



Data Note

SY DOAN, ELIZABETH D. STEINER, RAKESH PANDEY

Teacher Well-Being and Intentions to Leave in 2024

Findings from the 2024 State of the American Teacher Survey

For more information on this publication, visit www.rand.org/t/RR1108-12.

About RAND

RAND is a research organization that develops solutions to public policy challenges to help make communities throughout the world safer and more secure, healthier and more prosperous. RAND is nonprofit, nonpartisan, and committed to the public interest. To learn more about RAND, visit www.rand.org.

Research Integrity

Our mission to help improve policy and decisionmaking through research and analysis is enabled through our core values of quality and objectivity and our unwavering commitment to the highest level of integrity and ethical behavior. To help ensure our research and analysis are rigorous, objective, and nonpartisan, we subject our research publications to a robust and exacting quality-assurance process; avoid both the appearance and reality of financial and other conflicts of interest through staff training, project screening, and a policy of mandatory disclosure; and pursue transparency in our research engagements through our commitment to the open publication of our research findings and recommendations, disclosure of the source of funding of published research, and policies to ensure intellectual independence. For more information, visit www.rand.org/about/research-integrity.

RAND's publications do not necessarily reflect the opinions of its research clients and sponsors.

Published by the RAND Corporation, Santa Monica, Calif.

© 2024 National Education Association

RAND® is a registered trademark.

Summary of Key Findings

Teachers' reported well-being in January 2024 is worse than that of similar working adults—a consistent pattern since 2021.

- When compared with similar working adults, about twice as many teachers reported experiencing frequent job-related stress or burnout and roughly three times as many teachers reported difficulty coping with their job-related stress.
- Managing student behavior, low salaries, and administrative work outside of teaching were top sources of job-related stress.

Teachers were as likely to say that they intend to leave their jobs as similar working adults.

Teachers reported working nine hours per week more than similar working adults—nearly two hours more per day in a five-day work week—but reported earning about \$18,000 less in base pay, on average.

- Teachers reported an average base pay of roughly \$70,000, compared with an average base pay of roughly \$88,000 for similar working adults.
- Teachers reported working an average of 53 hours per week; similar working adults reported working 44 hours per week.
- Forty-six percent of teachers were satisfied with their working hours, compared with 68 percent of similar working adults.

Thirty-six percent of teachers considered their base pay adequate, compared with 51 percent of similar working adults.

- Teachers desired a roughly \$16,000 increase in base pay, on average, to consider it completely adequate.
- Teachers who said that their base pay was adequate reported earning about \$80,000 on average—\$16,000 more than teachers who said their base pay was inadequate.

Female teachers reported significantly higher rates of frequent job-related stress and burnout than male teachers, which is a consistent pattern since 2021.

- Female teachers reported significantly lower base pay than their male peers but no differences in the number of hours worked per week.

Black teachers were less likely to report experiencing job-related stress than White teachers but were significantly more likely to say that they intend to leave their job at their schools.

- Black teachers reported working significantly more hours per week, on average, than their peers and were more likely to be unsatisfied with their working hours.
- Black teachers were significantly less likely than their peers to say that their base pay was adequate and were more likely to report lower base pay.

Overview

The state of the K–12 public school teacher workforce is a topic of national concern. The conditions in which teachers work are related to their well-being, job satisfaction, intentions to leave, and resignations (Nguyen et al., 2024; Redding and Nguyen, 2024; Steiner et al., 2022; Zamarro et al., 2022). Since 2021, an alarmingly high number of teachers have reported, in national surveys, that they intended to leave their jobs, which, combined with more teacher vacancies, sharp increases in quit rates in some states, and a flurry of media reports, raised national concerns about widespread teacher shortages (Bastian and Fuller, 2023; Camp, Zamarro, and McGee, 2023; GBAO, 2022; Nguyen et al., 2022; Steiner and Woo, 2021). State and district education leaders quickly moved to enact policies designed to recruit and retain teachers. Many of these policies raised pay but did not address working conditions, despite evidence that both are necessary to improve teacher retention (Edwards et al., 2024; Jamieson and Perez, 2023; Steiner, Woo, and Doan, 2023).

National surveys provide insight on K–12 public school teachers’ perceptions and experiences that can help education leaders and policymakers understand the state of the workforce and identify levers to improve workforce health and retention. National surveys can also track change over time and document how teachers’ perceptions and experiences are affected by changes in job conditions (Doan et al., 2023; Santoro, 2019). They can also compare teachers’ perceptions with those of other workers as context.

This report presents selected findings from the 2024 State of the American Teacher (SoT) survey, an annual survey of K–12 public school teachers across the United States, in Figures 1 through 11. The findings focus on teacher well-being and a small set of high-interest factors related to retention: sources of job-related stress, pay, hours worked, and intentions to leave.

The SoT survey is a nationally representative survey. We define *nationally representative* according to two criteria. First, respondents are a probability-based sample, meaning that they were randomly selected (not volunteers or opt-in respondents) to participate from among the known population of U.S. K–12 public school teachers. Probability-based samples are less likely than opt-in survey respondents to include automated responses (e.g., from chatbots) or bogus responses, which are typically biased in a particular direction (Mercer and Lau, 2023). Thus, SoT respondents—and the substance of their survey responses—reflect teachers nationally. Second, SoT responses are carefully weighted to represent teachers on multiple dimensions across the nation (Doan et al., 2024). In addition, SoT results are not used for an evaluative purpose, so respondents have limited incentive to answer in a socially desirable way (Tourangeau, Rips, and Rasinski, 2000).

The findings in this report are descriptive and intended to inform federal, state, and local education leaders and policymakers about the state of the teacher workforce, although we note that teachers’ perceptions and experiences likely vary by state and locality. Thus, we do not discuss implications or present recommendations. The sections that describe our data, methods, and limitations and that update findings presented in our 2023 report contain recycled text from that report (Doan et al., 2023).

Data

We use data from three sources in this report: (1) the 2024 SoT survey, a nationally representative survey of 1,479 K–12 teachers; (2) a separate 2024 American Life Panel (ALP) companion survey, a nationally representative survey of 501 working adults; and, when relevant, (3) the 2021, 2022, and 2023 administrations of the SoT and ALP companion surveys. Black teachers and Hispanic and Latinx teachers were oversampled in the SoT. More detail on our data and analysis can be found in the “How This Analysis Was Conducted” section.

How to Read the Figures in This Report

There are four types of figures in this report: bar charts, line charts, heat maps, and range plots. **Line charts** display the percentage of teachers reporting a given survey response across different years of the SoT survey. **Bar charts** display the percentage of teachers reporting a given survey response. At the end of each bar, we display the 95-percent confidence intervals as black lines for each estimate. **Heat maps** tabularly display the percentage of teachers reporting a given survey response, using variation in color to emphasize differences in percentages. Lastly, **range plots** show and compare the percentages of two survey responses within a given group of teachers. Numbers of respondents are unweighted. Each figure is followed by a brief description of key findings. **Asterisks (*)** indicate that values for that subgroup are significantly different from those of a reference group, indicated in the figure, at the $p < 0.05$ level.

We provide information from tests of statistical significance to identify noteworthy differences in teacher well-being and working conditions that may be relevant to education policymakers, researchers, and practitioners. These indicators are undoubtedly affected by several factors, many of which are unmeasured in our surveys. Therefore, we stress that these tests are not intended to be used as evidence of any causal effect of any teacher or school characteristic.

Limitations

There are four primary limitations of this study. First, as with all survey research, the SoT data are self-reported responses and might be subject to reporting bias. This may be especially true for sensitive topics, such as individual well-being and teaching about political and social issues. Second, we measure teachers’ intentions to leave their jobs rather than actual turnover. Third, our results are intended to be purely descriptive of patterns and trends in the data and should not be interpreted as evidence of causal relationships or effects. Lastly, while we present data from the 2021, 2022, and 2023 SoT surveys and the ALP companion survey to serve as comparison points for 2024 SoT results, we note that these surveys are not weighted to facilitate formal comparison across years or samples. Therefore, we were unable to perform tests of statistical significance to compare responses across years or between teachers and comparable working adults.

Figure 1. Well-Being of Teachers and Working Adults



NOTE: This figure shows the weighted percentage of teachers (blue), the general population of employed adults (gray), and comparable working adults (green) coded as having or experiencing each of the indicators of well-being, based on their survey responses. *Comparable working adults* are defined as employed adults who are between the ages of 18 and 64, have at least a bachelor’s degree, and report working at least 35 hours per week. How we measured each well-being indicator is described in the “How This Analysis Was Conducted” section at the end of this report. Sample sizes for 2024 data are as follows: teachers $N = 1,479$; general population of working adults $N = 501$; and comparable working adults $N = 219$. Sample sizes were comparable in prior years (Doan et al., 2023).

Figure 1 shows K–12 public school teachers’ self-reported well-being compared with that of the general population of working adults and with that of comparable working adults in the United States since January 2021, which was the first year we measured some of these indicators. We defined comparable working adults as employed adults who are between the ages of 18 and 64, have at least a bachelor’s degree, and report working at least 35 hours per week (Allegretto, 2022).

In spring 2024, the share of teachers who reported experiencing job-related stress, difficulty coping with job-related stress, burnout, and symptoms of depression was roughly the same as that in spring 2023. Differences between 2023 and 2024 were 5 percentage points or fewer. Although the SoT survey was not administered prior to the coronavirus disease 2019 (COVID-19) pandemic, the percentages of teachers experiencing job-related stress reported in 2023 and 2024 are comparable with the percentage obtained from a national sample of American Federation of Teachers members who responded to the same survey question in 2017, suggesting that job-related stress may have returned to pre-pandemic levels (American Federation of Teachers and Badass Teachers Association, 2017).

Although teacher well-being on these measures has improved since the height of the COVID-19 pandemic, other research suggests that the overall health of the profession is at its lowest point in 50 years (Kraft and Lyon, 2024). Teachers were still more likely than the general population of working adults and more likely than comparable working adults to experience poor well-being on almost every indicator.

Figure 2. Teacher Well-Being, by Race/Ethnicity and Gender

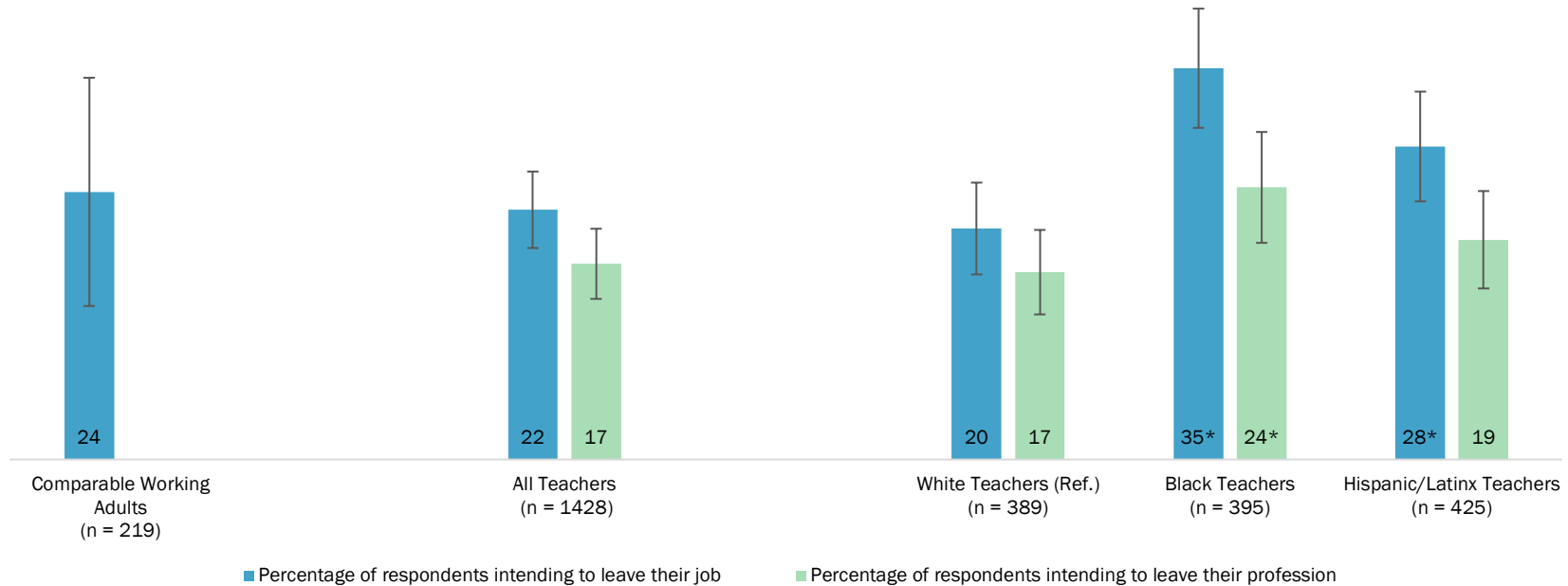
Well-Being Measure	Teacher Race/Ethnicity				Teacher Gender	
	All Teachers (%) (N = 1,479)	White (Ref.) (%) (n = 399)	Black (%) (n = 411)	Hispanic and Latinx (%) (n = 441)	Male (Ref.) (%) (n = 332)	Female (%) (n = 1,095)
Frequent job-related stress	59	60	51*	59	50	62*
Difficulty coping with job-related stress	22	22	15*	25	19	22
Symptoms of depression	19	19	18	25*	21	19
Burnout	60	59	60	63	49	63*

NOTE: This figure shows the weighted percentage of teachers in different groups who reported having or experiencing each of the four indicators of well-being. How we measured each well-being indicator is described in the “How This Analysis Was Conducted” section at the end of this report. An asterisk (*) indicates that percentages for that subgroup significantly differ at the $p < 0.05$ level from the reference group (Ref.).

Figure 2 shows these same indicators of well-being, disaggregated by teacher race/ethnicity and teacher gender. In 2024, female teachers were significantly more likely than male teachers to report job-related stress and burnout, a pattern that we have found with these measures since 2021. More female teachers reported feelings of burnout in 2024 (63 percent) than in 2021 (56 percent). The share of male teachers who reported feelings of burnout in 2024 was about the same as in 2021. When accounting for school grade level and a teacher’s self-reported main subject taught, the differences between male and female teachers in reports of frequent job-related stress are no longer statistically significant at the $p < 0.05$ level, suggesting that part of these observed gender differences may be explained by teaching assignment; differences in reported burnout by teacher gender remain statistically significant after accounting for these factors.

In 2024, Black teachers were significantly less likely than White teachers to experience frequent job-related stress and to report difficulty coping with job-related stress. This pattern has been consistent in SoT findings since 2021 and is in line with results from teacher surveys conducted by *Education Week* (Will, 2024). In contrast to 2023, in which Black teachers were significantly more likely to report experiencing burnout than White teachers, there were no significant differences in 2024. Significant differences in rates of frequent job-related stress and difficulty coping with job-related stress between Black and White teachers remain after accounting for school grade level and main subject. In 2024, Hispanic and Latinx teachers were more likely to report experiencing symptoms of depression than White teachers, a difference we have not observed in prior years.

Figure 3. Teachers’ Intentions to Leave Their Jobs by the End of the 2023–2024 School Year, by Race/Ethnicity and Gender and Relative to Comparable Working Adults



NOTE: This figure shows the weighted percentage of teachers and comparable working adults indicating that they are “somewhat likely” or “very likely” to leave their jobs (blue bars) or leave the teaching profession (green bars) by the end of the current year. Teachers were asked the following questions: “What is the likelihood that you will leave your job at your school by the end of the current school year (2023–2024)?” and “What is the likelihood that you will leave the teaching profession by the end of the current school year (2023–2024)?” Comparable working adults were asked the following question: “What is the likelihood that you will leave your job by September 2024?” Results are shown for all teachers and disaggregated by teacher race/ethnicity and gender. An asterisk (*) indicates that percentages for that subgroup significantly differ at the $p < 0.05$ level from the reference group (Ref.).

Figure 3 shows that similar shares of teachers intended to leave their jobs by the end of the 2023–2024 school year as comparable working adults. Comparable working adults were asked if they intended to leave their jobs by September 2024. Slightly fewer teachers intended to leave the profession by the end of the 2023–2024 school year. Comparable working adults were not asked about their intentions to leave their profession. The share of teachers who reported intentions to leave their jobs in spring 2024 is consistent with the share who intended to leave

in spring 2023. In our data, nearly all the teachers who said that they intended to leave the profession also said that they intended to leave their jobs at their school.

Black teachers were significantly more likely than White teachers to report intentions to leave their jobs in 2024, a result that is consistent with 2023 survey findings. Black teachers were also significantly more likely to report intentions to leave the profession compared with White teachers. In 2024, Hispanic and Latinx teachers were significantly more likely to say that they intended to leave their jobs than White teachers. These differences are unsurprising in light of the differences in well-being presented in Figure 2 and other recent research on the low job satisfaction of Black and Hispanic and Latinx teachers compared with their White counterparts (Redding and Nguyen, 2024). In results not reported, female teachers were no more likely to intend to leave their jobs than male teachers, a somewhat surprising finding given that female teachers reported worse well-being and job satisfaction compared with male teachers (Figure 2; Redding and Nguyen, 2024). There were few other statistically significant differences across teacher subgroups.

We note that intentions to leave are not a perfect predictor of whether teachers resign, but teachers who state an intention to leave are more likely to resign than those who do not state such an intention (Grant and Brantlinger, 2023; Nguyen et al., 2024). In one recent analysis, roughly 30 percent of teachers who stated an intention to leave did so within one year (Nguyen et al., 2024). Applying that rough measure to our data suggests that approximately 7 percent of teachers nationally will leave their jobs by the end of the 2023–2024 school year and approximately 5 percent will leave the profession. The difference in the share of teachers who say that they intend to leave within a year and those who actually do could be explained by a delay in leaving, as suggested by Nguyen and colleagues (2024), who found that increasing shares of teachers left after two and three years of stating their intentions to leave. Or, expressing an intent to leave may signal job dissatisfaction rather than a plan to resign (Steiner et al., 2022). Thus, policymakers should use caution when interpreting these results solely as predictors of teacher attrition prior to the 2024–2025 school year.

Figure 4. Teachers' Top-Ranked Sources of Job-Related Stress, by Race/Ethnicity, Experience, and School Student Racial Composition

Source of Stress	Teacher Race/Ethnicity				Teacher Experience				School Student Racial Composition	
	All Teachers (%) (N = 1,454)	White (Ref.) (%) (n = 396)	Black (%) (n = 399)	Hispanic and Latinx (%) (n = 438)	0–5 Years (%) (n = 46)	6–10 Years (%) (n = 329)	11–20 Years (%) (n = 591)	21+Years (Ref.) (%) (n = 438)	Majority Students of Color (Ref.) (%) (n = 1,061)	Majority White Students (%) (n = 376)
Managing student behavior	45	46	39	42	66*	45	46	39	45	44
My salary is too low	37	37	44*	34	45	44*	37*	27	33	41*
Administrative work outside of teaching (e.g., paperwork, teacher evaluation)	33	34	27*	32	28	35	28*	38	33	34
I spend too many hours working	26	27	18*	27	23	24	26	26	27	26
Supporting my students' academic learning because they have lost instructional time during the COVID-19 pandemic	25	23	34*	30	43	28	20	27	29	20*
Supporting my students' mental health and well-being	23	23	23	21	23	24	22	23	22	24
Preparing students for state standardized tests	21	21	25	25	9*	15*	22	30	20	22
Feeling like the goals and expectations of the school are unattainable	18	17	19	20	18	18	17	19	18	18
Lacking support from school administrators	16	16	15	17	12	15	18	17	16	16

Source of Stress	Teacher Race/Ethnicity				Teacher Experience				School Student Racial Composition	
	All Teachers (%) (N = 1,454)	White (Ref.) (%) (n = 396)	Black (%) (n = 399)	Hispanic and Latinx (%) (n = 438)	0–5 Years (%) (n = 46)	6–10 Years (%) (n = 329)	11–20 Years (%) (n = 591)	21+Years (Ref.) (%) (n = 438)	Majority Students of Color (Ref.) (%) (n = 1,061)	Majority White Students (%) (n = 376)
Taking on extra work because of staff shortages	15	14	15	16	8	16	15	15	19	10*
The intrusion of political issues and opinions in teaching	14	14	12	9*	3*	10	18	14	10	18*
Limited voice in decision-making at my school	11	10	10	12	7	9	13	10	10	11
Other	9	9	8	7	11	5	12	9	10	7
Working in an environment in which I feel physically unsafe	4	4	4	4	1	6	4	2	5	3
Lack of adequate coaching or mentoring	4	3	6	5	5	7	2	3	3	4

NOTE: This figure shows the weighted percentage of teachers in response to the question “What are the top three sources of stress in your job right now?” shown for all teachers and teachers disaggregated by race/ethnicity, gender, and experience. Teachers were instructed to rank up to three sources of stress; the figure shows the weighted percentage of teachers selecting each source among their top three. An asterisk (*) indicates that percentages for that subgroup significantly differ at the $p < 0.05$ level from the reference group (Ref.).

Figure 4 shows the factors that teachers ranked as being among their top three sources of job-related stress in January 2024. Managing student behavior was a top source of stress for nearly half of teachers. Roughly one-third of teachers ranked their salaries as being too low and administrative work outside teaching in the top three sources of job-related stress. Roughly one-quarter of teachers ranked spending too many hours working, supporting students’ academic learning because of lost instructional time, and supporting students’ mental health and well-being among their top three sources of stress.

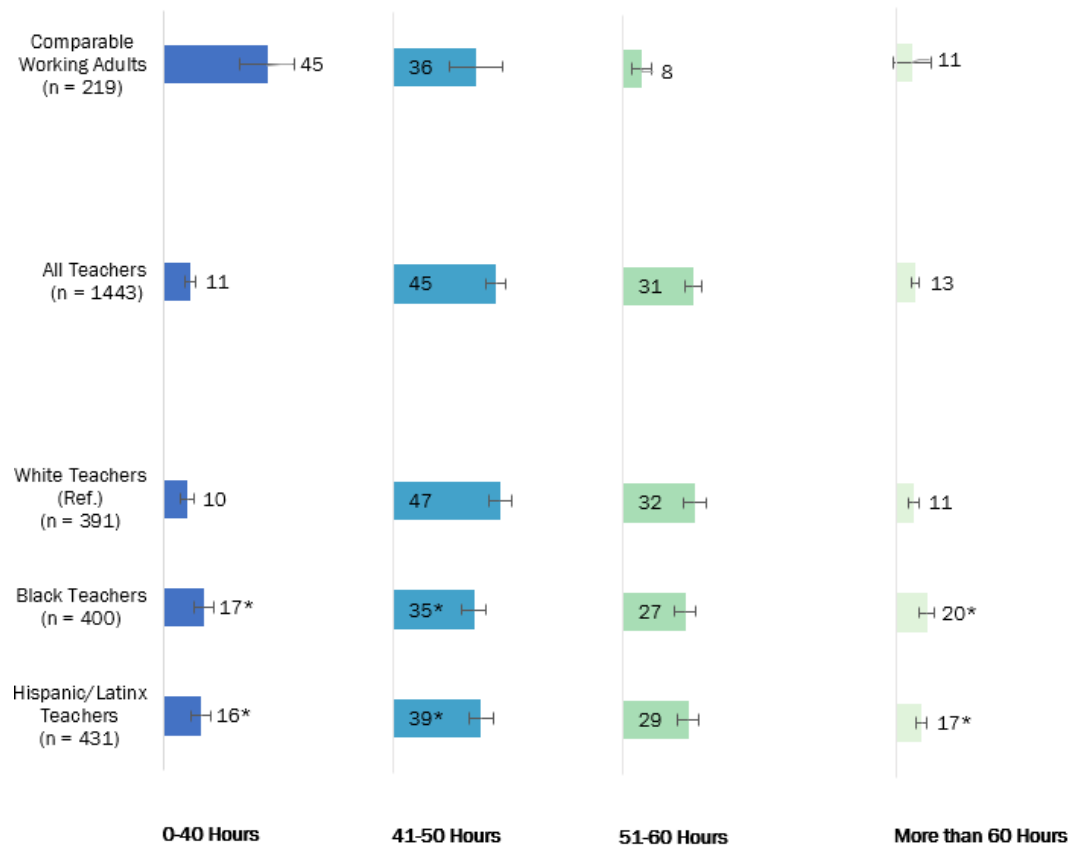
Black teachers were more likely than White teachers to say that their salaries being too low and supporting students’ learning because of lost instructional time were top sources of job-related stress. Black teachers were less likely than White teachers to say that administrative work and spending too many hours working were top sources of job-related stress. Teachers with five or fewer years of experience were

especially likely to report that managing student behavior was among their top three sources of stress. Teachers with 6–10 years of experience and teachers with 11–20 years of experience were especially likely to report that their salaries being too low was a top-ranked source of job-related stress. Teachers in schools with a majority of students of color were more likely than their counterparts to say that supporting student learning because of lost instructional time and taking on extra work because of staff shortages were top sources of stress. Teachers in schools with a majority of White students were more likely than their counterparts to say that low salaries and the intrusion of political issues in teaching were top sources of stress. We note that these differences by teacher experience and school student racial composition also likely drive the differences we observe by teacher race and ethnicity because, on average, Black teachers were more likely to have fewer years of teaching experience and were more likely to teach in schools with majorities of students of color than White teachers. In contrast to 2023, there were few statistically significant differences by teacher gender in 2024.

We asked about the same list of potential job-related stressors in 2023 and 2024 so we could examine any changes in which stressors teachers ranked among their top three. Managing student behavior was ranked as a top source of stress by the most teachers in both 2023 and 2024. Low salary and administrative work outside of teaching were top-ranked sources of stress for more teachers in 2024 than in 2023, and supporting student learning because of lost instructional time was a top-ranked source of stress for fewer teachers in 2024 than in 2023. A similar share of teachers ranked working too many hours as a top source of stress in both 2023 and 2024.

Nine percent of teachers ranked “other” as among their top three sources of job-related stress; they were provided an opportunity to write in a response. Many teachers discussed more than one source of stress in their responses. The two most common sources of stress in these write-in responses were having too much work to do (e.g., because of staffing shortages) and issues related to either too much (or too little) parental involvement. For example, one teacher said that they had too much work because they had been “chosen to CREATE a Spanish Ethnic Studies curriculum while also being a full-time mom with two kids, one is only 7 months old,” and another cited “parents telling me how to do my job.” The next most common sources of “other” job-related stress, mentioned by ten to 15 teachers each, were poor student behavior and disengagement from learning, meeting the needs of high-need students, and lack of support from school or district administrators. One teacher said, for example, that they were “adjusting to overall student apathy toward education”; another cited “coworker drama.” Sources of stress mentioned by fewer than ten teachers each were lack of support from colleagues, new or poor quality curricula, lack of time for instructional planning or teaching, lack of material or financial resources, and personal problems (e.g., health or caregiving).

Figure 5. Reported Total Hours Worked per Week of Teachers and Comparable Working Adults



NOTE: This figure shows the weighted percentage of teachers and comparable working adults who reported that they worked 0–40, 41–50, 51–60, and more than 60 total working hours per week. Teacher respondents were asked the following question: “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)?” Comparable working adult respondents were asked the following question: “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.” Respondents provided their total working hours, which were then grouped into the categories shown in the figure. An asterisk (*) indicates that percentages for that subgroup significantly differ at the $p < 0.05$ level from the reference group (Ref.).

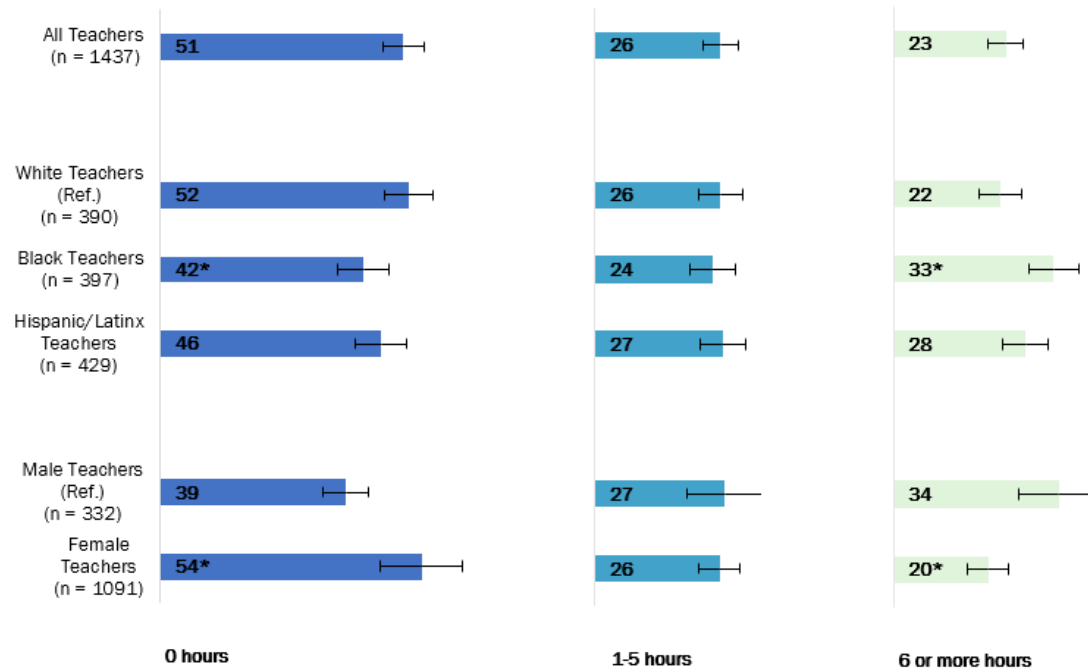
Figure 5 shows the distribution of reported total working hours for teachers and comparable working adults. On average, teachers reported working a total of 53 hours per week. Nearly half of teachers—45 percent—reported working 41–50 hours in a typical week and 31 percent reported working a total of 51–60 hours. These results suggest that teachers’ reported hours worked have not changed in the past year and have not changed much since before the COVID-19 pandemic (Steiner, Woo, and Doan, 2023; Taie and Goldring, 2020).¹ Comparable working adults reported working fewer hours than teachers—on average, about 44 total hours per week. Comparable working adults were substantially more likely to report working 0–40 hours per week than were teachers (11 percent). Our definition for *comparable working adult* included working at least 35 hours per week, which suggests that these differences are not driven by a higher percentage of part-time workers among the comparable working adult sample.

Average reported weekly hours worked differed by teacher race and ethnicity. Although the total average weekly hours worked were not statistically significantly different, Black teachers and Hispanic and Latinx teachers were more likely than White teachers to report working 0–40 hours. This finding appears to be driven by two separate patterns: Black teachers were more likely to work 30–40 hours per week, and Hispanic and Latinx teachers were more likely to work fewer than 30 hours per week than their White peers. Black teachers and Hispanic and Latinx teachers were also more likely than White teachers to report working more than 60 hours per week.

Teachers reported that their contracts required them to work 38 hours per week, on average, in 2024. Thus, teachers reported working roughly 15 hours per week outside their contracted hours, which is consistent with teachers’ reports from 2023. There were no statistically significant differences in the number of hours teachers reported working outside their contracted hours by teacher race or ethnicity.

¹ The National Teacher and Principal Survey (NTPS), which is a nationally representative survey of K–12 public school teachers conducted by the federal government, asked teachers to report their weekly hours worked during the 2015–2016 school year. The SoT survey used the same question as the NTPS.

Figure 6. Teachers’ Reported Weekly Hours Worked on School-Related Activities for Extra Pay



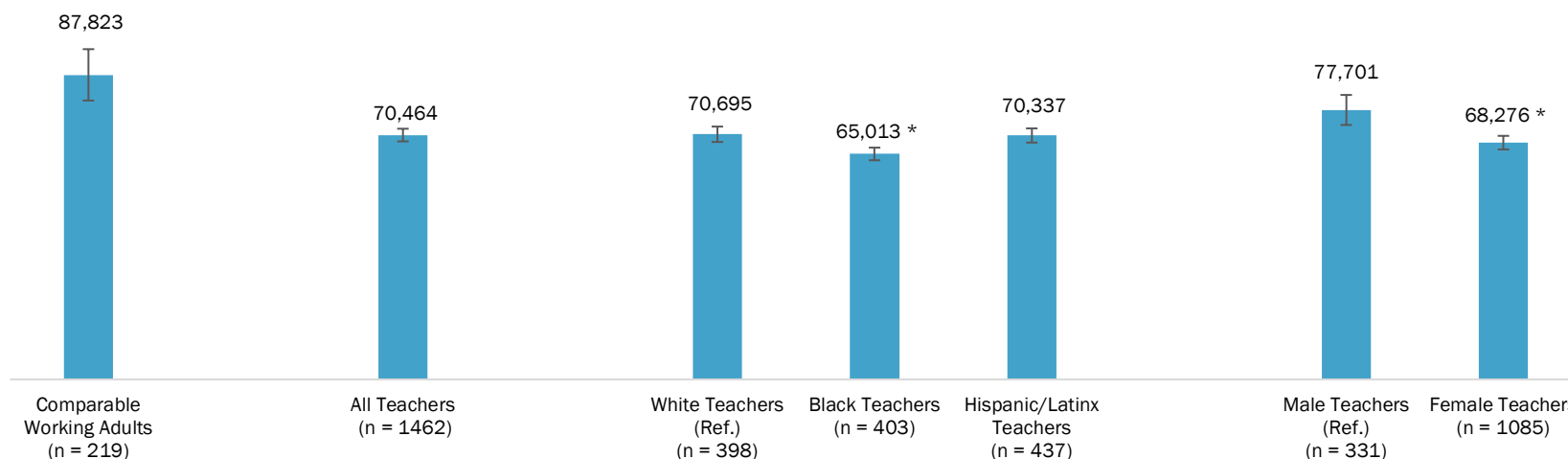
NOTE: This figure shows the weighted percentage of teachers who reported working 0, 1–5, and 6 or more hours for school-related activities for which they received extra pay during a typical week. Teacher respondents were asked the following question: “Outside of your required contract hours, how many hours do you spend on school-related activities for which you received extra pay during a typical FULL WEEK at THIS school this school year (2023–2024)?” Respondents provided their total working hours for extra pay, which were then grouped into the categories shown in the figure above. An asterisk (*) indicates that percentages for that subgroup significantly differ at the $p < 0.05$ level from the reference group (Ref.).

Figure 6 shows the distribution of reported weekly hours worked on school-related activities for extra pay disaggregated by teacher race and ethnicity and gender. Forty-nine percent of teachers said that they worked on school-related activities for extra pay. On average, these teachers reported working 4.6 hours per week for extra pay in 2024, which is about 30 minutes more per week, on average, than the amount that teachers who worked for extra pay reported working in 2023 (Steiner, Woo, and Doan, 2023). Twenty-six percent of teachers said that they worked between one and five hours per week for extra pay, on average, and 23 percent of teachers said that they worked six or more hours per week. These 2024 reports are consistent with our findings in 2023.

Black teachers were more likely than White teachers to report working on school-related activities for extra pay and reported working more hours, on average. Black teachers reported working 7.7 hours per week for extra pay, on average, compared with White teachers' reports of 4.2 hours per week. On average, Hispanic and Latinx teachers reported working 6.5 hours per week for extra pay, significantly more than White teachers. Female teachers were less likely to report working for extra pay and reported working fewer such hours than their male counterparts. Female teachers reported working 4.1 hours per week for extra pay, on average, while male teachers reported working 6.2 hours, on average, a statistically significant difference. These differences by teacher race and ethnicity and gender are consistent with teachers' reports in 2023.

We estimated the average number of hours that teachers worked per week outside their contracted hours and that were not tied to extra pay by subtracting weekly hours worked for extra pay from weekly hours worked outside their contracted hours. We refer to these as *uncompensated hours*, consistent with our earlier work (Steiner, Woo, and Doan, 2023). On average, teachers working more than their contracted hours reported working 11.6 uncompensated hours per week in 2024, which is comparable to the amount of uncompensated time reported in 2023 (11.4 uncompensated hours).

Figure 7. Reported Average Base Salaries of Teachers and Comparable Working Adults



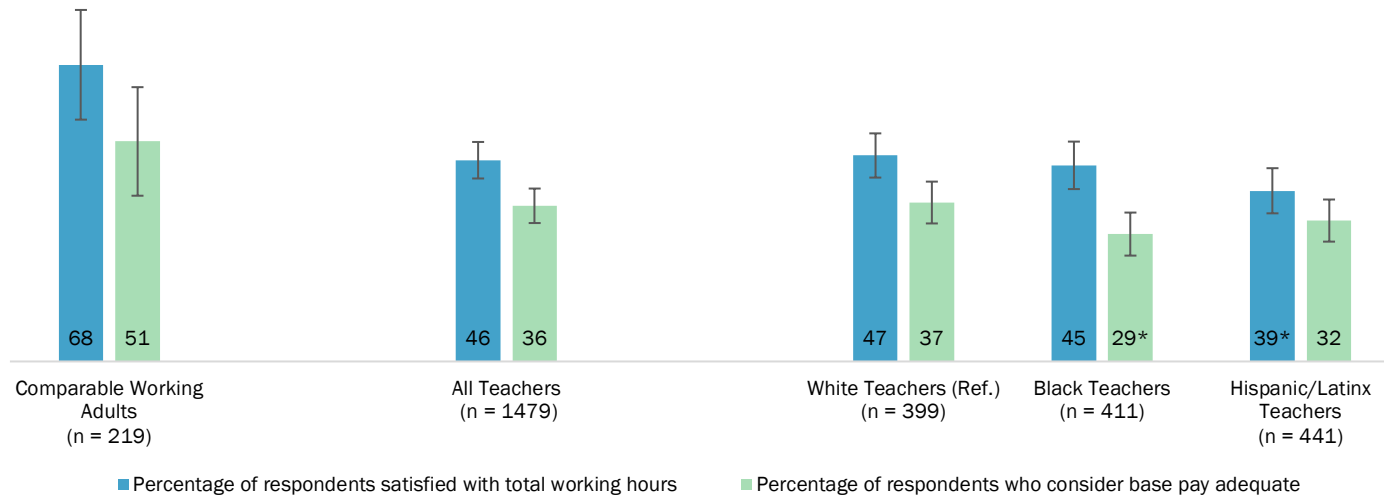
NOTE: This figure shows average reported base salaries (in U.S. dollars) among teachers and comparable working adults. Current base salaries are self-reported by teachers, who were asked, “During the current school year (2023–2024), what is your base teaching salary for the entire school year?” Comparable working adult respondents were asked the following question: “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.” Teacher respondents providing current salaries below \$20,000 or above \$250,000 were omitted from this analysis.

Figure 7 shows the average reported base salaries of teachers and comparable working adults. The average reported base salary of teachers was approximately \$70,000, a 4-percent increase from the average reported base salaries captured in the 2023 SoT findings and consistent with data reported by the National Education Association (Steiner, Woo, and Doan, 2023; Walker, 2024). However, teacher salaries, on average, still trail behind those earned by comparable working adults, who reported base salaries nearing \$88,000, a gap similarly sized to the “teacher pay penalty” reported by Allegretto (2022).

Similar to patterns observed in the 2023 SoT data, we found that Black teachers continued to report significantly lower base salaries than their White and Hispanic peers. Troublingly, this pay gap remains statistically significant after accounting for differences in total years of teaching experience, highest degree earned, and teacher gender. Female teachers, on average, reported base salaries significantly lower than their male peers. Average base salaries reported by female teachers were more than \$9,000 lower than those reported by male teachers. This gender pay gap among teachers is concentrated among middle school teachers. Male middle school teachers reported average base salaries (\$80,388) that were nearly \$16,000 higher than those of female middle school teachers (\$64,632). Male elementary and high school teachers also reported higher base salaries than their female counterparts, although these gaps were smaller (less than \$8,000) and not significantly

different at conventional levels. Prior research using teacher-reported pay has documented that Black teachers and female teachers tend to earn less than their counterparts and that the size of these gaps can differ over time, by school context, and by how pay is measured (Fox, Gmeiner, and Price, 2018; Grissom and Keiser, 2011; Quintero, Hansen, and Zerbino, 2023).

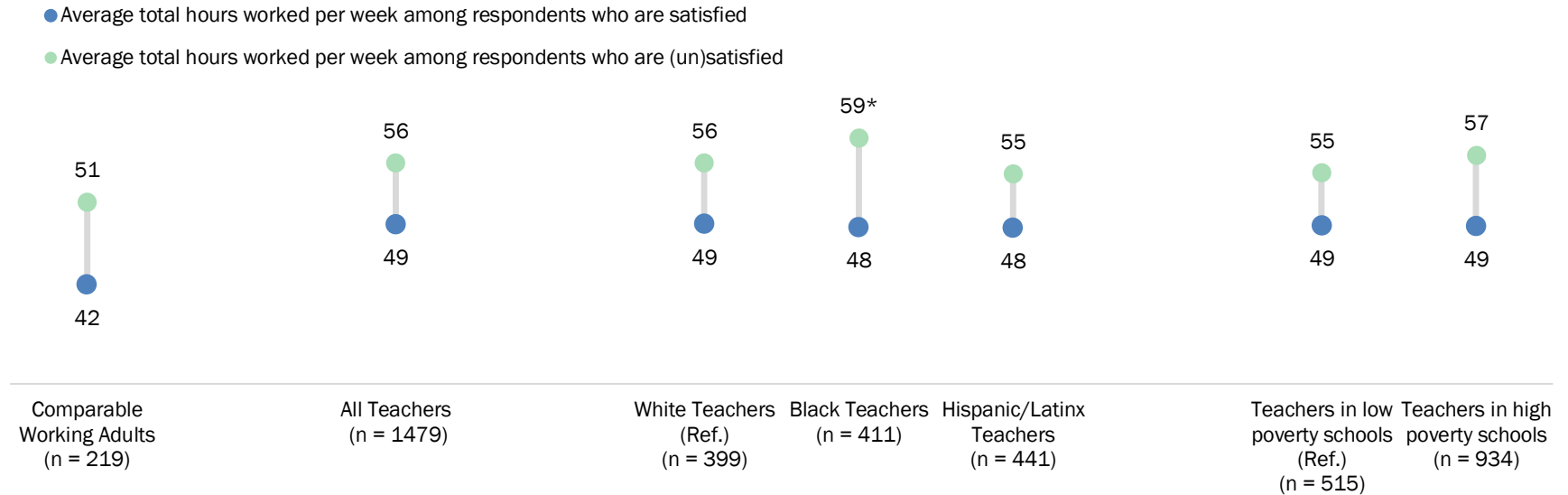
Figure 8. Teachers’ and Comparable Working Adults’ Satisfaction with Hours Worked Per Week and Adequacy of Base Pay



NOTE: This figure shows the weighted percentage of teachers and comparable working adults who indicated that they were satisfied with their total working hours (blue bars) and considered their base pay adequate (green bars). Teacher respondents were asked the following questions: “This school year (2023–2024), how satisfied are you with the total hours you work per week?” and “This school year (2023–2024), how adequate do you consider your base teaching salary to be given your role and work responsibilities?” Working adult respondents were asked the following questions: “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.” and “How adequate is your annual base salary given your role and work responsibilities?” Respondents provided their total working hours, which were then grouped into the categories shown in the figure. An asterisk (*) indicates that percentages for that subgroup significantly differ at the $p < 0.05$ level from the reference group (Ref.).

Figure 8 shows the percentage of teachers and comparable working adults who were satisfied with their total weekly working hours (blue bars) and considered their base pay adequate (green bars), with teachers’ reports disaggregated by race and ethnicity. Forty-six percent of teachers were satisfied with their total working hours, and only 36 percent considered their base pay adequate. In contrast, 68 percent of comparable working adults were satisfied with their total weekly working hours, and 51 percent considered their base pay adequate. As we have noted elsewhere in this report, comparable working adults worked at least 35 hours per week and held at least a bachelor’s degree, which suggests that these differences are not driven by a higher percentage of part-time workers or workers whose pay is likely to be lower among the comparable working adult sample. Compared with White teachers, Black teachers were significantly less likely to consider their base pay adequate, and Hispanic and Latinx teachers were significantly less likely to be satisfied with the number of hours that they worked.

Figure 9. Teachers’ and Comparable Working Adults’ Hours Worked per Week, by Satisfaction with Hours Worked per Week

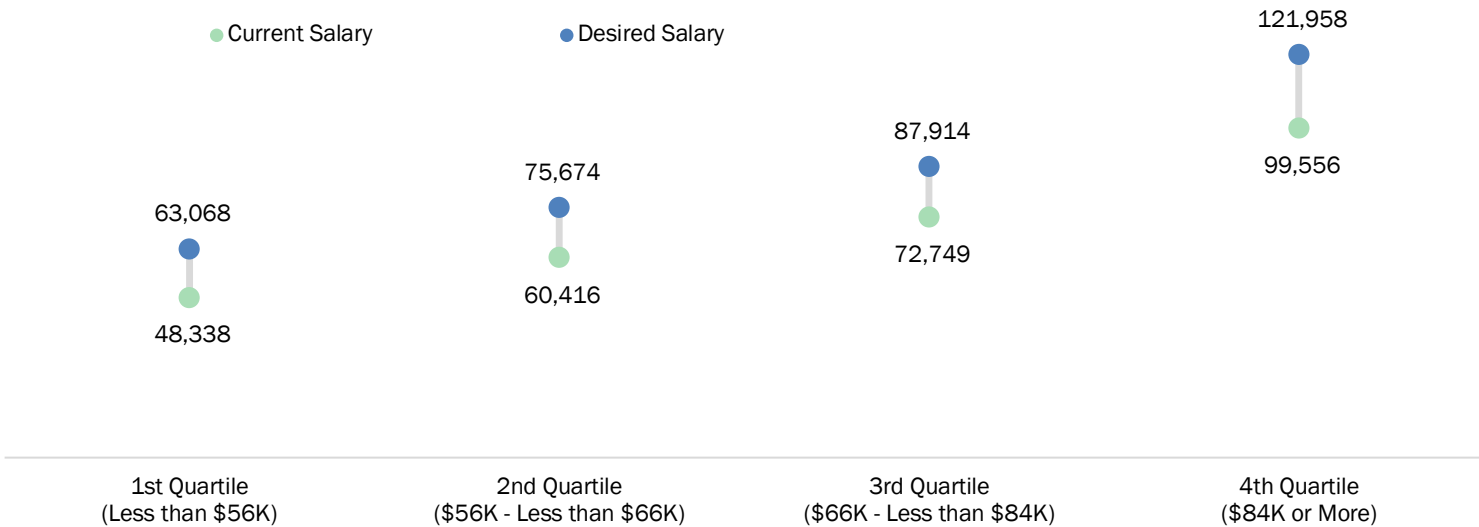


NOTE: This figure shows the average reported total working hours of teachers and working adults, disaggregated by respondents who indicated that they were “somewhat satisfied” or “completely satisfied” with their working hours (blue) and those who indicated that they were “somewhat unsatisfied” or “completely unsatisfied” (green). Teacher respondents were asked the following questions: “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)?” and “This school year (2023–2024), how satisfied are you with the total hours you work per week?” Comparable working adult respondents were asked the following questions: “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,” and “How satisfied are you with the total hours you work per week?” An asterisk (*) indicates that average hours worked for that subgroup significantly differ at the $p < 0.05$ level from the reference group (Ref.).

In Figure 9, we compared the average reported total hours worked per week of teachers and comparable working adults who were satisfied and dissatisfied with their total hours worked. Earlier, we noted that teachers reported working an average of 53 hours per week (see Figure 5). Teachers satisfied with the number of hours that they worked reported working, on average, four hours less than the average across all teachers (49 hours per week), whereas teachers unsatisfied with the number of hours that they worked reported working three hours more than the average for a total of 56 hours per week. Similar to patterns presented in Figure 5, weekly hours worked among satisfied and unsatisfied respondents were lower, on average, among comparable working adults than among teachers.

We disaggregate teacher working hours by race and ethnicity and whether a teacher works in a *low-poverty school*, which we define as a school where fewer than 50 percent of students are identified as being eligible for free or reduced-price lunch, or a *high-poverty school*, which we define as a school where more than 50 percent of students are identified as being eligible for free or reduced-price lunch. Teachers satisfied with their total hours worked across these subgroups all reported working, on average, between 48 and 49 hours per week. The average number of reported hours worked among teachers who were unsatisfied with their hours worked per week was significantly higher among Black teachers (59 hours per week) relative to White teachers (56 hours) and Hispanic and Latinx teachers (55 hours) and higher among teachers working in high-poverty schools (57 hours) relative to those working in low-poverty schools (55 hours).

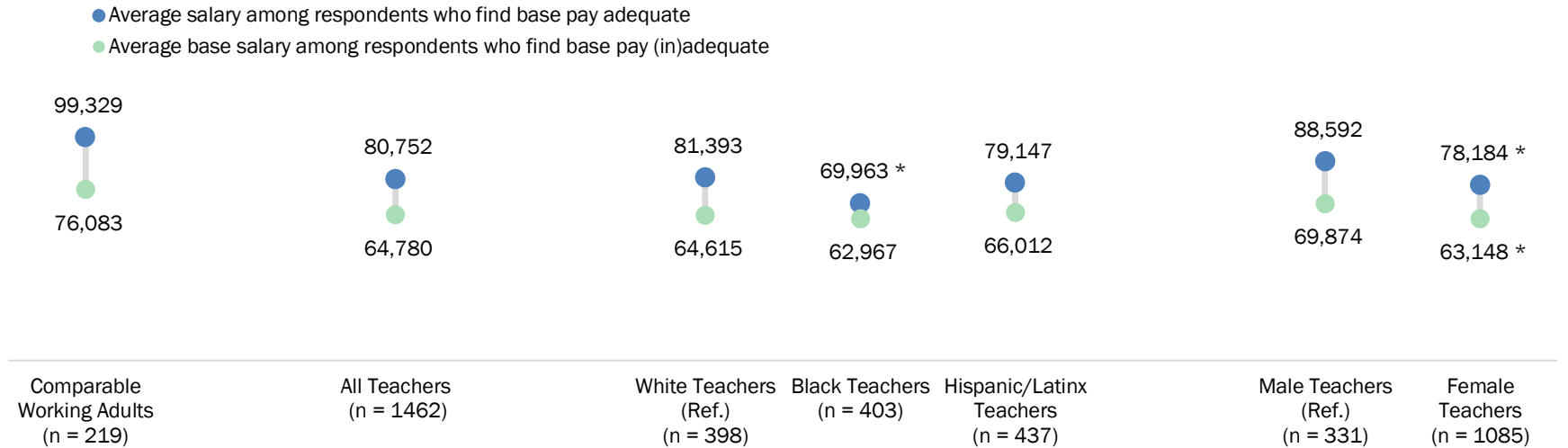
Figure 10. The Gap Between Teachers' Current and Desired Base Salaries in the 2023–2024 School Year



NOTE: This figure shows gaps between teachers' current base salaries (blue labels) and desired base salaries (green labels) among teachers who indicated that their current base salary was "completely inadequate" or "somewhat inadequate" given their roles and work responsibilities, separated into groups based on the quartile of their current base salaries. Current base salaries are self-reported by teachers, who were asked, "During the current school year (2023–2024), what is your base teaching salary for the entire school year?" and were asked to omit any "additional compensation for extracurricular or additional activities." Among teachers who indicated that their base salaries were "completely inadequate" or "somewhat inadequate," teachers were asked to self-report their desired salaries using the following item: "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?" Respondents who provided current or desired salaries below \$20,000 or above \$250,000 were omitted from this analysis. Only respondents who reported both current and desired salaries were included in this figure. $n = 871$.

We asked the 64 percent of teachers who considered their base salaries somewhat or completely inadequate what their desired base salaries would be such that they would consider such salaries completely adequate, assuming their current role and responsibilities remained unchanged. In Figure 10, we compare teachers' reported current base salaries with their desired base salaries. Overall, the gap between teachers' current and desired salaries was roughly \$16,000; the gap between current and desired salaries was slightly higher among teachers whose current salaries are in the top, or fourth, quartile, at roughly \$22,000.

Figure 11. Teachers’ and Comparable Working Adults’ Reported Base Salaries, by Perceived Adequacy of Base Pay



NOTE: This figure shows the average base salaries of teachers and comparable working adults, disaggregated by respondents who indicated that they considered their base salaries to be “somewhat adequate” or “completely adequate” (blue) and those who indicated that they considered their base salaries to be “somewhat inadequate” or “completely inadequate” (green). Teacher respondents were asked the following questions: “During the current school year (2023–2024), what is your base teaching salary for the entire school year? Your base salary is your salary before adding any additional compensation for extracurricular or additional activities, merit pay, or bonuses,” and “This school year (2023–2024), how adequate do you consider your base teaching salary to be given your role and work responsibilities?” Comparable working adult respondents were asked the following questions: “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,” and “How adequate is your annual base salary given your role and work responsibilities?” An asterisk (*) indicates that average reported base salaries for that subgroup significantly differ at the $p < 0.05$ level from the reference group (Ref.).

In Figure 11, we compare the reported base salaries of teachers and comparable working adults between respondents who considered their base salaries to be adequate and those who considered their base salaries to be inadequate. Unlike Figure 10, which compares teachers’ current and desired salaries, Figure 11 compares the current base salaries of two groups of teachers. Teachers who considered their base pay adequate, who comprise 36 percent of all teachers (see Figure 8), reported an average base salary of \$80,752. Unsurprisingly, teachers who considered their base pay to be inadequate reported a lower average base salary of \$64,780, or roughly \$16,000 lower than the average base salary of teachers satisfied with their pay. By comparison, the gap in average base salaries between comparable working adults who considered their compensation adequate and those who considered their compensation inadequate was roughly \$23,000. Reported salaries were significantly

lower among female teachers than male teachers, both for teachers considering their base pay adequate and those considering it inadequate, reflecting lower base salaries, on average, for female teachers overall (see Figure 7).

We found that the *adequacy gap*, the difference in average base salaries between respondents who considered their base pay adequate and those who considered their base pay inadequate, was comparable for teachers of both genders at roughly \$15,000 and \$19,000 for male and female teachers, respectively. When comparing salaries among teachers by race and ethnicity, we found that although average base salaries among teachers considering their pay inadequate were comparable, average base salaries among teachers considering their pay to be adequate were significantly lower among Black teachers when compared with White teachers. This finding indicates that there is a considerably smaller adequacy gap for Black teachers (roughly \$6,700) than for White teachers (roughly \$17,000) and Hispanic and Latinx teachers (roughly \$13,000). These differences by race and ethnicity do not appear to be explained by differences in gender, years of experience, highest degree earned, or school grade band.

How This Analysis Was Conducted

Data for this report were drawn from two surveys: the 2024 SoT survey fielded to RAND's American Teacher Panel (ATP) and the 2024 SoT companion survey of comparable working adults in the United States fielded to RAND's ALP. The SoT survey has been administered yearly to K–12 teachers in January via the ATP since 2021. The survey was developed by RAND to generate nationally representative data on teacher perspectives of their well-being and working conditions. The 2024 SoT survey and ALP companion survey were completed by 1,479 and 501 respondents, respectively, across the months of January and February 2024.

Each SoT survey respondent was assigned a weight to ensure that estimates reflect the national population of teachers. 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). The 2024 SoT survey purposefully oversampled Black teachers and Hispanic and Latinx teachers, allowing for representative estimates of survey responses from these groups. Similarly, each ALP respondent was assigned a weight to ensure that estimates reflect the national population of working adults. We largely focus on ALP responses from a sample of comparable working adults within the ALP, which we define as respondents between the ages of 18 and 64 who have at least a bachelor's degree and reported working at least 35 hours per week (Allegretto, 2022); a total of 219 (out of 501) ALP respondents met these criteria. More information about SoT and ALP survey sampling and weighting and item sources is available in our technical report (Doan et al., 2024).

This report highlights several survey items fielded in the 2024 SoT survey and, when relevant, analogous measures fielded in the 2021, 2022, and 2023 SoT surveys. The 2024 SoT survey examines teachers' reports of well-being, compensation and hours worked, employer-provided benefits (e.g., health insurance, paid leave, housing or tuition assistance), teacher retention and intentions to exit, and teaching about

social and political topics. The four measures of teacher well-being used in this report and previously fielded in the 2021, 2022, and 2023 SoT surveys are constructed as follows:

- *Frequent job-related stress* refers to the percentage of respondents who indicated “often” or “always” to the question: “Since the beginning of the 2023–2024 school year, how often has your work been stressful?”
- *Difficulty coping with job-related stress* refers to the percentage of respondents who, on a 1–5 scale ranging from 1 = not well at all to 5 = very well, indicated responses of “1” or “2” to the question: “How well are you coping with the stress of your job right now?”
- *Symptoms of depression* refers to the percentage of respondents with Patient Health Questionnaire-2 (PHQ-2) scores of 3 or above. PHQ-2 scores are determined by asking respondents to use a scale of 0 = not at all, 1 = several days, 2 = more than half the days, and 3 = nearly every day to report their frequency of the following events: (1) “little interest or pleasure in doing things” and (2) “feeling down, depressed, or hopeless.” We calculate a PHQ-2 score for each respondent by summing their values across both items, resulting in a minimum score of 0 (i.e., a respondent selecting “not at all” for both items) to a maximum score of 6 (i.e., a respondent selecting “nearly every day” for both items).
- *Burnout* refers to the percentage of teachers who “somewhat agree” or “strongly agree” to at least two of the following four statements: (1) “The stress and disappointments involved in [my job] aren’t really worth it,” (2) “I don’t seem to have as much enthusiasm now as I did when I began [my job],” (3) “I look forward to [my job] in the future,” and (4) “I am glad I selected [my job] as a career.” Items 3 and 4 were reverse-coded to match the directionality of items 1 and 2.

In Figures 7, 10, and 11, we present averages of teachers’ current reported base salaries and salaries that teachers indicated would be “completely adequate” for their roles and responsibilities, which we refer to as *desired salaries*. Our review of these data found substantial rates of outlier responses, with 4 and 11 percent of respondents inputting a current or desired salary, respectively, below \$20,000 or above \$250,000. We omitted these responses in calculating the average salaries presented in this report. We also examined whether the subgroup differences we report in Figures 7, 10, and 11 were also present when using base salaries that were adjusted using the Comparable Wage Index for Teachers, which accounts for systematic regional differences in wage levels (Cornman et al., 2019). This adjustment did not result in substantive differences in our findings, and, thus, we opted to report respondents’ unadjusted salaries throughout this report.

In this report, we compare teacher responses across subgroups defined by various teacher and school characteristics, testing for whether average responses for certain subgroups differed from a specified reference subgroup. We do not report exhaustively on all subgroup estimates on all survey items because the purpose of this report is to provide readers with figures and tables highlighting a selection of substantively important findings on the topic of teacher well-being. The categories of teacher and school characteristics that we examine in this report are as follows, with reference categories within those characteristics bolded:

- teacher race or ethnicity: **White**, Black, Hispanic and Latinx

- teacher gender: **male**, female
- teacher experience: 0–5 years, 6–10 years, 11–20 years, **21 or more years**
- teacher highest degree earned: **bachelor’s degree**, master’s degree or higher
- school percentage enrollment of students eligible for free or reduced-price lunch: **below 50 percent**, at 50 percent or above
- school student racial composition: **majority students of color**, majority White students
- school locale: **urban**, suburban, town or rural
- school grade band: **elementary**, middle, high.

All estimates presented in this report are sample-wide or subgroup-specific estimates that are unadjusted for statistical controls. We used linear regression models to test whether estimates for a particular subgroup differ at the $p < 0.05$ level from estimates for the reference subgroup in that category without the use of any statistical controls. Subgroup estimates that are statistically significantly different from reference group estimates are denoted with an asterisk (*) throughout the report. Because the intent of this report is to provide exploratory, descriptive information rather than to test specific hypotheses, we did not make statistical adjustments for multiple comparisons. Readers should not interpret subgroup differences that are statistically significant as evidence of an effect of any specific teacher or school characteristic because there is substantial evidence that many teacher and school characteristics of interest are correlated with one another (Hansen and Quintero, 2018). Rather, our results are intended to highlight differences in reported experiences across subgroups of teachers and encourage additional research on the sources and causes of these differences.

We conducted qualitative coding of one survey item that allowed teachers who selected “other” in a list of structured response options to write in an open-ended response. The survey item we analyzed is “What are the top three sources of stress in your job right now?” We analyzed the write-in responses for this question because 9 percent of teachers who responded selected the “other” response. One hundred and twenty teachers provided a written response; one response was not interpretable (i.e., “N/A”). We reviewed the 119 remaining responses and categorized them into common themes. We did not apply survey weights to these open-ended survey responses. These qualitatively coded responses are intended to illustrate the perspectives and experiences of a subset of responding teachers and cannot be interpreted as nationally representative.

References

- Allegretto, Sylvia, "The Teacher Pay Penalty Has Hit a New High: Trends in Teacher Wages and Compensation Through 2021," Economic Policy Institute, August 16, 2022.
- American Federation of Teachers and Badass Teachers Association, *2017 Educator Quality of Work Life Survey*, 2017.
- Bastian, Kevin C., and Sarah Crittenden Fuller, "Educator Attrition and Hiring in North Carolina Public Schools During the COVID-19 Pandemic," Education Policy Initiative at Carolina, February 2023.
- Camp, Andrew, Gema Zamorro, and Josh McGee, "Teacher Turnover During the COVID-19 Pandemic," Annenberg Institute at Brown University, EdWorkingPaper No. 23-757, April 2023.
- Cornman, Stephen Q., Laura C. Nixon, Matthew J. Spencer, Lori L. Taylor, and Douglas E. Geverdt, *Education Demographic and Geographic Estimates (EDGE) Program: American Community Survey Comparable Wage Index for Teachers (ACS-CWIFT)*, National Center for Education Statistics, 2019.
- Doan, Sy, Elizabeth D. Steiner, Rakesh Pandey, and Ashley Woo, *Teacher Well-Being and Intentions to Leave: Findings from the 2023 State of the American Teacher Survey*, RAND Corporation, RR-A1108-8, 2023. As of May 1, 2024:
https://www.rand.org/pubs/research_reports/RRA1108-8.html
- Doan, Sy, Elizabeth D. Steiner, Ashley Woo, and Rakesh Pandey, *State of the American Teacher Survey: 2024 Technical Documentation and Survey Results*, RAND Corporation, RR-A1108-11, 2024. As of June 18, 2024:
https://www.rand.org/pubs/research_reports/RRA1108-11.html
- Edwards, Danielle Sanderson, Matthew A. Kraft, Alvin Christian, and Christopher A. Candelaria, "Teacher Shortages: A Framework for Understanding and Predicting Vacancies," *Educational Evaluation and Policy Analysis*, 2024.
- Fox, Daniel, Michael Gmeiner, and Joseph Price, "The Gender Gap in K–12 Educator Salaries," *Economics of Education Review*, Vol. 68, November 2018.
- GBAO, "Poll Results: Stress and Burnout Pose Threat of Educator Shortages," January 31, 2022.
- Grant, Ashley A., and Andrew Brantlinger, "It's Tough to Make Predictions, Especially About the Future: The Difference Between Teachers' Intended and Actual Retention," *Teaching and Teacher Education*, Vol. 130, August 2023.
- Grissom, Jason A., and Lael R. Keiser. "A Supervisor Like Me: Race, Representation, and the Satisfaction and Turnover Decisions of Public Sector Employees," *Journal of Policy Analysis and Management*, Vol. 30, No. 3, Summer 2011.
- Hansen, Michael, and Diana Quintero, "Teachers in the US Are Even More Segregated Than Students," Brookings Institution, August 15, 2018.
- Jamieson, Carlos, and Zeke Perez, Jr., *Governors' Top Education Priorities in 2023 State of the State Addresses*, Education Commission of the States, 2023.

- Kraft, Matthew A., and Melissa Arnold Lyon, "The Rise and Fall of the Teaching Profession: Prestige, Interest, Preparation, and Satisfaction over the Last Half Century," Annenberg Institute at Brown University, EdWorkingPaper No. 22-679, 2024.
- Mercer, Andrew, and Arnold Lau, "Comparing Two Types of Online Survey Samples," Pew Research Center, September 7, 2023.
- Nguyen, Tuan D., Elizabeth Bettini, Christopher Redding, and Allison F. Gilmour, "Comparing Teacher Turnover Intentions to Actual Turnover: Cautions and Lessons for the Field," *Educational Evaluation and Policy Analysis*, May 2024.
- Nguyen, Tuan D., Chanh B. Lam, and Paul Bruno, "Is There a National Teacher Shortage? A Systematic Examination of Reports of Teacher Shortages in the United States," Annenberg Institute at Brown University, EdWorkingPaper No. 22-631, 2022.
- Quintero, Diana, Michael Hansen, and Nicolas Zerbino, "Uncovering the Sources of Gender Wage Gaps Among Teachers: The Role of Compensation off the Salary Schedule," Annenberg Institute at Brown University, EdWorkingPaper No. 23-737, 2023.
- Redding, Christopher, and Tuan D. Nguyen, "Teacher Working Conditions and Dissatisfaction Before and During the COVID-19 Pandemic," *Educational Researcher*, 2024.
- Santoro, Dolores A., "The Problem with Stories About Teacher 'Burnout,'" *Phi Delta Kappan*, Vol. 101, No. 4, 2019.
- Steiner, Elizabeth D., Sy Doan, Ashley Woo, Allyson D. Gittens, Rebecca Ann Lawrence, Lisa Berdie, Rebecca L. Wolfe, Lucas Greer, and Heather L. Schwartz, *Restoring Teacher and Principal Well-Being Is an Essential Step for Rebuilding Schools: Findings from the State of the American Teacher and State of the American Principal Surveys*, RAND Corporation, RR-A1108-4, 2022. As of February 2, 2023: https://www.rand.org/pubs/research_reports/RRA1108-4.html
- Steiner, Elizabeth D., and Ashley Woo, *Job-Related Stress Threatens the Teacher Supply: Key Findings from the 2021 State of the U.S. Teacher Survey*, RAND Corporation, RR-A1108-1, 2021. As of May 24, 2024: https://www.rand.org/pubs/research_reports/RRA1108-1.html
- Steiner, Elizabeth D., Ashley Woo, and Sy Doan, *All Work and No Pay—Teachers' Perceptions of Their Pay and Hours Worked: Findings from the 2023 State of the American Teacher Survey*, RAND Corporation, RR-A1108-9, 2023. As of April 28, 2024: https://www.rand.org/pubs/research_reports/RRA1108-9.html
- Taie, Soheyla, and Rebecca Goldring, *Characteristics of Public Elementary and Secondary School Teachers in the United States: Results from the 2015–16 National Teacher and Principal Survey: First Look*, National Center for Education Statistics, November 2020.
- Tourangeau, Roger, Lance J. Rips, and Kenneth Rasinski, eds., *The Psychology of Survey Response*, Cambridge University Press, 2000.
- Walker, Tim, "Gains in Teacher Pay May Not Be Enough to Ease Shortages," *NEA Today*, April 30, 2024.
- Will, Madeline, "Black Teachers Have the Highest Morale. Why?" *Education Week*, May 22, 2024.

Zamarro, Gema, Andrew Camp, Dillon Fuchsman, and Josh B. McGee, "Understanding How COVID-19 Has Changed Teachers' Chances of Remaining in the Classroom," Sinquefeld Center for Applied Economic Research, Working Paper 22-01, 2022.

About This Report

In this report, we present selected findings from the 2024 State of the American Teacher survey, conducted in January and February 2024, among teachers on the American Teacher Panel (ATP). The ATP is a nationally representative sample of more than 22,000 teachers across the United States. The ATP is one of three survey panels that comprise the American Educator Panels (AEP), 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 of the survey panels, visit www.rand.org/aep.

For technical information about the surveys and analysis in this report, please see *State of the American Teacher Survey: 2024 Technical Documentation and Survey Results* (RR-A1108-11, available at www.rand.org/t/RRA1108-11). If you are interested in using AEP data for your own surveys or analysis or in reading other publications related to the AEP, visit www.rand.org/aep or contact aep@rand.org.

RAND Education and Labor

This study was undertaken by RAND Education and Labor, a division of RAND 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 State of the American Teacher survey and the American Life Panel survey were funded by the National Education Association and the American Federation of Teachers.

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.

Acknowledgments

We are extremely grateful to the U.S. public school teachers who have agreed to participate in the ATP. Their time and willingness to share their experiences are invaluable for this effort and helped us understand more about how to better support their hard work in schools.

We are grateful to Stacey Pelika and her colleagues at the National Education Association and to Marla Ucelli-Kashyap and her colleagues at the American Federation of Teachers for their partnership.

We thank Brian Kim for serving as the survey manager, Gerald Hunter for serving as the data manager, and Tim Colvin, Roberto Guevara, and Julie Newell for programming the survey. Thanks to Claude Messan Setodji for producing the sampling and weighting for these analyses. We appreciate the administrative support provided by Tina Petrossian and Leslie Canterbury and AEP management provided by David Grant. We also thank our reviewers, John Pane, Laura Rogers, and Jonathan Schweig, for helpful feedback that substantively improved this report. We thank Anna Bloom for her editorial expertise and Monette Velasco for overseeing the publication process for this report.