



Research Report

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State of the American Teacher Survey

2024 Technical Documentation and Survey Results

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About This Report

The American Educator Panels are nationally representative samples of teachers, school leaders, and district leaders across the country. In the reports that accompany this technical documentation, we sampled from the American Teacher Panel (ATP) to administer the 2024 State of the American Teacher (SoT) survey. The SoT survey examines teachers' reports on several topics, including well-being (e.g., job-related stress, depression, burnout); compensation and hours worked; working conditions (e.g., mental health and well-being supports, administrator supports); and teacher retention and intentions to exit.

Additionally, we sampled from RAND's American Life Panel (ALP) to administer a companion survey to working adults in the general U.S. population that addressed topics that are similar to those in the SoT survey.

In this technical report, we provide more detail about the data, samples, and methodology for the SoT and ALP companion survey. We also present the results of the survey questions. The SoT survey was completed by 1,479 ATP members, and the ALP companion survey was completed by 501 ALP members in January and February 2024.

The ATP is one of three survey panels that comprise the American Educator Panels, which are nationally representative samples of teachers, school leaders, and district leaders across the country. The panels are a proud member of the American Association for Public Opinion Research's Transparency Initiative. For more information about any one of the survey panels, visit www.rand.org/aep. For more information about any one of the survey panels, visit www.rand.org/aep.

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. The SoT survey was funded 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 qdoan@rand.org, and questions about RAND Education and Labor should be directed to educationandlabor@rand.org.

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1. Introduction

This technical report on the 2024 State of the American Teacher (SoT) and the American Life Panel (ALP) companion survey includes descriptions of survey content, survey administration, and survey weighting for the SoT and ALP; and univariate descriptive tables of survey results. This report is an update to the 2021 SoT (Woo and Steiner, 2021), 2022 SoT/State of the American Principal (SoP) (Doan et al., 2022), and 2023 SoT (Doan et al., 2023) technical appendices. Therefore, this report includes recycled text from the earlier reports, such as the descriptions of the SoT and ALP survey content, administration, and weighting.

We administered the SoT survey to a sample of teachers from RAND’s American Teacher Panel (ATP). The ATP is one of the standing panels that comprises RAND’s American Educator Panels (AEP), which also include the American School Leader Panel (ASLP) and American School District Panel (ASDP). The AEP began in 2014 and expanded significantly during the 2016–2017 and 2017–2018 school years.

The ATP is a nationally representative panel consisting of more than 25,000 K–12 public school teachers. Members of the ATP respond to numerous online survey requests each year. Samples of ATP members are invited to take periodic surveys on a variety of education topics, such as curriculum use and mathematics education. The ATP is constructed to be nationally representative, and participants are sampled for the panel using probabilistic methods. Survey weights for ATP surveys are calculated to account for sample selection and survey non-response and are further calibrated to mirror the demographic characteristics of the K–12 teacher population obtained from data collected by the National Center for Education Statistics, including the Common Core of Data and the National Teacher and Principal Survey. Further details on survey weighting are provided later in this report with full description of ATP sampling and weighting methods provided in Robbins and Grant (2020).

The 2024 SoT was completed by a sample of roughly 1,479 K–12 teachers who are members of the broader ATP. This sample is designed to be of sufficient size to facilitate national analyses and analyses of several prevalent subgroups at the national level (e.g., elementary school teachers, high school mathematics teachers, teachers in urban schools). The 2024 SoT sample also purposefully oversamples African American/Black and Hispanic/Latinx teachers, allowing for representative estimates of survey responses from these groups. However, the ATP sample was not constructed to provide representative responses at the state, district, or school level.

A total of 501 working adults in the general U.S. population completed the ALP companion survey. The ALP, which was established in 2006, is a panel of more than 5,000 adults in the United States. Like the ATP, samples of ALP members are invited to take periodic surveys on a variety of topics, such as health, employment, and financial decisionmaking. The ALP is constructed to be nationally representative, and participants are sampled for the panel using

probabilistic methods. Results obtained for specific ALP surveys, when weighted, are nationally representative. More information about the sampling, recruitment, and weighting of survey respondents to the ALP is available in Pollard and Baird (2017). We discuss the ALP companion survey in a later section in this report.

Survey Characteristics

The SoT survey captures responses from nationally representative samples of K–12 teachers on topics including well-being, compensation and hours worked, working conditions, and retention and exit intentions. The SoT survey was oversampled to allow for nationally representative estimates by educator race/ethnicity.

The ALP companion survey was designed to provide a comparison with responses captured in the SoT and fielded analogous survey items to a nationally representative sample of employed adults in the United States.

The 2024 SoT survey yielded 1,479 responses out of 3,062 invitations for a completion rate of 48.3 percent, after accounting for 3 screened-out cases. The 2024 ALP companion survey yielded 501 responses out of 816 invitations for working adults, for a 61.4-percent completion rate.^a

^a The final analytic sample weights additionally account for missingness and survey non-response.

2. The 2024 State of the American Teacher Survey

In January and February 2024, RAND researchers administered the SoT survey to ATP members working in K–12 public schools to gather information from teachers across the United States about on topics including their well-being, compensation and hours worked, working conditions, retention and intentions to exit, and teacher and staff demographics. The SoT survey was previously administered in 2021 (Woo and Steiner, 2021), 2022 (Doan et al., 2022), and 2023 (Doan et al., 2023), with the 2024 SoT survey retaining many of the same items and modules.

Survey Content

The 2024 SoT contains survey items in five content areas —well-being; compensation, expenses, and working hours; teaching about social and political issues; retention and intentions to exit; and teacher and staff demographics (Table 2.1). These content areas represent thematic groupings of survey items and, with the exception of the well-being items intended to capture symptoms of depression and burnout (Table 2.2), were not intended to be combined and analyzed as scales.

Table 2.1. SoT Survey Content Areas

Content Areas	Number of Items
Well-Being	
Job-related stress, coping with job-related stress, and job-related stressors	3 items
Symptoms of depression	2 items
Burnout	4 items
Compensation, Expenses, and Working Hours	
Pay and benefits	11 items
Household income, living expenses, student debt	7 items
Working hours	4 items
Teaching About Political and Social Issues	3 items
Retention and Intentions to Exit	4 items
Teacher and Staff Demographics	12 items

The survey items fielded in the 2024 SoT surveys include a combination of items fielded in prior administrations of the SoT and other RAND surveys in addition to items that were newly developed for the 2024 SoT. To capture K–12 teacher well-being and intentions to leave, the 2024 SoT largely uses items previously fielded in the 2021 SoT (Woo and Steiner, 2021), 2022 SoT (Doan et al., 2022), and 2023 SoT (Doan et al., 2023). This repetition is done intentionally to facilitate comparisons of these items across multiple administrations of the SoT and the ALP.

In particular, the 2024 SoT tracks job-related stress, symptoms of depression, and burnout in ways consistent with previous SoT surveys to facilitate comparisons over time (see Table 2.2). These items were borrowed or adapted from the American Federation of Teachers’ (AFT’s) Educator Quality of Work Life Survey (AFT and Badass Teachers Association [BATs], 2017), the Patient Health Questionnaire-2 (PHQ-2) screener to measure symptoms of depression (Kroenke, Spitzer, and Williams, 2003), and the National Teacher and Principal Survey (NTPS) (National Center for Education Statistics [NCES], 2017), Herman, Hickmon-Rosa, and Reinke (2018), and the Seidman-Zager teacher burnout scale (Seidman and Zager, 1987).

Table 2.2. SoT Well-Being Constructs

Construct	Items	Source(s)
Job-Related Stress	Since the beginning of the 2023–2024 school year, how often has your work been stressful?	AFT and BATs, 2017
Coping with Job-Related Stress	How well are you coping with the stress of your job right now?	Herman, Hickmon-Rosa, and Reinke, 2018
Symptoms of Depression	Over the last two weeks, how often have you been bothered by the following problems? <ul style="list-style-type: none"> • Little interest or pleasure in doing things • Feeling down, depressed, or hopeless 	Kroenke, Spitzer, and Williams, 2003
Burnout	Please indicate your agreement or disagreement with the following statements about teaching: <ul style="list-style-type: none"> • 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. • I am glad I selected teaching as a career. 	Seidman and Zager, 1987; NTPS, 2017

The 2024 SoT also asks teachers to self-report their pay, benefits, hours worked, and monthly expenses stemming from childcare, housing, and student loans. These items are drawn from the NTPS, the American Community Survey (U.S. Census Bureau, 2023), the Current Population Survey (U.S. Census Bureau, 2010), the 2023 National Survey of College Graduates (U.S. Census Bureau, 2023), and the Federal Reserve Bank of New York’s Survey of Consumer Expectations (Armantier, Topa, van der Klaauw, and Zafar, 2017). The survey also asks teachers to report on their desired compensation and hours worked in addition to their perceptions of the adequacies of each. These items were selected because they could shed light on critical policy problems related to teacher compensation and retention. These items are comprised of both newly developed and previously existing survey items.

Lastly, we asked teachers about the frequency with which they addressed and intended to address a series of current social and political topics in their teaching. These topics (e.g., racial identity, gender identity or expression, climate change, gun control or gun rights) were drawn from *Education Week* surveys (Lieberman, 2021; Najarro, 2021) and from prior RAND research (Woo et al., 2023).

RAND researchers provided early drafts of survey items to the survey sponsors (the National Education Association [NEA] and AFT). We incorporated their feedback and revised the survey where appropriate while maintaining final editorial control of the survey items. Finally, we piloted survey items with a small convenience sample of teachers, and we revised the questions for clarity according to pilot feedback.

Survey Administration

The 2024 SoT survey had an approximate administration time of 10 minutes, targeted a sample of 1,400 total teachers, and was administered to the ATP from January 2024 to early February 2024. Survey respondents were given an incentive of \$10 to complete the survey. The SoT survey oversampled non-White respondents to facilitate comparisons by respondent race and ethnicity.¹ Specifically, the SoT survey was administered to ensure the following minimum numbers of respondents in each race and ethnicity category: (1) 400 non-Hispanic White teachers, (2) 400 non-Hispanic Black or African American teachers, (3) 400 Hispanic or Latinx teachers of any race, and (4) 200 teachers of other racial identities not listed earlier.

Survey Completion Rates and Representativeness

The 2024 SoT survey yielded 1,479 responses out of 3,062 invitations for a completion rate of 48.3 percent, after accounting for 3 screened-out cases. Respondent totals exceeded targeted minimums in each race and ethnicity category with the exception of non-Hispanic White teachers; 399 non-Hispanic White teachers completed the 2024 SoT out of a target 400 teachers. Common reasons for screen-outs include no longer serving as a classroom teacher during the 2023–2024 school year or no longer teaching at least one grade between kindergarten and 12th grade. Table 2.3 provides weighted descriptive statistics for survey respondents. The weights, which are described below, are intended to ensure that the sample reflects the national population of teachers. In particular, we call attention to how survey respondents are weighted by race and ethnicity. While non-White teachers are intentionally oversampled to allow for more representative subgroup estimates by teacher race and ethnicity, responses from these teachers are weighted such that the analytic sample better matches the racial and ethnic composition of U.S. K–12 teachers as a whole.

¹ Here, we use the term *non-White respondents* to refer to respondents who selected any racial or ethnic category other than White on the surveys.

Table 2.3. SoT Survey Weighted Descriptive Statistics

Variable	Unweighted [CI]	Weighted [CI]	Population
School Level			
Elementary	49.3 [46.7, 51.8]	47.9 [45.3, 50.4]	47.8
Middle	18.0 [16.0, 19.9]	19.8 [17.7, 21.8]	19.8
High	32.7 [30.3, 35.1]	32.4 [30.0, 34.8]	32.4
School Percent Free and Reduced-Price Lunch Eligible Students			
0%–50%	43.9 [41.3, 46.4]	55.8 [53.2, 58.3]	55.7
50%–100%	56.1 [53.6, 58.7]	44.2 [41.7, 46.8]	44.3
School Percent Students of Color			
0%–50%	27.7 [25.4, 29.9]	48.4 [45.9, 51.0]	48.4
50%–100%	72.3 [70.1, 74.6]	51.6 [49.0, 54.1]	51.6
School Size			
Small	26.5 [24.3, 28.8]	29.1 [26.8, 31.4]	29.2
Large	73.5 [71.2, 75.7]	70.9 [68.6, 73.2]	70.8
School Locale			
Suburban	36.8 [34.4, 39.3]	38.5 [36.1, 41.0]	38.5
Town/Rural	25.1 [22.9, 27.3]	32.5 [30.1, 34.9]	32.5
Urban	38.1 [35.6, 40.5]	28.9 [26.6, 31.3]	28.9
Teacher Gender			
Female	77.3 [75.1, 79.4]	76.6 [74.4, 78.8]	76.6
Male	22.7 [20.6, 24.9]	23.4 [21.2, 25.6]	23.4
Teacher Experience			
0 to 9 years	24.7 [22.5, 26.9]	36.0 [33.6, 38.5]	36.2
10+ years	75.3 [73.1, 77.5]	64.0 [61.5, 66.4]	63.8
Teacher Race/Ethnicity			
White, non-Hispanic	27.0 [24.7, 29.2]	81.5 [79.7, 83.4]	79.9
Black, non-Hispanic	27.8 [25.5, 30.1]	6.7 [5.8, 7.6]	6.1
Hispanic/Latinx	29.8 [27.4, 32.2]	9.6 [8.4, 10.8]	9.4

Other Race/Ethnicity	15.4 [13.6, 17.3]	2.1 [1.8, 2.5]	4.7
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NOTES: This table presents percentages and 95-percent confidence intervals (CIs) for select respondent characteristics for the SoT survey. Respondents were stratified by teacher race/ethnicity to ensure representative samples for White, non-Hispanic, Black non-Hispanic, and Hispanic teachers. Within each race/ethnicity stratum, weights for respondents in that stratum were calibrated using the listed characteristics to mirror population percentages. Both unweighted and weighted statistics are presented, in addition to the population percentages for each characteristic. Population percentages were obtained from 2021–2022 NTPS and the 2022–2023 NCES Common Core of Data.

Calibrated Weighting

For the SoT surveys, each respondent was assigned a weight to ensure that estimates based on the SoT sample reflected the national population of teachers. This weight is calculated by first modeling response probabilities of teachers across a wide variety of teacher characteristics. The main weight is then calibrated so that the weighted sample matches the known national teacher population across these characteristics. Characteristics that factor into this process include descriptors at the individual level (e.g., gender, professional experience) and school level (e.g., school size, level, locale, socioeconomic status) (Robbins and Grant, 2020).

To produce estimates that reflect the population of K–12 teachers in the United States, we created weights that are the product of the following three interim weights:

1. **calibrated weight of the ATP sampling frame.** This is a calibration weight that assigns a weight for each ATP member based on individual- and school-level characteristics so that the sum of the weights along the calibration factors closely matches the characteristics of the national population of teachers according to the National Teacher and Principal Survey and the Common Core of Data, both from the NCES (see Robbins and Grant, 2020, for more information).
2. **sample selection weight.** This is the inverse probability of selection into the 2024 SoT using the ATP as the frame; these probabilities were selected to have at least 1,400 respondents in the ATP.
3. **survey response weight.** This is the inverse of the modeled probability of a teacher completing the survey. Individuals completing at least 10 percent of the survey are considered to have responded to the survey.

The products of these weights were subsequently recalibrated and trimmed as necessary. We conducted recalibration to make sure that the weights were set up to recover the population estimates after the screening and for non-response weight adjustments. The sampling and weighting approach was designed to ensure a representative sample and limit the size of the design effect. The sampling frame weights were calculated to make the panel match the national population of teachers based on several school-level (e.g., school size, level, locale, sociodemographics) and individual-level (e.g., gender, education, experience) characteristics. The inverse of the selection probabilities (p_{si}) was used as the sample selection weight. The response weights were estimated by modeling the likelihood (p_{ri}) of a selected respondent responding to the survey conditional on the school- and individual-level characteristics (including states) of teachers. For parsimony, a variable selection method was used to choose the

model that best fit the data. The main weight was estimated as the product of the sampling frame calibration weight ($1/p_{fi}$), the sample selection weight ($1/p_{si}$), and the response weight ($1/p_{ri}$):

$$\text{Weight} = \frac{1}{p_{fi}} \times \frac{1}{p_{si}} \times \frac{1}{p_{ri}}$$

After multiple adjustments, this main weight might not sum to the total of the population characteristics, so it was calibrated again based on individual- and school-level characteristics to obtain the final weight. If some of these final weights were extreme within sampling states, a trimming process (at the 95th percentile) was used to reduce the outliers, and the trimmed weights were reallocated for the population totals to remain the same after trimming.²

Survey Limitations

We note a number of limitations about the SoT survey. First, our sample contained few novice teachers who were in their first or second years of teaching because of the timing of our survey administration, the timing of recruitment of new teachers for the ATP, and the fact that few novice teachers who were invited to complete the survey actually participated. While our survey weights adjust for the experience levels of our sample to produce nationally representative results, our sample of novice teachers is limited in its ability to generate representative estimates specifically for this group of teachers. Therefore, although the SoT survey data do contain responses from novice teachers, these data are not intended to be representative of the perspectives and experiences of all novice teachers on several topics of importance, including the recruitment and retention of early career teachers.

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, as previously noted, most of the items included in the 2024 SoT are intended to be analyzed as individual items with few items intended to be explicitly combined into multi-item scales. We acknowledge that the limited number of survey items available on several topics covered in the SoT, such as well-being, job satisfaction, or perceived adequacy of job benefits, may incompletely capture the complexity of many of these topics.

Lastly, though the survey weights adjust for the likelihood of survey non-response, they do not account for item-level non-response (i.e., respondents not responding to specific items or

² Replicate weights were not produced for the SoT data file; variance estimation using the provided single weight should suffice. We made this decision after calculating variance with and without replication and determined that differences in the standard errors were negligible. If analysts of these data need to estimate variance using replication, syntax for an alternative variance estimation method (jackknife) is available upon request.

sections of items within the survey). This could cause an issue if select groups of respondents did not respond to specific items due to increased sensitivity around particular topics.

American Life Panel Companion Survey

The ALP companion survey had an approximate administration time of five minutes and targeted 500 respondents. The purpose of this ALP survey was to obtain comparable results on select items from the SoT among a sample of employed adults in the general population. RAND researchers fielded the ALP companion survey from January 2024 to February 2024.

Respondents were given an incentive of \$5 to complete the survey.

Potential ALP companion survey respondents were initially screened to determine the survey respondents' job status. Job status was divided into the following three categories:

- The respondent was working at a job or business.
- The respondent was not working at the time of the survey but had worked in the past six months.
- The respondent was not working at the time of the survey and had not worked in the past six months.

We screened out potential respondents who had not worked for pay in the past six months and who were not working now. ALP companion survey respondents were asked to answer survey items on their well-being, working conditions, living expenses, and retention and job exit intentions. These survey items were analogously worded to their counterparts in the SoT survey and were designed specifically to provide comparison responses among a sample of employed adults.

The 2024 ALP companion survey yielded 501 responses out of 816 invitations for working adults, for a 61.4-percent completion rate. Responses to the ALP companion survey were weighted using procedures that were similar to those described for the SoT survey to produce nationally representative estimates of adults in the United States. Table 2.4 provides weighted descriptive statistics for survey respondents.

Table 2.4. ALP Weighted Descriptive Statistics

Characteristics	Weighted Percentage [CI]
Respondent race	
White/Caucasian	77.0 [68.6, 85.3]
Black/African American	12.1 [4.2, 19.9]
American Indian or Alaska Native	2.1 [0, 4.3]

Characteristics	Weighted Percentage [CI]
Asian or Pacific Islander	4.3 [1.3, 7.4]
Other	4.5 [1.8, 7.2]
Hispanic/Latinx	
Yes	21.2 [13.4, 28.9]
No	78.8 [71.1, 86.6]
Age	
18–34	30.5 [21.1, 40.0]
35–49	31.3 [23.7, 38.9]
50–69	36.5 [28.0, 45.0]
70+	1.6 [0.8, 2.6]
Education	
Up to high school diploma or equivalent	33.3 [23.6, 42.9]
Some college, no degree	11.3 [7.7, 14.9]
Associate’s degree	14.5 [7.3, 21.7]
Bachelor’s degree	21.8 [15.6, 28.1]
Graduate or professional degree	19.1 [13.0, 25.1]
Household income	
Less than \$25,000	8.3 [2.9, 13.7]
\$25,000 to \$49,999	14.7 [8.6, 20.8]
\$50,000 to \$74,999	17.1 [10.0, 24.2]
\$75,000 to \$99,999	18.1 [10.4, 25.8]
\$100,000 to \$124,999	11.9 [7.3, 16.4]

Characteristics	Weighted Percentage [CI]
\$125,000 to \$199,999	22.3 [14.4, 30.2]
\$200,000 or more	7.7 [4.3, 11.1]

NOTE: Table presents survey weighted percentages and 95 percent confidence intervals for select respondent characteristics for the ALP companion survey.

3. State of the American Teacher Survey Results

This chapter contains survey-weighted univariate percentage tables for survey items asked in the 2024 SoT survey, with the exception of open-response items. All tables present weighted percentages among respondents providing valid responses to that item. Table notes indicate the number of valid responses and, when relevant, item sources, item eligibility, and item format (e.g., “select all that apply”).

Table 3.1. Since the beginning of the 2023–2024 school year, how often has your work been stressful?

Response Option	Weighted Percentage
Never	0
Hardly ever	8
Sometimes	33
Often	45
Always	14

NOTE: This item was adapted from the Educator Quality of Work Life Survey (AFT and BATs, 2017). n = 1,479.

Table 3.2. How well are you coping with the stress of your job right now?

Response Option	Weighted Percentage
1 Not well at all	4
2	17
3	38
4	29
5 Very well	11

NOTE: This item was adapted from Herman, Hickmon-Rosa, and Reinke, 2018. n = 1,479.

Table 3.3. What are the top three sources of stress in your job right now?

Response Option	Weighted Percentage			
	Not in the Top 3	First Choice	Second Choice	Third Choice
Managing student behavior	55	19	14	12

Table 3.3. What are the top three sources of stress in your job right now?

Supporting my students' mental health and well-being	77	6	8	9
Supporting my students' academic learning because they have lost instructional time during the COVID-19 pandemic	75	9	8	8
The intrusion of political issues and opinions in teaching	86	4	5	5
My salary is too low	63	13	13	11
Taking on extra work because of staff shortages	85	5	5	4
Lacking support from school administrators	84	6	6	5
I spend too many hours working	74	10	7	9
Feeling like the goals and expectations of the school are unattainable	82	4	8	6
Limited voice in decision-making at my school	89	2	4	4
Lack of adequate coaching or mentoring	96	2	1	1
Working in an environment in which I feel physically unsafe	96	1	2	1
Administrative work outside of teaching (e.g., paperwork, teacher evaluation)	67	11	12	11
Preparing students for state standardized tests	79	7	6	9
Other	91	2	1	6
	No	Yes		
There are no sources of stress in my job right now	99	1		

NOTE: Respondents were instructed to rank up to three options. n = 1,479.

Table 3.4. Over the last 2 weeks, how often have you been bothered by the following problems?

Response Option	Weighted Percentage			
	Not at all	Several days	More than half the days	Nearly every day
Little interest or pleasure in doing things	43	41	11	5
Feeling down, depressed, or hopeless	42	42	13	3

NOTE: This item was adapted from the PHQ-2 screener (Kroenke, Spitzer, and Williams, 2003). n = 1,479.

Table 3.5. Please indicate your disagreement or agreement with the following statements about teaching

Response Option	Weighted Percentage			
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
The stress and disappointments involved in teaching aren't really worth it	14	28	45	13
I don't seem to have as much enthusiasm now as I did when I began teaching	7	17	38	38
I look forward to teaching in the future	15	27	44	13
I am glad I selected teaching as a career	8	19	44	28

NOTE: These items were adapted from the NTPS (NCES, 2017) and from Seidman and Zager, 1987. n = 1,478.

Table 3.6. During the current school year (2023–2024), what is your base teaching salary for the entire school year?

Response Option	Weighted Percentage
\$29,999 or less	2
\$30,000–49,999	11
\$50,000–69,999	45
\$70,000–89,999	21
\$90,000 or more	20

Table 3.6. During the current school year (2023–2024), what is your base teaching salary for the entire school year?

NOTE: n = 1,473.

Table 3.7. During the last school year (2022–2023), what was your base teaching salary for the entire school year?

Response Option	Weighted Percentage
\$29,999 or less	3
\$30,000–49,999	15
\$50,000–69,999	46
\$70,000–89,999	19
\$90,000 or more	17

NOTE: n = 1,472.

Table 3.8. Why is your base salary from the last school year (2022–2023) different from your base salary for the current school year (2023–2024)? Your base salary is your salary before adding any additional compensation for extracurricular or additional activities, merit pay, or bonuses

Response Option	Weighted Percentage	
	No	Yes
My base salary for this current school year is the same as my base salary from the last school year	85	15
My base salary increased because I have an additional year of experience	41	59
My base salary increased because I obtained an additional degree or credits (e.g., continuing education)	94	6
My base salary increased because my union or professional association negotiated a pay increase as part of a new contract	75	25
My base salary increased because of a new state policy increasing teacher pay	89	11
My base salary increased because I moved to a different school or school district	98	2
My base salary decreased because I moved to a different school or school district	99	1

Table 3.8. Why is your base salary from the last school year (2022–2023) different from your base salary for the current school year (2023–2024)? Your base salary is your salary before adding any additional compensation for extracurricular or additional activities, merit pay, or bonuses

Other, please specify:	95	5
I don't know	98	2

NOTE: n = 1,472.

Table 3.9. Did the change in your base salary from the last school year (2022–2023) to this current school year (2023–2024) change the likelihood that you will leave your job at your school by the end of the current school year (2023–2024)?

Response Option	Weighted Percentage
The change in my base salary had no impact on whether I plan to leave my job at my school by the end of the current school year	74
The change in my base salary made me more likely to leave my job at my school	8
The change in my base salary made me less likely to leave my job at my school	18

NOTE: n = 1,190.

Table 3.10. This school year (2023–2024), how adequate do you consider your base teaching salary to be given your role and work responsibilities?

Response Option	Weighted Percentage
Completely inadequate	28
Somewhat inadequate	36
Somewhat adequate	26
Completely adequate	9

NOTE: n = 1,468.

Table 3.11. This school year (2023–2024), assuming your role and responsibilities remain the same, how much would your base teaching salary have to be for you to consider it completely adequate?

Response Option	Weighted Percentage
\$29,999 or less	9
\$30,000–49,999	1

Table 3.11. This school year (2023–2024), assuming your role and responsibilities remain the same, how much would your base teaching salary have to be for you to consider it completely adequate?

\$50,000–69,999	25
\$70,000–89,999	34
\$90,000 or more	31

NOTE: Only respondents who indicated that their annual base salary was "Completely inadequate," "Somewhat inadequate," or "Somewhat adequate" were instructed to answer this item. n = 1,339.

Table 3.12a. During the current school year (2023–2024), how much additional compensation do you, or will you, earn from the school system where you work for extracurricular or additional activities, such as coaching, student activity sponsorship, mentoring teachers, or teaching evening classes? If some of the extracurricular or additional activities you did were compensated and some were uncompensated, enter the amount you earn AND indicate that you are not compensated for additional activities

Response Option	Weighted Percentage
\$999 or less	27
\$1,000–1,999	17
\$2,000–2,999	13
\$3,000–3,999	9
\$4,000–4,999	5
\$5,000 or more	28

NOTE: This item was adapted from the NTPS (NCES, 2017). This table reports responses among respondents who provided a dollar amount to the question above. n = 847.

Table 3.12b. During the current school year (2023–2024), how much additional compensation do you, or will you, earn from the school system where you work for extracurricular or additional activities, such as coaching, student activity sponsorship, mentoring teachers, or teaching evening classes? If some of the extracurricular or additional activities you did were compensated and some were uncompensated, enter the amount you earn AND indicate that you are not compensated for additional activities

Response Option	Weighted Percentage	
	No	Yes
This school year (2023–2024), I do extracurricular or additional activities for my school system, but I don't earn any additional compensation for these activities	77	23

Table 3.12b. During the current school year (2023–2024), how much additional compensation do you, or will you, earn from the school system where you work for extracurricular or additional activities, such as coaching, student activity sponsorship, mentoring teachers, or teaching evening classes? If some of the extracurricular or additional activities you did were compensated and some were uncompensated, enter the amount you earn AND indicate that you are not compensated for additional activities

This school year (2023–2024), I don't do any extracurricular or additional activities for my school system	66	34
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NOTE: This item was adapted from the NTPS (NCES, 2017). n = 1,463.

Table 3.13. Is your total annual pay the same as your annual base salary?

Response Option	Weighted Percentage
No	34
Yes	66

NOTE: Only respondents who indicated that they did not earn additional compensation from extracurricular activities were instructed to answer this item. Respondents were told, "Your total pay is your pay after adding additional compensation for extracurricular or additional activities, merit pay, bonuses, or pay supplements from your state or school system. Do not include pay earned from jobs outside of your school, from doing additional work for your school system during the summer, or benefits you receive from your job, such as retirement or health insurance." n = 861.

Table 3.14. This school year (2023–2024), what is your total pay from working in your teaching job for the entire school year?

Response Option	Weighted Percentage
\$29,999 or less	5
\$30,000–49,999	5
\$50,000–69,999	43
\$70,000–89,999	24
\$90,000 or more	24

NOTE: Only respondents who indicated that their total pay was not the same as their annual base salary were instructed to answer this item. Respondents were told, "Your total pay is your pay after adding additional compensation for extracurricular or additional activities, merit pay, bonuses, or pay supplements from your state or school system. Do not include pay earned from jobs outside of your school, from doing additional work for your school system during the summer, or benefits you receive from your job, such as retirement or health insurance." n = 1,015.

Table 3.15. Please estimate what you think your total household income will be for this current school year (2023–2024)

Response Option	Weighted Percentage
\$29,999 or less	3
\$30,000–49,999	4
\$50,000–69,999	16
\$70,000–89,999	12
\$90,000 or more	65

NOTE: Respondents were told, “Household income includes your pre-tax cash income and the pre-tax cash income of all other adults in the household, whether or not they are related to you, who share household expenses.” n = 1,456.

Table 3.16. How many adults in your household pay for household expenses?

Response Option	Weighted Percentage
1 (I am the only adult who pays for household expenses)	28
2 (myself plus 1 other adult)	69
3 (myself plus 2 other adults)	2
4 (myself plus 3 other adults)	1
More than 4	0

NOTE: This item is adapted from the 2023 American Community Survey (U.S. Census Bureau, 2023). n = 1,457.

Table 3.17. During this current school year (2023–2024), what is the monthly rent or mortgage payment for your place of residence (e.g., house, apartment, or mobile home)?

Response Option	Weighted Percentage
\$499 or less	7
\$500–999	13
\$1,000–1,499	26
\$1,500–1,999	22
\$2,000–2,499	13
\$2,500–2,999	9
\$3,000 or more	10

NOTE: This item is adapted from the 2023 American Community Survey (U.S. Census Bureau, 2023). n = 1,445.

Table 3.18. Are you responsible for the care of any children who require childcare?

Response Option	Weighted Percentage
No	73
Yes	27

NOTE: This item is adapted from the 2010 Current Population Survey's Annual Social and Economic Supplement (U.S. Census Bureau, 2010). n = 1,453.

Table 3.19. During this current school year (2023–2024), how much do you or others in your household pay monthly for childcare expenses? Include preschool; exclude kindergarten or grade school

Response Option	Weighted Percentage
\$0	22
\$1–499	16
\$500–999	17
\$1,000–1,499	22
\$1,500–1,999	7
\$2,000 or more	16

NOTE: This item is adapted from the 2010 Current Population Survey's Annual Social and Economic Supplement (U.S. Census Bureau, 2010). Only respondents who indicated that they are responsible for the care of any children who require childcare were instructed to answer this item. n = 404.

Table 3.20. Do you, or did you, have student loans to finance your undergraduate and/or graduate education after high school?

Response Option	Weighted Percentage
Yes, I am currently paying student loans	37
Yes, but I no longer owe payments (i.e., my loans are paid off or forgiven)	33
No, I did not borrow any money to finance my education after high school	29
I don't know	1

NOTE: This item is adapted from the 2023 National Survey of College Graduates (U.S. Census Bureau, 2023). n = 1,453.

Table 3.21. This school year (2023–2024), how much is your average monthly student loan payment?

Response Option	Weighted Percentage
\$99 or less	9
\$100–199	22
\$200–299	20
\$300 or more	49

NOTE: This item is adapted from the 2023 National Survey of College Graduates (U.S. Census Bureau, 2023). Only respondents who indicated they are currently paying student loans were instructed to answer this item. n = 605.

Table 3.22. During this current school year (2023–2024), which benefits do you receive from the school or school system in which you work, and how inadequate or adequate do you consider each benefit?

Response Option	Weighted Percentage					
	I do not have this benefit	I have this benefit, and it is completely inadequate	I have this benefit, and it is somewhat inadequate	I have this benefit, and it is somewhat adequate	I have this benefit, and it is completely adequate	This benefit is not applicable to me or I don't know
Employer contributes to retirement or pension plan	9	7	20	40	17	7
Paid parental leave	33	7	10	10	5	34
Paid sick leave	3	7	18	37	33	2
Paid vacations or personal time off	16	12	17	31	18	6
Employer provides childcare assistance (e.g., a subsidy or spending account for childcare)	55	1	2	2	0	41
Employer pays some or all of health insurance premium	9	14	22	33	16	7
Employer provides full or partial tuition reimbursement	50	5	6	9	2	28

Table 3.22. During this current school year (2023–2024), which benefits do you receive from the school or school system in which you work, and how inadequate or adequate do you consider each benefit?

Employer provides housing assistance	68	1	1	0	0	30
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NOTE: n = 1,447.

Table 3.23. Including hours spent during the school day, before and after school, and on the weekends, how many total hours do you spend on ALL teaching and other school-related activities during a typical FULL WEEK at THIS school, this school year (2023–2024)?

Response Option	Weighted Percentage
0–20 hours	1
21–40 hours	10
41–60 hours	76
61–80 hours	9
More than 80 hours	3

NOTE: n = 1,443.

Table 3.24. How many hours does your contract require you to work during a typical FULL WEEK at THIS school, this school year (2023–2024)?

Response Option	Weighted Percentage
0–20 hours	2
21–40 hours	92
41–60 hours	5
61–80 hours	0
More than 80 hours	0

NOTE: Respondents were told, “This would be base contract hours, or the equivalent, NOT including hours worked for stipends or extra pay or hours worked on the weekend.” n = 1,441.

Table 3.25. Outside of your required contract hours, how many hours do you spend on school-related activities for which you receive extra pay during a typical FULL WEEK at THIS school, this school year (2023–2024)?

Response Option	Weighted Percentage
0 hours	51

Table 3.25. Outside of your required contract hours, how many hours do you spend on school-related activities for which you receive extra pay during a typical FULL WEEK at THIS school, this school year (2023–2024)?

1–5 hours	26
6–10 hours	12
More than 10 hours	11

NOTE: Respondents were told, “Include hours spent during the school day, before and after school, and on the weekends. Report to the nearest whole hour.” n = 1,437.

Table 3.26. This school year (2023–2024), how satisfied are you with the total hours you work per week?

Response Option	Weighted Percentage
Completely unsatisfied	17
Somewhat unsatisfied	37
Somewhat satisfied	35
Completely satisfied	11

NOTE: n = 1,441.

Table 3.27. This school year (2023–2024), how frequently are you addressing, or do you anticipate addressing, each of the following social and political topics in class?

Response Option	Weighted Percentage							
	Never	Once a year	A few times per year	Approximately monthly	A few times per month	Approximately weekly	A few times per week	At least daily
Racial inequality	31	7	30	9	11	4	4	3
Stories or histories about people of color	20	6	26	15	15	9	7	3
Election integrity	66	12	15	3	3	1	0	0
Climate change	47	7	28	6	7	3	2	0
Gun control or gun rights	70	7	16	2	2	1	1	0

Table 3.27. This school year (2023–2024), how frequently are you addressing, or do you anticipate addressing, each of the following social and political topics in class?

Pro-life or pro-choice positions	84	4	8	1	1	1	0	0
Stories or histories about people who identify as LGBTQ+	63	7	17	4	5	2	1	1
Gender identity and expression	57	9	19	3	5	2	3	1
Social and emotional learning	10	2	12	8	14	16	12	26
Religion	59	6	23	4	3	3	1	0

NOTE: These items were adapted from Lieberman (2021), Najarro (2021), and Woo et al. (2023). n = 1,435.

Table 3.28. This school year (2023–2024), how frequently do you think you should address each of the following social and political topics in class to support students’ learning?

Response Option	Weighted Percentage							
	Never	Once a year	A few times per year	Approximately monthly	A few times per month	Approximately weekly	A few times per week	At least daily
Racial inequality	24	5	25	11	17	8	7	4
Stories or histories about people of color	14	3	25	15	17	12	10	4
Election integrity	47	16	22	5	5	2	1	1
Climate change	32	7	27	11	10	6	5	2
Gun control or gun rights	56	9	18	6	6	3	1	1
Pro-life or pro-choice positions	69	8	13	4	3	2	0	1

Table 3.28. This school year (2023–2024), how frequently do you think you should address each of the following social and political topics in class to support students’ learning?

Stories or histories about people who identify as LGBTQ+	45	6	19	9	10	5	4	2
Gender identity and expression	47	7	18	8	10	5	3	1
Social and emotional learning	8	2	11	8	12	13	14	32
Religion	51	6	26	6	6	2	1	2

NOTE: These items were adapted from Lieberman (2021), Najarro (2021), and Woo et al. (2023). n = 1,432.

Table 3.29. This school year (2023–2024), why is there a difference between the frequency you actually address the following social and political topics in class and the frequency you think you should address the following topics in class?

Response Option	Weighted Percentage				
	I modified my instruction to comply with my state’s policies	I modified my instruction to comply with my district’s policies or directives	I modified my instruction to comply with my school’s policies or directives	I modified my instruction because I felt pressure from students’ families or community members	Other
Racial inequality	25	30	14	12	20
Stories or histories about people of color	27	28	15	10	20
Election integrity	23	27	13	9	28
Climate change	28	27	11	11	23
Gun control or gun rights	27	29	13	11	20
Pro-life or pro-choice positions	28	24	14	14	20
Stories or histories about people who identify as LGBTQ+	24	28	11	15	21

Table 3.29. This school year (2023–2024), why is there a difference between the frequency you actually address the following social and political topics in class and the frequency you think you should address the following topics in class?

Gender identity and expression	27	28	10	15	20
Social and emotional learning	18	35	23	7	18
Religion	27	30	12	13	18

NOTE: For any given topic, only respondents who provided different responses for how frequently they addressed that topic and how frequently they believed they should address that topic were instructed to respond. These items were adapted from Lieberman (2021), Najarro (2021), and Woo et al. (2023). n = 1,250.

Table 3.30. What is the likelihood that you will leave your job at your school by the end of the current school year (2023–2024)?

Response Option	Weighted Percentage
Very unlikely	62
Somewhat unlikely	16
Somewhat likely	15
Very likely	7

NOTE: n = 1,428.

Table 3.31. What is the likelihood that you will leave the teaching profession by the end of the current school year (2023–2024)?

Response Option	Weighted Percentage
Very unlikely	67
Somewhat unlikely	16
Somewhat likely	12
Very likely	5

NOTE: n = 1,425.

Table 3.32. If you were applying for a new teaching job, think about the best offer you could receive before the start of the next school year (i.e., fall 2024). Roughly, what do you think the annual base pay for this best offer would be—before taxes and other deductions?

Response Option	Weighted Percentage
\$29,999 or less	1
\$30,000–49,999	2
\$50,000–69,999	29
\$70,000–89,999	35
\$90,000 or more	33

NOTE: This item is adapted from Armantier, Topa, van der Klaauw, and Zafar (2017). n = 1,426.

Table 3.33. If you were applying for a non-teaching job, think about the best offer you could receive before the start of the next school year (i.e., fall 2024). Roughly, what do you think the annual base pay for this best offer would be—before taxes and other deductions?

Response Option	Weighted Percentage
\$29,999 or less	3
\$30,000–49,999	2
\$50,000–69,999	20
\$70,000–89,999	32
\$90,000 or more	42

NOTE: This item is adapted from Armantier, Topa, van der Klaauw, and Zafar (2017). n = 1,424.

Table 3.34. Are you a member of the National Education Association, the American Federation of Teachers, or one of their state or local affiliates?

Response Option	Weighted Percentage
No	31
Yes	61
I don't know	8

NOTE: n = 1,428.

Table 3.35. What sex were you assigned at birth (what was on your original birth certificate)?

Response Option	Weighted Percentage
Female	76

Table 3.35. What sex were you assigned at birth (what was on your original birth certificate)?

Male	24
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NOTE: n = 1,427.

Table 3.36. What is your gender?

Response Option	Weighted Percentage
Female	76
Male	24
Another gender	0

NOTE: n = 1,427.

Table 3.37. Which of the following do you think of yourself as?

Response Option	Weighted Percentage
Straight	93
Lesbian or gay	3
Bisexual	2
Another sexual orientation	2

NOTE: n = 1,427.

Table 3.38. Which of the following best describes the teaching certificate you currently hold in the state in which you currently teach?

Response Option	Weighted Percentage
Regular or standard state certificate	98
Other type of certificate (e.g., probationary, provisional, temporary, emergency/waiver)	1
I do not hold any of the above certifications in this state	0

NOTE: n = 1,475.

Table 3.39. Does your teaching certification allow you to teach Special Education in your state?

Response Option	Weighted Percentage
Yes	27

Table 3.39. Does your teaching certification allow you to teach Special Education in your state?

No	69
Don't know	5

NOTE: n = 1,455.

Table 3.40. In politics today, do you consider yourself a Republican, a Democrat, an Independent, or something else?

Response Option	Weighted Percentage
Republican	26
Democrat	43
Independent	21
Something else	11

NOTE: n = 1,425.

Table 3.41. As of today, do you lean more to the Republican Party or more to the Democratic Party?

Response Option	Weighted Percentage
Republican Party	20
Democratic Party	33
Neither	47

NOTE: Only respondents who indicated that they considered themselves an "Independent" or "Something else" were instructed to answer this item. n = 485.

4. American Life Panel Companion Survey Results

This chapter contains survey weighted univariate percentage tables for survey items asked in the 2024 ALP companion survey, with the exception of text response items. All tables present weighted percentages among respondents providing valid responses to that item. Table notes indicate the number of valid responses and, when relevant, item sources, item eligibility, and item format (e.g., “select all that apply”).

Table 4.1. Do you have any children who are attending a public school (district-run or charter) in grades K–12 this school year (2023–2024)?

Response Option	Weighted Percentage
No	78
Yes	22

NOTE: n = 501.

Table 4.2. In politics today, do you consider yourself a Republican, a Democrat, an Independent, or something else?

Response Option	Weighted Percentage
Republican	30
Democrat	35
Independent	26
Something else	9

NOTE: n = 500.

Table 4.3. As of today, do you lean more to the Republican Party or more to the Democratic Party?

Response Option	Weighted Percentage
Republican Party	27
Democratic Party	31
Neither	42

NOTE: Only respondents who indicated that in politics today, they considered themselves to be “Independent” or “Something else” were instructed to answer this item. n = 186.

Table 4.4. Since September 2023, how often has your work been stressful?

Response Option	Weighted Percentage
Never	4
Hardly ever	20
Sometimes	47
Often	20
Always	8

NOTE: This item was adapted from the Educator Quality of Work Life Survey (AFT and BATs, 2017). n = 501.

Table 4.5. How well are you coping with the stress of your job right now?

Response Option	Weighted Percentage
1 Not well at all	0
2	4
3	38
4	24
5 Very well	34

NOTE: This item was adapted from Herman, Hickmon-Rosa, and Reinke (2018). n = 501.

Table 4.6. Over the last 2 weeks, how often have you been bothered by the following problems?

Response Option	Weighted Percentage			
	Not at all	Several days	More than half the days	Nearly every day
Little interest or pleasure in doing things	47	41	10	2
Feeling down, depressed, or hopeless	53	30	12	5

NOTE: This item was adapted from the PHQ-2 screener (Kroenke, Spitzer, and Williams, 2003). n = 501.

Table 4.7. Please indicate your disagreement or agreement with the following statements about your job

Response Option	Weighted Percentage			
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree

Table 4.7. Please indicate your disagreement or agreement with the following statements about your job

The stress and disappointments involved in my job aren't really worth it	29	30	25	15
I don't seem to have as much enthusiasm now as I did when I began my job	18	30	29	24
I look forward to my job in the future	16	21	35	28
I am glad I selected my job as a career	14	20	32	34

NOTE: These items were adapted from the NTPS (NCES, 2017) and from Seidman and Zager, 1987. n = 501.

Table 4.8. What is your annual base salary for 2024? Your base salary is your salary before adding any additional compensation for overtime, additional activities, merit pay, or bonuses. Please round to the nearest \$1,000

Response Option	Weighted Percentage
\$29,999 or less	21
\$30,000–49,999	24
\$50,000–69,999	18
\$70,000–89,999	19
\$90,000 or more	17

NOTE: n = 498.

Table 4.9. How adequate is your annual base salary given your role and work responsibilities?

Response Option	Weighted Percentage
Completely inadequate	16
Somewhat inadequate	34
Somewhat adequate	28
Completely adequate	22

NOTE: n = 501.

Table 4.10. Assuming your role and responsibilities remain the same, how much would your annual base salary have to be for you to consider it completely adequate?

Response Option	Weighted Percentage
\$29,999 or less	17
\$30,000–49,999	18
\$50,000–69,999	14
\$70,000–89,999	16
\$90,000 or more	35

NOTE: Respondents were told, “Your total pay is your pay after adding any additional compensation for overtime, additional activities, merit pay, or bonuses.” Only respondents who indicated that their annual base salary was “Completely inadequate,” “Somewhat inadequate,” or “Somewhat adequate” were instructed to answer this item. n = 381.

Table 4.11. Is your total annual pay the same as your annual base salary?

Response Option	Weighted Percentage
No	47
Yes	53

NOTE: Respondents were told, “Your total pay is your pay after adding any additional compensation for overtime, additional activities, merit pay, or bonuses. Do not include any benefits you receive from your job, retirement, or health insurance.” n = 500.

Table 4.12. What is your total annual pay from working in your job or business for 2024?

Response Option	Weighted Percentage
\$29,999 or less	22
\$30,000–49,999	18
\$50,000–69,999	19
\$70,000–89,999	8
\$90,000 or more	33

NOTE: Respondents were told, “Your total pay is your pay after adding any additional compensation for overtime, additional activities, merit pay, or bonuses. Do not include any benefits you receive from your job, retirement, or health insurance.” Only respondents who indicated that their total annual pay was not the same as their annual base salary were instructed to answer this item. n = 210.

Table 4.13. This year (2024), what is your total household income?

Response Option	Weighted Percentage
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Table 4.13. This year (2024), what is your total household income?

\$29,999 or less	14
\$30,000–49,999	9
\$50,000–69,999	10
\$70,000–89,999	16
\$90,000 or more	51

NOTE: Respondents were told, “Household income includes your pre-tax cash income and the pre-tax cash income of all other adults in the household, whether or not they are related to you, who share household expenses.” n = 495.

Table 4.14. How many adults in your household pay for household expenses?

Response Option	Weighted Percentage
1 (I am the only adult who pays for household expenses)	26
2 (myself plus 1 other adult)	64
3 (myself plus 2 other adults)	9
4 (myself plus 3 other adults)	1
More than 4	0

NOTE: This item is adapted from the 2023 American Community Survey (U.S. Census Bureau, 2023). n = 501.

Table 4.15. This year (2024), what is the monthly rent or mortgage payment for your place of residence (e.g., house, apartment, or mobile home)? Please round to the nearest \$100

Response Option	Weighted Percentage
\$499 or less	18
\$500–999	19
\$1,000–1,499	22
\$1,500–1,999	15
\$2,000–2,499	10
\$2,500–2,999	5
\$3,000 or more	10

NOTE: This item is adapted from the 2023 American Community Survey (U.S. Census Bureau, 2023). n = 498.

Table 4.16. Are you responsible for the care of any children who require childcare?

Response Option	Weighted Percentage
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Table 4.16. Are you responsible for the care of any children who require childcare?

No	80
Yes	20

NOTE: This item is adapted from the 2010 Current Population Survey's Annual Social and Economic Supplement (U.S. Census Bureau, 2010). n = 501.

Table 4.17. This year (2024), how much do you or others in your household pay monthly for childcare expenses? Include preschool; exclude kindergarten or grade school. Please round to the nearest \$100

Response Option	Weighted Percentage
\$0	34
\$1–499	27
\$500–999	9
\$1,000–1,499	7
\$1,500–1,999	11
\$2,000 or more	12

NOTE: This item is adapted from the 2010 Current Population Survey's Annual Social and Economic Supplement (U.S. Census Bureau, 2010). Only respondents who indicated that they were responsible for the care of any children who require childcare were instructed to answer this item. n = 79.

Table 4.18. Do you, or did you, have student loans to finance your undergraduate or graduate education after high school?

Response Option	Weighted Percentage
Yes, I am currently paying student loans	30
Yes, but I no longer owe payments (i.e., loans are paid off or forgiven)	19
No, I did not borrow any money to finance my education after high school	49
I don't know	2

NOTE: This item is adapted from the 2023 National Survey of College Graduates (U.S. Census Bureau, 2023). n = 501.

Table 4.19. This year (2024), how much is your average monthly student loan payment? Please round to the nearest \$100

Response Option	Weighted Percentage
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Table 4.19. This year (2024), how much is your average monthly student loan payment? Please round to the nearest \$100

\$99 or less	24
\$100–199	25
\$200–299	29
\$300 or more	22

NOTE: This item is adapted from the 2023 National Survey of College Graduates (U.S. Census Bureau, 2023). Only respondents who indicated that they are currently paying student loans were instructed to answer this item. n = 105.

Table 4.20. This year (2024), which benefits do you receive from working in your job or business, and how inadequate or adequate do you consider each benefit?

Response Option	Weighted Percentage					
	I do not have this benefit	I have this benefit, and it is completely inadequate	I have this benefit, and it is somewhat inadequate	I have this benefit, and it is somewhat adequate	I have this benefit, and it is completely adequate	This benefit is not applicable to me or I don't know
Employer contributes to retirement or pension plan	23	7	7	23	27	13
Paid parental leave	30	2	3	16	11	38
Paid sick leave	21	6	8	23	29	12
Paid vacation or personal time	16	8	7	26	34	10
Employer provides childcare assistance	47	2	2	1	3	45
Employer pays for some or all of health insurance premium	22	7	8	31	17	15
Employer provides full or partial tuition reimbursement	40	3	6	9	9	34
Employer provides housing assistance	57	1	0	2	1	38

NOTE: n = 501.

**Table 4.21. How many total hours have you worked in a typical full week since September 2023?
Include any hours you work that are unpaid or for which you receive overtime pay**

Response Option	Weighted Percentage
0–20 hours	7
21–40 hours	48
41–60 hours	36
61–80 hours	1
More than 80 hours	8

NOTE: n = 501.

Table 4.22. How satisfied are you with the total hours you work per week?

Response Option	Weighted Percentage
Completely unsatisfied, I work too many total hours per week	9
Completely unsatisfied, I work too few total hours per week	2
Somewhat unsatisfied	18
Somewhat satisfied	30
Completely satisfied, I work the right number of total hours per week	41

NOTE: n = 501.

Table 4.23. What is the likelihood that you will leave your job by September 2024?

Response Option	Weighted Percentage
Very unlikely	46
Somewhat unlikely	24
Somewhat likely	21
Very likely	9

NOTE: n = 500.

Table 4.24. If you were applying for a job in the field you currently work in, think about the best offer you could receive before fall 2024. Roughly, what do you think the annual base pay for this best offer would be, before taxes and other deductions? Do not include pay for additional activities, overtime, merit pay, bonuses, other income, or benefits. Please round to the nearest \$1,000

Response Option	Weighted Percentage
\$29,999 or less	16
\$30,000–49,999	15
\$50,000–69,999	17
\$70,000–89,999	14
\$90,000 or more	37

NOTE: This item is adapted from Armantier, Topa, van der Klaauw, and Zafar (2017). n = 494.

Table 4.25. If you were applying for a job in a different field, think about the best offer you could receive before fall 2024. Roughly, what do you think the annual base pay for this best offer would be, before taxes and other deductions? Do not include pay for additional activities, overtime, merit pay, bonuses, other income, or benefits. Please round to the nearest \$1,000

Response Option	Weighted Percentage
\$29,999 or less	13
\$30,000–49,999	15
\$50,000–69,999	26
\$70,000–89,999	15
\$90,000 or more	31

NOTE: This item is adapted from Armantier, Topa, van der Klaauw, and Zafar (2017). n = 493.

Abbreviations

AEP	American Educator Panels
AFT	American Federation of Teachers
ALP	American Life Panel
ASDP	American School District Panel
ASLP	American School Leader Panel
ATP	American Teacher Panel
BATs	Badass Teachers Association
COVID-19	coronavirus disease 2019
NCES	National Center for Education Statistics
NEA	National Education Association
NTPS	National Teacher and Principal Survey
PHQ-2	Patient Health Questionnaire-2
SoT	State of the American Teacher

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