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Learn Together Surveys

2020 Technical Documentation and Survey Results

The RAND Corporation's American Educator Panels (AEP) consist of the American Teacher Panel (ATP) and American School Leader Panel (ASLP). These panels are nationally representative samples of K–12 public school educators. The ATP includes more than 25,000 teachers, and the ASLP includes more than 7,500 school principals. Members of both panels 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 (Robbins and Grant, 2020).

Starting in 2013, RAND researchers have recruited AEP members using probabilistic sampling methods. The AEP samples are designed to be of sufficient size to facilitate national analyses and analyses of prevalent subgroups at the national level (e.g., elementary school teachers, high school mathematics teachers, teachers in urban schools). Similarly, the teacher panel is designed to permit analyses of the following geographic areas: Alabama, Arkansas, California, Delaware, Florida, Georgia, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Nebraska, New Mexico, New York (New York State as a whole and New York City), North Carolina, Oklahoma, Rhode Island, South Carolina, Tennessee, Texas, Virginia, West Virginia, and Wisconsin.¹ The AEP sample is not designed to permit analyses within geographic areas not listed above or among subgroups not specified above.

SURVEY CHARACTERISTICS

- The ATP and ASLP included such topics as serving students with disabilities, supporting students' future careers, data for decision-making, and social and emotional learning.
- The ATP also featured the topics of teacher preparation, math materials and instruction, and teaching writing. The ASLP featured the topics of principal preparation and school management and operations.
- The 2020 LTS yielded 3,784 complete responses out of 6,625 invitations for teachers (57-percent completion rate) and 1,438 complete responses out of 4,004 invitations for school leaders (36-percent completion rate).

The 2020 Learn Together Surveys

In March 2020, RAND researchers administered the second Learn Together Surveys (LTS) to a sample of ATP and ASLP members who work in schools serving grade 6 or higher.² The LTS was first administered in 2019, and although some questions remain the same, many have changed, including a new module on

teaching math in 2020. (See Table 1 for a list of survey content areas.) See Johnston et al., 2019, for an earlier version of this report.

Teachers were invited to participate in the LTS based on two criteria—geography and grade level taught—to produce representative samples of teachers of grades 6 through 12, both nationally and in selected states. Geographically, the sampling was designed to result in 400 completed surveys in each of five states—California, Florida, New York, Tennessee, and Texas—and 1,500 completed surveys across the balance of states for a national total of 3,500 surveys. These sampling targets were selected to balance estimate precision, available sample, and ATP recruitment costs. The survey instrument confirmed grades taught and screened out teachers who reported not currently teaching grade 6 or higher. Approximately 255 invited teachers (3.7 percent) were screened out during the survey process. These teachers were removed from the invited samples. No “screen-ins” were possible (i.e., eligibility was

exclusionary based only on grades included at a teacher’s or principal’s school), so some level of undercoverage might exist, with truly eligible teachers currently misclassified as out-of-scope.

The ASLP sample targeted principals at schools teaching grades 6 or higher with the goal of completing 1,500 surveys from a national sample of school leaders. Survey eligibility was limited to school leaders who reported leading a school with grade 6 or higher (including schools that had lower grade levels in addition to grades 6 through 12), and the ASLP survey instrument confirmed grades included at the school and screened out principals at schools that did not include grade 6 or higher. Approximately 124 invited school leaders (3 percent) were screened out during the survey process because their school did not include grade 6 or higher. No screen-ins were possible, so some level of undercoverage might exist, with truly eligible principals currently misclassified as out-of-scope.

Survey Content and Administration

The LTS questionnaires were developed by the Bill & Melinda Gates Foundation in consultation with staff at RAND. Researchers provided feedback on question wording, format, and sequencing, with the foundation maintaining final editorial control on the survey items. The survey was designed to generate representative data on teacher and principal perspectives regarding the topics listed in Table 1. Most items were developed by program staff at the foundation, with the exception of a set of social and emotional learning (SEL) items that were adapted from Bridgeland et al.’s nationally representative survey of teachers on their attitudes toward SEL (Bridgeland et al., 2013).

Analysts at RAND, the Gates Foundation, and state education agencies (SEAs) intend to use the data generated from the LTS for analyses at the national level and in the five states where we have teacher oversamples.

The ATP survey had an approximate administration time of 20 or 30 minutes, depending on grade levels taught: 6th- through 8th-grade teachers completed a 20-minute survey, whereas 9th- through 12th-grade teachers completed a 30-minute survey (they were asked to complete one additional section,

Abbreviations

ACT	American College Testing
AEP	American Educator Panels
AIR	American Institutes for Research
ASLP	American School Leader Panel
ATP	American Teacher Panel
CASEL	Collaborative for Academic, Social, and Emotional Learning
CCD	Common Core of Data
CSOS	Center for Social Organization of Schools
EASEL	Ecological Approaches to Social Emotional Learning
ESSA	Every Student Succeeds Act
FAFSA	Free Application for Federal Student Aid
GPA	grade point average
IEP	Individualized Education Program
LTS	Learn Together Surveys
SAT	Scholastic Aptitude Test
SEA	state education agency
SEL	social and emotional learning

TABLE 1
ATP and ASLP Survey Content Areas

ATP Content Areas	ASLP Content Areas
Your teaching assignment	Your school assignment
Sources of information and support	Sources of information and support
Serving students with disabilities	Serving students with disabilities
Supporting students' future careers ^a	Supporting students' future careers ^a
Data for decisionmaking	Supporting students' transition to postsecondary education ^a
Perceptions of principals	Data for decisionmaking
Social and emotional learning	Perceptions of teachers
Teacher preparation	Social and emotional learning
Teaching math	Teaching writing
Teaching writing	Demographics
Demographics	

^a These questions were asked of teachers and principals who serve 9th- through 12th-grade students only.

as reported in Table 1). The ASLP survey had a similar structure, with an approximate administration time of 20 or 30 minutes, depending on grade levels led: 6th- through 8th-grade principals completed a 20-minute survey, whereas 9th- through 12th-grade principals completed a 30-minute survey (they were asked to complete two additional sections, as reported in Table 1). See Table 1 for a summary of the content areas that were included in each survey.

Survey Completion Results

The 2020 LTS yielded 3,784 complete responses out of 6,625 invitations for teachers (57-percent completion rate) and 1,438 responses out of 4,004 invitations for school leaders (36-percent completion rate). Table 2 provides weighted descriptive statistics for survey respondents. The weights, which are described in the next section, are intended to ensure that the sample reflects the national population of teachers and school leaders.

Calibrated Weighting

Each LTS respondent was assigned a weight to ensure that estimates based on the LTS sample reflect the national (or state) population of teachers and school leaders. 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, urbanicity, socioeconomic status) (Robbins and Grant, 2020).

To produce estimates that reflect the population of 6th- to 12th-grade teachers in the United States and reflect national estimates for principals, we created weights that are the product of three interim weights:

1. the 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 and principals based on the Schools and Staffing Survey and the Common Core of Data (CCD), which are both from the National Center for Education Statistics. See Robbins and Grant, 2020, for more information.
2. the sample selection weight—this is the inverse probability of selection into the LTS 2020 sample using the ATP and ASLP as the frame. These probabilities were selected in order to have 3,500 participants in the ATP and 1,500 in the ASLP.

- the 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.³ 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 was designed to ensure a representative sample and limit the size of the design effect. The sampling frame weights were calculated to make the panel match the

national population of teachers and principals based on several school-level (e.g., school size, level, urbanicity, 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}) that a selected participant would respond to the survey, conditional on the school- and individual-level characteristics of teachers and principals (including the state in which they are working). For parsimony, we used a variable-selection method to choose the model

TABLE 2
Weighted Descriptive Statistics

	ATP		ASLP	
	Mean	Standard Error	Mean	Standard Error
School characteristics				
Elementary school ^a	7.8	0.006	30.0	1.8
Middle school ^a	28.2	0.009	30.7	1.5
High school ^a	60.8	0.009	30.5	1.5
Other types of schools ^a	3.1	0.004	8.8	1.0
Total enrollment	1,258.0	15.0	728.5	17.8
Percentage Asian students	5.2	0.2	3.6	0.3
Percentage Hispanic students	24.4	0.5	22.1	1.0
Percentage Black students	15.5	0.4	14.9	0.9
Percentage White students	50.4	0.6	55.9	1.2
Percentage other race/ethnicity students	4.5	0.1	5.4	0.3
City school ^a	28.1	1.0	25.1	1.6
Suburban school ^a	40.6	1.0	30.5	1.7
Town school ^a	10.6	0.6	12.7	1.1
Rural school ^a	20.7	0.9	31.7	1.6
Educator characteristics				
Total years in role	16.2	0.2	9.4	0.2
Female ^a	64.9	1.0	41.1	1.7
Asian ^{a, b}	2.7	0.3	1.7	0.4
Hispanic ^{a, b}	7.4	0.5	6.8	0.9
Black ^{a, b}	7.6	0.6	13.5	1.2
White ^{a, b}	85.0	0.7	81.4	1.4
Other race/ethnicity ^{a, b}	1.6	0.2	0.9	0.3

NOTES: The ATP sample contains 3,784 observations. The ASLP sample contains 1,438 observations. School background characteristics were obtained from the CCD and are from the 2018–2019 school year. Means and standard errors were calculated using survey weights, which are calibrated to match the national averages for teachers and school leaders. Educator characteristics are self-reported by the respondent. The rate of missingness in educator characteristics is about 2 percent and 5 percent in the teacher and principal samples, respectively.

^a Variables are expressed as dichotomous indicators of group members (1 = in the group, 0 = not in the group). The mean value represents the proportion of respondents who are members of the group in question.

^b Variables were not used in the calculation of sampling weights.

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 ($1/p_{ri}$):

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

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.⁴

The remainder of this report provides tables of weighted frequency distributions for each question asked of teachers and principals in the 2020 LTS.

Learn Together Surveys: Teacher Results

Teaching Assignments

1. This school year, what grade(s) do you teach? ($n = 3,784$)

	Weighted Percentage
	Total
Kindergarten–Grade 5	5
Grade 6	23
Grade 7	22
Grade 8	26
Grade 9	41
Grade 10	49
Grade 11	52
Grade 12	48
Ungraded (including special education students aged 18–22)	2
Other	1

NOTE: Respondents were instructed to “select all that apply.” Percentages will not sum to 100 percent.

2. This school year, what subject(s) do you teach? ($n = 3,784$)

	Weighted Percentage
	Total
Mathematics (including general mathematics, algebra, geometry, calculus, etc.)	26
English language arts (including English, language arts, reading, literature, writing, speech, etc.)	29
Natural science (including general science, biology, chemistry, physics, etc.)	18
Social science (including social studies, geography, history, government/civics, etc.)	20
Art and/or music	8
Health or physical education	5
Computer science	4
Foreign languages	5
Career or technical education	8
Other	13

NOTE: Respondents were instructed to “select all that apply.” Percentages will not sum to 100 percent.

Sources of Information and Support

3. Of all your priorities this school year, how much of your focus went to each of the following? ($n = 3,732$)

	Weighted Ranking	
	Average Ranking	Median Ranking
Creating a supportive learning environment for students	2.06	2
Implementing standards-aligned instructional resources	3.17	3
Supporting students’ social and emotional learning	3.61	4
Supporting students with Individualized Education Programs (IEPs)	3.83	4
Using data to continuously improve practice	4.02	4
Supporting students’ career readiness	5.16	6
Supporting students’ transition from high school into postsecondary education	5.22	6

4. Please indicate your level of agreement or disagreement with the following statements about the available resources to support your students. (*n* = 3,734)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Support my students' social and emotional learning	2	11	50	37
Support students with Individualized Education Programs (IEPs)	1	6	42	51
Support my students' transitions from high school to postsecondary education	3	16	50	31
Identify sources of high-quality, standards-aligned curriculum and instructional resources	1	6	41	53
Implement high-quality, standards-aligned curriculum and instructional resources in my classroom practice	1	4	39	57
Effectively use data in continuously improving my teaching practice	1	9	44	46
Support my students' career preparation	2	15	50	32
Create a supportive learning environment in my classroom	1	3	33	63
Address specific challenges in my students' math learning	1	6	37	56
Address specific challenges in my students' writing learning	2	7	45	46

NOTE: Respondents who indicated that they taught no high school grades did not see questions about transition to postsecondary education and career preparation.

5. Where is the first place you would go to find an intervention (e.g., tools, programs, or strategies) to support your students? (*n* = 3,729)

	Weighted Percentage
	Total
A specific digital or print source (e.g., organization's website, specific book, district resource)	3
Internet information search (e.g., broad search on the topic using Google or a similar search engine)	18
Online social network inquiry or search (e.g., Twitter, Facebook, or similar for strategies from other teachers)	4
Ask another teacher at my or another school	30
Ask a school leader or support staff at my school	25
Develop a resource myself and/or ask other teachers/staff to develop a resource	11
Ask someone in the district central office	1
Ask a leader or other support staff at my district	8
Other	1

6. Please rank the following from most to least important to you when selecting interventions (e.g., tools, programs, or strategies) to support students. ($n = 3,675$)

	Weighted Ranking	
	Average Ranking	Median Ranking
Applicability to my specific students' needs	2.36	1
Ease of implementation	3.82	3
Ease of accessing intervention resources	4.29	4
Rigor of evidence regarding intervention efficacy	4.47	4
Ease of accessing intervention information	4.54	5
Personal word of mouth regarding quality of intervention	5.73	6
Affordability	5.81	6
Popularity of intervention among other teachers	6.41	7
Existence of technical assistance support	6.76	7
Other	8.56	10

Teaching Math

7. How would you describe your familiarity with your state's math standards for the grade levels you teach? ($n = 968$)

	Weighted Percentage Total
Not at all familiar	1
A little familiar	6
Mostly familiar	28
Very familiar	65

8. Please indicate your level of agreement or disagreement with the following statements about mathematics standards and instruction. ($n = 967$)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
My state's math standards reflect my beliefs about good teaching.	7	24	53	16
My students need something different than what is outlined in standards-aligned math content.	5	18	51	27
Standards-aligned math content is relevant to my students' future education.	5	20	50	25
Standards-aligned math content is relevant to my students' future careers.	8	24	52	16
Standards-aligned math content is too challenging for my students.	11	27	44	18
Standards-aligned math content is not engaging enough to keep my students' attention and focus.	14	35	40	10
I find myself skipping some standards-aligned math content in my instruction.	28	26	34	12

9. Do you ever skip standards-aligned content in your math instruction? ($n = 968$)

	Weighted Percentage
	Total
Never	23
Rarely	44
Occasionally	29
Frequently	5

10. When you skip standards-aligned content in your instruction, to what extent do you disagree or agree that each of the following is responsible for you skipping it? ($n = 741$)

	Weighted Percentage				
	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
Standards-aligned math content does not adequately address basic skills in math.	9	17	14	35	26
Students are overburdened by the demands of standards-aligned math content.	4	12	16	38	29
My students need something different than what is outlined in the math standards.	4	9	13	49	25
Standards-aligned math content is too challenging for my students.	10	21	15	38	17
Standards-aligned math content is not relevant to my students' future educations.	9	19	23	36	12
Standards-aligned math content is not relevant to my students' future careers.	9	22	20	38	11
Standards-aligned math content is not engaging enough to keep my students' attention and focus.	13	23	21	36	8

“Student Knowledge of Math” refers to knowing math as having procedural fluency, conceptual understanding, strategic competence, adaptive reasoning, and productive dispositions with regard to big ideas in mathematics.

11. Of all the students you teach, what % of students deeply know math according to the definition above? ($n = 965$)

	Weighted Percentage
	Total
0–25%	46
26–50%	27
51–75%	20
76–100%	7

“Student Use of Math” refers to the use of math that involves applying the intertwined strands of knowing math (see “Student Knowledge of Math”) to the world around us: to model, solve problems and critique; through social participation; in ways that are meaningful to the student and can lead to action.

12. Of all the students you teach, what % of students use math according to the definition above? ($n = 965$)

	Weighted Percentage
	Total
0–25%	45
26–50%	29
51–75%	19
76–100%	7

“Student Enjoyment of Math” refers to aspects of enjoying math that include: the joy, wonder, beauty of math, the power of math (a student can stand on the authority of a proof they created), and the thrill of contributing and participating in a vibrant (classroom) mathematical community, and be listened to, respected and valued.

13. Of all the students you teach, what % of your students enjoy math according to the definition above? ($n = 965$)

	Weighted Percentage
	Total
0–25%	48
26–50%	33
51–75%	13
76–100%	6

Teaching Writing

14. Please indicate your level of agreement or disagreement with the following statements about your writing instruction. ($n = 3,734$)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I know what good writing instruction looks like.	4	14	43	39
I have received effective training for implementing writing instruction in my classroom.	13	26	37	23
I feel equipped to deliver good writing instruction to my students.	5	20	43	32
I believe strong writing skills are essential to help my students succeed in college.	0	1	12	86
I believe strong writing skills are essential to help my students succeed in their careers.	0	2	25	73
I know how to assess whether my students’ writing is improving.	5	15	43	38
I have access to high-quality instructional materials to teach writing.	13	28	36	23

15. What do you perceive as key characteristics of effective writing intervention in argumentative writing?
(*n* = 3,728)

	Weighted Percentage
	Total
Skills development	44
Critical literacy (i.e., developing the ability to read, write and think in ways of understanding power, privilege and oppression)	47
Identity development	7
Writing across the curriculum	41
Real time/high quality feedback to teachers and students	50
Peer to peer interactions	18
Peer to mentor interactions	13
Curriculum with project based and culturally relevant writing tasks	33
21st century writing that explores online sources and new formats for presentation (e.g., email, blogs, websites, podcasts and video)	28

NOTE: Respondents were instructed to "select up to three options." Percentages will not sum to 100 percent.

16. In your view, what would be a sufficient amount of instruction with practice and feedback in argumentative writing? (*n* = 3,721)

	Weighted Percentage
	Total
1–2 times a year	10
3–4 times a year	28
4–5 times a year	23
6–7 times [a] year	13
8+ times a year	26

17. Which of the following would be most helpful in supporting your students' argumentative writing skills?
(*n* = 3,727)

	Weighted Percentage
	Total
N/A—I do not teach argumentative writing	36
Methods-specific training for argumentative writing instruction	20
More time to offer feedback for revision	18
Support to change student motivations and mindsets regarding writing	13
Guidance about what discrete skills and content knowledge progression should look like for each grade and subject	12
Other	1
Not Applicable—I do not teach argumentative writing	0

Serving Students with Disabilities

18. During the current school year, approximately what percentage of the students you teach are students with disabilities? ($n = 3,740$)

	Weighted Percentage Total
0%—I do not support or teach any students with disabilities as defined above.	5
1%–5%	31
6%–10%	24
11%–25%	23
26% or more	17

19. During the current school year, please select which of the following best describes the role you played in serving students with disabilities. ($n = 3,570$)

	Weighted Percentage Total
Taught students with disabilities in a general education class with a regular co-teacher	23
Taught students with disabilities in a general education class with occasional push-in support from a co-teacher	12
Taught students with disabilities in a general education class with consultation support from a special educator or other specialist but no push-in or co-teaching support	35
Taught students with disabilities in a general education class without consultation support from a special educator or other specialist and with no push-in or co-teaching support	22
Taught students with disabilities in a resource or special-education only class	8

NOTE: Respondents who indicated that they did not teach students with disabilities did not see this question.

20. Please indicate your level of agreement or disagreement with the following statements about how effectively you and your school support students with disabilities during the current school year. ($n = 3,569$)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Overall, my school does a good job supporting our students with disabilities.	4	13	49	35
I, personally, do a good job supporting my students with disabilities.	1	7	50	42

NOTE: Respondents who indicated that they did not teach students with disabilities did not see this question.

21. Thinking about your school’s model for supporting students with disabilities this school year, how much emphasis does your school’s model place on each of the following? (*n* = 3,565)

	Weighted Percentage			
	No Emphasis	Little Emphasis	Some Emphasis	A Lot of Emphasis
Ensuring all students have access to standards-aligned core general education curriculum	1	5	36	58
Developing a school culture of shared responsibility for the achievement of all learners	2	12	41	45
Developing and maintaining high expectations for all students related to academics	1	10	40	49
Developing and maintaining high expectations for all students related to behavior	3	16	42	39
Ensuring that students with disabilities achieve academic growth on annual district or state benchmarking or accountability tests	2	9	46	44
Ensuring that IEPs are compliant and completed in a timely manner	1	4	21	74
Other	64	4	11	22

NOTE: Respondents who indicated that they did not teach students with disabilities did not see this question.

22. To better support students with disabilities, which of the following would be most important to improve in your school? (*n* = 3,566)

	Weighted Percentage Total
N/A—our school does a great job of supporting students with disabilities	8
Ensuring all students have access to standards-aligned core general education curriculum	6
Developing a school culture of shared responsibility for the achievement of all learners	23
Developing and maintaining high expectations for all students related to academics	20
Developing and maintaining high expectations for all students related to behavior	29
Improving the school master schedule to ensure that it meets the needs of all students with disabilities	15
Improving the school master schedule to allow more time for collaboration about students with disabilities	18
Allocating more special educators and/or specialists to support students with disabilities in their classes	38
Improving professional development options related to supporting students with disabilities	25
Additional staff or other resources	37
Curriculum materials to support differentiation	31
Other	2

NOTE: Respondents who indicated that they did not teach students with disabilities did not see this question. Respondents were instructed to "select up to three." Percentages will not sum to 100 percent.

23. Please select the activities in which you've engaged to support your students with disabilities. (*n* = 3,564)

	Weighted Percentage
	Total
Analyzing data from your students with disabilities	54
Using data from your students with disabilities to modify support for those students	58
Accessing students with disability-specific professional development	21
Communicating with families	71
Reviewing students' IEPs to understand their accommodations	88
Planning specially-designed instruction according to students' unique learning needs	55
Consulting with special education teachers or other specialists to better understand students' unique learning needs	74
Collaboratively planning for instruction with special education teachers or other specialists	46
Using collaborative teaching approaches (e.g., team teaching, parallel teaching, station teaching)	46
Other	1

NOTE: Respondents who indicated that they did not teach students with disabilities did not see this question.

24. Please indicate your level of agreement or disagreement that the following practices are effective to improve outcomes for students with disabilities. (*n* = 3,561)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Maintaining educators' belief that all students can achieve (including students with disabilities)	0	2	26	71
Using data on students with disabilities to modify support for those students	1	4	42	54
Prioritizing students with disabilities in master scheduling so they are paired with the right teachers and/or classes	1	6	37	55
Proactively planning service for better collaboration between teachers and service providers	1	4	39	56
Effectively managing compliance so teachers can dedicate more time to directly supporting students with disabilities	1	7	44	48
Accessing professional development specific to working with students with disabilities	1	8	49	42
Communicating with families	0	4	38	58

NOTE: Respondents who indicated that they did not teach students with disabilities did not see this question.

25. How sufficient is your access to each of the following for helping you support students with disabilities during the current school year? (*n* = 3,556)

	Weighted Percentage				
	Not Applicable— Did Not Receive	Completely Insufficient	Somewhat Insufficient	Somewhat Sufficient	Completely Sufficient
Leadership support (e.g., key information and guidance from school or district administrators)	2	8	22	47	21
Supportive school culture promoting shared responsibility for the achievement of all learners and high expectations related to academics and behavior	1	7	21	47	24
Planning and/or release time	5	13	28	40	14
Access to community support organizations	15	11	31	33	10
Materials and tools (e.g., curricula, activities, technology, modified texts)	6	8	22	48	17
Access to staff with specific expertise within or outside of your school	4	5	20	47	25
Access to support for building relationships with families of students with disabilities	5	4	24	49	19
Training and information (e.g., professional development, books that provide instructional guidance)	6	8	29	45	12
Data system tools that give teachers the opportunity to review student performance and monitor progress	4	5	18	50	23
Access to student records including learning history, areas of strength and interest, and unique social/family situations	6	7	21	43	23
Transition planning protocols for students with disabilities (e.g., middle school to high school, high school to postsecondary)	14	7	22	40	17
Other	76	4	5	8	7

NOTE: Respondents who indicated that they did not teach students with disabilities did not see this question.

Supporting Students' Future Careers

26. With respect to how it prepares your students for their future careers, how would you rate the quality of the education in your school? (*n* = 2,279)

	Weighted Percentage
	Total
Poor	3
Fair	20
Good	51
Excellent	25

NOTE: Respondents who indicated that they did not teach high school students did not see this question.

27. What supports does your school currently offer to help prepare students for their future careers? (*n* = 2,279)

	Weighted Percentage
	Total
Career academies, linked learning programs, or other programs that link high school curriculum with a specific career pathway	62
High school career-technical courses	78
School counselors focused on helping students make choices about their future careers	78
Information about career families and career lattices (e.g., what jobs are gateways to others)	40
Professional development for school employees on what career readiness means and how to achieve it	26
Resources in the classroom (e.g., curricula, materials)	57
Data showing where students are working after high school and after they complete postsecondary education, where applicable	22
Engagement and support by the local business community (e.g., internship programs, informational interviewing)	59
Other	3

NOTE: Respondents who indicated that they did not teach high school students did not see this question. Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

28. To which of the following data on your students do you currently have access? (*n* = 2,279)

	Weighted Percentage
	Total
Data on where students are living after high school	31
Data on where students are living after postsecondary	7
Data on which employers hire students after high school	22
Data on which employers hire students after postsecondary	13
Data on rates on employment after high school	31
Data on rates of employment after postsecondary	15
Data on earnings after high school	19
Data on earnings after postsecondary	16

NOTE: Respondents who indicated that they did not teach high school students did not see this question. Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

29. Which of the following resources does your school or school district most need to ensure students are better prepared for their future careers? ($n = 2,275$)

	Weighted Percentage
	Total
Career academies, linked learning programs, or other programs that link high school curriculum with a specific career pathway	31
High school career-technical courses	40
School counselors focused on helping students make choices about their future careers	27
Information about career families and career lattices (e.g., what jobs are gateways to others)	18
Professional development for school employees on what career readiness means and how to achieve it	23
Resources in the classroom (e.g., curricula, materials)	19
Data showing where students are working after high school and after postsecondary education (if applicable)	28
Engagement and support by the local business community (e.g., internships, information interviewing)	33
Internship programs	44
Other	2

NOTE: Respondents who indicated that they did not teach high school students did not see this question. Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

30. Please indicate your level of agreement or disagreement with the following statements about career readiness. ($n = 2,271$)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
My school has clearly defined and set specific standards for what constitutes career readiness for students.	11	29	45	16
My school assesses every student's readiness for a career.	13	34	40	13
It is my job to support my students' career readiness.	2	8	43	47

NOTE: Respondents who indicated that they did not teach high school students did not see this question.

31. During the current school year, how many students have you talked with about the following education and career topics? ($n = 2,273$)

	Weighted Percentage				
	Do Not Have Access to Information or Resources to Share	None of My Students	Some of My Students	Most of My Students	All of My Students
How what they are learning in school can be used outside the classroom	2	2	24	33	40
The different education and career options open to them after high school	3	3	36	33	25
Testing goals in relation to their postsecondary interests	7	13	37	27	16
The characteristics of different postsecondary education institutions	5	5	43	30	17
Career planning	5	6	44	28	18
Technical or industry-specific skill development	8	10	47	20	15
Soft skill experiences	9	8	33	26	24

NOTE: Respondents who indicated that they did not teach high school students did not see this question.

32. During the current school year, how many students have you shared information or resources with regarding the following education and career options? ($n = 2,272$)

	Weighted Percentage				
	Do Not Have Access to Information or Resources to Share	None of My Students	Some of My Students	Most of My Students	All of My Students
Apprenticeships	34	25	28	7	5
Internships	30	19	34	10	7
Part-time jobs	20	14	40	16	10
Full-time jobs	24	24	32	12	9
Technical or vocational training programs	19	14	38	17	12
2-year degree programs	11	9	40	22	17
4-year degree programs	9	7	39	25	20

NOTE: Respondents who indicated that they did not teach high school students did not see this question.

33. How much impact do you believe that the following have on students' future careers? ($n = 2,270$)

	Weighted Percentage		
	No Impact	Minor Impact	Major Impact
Teachers	0	25	75
High school college and/or career counselors	2	50	48
School leaders and other non-teaching school staff	7	59	34
Students themselves	0	6	94
Parents or other family members	0	7	93
The high school experience, as a whole (e.g., curriculum, instruction, and extracurricular activities)	0	27	72
Peers	1	40	59
Neighborhood	4	44	52
Colleges and universities	1	42	57
The business community	7	68	25
Other	64	6	31

NOTE: Respondents who indicated that they did not teach high school students did not see this question.

34. Please indicate your level of agreement or disagreement with the following statements about social capital connected to career readiness. ($n = 2,268$)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I prioritize the development of social capital in supporting my students' career readiness.	15	26	46	13
I help broker relationships between students and non-teacher adults (e.g., industry mentors, community members, etc) during the school day.	30	31	30	9
I track the quality of my students' social networks.	42	34	20	3
I feel good about the social capital my students have.	12	34	47	7

NOTE: Respondents who indicated that they did not teach high school students did not see this question.

Data for Decisionmaking

35. During the current school year what kinds of student data do you have access to through an electronic data management system(s)? If you have access to data, is it disaggregated by student race, ethnicity, and income (e.g., free and reduced-price lunch)? ($n = 3,733$)

	Weighted Percentage		
	Not Applicable—I Don't Have Access to These Data in an Electronic Data Management System	I Have Access to These Data but They Are Not Disaggregated by Student Race, Ethnicity, and Income (e.g., free and reduced-price lunch)	I Have Access to These Data and They Are Disaggregated by Student Race, Ethnicity, and Income (e.g., free and reduced-price lunch)
Standardized test scores	16	38	46
Formative student assessment scores	23	43	34
Student grades/GPA	9	56	35
Attendance	8	58	34
Student disciplinary history	38	37	26
Course enrollment histories	27	47	27
Postsecondary application, enrollment, and/or transition outcomes	74	15	12
Social and emotional competencies	74	15	12

36. To which of the following data do you have access? ($n = 2,268$)

	Weighted Percentage		
	No Access	Access to School or District-Level Data	Access to Individual Student Data
Student college enrollment (whether or not students enroll after high school)	68	27	5
Student enrollment patterns (where students are enrolling after high school)	71	25	4
Student college graduation (whether or not students graduate within 6 years)	78	18	4
Student college acceptances	68	25	7
Graduation rates of colleges to which students apply	74	21	5
Selectivity of colleges to which students apply	75	19	6
Student college application rates	72	23	5
SAT/ACT completion and scores	46	31	23
FAFSA completion	77	17	6
Remediation rates in college	90	8	2
College Fit or Match scores	89	7	3

NOTES: Respondents who indicated that they did not teach high school students did not see this question.

37. Are any measures of student college application, enrollment, and/or completion included in your personal goals as a teacher? (*n* = 2,268)

	Weighted Percentage
	Total
No	75
Yes	25

Perceptions of Principals

38. Please indicate your level of agreement or disagreement with the following statements about your principal's effectiveness. In general, my principal is effective at supporting . . . (*n* = 3,738)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
. . . continuous improvement of our approaches, processes, and tools by use of data and evidence.	5	13	39	44
. . . a coherent instructional system grounded in a high-quality, standards-aligned curriculum.	5	13	39	43
. . . professional development that is aligned to curriculum.	6	15	40	38
. . . school equity goals especially related to needs of Black, Latino, and/or students affected by poverty.	4	12	37	47
. . . students with disabilities.	3	11	42	44
. . . the social and emotional learning of students.	5	12	39	44
. . . student transitions from high school to postsecondary education.	5	14	46	36
. . . student readiness for success in the workforce.	5	15	45	35
. . . a supportive learning environment for students.	4	8	34	53

NOTE: Respondents who indicated that they did not teach high school students did not see parts of this question related to postsecondary education and success in the workforce.

Social and Emotional Learning

39. To what scale is SEL currently implemented in any capacity at your school? (*n* = 3,735)

	Weighted Percentage
	Total
SEL is not implemented in any capacity	14
SEL is implemented on a small scale (some classrooms within my school)	58
SEL is implemented on a wide scale (most classrooms within my school)	28

40. How much emphasis do you place on the following in your work with students? (*n* = 3,227)

	Weighted Percentage			
	No Emphasis	A Little Emphasis	Some Emphasis	A Lot of Emphasis
Creating supportive learning environments	0	4	28	69
Building strong relationships between students and adults	0	4	28	68
Explicit SEL skill development for students	6	26	46	21
Developing comprehensive systems of support	4	19	49	28
Character education	3	15	45	37
Providing mental health supports for students	4	18	46	32
Culturally relevant education	4	16	47	33
Other	58	2	10	29

NOTE: Respondents who indicated that SEL was not implemented at their school did not see this question.

41. On average, how much instructional time per week are you dedicating for SEL-related work? (e.g., circles; advisory periods; check-ins with students individually, in small groups, or in cohorts; explicit SEL instruction) (*n* = 3,227)

	Weighted Percentage
	Total
No time	7
Less than 1 hour per week	33
About 1 hour per week	26
About 2 hours per week	18
About 3 hours per week	8
About 4 or more hours per week	8

NOTE: Respondents who indicated that SEL was not implemented at their school did not see this question.

42. Which of the following SEL domains are emphasized in your approach to students' SEL? (*n* = 3,227)

	Weighted Percentage
	Total
Understanding and managing emotions	54
Setting and achieving positive goals	70
Making responsible decisions	78
Establishing and maintaining positive relationships	73
Feeling and showing empathy towards others	63
Growth mindset	66
Sense of belonging	55
Sense of purpose	45
Academic self-efficacy	61
Developing a sense of identity	38

NOTE: Respondents who indicated that SEL was not implemented at their school did not see this question. Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

43. Which of the following best describes your beliefs about how students' learning mindsets (e.g., growth mindset, sense of belonging, and sense of purpose) develop? (*n* = 3,223)

	Weighted Percentage
	Total
Learning mindsets develop almost entirely as a result of a student's learning environment and the attitudes, beliefs, and behaviors of the adults around them.	14
Learning mindsets develop almost entirely from a student working on their own attitudes, beliefs, and behaviors.	4
Somewhere in between the two statements but closer to the first statement.	48
Somewhere in between the two statements but closer to the second statement.	14
Exactly in between the two statements.	20

NOTE: Respondents who indicated that SEL was not implemented at their school did not see this question.

44. Please indicate your experience with the following SEL frameworks. (*n* = 3,225)

	Weighted Percentage
	Total
Not aware	62
Aware of, but don't use	3
Used on a limited basis in my school (some classrooms within my school)	10
Used on a widespread basis in my school (most classrooms within my school)	25

NOTE: Respondents who indicated that SEL was not implemented at their school did not see this question.

45. Which sources do you most commonly use for information about SEL programs, practices, offerings, and research? (*n* = 3,223)

	Weighted Percentage Total
N/A—my school does not use any of these sources	22
CASEL	5
EASEL	0
EdReports	4
Education publications (i.e., Edsurge, Edweek, etc.)	14
Evidence for ESSA	2
Federally funded technical assistance centers	1
Johns Hopkins CSOS	1
Learning Policy Institute	1
National Center to Improve SEL and School Safety	2
Peers (teachers, administrators, other schools)	53
Professional associations	14
Regional Education Laboratories (RELs)	1
Research organizations (e.g., RAND, AIR)	9
Science of Learning and Development Initiative	2
SEL providers themselves	12
Social media network (e.g., Instagram, Pinterest, Teachers Pay Teachers)	25
Transcend Education	0
Transforming ED	1
Turnaround for Children	0
What Works Clearinghouse	1
Other	11

NOTES: Respondents who indicated that SEL was not implemented at their school did not see this question. Respondents were instructed to “select all that apply.” Percentages will not sum to 100 percent.

Teacher Preparation

46. When selecting a teacher preparation program, what options did you consider? (*n* = 3,740)

	Weighted Percentage Total
Undergraduate program with 1 semester or less of student teaching	43
Undergraduate program with [1] full year or more of student teaching or residency	17
Post-baccalaureate program with 1 semester or less of student teaching	20
Post-baccalaureate program with 1 year or more of student teaching or residency	13
Post-baccalaureate alternative certification	17
Other	6

NOTE: Respondents were instructed to “select all that apply.” Percentages will not sum to 100 percent.

47. Which of the following teacher preparation programs did you ultimately complete? ($n = 3,738$)

	Weighted Percentage
	Total
N/A—I did not participate in a teacher preparation program before becoming a classroom teacher	3
Undergraduate program with 1 semester or less of student teaching	43
Undergraduate program with [1] full year or more of student teaching or residency	13
Post-baccalaureate program with 1 semester or less of student teaching	20
Post-baccalaureate program with 1 year or more of student teaching or residency	12
Post-baccalaureate alternative certification	16
Other	3

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

48. Consider the factors that influenced your decision about where to complete your teacher preparation. Please rate how important each of the following factors was to your decision. ($n = 3,603$)

	Weighted Percentage			
	Not at all Important	Slightly Important	Somewhat Important	Very Important
Cost of program	6	9	30	55
How quickly you could get a credential	14	17	30	38
Quality of preparation	3	5	27	65
Ease of access to program (e.g., distance, neighborhood)	7	8	28	57
Recommendations from peers	24	20	36	20
Recommendation or requirement from employer	41	14	24	21
Program alignment with specific content and/or skill areas	20	8	25	47
Availability of opportunity to gain significant classroom experience	6	11	35	48
Other	55	3	10	31

NOTE: Respondents who indicated that they did not participate in a teacher preparation program did not see this question.

49. Please indicate your level of agreement or disagreement with the following statements about your teacher preparation program (including practicum/internship). To the best of my recollection, my program adequately prepared me with . . . ($n = 3,600$)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
. . . content knowledge skills to promote learning for all students.	3	8	39	50
. . . pedagogical knowledge and skills to promote learning for all students.	2	8	44	47
. . . the opportunity to practice content knowledge and skills.	2	6	38	55
. . . the opportunity to practice pedagogical knowledge and skills.	2	7	43	48
. . . feedback on my teaching practice aligned to an observation rubric.	3	8	39	50
. . . experience using data to continuously improve my teaching.	13	28	36	24
. . . experience using data in order to adjust instruction and/or materials to meet the needs of students.	13	28	37	22
. . . highly effective teacher educators (faculty who taught courses).	3	8	37	52
. . . highly effective mentor teachers who supported my clinical experience.	5	12	34	50

NOTE: Respondents who indicated that they did not participate in a teacher preparation program did not see this question.

50. Please indicate your level of agreement or disagreement with the following statements about your teacher preparation program (including practicum/internship). Overall, my teacher preparation program prepared me well to . . . (*n* = 3,597)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
. . . teach in my current school.	5	13	40	42
. . . support students with disabilities.	9	22	44	25
. . . support English language learners.	18	31	32	19
. . . support Black and Latino students.	12	26	40	23
. . . support students affected by poverty.	11	26	39	24

NOTE: Respondents who indicated that they did not participate in a teacher preparation program did not see this question.

About Teachers and Students

51. Including the current school year, how long have you worked as a teacher? Please round to the nearest whole number, and do not include student teaching. (*n* = 3,697)

	Weighted Percentage			
	Total	In Current State	In Current District	In Current School
00–05 years	7	11	23	33
06–10 years	22	24	25	27
11–15 years	22	23	21	19
16–20 years	20	19	16	12
21+ years	28	23	15	9

52. With which of the following do you identify? Race/Ethnicity (*n* = 3,699)

	Weighted Percentage
	Total
Hispanic, Latino, or Spanish origin	7
White	85
Black or African American	8
American Indian or Alaska Native	1
Asian	3
Native Hawaiian or other Pacific Islander	0
Other	2

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

53. During the current school year, are you a special education teacher? (*n* = 3,698)

	Weighted Percentage
	Total
No	87
Yes	13

54. Which of the following best describes the teaching certificate you currently hold in the state in which you currently teach? (*n* = 3,698)

	Weighted Percentage
	Total
Regular or standard state certificate or advanced professional certificate	99
Other type of certificate (e.g., probationary, provisional, temporary, emergency/waiver)	1
I do not hold any of the above certifications in this state	0

55. In what area(s) does your certificate allow you to teach in your state? (*n* = 3,699)

	Weighted Percentage
	Total
Preschool (birth–Pre-K)	5
Elementary (K–5)	27
Middle grades (6–8)	58
Secondary grades (9–12)	64
English language learners (K–12)	12
Specific subject areas (K–12)	27
Exceptional children (K–12)	7
Special education	13
Other	10

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

56. What is the highest degree you have earned? (*n* = 3,697)

	Weighted Percentage
	Total
Associate's degree	0
Bachelor's degree (B.A., B.S., etc.)	33
Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)	57
Educational specialist or professional diploma (at least one year beyond master's level)	7
Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	3
Do not have a degree	0

57. Which of the following describes the school in which you currently work? ($n = 3,698$)

	Weighted Percentage
	Total
Traditional public school	95
Charter public school	3
Other	2

58. With which of the following do you identify? Gender ($n = 3,781$)

	Weighted Percentage
	Total
Male	35
Female	65
Other	0

Learning Together Surveys: Principal Results

School Assignment

1. This school year, what grade(s) are included in the school you lead? ($n = 1,428$)

	Weighted Percentage
	Total
Kindergarten–Grade 5	35
Grade 6	61
Grade 7	56
Grade 8	56
Grade 9	43
Grade 10	43
Grade 11	43
Grade 12	43
Ungraded (including special education students aged 18–22)	8
Other	12

NOTE: Respondents were instructed to “select all that apply.” Percentages will not sum to 100 percent.

Sources of Information and Support

2. Of all your priorities this school year, how much of your focus went to each of the following? ($n = 1,340$)

	Weighted Ranking	
	Average Ranking	Median Ranking
Creating a supportive learning environment for students	2.23	2
Using data to continuously improve practice	3.12	3
Implementing standards-aligned instructional resources	3.42	3
Supporting students’ social and emotional learning	3.44	3
Supporting students with Individualized Education Programs (IEPs)	3.88	4
Supporting students’ career readiness	5.08	5
Supporting students’ transition from high school into postsecondary education	5.50	6

3. Please indicate your level of agreement or disagreement with the following statements about the available resources to support your students. (*n* = 1,340)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Support students' social and emotional learning	2	10	47	42
Support students with Individualized Education Programs (IEPs)	0	4	44	51
Support students' transitions from high school to postsecondary education	1	8	54	37
Identify sources of high-quality, standards-aligned curriculum and instructional resources	1	5	47	47
Help teachers implement high-quality, standards-aligned curriculum and instructional resources in their classroom practice	0	2	46	51
Effectively use data in continuously improving my leadership practice	0	4	43	53
Support students' career preparation	1	10	52	37
Create a supportive learning environment at my school	1	3	37	59
Address specific challenges in students' math learning	1	9	51	39
Address specific challenges in students' writing learning	1	12	52	34

4. Where is the first place you would go to find an intervention (e.g., tools, programs, or strategies) to support your students? (*n* = 1,338)

	Weighted Percentage
	Total
A specific digital or print source (e.g., organization's website, specific book, district resource) (please name the source):	2
Internet information search (e.g., broad search on the topic using Google or a similar search engine)	7
Online social network inquiry or search (e.g., Twitter, Facebook or similar for strategies from other school leaders)	2
Develop a resource myself and/or ask other teachers/staff to develop a resource	4
Ask another school leader or support staff at my school	18
Ask someone in the district central office	11
Ask another leader or other support staff at my district	18
Ask my professional network or professional association	16
Existing research repositories (e.g., What Works)	10
Doing my own literature review	5
Other	2

NOTE: Some respondents to the survey did not respond to this question. Percentages will not sum to 100 percent.

5. Please rank the following from most to least important to you when selecting interventions (e.g., tools, programs, or strategies) to support students. (*n* = 1,326)

	Weighted Ranking	
	Average Ranking	Median Ranking
Applicability to my specific students' needs	2.28	2
Rigor of evidence regarding intervention efficacy	3.08	2
Ease of implementation	4.06	4
Ease of accessing intervention resources	4.80	5
Ease of accessing intervention information	5.01	5
Affordability	5.03	5
Personal word of mouth regarding quality of intervention	6.58	8
Other	6.69	10
Existence of technical assistance support	6.77	7
Popularity of intervention among other teachers	6.97	8

NOTE: Eight percent of respondents indicated that they do not select interventions and did not rank any of the selections above.

6. Please indicate your level of agreement or disagreement with the following statements about your general experience with interventions (e.g., tools, programs, or strategies) to support students. Please consider both interventions that your school is using and interventions that you know about but that aren't used in your school. (*n* = 1,337)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Easy to find	1	14	63	22
Recommended by my peers	0	9	65	25
Backed by rigorous evidence	1	7	48	44
Popular among teachers	2	20	61	17
Affordable	3	17	56	24
Easy to implement	1	10	59	30
Supported by technical assistance	1	13	58	28
Applicable to my specific students' needs	0	4	47	48

Teaching Writing

7. Please indicate your level of agreement or disagreement with the following statements about your schools' writing instruction. ($n = 1,345$)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I know what good writing instruction looks like.	1	6	48	44
I have received effective training for helping my teachers implement writing instruction in my school.	9	27	40	24
I feel my teachers are equipped to deliver good writing instruction to students.	2	17	54	26
I believe strong writing skills are essential to help my students succeed in college.	1	1	12	86
I believe strong writing skills are essential to help my students succeed in their careers.	1	1	21	78
I know how to assess whether the writing of my school's students is improving.	3	12	50	36
My school has access to high-quality instructional materials to teach writing.	5	14	47	34

8. What do you perceive as key characteristics of effective writing intervention in argumentative writing? ($n = 1,343$)

	Weighted Percentage
	Total
N/A—None of these are key characteristics of effective writing intervention in argumentative writing	1
Skills development	41
Critical Literacy (i.e., developing the ability to read, write and think in ways of understanding power, privilege and oppression)	38
Identity development	5
Writing Across the Curriculum	53
Real-time/high-quality feedback to teachers and students	62
Peer to Peer Interactions	16
Peer to Mentor Interactions	11
Curriculum with project based and culturally relevant writing tasks	33
21st century writing that explores online sources and new formats for presentation (e.g., email, blogs, websites, podcasts and video)	25

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

9. In your view what would be a sufficient amount of instruction with practice and feedback in argumentative writing? ($n = 1,341$)

	Weighted Percentage
	Total
1–2 times a year	4
3–4 times a year	18
4–5 times a year	22
6–7 times [a] year	14
8+ times a year	43

10. Which of the following would be most helpful in supporting your students' argumentative writing skills? ($n = 1,339$)

	Weighted Percentage Total
N/A—students at my school are not learning argumentative writing	1
Methods-specific training for argumentative writing instruction	33
More time to offer feedback for revision	29
Support to change student motivations and mindsets regarding writing	16
Guidance about what discrete skills and content knowledge progression should look like for each grade and subject	22
Other	0

Serving Students with Disabilities

11. During the current school year, approximately what percentage of the students at your school are students with disabilities? ($n = 1,348$)

	Weighted Percentage Total
0%—My school doesn't have any students with disabilities.	1
1–5%	9
6–10%	30
11–25%	54
26% or more	7

12. During the current school year, what are the typical service delivery models for students with disabilities experienced by teachers at your school? ($n = 1,340$)

	Weighted Percentage Total
Teaching students with disabilities in a general education class with a regular co-teacher	69
Teaching students with disabilities in a general education class with occasional push-in support from a co-teacher	62
Teaching students with disabilities in a general education class with consultation support from a special educator or other specialist but no push-in or co-teaching support	60
Teaching students with disabilities in a general education class without consultation support from a special educator or other specialist or push-in or co-teaching support	24
Teaching students with disabilities in a resource or special-education only class	67

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

13. Please indicate your level of agreement or disagreement with the following statements about how effectively your school supports students with disabilities during the current school year. ($n = 1,340$)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Overall, my school does a good job supporting our students with disabilities.	2	6	43	49

14. Thinking about your school’s model for supporting students with disabilities this school year, how much emphasis does your school’s model place on each of the following? (*n* = 1,340)

	Weighted Percentage			
	No Emphasis	A Little Emphasis	Some Emphasis	A Lot of Emphasis
Ensuring all students have access to standards-aligned core general education curriculum	0	2	24	73
Developing a school culture of shared responsibility for the achievement of all learners	0	3	27	70
Developing and maintaining high expectations for all students related to academics	0	3	28	69
Developing and maintaining high expectations for all students related to behavior	0	4	33	63
Ensuring that students with disabilities achieve academic growth on annual district or state benchmarking or accountability tests	1	6	36	57
Ensuring that IEPs are compliant and completed in a timely manner	0	1	9	91
Other	50	0	16	33

15. To better support students with disabilities, which of the following would be most important to improve in your school? (*n* = 1,339)

	Weighted Percentage
	Total
N/A—Our school does a great job of supporting students with disabilities	5
Ensuring all students have access to standards-aligned core general education curriculum	13
Developing a school culture of shared responsibility for the achievement of all learners	34
Developing and maintaining high expectations for all students related to academics	24
Developing and maintaining high expectations for all students related to behavior	18
Improving the school master schedule to ensure that it meets the needs of all students with disabilities	11
Improving the school master schedule to allow more time for collaboration about students with disabilities	15
Allocating more special educators and/or specialists to support students with disabilities in their classes	32
Improving professional development options related to supporting students with disabilities	39
Additional staff or other resources	35
Curriculum materials to support differentiation	31
Other	2

NOTE: Respondents were instructed to "select up to three." Percentages will not sum to 100 percent.

16. Please select the activities in which your school has engaged to support your students with disabilities.
(*n* = 1,336)

	Weighted Percentage
	Total
Maintaining educators' beliefs that all students can achieve (including students with disabilities)	68
Using data from students with disabilities in your school to modify supports for those students	65
Prioritizing students with disabilities in master scheduling so they are paired with the right teachers and/or classes	58
Proactively planning service for better collaboration between teachers and service providers	47
Effectively managing compliance so teachers can dedicate more time to directly supporting students with disabilities	49
Accessing students with disability-specific professional development	33
Communicating with families	76
Reviewing students' IEPs to understand their accommodations	78
Planning specially-designed instruction according to students' unique learning needs	57
Consulting with special education teachers or other specialists to better understand students' unique learning needs	71
Collaboratively planning for instruction with special education teachers or other specialists	64
Using collaborative teaching approaches (e.g., team teaching, parallel teaching, station teaching)	64
Other	1

17. Please indicate your level of agreement or disagreement that the following practices are effective to improve outcomes for students with disabilities. (*n* = 1,333)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Maintaining educators' mindsets of shared ownership and the belief that all students can achieve (including students with disabilities)	0	1	27	72
Using data from students with disabilities in your school to modify supports for those students	0	2	35	63
Prioritizing students with disabilities in master scheduling so they are paired with the right teachers and/or classes	0	6	35	59
Proactively planning service for better collaboration between teachers and service providers	0	3	37	60

18. How sufficient is your access to each of the following for helping you support students with disabilities during the current school year? ($n = 1,331$)

	Weighted Percentage				
	Not Applicable— Did Not Receive	Completely Insufficient	Somewhat Insufficient	Somewhat Sufficient	Completely Sufficient
Leadership support (e.g., key information and guidance from school or district administrators)	0	2	11	53	33
Access to community support organizations	1	7	27	52	13
Materials and tools (e.g., curricula, activities, technology, modified texts)	0	2	14	60	24
Access to staff with specific expertise within or outside of your school	0	3	17	55	25
Access to support for building relationships with families of students with disabilities	1	1	14	59	26
Training and information (e.g., professional development, books that provide instructional guidance)	1	3	19	60	17
Data system tools that give teachers the opportunity to review student performance and monitor progress	0	1	13	55	31
Access to student records including learning history, areas of strength and interest, and unique social/family situations	0	1	11	44	43
Transition planning protocols for students with disabilities (e.g., middle school to high school, high school to postsecondary)	2	1	14	52	31
Other	76	3	1	10	9

Supporting Students' Future Careers

19. With respect to how it prepares your students for their future careers, how would you rate the quality of the education in your school? ($n = 625$)

	Weighted Percentage Total
Poor	1
Fair	12
Good	60
Excellent	27

20. What support does your school currently offer to help prepare students for their future careers? (*n* = 624)

	Weighted Percentage
	Total
Career academies, linked learning programs, or other programs that link high school curriculum with a specific career pathway	53
High school career-technical courses	80
School counselors focused on helping students make choices about their future careers	90
Information about career families and career lattices (for example, what jobs are gateways to others)	52
Professional development for school employees on what career readiness means and how to achieve it	41
Resources in the classroom (e.g., curricula, materials)	72
Data showing where students are working after high school and after they complete postsecondary education, where applicable	38
Engagement and support by the local business community (e.g., internship programs, informational interviewing)	64
Other	2

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

21. To which of the following data on your students do you currently have access? (*n* = 624)

	Weighted Percentage
	Total
Data on where students are living after high school	42
Data on where students are living after postsecondary	10
Data on which employers hire students after high school	30
Data on which employers hire students after postsecondary	19
Data on rates of employment after high school	33
Data on rates of employment after postsecondary	22
Data on earnings after high school	23
Data on earnings after postsecondary	23

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

22. Which of the following resources does your school or school district most need to ensure students are better prepared for their future careers? (*n* = 624)

	Weighted Percentage Total
Career academies, linked learning programs, or other programs that link high school curriculum with a specific career pathway	25
High school career-technical courses	31
School counselors focused on helping students make choices about their future careers	30
Information about career families and career lattices (for example, what jobs are gateways to others)	15
Professional development for school employees on what career readiness means and how to achieve it	31
Resources in the classroom (e.g., curricula, materials)	16
Data showing where students are working after high school and after postsecondary education (if applicable)	31
Engagement and support by the local business community (e.g., internships, information interviewing)	37
Internship programs	50
Other	2

NOTE: Respondents were instructed to "select up to three options." Percentages will not sum to 100 percent.

23. Please indicate your level of agreement or disagreement with the following statements about career readiness. (*n* = 624)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
My school has clearly defined and set specific standards for what constitutes career readiness for students.	3	18	55	24
My school assesses every student's readiness for a career.	5	21	51	23
It is my school's job to support students' career readiness.	0	2	34	63

24. How much impact do you believe that the following have on students' future careers? (*n* = 624)

	Weighted Percentage		
	No Impact	Minor Impact	Major Impact
Teachers	0	18	81
High school college and/or career counselors	1	33	65
School leaders and other non-teaching school staff	1	44	55
Students themselves	0	3	96
Parents or other family members	0	11	89
The high school experience, as a whole (e.g., curriculum, instruction, and extracurricular activities)	0	23	77
Peers	1	48	51
Neighborhood	5	53	42
Colleges and universities	2	48	51
The business community	5	64	31
Other	74	0	26

25. Please indicate your level of agreement or disagreement with the following statements about social capital connected to career readiness. ($n = 624$)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
My school prioritizes the development of social capital in supporting students' career readiness.	5	27	56	12
My school helps broker relationships between students and non-teacher adults (e.g., industry mentors, community members, etc.) during the school day.	6	21	55	17
My school tracks the quality of my students' social networks.	31	46	19	4
I feel good about the social capital my students have.	7	31	51	11

Supporting Students' Transition to Postsecondary Education

26. During the current school year, which of the following types of programs or interventions (e.g., curricula, programs, or practices) geared at postsecondary outcomes are offered at your school? ($n = 640$)

	Weighted Percentage
	Total
Advanced courses (e.g., Advanced Placement or International Baccalaureate course offerings)	74
Course credit in high school (e.g., dual enrollment)	86
College admissions test preparation (e.g., SAT/ACT prep)	83
College placement tests (e.g., those that are often administered in community colleges to assess the need for developmental coursework)	64
College application support (e.g., college list creation, essay writing workshops, FAFSA, deadline management)	85
Supports for transition from high school to college (e.g., summer melt programming, text reminders of summer college deadlines)	43
Support for developing habits and mindsets to succeed in postsecondary schools (e.g., study habits, persistence)	54
Support for non-4-year pathways (e.g., military, community college, delaying college)	77
12th grade transition models (e.g., early college development curriculum)	33
Engaging families in postsecondary preparation and financial aid planning activities	81
Professional development about college admissions and financial aid for teachers and staff	35
Other	3

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

27. Which of the following best characterizes how students at your school most typically get access to support for transitioning to postsecondary education? ($n = 640$)

	Weighted Percentage
	Total
Students who meet certain criteria (e.g., GPA) receive support	3
Students who ask for support receive support	14
Students who are nominated by teachers or other staff for support receive support	1
All students receive support	81
Other	1

28. Please indicate approximately how many students in each of the following groups at your school are receiving sufficient support to meet their needs for a successful transition to postsecondary education. ($n = 640$)

	Weighted Percentage			
	Very Few Are Receiving Sufficient Supports	Some But Not All Are Receiving Sufficient Supports	Almost All Are Receiving Sufficient Supports	Not Applicable or Not Sure
High-achieving students (e.g., high GPA, test scores)	2	23	74	1
Under-achieving students (e.g., low GPA, test scores)	10	42	48	0
Low-income students (e.g., those on free- and reduced-price lunch)	3	38	58	0
Underrepresented minority students (e.g., Black, Latino)	4	34	58	4
Students with disabilities	4	27	67	1

29. Which of the following barriers are preventing every single student in your school from receiving sufficient support to be ready to successfully transition into postsecondary education if they choose? ($n = 640$)

	Weighted Percentage Total
Adequate academic preparation coming into high school	19
Affordability of available support	12
Staffing constraints	40
Course availability	10
Time needed for delivering support	32
Awareness of supports that work for specific student needs	17
Prioritization/incentives from district leadership	5
Availability of data on student pathways after high school	7
Lack of student motivation	65
Inadequate support from families	52
Other	3

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

30. To which of the following data do you have access? ($n = 640$)

	Weighted Percentage		
	No Access	Access to School or District-Level Data	Access to Individual Student Data
Whether or not students enroll in college after high school	22	41	37
The specific postsecondary institutions where students are enrolling after high school	23	38	39
Student college graduation (whether or not students graduate within 6 years)	48	34	18
Student college acceptances	23	37	41
Graduation rates of colleges to which students apply	36	40	24
Selectivity of colleges to which students apply	35	33	32
Student college application rates	29	35	36
SAT/ACT completion and scores	5	24	71
FAFSA completion	24	35	41
Remediation rates in college	61	29	10
College Fit or Match scores	72	16	12

31. What are the sources of your school's college data? (*n* = 640)

	Weighted Percentage
	Total
Counselors or other staff members' records	75
Colleges or universities	45
National Student Clearinghouse	37
Naviance or similar system	33
State data	53
Student-reported information	75
Other	2

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

32. Does your school have goals (e.g., more students are accepted to college every year) and/or specific targets (e.g., 85% of students will be accepted to college by 2021) for the following? (*n* = 639)

	Weighted Percentage		
	Do Not Have a Goal	Have a Goal But No Specific Target	Have a Goal with a Specific Target
Whether or not students enroll in college after high school	38	43	20
The specific postsecondary institutions where students are enrolling after high school	63	28	10
Student college graduation (whether or not students graduate within 6 years)	58	31	11
The percentage of your students who are accepted to college	41	42	17
The average graduation rates of colleges to which students from your school enroll	61	26	12
The percentage of your students who apply to college	38	39	23
The percentage of your students who completed the SAT or ACT and/or the scores they received	26	26	48
FAFSA completion	34	29	37
Remediation rates in college	73	19	7
College Fit or Match scores	83	11	5

33. Please indicate which of the following are a part of your school's accountability measures? (*n* = 637)

	Weighted Percentage
	Total
N/A: None of these are part of my school's accountability measures.	24
Whether or not students enroll in college after high school	29
The specific postsecondary institutions where students are enrolling after high school	9
Student college graduation (whether or not students graduate within 6 years)	10
Student college acceptances	18
Graduation rates of colleges to which students apply and/or enroll	11
Student college application rates	17
SAT/ACT completion and scores	70
FAFSA completion	33
Remediation rates in college	10
College Fit or Match scores	2

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

34. Please indicate your level of agreement or disagreement with the degree to which you believe the following should be included in your high school's accountability measures. (*n* = 636)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Student college enrollment rates (whether or not students enroll after high school)	28	18	36	17
Student college graduation rates (whether or not students graduate college in 6 years)	35	20	32	14
Other	25	1	33	41

35. Are any measures of student college application, enrollment, and/or completion included in your personal goals as a principal? (*n* = 636)

	Weighted Percentage
	Total
No	62
Yes	38

36. During the current school year, who is primarily responsible for delivering tools, practices, and use of data to support postsecondary transition at your school? (*n* = 636)

	Weighted Percentage
	Total
On-staff college/career counselor or advisor	65
Classroom teachers	5
Staff supplied by a non-school entity (e.g., AVID, GEARUP, other non-profit organization)	4
School leadership/administrator	16
Other school staff	7
Other person or organization outside of the school building	1

NOTES: AVID = Advancement Via Individual Determination. GEAR UP = Gaining Early Awareness and Readiness for Undergraduate Programs.

37. There are multiple people and systems who hold some responsibility for student postsecondary enrollment and success. In your opinion, how much responsibility do each of the following actors currently hold for ensuring the postsecondary enrollment and success of your students? (*n* = 634)

	Weighted Percentage		
	None or Very Little Responsibility	Some Responsibility	A Lot of Responsibility
You, as school leader	2	45	53
The students themselves	1	15	85
Parents or other family members	4	33	63
Your school's teachers	6	62	32
Other staff in your school	9	57	35
Your district leadership	21	56	23
The college/university system	12	54	34

38. Which of the following would most help your school better support all students' transitions to and success in postsecondary education? (*n* = 635)

	Weighted Percentage
	Total
Technical assistance for building capacity in supporting postsecondary transition and success	15
Additional staff to be responsible for postsecondary transition and success	46
Third-party support for students by an organization specializing in postsecondary transition and success	12
Better access to postsecondary student data	39
Access to best practices for postsecondary transition and success working in other schools	33
Collaboration with local colleges and universities on aligning academic pathways	47
Curricula/materials/technology or other resources related to postsecondary planning	18
Better tools to support family engagement	48
Other	2

NOTE: Respondents were instructed to "select up to three options." Percentages will not sum to 100 percent.

Data for Decisionmaking

39. During the current school year what kinds of student data do you have access to through an electronic data management system(s)? If you have access to data, is it disaggregated by student race, ethnicity, and income (e.g., free and reduced-price lunch)? (*n* = 1,364)

	Weighted Percentage		
	I Have Access to These Data But They Are Not Disaggregated by Student Race, Ethnicity, and Income (e.g., free and reduced-price lunch)	I Have Access to These Data and They Are Disaggregated by Student Race, Ethnicity, and Income (e.g., free and reduced-price lunch)	Not Applicable—I Don't Have Access to These Data in an Electronic Data Management System
Standardized test scores	12	87	1
Formative student assessment scores	35	55	10
Student grades/GPA	28	71	1
Attendance	17	82	0
Student disciplinary history	18	81	1
Course enrollment histories	30	60	10
Postsecondary application, enrollment, and/or transition outcomes	19	21	60
Social and emotional competencies	19	20	61

40. During the current school year for which of the following purposes do you use these data? ($n = 1,363$)

	Weighted Percentage					
	Not Applicable— Do Not Use	Providing Instructional Leadership	Budgeting	Staffing	Scheduling	Selecting Interventions
Standardized test scores	3	69	25	39	63	80
Formative student assessment	10	65	16	28	44	74
Student grades/GPA	9	55	13	28	56	72
Attendance	7	43	20	26	35	77
Student disciplinary history	5	54	14	30	39	83
Course enrollment histories	22	30	24	44	65	28
Postsecondary application, enrollment, and/or transition	57	26	9	16	21	18
Social and emotional competencies	32	41	17	26	24	54

41. Do you currently look at data with colleagues in your school with the aim to improve together? ($n = 1,363$)

	Weighted Percentage
	Total
No	4
Yes	96

42. Do you currently look at data in collaboration with other schools with the aim to improve together?
($n = 1,362$)

	Weighted Percentage
	Total
No	42
Yes	58

43. Do you use continuous improvement (a structured process for addressing a specific problem by developing, testing, and refining promising solutions) with the data that you look at within or across schools? ($n = 1,325$)

	Weighted Percentage
	Total
No	18
Yes	71
Not sure	11

44. Please indicate your level of agreement or disagreement with the following statements about continuous improvement in your school. ($n = 1,360$)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Inclusive inquiry cycles and data-informed decisions guide the selection of improvement initiatives in my school.	3	9	56	32
There are standard processes and procedures for monitoring and assessing improvement initiatives in my school.	2	10	55	32
Results from monitoring and assessment efforts are used to inform and enhance ongoing improvement efforts.	2	4	50	45

Social and Emotional Learning

45. To what scale is SEL currently implemented in any capacity at your school? ($n = 1,376$)

	Weighted Percentage
	Total
SEL is not implemented in any capacity	7
SEL is implemented on a small scale (some classrooms within my school)	50
SEL is implemented on a wide scale (most classrooms within my school)	42

46. How much emphasis does your school place on the following? ($n = 1,262$)

	Weighted Percentage			
	No Emphasis	A Little Emphasis	Some Emphasis	A Lot of Emphasis
Creating supportive learning environments	0	4	30	66
Building strong relationships between students and adults	0	3	22	75
Explicit SEL skill development for students	3	25	48	24
Developing comprehensive systems of support	1	11	44	44
Character education	3	17	47	32
Providing mental health supports for students	0	10	40	49
Culturally relevant education	5	25	52	18
Other	52	0	15	32

47. On average, how much instructional time per week are you dedicating for SEL-related work (e.g., circles; advisory periods; check-ins with students individually, in small groups, or in cohorts; explicit SEL instruction)? ($n = 1,261$)

	Weighted Percentage
	Total
No time	1
Less than 1 hour per week	24
About 1 hour per week	32
About 2 hours per week	22
About 3 hours per week	10
About 4 or more hours per week	10

48. Which of the following SEL domains are emphasized in your school's approach to students' SEL? (*n* = 1,261)

	Weighted Percentage
	Total
Understanding and managing emotions	72
Setting and achieving positive goals	66
Making responsible decisions	79
Establishing and maintaining positive relationships	80
Feeling and showing empathy towards others	67
Growth mindset	70
Sense of belonging	63
Sense of purpose	38
Academic self-efficacy	52
Developing a sense of identity	36
Other	2

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

49. Which of the following best describes your beliefs about how students' learning mindsets (e.g., growth mindset, sense of belonging, and sense of purpose) develop? (*n* = 1,258)

	Weighted Percentage
	Total
Learning mindsets develop almost entirely as a result of a student's learning environment and the attitudes, beliefs, and behaviors of the adults around them.	19
Learning mindsets develop almost entirely from a student working on their own attitudes, beliefs, and behaviors.	3
Somewhere in between the two statements but closer to the first statement.	50
Somewhere in between the two statements but closer to the second statement.	11
Exactly in between the two statements.	17

50. Please indicate your experience with the following SEL frameworks. (*n* = 1,249)

	Weighted Percentage			
	Not Aware	Aware of, But Don't Use	Used on a Limited Basis in My School (some classrooms within my school)	Used on a Widespread Basis in My School (most classrooms within my school)
21st Century Skills (Partnership for 21st Century Skills)	31	32	26	10
Big 5 Personality Factors	73	21	4	1
Building Blocks for Learning (Turnaround for Children)	77	18	3	1
Character Strengths (Character Lab)	66	24	7	3
Character Strengths (KIPP)	60	34	5	1
Clusters of 21st Century Competencies (National Research Council)	62	26	9	3
Comprehensive Student Development Model (Chan Zuckerberg Initiative)	75	21	3	1
Core SEL Competencies (CASEL)	41	25	23	11
Early Learning Outcomes (Office of Head Start)	59	29	9	3
Emotional Intelligence	23	33	36	8
Foundation for Young Adult Success (UChicago CCSR)	81	16	3	1
Holistic Framework (ACT)	73	20	5	1
MESH (Transforming Education)	83	14	2	1
Other	26	4	19	51

51. Which sources do you most commonly use for information about SEL programs, practices, offerings, and research? (*n* = 1,254)

	Weighted Percentage
	Total
N/A—my school does not use any of these sources	9
CASEL	23
EASEL	0
EdReports	10
Education publications (i.e., Edsurge, Edweek, etc.)	24
Evidence for ESSA	8
Federally funded technical assistance centers	2
Johns Hopkins CSOS	2
Learning Policy Institute	1
National Center to Improve SEL and School Safety	5
Peers (teachers, administrators, other schools)	44
Professional associations	25
Regional Education Laboratories (RELs)	4
Research organizations (e.g., RAND, AIR)	15
Science of Learning and Development Initiative	1
SEL providers themselves	25
Social media network (e.g., Instagram, Pinterest, Teachers Pay Teachers)	17
Transcend Education	1
Transforming ED	2
Turnaround for Children	1
What Works Clearinghouse	11
Other	12

NOTE: Respondents were instructed to "please select the top 3." Percentages will not sum to 100 percent.

52. Please select the practices, programs, or strategies your school used during the current school year to improve your students' social and emotional learning skill development. (*n* = 1,254)

	Weighted Percentage
	Total
Integrate social and emotional learning into curriculum and school activities	58
Build community and relationships with students and parents	74
Implement social and emotional learning curricula or programs	46
Employ school-wide behavior management programs	57
Model appropriate behaviors	81
Draw on school counselors or mental health professionals	82
Use point systems or rewards	47
Use restorative practices (e.g., restorative circles for conflict resolution, restorative justice)	61
Use targeted behavioral interventions (e.g., Good Behavior Game)	38
Use mindfulness practices (e.g., yoga, meditation)	41
Other	2

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

53. During the current school year, which, if any, of the following approaches did your school use to measure social and emotional learning (SEL) skills and supports? ($n = 1,252$)

	Weighted Percentage
	Total
N/A—my school doesn't measure SEL	22
Performance tasks that measure students' SEL skills	7
Self-report questionnaires that survey student perceptions about their own SEL skills	30
Questionnaires or rating scales that survey teacher perceptions of their students' SEL skills or behaviors	24
Student perception surveys on the school conditions that foster SEL skills (e.g., climate surveys administered to students)	40
Teacher perception surveys on the school conditions that foster SEL skills	30
Family perception surveys on the school conditions that foster SEL skills	28
Teacher, peer educator, or administrator observations of classroom environment and student behavior	48
Teacher perception surveys or other measures of teachers' own social and emotional development	26
Other	2

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

Perceptions of Teachers

54. When selecting teachers, how often do you source teachers from each of the following? ($n = 1,332$)

	Weighted Percentage			
	Never	Rarely	Frequently	Exclusively
Undergraduate program with 1 semester or less of student teaching	19	33	45	3
Undergraduate program with [1] full year or more of student teaching or residency	16	27	53	3
Post-baccalaureate program with 1 semester or less of student teaching	12	41	46	1
Post-baccalaureate program with 1 year or more of student teaching or residency	12	33	51	3
Post-baccalaureate alternative certification	16	46	36	2
Other	55	8	26	11

55. Of all the things you consider when hiring new teachers, how important are each of the following relative to each other? ($n = 1,337$)

	Weighted Ranking	
	Average Ranking	Median Ranking
Expertise of teacher in areas of need for my school	1.22	1
Other	1.96	2
Quality of the teacher preparation program in which they were trained	2.14	2
Speed at which teacher can be hired	2.95	3

56. Have you hired any new teachers within the past 3 years? ($n = 1,338$)

	Weighted Percentage
	Total
No	4
Yes	96

57. Please indicate your level of agreement or disagreement with the following statements about the teachers your school has hired in the last 3 years. (*n* = 1,292)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
In general, the new teachers my school hires are effective at implementing effective pedagogy in core subject areas.	1	7	58	34
In general, the new teachers my school hires are effective at adapting main instructional materials for their students' needs.	1	12	59	27
In general, the new teachers my school hires are effective at supporting strong student social and emotional skills.	2	19	53	26
In general, the new teachers my school hires are effective at working with students with disabilities.	2	20	56	23
In general, the new teachers my school hires are effective at using data to improve their instruction.	2	20	53	25
In general, the new teachers my school hires are effective at supporting the needs of Black, Latino, and low-income students.	3	20	55	23
In general, the new teachers my school hires are effective at supporting student transitions from high school to postsecondary education.	4	25	54	17
In general, the new teachers my school hires are effective at supporting student readiness for success in the workforce.	4	23	54	20

About School Leaders and Students

58. Including the current school year, how long have you worked as a principal? (*n* = 1,377)

	Weighted Percentage			
	Total	In Current State	In Current District	In Current School
00–05 years	27	31	41	54
06–10 years	38	38	36	32
11–15 years	22	19	15	11
16–20 years	9	9	7	2
21+ years	4	3	2	1

59. With which of the following do you identify? Race/Ethnicity (*n* = 1,377)

	Weighted Percentage
	Total
Hispanic, Latino, or Spanish origin	7
White	81
Black or African American	14
American Indian or Alaska Native	2
Asian	2
Native Hawaiian or other Pacific Islander	1
Other	1

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

60. What is the highest degree you have earned? ($n = 1,377$)

	Weighted Percentage
	Total
Associate's degree	0
Bachelor's degree (B.A., B.S., etc.)	1
Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)	45
Educational specialist or professional diploma (at least one year beyond master's level)	32
Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	21
Do not have a degree	0

61. Are you certified and/or licensed in special education? ($n = 1,377$)

	Weighted Percentage
	Total
No	86
Yes	14

62. Which of the following describes the school in which you currently work? ($n = 1,377$)

	Weighted Percentage
	Total
Traditional public school	89
Charter public school	5
Other	6

63. With which of the following do you identify? Gender ($n = 1,437$)

	Weighted Percentage
	Total
Male	59
Female	41
Other	0

Notes

- ¹ State oversamples were funded by the Bill & Melinda Gates Foundation to track their investments in these states.
- ² Because several LTS topics focus on postsecondary preparation, the sample targeted middle and high school teachers and principals.
- ³ We estimated the recalibration totals using the full ATP sampling frame, assuming that the full frame would provide an adequate approximation for the subset of 6th- through 12th-grade teachers included in the LTS-specific sample.
- ⁴ Replicate weights were not produced for the LTS data files, and variance estimation using the provided single weight should suffice. We made this decision after calculating variance with and without replication and determining 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.

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About This Report

This report provides additional information about the sample, survey instrument, and resultant data for the 2020 Learn Together Surveys (LTS) that were administered to principals and teachers in March 2020 via the RAND Corporation's American Educator Panels (AEP). The LTS focus on several topics, including school programming (e.g., academic learning, social and emotional learning, career and postsecondary preparation, supports for students with disabilities), teacher training and support, and data-informed decision-making. Survey results are intended to inform policy and practice related to these topics.

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If you are interested in using AEP data for your own analysis or reading other AEP-related publications, please email aep@rand.org or visit www.rand.org/aep. More information about RAND can be found at www.rand.org. Questions about this report or about the LTS should be directed to dgrant@rand.org, and questions about RAND Education and Labor should be directed to educationandlabor@rand.org.



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