

State of the American Teacher and State of the American Principal Surveys

2022 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 State of the American Teacher (SoT) survey. We also sampled from the American School Leader Panel (ASLP) to administer the State of the American Principal (SoP) survey. The SoT and SoP surveys examine teachers' and principals' reports on several topics. Topics in the SoT and SoP surveys included teachers' and principals' well-being (e.g., job-related stress, depression, burnout); school climate (e.g., physical safety; teacher/principal voice; staff diversity, equity, and inclusion); teachers' and principals' working conditions this school year (e.g., instructional mode; hours worked; coronavirus disease 2019 [COVID-19] mitigation policies; beliefs about the teaching of race, racism, and bias); and teachers' and principals' careers as educators (e.g., preparation, retention, decisions to exit). Teachers were also asked about policies that they believed would be effective for recruiting, hiring, and retaining educators of color. Principals were also asked a series of questions about their preparation to respond to political topics in their schools.

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 and SoP surveys. In addition, we convened a virtual panel of 14 experts in teacher workforce policy and practice to prioritize the recruitment and retention policies that are most important and practical for districts, schools of education, or state education agencies to enact in the short and long term.

In this technical report, we provide more detail about the data, samples, and methodology for the SoT, SoP, and ALP companion survey. We also present the results of the survey questions. The SoT survey was completed by 2,360 ATP members, the SoP survey was completed by 1,540 ASLP members, and the ALP companion survey was administered to 500 ALP members in January and February 2022. We also describe attendance and the format of the virtual expert panel on diversifying the teacher workforce.

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 findings and implications we

present are those of the authors and do not necessarily reflect positions or policies of the organizations that supported this research.

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

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1. Introduction

This technical report on the 2022 State of the American Teacher (SoT) and State of the American Principal (SoP) surveys and the American Life Panel (ALP) companion survey includes descriptions of survey content, survey administration, and survey weighting for the SoT, SoP, and ALP; descriptions of interview protocols and qualitative methods used as part of the SoT analyses; and univariate descriptive tables of the SoT, SoP, and ALP companion surveys. We also describe attendance and the format of the virtual expert panel on diversifying the teacher workforce. This report is an update to the 2021 SoT technical appendixes (Woo and Steiner, 2021). Therefore, this report includes recycled text from the earlier report, such as the descriptions of the SoT and ALP survey content, administration, and weighting.

We administered the SoT survey to a subsample of teachers from RAND’s American Teacher Panel (ATP) and administered the SoP survey to a subsample of principals from RAND’s American School Leader Panel (ASLP), respectively. The ATP and the ASLP are two of the standing panels that comprise RAND’s American Educator Panels (AEP), which are nationally representative samples of K–12 public school teachers and principals. The ATP consists of more than 25,000 teachers, and the ASLP consists of more than 7,500 school principals. Both groups respond to numerous online survey requests each year. The AEP began in 2014 and expanded significantly during the 2016–2017 and 2017–2018 school years. Samples of ATP and ASLP members are invited to take periodic surveys on a variety of education topics, such as social and emotional learning and civic education. The ATP and ASLP are constructed to be nationally representative, and participants are sampled for the panel using probabilistic methods. Results obtained for specific ATP and ASLP surveys, when weighted, are nationally representative (Robbins and Grant, 2020).

The ATP and ASLP samples are designed to be of sufficient size to facilitate national analyses, analyses of prevalent subgroups at the national level (e.g., elementary school teachers, high school mathematics teachers, teachers in urban schools), and, in this report, teacher race/ethnicity. Although the panels are designed to permit state-representative analyses in selected states,¹ the SoT and SoP samples were not constructed to support state-level inferences. The ATP and ASLP samples are not linked—that is, the surveys are not designed to connect teachers and principals in the same schools. Thus, any differences between teacher and principal responses speak to broad differences in context and perspectives and cannot be attributed to the

¹ State oversamples in Alabama, Arkansas, California, Delaware, Florida, Georgia, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Nebraska, New Mexico, New York (both New York state as a whole and New York City), North Carolina, Ohio, Oklahoma, Rhode Island, South Carolina, Tennessee, Texas, Virginia, West Virginia, and Wisconsin were funded by the Bill & Melinda Gates Foundation to track its investments in these states.

school. In addition, ATP survey results are intended to provide insight about the broad opinions and experiences of teachers nationally. The nature of the sampling means that, in most cases, one teacher is sampled per school, and thus only a small number of teachers are reporting on school-level actions and activities.

We drew our sample of working adults in the general U.S. population for the companion survey from the ALP. The ALP, which was established in 2006, is a panel of more than 5,000 adults in the United States. Like the ATP and ASLP, 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 chapter in this report.

Survey Characteristics

The SoT and SoP surveys capture responses from nationally representative samples of K–12 teachers and principals, respectively, on such topics as their well-being, school climate, their working conditions during the 2021–2022 school year, and their careers as educators. Teachers (but not principals) were asked about policies that they believed would be effective for recruiting, hiring, and retaining educators of color. Principals (but not teachers) were asked about their preparation to navigate political topics in their schools.

The SoT and SoP surveys were 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 SoP surveys and fielded analogous survey items to a nationally representative sample of employed adults in the United States.

The 2022 SoT survey yielded 2,360 responses out of 4,400 invitations for a completion rate of 53.6 percent, after accounting for screened-out cases. The SoP survey yielded 1,540 responses out of 3,022 invitations for school leaders, for a completion rate of 39.2 percent, after accounting for screened-out cases. The 2022 ALP companion survey yielded 500 responses out of 766 invitations for working adults, for a 65.2-percent completion rate.^a

^a The final analytic sample weights additionally account for missingness and nonresponse to survey items.

2. The 2022 State of the American Teacher and State of the American Principal Surveys

In January and February 2022, RAND researchers administered the SoT and SoP surveys to AEP members working in K–12 public schools to gather information from teachers and principals across the United States about their well-being and working conditions. More specifically, topics included their well-being (e.g., job-related stress, depression, burnout); school climate (e.g., physical safety; teacher/principal voice; staff diversity, equity, and inclusion); their working conditions this school year (e.g., instructional mode; hours worked; coronavirus disease 2019 [COVID-19] mitigation policies; beliefs about the teaching of race, racism, and bias); and their careers as educators (e.g., preparation, retention, decisions to exit). Teachers were also asked about policies that they believed would be effective for recruiting, hiring, and retaining educators of color. Principals were also asked about their preparation to navigate political topics in their schools. The SoT survey was first administered in January and February 2021 (Steiner and Woo, 2021). The 2022 SoT and SoP surveys retain many of the same items and modules from the 2021 SoT and SoP surveys (Woo and Steiner, 2021).

Research Topics and Questions

We examined three research topics in the SoT—well-being and working conditions; responding to current political events; and the recruitment, hiring, and retention of teachers of color. We also examined two of these topics—well-being and responding to current political events—on the SoP. Research questions for each of these topics are included in the following sections.

Topic 1: Teacher and Principal Well-Being and Working Conditions

1. What is the state of K–12 teacher and principal well-being, and how is it related to teachers' and principals' intentions to remain in their current jobs? How do teachers' and principals' responses compare with those of the general population of employed adults?
2. Are there connections among teacher and principal well-being, job-related stressors, working conditions (e.g., feelings of safety, experiences of harassment or racial discrimination, pay, administrative support), perceptions about the supports teachers and principals receive, and intentions to remain in their jobs? If these connections exist, what are they?
 - a. What well-being supports are available to teachers and principals, to what extent do they use them, and what other supports would they like to have?
 - b. To what extent have teachers or principals experienced racial discrimination or harassment about politically sensitive topics in their day-to-day school experiences?

- c. How do experiences of harassment or discrimination relate to well-being and intentions to remain in their jobs?
3. How do the responses and experiences of teachers and principals of color compare with those of their White counterparts? How do teachers' and principals' responses differ across other important subgroups and contexts?

Topic 2: Responding to Current Political Events

1. What COVID-19 masking and vaccination policies are in place in schools across the United States, and how have those policies affected teachers' and principals' work?
 - a. What are teachers' and principals' beliefs about their schools' COVID-19 masking and vaccination policies?
 - b. Have teachers and principals been harassed about their schools' COVID-19 masking or vaccination policies and, if so, by whom?
2. What are teachers' and principals' beliefs about legislation limiting classroom discussions about race, racism, and bias, and how have these pieces of legislation affected teachers' and principals' work?
 - a. Have teachers and principals been harassed about their schools' policies on teaching about race, racism, and bias, and if so, by whom?
3. How are teachers' and principals' experiences of harassment related to their perceptions of school climate?
4. What supports and guidance are teachers and principals receiving about how to respond to current political events (e.g., the COVID-19 pandemic, the historic racial reckoning), and what are the sources of these supports?
5. How do the responses and experiences of teachers and principals of color compare with those of their White counterparts? How do teachers' and principals' responses differ across other important subgroups and contexts?

Topic 3: Recruitment, Hiring, and Retention of Teachers of Color

1. What policies and practices do teachers believe would be most effective for recruiting, hiring, and retaining people of color in the teaching profession?
2. What are teachers' experiences in their preparation programs and in the job search and hiring processes?
3. What policies and practices do a panel of experts in teacher preparation and hiring and retention believe would be most effective for recruiting, hiring, and retaining teachers of color? Which would be most feasible to implement?
4. How do the responses and experiences of teachers of color compare with those of their White counterparts? How do teachers' responses differ across other important subgroups and contexts?

Survey Content

The 2021 SoT survey addressed the topics of teacher well-being, working conditions during the COVID-19 pandemic, and intentions to leave their jobs. We developed the survey items

using a combination of items newly developed for these analyses and items adapted from existing RAND surveys and other sources. The well-being items included measures of job-related stress, how well teachers are coping with job-related stress, symptoms of depression, and burnout. The items related to job-related stress were adapted from the American Federation of Teachers' (AFT's) Educator Quality of Work Life Survey (AFT and Badass Teachers Association [BATs], 2017) or developed specifically for this survey. We drew the item about coping with job-related stress from Herman and colleagues' work on teacher stress and coping (Herman, Hickmon-Rosa, and Reinke, 2018). We used the Patient Health Questionnaire-2 (PHQ-2) screener to measure symptoms of depression (Kroenke, Spitzer, and Williams, 2003), and we measured teacher burnout using items drawn from the National Teacher and Principal Survey (NTPS) (National Center for Education Statistics [NCES], 2017) and the Seidman-Zager teacher burnout scale (Seidman and Zager, 1987). The items about working conditions either were developed specifically for this survey or were borrowed or adapted from several sources, including the RAND COVID-19 survey (Kaufman et al., 2020) and the NTPS. The items about teachers' intentions to leave their current teaching jobs were drawn from the RAND COVID-19 survey (Kaufman et al., 2020). The source of each 2021 survey item is documented in Woo and Steiner, 2021.

We followed the same approach to develop items for the 2022 SoT and SoP surveys. We used several items from the 2021 SoT survey, newly developed some items, and adapted items from existing RAND surveys and other sources. The 2022 SoT and SoP surveys measured educator well-being, working conditions, and educators' intentions to leave their jobs using the same items and topics as the 2021 SoT; the surveys also relied on the same source material. In addition, we drew on the RAND survey of teacher leavers to develop other items about educators' intentions to leave their jobs (Diliberti, Schwartz, and Grant, 2021), and we measured educator resilience using a subset of items from the Brief Resilience Scale (Smith et al., 2008).

The 2022 SoT and SoP surveys included several new topics that were not measured in 2021. These topics included an expanded set of items about working conditions, such as administrator support and hours worked, using items drawn from the NTPS; school environment and safety using items adapted from the Voices from the Classroom Survey (Clark et al, 2021); and staffing using items drawn from the RAND the Learn Together Surveys (Young et al., 2021). The 2022 SoT and SoP surveys included a series of questions about racial microaggressions, which we drew or adapted from the University of Connecticut Racial Microaggressions Survey (Csizmadia et al., 2020) and the Racial Microaggressions Scale (Torres-Harding et al., 2012), and beliefs about current political topics (e.g., teaching about race, racism, and bias; the COVID-19 pandemic). Some of the items about current political topics were drawn from *Education Week* surveys (Lieberman, 2021; Najarro, 2021). Others were drawn from the American Instructional Resources Surveys (Doan et al., 2021) and the RAND Civic Education Survey (Hamilton et al., 2020), and still others were developed specifically for this survey.

Finally, the 2022 SoT includes a new section about recruiting, hiring, and retaining educators of color. Questions in this section were developed for the survey based on work by Hess, 2021; Papay and Qazilbash, 2021; Carver-Thomas, 2017; the National Council on Teacher Quality (Drake et al., 2021; Holston, 2021; Saenz-Armstrong, 2021), and the American Association of Colleges for Teacher Education (AACTE, 2013). The 2022 SoP survey includes a section on principal preparation; we developed these questions based on research conducted by Grissom et al., 2021, and Khalifa, Gooden, and Davis, 2016. We note the sources for adapted or borrowed survey items beneath their respective descriptive tables.

RAND researchers provided early drafts of survey items to survey sponsors (the National Education Association [NEA], AFT, and The Wallace Foundation) and content-area experts (National Council on Teacher Quality [NCTQ]) for review. In particular, NCTQ content experts were consulted for their feedback on items pertaining to the recruitment, hiring, and retention of teachers of color. We incorporated their feedback and revised the survey where appropriate while maintaining final editorial control of the survey items. Finally, we piloted survey items and interview protocol questions with a small convenience sample of teachers, and we revised the questions for clarity according to pilot feedback. In Table 2.1, we list key survey content areas for both the SoT and SoP surveys.

Table 2.1. SoT and SoP Survey Content Areas

Content Areas	SoT Survey	SoP Survey
Well-being		
Job-related stress, coping, and job-related stressors	4 items	4 items
Depression, resilience, and burnout	8 items	8 items
Mental health supports	1 item	1 item
School climate		
Administrator support	5 items	—
Physical safety	5 items	5 items
Staff diversity, equity, and inclusion at your school	9 items	11 items
Teacher or principal voice	2 items	2 items
Working conditions		
Instructional mode	3 items	2 items
Hours worked	1 item	2 items
Staffing	2 items	—
Responding to current political events	9 items	20 items
Preparation to respond to political events	—	9 items
Your career as a teacher or principal		
Preparation	4 items	9 items
Retention or decisions to exit	6 items	6 items
Recruiting and retaining teachers of color	4 items	—
Teacher or principal and school demographics	12 items	11 items

NOTE: — = The survey did not contain items on this content area.

Survey Administration

The SoT survey had an approximate administration time of 15 minutes, targeted 2,300 total teachers, and was administered to the ATP from January 2022 to February 2022. The SoT survey oversampled non-White respondents to facilitate comparisons by respondent race/ethnicity.² Specifically, the SoT survey was administered to ensure the following minimum numbers of respondents in each race/ethnicity category: (1) 800 non-Hispanic White teachers; (2) 500 non-Hispanic Black or African American teachers; (3) 500 Hispanic or Latinx teachers of any race; (4) 200 Asian American, Native Hawaiian, or Pacific Islander (AANHPI) teachers (which we define as teachers who did not identify as Hispanic and who identified as AANHPI); and (5) 100 teachers of other racial identities not listed earlier (which we define as teachers who did not

² 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.

identify as Hispanic, who identified as any race other than those listed earlier, and who identified as multiracial, except those who selected AANHPI).

The SoP survey had an approximate administration time of 12 minutes, targeted a total of 1,500 principals, and was administered to the ASLP from January 2022 to February 2022. Like the SoT survey, the SoP survey oversampled non-White respondents to facilitate comparisons by respondent race/ethnicity. However, because of smaller sample sizes overall for the SoP survey, we provide representative estimates for only (1) White principals and (2) non-White principals as a whole. RAND researchers aimed to gather responses from 1,000 White principals and 500 non-White principals for the SoP survey.

Survey Completion Rates and Representativeness

The 2022 SoT survey yielded 2,360 responses out of 4,400 invitations for a completion rate of 53.6 percent, after accounting for screened-out cases. The SoP survey yielded 1,540 responses out of 3,022 invitations for school leaders, for a completion rate of 39.2 percent, after accounting for screened-out cases. Table 2.2 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 and school leaders.

Table 2.2. SoT and SoP Survey Weighted Descriptive Statistics

	Teachers (SoT)			Principals (SoP)		
	Unweighted Percentage (CI)	Weighted Percentage (CI)	Population (%)	Unweighted Percentage (CI)	Weighted Percentage (CI)	Population (%)
Respondent assignment and school						
School level						
Elementary	34.2 (32.2, 36.1)	35.9 (33.3, 38.6)	35.9	38.4 (36.0, 40.9)	41.7 (39.1, 44.4)	41.8
Middle	26.7 (24.9, 28.5)	25.5 (23.2, 27.8)	25.5	15.7 (13.8, 17.5)	15.9 (14.0, 17.8)	15.9
High	18.4 (16.9, 20.0)	16.3 (14.3, 18.3)	16.3	17.2 (15.3, 19.1)	14.8 (13.1, 16.5)	14.8
Other	20.6 (19.0, 22.3)	22.3 (20.0, 24.6)	22.3	28.7 (26.4, 30.9)	27.6 (25.3, 29.9)	27.5
School locale						
Urban	36.1 (34.2, 38.0)	28.8 (26.4, 31.2)	28.8	30.4 (28.0, 32.7)	26.6 (24.4, 28.9)	26.6
Suburban	37.6 (35.7, 39.6)	39.2 (36.5, 41.9)	39.2	31.3 (29.0, 33.7)	32.3 (29.8, 34.8)	32.3
Town	9.9 (8.7, 11.1)	11.4 (9.7, 13.1)	11.4	11.7 (10.1, 13.3)	12.7 (10.9, 14.5)	12.7
Rural	16.3 (14.9, 17.8)	20.7 (18.3, 23.0)	20.6	26.6 (24.4, 28.8)	28.4 (26.0, 30.8)	28.4
School size						
Large	58.1 (56.1, 60.1)	54.3 (51.5, 57.0)	54.3	33.2 (30.9, 35.6)	33.3 (30.8, 35.7)	33.3

	Teachers (SoT)			Principals (SoP)		
	Unweighted Percentage (CI)	Weighted Percentage (CI)	Population (%)	Unweighted Percentage (CI)	Weighted Percentage (CI)	Population (%)
Medium	25.7 (23.9, 27.5)	28.9 (26.3, 31.4)	28.9	33.3 (30.9, 35.7)	33.3 (30.8, 35.8)	33.3
Small	16.2 (14.7, 17.7)	16.9 (14.8, 19.0)	16.9	33.5 (31.1, 35.8)	33.4 (31.0, 35.9)	33.4
Students: Percentage eligible for free or reduced-price lunch						
0–20%	11.2 (10.0, 12.5)	15.7 (13.6, 17.8)	15.8	12.9 (11.2, 14.5)	13.6 (11.7, 15.4)	13.6
20–40%	17.6 (16.1, 19.2)	22.0 (19.6, 24.4)	22.0	19.5 (17.5, 21.4)	20.9 (18.7, 23.0)	20.9
40–60%	19.8 (18.1, 21.4)	23.6 (21.1, 26.0)	23.6	25.7 (23.5, 27.9)	24.5 (22.3, 26.7)	24.5
60–80%	21.9 (20.3, 23.6)	18.9 (16.8, 20.9)	18.8	18.7 (16.7, 20.6)	19.3 (17.2, 21.4)	19.4
80–100%	29.5 (27.6, 31.3)	19.8 (17.9, 21.8)	19.8	23.3 (21.2, 25.4)	21.7 (19.6, 23.8)	21.8
Students: Percentage minority						
0–20%	11.5 (10.2, 12.8)	22.1 (19.6, 24.6)	22.1	25.7 (23.5, 27.9)	28.3 (25.9, 30.7)	28.2
20–40%	14.8 (13.3, 16.2)	20.1 (17.9, 22.3)	20.1	18.1 (16.2, 20.1)	19.1 (17.0, 21.2)	19.1
40–60%	15.8 (14.3, 17.3)	17.0 (14.9, 19.1)	17.0	14.9 (13.1, 16.7)	15.0 (13.2, 16.9)	15.0
60–80%	15.1 (13.6, 16.5)	14.2 (12.4, 16.1)	14.3	12.3 (10.7, 14.0)	12.2 (10.5, 13.9)	12.3
80–100%	42.8 (40.8, 44.8)	26.6 (24.4, 28.8)	26.6	28.9 (26.6, 31.2)	25.4 (23.2, 27.6)	25.4
State with critical race theory law						
No	65.6 (63.6, 67.5)	68.0 (65.4, 70.5)	68.0	71.1 (68.8, 73.4)	71.4 (69.0, 73.7)	71.3
Yes	34.4 (32.5, 36.4)	32.0 (29.5, 34.6)	32.0	28.9 (26.6, 31.2)	28.6 (26.3, 31.0)	28.7
Respondent demographics						
Degree						
Bachelor's degree or lower	40.4 (38.4, 42.4)	42.5 (39.7, 45.2)	42.5	—	—	—
Master's degree or higher	59.6 (57.6, 61.6)	57.5 (54.8, 60.3)	57.5	86.1 (84.4, 87.8)	89.5 (88.1, 90.9)	89.5
Doctorate or comparable	—	—	—	13.9 (12.2, 15.6)	10.5 (9.1, 11.9)	10.5
Gender						
Female	78.4 (76.7, 80.0)	76.5 (74.2, 78.9)	76.5	50.7 (48.1, 53.2)	53.2 (50.6, 55.8)	53.2
Male	21.6 (20.0, 23.3)	23.5 (21.1, 25.8)	23.5	49.3 (46.8, 51.9)	46.8 (44.2, 49.4)	46.8
Experience						
15 years or more	36.2 (34.3, 38.2)	42.8 (40.1, 45.6)	42.9	—	—	—

	Teachers (SoT)			Principals (SoP)		
	Unweighted Percentage (CI)	Weighted Percentage (CI)	Population (%)	Unweighted Percentage (CI)	Weighted Percentage (CI)	Population (%)
10 to 14 years	21.4 (19.7, 23.0)	19.9 (17.7, 22.0)	19.8	—	—	—
4 to 9 years	27.8 (25.9, 29.6)	23.7 (21.5, 26.0)	23.7	—	—	—
Less than 4 years	14.6 (13.2, 16.1)	13.6 (11.7, 15.4)	13.6	—	—	—
Race/ethnicity						
Hispanic or Latinx	22.9 (21.2, 24.6)	9.7 (8.7, 10.6)	9.7	—	—	—
Asian, Pacific Islander, or Native Hawaiian (including multiracial)	10.6 (9.4, 11.9)	2.2 (1.9, 2.6)	2.2	—	—	—
Black or African American	23.6 (21.9, 25.3)	6.7 (6.0, 7.3)	6.7	—	—	—
White	37.8 (35.8, 39.7)	79.2 (77.7, 80.7)	79.2	67.7 (65.3, 70.0)	78.4 (76.5, 80.2)	78.4
Other, including multiracial	5.1 (4.2, 6.0)	2.2 (1.7, 2.7)	2.2	—	—	—
Non-White	—	—	—	32.3 (30.0, 34.7)	21.6 (19.8, 23.5)	21.6

NOTES: This table presents percentages and 95-percent confidence intervals (CIs) for select respondent characteristics for the SoT and SoP surveys. Listed characteristics are those that were used to calibrate the SoT and SoP. Cells with dashes indicate that this characteristic was not used to calibrate that particular survey. In the case of respondent race/ethnicity, the SoT was calibrated using more-granular race/ethnicity categories, whereas the SoP was calibrated to match population percentages of White and non-White respondents. Both unweighted and weighted statistics are presented, in addition to the population percentages for each characteristic. Population percentages were obtained from 2017–18 National Teacher and Principal Survey and the 2018–19 NCES Common Core of Data (CCD).

Qualitative Coding of Open-Ended Survey Responses

We conducted qualitative coding of survey items that allowed for an open-ended response. Specifically, we examined what teachers and principals wrote in response to open-ended questions and in the open-ended text boxes when they selected “other” in a list of structured response options.

We reviewed all responses and, where appropriate, recoded responses into existing categories. We reviewed the remaining responses and categorized them into common themes. Where responses did not fit squarely into an existing category, we allowed the response to remain coded as “other.” We did not apply survey weights to open-ended survey responses that we qualitatively coded. These qualitatively coded responses are intended to illustrate the

perspectives and experiences of a subset of teachers and principals (i.e., those who provided a write-in response) and cannot be interpreted as nationally representative.

Calibrated Weighting

For the SoT and SoP surveys, each respondent was assigned a weight to ensure that estimates based on the SoT or SoP sample reflected the national population of teachers and school leaders, respectively. This weight is calculated by first modeling response probabilities of teachers (or principals) across a wide variety of teacher (or principal) characteristics. The main weight is then calibrated so that the weighted sample matches the known national teacher or school leader 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 and principals in the United States, we created weights that are products of the following three interim weights:

1. **calibrated weight of the ATP/ASLP sampling frame.** This is a calibration weight that assigns a weight for each ATP/ASLP 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 or principals according to the School and Staffing Survey and the CCD, 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 2022 SoT or SoP sample using the ATP or ASLP as the frame; these probabilities were selected to have at least 2,300 participants in the ATP and at least 1,500 in the ASLP.
3. **survey response weight.** This is the inverse of the modeled probability of a teacher or principal completing 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 nonresponse weight adjustments. The sampling and weighting approach were 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 and principals 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 participant responding to the survey conditional on the school- and individual-level characteristics (including states) of teachers and principals. 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.³

Survey Limitations

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

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 and SoP among a sample of employed adults in the general population.

³ Replicate weights were not produced for the SoT and SoP data files; 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.

RAND researchers fielded the ALP companion survey from January 2022 to February 2022. Survey participants 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 such topics as job-related stress; sources of that stress; the state of their mental health; beliefs and opinions on school policies related to COVID-19 and the teaching of race, racism, and bias; and working conditions during the COVID-19 pandemic. These survey items were analogously worded to their counterparts in the SoT and SoP surveys and were designed specifically to provide comparison responses among a sample of employed adults.

The 2022 ALP companion survey yielded 500 responses out of 766 invitations for working adults, for a 65.2-percent completion rate. Responses to the ALP companion survey were weighted using procedures that were similar to those described for the SoT and SoP surveys to produce nationally representative estimates of adults in the United States. Table 2.3 provides weighted descriptive statistics for survey respondents.

Table 2.3. ALP Weighted Descriptive Statistics

Characteristics	Weighted Percentage (CI)
Respondent race	
White/Caucasian	73.8 (67.5, 80.3)
Black/African American	12.7 (7.8, 17.7)
American Indian or Alaska Native	0.9 (0, 2.1)
Asian or Pacific Islander	73.8 (67.5, 80.3)
Other	5.4 (2.7, 8.0)
Hispanic or Latino	
Yes	17.9 (11.2, 24.6)

Characteristics	Weighted Percentage (CI)
No	82.1 (75.3, 88.8)
Age	
18–34	32.3 (23.6, 41.0)
35–49	32.9 (26.1, 39.8)
50–69	32.5 (26.3, 38.7)
70+	2.3 (1.1, 3.5)
Education	
Up to high school diploma or equivalent	31.5 (22.4, 40.6)
Some college, no degree	14.0 (9.4, 18.7)
Associate’s degree	12.5 (8.1, 17.0)
Bachelor’s degree or higher	21.7 (16.9, 26.5)
Graduate or professional degree	20.2 (15.7, 24.7)
Household income	
Less than \$25,000	7.8 (4.4, 11.2)
\$25,000 to \$49,999	17.5 (12.3, 22.6)
\$50,000 to \$74,999	22.6 (15.1, 30.1)
\$75,000 to \$99,999	12.7 (8.5, 16.8)
\$100,000 to \$124,999	14.0 (9.0, 18.9)
\$125,000 to \$199,999	18.5 (11.2, 25.7)
\$200,000 or more	20.2 (15.7, 24.7)

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

Analysis of Principal Turnover at the National Level

To generate a rough estimate of principal turnover at the national level, we leveraged secondary data from MDR, the education division of Dun and Bradstreet, a Canadian data and analytics company. From MDR's database of educators across the United States, we requested information for a sample of 1,147 principals, including first and last names, email addresses, and school information at two time points: 2020–2021 and 2021–2022. After reviewing the data, removing duplicates, and linking the data across our two time points, we had data on a convenience sample of 1,080 principals. We then weighted our convenience sample of principals to be representative of the national population of public school principals in fall 2020.

We matched on principal information to determine whether schools experienced a change in their principal between 2020–2021 and 2021–2022. Specifically, if the principal's name in a given school in 2020–2021 did not match the name of the principal in the same school in 2021–2022, we categorized the school as having experienced principal turnover.

Of our 1,080 principals, we were able to identify 794 (or 74 percent) in our AEP panel records and confirmed that they were the principals who responded to a survey in fall 2020 about how their schools were navigating the COVID-19 pandemic. In this survey, respondents were asked the following question: “What is the likelihood that you will leave your job by the end of the current school year (2020–2021), compared with the likelihood you would have left your job before COVID-19?” We linked these survey data with our data on principal turnover for these 794 respondents, allowing us to investigate the relationship between principals' reported intentions to leave their jobs and actual turnover.

Qualitative Methods

We conducted phone interviews with teachers in January and February 2022. These interviews were designed to complement the SoT survey; interview questions focused on many of the same topics addressed in the teacher survey, such as well-being, mental health supports, school climate, working conditions, and future plans. Teachers were also asked about policies that they believed would be effective for recruiting, hiring, and retaining educators of color. The interviews included a few topics that were not covered on the SoT survey—specifically, teachers' experiences with the job search and hiring processes; staff shortages; and how their actual or perceived race has affected their relationships with their students, teacher colleagues, school administrators, and the parents of their students. Because we were able to ask teachers to describe their experiences and explain their opinions, the interviews allowed us to delve more deeply into the sources of teachers' job-related stress, why teachers were experiencing job-related stress, how to better support teachers in managing their stress, teachers' experiences throughout the job search and hiring process, and how teachers' actual or perceived race influenced their experiences throughout their teaching career.

We used standard qualitative methods to develop our interview protocol and to collect and analyze our interview data. Therefore, this report includes recycled text from other reports that used similar methods (e.g., Wang et al., 2021).

Sample

We interviewed K–12 public school teachers who responded to our SoT survey and consented to participate in an interview through a survey response. We sorted these teacher respondents into the following three specific sampling categories:

1. Category 1: teachers who were likely to leave their current teaching jobs. We determined that teachers were likely to leave their current teaching job if they responded “unlikely to leave before, but likely now” or “likely to leave both before and now” in response to the question, “What is the likelihood that you will leave your job at your school by the end of the current school year (2021–2022), compared with the likelihood you would have left your job before the COVID-19 pandemic?” By interviewing these individuals, we sought to better understand the drivers and stressors that were causing teachers to consider leaving their jobs and the supports teachers need to remain in their jobs.
2. Category 2: teachers who indicated that they were not coping well with their job-related stress but were not likely to leave their jobs. We defined *not coping well* as a response of “1 (not well at all)” or “2” to the survey item, “How well are you coping with the stress of your job right now?” We determined that teachers were not likely to leave their jobs if they responded “unlikely to leave both before and now” in response to the following question: “What is the likelihood that you will leave your job at your school by the end of the current school year (2021–2022), compared with the likelihood you would have left your job before the COVID-19 pandemic?” By interviewing these individuals, we sought to understand the motivation and factors that helped them stay in their jobs, even though they were not coping well with their job-related stress.
3. Category 3: teachers who reported frequent job-related stress but were coping well with their job-related stress and were not likely to leave their current teaching jobs. We defined *coping well* as a response of “4” or “5 (Very well)” to the survey item, “How well are you coping with the stress of your job right now?” We defined *frequent job-related stress* as a response of “often” or “always” to the question, “Since the beginning of the 2021–2022 school year, how often has your work been stressful?” By interviewing these individuals, we sought to better understand the factors that helped them cope well and remain in their jobs, even though they experienced frequent job-related stress.

Within each of these sampling categories, we sought to ensure that we had racial diversity within each bucket, such that one-third of each sampling category was composed of White teachers and two-thirds of each sampling category was composed of teachers of color—split among teachers who identified as (1) Black or African American; (2) Hispanic or Latinx; (3) AANHPI; (4) American Indian or Alaska Native; and (5) multiracial or other racial or ethnic identity.⁴

⁴ This final category also included one teacher who self-identified as Arab American.

In the interviews, some teachers' responses differed from their survey responses. For example, a teacher who reported that they were not planning to leave their job on the survey might have instead reported during the interview that they were planning to leave. Or a teacher who reported on the survey that they were not coping well with their job-related stress reported during the interview that they were coping well. Several interviewed teachers also reported information about their racial or ethnic identities that differed from their survey responses. In such cases, we recategorized teachers based on their interview response and sampled additional teachers to replace those teachers that we recategorized. Most of the teachers we recategorized ultimately fell into the category of teachers who were likely to leave their current teaching jobs; as a result, this group of teachers is larger than the other two groups of teachers—(1) those who were not coping well but not likely to leave their jobs and (2) those who experienced frequent job-related stress but were coping well and not likely to leave their jobs.

To ensure that we were capturing the voices of teachers across other demographic characteristics, we also monitored the gender, grade level, and years of experience of teachers in our interview sample. We aimed to ultimately have an interview sample that (1) roughly reflected the gender composition of the teaching workforce; (2) was composed evenly of teachers in grades K–5 and teachers in grades 6–12; and (3) was split evenly among the following categories of experience: less than 5 years of experience, 6–10 years of experience, 11–15 years of experience, and 16 or more years of experience. We sampled teachers for interviews throughout the survey field period. That is, we sampled some teachers who responded to the survey in the first week, some who responded in the second week, and some who responded in the third and fourth weeks of the field period.

In January and February 2022, we invited a total of 74 teachers to participate in interviews. Of these teachers, 14 did not reply and 60 accepted our interview invitation. We provided a \$75 Amazon electronic gift card to each participant upon completion of the interview. We conducted a total of 60 interviews and had an overall response rate of 81 percent. Table 2.4 shows the characteristics of the teachers we interviewed and the categories to which they belonged based on their survey responses and self-reported racial identities.

Table 2.4. Teacher Interview Sample

	Teachers of Color						Total
	Black or African American	Latinx or Hispanic	AANHPI	American Indian or Alaska Native	Multiracial and Other	White Teachers	
Category 1: Teachers who were considering leaving their current job	5	5	2	1	3	8	25
Category 2: Teachers who were not coping well but not considering leaving their current job	2	2	4	1	3	6	18
Category 3: Teachers who reported frequent job-related stress but were coping well and not considering leaving their current job	3	3	2	0	3	6	17
Total	9	9	8	2	9	20	60

Our interview sample was 65 percent female and 32 percent male. One teacher declined to share their gender, and one teacher self-described their gender as genderqueer fem. Forty-five percent of our interviewees were elementary teachers and 55 percent were secondary teachers. The teachers we interviewed had 3–33 years of experience. Fifteen percent had less than 5 years of experience, 27 percent had 6–10 years of experience, 22 percent had 11–15 years of experience, and 37 percent had 16 or more years of experience.⁵ In comparison to our initial goals for demographic variation in the sample, our actual sample had a slight overrepresentation of secondary teachers compared with elementary teachers and a slight underrepresentation of novice teachers (i.e., teachers with five or fewer years of experience) compared with veteran teachers (i.e., teachers with 16 or more years of experience). This overrepresentation and underrepresentation of certain groups stemmed from the characteristics of the sample of teachers who were surveyed and agreed to be interviewed; for instance, we were not able to sample more novice teachers because there were few novice teachers in our sample of surveyed teachers who agreed to be interviewed.

The interview sample of teachers was not intended to be representative of the population of K–12 public school teachers. Consistent with the project’s focus on the experiences of teachers of color, we oversampled teachers of color to better understand their perspectives. Otherwise, we achieved good variation across grade levels served, geographic regions, gender, and years of teaching experience.

⁵ The percentages listed here are rounded and will therefore sum to more than 100 percent.

Interview Protocol Design

We developed a semistructured protocol grounded in the major topics addressed by our survey: teacher well-being, responses to the current sociopolitical climate, and diversification of the teacher workforce. Because of the potential sensitivity of our interview topics—particularly around the stressors that teachers might face and teachers’ perceptions of their experiences in school based on their actual or perceived race—we asked five teachers to review our draft interview protocol and provide feedback on the content and wording of the questions. The five teachers varied in racial or ethnic identity; two pilot teachers identified as White, one pilot teacher identified as multiracial, and two pilot teachers identified as people of color. We then revised the interview protocol based on the feedback that we received from the five pilot teachers.

Interview Data Collection

Six data collectors scheduled and conducted the phone interviews. The interview protocol consisted of brief background questions, followed by five substantive sections. The first section concerned teachers’ experiences on the job, which encompassed such topics as their job satisfaction, sources of job-related stress, their ability to cope with their job-related stress, school- or district-provided supports for coping with job-related stress, experiences of hostility or aggression by others inside or outside their school community, staff shortages, and suggestions for ways to make teaching less stressful. The second section of the interview was about future plans, the third was about teachers’ experiences during the preparation process and entry into the profession, the fourth dealt with teachers’ experiences during the job search and hiring processes, and the final section concerned teachers’ experiences based on their actual or perceived race. As data collectors conducted the interviews, they took detailed notes on interviewees’ responses. We also audio-recorded the interviews to validate our notes.

We ensured quality data collection in two ways. First, we trained interviewers on the aims of the research, the interview protocol, and data-collection processes prior to data collection. Second, the team of data collectors met at regular intervals throughout data collection to debrief. These periodic meetings helped us ensure consistent data collection across interviewers and over time, calibrate the use of key terms, identify useful probes, and troubleshoot any concerns.

Interview Data Analysis

We used an iterative approach to coding and followed established qualitative research procedures for ensuring reliability (Denzin and Lincoln, 2003; Lincoln and Guba, 1985; Miles and Huberman, 1994; Strauss and Corbin, 1993). To support the analysis process, we developed an initial coding scheme that was guided by our research questions and interview protocol. Codes included job satisfaction, job-related stress, supports that reduce job-related stress, policies and practices that support retention, entry into teaching, recruiting teachers of color,

adequacy of preparation, and school climate (see Table 2.5). These codes allowed us to categorize the data by topic (e.g., to review all the excerpts about job satisfaction together) and analyze them to pull out themes.

After developing the initial coding scheme with the input of an expert qualitative researcher, one qualitative lead coded one interview to test the use of the coding scheme and provide coders with examples for each code. Four analysts were trained on the coding scheme. Like the two qualitative leads, the analysts each coded the interviews that they conducted. Analysts logged teachers' responses to each interview question in a spreadsheet. Throughout the data-collection process, the two qualitative leads reviewed interview responses to surface additional codes that reflected emergent themes. The qualitative team met throughout the coding process to ensure that the four analysts were consistently and reliably applying the codes. Through these discussions, the team resolved ambiguities and made decisions to add new codes and themes. We revised the coding scheme and documented decision rules as necessary. As we conducted interviews and coded excerpts, we logged a running set of emergent themes and met to debrief on the patterns that we observed. These emergent themes then formed the basis for our systematic analysis of coded excerpts.

Once all interviews were conducted and coded, we conducted a systematic review of coded excerpts to verify the emergent themes that we identified and determine whether there were any additional themes. We drew on established techniques to identify themes (Bernard, Wutich, and Ryan, 2016; Ryan and Bernard, 2003), including looking for repetition, similarities, and differences between sets of data (e.g., similar responses across respondents who identified as teachers of color or who shared the same gender). Guided by the research questions, analysts reviewed all the excerpts relevant to code. Analysts also developed inductive second-level codes, where appropriate, to analyze themes under each code. These second-level codes focused on what the excerpt described (e.g., whether the interviewee was satisfied with their job), what was happening (e.g., what they were satisfied or not satisfied about), and why (e.g., whether job satisfaction had changed over time and the reasons for that shift). Although we did keep track of the number of respondents who spoke to a particular second-level code for the purpose of understanding the prevalence of various themes or topics within our sample and within teacher subgroups, we did not use the data to create quantitative indicators.

We took multiple steps to ensure the integrity of our findings, such as searching for and examining both confirming and disconfirming evidence (Denzin, 2006). In addition, we leveraged multiple approaches to identify themes, including keeping a running record of potential themes throughout the data-collection process, conducting systematic analysis of coded excerpts, and scheduling regular team debriefs.

Table 2.5. First-Level Teacher Interview Codes

Code	Description
Background	Teacher background information, such as grades and subjects taught; years of teaching experience; racial and ethnic composition of student body, teaching staff, and administration; own racial and ethnic identity
Job satisfaction	Includes level of satisfaction, changes in job satisfaction over time, reasons for job satisfaction or dissatisfaction
Job-related stress	Factors that make teaching more or less stressful, changes over time
Coping	Ability to cope with job-related stress, supports offered by school, helpfulness of these supports, supports teachers would like to have
Threats, harassment, discrimination	Experience of job-related threats, discrimination, or harassment; topic of threats, discrimination, or harassment
Reducing job-related stress	Things that need to change in the short term or long term to help make teaching less stressful
Intentions to leave	Intention to leave current teaching job, reasons for leaving
Future plans	[If intending to leave] Plans for after leaving teaching job
Supporting retention	[If intending to leave] What would induce them to stay
Leaving the teaching profession	Intentions to leave the profession before retirement, reasons for this intention
Entry into teaching	Description of path to entry, any barriers to entry, whether identity characteristics played a role in any barriers experienced
Teacher preparation	Description of preparation, reason for choosing that program
Recruiting teachers of color	Things the teacher preparation program could have done differently to recruit more teachers of color
Retaining teachers during the preparation process	Intentions to leave during preparation program, reasons for staying
Adequacy of preparation	Description of the adequacy of preparation for first teaching job, specific aspects of teacher preparation program that helped with preparation
Job search	Description of job search for current job
Hiring process	Description of hiring process for current job, length of process, role of identity characteristics in hiring
Hiring teachers of color	Things current school system or school could do to hire more teachers of color
Retaining teachers of color	Things current school system or school could do to retain more teachers of color
Experiences based on your actual or perceived race	Whether actual or perceived race affects experiences and relationships with students, parents of students, teacher colleagues, or administrators in school
School climate	Sense of belonging, things school could do to create a stronger sense of belonging for teachers of color

Code	Description
Staff shortages	Taking on more duties than normal this year, description of extra duties, how extra duties have affected job performance and intentions to leave
Managing COVID-19 mitigation measures (masking, vaccinations, social distancing, quarantines, etc.)	Description of school COVID-19 mitigation measures and how the teacher has responded to or managed them, how COVID-19 mitigation measures have affected their work
Managing discussions about race, racism, or bias (from nonfamily members [e.g., administrators, community members, students, any other individuals])	Description of school, district, or state policies about teaching or discussing race, racism or bias, how the teacher has responded to or managed them, and how these policies measures have affected their work
Managing concerns from parents and family members about COVID-19	Description of parent or family concerns and how responding to those concerns has affected their work
Managing concerns from parents and family members relating to race, racism, or bias	Description of parent or family concerns and how responding to those concerns has affected their work
The intrusion of politics into teaching	General discussion of the role of politics in teaching
Other aspects of the political environment	Other aspects of the current political environment that affect teachers' work
Other	Themes or ideas that do not fit into existing topics

Interview Limitations

The purpose of conducting these qualitative interviews was not to identify statistically generalizable findings but to obtain rich data to gain greater understanding about how different types of teachers experience job-related stress, weigh decisions about their future plans, and have different experiences along the path to becoming a teacher. The qualitative results derived from the interviews are intended to complement the broad national perspective provided by the SoT survey.

However, the interview data do have several limitations. First, our interview sample was not randomly selected; teachers self-selected into our sample by agreeing to the interview. Hence, the generalizability of our findings might be limited. We did not intend for the sample to reflect distributions of teacher characteristics nationally, but we did ensure that there was representation of teachers across subgroups (e.g., race/ethnicity, gender) that were relevant to our research questions. We also sampled to ensure relatively even distributions of elementary and secondary teachers, variation in years of experience, and variation in geographic region. Second, interview responses are, by definition, subject to self-report bias. Thus, our investigation was limited to teachers' *perceptions* of such issues as job-related stress; future plans; experiences of hostility or aggression by others; and their preparation, job search, and hiring processes. We were not able to independently verify their responses. Also, we conducted interviews in January and February 2022, during the rise of the omicron variant of the coronavirus, which was causing continued disruptions to schooling. This specific context likely influenced teachers' responses to our interview questions.

Expert Panel

We convened a panel of 14 experts in teacher preparation and hiring and retention in March 2022 to discuss the policies that the experts believed would be most effective for recruiting, hiring, and retaining teachers of color and which would be most feasible for teacher preparation programs, states, districts, and schools to implement. The purposes of this panel were to solicit the perspectives of practitioners and researchers on the broad topic of increasing the racial and ethnic diversity of the teacher workforce and to add these perspectives to the opinions of teachers nationally as measured by the SoT survey.

We identified panelists through our knowledge of the field, our professional networks, and Google searches. Participants consisted of experts at all levels of the education system and included state department of education staff, teachers' union representatives, researchers, district human resources staff, and teacher preparation program staff, as shown in Table 2.6. We intentionally recruited a racially and ethnically diverse group of panelists and included participants who could speak to the experiences of teachers who identified as Black or African American, Hispanic or Latinx, and AANHPI. The group of panelists was reasonably diverse in terms of gender and geographic location. We engaged an outside facilitator to lead the discussion.

Prior to the meeting, we asked participants to respond to a brief survey in which they prioritized which recruitment, hiring, and retention policies would be most effective for improving the racial diversity of the teaching workforce. This survey included the same SoT survey questions to which teachers responded. The survey also included an open-ended question asking participants to describe any other effective policies that were not included in the survey questions. The two-and-a-half-hour meeting began with a brief presentation of teacher survey responses from the SoT alongside experts' responses to the same questions to spark discussion. The meeting concluded with an exercise in which the expert panelists again responded to the SoT survey questions to capture any changes in responses sparked by the discussion.

Table 2.6. Expert Panel Participants

Participant Type	Number of Participants
Researchers	3
Teachers' union representatives	2
Principals	1
District human resources staff	1
State department of education staff	3
Teacher preparation program staff	3

The following chapters contain detailed tables of survey results. Specifically, Chapter 3 contains tables of SoT survey results, Chapter 4 contains tables of SoP survey results, and Chapter 5 contains tables of results from the ALP companion survey.

3. State of the American Teacher Survey Results

Well-Being

Table 3.1. Since the Beginning of the 2021–2022 School Year, How Often Has Your Work Been Stressful?

Response Option	Weighted Percentage
Never	0
Hardly ever	3
Sometimes	24
Often	51
Always	23

NOTE: This item was adapted from the Educator Quality of Work Life Survey (AFT and BATs, 2017). $n = 2,349$.

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	5
2	19
3	46
4	23
5: Very well	7

NOTE: This item was adapted from Herman, Hickmon-Rosa, and Reinke, 2018. $n = 2,349$.

Table 3.3. Which of the Following Are Sources of Stress in Your Job Right Now?

Response Option	Weighted Percentage
The format in which I am teaching (i.e., remote, hybrid, or in-person)	17
Switching instructional mode (e.g., from in-person to remote) when students are quarantined or because of staff shortages	33
Managing student behavior	51
Supporting students' mental health and well-being	60
Supporting my students' academic learning because they have lost instructional time during the COVID-19 pandemic	71
My health or the health of a loved one who is at high risk for contracting COVID-19	39

Response Option	Weighted Percentage
Implementing COVID-19 mitigation measures (e.g., mask-wearing, COVID-19 testing, social distancing) in my classroom	57
Responding to the concerns of my students' families about the COVID-19 mitigation measures in place at my school	25
Responding to the concerns of my students' families about teaching about race, racism, or bias	8
The intrusion of political issues and opinions in teaching	40
My salary being too low	45
Taking on extra work because of staff shortages	52
Lacking support from school administrators	27
I spend too many hours working	47
Feeling like the goals and expectations of the school are unattainable	42
Feeling as though my administrators micromanage me and do not trust me to act as a professional	22
Other	8
There are no sources of stress in my job right now	1

NOTE: Respondents were instructed to “select all that apply.” *n* = 2,349.

Table 3.4. Of the Sources of Job-Related Stress That You Indicated, Rank the Top Three from 1 (highest) to 3 (lowest)

Response Option	Weighted Percentage			
	Not in Top 3	First Choice	Second Choice	Third Choice
The format in which I am teaching (i.e., remote, hybrid, or in-person)	83	5	4	9
Switching instructional mode (e.g., from in-person to remote) when students are quarantined or because of staff shortages	64	14	10	11
Managing student behavior	44	27	17	12
Supporting students' mental health and well-being	60	11	15	14
Supporting my students' academic learning because they have lost instructional time during the COVID-19 pandemic	34	27	24	15
My health or the health of a loved one who is at high risk for contracting COVID-19	54	20	14	12
Implementing COVID-19 mitigation measures (e.g., mask-wearing, COVID-19 testing, social distancing) in my classroom	62	9	14	14

Response Option	Weighted Percentage			
	Not in Top 3	First Choice	Second Choice	Third Choice
Responding to the concerns of my students' families about the COVID-19 mitigation measures in place at my school	88	1	4	7
Responding to the concerns of my students' families about teaching about race, racism, or bias	85	1	6	8
The intrusion of political issues and opinions in teaching	68	6	11	15
My salary being too low	50	16	13	21
Taking on extra work because of staff shortages	52	14	17	16
Lacking support from school administrators	57	12	18	13
I spend too many hours working	50	17	17	16
Feeling like the goals and expectations of the school are unattainable	52	13	17	19
Feeling as though my administrators micromanage me and do not trust me to act as a professional	55	16	14	15
Other	95	3	1	0

NOTE: Only respondents who indicated each source as a source of stress were asked to rank sources of stress. $n = 2,332$.

Table 3.5. 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	32	43	17	8
Feeling down, depressed or hopeless	35	43	15	7

NOTE: This item was adapted from the PHQ-2 screener (Kroenke, Spitzer, and Williams, 2003). $n = 2,340$.

Table 3.6. How Strongly Do You Agree with Each of the Following?

Response Option	Weighted Percentage				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I tend to bounce back quickly after hard times.	3	14	22	50	12
It does not take me long to recover from a stressful event.	4	22	25	42	8

NOTE: These items were adapted from the Brief Resilience Scale (Smith et al., 2008). $n = 2,344$.

Table 3.7. Please Indicate Your Agreement or Disagreement 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.	13	31	43	13
I don't seem to have as much enthusiasm now as I did when I began teaching.	8	13	41	37
I look forward to teaching in the future.	10	29	46	15
I am glad I selected teaching as a career.	5	22	44	29

NOTE: These items were adapted from the NTPS (NCES, 2017). $n = 2,343$.

Table 3.8. What Well-Being and Mental Health Supports Are Currently Available to You as Benefits Through Your Employer, Your Professional Association, or Your Health Insurance?

Response Option	Weighted Percentage
Employee assistance program	31
Mental health care services, such as counseling	40
Wellness activities, such as yoga, mindfulness, or meditation	23
Explicit, sincere encouragement and support from school or district leaders to use paid time off for mental health days	8
School-based peer support groups	7
There are no mental health supports available to me	18
I don't know	18
Other	2

NOTE: Respondents were instructed to “select all that apply.” $n = 2,343$.

School Climate

Table 3.9. Please Indicate Your Agreement or Disagreement with Each of the Following Statements About the Administrators at Your School. School Administrators Include the Principal, Assistant or Vice Principals, and Deans

Response Option	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
My school administration’s behavior toward staff is supportive and encouraging.	6	18	41	36
My school administrators enforce school rules for student conduct and back me up when I need it.	9	22	41	28
My school administrators have done a good job of communicating COVID-19 pandemic–related policies and plans to teachers this school year (2021–2022).	7	19	39	34
If I reported experiencing or witnessing harassment at my school to a school administrator, I am confident that they would respond.	4	13	36	47
My school administrators are effective at supporting the mental health and well-being of teachers and students.	12	31	41	17

NOTE: Some of these items were adapted from the NTPS (NCES, 2021) and from the University of Connecticut Racial Microaggressions Survey (Csizmadia et al., 2020). $n = 2,337$.

Table 3.10. This School Year (2021–2022), How Often Have Incidents of School Violence, Such as Physical or Verbal Fights or Individuals Carrying Weapons, Caused You to Fear for Your Own Physical Safety When You Are at School?

Response Option	Weighted Percentage
Never	51
Rarely	27
Sometimes	16
Often	5
N/A—this is not applicable to me because I do not spend the majority of my time working on site at my school	1

NOTE: This item was adapted from the Voices from the Classroom Survey (Clark et al., 2021). *n* = 2,337.

Table 3.11. Have Individuals Inside or Outside of Your School Community Expressed Hostility or Aggression Towards You Because of Any of the Following COVID-19 Mitigation Measures at Your School During This School Year (2021–2022)?

Response Option	Weighted Percentage
COVID-19 vaccine requirement for staff	8
COVID-19 vaccine requirement for students	6
A requirement that staff and students wear masks	28
A ban on requiring COVID-19 vaccines for students and staff	4
A ban on requiring students and staff at my school to wear masks	8
I have not been harassed about any of these topics during this school year (2021–2022)	68

NOTE: Respondents were instructed to “select all that apply.” *n* = 2,336.

Table 3.12. Who Treated You This Way?

Response Option	Weighted Percentage				
	School Administrators	Other School Staff or Teachers	Students	Parents or Family Members of Students	Individuals Outside of My School Community
COVID-19 vaccine requirement for staff	10	49	4	30	52
COVID-19 vaccine requirement for students	6	21	19	61	54
A requirement that staff and students wear masks	10	20	34	58	55

Response Option	Weighted Percentage				
	School Administrators	Other School Staff or Teachers	Students	Parents or Family Members of Students	Individuals Outside of My School Community
A ban on requiring COVID-19 vaccines for students and staff	10	39	20	54	63
A ban on requiring students and staff to wear masks	4	25	23	66	63

NOTE: Only respondents who indicated that they experienced hostility or aggression because of each COVID-19 mitigation measure in the prior item were asked to respond to this item. $n = 741$.

Table 3.13. Have Individuals Inside or Outside of Your School Community Expressed Hostility or Aggression Towards You Because of Any of the Following Policies or Practices Related to Teaching About Race, Racism, or Bias at Your School During This School Year (2021–2022)?

Response Category	Weighted Percentage
Teaching about race, racism, or bias	11
A ban on teaching about race, racism, or bias	3
Not teaching about race, racism, or bias	3
I have not been harassed about any of these topics during this school year (2021–2022)	86

NOTE: Respondents were instructed to “select all that apply.” $n = 2,334$.

Table 3.14. Who Treated You This Way?

Response Option	Weighted Percentage				
	School Administrators	Other School Staff or Teachers	Students	Parents or Family Members of Students	Individuals Outside of My School Community
Teaching about race, racism, or bias	8	11	10	54	67
A ban on teaching about race, racism, or bias	18	13	4	29	72
Not teaching about race, racism, or bias	17	28	18	48	66

NOTE: Only respondents who indicated that they experienced hostility or aggression because of each of the policies or practices related to teaching about race, racism, or bias in the prior item were asked to respond to this item. $n = 305$.

Table 3.15. How Much Do You Agree or Disagree with the Following Statement?

Response Option	Weighted Percentage				
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	I Don't Know
My school leaders and the teacher hiring committee at my school are making a significant effort to ensure that our teaching staff is racially and ethnically diverse.	8	13	31	20	28

NOTE: This item was adapted from the Voices from the Classroom Survey (Clark et al., 2021). $n = 2,331$.

Table 3.16. During This School Year (2021–2022), to What Extent Does Your School Cultivate a Sense of Belonging for Teachers Who Identify as People of Color?

Response Option	Weighted Percentage
Not at all	7
To a small extent	12
To a moderate extent	20
To a great extent	27
I don't know	34

NOTE: This item was adapted from the Voices from the Classroom Survey (Clark et al., 2021). $n = 2,329$.

Table 3.17. During This School Year (2021–2022), How Often Have Any of the Following Things Happened to You in Your Day-to-Day School Experience Because of Your Actual or Perceived Race or Ethnicity?

Response Option	Weighted Percentage			
	Not At All This School Year	A Few Times This School Year, but Less Than Monthly	About Monthly or a Few Times per Month This School Year	Once per Week or More This School Year
People acted as though they were uncomfortable approaching me because of my race or ethnicity.	93	5	2	0
Because of my race or ethnicity, people assumed that I am a foreigner.	96	3	1	0
I have experienced online or in-person harassment (emotional, verbal, or physical) at my school because of my race or ethnicity.	96	3	1	0

Response Option	Weighted Percentage			
	Not At All This School Year	A Few Times This School Year, but Less Than Monthly	About Monthly or a Few Times per Month This School Year	Once per Week or More This School Year
I have experienced verbal or nonverbal microaggressions at my school because of my race or ethnicity.	91	7	2	1
I have been singled out to perform additional tasks (e.g., lead discussions of diversity, counsel students) at my school because of my race or ethnicity.	96	3	1	0
I am held to a different set of standards and expectations than my peers because of my race or ethnicity.	93	5	1	1

NOTE: These items were adapted from the Racial Microaggressions Scale (Torres-Harding, Andrade, and Romero Diaz, 2012) and the University of Connecticut Racial Microaggressions Survey (Csizmadia et al., 2020). *n* = 2,330.

Table 3.18. Who Treated You This Way?

Response Option	Weighted Percentage				
	School Administrators	Other School Staff or Teachers	Students	Parents or Family Members of Students	Individuals Outside of My School Community
People acted as though they were uncomfortable approaching me because of my race or ethnicity.	13	42	37	40	19
Because of my race or ethnicity, people assumed that I am a foreigner.	15	38	43	41	33
I have experienced online or in-person harassment (emotional, verbal, or physical) at my school because of my race or ethnicity.	12	15	39	33	29
I have experienced verbal or nonverbal microaggressions at my school because of my race or ethnicity.	13	48	47	28	16
I have been singled out to perform additional tasks (e.g., lead	40	49	27	13	7

Response Option	Weighted Percentage				
	School Administrators	Other School Staff or Teachers	Students	Parents or Family Members of Students	Individuals Outside of My School Community
discussions of diversity, counsel students) at my school because of my race or ethnicity.					
I am held to a different set of standards and expectations than my peers because of my race or ethnicity.	42	52	27	29	16

NOTE: Only respondents who indicated that they experienced the items in Table 3.17 at least “A few times this school year” were asked to respond to these items. $n = 667$.

Table 3.19. Please Indicate Your Agreement or Disagreement with the Following Statements

Response Option	Weighted Percentage			
	Strongly Disagree	Disagree	Agree	Strongly Agree
I personally feel valued as a teacher.	10	30	45	14
Teachers are actively involved in making decisions about what happens in the school.	14	34	43	9

NOTE: This item was adapted from the Voices from the Classroom Survey (Clark et al., 2021). $n = 2,329$.

Your Teaching Experiences This School Year (2021–2022)

Table 3.20. Which of the Following Most Closely Reflects How Instruction Has Been Provided to Your Students Since the Beginning of the School Year (2021–2022)?

Response Option	Weighted Percentage
Fully remote instruction, where a large majority or all of your students receive some combination of virtual synchronous and/or asynchronous classes each school day	1
Hybrid model, in which a large majority or all of your students receive some in-person instruction and some remote instruction	5
Fully in-person instruction each school day for a large majority or all of your students	94

NOTE: This item was adapted from the RAND COVID-19 surveys (Kaufman et al., 2020). $n = 2,328$.

Table 3.21. This School Year (2021–2022), Have You Taught the Majority of Your Classes?

Response Option	Weighted Percentage
. . . from your school building	99
. . . remotely, from some other location	1

NOTE: $n = 2,328$.

Table 3.22. So Far This School Year (2021–2022), How Frequently—on Average—Have You Personally Experienced Technical Problems Related to the Technology You Use for Remote Instruction?

Response Option	Weighted Percentage
Less than one day a week	47
One day a week	15
Several days a week	17
Daily	8
N/A—I did not personally experience technical problems	14

NOTE: This item was adapted from the RAND COVID-19 surveys (Kaufman et al., 2020). $n = 181$.

Table 3.23. Including Hours Spent During the School Day, Before and After School, and on the Weekends, How Many Hours Do You Spend on ALL Teaching and Other School-Related Activities During a Typical FULL WEEK at THIS School This School Year (2021–2022)?

Response Option	Weighted Percentage
1–20 hours	2
21–40 hours	8
41–60 hours	74
61–80 hours	13
More than 80 hours	3

NOTE: This item was adapted from the NTPS (NCES, 2021). $n = 2,325$.

Table 3.24. Have You Been Asked to Assume More Responsibilities Than Normal This School Year (2021–2022) to Make Up for Teacher or Substitute Staffing Shortages?

Response Option	Weighted Percentage
Yes	74
No	25
I don't know	1

NOTE: This item was adapted from Lieberman, 2021. $n = 2,326$.

Table 3.25. Have You Been Asked to Assume More Responsibilities Than Normal This School Year (2021–2022) to Make Up for Shortages of Nonteaching Staff, Such as Paraprofessionals, School Nurses, School Counselors or Social Workers, Bus Drivers, or Cafeteria Workers?

Response Option	Weighted Percentage
Yes	41
No	58
I don't know	1

NOTE: This item was adapted from Lieberman, 2021. $n = 2,325$.

Table 3.26. Which of the Following Most Closely Reflects the COVID-19 Masking Policies That Have Been in Place at Your School for Most of the Current School Year (2021–2022)?

Response Option	Weighted Percentage
Staff at my school are required to wear masks	62
Students at my school are required to wear masks	55
My school has a ban on requiring students and staff at my school to wear masks	10
I don't know	2
There are no COVID-19 masking policies at my school	25

NOTE: Respondents were instructed to “select all that apply.” $n = 2,326$.

Table 3.27. Which of the Following Most Closely Reflects the COVID-19 Vaccination Policies That Have Been in Place at Your School for Most of the Current School Year (2021–2022)?

Response Option	Weighted Percentage
Staff at my school are required to be vaccinated against COVID-19	18
Students at my school who are eligible for COVID-19 vaccines are required to be vaccinated against COVID-19	4
My school has a ban on COVID-19 vaccination requirements for students and staff	6
I don't know	5
There are no COVID-19 vaccination policies at my school	70

NOTE: Respondents were instructed to “select all that apply.” $n = 2,325$.

Table 3.28. How Sufficient Is Your Access to Resources, Supports, or Guidance to Help You Navigate the COVID-19 Pandemic in Your Classroom This School Year (2021–2022)?

Response Option	Weighted Percentage
Completely insufficient	9
Somewhat insufficient	20
Somewhat sufficient	48
Completely sufficient	17
N/A—I do not have a need for this	5

NOTE: $n = 2,324$.

Table 3.29. How Sufficient Is Your Access to Resources, Supports, or Guidance to Help You Navigate Conversations About Race, Racism, or Bias in Your Classroom This School Year (2021–2022)?

Response Option	Weighted Percentage
Completely insufficient	12
Somewhat insufficient	23
Somewhat sufficient	33
Completely sufficient	14
N/A—I do not have a need for this	17

NOTE: $n = 2,322$.

Table 3.30. Have Your School or District Leaders Ever Directed You to Limit Discussions About Political and Social Issues in Class?

Response Option	Weighted Percentage
Yes	24
No	68
I don't know	8

NOTE: This item was adapted from the RAND Civic Engagement Survey (Hamilton et al., 2020). $n = 2,323$.

Table 3.31. Do You Believe Systemic Racism—Meaning Racism Is Embedded in Systems and Structures Throughout Society Rather Than Present Only in Interpersonal Interactions—Exists?

Response Option	Weighted Percentage
Yes	60
No	18
I'm not sure	22

NOTE: This item was adapted from Najjarro, 2021. $n = 2,322$.

Table 3.32. Some States Have Passed Legislation That Limits How K–12 Public School Teachers Discuss Racism, Sexism, and Other Topics Some People Disagree About in the Classroom. Do You Think That There Should Be Legal Limits on Those Classroom Conversations?

Response Option	Weighted Percentage
Yes	20
No	54
I'm not sure	26

NOTE: This item was adapted from Najarro, 2021. $n = 2,321$.

Table 3.33. Some States and K–12 Public School Districts Are Instituting Bans on the Use of Mandates for Masks, Vaccines, or Other COVID-19–Related Safety Measures in Schools. Do You Think That There Should Be Legal Limits on Whether Schools and K–12 Public School Districts Can Mandate Masks, Vaccines, or Other COVID-19–Related Safety Measures?

Response Option	Weighted Percentage
Yes	19
No	69
I'm not sure	13

NOTE: $n = 2,322$.

Table 3.34. Some States and K–12 Public School Districts Are Instituting Mandates for Masks, Vaccines, or Other COVID-19–Related Safety Measures in Schools. Do You Think States and K–12 Public School Districts Should Be Allowed to Mandate Whether Schools Can Require Masks, Vaccines, or Other COVID-19–Related Safety Measures?

Response Option	Weighted Percentage
Yes	57
No	33
I'm not sure	10

NOTE: $n = 2,323$.

Your Teaching Career

Table 3.35. Which of the Following Teacher Preparation Programs Did You Complete?

Response Option	Weighted Percentage
N/A: I did not participate in a teacher preparation program before becoming a classroom teacher	2
Undergraduate program	58
Post-baccalaureate program	49
Post-baccalaureate alternative certification program	16
Other	5

NOTE: Respondents were instructed to “select all that apply.” $n = 2,321$.

Table 3.36. As Part of Your Teacher Preparation, How Long Did You Student Teach? Student Teaching Means That You Observed the Classroom Instruction of a More Senior Teacher and That Your Own Instruction Was Supervised by a More Senior Teacher.

Response Option	Weighted Percentage
Less than 1 month	2
More than one month but less than 6 months	55
More than 6 months but less than a year	18
1 year or more	16
I did not student teach	9

NOTE: $n = 2,321$.

Table 3.37. Was Your Teacher Preparation Program a Residency Program?

Response Option	Weighted Percentage
Yes	73
No	15
I don't know	12

NOTE: Respondents received the following definition of residency program: In a residency program, teachers-in-training work as apprentices with mentor teachers for a year while completing coursework at a partner university. An apprentice generally receives a stipend and tuition assistance in exchange for a commitment to work as a teacher for a set number of years. $n = 2,320$.

Table 3.38. How Well Did Your Teacher Preparation Program Train You for the Reality of the Classroom?

Response Option	Weighted Percentage
Not well at all	7
Not very well	19
Somewhat well	52
Very well	22

NOTE: This item was adapted from the Voices from the Classroom Survey (Clark et al., 2021). $n = 2,319$.

Table 3.39. What Is the Likelihood That You Will Leave Your Job at Your School by the End of the Current School Year (2021–2022), Compared with the Likelihood You Would Have Left Your Job Before the COVID-19 Pandemic?

Response Option	Weighted Percentage
Likely to leave before the COVID-19 pandemic, but unlikely now	1
Unlikely to leave before, but likely now	24
Likely to leave both before and now	9
Unlikely to leave both before and now	66

NOTE: This item was adapted from the RAND COVID-19 surveys (Kaufman et al., 2020). $n = 2,320$.

Table 3.40. Do You Plan to Leave Your Current Teaching Job at Your School Before the Start of the Next School Year in Fall 2022?

Response Option	Weighted Percentage
Yes	7
No	65
I am considering it	23
I don't know	4

NOTE: $n = 2,320$.

Table 3.41. What Are Your Plans for Leaving Your Current Teaching Job at Your School Before the Start of the Next School Year in Fall 2022?

Response Option	Weighted Percentage
I am taking early retirement.	8
I am scheduled to retire.	6
I am taking a new teaching job at a different school.	23
I am taking a nonteaching job in the education field.	17
I am taking a job outside the education field.	29
I am being furloughed or laid off.	0

Response Option	Weighted Percentage
I am taking a break from working.	7
I don't know.	33
Other	8

NOTE: $n = 777$.

Table 3.42. What Are the Top Three Reasons You Are Leaving, or Considering Leaving, Your Current Teaching Job at Your School?

Response Option	Weighted Percentage			
	Not in Top 3	First Choice	Second Choice	Third Choice
I do not agree with my school's COVID-19-related safety measures.	96	1	1	2
I do not agree with my school's policies for teaching about race, racism, or bias.	98	1	1	1
I do not have adequate opportunities for professional learning.	96	1	1	2
The stress and disappointments of teaching aren't worth it.	37	22	22	19
I do not like the way my school is being led.	66	13	11	11
Teaching has become too political.	81	4	6	9
The pay and benefits (e.g., health care, sick time, retirement) are too low	54	19	13	15
I do not have opportunities to advance professionally.	83	3	8	6
I have too many extra duties in addition to teaching (e.g., bus duty, paperwork, hall duty).	66	10	10	13
I am caring for children or other family members.	89	4	3	4
I am not treated fairly because of my actual or perceived race or ethnicity.	99	0	0	0
I have to work too many hours to get my job done.	58	12	19	12
Other	78	11	4	7

NOTE: Only respondents who indicated that they are "taking early retirement," "taking a new teaching job at a different school," "taking a nonteaching job in the education field," "taking a job outside the education field," "taking a break from working," or "other" from Table 3.41 were asked to respond to this item. Some items were adapted from Diliberti, Schwartz, and Grant, 2021. $n = 490$.

Table 3.43. What Are the Top Three Factors That Would Lead You to Reconsider Your Decision to Leave Your Current Teaching Job?

Response Option	Weighted Percentage			
	Not in Top 3	First Choice	Second Choice	Third Choice
Implementation of COVID-19–related safety measures—such as mask or vaccine mandates for students and staff—at my school	94	1	2	3
Bans on COVID-19 safety measures—such as mask or vaccine mandates for students and staff—at my school	97	1	1	0
More pay	37	35	17	11
More paid time off	86	2	6	6
Better health, pension, or retirement benefits	83	3	7	7
Smaller class sizes	67	11	11	11
More professional development support (e.g., coaching, mentoring, time to collaborate with colleagues)	97	0	2	2
A different teaching assignment (different grade or subject)	91	3	4	3
More staff/adults in my classroom, such as teaching assistants or paraprofessionals	84	3	8	6
Working fewer hours per week	71	9	10	10
More autonomy to choose my curriculum and instructional materials	85	6	3	6
Spending less time on nonteaching duties (e.g., meetings, paperwork, bus duty)	64	9	12	16
A less burdensome teacher evaluation system	82	7	7	4
More opportunities for leadership (e.g., coach, department head) or career advancement	85	4	4	7
Better technology or tech support for myself	97	0	1	2

Response Option	Weighted Percentage			
	Not in Top 3	First Choice	Second Choice	Third Choice
Less encroachment of national political issues in teaching at my school	95	1	2	3
Better access to mental health and well-being supports for myself	93	2	3	1
More professional development support around issues of diversity, equity, and inclusion	98	0	0	1
Other	93	5	1	1
Nothing would lead me to reconsider	96	4	0	0

NOTE: Only respondents who indicated that they are “taking early retirement,” “taking a new teaching job at a different school,” “taking a nonteaching job in the education field,” “taking a job outside the education field,” “taking a break from working,” or “other” from Table 3.41 were asked to respond to this item. $n = 489$.

Table 3.44. Do You Plan to Leave Your Professions as a Teacher Before You Are Scheduled to Retire?

Response Option	Weighted Percentage
Yes	5
No	59
I am considering it	25
I don't know	11

NOTE: $n = 1,543$.

Recruiting and Retaining Teachers of Color

Table 3.45. Which Three Changes Related to Teacher Preparation Do You Believe Would Be Most Effective to Recruit More People of Color into K–12 Public School Teaching?

Response Option	Weighted Percentage
I don't know	38
End or reduce certification requirements	2
Require that teacher preparation programs offer diagnostic testing to identify areas for growth before candidates take teacher licensure tests	4
Require action plans for teacher preparation programs that have below-average pass rates on the licensure exam for first-time teachers of color	4
Require teacher preparation programs to report the racial diversity of their prospective teachers at enrollment and at completion	4

Response Option	Weighted Percentage
Replace teacher licensure exams with portfolio assessments	6
Raise academic admissions standards for teacher preparation programs	3
Eliminate academic admissions standards for teacher preparation programs	1
Subsidize teacher licensing exam fees	18
Create peer groups for prospective teachers of color within teacher preparation programs	17
Expand teacher preparation programs at minority-serving institutions	24
Match college students of color in teacher preparation programs with mentor teachers of color	14
Expand alternative certification programs	8
Create teacher residencies in which teachers-in-training work as apprentices with mentor teachers for a year while completing coursework at a partner university	18
Expand student loan forgiveness programs or service scholarships in exchange for a commitment to teach for a set period of years	35
Expand grow-your-own teacher preparation programs	6
Other	4

NOTE: Items were adapted from Hess, 2021; Drake et al., 2021; Greenberg Motamedi, Leong, and Yoon, 2017; and Carver-Thomas, 2017. Respondents were instructed to "select up to three responses." $n = 2,317$.

Table 3.46. Which Three Pay-Related Practices Do You Believe Would Be Most Effective to Hire and Retain Teachers of Color in K–12 Public Schools?

Response Option	Weighted Percentage
I don't know	20
Increase teacher salaries throughout the pay scale	57
Provide a one-time signing bonus	5
Offer higher starting salaries	37
Offer student loan forgiveness and/or payment assistance	45
Do not tie compensation to student performance	27
Provide financial incentives for student gains on tests or student work	3
Provide financial incentives to work in high-needs schools	27
Pay teachers for performing additional work or roles (e.g., providing additional pay for mentoring new teachers or performing peer evaluations)	25
Other	2

NOTE: Items were adapted from Hess, 2021; Carver-Thomas, 2017; Holston, 2021; Saenz-Armstrong, 2021; Greenberg Motamedi, Leong, and Yoon, 2017; and the Voices from the Classroom Survey (Clark et al., 2021). Respondents were instructed to “select up to three responses.” $n = 2,315$.

Table 3.47. Which Three Non-Pay–Related Practices Do You Believe Would Be Most Effective to Hire More Teachers of Color in K–12 Public Schools?

Response Option	Weighted Percentage
I don't know	35
Start the teacher hiring processes earlier, ideally in February or March	21
Create an applicant pre-screening process that is blind to teacher race and potential indicators of race (e.g., masking applicants' names and names of their educational institutions)	18
Publish information regarding the proportion of new hires who are teachers of color in each school district	5
Require on-going training for school hiring teams about anti-racist hiring practices	15
Allow school hiring teams to openly post positions and choose the candidate whom they want whether internal or external (instead of having restrictions, e.g., tenured teachers having the first choice of open positions)	16
Enact more rigorous screening of applicants that involves a detailed interview and observing a demonstration lesson	6
Partner with local teacher preparation programs that have racially diverse candidates to coordinate student teaching placements and vet candidates before they graduate	33
Place prospective student teachers of color in classrooms led by teachers of color	14
Allow licensure or certification reciprocity across states, making it easier for teachers licensed in one state to work in another state while obtaining their licensure	36
Other	2

NOTE: Items were adapted from Papay and Qazilbash, 2021; Drake et al., 2021; AACTE, 2013; and Carver-Thomas, 2017. Respondents were instructed to "select up to three responses." *n* = 2,313.

Table 3.48. Which Three Workplace Practices Do You Believe Would Be Most Effective to Retain Teachers of Color in K–12 Public Schools?

Response Option	Weighted Percentage
I don't know	33
Provide more time for collaboration with other teachers	20
Reduce school accountability pressure	10
Provide teachers with effective, research-based instructional materials that have been vetted by reputable sources	11
Ensure that new teachers of color who serve students with high needs receive adequate support to be successful	18
Provide schools with dedicated support staff and/or programs to address student discipline	15

Response Option	Weighted Percentage
Implement culturally relevant pedagogy in classrooms	10
Require on-going anti-racist training for all school staff	8
Provide more training on how to effectively teach unique learners (e.g., students with special needs, English learners)	11
Adopt anti-racist curricula	7
Offer a peer network for teachers of color	10
Increase teachers' autonomy to select or develop their instructional materials	9
Increase teachers' say in their schools' policy decisions	15
Reduce school safety threats, such as fighting among students or gun violence	8
Better prepare principals to support teachers of color	8
Match teachers of color in their first years of teaching with a mentor teacher of color	9
Provide more training on effective classroom management strategies for all teachers	14
Increase teachers' access to teacher unions or professional associations	5
Other	2

NOTE: Items are from the Voices from the Classroom Survey (Clark et al., 2021) and Holston, 2021. Respondents were instructed to "select up to three responses." $n = 2,312$.

You and Your School

Table 3.49. During the Current School Year (2021–2022), What Is Your Base Teaching Salary for the Entire School Year?

Response Option	Weighted Percentage
\$29,999 or less	1
\$30,000–49,999	24
\$50,000–69,999	46
\$70,000–89,999	19
\$89,999 or more	10

NOTE: $n = 2,311$.

Table 3.50. Approximately, What Percentage of the Teachers in Your School Identify as People of Color?

Response Option	Weighted Percentage
None	9
1–25%	57
26–50%	11
51–75%	5
76%–100%	3
I don't know	14

NOTE: $n = 2,311$.

Table 3.51. How Does Your School Principal Identify?

Response Option	Weighted Percentage
American Indian or Alaska Native	0
Asian	1
Black or African American	14
Hispanic or Latinx	8
Native Hawaiian or Other Pacific Islander	0
White	71
I don't know	7

NOTE: Respondents were instructed to “select all that apply.” $n = 2,311$.

Table 3.52. Are You a Member of the National Education Association (NEA) or One of Its State or Local Affiliates?

Response Option	Weighted Percentage
Yes	50
No	44
I don't know	6

NOTE: $n = 2,311$.

Table 3.53. Are You a Member of the American Federation of Teachers (AFT) or One of Its State or Local Affiliates?

Response Option	Weighted Percentage
Yes	17
No	75
I don't know	8

NOTE: $n = 2,309$.

4. State of the American Principal Survey Results

Well-Being

Table 4.1. Since the Beginning of the 2021–2022 School Year, How Often Has Your Work Been Stressful?

Response Option	Weighted Percentage
Never	0
Hardly ever	1
Sometimes	14
Often	54
Always	30

NOTE: This item was adapted from the Educator Quality of Work Life Survey (AFT and BATs, 2017). $n = 1,532$.

Table 4.2. How Well Are You Coping with the Stress of Your Job Right Now?

Response Option	Weighted Percentage
1: Not well at all	2
2	17
3	46
4	29
5: Very well	7

NOTE: This item was adapted from Herman, Hickmon-Rose, and Reinke, 2018. $n = 1,532$.

Table 4.3. Which of the Following Are Sources of Stress in Your Job Right Now?

Response Option	Weighted Percentage
Changes in instructional mode (e.g., from in-person to remote) because of quarantines or staff shortages	31
School budget decisions	20
Supporting teachers' and staff's mental health and well-being	84
Implementing COVID-19 mitigation measures (e.g., mask-wearing, COVID-19 testing, social distancing, vaccine mandates, contact tracing, enforcing quarantines) in my school	71
Staffing teaching and non-teaching positions at my school (e.g., finding substitutes; hiring teachers; finding additional bus drivers, school nurses, cafeteria staff)	83

Response Option	Weighted Percentage
The number of teachers who say that they might resign this year	26
Supporting students' mental health and well-being	75
My health or the health of a loved one who is at high risk for contracting COVID-19	26
Ensuring that teachers and students have the technology that they need for remote learning	14
Responding to the concerns of my students' families about COVID-19 mitigation measures in place at my school	55
Responding to the concerns of my students' families about teaching about race, racism, or bias in my school	18
My salary being too low	19
Limited decision-making authority at my school	15
High-stakes accountability policies that increase the pressure to achieve high test scores	39
Lack of adequate professional development, mentoring, coaching, or time to collaborate with colleagues	27
Unclear policy guidance from district leaders	26
Supporting my students' academic learning because they have lost instructional time during the COVID-19 pandemic	72
The intrusion of political issues and opinions in the school leader profession	48
I spend too many hours working	53
Feeling like the goals and expectations of the district are unattainable	31
Other	7
There are no sources of stress in my job right now	0

NOTE: Respondents were instructed to "select all that apply." $n = 1,532$.

Table 4.4. Of the Sources of Stress in Your Job You Indicated, Rank the Top Three from 1 (highest) to 3 (lowest)

Response Option	Weighted Percentage			
	Not in Top 3	First Choice	Second Choice	Third Choice
Changes in instructional mode (e.g., from in-person to remote) because of quarantines or staff shortages	87	3	4	6
School budget decisions	86	2	6	6
Supporting teachers' and staff's mental health and well-being	47	12	22	19
Implementing COVID-19 mitigation measures (e.g., mask-wearing, COVID-19 testing, social distancing, vaccine mandates, contact tracing, enforcing quarantines) in my school	56	17	14	13

Response Option	Weighted Percentage			
	Not in Top 3	First Choice	Second Choice	Third Choice
Staffing teaching and non-teaching positions at my school (e.g., finding substitutes; hiring teachers; finding additional bus drivers, school nurses, cafeteria staff)	33	33	21	13
The number of teachers who say that they might resign this year	83	2	7	8
Supporting students' mental health and well-being	57	13	15	14
My health or the health of a loved one who is at high risk for contracting COVID-19	83	6	6	5
Ensuring that teachers and students have the technology that they need for remote learning	95	1	1	3
Responding to the concerns of my students' families about COVID-19 mitigation measures in place at my school	83	4	6	6
Responding to the concerns of my students' families about teaching about race, racism, or bias in my school	89	2	4	6
My salary being too low	85	3	2	9
Limited decision-making authority at my school	82	7	4	7
High-stakes accountability policies that increase the pressure to achieve high test scores	66	11	9	14
Lack of adequate professional development, mentoring, coaching, or time to collaborate with colleagues	88	3	4	6
Unclear policy guidance from district leaders	74	8	8	11
Supporting my students' academic learning because they have lost instructional time during the COVID-19 pandemic	53	15	16	16
The intrusion of political issues and opinions in the school leader profession	73	6	9	11
I spend too many hours working	69	11	9	11
Feeling like the goals and expectations of the district are unattainable	72	8	10	11
Other	35	35	15	15

NOTE: Only respondents who indicated that each source was a source of stress on the previous item were asked to rank sources of stress in this item. $n = 1,530$.

Table 4.5. 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	36	37	19	8
Feeling down, depressed or hopeless	40	40	15	5

NOTE: Items were adapted from the PHQ-2 screener (Kroenke, Spitzer, and Williams, 2003). $n = 1,529$.

Table 4.6. How Strongly Do You Agree with Each of the Following?

Response Option	Weighted Percentage				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I tend to bounce back quickly after hard times.	1	4	11	58	27
It does not take me long to recover from a stressful event.	2	11	19	52	18

NOTE: Items were adapted from the Brief Resilience Scale (Smith et al., 2008). $n = 1,529$.

Table 4.7. Please Indicate Your Agreement or Disagreement with the Following Statements About Being a Principal

Response Option	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
The stress and disappointments involved in being a principal at this school aren't really worth it.	29	31	33	6
I don't seem to have as much enthusiasm now as I did when I began this job.	11	14	46	30
I look forward to being a principal in the future.	8	27	42	24
I am glad I selected being a principal as a career.	2	15	42	41

NOTE: Items were adapted from the NTPS (NCES, 2017). $n = 1,526$.

Table 4.8. What Well-Being and Mental Health Supports Are Currently Available to You as Benefits Through Your Employer, Your Professional Association, or Your Health Insurance?

Response Option	Weighted Percentage
Employee assistance program	54
Mental health care services, such as counseling	43
Wellness activities, such as yoga, mindfulness, or meditation	25
Explicit, sincere encouragement from school or district leaders to use paid time off for mental health days	16
School or district-based peer support groups	12
There are no mental health supports available to me	15
I don't know	7
Other	3

NOTE: Respondents were instructed to "select all that apply." $n = 1,525$.

School Climate

Table 4.9. This School Year (2021–2022), How Often Have Incidents of School Violence, Such as Physical or Verbal Fights or Individuals Carrying Weapons, Caused You to Fear for Your Own Physical Safety When You Are at School?

Response Option	Weighted Percentage
Never	59
Rarely	28
Sometimes	10
Often	2
N/A—this is not applicable to me because I do not spend the majority of my time working on-site at my school	0

NOTE: This item was adapted from the Voices from the Classroom Survey (Clark et al., 2021). $n = 1,523$.

Table 4.10. Have Individuals Inside or Outside of Your School Community Expressed Hostility or Aggression Towards You Because of Any of the Following COVID-19 Mitigation Measures at Your School This School Year (2021–2022)?

Response Option	Weighted Percentage
COVID-19 vaccine requirement for staff	13
COVID-19 vaccine requirement for students	14
A requirement that staff and students wear masks	49
A ban on requiring COVID-19 vaccines for students and staff	6
A ban on requiring students and staff to wear masks	16
I have not experienced hostility or aggression related to any of these topics during this school year (2021–2022)	43

NOTE: Respondents were instructed to “select all that apply.” $n = 1,523$.

Table 4.11. Who Treated You This Way?

Response Option	Weighted Percentage				
	District Administrators	School Staff or Teachers	Students	Parents or Family Members of Students	Individuals Outside of My School Community
COVID-19 vaccine requirement for staff	7	75	7	48	34
COVID-19 vaccine requirement for students	6	19	13	91	40

Response Option	Weighted Percentage				
	District Administrators	School Staff or Teachers	Students	Parents or Family Members of Students	Individuals Outside of My School Community
A requirement that staff and students wear masks	7	28	29	94	39
A ban on requiring COVID-19 vaccines for students and staff	7	36	18	80	48
A ban on requiring students and staff to wear masks	5	34	19	87	38

NOTE: Only respondents who indicated that they experienced hostility or aggression because of each COVID-19 mitigation measure in the prior item responded to each item in this table. $n = 845$.

Table 4.12. Have Individuals Inside or Outside of Your School Community Expressed Hostility or Aggression Towards You Because of Any of the Following Policies or Practices Related to Teaching About Race, Racism, or Bias at Your School During This School Year (2021–2022)?

Response Category	Weighted Percentage
Teaching about race, racism, or bias	23
A ban on teaching about race, racism, or bias	4
Not teaching about race, racism, or bias	7
I have not experienced hostility or aggression related to any of these topics during this school year (2021–2022)	73

NOTE: Respondents were instructed to “select all that apply.” $n = 1,522$.

Table 4.13. Who Treated You This Way?

Response Option	Weighted Percentage				
	District Administrators	School Staff or Teachers	Students	Parents or Family Members of Students	Individuals Outside of My School Community
Teaching about race, racism, or bias	5	15	7	86	49
A ban on teaching about race, racism, or bias	6	24	12	80	64
Not teaching about race, racism, or bias	11	32	20	82	46

NOTE: Only respondents who indicated that they experienced hostility or aggression because of each of the policies or practices related to teaching about race, racism, or bias in the prior item responded to each item in this table. $n = 406$.

Table 4.14. How Much Do You Agree or Disagree with the Following Statement?

Response Option	Weighted Percentage				
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	N/A—The Teacher Hiring Committee and School Leaders at My School Typically Are Not Able to Select Teachers for Every Open Position at This School
The teacher hiring committee and school leaders at my school are making a significant effort to ensure that our teaching staff is racially and ethnically diverse.	7	10	42	29	11

NOTE: This item was adapted from the Voices from the Classroom Survey (Clark et al., 2021). $n = 1,521$.

Table 4.15. During This School Year (2021–2022), to What Extent Does Your School Cultivate Sense of Belonging for School Staff (e.g., school leadership members, teachers, and other nonteaching staff) Who Identify as People of Color?

Response Option	Weighted Percentage
Not at all	5
To a small extent	11
To a moderate extent	33
To a great extent	43
I don't know	8

NOTE: This item was adapted from the Voices from the Classroom Survey (Clark et al., 2021). $n = 1,522$.

Table 4.16. During This School Year (2021–2022), to What Extent Does Your District Cultivate Sense of Belonging for School Leaders Who Identify as People of Color?

Response Option	Weighted Percentage
Not at all	10
To a small extent	16
To a moderate extent	28
To a great extent	28
I don't know	18

NOTE: This item was adapted from the Voices from the Classroom Survey (Clark et al., 2021). $n = 1,521$.

Table 4.17. During This School Year (2021–2022), How Often Have Any of the Following Things Happened to You in Your Day-to-Day School Experience Because of Your Actual or Perceived Race or Ethnicity?

Response Option	Weighted Percentage			
	Not at All This School Year	A Few Times This School Year, but Less Than Monthly	About Monthly or a Few Times per Month This School Year	Once per Week or More This School Year
People acted as though they were uncomfortable approaching me because of my race or ethnicity.	88	10	2	0
Because of my race or ethnicity, people assumed that I am a foreigner.	97	2	1	0
I have experienced online or in-person harassment (emotional, verbal, or physical) at my school or in my school district because of my race or ethnicity.	91	7	1	0
I have experienced verbal or nonverbal microaggressions at my school or in my school district because of my race or ethnicity.	85	12	2	1
I have been singled out to perform additional tasks (e.g., counsel teachers, lead discussions of diversity in professional development, faculty meetings, or other settings) at my school or in my district because of my race.	94	4	1	1
I am held to a different set of standards and expectations than my peers because of my race or ethnicity	89	7	3	1

NOTE: Items were adapted from the Racial Microaggression Scale (Torres-Harding, Andrade, and Romero Diaz, 2012) and the University of Connecticut Racial Microaggressions Survey (Csizmadia et al., 2020). *n* = 1,518.

Table 4.18. Who Treated You This Way?

Response Option	Weighted Percentage				
	District Administrators	School Staff or Teachers	Students	Parents or Family Members of Students	Individuals Outside of My School Community
People acted as though they were uncomfortable approaching me because of my race or ethnicity.	10	31	19	63	25
Because of my race or ethnicity, people assumed that I am a foreigner.	13	25	22	64	36
I have experienced online or in-person harassment (emotional, verbal, or physical) at my school or in my district because of my race or ethnicity.	13	15	15	66	30
I have experienced verbal or nonverbal microaggressions at my school or in my district because of my race or ethnicity.	22	26	11	66	25
I have been singled out to perform additional tasks (e.g., counsel teachers, lead discussions of diversity in professional development, faculty meetings, or other settings) at my school or in my district because of my race or ethnicity.	55	32	10	16	12
I am held to a different set of standards and expectations than my peers because of my race or ethnicity.	54	34	11	40	27

NOTE: Only respondents who indicated that they experienced the items in Table 4.17 at least “A few times this school year” responded to each item in this table. *n* = 432.

Table 4.19. Please Indicate the Extent to Which You Agree or Disagree with the Following Statements?

Response Option	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Principals are actively involved in making decisions about what happens in my district.	9	17	43	31
If I reported experiencing or witnessing harassment at my school to a district leader, I am confident that they would respond.	5	8	28	60

NOTE: Some items were adapted from the University of Connecticut Racial Microaggressions Survey (Csizmadia et al., 2020). $n = 1,518$.

Your Experiences as a Principal This School Year

Table 4.20. Which of the Following Most Closely Reflects How Instruction Has Been Provided to the Majority of Students at Your School Since the Beginning of the School Year (2021–2022)?

Response Option	Weighted Percentage
Fully remote instruction, where a large majority or all of your students receive some combination of virtual synchronous and/or asynchronous classes each school day	1
Hybrid model, in which a large majority or all of your students receive some in-person instruction and some remote instruction	4
Fully in-person instruction each school day for a large majority or all of your students	95

NOTE: This item was adapted from the RAND COVID-19 surveys (Kaufman et al., 2020). $n = 1,516$.

Table 4.21. This School Year (2021–2022), Have You Spent the Majority of Your Time Working . . . ?

Response Option	Weighted Percentage
. . . from your school building	100
. . . remotely, from some other location	0

NOTE: $n = 1,516$.

Table 4.22. Including Hours Spent During the School Day, Before and After School, and on the Weekends, How Many Hours Do You Spend on ALL School-Related Activities During a Typical FULL WEEK at THIS School This School Year (2021–2022?)

Response Option	Weighted Percentage
0–20 hours	1
21–40 hours	1
41–60 hours	64
61–80 hours	30
More than 80 hours	4

NOTE: This item was adapted from the NTPS (NCES, 2021). $n = 1,516$

Table 4.23. Approximately What Percentage of Your Time as a Principal over the Course of One Typical School Week Was Spent on Instructional Leadership?

Response Option	Weighted Percentage	
	In a Typical Prepandemic School Year (prior to March 2020)	Since March 2020
0–25 percent	28	60
26–50 percent	36	26
51–75 percent	27	11
76–100 percent	9	3

NOTE: $n = 1,512$.

Your Career as a Principal

Table 4.24. Should Your Principal Preparation Program Have Spent Less Time, the Same Amount of Time, or More Time on the Following Topics or Activities?

Response Option	Weighted Percentage		
	Less Time	The Same Amount of Time	More Time
Helping teachers develop their instructional practice	4	36	60
Hiring and retaining a diverse teaching staff	5	50	45
Building a positive school climate	1	40	59
School leadership theory	26	64	11
Managing personnel and resources effectively and strategically	2	50	47
How to engage in culturally responsive leadership and develop culturally responsive teachers	5	42	53

Response Option	Weighted Percentage		
	Less Time	The Same Amount of Time	More Time
Navigating political pressures from the community	6	44	51
Navigating issues and conversations about race, racism, or bias at my school	7	45	48
Navigating family and community concerns about political issues	6	48	46
Other	11	21	68

NOTE: Items adapted from Grissom, Egalite, and Lindsay, 2021; and Khalifa, Gooden, and Davis, 2016. $n = 1,515$.

Table 4.25. What Is the Likelihood That You Will Leave Your Job at Your School by the End of the Current School Year (2021–2022), Compared with the Likelihood You Would Have Left Your Job Before the COVID-19 Pandemic?

Response Option	Weighted Percentage
Likely to leave before the COVID-19 pandemic, but unlikely now	1
Unlikely to leave before, but likely now	27
Likely to leave both before and now	7
Unlikely to leave both before and now	65

NOTE: $n = 1,515$.

Table 4.26. Do You Plan to Leave Your Current Job as a Principal at Your School Before the Start of the Next School Year in Fall 2022?

Response Option	Weighted Percentage
Yes	8
No	61
I am considering it	26
I don't know	6

NOTE: $n = 1,515$.

Table 4.27. What Are Your Plans for Leaving Your Current Job as a Principal Before the Start of the Next School Year (Fall 2022)?

Response Option	Weighted Percentage
I am taking early retirement.	11
I am scheduled to retire.	11
I am taking a new job as a principal at a different school.	15
I am taking a job outside of the principalship in the education field.	37
I am taking a job outside the education field.	22
I am being furloughed or laid off.	0
I am taking a break from working.	3
I don't know.	29
Other	10

NOTE: $n = 515$.

Table 4.28. What Are the Top Three Reasons for Leaving Your Current Job as a Principal at Your School? Rank the Top Three from 1 (highest) to 3 (lowest).

Response Option	Weighted Percentage			
	Not in Top 3	First Choice	Second Choice	Third Choice
I do not agree with my district or state's directives about COVID-19-related safety measures.	89	3	5	3
I do not agree with my district or state's policies for teaching about race, racism, or bias.	96	1	2	2
I do not have adequate opportunities for professional learning.	96	0	2	2
The stress and disappointments of being a principal aren't worth it.	31	29	22	18
I do not like the way my district is being led.	59	17	12	13
Being a principal has become too political.	63	10	14	13
The pay and benefits (e.g., health care, sick time, retirement) are too low.	78	3	8	11
I do not have opportunities to advance professionally.	78	8	6	7
I have too many extra duties in addition to instructional leadership (e.g., bus duty, paperwork, hall duty, contact tracing).	40	16	23	20

Response Option	Weighted Percentage			
	Not in Top 3	First Choice	Second Choice	Third Choice
I am caring for children or other family members.	92	3	2	4
I am not treated fairly because of my actual or perceived race or ethnicity.	98	1	1	0
Other	81	10	3	6

NOTE: Only respondents who indicated that they are “taking early retirement,” “taking a new job as a principal at a different school,” “taking a job outside of the principalship in the education field,” “taking a job outside the education field,” “taking a break from working,” or “other” from the previous item (Table 4.27) were asked to respond to this item. Some items were adapted from the RAND COVID-19 surveys (Diliberti, Schwartz, and Grant, 2021) and the NTPS (NCES, 2017b). *n* = 305.

Table 4.29. What Are the Top Three Reasons That Would Lead You to Reconsider Your Decision to Leave Your Current Job as a Principal? Rank the Top Three from 1 (highest) to 3 (lowest).

Response Option	Weighted Percentage			
	Not in Top 3	First Choice	Second Choice	Third Choice
More pay	63	12	13	12
More paid time off	90	3	4	3
Better health, pension, or retirement benefits	88	3	3	6
More support (e.g., coaching, mentoring, professional development, time to collaborate with colleagues)	74	7	6	12
A different school assignment	91	4	1	4
More teachers or staff (e.g., teaching assistants, paraprofessionals, counselors, or nurses) in my school	58	13	16	12
Working fewer hours per week	58	18	11	14
More decision-making authority (e.g., fewer district or state directives)	76	8	10	6
Better technology or tech support for staff and students	99	0	0	0
Less encroachment of national political issues in the running of my school	79	5	10	6
More time to spend on activities relating to instructional leadership (e.g., conducting classroom	54	19	15	12

Response Option	Weighted Percentage			
	Not in Top 3	First Choice	Second Choice	Third Choice
walkthroughs, providing feedback to teachers about instruction)				
Better access to mental health and well-being supports for myself	90	2	4	4
Implementation of COVID-19–related safety measures—such as mask or vaccine mandates for students and staff—at my school	97	1	1	1
Bans on COVID-19 safety measures—such as mask or vaccine mandates for students and staff—at my school	97	1	1	1
More professional development support around issues of diversity, equity, and inclusion	98	0	1	1
Other	88	4	3	5
Nothing would lead me to reconsider	99	1	0	0

NOTE: Only respondents who indicated that they are “taking early retirement,” “taking a new job as a principal at a different school,” “taking a job outside of the principalship in the education field,” “taking a job outside the education field,” “taking a break from working,” or “other” from the item in Table 4.27 were asked to respond to this item. $n = 305$.

Table 4.30. Do You Plan to Leave Your Profession as a School Leader Before You Are Scheduled to Retire?

Response Option	Weighted Percentage
No	61
Yes	6
I am considering it	26
I don't know	7

NOTE: $n = 1,000$.

Your Working Conditions This School Year

Table 4.31. Which of the Following Most Closely Reflects the COVID-19 Masking Policies That Have Been in Place at Your School for Most of the Current School Year (2021–2022)?

Response Option	Weighted Percentage
Staff at my school are required to wear masks	65
Students at my school are required to wear masks	59
My school has a ban on requiring students and staff at my school to wear masks	12
I don't know	1
There are no COVID-19 masking policies at my school	21

NOTE: Respondents were instructed to “select all that apply.” $n = 1,512$.

Table 4.32. Which of the Following Most Closely Reflects the COVID-19 Vaccination Policies That Have Been in Place at Your School for Most of the Current School Year (2021–2022)?

Response Option	Weighted Percentage
Staff at my school are required to be vaccinated against COVID-19	23
Students at my school who are eligible for COVID-19 vaccines are required to be vaccinated against COVID-19	4
My school has a ban on COVID-19 vaccination requirements for students and staff	23
I don't know	12
There are no COVID-19 vaccination policies at my school	41

NOTE: Respondents were instructed to “select all that apply.” $n = 1,512$.

Table 4.33. What Is the Source of the COVID-19 Policies That Are in Place at Your School?

Response Option	Weighted Percentage				
	My District Put This Policy in Place	My State Put This Policy in Place	My Local or State Health Department Put This Policy in Place	I Put This Policy in Place	I Don't Know
Staff at my school are required to wear masks.	73	39	34	3	0
Students at my school are required to wear masks.	74	39	35	3	0
My school has a ban on requiring students and staff at my school to wear masks.	44	58	3	1	1
Staff at my school are required to be vaccinated against COVID-19.	54	50	26	2	3

Response Option	Weighted Percentage				
	My District Put This Policy in Place	My State Put This Policy in Place	My Local or State Health Department Put This Policy in Place	I Put This Policy in Place	I Don't Know
Students at my school who are eligible for COVID-19 vaccines are required to be vaccinated against COVID-19.	42	23	13	2	15
My school has a ban on COVID-19 vaccination requirements for students and staff.	46	45	6	1	6

NOTE: Only respondents who indicated that these policies were in place in their schools were asked to respond to these items. $n = 1,230$.

Table 4.34. Do You Believe Systemic Racism—Meaning Racism Is Embedded in Systems and Structures Throughout Society Rather Than Present Only in Interpersonal Interactions—Exists?

Response Option	Weighted Percentage
Yes	65
No	19
I'm not sure	16

NOTE: This item was adapted from Najjarro, 2021. $n = 1,508$.

Table 4.35. Some States Have Passed Legislation That Limits How K–12 Public School Teachers Discuss Racism, Sexism, and Other Topics Some People Disagree About in the Classroom. Do You Think That There Should Be Legal Limits on Those Classroom Conversations?

Response Option	Weighted Percentage
Yes	21
No	54
I'm not sure	26

NOTE: This item was adapted from Najjarro, 2021. $n = 1,508$.

Table 4.36. Do You Think That States and K–12 Public School Districts Should Be Allowed to Ban Schools from Requiring Mandate Masks, Vaccines, or Other COVID-19–Related Safety Measures?

Response Option	Weighted Percentage
Yes	19
No	67
I'm not sure	14

NOTE: $n = 1,509$.

Table 4.37. Do You Think States and K–12 Public School Districts Should Be Allowed to Mandate Whether Schools Require Masks, Vaccines, or Other COVID-19–Related Safety Measures?

Response Option	Weighted Percentage
Yes	61
No	29
I'm not sure	10

NOTE: n = 1,506.

Table 4.38. How Sufficient Is Your Access to Resources, Supports, or Guidance to Help You Navigate the COVID-19 Pandemic in Your School This School Year (2021–2022)?

Response Option	Weighted Percentage
Completely insufficient	4
Somewhat insufficient	13
Somewhat sufficient	52
Completely sufficient	31
N/A—Did not receive	0

NOTE: n = 1,505.

Table 4.39. This School Year (2021–2022), How Helpful Is the Guidance That You Receive from Each of the Following Sources About How to Navigate Issues and Conversations About Race, Racism, or Bias in Your School?

Response Option	Weighted Percentage			
	N/A: I Did Not Receive Any Guidance from This Source	Unhelpful	A Little Helpful	Very Helpful
State-level entities, including the state legislature or state education agency	29	28	35	7
District central office or charter management organization	20	11	41	28
Your principal professional association	36	10	39	14
Your supervisor	21	10	36	33
Your principal colleagues	20	4	38	38
Other	55	6	12	27

NOTE: n = 1,504.

Table 4.40. Since the Beginning of This School Year (2021–2022), How Much Emphasis Have Your Professional Learning Activities Placed on the Following Topics?

Response Option	Weighted Percentage			
	None	A Little	A Moderate Amount	A Lot
Reflection on my own cultural lens and personal biases	23	35	28	13
Understanding systematic bias and injustice and their effect on students' education	32	38	22	8
Hiring and retaining a diverse teacher workforce	38	34	20	8
Developing teachers to become culturally responsive	22	41	27	10
Supporting teachers in selecting and using culturally responsive instructional materials	29	40	24	7
Developing an equitable and inclusive school environment	15	32	35	18

NOTE: Items were adapted from the 2021 American Instructional Resources Survey (Doan et al., 2021). $n = 1,504$.

Table 4.41. Please Indicate the Extent to Which Your School Places an Emphasis on the Following Activities, Approaches, and Topics.

Response Option	Weighted Percentage			
	No Emphasis	A Little Emphasis	Some Emphasis	A Lot of Emphasis
Incorporating anti-racist teaching methods or content (e.g., addressing historical events that reflect systematic racism or current events)	34	35	26	6
Helping students to develop positive social identities based on their memberships in multiple social groups (e.g., race, gender, socioeconomic status, ability status)	17	30	36	17
Helping students recognize and understand individual-level bias and systematic injustice	35	36	24	5

NOTE: Items were adapted from the 2021 American Instructional Resources Survey (Doan et al., 2021) and the 2021 Learn Together Survey (Young et al., 2021). $n = 1,502$.

Table 4.42. What Percentage of Parents at Your School Support . . . ?

Response Option	Weighted Percentage					
	0%	1–25%	26–50%	51–75%	76–100%	I Don't Know
. . . a mask mandate for staff and students	2	22	15	17	19	24
. . . a vaccine mandate for staff	4	23	12	9	11	41
. . . a vaccine mandate for students	4	31	13	9	4	39
. . . banning discussions of race, racism, or bias in the classroom	6	25	12	9	4	43
. . . having discussions of race, racism, or bias in the classroom	3	21	15	13	7	41
. . . banning masks for students and staff at school	6	30	15	13	7	29
. . . vaccinating their children	1	24	21	18	6	30

NOTE: $n = 1,501$.

You and Your School

Table 4.43. What Is Your Current Annual Salary for Your Position in This School Before Taxes and Deductions? If Your Position Includes Multiple Duties (e.g., you teach a class and serve as principal at this school), Please Include Your Entire Salary Before Taxes and Deductions.

Response Option	Weighted Percentage
\$49,999 or less	0
\$50,000–74,999	6
\$75,000–99,999	31
\$100,000–119,999	32
\$120,000 or more	31

NOTE: This item was adapted from the NTPS (NCES, 2017). $n = 1,501$.

Table 4.44. Approximately What Percentage of the Teachers in Your School Identify as People of Color?

Response Option	Weighted Percentage
None	15
1–25%	59
26–50%	13
51–75%	8
76%–100%	3
I don't know	2

NOTE: $n = 1,501$.

Table 4.45. Approximately What Percentage of the Teachers in Your School Share Your Ethnic or Racial Identity?

Response Option	Weighted Percentage
None	2
1–25%	15
26–50%	10
51–75%	21
76–100%	47
I don't know	4

NOTE: $n = 1,501$.

5. American Life Panel Companion Survey Results

Job Status

Table 5.1. What Is Your Annual Base Salary for 2021?

Response Option	Weighted Percentage
\$29,999 or less	18
\$30,000–49,999	22
\$50,000–69,999	20
\$70,000–89,999	15
\$89,999 or more	24

NOTE: $n = 498$.

Table 5.2. Approximately, What Percentage of the People in Your Workplace Identify as People of Color?

Response Option	Weighted Percentage
None	12
1–25%	37
26–50%	18
51–75%	7
76–100%	4
I don't know	21

NOTE: $n = 500$.

Table 5.3. How Does Your Supervisor Identify?

Response Option	Weighted Percentage
American Indian or Alaska Native	0
Asian	7
Black or African American	8
Hispanic/Latinx	10
Native Hawaiian or Other Pacific Islander	1
White	69
I don't know	10

NOTE: $n = 500$.

Table 5.4. Do You Have Any Children Who Are Attending a Public School (district-run or charter) in Grades K–12 This School Year (2021–2022)?

Response Option	Weighted Percentage
Yes	34
No	66

NOTE: $n = 500$.

Table 5.5. Since September 2021, Have You Spent a Majority of Your Time Working . . . ?

Response Option	Weighted Percentage
. . . at your workplace	59
. . . remotely, at some other location	41

NOTE: $n = 500$.

Well-Being

Table 5.6. Since September 2021, How Often Has Your Work Been Stressful?

Response Option	Weighted Percentage
Never	5
Hardly ever	14
Sometimes	46
Often	23
Always	12

NOTE: This item was adapted from the Educator Quality of Work Life Survey (AFT and BATs, 2017). $n = 500$.

Table 5.7. How Well Are You Coping with the Stress of Your Job Right Now?

Response Option	Weighted Percentage
1: Not well at all	4
2	8
3	22
4	36
5: Very well	30

NOTE: This item was adapted from Herman, Hickmon-Rosa, and Reinke, 2018. $n = 500$.

Table 5.8. What Are the Top Sources of Stress in Your Job Right Now?

Response Option	Weighted Percentage
My pay is too low	26
My benefits (e.g., health care, retirement, pension) are too low	10
I have taken on more additional tasks than normal because of staff shortages at my workplace	37
Lacking support from leaders at my workplace	20
My health or the health of a loved one who is at high risk for contracting COVID-19	19
Implementing COVID-19 mitigation measures (e.g., mask-wearing, COVID-19 testing, social distancing) in my workplace	24
Following COVID-19 mitigation measures (e.g., mask-wearing, COVID-19 testing, social distancing) in my workplace	29
The intrusion of political issues and opinions in my job	16
Having to be in-person for my job	20
Having to be remote for my job	5
Limited decision-making authority at my workplace	15
Lack of adequate coaching or mentoring	15
Feeling as though the leaders at my job micromanage me and do not trust me to act as a professional	15
There are no sources of stress in my job right now	11
Other	13

NOTE: Respondents were instructed to “select all that apply.” *n* = 500.

Table 5.9. Of the Sources of Job-Related Stress That You Indicated, Rank the Top Three from 1 (highest) to 3 (lowest)

Response Option	Weighted Percentage			
	Not in the Top 3	First Choice	Second Choice	Third Choice
My pay is too low	25	31	30	14
My benefits (e.g., health care, retirement, pension) are too low	37	8	19	37
I have taken on more additional tasks than normal because of staff shortages at my workplace	29	43	16	12
Lacking support from leaders at my workplace	26	32	22	20
My health or the health of a loved one who is at high risk for contracting COVID-19	19	26	38	17
Implementing COVID-19 mitigation measures (e.g., mask-wearing, COVID-19 testing, social distancing) in my workplace	45	11	22	22

Response Option	Weighted Percentage			
	Not in the Top 3	First Choice	Second Choice	Third Choice
Following COVID-19 mitigation measures (e.g., mask-wearing, COVID-19 testing, social distancing) in my workplace	33	15	32	21
The intrusion of political issues and opinions in my job	28	42	20	10
Having to be in-person for my job	27	28	16	29
Having to be remote for my job	44	22	14	20
Limited decision-making authority at my workplace	53	5	24	18
Lack of adequate coaching or mentoring	47	12	27	14
Feeling as though the leaders at my job micromanage me and do not trust me to act as a professional	35	10	46	9
Other	63	23	4	10

NOTE: Only respondents who indicated each as a source of stress were asked to rank sources of stress. $n = 295$.

Table 5.10. 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	52	32	12	5
Feeling down, depressed or hopeless	62	26	7	4

NOTE: Item adapted from the PHQ-2 screener (Kroenke, Spitzer, and Williams, 2003). $n = 500$.

Table 5.11. How Strongly Do You Agree with Each of the Following?

Response Option	Weighted Percentage				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I tend to bounce back quickly after hard times.	3	11	18	45	23
It does not take me long to recover from a stressful event.	4	11	23	40	22

NOTE: Items were adapted from the Brief Resilience Scale (Smith et al., 2008). $n = 500$.

Table 5.12. Please Indicate Your Agreement or Disagreement with the Following Statements About Your Job.

Response Option	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
The stress and disappointments involved in my job aren't really worth it.	28	33	31	8
I don't seem to have as much enthusiasm now as I did when I began my job.	19	31	32	17
I look forward to my job in the future.	10	19	49	22
I am glad I selected my job as a career.	7	19	36	38

NOTE: Items adapted from the NTPS (NCES, 2021). $n = 500$.

Table 5.13. What Well-Being and Mental Health Supports Are Currently Available to You as Benefits Through Your Employer, Your Professional Association, or Your Health Insurance?

Response Option	Weighted Percentage
Employee assistance program	44
Mental health care services, such as counseling	46
Wellness activities, such as yoga, mindfulness, or meditation	27
Explicit, sincere encouragement and support from my supervisor or other leaders to use paid time off for mental health days	22
Peer support groups at my workplace	14
There are no mental health supports available to me	17
I don't know	15
Other	3

NOTE: Respondents were instructed to "select all that apply." $n = 500$.

Table 5.14. Please Indicate Your Agreement or Disagreement with Each of the Following Statements.

Response Option	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
My supervisor's behavior toward staff is supportive and encouraging.	6	12	43	39
My supervisor has done a good job of communicating COVID-19 pandemic-related policies and plans to staff since September 2021.	8	15	38	38
If I reported experiencing or witnessing harassment at my workplace to my supervisor or another leader, I am confident that they would respond.	6	10	31	53
My supervisor is effective at supporting the mental health and well-being of staff.	9	18	45	28

NOTE: Some items are adapted from the University of Connecticut Racial Microaggressions Survey (Csizmadia et al., 2020). *n* = 496.

Table 5.15. Since September 2021, How Often Have Incidents of Violence, Such as Physical or Verbal Fights or Individuals Carrying Weapons, Caused You to Fear for Your Own Physical Safety When You Are at Your Workplace?

Response Option	Weighted Percentage
Never	72
Rarely	10
Sometimes	6
Often	1
N/A—This is not applicable to me because I work remotely	11

NOTE: This item was adapted from the Voices from the Classroom Survey (Clark et al., 2021). *n* = 500.

Table 5.16. Have Any Individuals Expressed Any Hostility or Aggression Towards You Because of Any of the Following COVID-19 Mitigation Measures at Your Workplace Since September 2021?

Response Option	Weighted Percentage
COVID-19 vaccine requirement for employees	12
A requirement that employees wear masks	11
A ban on requiring COVID-19 vaccines for employees	4
A ban on requiring masks for employees	3
I have not experienced hostility or aggression at my workplace about any of these topics since September 2021	83

NOTE: Respondents were instructed to “select all that apply.” *n* = 500.

Table 5.17. How Much Do You Agree or Disagree with the Following Statement? Supervisors and Leaders at My Workplace Are Making a Significant Effort to Ensure That Our Staff Is Racially and Ethnically Diverse.

Response Option	Weighted Percentage
Strongly agree	22
Somewhat agree	39
Somewhat disagree	13
Strongly disagree	4
I don't know	22

NOTE: This item was adapted from the Voices from the Classroom Survey (Clark et al., 2021). *n* = 497.

Table 5.18. Since September 2021, to What Extent Does Your Workplace Cultivate a Sense of Belonging for Staff Who Identify as People of Color?

Response Option	Weighted Percentage
Not at all	6
To a small extent	16
To a moderate extent	20
To a great extent	26
I don't know	31

NOTE: This item was adapted from the Voices from the Classroom Survey (Clark et al., 2021). *n* = 497.

Table 5.19. Since September 2021, How Often Have Any of the Following Things Happened to You in Your Day-to-Day Work Experience Because of Your Actual or Perceived Race or Ethnicity?

Response Option	Weighted Percentage			
	Not at All Since September 2021	A Few Times Since September 2021, But Less Than Monthly	About Monthly or a Few Times per Month Since September 2021	Once per Week or More Since September 2021
People acted as though they were uncomfortable approaching me because of my race or ethnicity.	91	7	1	1
Because of my race or ethnicity, people assumed that I am a foreigner.	94	3	2	2
I have experienced online or in-person harassment (emotional, verbal, or physical) at my workplace because of my race or ethnicity.	93	5	1	0
I have experienced verbal or nonverbal microaggressions at my workplace because of my race or ethnicity.	88	9	2	1
I have been singled out to perform additional tasks (e.g., lead discussions of diversity) at my job because of my race or ethnicity.	93	5	1	2
I am held to a different set of standards and expectations than my peers because of my race or ethnicity.	88	8	2	1

NOTE: Items were adapted from the Racial Microaggression Scale (Torres-Harding, Andrade, and Romero Diaz, 2012) and the University of Connecticut Racial Microaggressions Survey (Csizmadia et al., 2020). *n* = 497.

Table 5.20. Please Indicate Your Agreement or Disagreement with Each of the Following Statements.

Response Option	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I personally feel valued at my workplace.	7	16	48	29
Staff are actively involved in making decisions about what happens at my workplace.	13	21	50	16

NOTE: This item was adapted from the Voices from the Classroom Survey (Clark et al., 2021). *n* = 498.

Table 5.21. Including Hours Spent During the Workday, Before and After Work, and on the Weekends, How Many Hours Do You Spend on ALL Activities Related to Your Job During a Typical FULL WEEK Since September 2021?

Response Option	Weighted Percentage
0–20 hours	6
21–40 hours	36
41–60 hours	44
61–80 hours	6
More than 80 hours	8

NOTE: This item was adapted from the NTPS (NCES, 2021). *n* = 500.

Table 5.22. Since September 2021, Have You Been Asked to Assume More Responsibilities Than Was Normal Before the Pandemic to Make Up for Staffing Shortages?

Response Option	Weighted Percentage
Yes	50
No	46
I don't know	5

NOTE: This item was adapted from Lieberman, 2021. *n* = 499.

Table 5.23. Since September 2021, How Sufficient Is Your Access to Resources, Supports, or Guidance to Help You Navigate the COVID-19 Pandemic in Your Workplace?

Response Option	Weighted Percentage
Completely insufficient	7
Somewhat insufficient	9
Somewhat sufficient	39
Completely sufficient	31
N/A—I do not have a need for this	14

NOTE: *n* = 500.

Table 5.24. Do You Believe Systemic Racism—Meaning Racism Is Embedded in Systems and Structures Throughout Society Rather Than Present Only in Interpersonal Interactions—Exists?

Response Option	Weighted Percentage
Yes	48
No	31
I'm not sure	21

NOTE: This item was adapted from Najjarro, 2021. *n* = 500.

Table 5.25. Some States Have Passed Legislation That Limits How K–12 Public School Teachers Discuss Racism, Sexism, and Other Topics People Disagree About in the Classroom. Do You Think There Should Be Legal Limits on Those Classroom Conversations?

Response Option	Weighted Percentage
Yes	33
No	46
I'm not sure	21

NOTE: Item adapted from Najjarro, 2021. $n = 500$.

Table 5.26. Do You Think That States and K–12 Public School Districts Should Be Allowed to Ban Schools from Requiring Masks, Vaccines, or Other COVID-19–Related Safety Measures?

Response Option	Weighted Percentage
Yes	25
No	65
I'm not sure	10

NOTE: $n = 500$.

Table 5.27. Do You Think That States and K–12 Public School Districts Should Be Allowed to Mandate Whether Schools Require Masks, Vaccines, or Other COVID-19–Related Safety Measures?

Response Option	Weighted Percentage
Yes	63
No	28
I'm not sure	9

NOTE: $n = 500$.

Table 5.28. What Is the Likelihood That You Will Leave Your Job by September 2022, Compared to the Likelihood You Would Have Left Your Job Before the COVID-19 Pandemic?

Response Option	Weighted Percentage
Likely to leave before the COVID-19 pandemic, but unlikely now	7
Unlikely to leave before, but likely now	9
Likely to leave both before and now	17
Unlikely to leave both before and now	66

NOTE: This item was adapted from the RAND COVID-19 surveys (Kaufman et al., 2020). $n = 500$.

Table 5.29. Do You Plan to Leave Your Current Job by September 2022?

Response Option	Weighted Percentage
Yes	11
No	63
I am considering it	20
I don't know	6

NOTE: $n = 500$.

Table 5.30. What Are Your Plans for Leaving Your Current Job Before September 2022?

Response Option	Weighted Percentage
I am taking early retirement.	5
I am scheduled to retire.	4
I am taking a new job with the same position but at a different workplace.	16
I am taking a new position within the same field at a different workplace.	26
I am taking a job outside of my current field.	19
I am being furloughed or laid off.	0
I am taking a break from working.	10
I don't know.	7
Other	13

NOTE: $n = 131$.

Table 5.31. What Are the Top Three Reasons You Are Leaving, or Considering Leaving, Your Current Job?

Response Option	Weighted Percentage			
	Not in Top 3	1st Choice	2nd Choice	3rd Choice
I do not agree with my organization's COVID-19-related safety measures	85	1	11	3
I do not agree with my organization's policies about race, racism, or bias	94	0	1	5
The stress and disappointments of my job aren't worth it	48	28	13	11
I do not have adequate opportunities for professional learning	79	4	3	13
I don't like the way my organization is being led.	53	6	19	22
The pay and benefits (health care, sick time, retirement) are too low	56	28	12	4
I do not have adequate opportunities to advance professionally	73	8	12	7
I am caring for children or other family members	87	6	4	2
I am not treated fairly because of my actual or perceived race or ethnicity	97	1	2	0
I have to work too many hours to get my job done	70	6	8	15
Other	87	11	1	0

NOTE: Only respondents indicating that they are "taking early retirement," "taking a new job with the same position but at a different workplace," "taking a new position within the same field at a different workplace," "taking a job outside of my current field," "taking a break from working," or "other" from Table 5.30 were asked to respond to this item. Some items were adapted from the RAND COVID-19 survey (Diliberti, Schwartz, and Grant, 2021) and the NTPS (NCES, 2017b). *n* = 96.

Abbreviations

AACTE	American Association of Colleges for Teacher Education
AANHPI	Asian American, Native Hawaiian, or Pacific Islander
AEP	American Educator Panels
AFT	American Federation of Teachers
ALP	American Life Panel
ASLP	American School Leader Panel
ATP	American Teacher Panel
BATs	Badass Teachers Association
CCD	Common Core of Data
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
SoP	State of the American Principal
SoT	State of the American Teacher

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