group is significant at the $p < 0.05$ level.
[a] When conducting significance testing, the reference group for racial categories was teachers who did not fall into the specified racial category (i.e., all other races).
[b] To create this category of "Other" teachers, we included teachers who identified as "Asian or Asian American," "Native American or Alaska Native," "Native Hawaiian or Pacific Islander," "Multiracial," and "Something else." We excluded teachers who responded, "I prefer not to answer." Only 33 respondents in our sample chose this response option.
[c] We conducted this analysis based on teachers' responses to the following survey item: "Please indicate the subject(s) you teach this school year (2020–2021)" (see Table B.2 in Appendix B).
[d] We defined teachers as using a fully remote mode of instruction if, in response to the survey question, "Which of the following most closely reflects how you are teaching your students as of today?" they answered that they were teaching using (1) fully remote instruction, where a large majority or all of their students received at least one synchronous class each school day, or (2) fully remote instruction, where a large majority or all of their students received less than one synchronous class each school day (see Table B.29).

Table A.5. Weighted Descriptive Statistics for the Survey Sample and Teacher Subgroups on Well-Being Indicators: School and Student Characteristics

School and Student Characteristics	Frequent Job-Related Stress (%)	Depressive Symptoms (%)	Feelings of Burnout (%)
School characteristics			
Student population (*n*)			
Below-median enrollment of Black students (408)	78	29	53
Above-median enrollment of Black students (551)	76	26	55
Below-median enrollment of Latina/o/x students (466)	80	26	53
Above-median enrollment of Latina/o/x students (511)	75*	28	55
Below-median enrollment of White students (537)	75	27	52
Above-median enrollment of White students (446)	81*	27	56
Below-median FRPL enrollment (541)	82	26	54
Above-median FRPL enrollment (444)	72*	27	54
Urbanicity (*n*)			
Urban (288)	76	23	55
Suburban (375)	77	28	53
Town (111)	75	28	53

School and Student Characteristics	Frequent Job-Related Stress (%)	Depressive Symptoms (%)	Feelings of Burnout (%)
Rural (211)	83	28	56
Student characteristics (*n*)			
Less than 50% SWD (883)	78	26	54
More than 50% SWD (121)	74	32	54
Less than 50% ELL (850)	78	28	52
More than 50% ELL (154)	78	22	61*

NOTES: The first row in each demographic category is the reference group.
* Denotes that the difference between demographic groups in relation to the reference group is significant at the $p < 0.05$ level.

Qualitative Coding of Open-Ended Responses

We conducted qualitative coding of select survey items that allowed for an open-ended response. Specifically, we examined what teachers wrote in the open-ended text boxes when they selected "other" in response to the following questions:

- "Which of the following are sources of stress in your job right now?"
- "Since the beginning of the 2020–2021 school year, who is the main person responsible for your child(ren)'s care and/or learning support while you are teaching?"
- "What safety measures is your school taking to reduce COVID-19 transmission during in-person instruction this school year (2020–2021)?"

We also conducted qualitative coding of one additional survey item. In response to the question, "Do you plan to remain in your current teaching job in the 2021–2022 school year?" teachers were allowed to select the response option "unsure" and further explain their answer in a text box. For the four survey items, we reviewed all responses and, where appropriate, recoded responses into existing categories. Two researchers then performed intercoder reliability checks by reviewing the other's coding decisions. Where responses did not fit squarely into an existing category, we allowed the response to remain coded as "other."

Administration and Analysis of the American Life Panel Survey

In addition to fielding a survey to participants in the ATP, we fielded a small set of questions to participants in the RAND American Life Panel (ALP). The ALP, which was established in 2006, is a sample of adults in the United States who have agreed to participate in regular online surveys. The results, when weighted, are nationally representative. Respondents who do not have access to the internet at home are provided with a computer and internet access. Thus, the panel is representative of all adults in the country, not just internet users. The ALP fields surveys on a wide variety of topics, including health, employment, and financial decisionmaking. More

information about the sampling, recruitment, and weighting of survey respondents to the ALP is available in Pollard and Baird, 2017.

From March 8, 2021, to March 19, 2021, RAND researchers administered the ALP Omnibus Wave 8 to a sample of 3,375 probability recruited ALP members. The ALP Omnibus includes questions on multiple topics and is typically fielded three times per year. In this administration of the ALP Omnibus, 2,080 survey completions were collected, with a completion rate of 61 percent. Survey participants were given an incentive of $3 to complete the survey. The ALP Omnibus Wave 8 survey questions for this study included two main components:

1. We fielded a screener to determine the survey respondent's job status. Job status was divided into the following three categories:
    a. the respondent was working at a job or business
    b. the respondent was not working now but had worked in the past six months
    c. the respondent was not working at the time of the survey and had not worked for pay in the past six months.
2. We screened out any respondents who had not worked for pay in the past six months and asked two questions relating to the frequency of stress relating to work and the likelihood of respondents leaving their jobs by summer 2021, compared with the likelihood of leaving their jobs before the pandemic.

The two items relating to respondents' work stress and the likelihood of leaving their jobs were identical to items fielded in our survey to the ATP, except for minor changes in wording for both items. For example, we asked ALP members how often their work had been stressful since the beginning of the pandemic in March 2020, while we asked ATP members how often their work had been stressful since the beginning of the 2020–2021 school year. Similarly, we asked ALP members about the likelihood of leaving their jobs by summer 2021, while we asked ATP members about the likelihood of leaving their jobs by the end of the current school year.

We asked ALP members the two questions relating to work stress and the likelihood of members leaving their jobs to provide context for teachers' reports. To allow for a better comparison between teachers' reports and reports of the general public, we further focused our analysis of ALP survey results on the responses of members who were working at a job or business at the time of survey administration. We present these results in Appendix C.

Analysis of Data from the University of Southern California's Understanding America Study

To provide further context about teachers' reports of their mental health status, we investigated data sources that measured the state of the general public's mental health status. The Understanding America Study (UAS), which is maintained by the Center for Economic and Social Research (CESR) at the University of Southern California, fielded the same PHQ-2 items

to their UAS panel, which is composed of U.S. adults aged 18 and older.[1] Similar to the ALP and ATP, UAS sample weights are "meant to make each survey data set representative of the U.S. population with respect to a pre-defined set of socio-demographic variables" (University of Southern California Dornsife Center for Economic and Social Research, undated-b, p. 2). The UAS website provides more information about the sampling, recruitment, and weighting of survey respondents to the UAS panel (University of Southern California Dornsife Center for Economic and Social Research, undated-a).

For our analysis, we focused on UAS 280–Wave 3, which was administered from January 20, 2021, to February 16, 2021, during approximately the same time as the administration of our ATP survey. Of the 8,136 UAS panel members who were eligible for this survey, 6,231 panel members responded, with a participation rate of 77 percent. We obtained deidentified individual-level survey data according to the protocols outlined by the UAS team, which included signing a data use agreement and completing a brief proposal form describing our research.

Our analysis focused on the following two specific items that comprise the PHQ-2:

- "Over the past 14 days, how often have you been bothered by any of the following problems?"
  - feeling down, depressed, or hopeless
  - little interest or pleasure in doing things.

The wording of this item is nearly identical to the PHQ-2 item on our survey,[2] and the response categories were also identical, allowing for an appropriate comparison between teachers and the general population of adults. We used UAS participants' responses to these two items to calculate a score ranging from zero to six by summing each respondent's answers, as described above. We defined depressive symptoms in the same way we did with teachers: as a score of three or higher. These results are presented in Appendix D.

Limitations

This report presents findings on pandemic-era working conditions and stressors that can be used to support teacher well-being. However, we note a few limitations. First, our sample lacked any novice teachers who were in their first or second year of teaching because of the timing of our survey administration, the timing of recruitment of new teachers for the ATP, and the fact

[1] The project described in this report relies on data from survey(s) administered by the UAS, which is maintained by CESR at the University of Southern California. The content of this report is solely the responsibility of the authors and does not necessarily present the official views of University of Southern California or UAS.

[2] The item, as worded in our survey, asks how often participants have been bothered by the following problems (i.e., feeling down, depressed, or hopeless; and having little interest or pleasure in doing things) "over the last two weeks," while the UAS item asks participants how often they have been bothered by the following problems "over the past 14 days."

that no second-year teachers who were invited to complete the survey actually participated. As a result, we did not capture the experiences of novice teachers in our analysis. Second, the survey data rely on the self-reports of teachers who voluntarily participated. We have no independent means of verifying the accuracy of their responses. These survey responses reflect teachers' opinions and perceptions at a certain point in time. Some responses—such as the stated likelihood of leaving their current job—might change over time. Third, although we tested the robustness of the descriptive patterns we observed by controlling for teacher and school characteristics, we cannot account for unobserved school or classroom differences. Therefore, our findings should be interpreted as associational and not causal. Finally, our brief survey was designed to broadly address a variety of relevant working conditions and job-related stressors during the COVID-19 pandemic. We were not able to delve into detail on some topics, such as administrator support and salary, that have been shown in other research to contribute to teacher satisfaction prior to the pandemic.

Appendix B. ATP Survey Questions and Responses

In Tables B.1–B.63, we provide the full survey questions and responses from the ATP survey.

Teacher and Student Characteristics

Table B.1. This School Year (2020–2021), What Grade(s) Do You Teach? (*n* = 1,006)

Response Category	Weighted Percentage
Kindergarten	12
Grade 1	14
Grade 2	13
Grade 3	13
Grade 4	13
Grade 5	14
Grade 6	15
Grade 7	17
Grade 8	17
Grade 9	25
Grade 10	29
Grade 11	31
Grade 12	30
Ungraded (including special education students ages 18–22)	1
Other	1

NOTES: All percentages are rounded to the nearest integer. Percentages will not sum to 100 because respondents were instructed to “select all that apply.”

Table B.2. Please Indicate the Subject(s) You Teach This School Year (2020–2021). (*n* = 993)

Response Category	Weighted Percentage
Mathematics (including general mathematics, algebra, geometry, calculus)	41
English language arts (including English, language arts, reading, literature, writing, speech)	45
Natural science (including general science, biology, chemistry, physics)	33
Social science (including social studies, geography, history, government/civics)	35
Art and/or music	11
Health education	7
World languages	3
Computer science	3
Career or technical education	5
Special education	12
English as a second language (ESL) or English language development (ELD)	7
Physical education	5
Other	7

NOTES: All percentages are rounded to the nearest integer. Percentages will not sum to 100 because respondents were instructed to "select all that apply."

Table B.3. Please Indicate Whether You Are a Teacher of Record for Class(es) You Teach and/or Provide Push-In/Pull-Out Services. (*n* = 1,005)

Response Category	Weighted Percentage
I am the teacher of record for class(es) I teach (i.e., I have primary responsibility for the learning of the students in the classes I teach)	86
I provide push-in or pull-out services for individual students who need special supports, intervention, remediation, or enrichment (but am not the teacher of record)	7
I teach some classes as the teacher of record, and some where I provide push-in or pull-out services	5
None of the above	2

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding.

Table B.4. Approximately What Percentage of the Students You Teach Are English Language Learners? (*n* = 1,004)

Response Category	Weighted Percentage
0–25%	75
26–50%	10
51–75%	4
76–100%	12

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding.

Table B.5. Approximately What Percentage of the Students You Teach Have an Individualized Education Program (IEP) and/or 504 Plan? (*n* = 1,004)

Response Category	Weighted Percentage
0–25%	71
26–50%	17
51–75%	2
76–100%	10

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding.

Table B.6. Are You a Member of a Teachers' Union or an Education Association? (*n* = 1,004)

Response Category	Weighted Percentage
No	25
Yes	75

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from NCES, 2017.

Table B.7. Are You a Member of the National Education Association (NEA) or One of Its State Affiliates? (*n* = 1,004)

Response Category	Weighted Percentage
No	47
Yes	53

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding.

Table B.8. Are You a Member of the American Federation of Teachers (AFT) or One of Its State Affiliates? (*n* = 1,004)

Response Category	Weighted Percentage
No	80
Yes	20

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding.

Table B.9. Are You a Member of Any Other Teachers' Unions or Education Associations? (*n* = 1,003)

Response Category	Weighted Percentage
No	73
Yes	27

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding.

Table B.10. Including This School Year (2020–2021), but Excluding Your Student Teaching, How Long Have You Worked as a Teacher? Please Exclude Any Time You Have Taken Off for Family or Medical Leave. Please Round to the Nearest Whole Number. (*n* = 1,002)

	Weighted Percentage		
Category	**Three to Ten Years**	**11–20 Years**	**More Than 21 Years**
Total number of years teaching	31	41	28
	One to Ten Years	**11–20 Years**	**More Than 21 Years**
Total number of years teaching *in current school*	60	30	10

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding.

Table B.11. During the Current School Year, What Is Your Base Teaching Salary for the Entire School Year? (*n* = 999)

Response Category	Weighted Percentage
$29,999 or less	—
$30–$39,999	4
$40–$49,999	20
$50–$59,999	26
$60–$69,999	19
$70–$79,999	11
$80–$89,999	7
$90–$99,999	7
$100,000 or more	5

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from NCES, 2017. Dashes (—) denote that an estimate was suppressed because of an unweighted sample size that was smaller than five.

Table B.12. What Is Your Race and Ethnicity? (*n* = 1,000)

Response Category	Weighted Percentage
Asian or Asian American	3
Black or African American	7
White	83
Latino/a/x, Hispanic, or Chicano/a/x	6
Native American or Alaska Native	1
Native Hawaiian or Pacific Islander	—
Multiracial	1
Something else	—
I prefer not to answer	3

NOTES: All percentages are rounded to the nearest integer. Percentages will not sum to 100 because respondents were instructed to “select all that apply.” Dashes (—) denote that an estimate was suppressed because of an unweighted sample size that was smaller than five.

Table B.13. In What Year Were You Born? (*n* = 1,000)

Response Category	Weighted Percentage
Between 2001 and 1982	36
Between 1982 and 1972	30
Before 1971	34

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding.

Teacher Well-Being

Table B.14. Since the Beginning of the 2020–2021 School Year, How Often Has Your Work Been Stressful? (*n* = 1,000)

Frequency of Work Stress	Weighted Percentage
Never	—
Hardly ever	2
Sometimes	20
Often	50
Always	27

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. Dashes (—) denote that an estimate was suppressed because of an unweighted sample size that was smaller than five. This question was borrowed or adapted from AFT and BATs, 2017.

Table B.15. How Well Are You Coping with the Stress of Your Job Right Now? (*n* = 1,000)

How Well Teachers Are Coping	Weighted Percentage
1 (Not well at all)	4
2	16
3	46
4	27
5 (Very well)	7

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from Herman, Hickmon-Rosa, and Reinke, 2018.

Table B.16. Which of the Following Are Sources of Stress in Your Job Right Now? (*n* = 999)

Sources of Stress	Weighted Percentage
Teaching in-person	28
Teaching remotely	53
Teaching in-person and remotely at the same time	46
Changes in your school's instructional model this school year (2020–21) (e.g., switching from remote to in-person or vice versa)	60
Making or maintaining contact with the families of my students	53
Teaching both in-person and remotely	36
Grading	37
Planning lessons	44
Finding instructional resources and materials	29
Engaging students	71
Managing student behavior	18
Tracking student attendance	37
Supporting students' social and emotional learning	53
Lack of time to collaborate with colleagues	36
My own job security	8
Job security of my spouse or partner	9
My health	41
The health of a loved one who is high-risk for COVID-19	36
Other	5

NOTES: All percentages are rounded to the nearest integer. Percentages will not sum to 100 because respondents were instructed to "select all that apply."

Table B.17. Of the Sources of Stress in Your Job You Indicated, Rank the Top Three from One to Three.

Sources of Stress	Weighted Percentage			
	Ranked First	Ranked Second	Ranked Third	Not Ranked
Teaching in-person (*n* = 283)	16	9	7	68
Teaching remotely (*n* = 530)	20	11	12	57
Teaching in-person and remotely at the same time (*n* = 485)	47	16	8	29
Changes in your school's instructional model this school year (2020–2021) (e.g., switching from remote to in-person or vice versa) (*n* = 598)	19	18	13	50
Making or maintaining contact with the families of my students (*n* = 535)	4	11	13	71
Teaching both in-person and remotely (*n* = 358)	11	14	12	63
Grading (*n* = 365)	5	11	13	71
Planning lessons (*n* = 442)	8	13	12	67
Finding instructional resources and materials (*n* = 285)	4	13	10	72
Engaging students (*n* = 716)	15	20	18	48
Managing student behavior (*n* = 181)	13	12	9	67
Tracking student attendance (*n* = 366)	3	8	10	78
Supporting students' social and emotional learning (*n* = 529)	5	15	17	63
Lack of time to collaborate with colleagues (*n* = 361)	1	6	13	80
My own job security (*n* = 80)	1	10	9	80
Job security of my spouse or partner (*n* = 89)	9	13	4	75
My health (*n* = 409)	16	17	19	47
The health of a loved one who is high-risk for COVID-19 (*n* = 364)	17	14	14	55
Other (*n* = 50)	41	27	9	23

NOTES: All percentages are rounded to the nearest integer. These weighted percentages reflect the proportion of teachers who ranked the source of stress as first, second, or third, out of all of the teachers who selected the item as a source of stress in the previous question (see Table B.16).

Table B.18. Before COVID-19, How Many Hours Did You Sleep on Average During a 24-Hour Period on School Nights While Teaching? (*n* = 997)

Number of Hours Slept Before the COVID-19 Pandemic	Weighted Percentage
Less than five hours	1
Five hours	2
Six hours	15
Seven hours	42
Eight hours	35
More than eight hours	5

NOTES: All percentages are rounded to the nearest integer. Teachers' self-reported hours of sleep are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from Diliberti, Schwartz, and Grant, 2021, and AFT and BATs, 2017.

Table B.19. During COVID-19, How Many Hours Did You Sleep on Average During a 24-Hour Period on School Nights While Teaching? (*n* = 997)

Number of Hours Slept During the COVID-19 Pandemic	Weighted Percentage
Less than five hours	6
Five hours	18
Six hours	33
Seven hours	26
Eight hours	13
More than eight hours	3

NOTES: All percentages are rounded to the nearest integer. Teachers' self-reported hours of sleep are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from Diliberti, Schwartz, and Grant, 2021, and AFT and BATs, 2017.

Table B.20. How Many Children Do You Have Living in Your Household in the Following Age Ranges? Enter the Number of Children for Each Age Range. (*n* = 996)

	Weighted Percentage		
Number of Children in Each Age Range	**One Child**	**Two Children**	**More Than Two Children**
Younger than one year (i.e., they have not yet had their first birthday)	5	0	0
One to three years	11	1	0
Four to five years	10	1	—
Six to eight years	13	2	—
Nine to 11 years	12	2	—
12–14 years	11	1	—
15–18 years	15	4	—
Older than 18 years	11	4	1

NOTES: Thirty-six percent of respondents responded "N/A—I do not have children currently in my household." All percentages are rounded to the nearest integer. Respondents were instructed to enter the number of children living in their household for each age range. Dashes (—) denote that an estimate was suppressed because of an unweighted sample size that was smaller than five. N/A = not applicable.

Table B.21. Since the Beginning of the 2020–2021 School Year, Who Is the Main Person Responsible for Your Child(ren)'s Care and/or Learning Support While You Are Teaching? (*n* = 635)

Main Person Responsible for Child Care	**Weighted Percentage**
Me	32
My spouse or partner	17
Another member of my household who is not my spouse or partner or another child (e.g., an au pair or relative who lives with me)	1
Another relative who is not a member of my household	7
A nonrelative who is not a member of my household (e.g., friend, neighbor, sitter, nanny)	3
N/A—My child(ren) do not need support or care for a majority of the time I'm teaching	22
N/A—My child(ren) are attending school, a learning pod, or daycare in-person for a majority of the time I am teaching	16
Other	2

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was asked only of teachers who reported that they had children in their household in the previous question (Table B.20). This question was borrowed or adapted from a RAND COVID-19 employment survey. Survey reports and documentation are forthcoming.

Table B.22. Since the Beginning of the 2020–2021 School Year, Who Is the Main Person Responsible for Your Child(ren)'s Care and/or Learning Support While You Are Teaching? (*n* = 498)

Main Person Responsible for Child Care	Weighted Percentage
Me	41
My spouse or partner	23
Another member of my household who is not my spouse or partner or another child (e.g., an au pair or relative who lives with me)	2
Another relative who is not a member of my household	9
A nonrelative who is not a member of my household (e.g., friend, neighbor, sitter, nanny)	3
N/A—My child(ren) are attending school, a learning pod, or daycare in-person for a majority of the time I am teaching	21
Other	2

NOTES: All percentages are rounded to the nearest integer. This question was asked only of teachers who reported that they had children in their household in the previous question (Table B.20), and these weighted percentages exclude teachers who responded that their children did not need support or care for the majority of the time that they were teaching. This question was borrowed or adapted from a RAND COVID-19 employment survey. Survey reports and documentation are forthcoming.

Table B.23. Over the Last Two Weeks, How Often Have You Been Bothered by the Following Problems?

Problem	Weighted Percentage
Little interest or pleasure in doing things (*n* = 993)	
Not at all	35
Several days	42
More than half of the days	15
Nearly every day	7
Feeling down, depressed, or hopeless (*n* = 992)	
Not at all	35
Several days	45
More than half of the days	13
Nearly every day	7

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from Kroenke, Spitzer, and Williams, 2003.

Table B.24. Please Indicate Your Agreement or Disagreement with the Following Statements About Teaching. (*n* = 995)

Statement	Weighted Percentage
The stress and disappointments involved in teaching aren't really worth it.	
Strongly disagree	21
Somewhat disagree	30
Somewhat agree	40
Strongly agree	10
I don't seem to have as much enthusiasm now as I did when I began teaching.	
Strongly disagree	11
Somewhat disagree	18
Somewhat agree	43
Strongly agree	28
I look forward to teaching in the future.	
Strongly disagree	10
Somewhat disagree	24
Somewhat agree	45
Strongly agree	22
I am glad I selected teaching as a career.	
Strongly disagree	6
Somewhat disagree	18
Somewhat agree	40
Strongly agree	35

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from NCES, 2017, and Seidman and Zager, 1987.

Table B.25. Please Indicate Your Agreement or Disagreement with Each of the Following Statements About Your School. (*n* = 995)

Statement	Weighted Percentage
If I had concerns about my school, I would feel comfortable raising them with administrators at the school.	
Strongly disagree	12
Disagree	22
Agree	42
Strongly agree	24
Administrators at my school are highly supportive of teachers.	
Strongly disagree	7
Disagree	18
Agree	47
Strongly agree	28

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from the University of Chicago Consortium on School Research, 2017.

Respondents' Teaching Experience During COVID-19

Table B.26. Have You Provided Remote Instruction to Any of Your Students This School Year (2020–2021)? (*n* = 995)

Remote Teaching	Weighted Percentage
No	4
Yes	96

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding.

Table B.27. Since This School Year (2020–2021) Started, Has Your School Changed Instructional Models (e.g., from remote instruction to in-person or vice versa) Because of Concerns About COVID-19 Transmission? (*n* = 994)

School Changed Instructional Model	Weighted Percentage
No	22
Yes	78

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from Kaufman et al., 2020.

Table B.28. How Many Times Has Your School Changed the Way You Teach Most of Your Students This School Year (2020–2021) (e.g., switched from hybrid instruction to fully remote instruction)? (*n* = 773)

Number of Times School Changed Instructional Model	Weighted Percentage
One	28
Two	25
Three	25
Four	12
Five	2
More than five	7

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was asked only of respondents who reported that their schools changed instructional models because of concerns about COVID-19 transmission in the previous question (Table B.27).

Table B.29. Which of the Following Most Closely Reflects How You Are Teaching Your Students as of Today? (*n* = 992)

Current Instructional Model	Weighted Percentage
Fully remote instruction, where a large majority or all of your students received at least one synchronous class each school day	37
Fully remote instruction, where a large majority or all of your students received less than one synchronous class each school day (i.e., instruction might be distributed via paper workbooks or asynchronous videos)	5
Hybrid model, where a majority or all of your students receive some in-person instruction and some remote instruction	38
Fully in-person instruction each school day for the majority, if not all, of your students	20

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from Kaufman et al., 2020.

Table B.30. You Indicated That, as of Today, You Are Teaching Your Students Using a Hybrid Model. Please Indicate Whether You Are Using Any of the Following Approaches. (*n* = 378)

Type of Hybrid Model	Weighted Percentage
In-person instruction for students with specialized needs (e.g., English-language learners, homeless students, students with learning disabilities, students without internet access or a device at home)	34
In-person instruction for core subjects only (i.e., math, English, science, social studies)	14
In-person instruction for elementary students only; remote instruction for middle and high school students	5
Split schedule, with some students attending in-person instruction in the morning and others attending in the afternoon	5
Split schedule, with students attending in-person instruction on alternate days during the school week	51
Split schedule, with students attending in-person instruction on alternate weeks	1
Schedule where I have to teach students in-person and remotely at the same time	58
Other	11

NOTES: All percentages are rounded to the nearest integer. This question was presented only to respondents who stated that they were teaching their students using a hybrid model in the previous survey item (see Table B.29). Percentages will not sum to 100 because respondents were instructed to "select all that apply." This question was borrowed or adapted from Kaufman et al., 2020.

Table B.31. What of the Following Most Closely Reflects How You Would Like to Teach Your Students Today? (*n* = 991)

Preferred Instructional Model	Weighted Percentage
Fully remote instruction, where a large majority or all of your students received at least one synchronous class each school day	35
Fully remote instruction, where a large majority or all of your students received less than one synchronous class each school day (i.e., instruction might be distributed via paper workbooks or asynchronous videos)	5
Hybrid model, where a majority or all of your students receive some in-person instruction and some remote instruction	16
Fully in-person instruction each school day for the majority, if not all, of your students	43

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from Kaufman et al., 2020.

Table B.32. What Is the Likelihood That You Will Leave Your Job by the End of the Current School Year (2020–2021), Compared to the Likelihood That You Would Have Left Your Job Before COVID-19? (full sample; *n* = 991)

Likelihood of Leaving Job	Weighted Percentage
Likely to leave before COVID-19, but unlikely now	1
Unlikely to leave before, but likely now	15
Likely to leave both before and now	8
Unlikely to leave both before and now	76

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from Kaufman et al., 2020.

Table B.33. What Is the Likelihood That You Will Leave Your Job by the End of the Current School Year (2020–2021), Compared to the Likelihood That You Would Have Left Your Job Before COVID-19? (excluding teachers who are scheduled to retire; *n* = 978)

Likelihood of Leaving Job	Weighted Percentage
Likely to leave before COVID-19, but unlikely now	1
Unlikely to leave before, but likely now	15
Likely to leave both before and now	7
Unlikely to leave both before and now	77

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. These weighted percentages exclude teachers who stated that they were not planning to remain in their current teaching job in the 2021–2022 school year because they were scheduled to retire.

Table B.34. Do You Plan to Remain in Your Current Teaching Job in the 2021–2022 School Year? (*n* = 991)

Plans to Remain in Current Teaching Job	Weighted Percentage
No	6
Yes	81
Unsure	13

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from Diliberti, Schwartz, and Grant, 2021.

Table B.35. What Are Your Plans After You Leave Your Current Teaching Job in the 2021–2022 School Year? (*n* = 60)

Plans After Leaving Current Teaching Job	Weighted Percentage
I am taking early retirement	12
I am scheduled to retire	22
I am taking a new teaching job at a different school	20
I am taking a nonteaching job in the education field	—
I am taking a job outside the education field	12
Caring for children or other family members	—
I don't know	11
Other	12

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was asked only of respondents who stated that they were not planning to remain in their current teaching job in the 2021–2022 school year in the previous question (Table B.34). Dashes (—) denote that an estimate was suppressed because of an unweighted sample size that was smaller than five.

Table B.36. How Concerned Are You That Your School District Will Furlough or Lay Off Teachers Within the Next Year? (*n* = 991)

Level of Concern	Weighted Percentage
Not at all concerned	44
A little concerned	38
Moderately concerned	11
Very concerned	7

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding.

Table B.37. How Concerned Are You That Your School District Will Furlough or Lay Off Other School Staff (e.g., paraprofessionals, librarians, bus drivers, school nurses) Within the Next Year? (*n* = 991)

Level of Concern	Weighted Percentage
Not at all concerned	28
A little concerned	44
Moderately concerned	17
Very concerned	11

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding.

Table B.38. What Safety Measures Is Your School Taking to Reduce COVID-19 Transmission During In-Person Instruction This School Year (2020–2021)? (*n* = 577)

Safety Measure	Weighted Percentage
N/A—My school is not taking safety measures	1
Regular (e.g., monthly) COVID-19 rapid testing of most or all staff, regardless of symptoms	7
Regular (e.g., monthly) COVID-19 rapid testing of most or all students, regardless of symptoms	4
COVID-19 rapid testing of staff who feel unwell	13
COVID-19 rapid testing of students who feel unwell	8
Requiring face masks for employees that must be worn throughout the entire school day (except for meals)	92
Requiring face masks for students in some or all grade levels that must be worn throughout the entire school day (except for meals)	83
Requiring face masks for students in some or all grade levels that must be worn during part, but not all, of the school day (e.g., in hallways and during arrival or departure times, but not in class)	13
Checking employees' temperature upon arrival	34
Checking students' temperature upon arrival	40
Improving ventilation (e.g., upgrading HVAC systems or leaving doors or windows open)	27
Social distancing (e.g., instructing students in small groups, such as cohorts or pods, offering outdoor instruction, cancelling assemblies)	82
Hygiene practices (e.g., cleaning rooms and surfaces between use)	82
Other	5

NOTES: All percentages are rounded to the nearest integer. Percentages will not sum to 100 because respondents were instructed to "select all that apply." This question was asked only of respondents who stated that they engaged in at least some in-person instruction in an earlier survey item (Table B.29). This question was borrowed or adapted from Kaufman et al., 2020. HVAC = heating, ventilation, and air conditioning.

Table B.39. Given the Measures Your School Is Taking to Reduce COVID-19 Transmission During In-Person Instruction This School Year (2020–2021), How Safe Do You Feel Teaching In-Person? (*n* = 577)

Feeling of Safety	Weighted Percentage
Very unsafe	11
Somewhat unsafe	27
Somewhat safe	46
Very safe	17

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was asked only of respondents who stated that they engaged in at least some in-person instruction in an earlier question (Table B.29).

Table B.40. How Important Do You Consider Each of the Following for Making In-Person Teaching Safer?

Statement	Weighted Percentage
My school implemented regular COVID-19 rapid testing of students (*n* = 991)	
Not at all important	14
A little important	20
Moderately important	25
Very important	41
My school implemented regular COVID-19 rapid testing of staff (*n* = 989)	
Not at all important	13
A little important	17
Moderately important	25
Very important	45
Most or all students received a COVID-19 vaccine (*n* = 990)	
Not at all important	14
A little important	15
Moderately important	21
Very important	50
Most or all staff received a COVID-19 vaccine (*n* = 990)	
Not at all important	11
A little important	9
Moderately important	14
Very important	66
I received a COVID-19 vaccine (*n* = 988)	
Not at all important	13
A little important	7
Moderately important	11
Very important	68

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding.

Table B.41. Do You Plan to Receive a COVID-19 Vaccine? (*n* = 991)

Plans to Receive a Vaccine	Weighted Percentage
No, I do not plan to receive a vaccine	10
I do not plan to receive it but could change my mind	5
I would like to receive it but not right away; I'd like to wait	12
Yes, I plan to receive it but could change my mind	8
Yes, I plan to receive a vaccine	65

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from Sage Working Group, 2014.

Table B.42. Prior to COVID-19, Did You Have Any Experience Delivering Instruction to Students Remotely (e.g., running a blended learning class or a fully online class)? (*n* = 985)

Experience Delivering Remote Instruction	Weighted Percentage
No	88
Yes	12

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from Diliberti, Schwartz, and Grant, 2021.

Table B.43. Do You Have an Up-to-Date Computer or Tablet That Works Sufficiently for You to Deliver Instruction Remotely? Select One Answer. (*n* = 950)

Device Used to Deliver Remote Instruction	Weighted Percentage
Yes, an up-to-date computer or tablet my school or district issued to me	77
Yes, an up-to-date computer or tablet of my own	14
No, an out-of-date computer or tablet my school or district had issued to me	7
No, an out-of-date computer or tablet of my own	1

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was presented only to respondents who stated that they provided at least some remote instruction during the 2020–2021 school year in a previous question (see Table B.26). This question was borrowed or adapted from Diliberti, Schwartz, and Grant, 2021.

Table B.44. Do You Use Your Home Internet Connection to Provide Remote Instruction (i.e., through a broadband internet provider)? (*n* = 950)

Use of Home Internet Connection	Weighted Percentage
No	17
Yes	83

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was presented only to respondents who stated that they provided at least some remote instruction during the 2020–2021 school year in a previous question (see Table B.26).

Table B.45. How Frequently Is Your Home Internet Connection the Source of Technical Problems When You Are Providing Remote Instruction? (*n* = 782)

Frequency of Technical Problems with Home Internet Connection	Weighted Percentage
Multiple times per day	6
About once per day	8
Two to four times per week	10
About once per week	15
Less than once per week	36
Never	26

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was presented only to respondents who stated that they used their home internet connection to provide remote instruction in the previous question (see Table B.44).

Table B.46. Who Covers the Cost of the Home Internet Connection You Use to Provide Remote Instruction? (*n* = 782)

Responsibility for the Cost of Home Internet Connection	Weighted Percentage
Me	98
My school or district	1
Other	1

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was presented only to respondents who stated that they used their home internet connection to provide remote instruction in a previous question (see Table B.44).

Table B.47. After a Month Into Remote Teaching This School Year (2020–2021), How Frequently—on Average—Did You Personally Experience Technical Problems Related to the Technology You Used for Remote Instruction? (*n* = 950)

Frequency of Technical Problems	Weighted Percentage
Daily	11
Several days per week	20
One day per week	21
Less than one day per week	35
N/A—I did not personally experience technical problems	13

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was presented only to respondents who stated that they provided at least some remote instruction during the 2020–2021 school year in a previous question (see Table B.26). This question was borrowed or adapted from Diliberti, Schwartz, and Grant, 2021.

Table B.48. After a Month Into Remote Teaching This School Year (2020–2021), How Frequently—on Average—Did Your Typical Student Experience Technical Problems Related to the Technology They Used for Remote Instruction? (*n* = 949)

Frequency of Technical Problems	Weighted Percentage
Daily	27
Several days per week	36
One day per week	20
Less than one day per week	13
N/A—I did not personally experience technical problems	1
N/A—My students did not use technology for remote instruction	1

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was presented only to respondents who stated that they provided at least some remote instruction during the 2020–2021 school year in a previous question (see Table B.26). This question was borrowed or adapted from Diliberti, Schwartz, and Grant, 2021.

Table B.49. How Much Do You Agree with the Following Statements? Select One Answer per Item.

Statement	Weighted Percentage
My school or district has provided me with adequate training in how to deliver instruction remotely. (*n* = 949)	
Strongly disagree	19
Somewhat disagree	27
Somewhat agree	45
Strongly agree	9
I am able to deliver remote instruction that meets my students' learning needs. (*n* = 949)	
Strongly disagree	7
Somewhat disagree	21
Somewhat agree	54
Strongly agree	18
If the equipment I need to teach remotely isn't working, I can get it repaired or replaced quickly. (*n* = 948)	
Strongly disagree	15
Somewhat disagree	24
Somewhat agree	41
Strongly agree	20

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was presented only to respondents who stated that they provided at least some remote instruction during the 2020–2021 school year in a previous question (see Table B.26). This question was borrowed or adapted from Diliberti, Schwartz, and Grant, 2021.

Table B.50. Approximately What Percentage of the Students Who Are Assigned to Your Classes Have You Not Been Able to Contact at Least Once This Year (2020–2021 school year)? (*n* = 990)

Percentage of Students Teacher Has Not Been Able to Contact	Weighted Percentage
0	45
1–25	46
26–50	5
51–75	1
76–100	3

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from Kaufman et al., 2020.

Table B.51. Approximately What Percentage of the Families of Students Who Are Assigned to Your Classes Have You Not Been Able to Contact at Least Once This Year (2020–2021 school year)? (*n* = 989)

Percentage of Families of Students the Teacher Has Not Been Able to Contact	Weighted Percentage
0	37
1–25	54
26–50	6
51–75	2
76–100	2

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from Kaufman et al., 2020.

Table B.52. Approximately What Percentage of Your Students Have Been Present (remote or in-person) on a Typical School Day This Year (2020–2021)? (*n* = 989)

Percentage of Students Present on a Typical School Day	Weighted Percentage
0	—
1–25	4
26–50	6
51–75	16
76–100	74

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. Dashes (—) denote that an estimate was suppressed because of an unweighted sample size that was smaller than five.

Table B.53. Approximately What Percentage of Your Students Have Completed a Majority of Your Assignments This Year (2020–2021)? (*n* = 989)

Percentage of Students Completing a Majority of Assignments	Weighted Percentage
0	—
1–25	5
26–50	15
51–75	32
76–100	48

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from Kaufman et al., 2020. Dashes (—) denote that an estimate was suppressed because of an unweighted sample size that was smaller than five.

Table B.54. During a Typical Full Week This School Year (2020–2021), Approximately How Many Hours Do You Work as Part of Your Teaching Position at Your School, in Total, Excluding any Work You Do Outside Your Teaching Position? (*n* = 988)

Hours Spent Working During COVID-19	Weighted Percentage
Fewer than 40 hours	25
40–49 hours	35
50–59 hours	24
60 hours or more	16

NOTES: All percentages are rounded to the nearest integer. Teachers' self-reported hours of work were rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from Kaufman et al., 2020.

Table B.55. During a Typical Full Week This School Year (2020–2021), Approximately How Many Hours Do You Spend Teaching (i.e., providing instruction to students, excluding planning, professional development, or assessing student work) at Your School, Excluding any Work You Do Outside Your Teaching Position? (*n* = 986)

Hours Spent Teaching During COVID-19	Weighted Percentage
Fewer than ten hours	20
Ten to 19 hours	12
20–29 hours	23
30–39 hours	28
40 hours or more	16

NOTES: All percentages are rounded to the nearest integer. Teachers' self-reported hours of teaching were rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding.

Table B.56. During a Typical Full Week Before COVID-19, Approximately How Many Hours Did You Work as Part of Your Teaching Position at Your School, in Total, Excluding Any Work You Did Outside Your Teaching Position? (*n* = 983)

Hours Spent Working Before COVID-19	Weighted Percentage
Fewer than 40 hours	27
40–49 hours	53
50–59 hours	16
60 hours or more	5

NOTES: All percentages are rounded to the nearest integer. Teachers' self-reported hours of work are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was borrowed or adapted from Kaufman et al., 2020.

Table B.57. During a Typical Full Week Before COVID-19, Approximately How Many Hours Did You Spend Teaching (i.e., providing instruction to students, excluding planning, professional development, or assessing student work) at Your School, Excluding Any Work You Did Outside Your Teaching Position? (*n* = 983)

Hours Spent Teaching Before COVID-19	Weighted Percentage
Fewer than ten hours	20
Ten to 19 hours	12
20–29 hours	23
30–39 hours	28
40 hours or more	16

NOTES: All percentages are rounded to the nearest integer. Teachers' self-reported hours of teaching are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding.

Table B.58. In a Typical Day of Teaching During the Current School Year (2020–2021), How Many Hours Do You Spend on the Following Activities?

Hours Spent on Activities	Weighted Average (hours)
Checking and providing feedback on student work (*n* = 975)	2.6
Planning lessons (*n* = 982)	2.5
Searching for instructional materials or activities (*n* = 979)	1.7
Modifying district- or school-provided curriculum materials for your instruction (*n* = 980)	1.4
Providing extra assistance (i.e., outside class time) to students (*n* = 979)	1.8

NOTES: Teachers were instructed to self-report the number of hours that they spent on each of the activities.

Table B.59. This School Year, in What Subject Is Your MAIN Teaching Assignment at THIS School, That Is, the Subject Matter in Which You Teach the Most Classes? (*n* = 994)

Main Teaching Assignment	Weighted Percentage
Early childhood or general elementary	19
Special education	10
Arts or music	7
English and language arts	18
ESL or bilingual education	2
Foreign languages	2
Health education	2
Mathematics	13
Natural sciences	9
Social sciences	9
Career or technical education	4
Other	6

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. ESL = English as a second language.

Table B.60. During This School Year (2020–2021), Have You Earned Additional Compensation from Working in Any Jobs Other Than Your Public-School Teaching Position? (*n* = 983)

Response	Weighted Percentage
No	78
Yes	22

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding.

Table B.61. Which of the Following Responses Best Describes the Other Job(s) You Have Held This School Year (2020–2021)? (*n* = 217)

Other Jobs Held	Weighted Percentage
Private tutoring (including learning pods)	20
Teaching position in another school or district	10
Nonteaching job within my school or district	18
Nonteaching job related to education in another school, district, or education organization	7
Nonteaching job that is not related to education (e.g., bartending, cashiering, consulting)	41
Other	21

NOTES: All percentages are rounded to the nearest integer. This question was presented only to respondents who stated that they earned additional compensation from working in any jobs other than their public-school teaching position in the previous question (see Table B.60). Percentages will not sum to 100 because respondents were instructed to "select all that apply."

Table B.62. In Total, How Much Were You Paid for All the Work You Performed Outside Your Public-School Teaching Position so Far This School Year (2020–2021)? (*n* = 217)

Amount Paid for Other Job	Weighted Percentage
Less than $2,500	41
$2,500–$4,999	24
$5,000–$9,999	21
$10,000–$19,999	7
$20,000–$29,999	5
$30,000 or more	2

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was presented only to respondents who stated that they earned additional compensation from working in any jobs other than their public-school teaching position in an earlier question (see Table B.60).

Table B.63. During a Typical Full Week This School Year (2020–2021), Approximately How Many Hours Do You Work in Other Jobs Outside Your Public-School Teaching Position? (*n* = 217)

Hours Worked in Other Jobs	Weighted Percentage
One to five hours	52
Six to ten hours	24
11–15 hours	10
More than 15 hours	14

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. This question was presented only to respondents who stated that they earned additional compensation from working in any jobs other than their public-school teaching position in an earlier question (see Table B.60).

The following tables (B.64 through B.68) represent cross-tabulations between the four teacher distress indicators and various working conditions hypothesized to be stressors. These results are also represented in Figure 4 in the main report, *Job-Related Stress Threatens the Teacher Supply: Key Findings from the 2021 State of the U.S. Teacher Survey*.

Table B.64. Cross-Tabulations Between Mode of Instruction and Teacher Distress Indicators

	Weighted Percentage			
Mode of Instruction	**Frequent Job-Related Stress**	**Symptoms of Depression**	**Difficulty Coping with Job-Related Stress**	**Feelings of Burnout**
Lack of match between actual and preferred mode of instruction (*n* = 536)	80	30	23	57
Match between actual and preferred mode of instruction (*n* = 455)	75*	23*	18	50*
Number of changes in instructional model (one or two times) (*n* = 410)	76	23	18	48
Number of changes in instructional model (three or more times) (*n* = 363)	83*	31*	25*	62*
Provided instruction through a fully remote model (*n* = 414)	75	27	19	49
Provided instruction through a hybrid model (*n* = 379)	80	28	22	58*
Provided instruction through an in-person model (*n* = 199)	79	23	22	54

NOTES: All percentages are rounded to the nearest integer. The first row in each working condition category is the reference group.
* Denotes that the difference between groups of teachers in relation to the reference group is significant at the $p < 0.05$ level.

Table B.65. Cross-Tabulations Between Administrator and School Support and Teacher Distress Indicators

Administrator and School Support	Weighted Percentage			
	Frequent Job-Related Stress	Symptoms of Depression	Difficulty Coping with Job-Related Stress	Feelings of Burnout
Disagreed with the statement, "administrators at my school are highly supportive of teachers." (*n* = 254)	88	35	30	68
Agreed with the statement, "administrators at my school are highly supportive of teachers." (*n* = 741)	74*	24*	17*	49*
Disagreed with the statement, "my school or district has provided me with adequate training in how to deliver instruction remotely." (*n* = 438)	84	34	27	58
Agreed with the statement, "my school or district has provided me with adequate training in how to deliver instruction remotely." (*n* = 511)	72*	21*	15*	50*
Disagreed with the statement, "If the equipment I need to teach remotely isn't working, I can get it repaired or replaced quickly." (*n* = 374)	85	32	28	63
Agreed with the statement, "If the equipment I need to teach remotely isn't working, I can get it repaired or replaced quickly." (*n* = 574)	73*	24*	16*	48*

NOTES: All percentages are rounded to the nearest integer. The first row in each working condition category is the reference group.
* Denotes that the difference between groups of teachers in relation to the reference group is significant at the $p < 0.05$ level.

Table B.66. Cross-Tabulations Between Technical Problems with Remote Teaching and Teacher Distress Indicators

Technical Problems with Remote Teaching	Weighted Percentage			
	Frequent Job-Related Stress	Symptoms of Depression	Difficulty Coping with Job-Related Stress	Feelings of Burnout
Experienced technical problems when remote teaching (at least daily) (*n* = 106)	86	33	31	61
Experienced technical problems when remote teaching (at least once per week) (*n* = 385)	83	31	22	58
Experienced technical problems when remote teaching (less than once per week) (*n* = 459)	71*	22*	17*	48*
Typical student experienced technology problems when remote teaching (at least daily) (*n* = 258)	82	35	26	62
Typical student experienced technology problems when remote teaching (at least once per week) (*n* = 537)	77	25*	19*	52*

Technical Problems with Remote Teaching	Weighted Percentage			
	Frequent Job-Related Stress	Symptoms of Depression	Difficulty Coping with Job-Related Stress	Feelings of Burnout
Typical student experienced technical problems when remote teaching (less than once per week) (*n* = 140)	74	21*	17*	48*

NOTES: All percentages are rounded to the nearest integer. The first row in each working condition category is the reference group.
* Denotes that the difference between groups of teachers in relation to the reference group is significant at the $p < 0.05$ level.
Additionally, for frequent job-related stress, symptoms of depression, difficulty coping with job-related stress, and feelings of burnout, there were significant differences between teachers who experienced technical problems at least once per week and teachers who experienced technical problems less than once per week.

Table B.67. Cross-Tabulations Between Responsibilities Outside the Classroom and Teacher Distress Indicators

Responsibilities Outside the Classroom	Weighted Percentage			
	Frequent Job-Related Stress	Symptoms of Depression	Difficulty Coping with Job-Related Stress	Feelings of Burnout
Others were responsible for the care and learning support of the respondents' children while teaching (*n* = 293)[a]	77	25	20	49
Responsible for the care and learning support of their own children while teaching (*n* = 205)	80	30	28	55
Did not earn additional compensation from working at another job other than public school teaching position (*n* = 766)	79	26	20	53
Earned additional compensation from working at another job other than public school teaching position (*n* = 217)	74	29	24	55

NOTES: All percentages are rounded to the nearest integer. The first row in each working condition category is the reference group.
* Denotes that the difference between groups of teachers in relation to the reference group is significant at the $p < 0.05$ level.
[a] We excluded individuals whose children do not need support or care for a majority of the time they are teaching from this analysis.

Table B.68. Cross-Tabulations Between COVID-19 Safety Practices and Teacher Distress Indicators

COVID-19 Safety Practices	Weighted Percentage			
	Frequent Job-Related Stress	Symptoms of Depression	Difficulty Coping with Job-Related Stress	Feelings of Burnout
School is not engaging in COVID-19 rapid testing of students (*n* = 509)	79	27	22	57
School is engaging in COVID-19 rapid testing of students (*n* = 68)	83	25	21	54

COVID-19 Safety Practices	Weighted Percentage			
	Frequent Job-Related Stress	Symptoms of Depression	Difficulty Coping with Job-Related Stress	Feelings of Burnout
School is not engaging in COVID-19 rapid testing of staff (*n* = 467)	80	27	21	58
School is engaging in COVID-19 rapid testing of staff (*n* = 110)	76	26	24	52
School does not require face masks for employees (*n* = 49)	71	30	13	52
School requires face masks for employees (*n* = 528)	80	26	23	57
School does not require face masks for students (*n* = 60)	80	31	16	61
School requires face masks for students (*n* = 517)	80	26	22	56
School does not require temperature checks for students or staff (*n* = 307)	82	28	22	61
School requires temperature checks for students or staff (*n* = 270)	77	25	21	52*
School has not improved ventilation (*n* = 422)	81	29	23	58
School has improved ventilation (*n* = 155)	76	19*	18	54
School does not require social distancing (*n* = 105)	84	35	31	72
School requires social distancing (*n* = 472)	78	25*	20*	53*
School does not use hygiene practices (*n* = 106)	82	30	34	73
School uses hygiene practices (*n* = 471)	79	26	19*	53*

NOTES: All percentages are rounded to the nearest integer. To determine the use of these safety practices in teachers' schools, we used teachers' response to the question, "What safety measures is your school taking to reduce COVID-19 transmission during in-person instruction this school year (2020–2021)?" (see Table B.38). For ease of interpretability, we combined teachers' reports of similar safety measures. We defined teachers' schools as *engaging in COVID-19 rapid testing of students* if teachers selected "Regular (e.g., monthly) COVID-19 rapid testing of most or all students, regardless of symptoms" or "COVID-19 rapid testing of students who feel unwell." We defined teachers' schools as *engaging in COVID-19 rapid testing of staff* if teachers selected "Regular (e.g., monthly) COVID-19 rapid testing of most or all staff, regardless of symptoms" or "COVID-19 rapid testing of staff who feel unwell." We defined teachers' schools as *requiring face masks for students* if teachers selected "requiring face masks for students in some or all grade levels that must be worn throughout the entire school day (except for meals)" or "requiring face masks for students in some or all grade levels that must be worn during part, but not all, of the school day (e.g., in hallways and during arrival/departure times, but not in class). We defined teachers' schools as *requiring temperature checks for students or staff* if teachers selected "checking employees' temperature upon arrival" or "checking students' temperatures upon arrival." The first row in each working condition category is the reference group.
* Denotes that the difference between groups of teachers in relation to the reference group is significant at the $p < 0.05$ level.

Table B.69 shows cross-tabulations between teachers' actual and preferred modes of instruction. Table B.70 shows COVID-19 safety measures reported by survey respondents and the three groups of teacher leavers.

Table B.69. Cross-Tabulations Between Actual and Preferred Modes of Instruction

	Weighted Percentage			
Actual Mode of Instruction	**Prefers Fully Remote Instruction (at least one synchronous class)**	**Prefers Fully Remote Instruction (less than one synchronous class)**	**Prefers Hybrid Model**	**Prefers Fully In-Person Instruction**
Fully remote instruction, where a large majority or all of your students received at least one synchronous class each school day (*n* = 367)	57	5	11	27
Fully remote instruction, where a large majority or all of your students received less than one synchronous class each school day (*n* = 47)	29	21	11	39
Hybrid model, where a majority or all of your students receive some in-person instruction and some remote instruction (*n* = 379)	28	5	23	44
Fully in-person instruction each school day for the majority, if not all, of your students (*n* = 199)	11	3	12	74

NOTES: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding.

Table B.70. COVID-19 Safety Measures and Teacher Leaver Groups

COVID-19 Safety Measure	Weighted Percentage			
	Full Sample (*N* = 1,006)	Percentage of Teachers Who Were Unlikely to Leave Before COVID-19 but Were Likely to Leave at the Time of the Survey (*likely pandemic leavers*) (*n* = 148)	Percentage of Teachers Who Were Likely to Leave Before COVID-19 and Who Were Likely to Leave at the Time of the Survey (*likely prepandemic leavers*) (*n* = 67)	Percentage of Teachers Who Were Unlikely to Leave Before COVID-19 and at the Time of the Survey (*unlikely leavers*) (*n* = 748)
N/A—My school is not taking safety measures	1	2	0	1
Regular (e.g., monthly) COVID-19 rapid testing of most or all staff, regardless of symptoms	7	5	5	7
Regular (e.g., monthly) COVID-19 rapid testing of most or all students, regardless of symptoms	4	3	0	4
COVID-19 rapid testing of staff who feel unwell	13	13	10	14
COVID-19 rapid testing of students who feel unwell	8	9	5	9
Requiring face masks for employees that must be worn throughout the entire school day (except for meals)	92	92	93	91
Requiring face masks for students in some or all grade levels that must be worn throughout the entire school day (except for meals)	83	77	82	85
Requiring face masks for students in some or all grade levels that must be worn during part, but not all, of the school day (e.g., in hallways and during arrival/departure times, but not in class)	13	8	14	13
Checking employees' temperature upon arrival	34	28	29	36
Checking students' temperature upon arrival[a]	40	31	41	42
Improving ventilation (e.g., upgrading HVAC systems or leaving doors/windows open)[c]	27	27	15	28
Social distancing (e.g., instructing students in small groups, such as cohorts or pods; offering outdoor instruction; cancelling assemblies)[a, c]	82	66	68	87
Hygiene practices (e.g., cleaning rooms and surfaces between use)[a, c]	82	68	62	86
Other	5	5	8	4

NOTES: All percentages are rounded to the nearest integer.
[a] Significant difference between likely pandemic leavers and unlikely leavers.
[b] Significant difference between likely pandemic leavers and likely prepandemic leavers.
[c] Significant difference between likely prepandemic leavers and unlikely leavers.

Appendix C. Survey Questions and Responses from the American Life Panel

In Tables C.1–C.4, we provide responses from the ALP survey.

Table C.1. Are You Currently . . . (*n* = 2,078)

Response Category	Weighted Percentage
Working at a job or business	61
Not working now, but worked in the past six months	5
Not working now and have not worked for pay in the past six months	33

NOTE: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding.

Table C.2. Since the Beginning of the Pandemic (March 2020), How Often Has Your Work Been Stressful? (*n* = 1,075)

Frequency of Work Stress	Weighted Percentage
Never	5
Hardly ever	17
Sometimes	38
Often	29
Always	11

NOTE: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. These percentages include only individuals who responded that they are currently working at a job or business in the previous question (see Table C.1).

Table C.3. What Is the Likelihood That You Will Leave Your Job by Summer 2021, Compared to the Likelihood You Would Have Left Your Job Before COVID-19? (*n* = 1,075)

Likelihood of Leaving Job	Weighted Percentage
Likely to leave before COVID-19, but unlikely now	4
Unlikely to leave before, but likely now	10
Likely to leave both before and now	7
Unlikely to leave both before and now	79

NOTE: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. These percentages include only individuals who responded that they are currently working at a job or business in a previous question (see Table C.1).

Table C.4. Cross-Tabulations Between the Frequency of Work-Related Stress and Likelihood of Leaving Their Jobs

	Weighted Percentage		
	Percentage of Respondents Who Were Unlikely to Leave Before COVID-19, But Were Likely to Leave at the Time of the Survey (*likely pandemic leavers*) (*n* = 76)	**Percentage of Respondents Who Were Likely to Leave Before COVID-19 and Who Were Likely to Leave at the Time of the Survey (*likely prepandemic leavers*) (*n* = 103)**	**Percentage of Respondents Who Were Unlikely to Leave Before COVID-19 and at the Time of the Survey (*unlikely leavers*) (*n* = 866)**
Never	7	1	5
Hardly ever	3	15	20
Sometimes	26	34	40
Often	44	38	27
Always	20	12	8

NOTE: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding. These percentages include only individuals who responded that they are currently working at a job or business in a previous question (see Table C.1).

Appendix D. Survey Questions and Responses from the Understanding America Study

In Tables D.1 and D.2, we provide responses from the UAS.

Table D.1. Over the Last Two Weeks, How Often Have You Been Bothered by the Following Problems?

Problem	Weighted Percentage
Little interest or pleasure in doing things (*n* = 6,109)	
Not at all	72
Several days	19
More than half the days	4
Nearly every day	5
Feeling down, depressed, or hopeless (*n* = 6,108)	
Not at all	72
Several days	18
More than half the days	4
Nearly every day	5

NOTE: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding.

Table D.2. Incidence of Depressive Symptoms Within the General Public (*n* = 6,108)

PHQ-2 Score	Weighted Percentage
PHQ-2 score of 0–2	90
PHQ-2 score of 3–6	10

NOTE: All percentages are rounded to the nearest integer. Percentages may not sum to 100 percent because of rounding.

References

AFT and BATs—*See* American Federation of Teachers and Badass Teachers Association.

American Federation of Teachers and Badass Teachers Association, *2017 Educator Quality of Work Life Survey*, Washington, D.C., 2017.

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