Learn Together Surveys

2022 Technical Documentation and Survey Results

SY DOAN, GEORGE ZUO, ELIZABETH D. STEINER, DAVID GRANT

RAND CORPORATION

RAND AMERICAN EDUCATOR PANELS

About This Report

This report provides additional information about the sample, survey instrument, and resultant data for the 2022 Learn Together Surveys (LTS) that were administered to K–12 principals and teachers in March 2022 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 decisionmaking. Survey results are intended to inform policy and practice related to these topics.

RAND Education and Labor

This research was undertaken by RAND Education and Labor, a division of the RAND Corporation that conducts research on early childhood through postsecondary education programs, workforce development, and programs and policies affecting workers, entrepreneurship, and financial literacy and decisionmaking. This report is based on research funded by the Bill & Melinda Gates Foundation. The findings and conclusions contained within are those of the authors and do not necessarily reflect positions or policies of the Bill & Melinda Gates Foundation. For more information and research on these and other related topics, please visit gatesfoundation.org.

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 esteiner@rand.org, and questions about RAND Education and Labor should be directed to educationandlabor@rand.org.

Acknowledgments

Contents

Tables

Chapter 1. Introduction

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 groups respond to numerous online survey requests each year. The AEP began in 2014 and expanded significantly during the 2016–2017 and 2017–2018 school years (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 city schools). Additionally, the ATP 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, Ohio, Oklahoma, Rhode Island, South Carolina, Tennessee, Texas, Virginia, West Virginia, Washington State, and Wisconsin.[1] Teacher subgroups within these geographic areas can also be examined (although there is lower precision for smaller groups). The ASLP is designed to facilitate analysis only at the national level. Thus, the AEP sample is not designed to permit analyses within geographic areas not listed above or among uncommon subgroups.

This report is an update to *Learn Together Surveys: 2021 Technical Documentation and Survey Results* (Young et al., 2021); *Learn Together Surveys: 2020 Technical Documentation and Survey Results* (Young et al., 2020); and *Learn Together Surveys: 2019 Technical Documentation and Survey Results* (Johnston et al., 2020). Therefore, this report includes recycled text from these earlier reports, such as the descriptions of the Learn Together Surveys (LTS) content, survey administration, and weighting.

The 2022 Learn Together Surveys

The LTS have been administered annually since 2019 to a nationally representative sample of ATP and ASLP members, asking questions on several topics, such as social and emotional learning, support for struggling students, and teaching math. This report provides weighted responses for the 2022 LTS and information on the sampling and weighting of the surveys.

---

[1] State oversamples were funded by the Bill & Melinda Gates Foundation to track their investments in these states.

In March 2022, RAND researchers administered the fourth LTS to ATP and ASLP members. The 2022 LTS differs in two key ways from its predecessors. First, the 2022 sample includes K–12 educators whereas previous administrations of the LTS sampled only educators in schools serving grade 6 or higher. Second, the 2022 LTS greatly expands the number of items on teaching math.

Survey Content and Administration

The LTS questionnaires were developed by the Bill & Melinda Gates Foundation in collaboration with staff at RAND. 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 1.1. Most items were developed by program staff at the foundation in collaboration with RAND staff or drawn from existing sources. Specific sources used to develop the 2022 LTS, by topic, include

- social and emotional learning (SEL) items: Bill & Melinda Gates Foundation, 2020; Bridgeland, Bruce, and Hariharan, 2013; Schwartz et al., 2020; and Steiner et al., 2020
- students with disabilities (SWD) items: Dawson and Scott, 2013, and prior administrations of the LTS (Johnston et al., 2019; Young et al., 2020; and Young et al., 2021)
- educator and school demographic items: the Measurement, Learning, and Improvement Survey (Stelitano, Perera, and Johnston, 2019) and the American Instructional Resources Survey (Doan et al., 2020)
- teaching math items: the American Instructional Resources Survey (Doan et al., 2020; Steiner et al., 2020; and Enochs, Smith, and Huinker, 2000)
- teacher and principal preparation and support items: Steiner et al., 2022, and Steiner and Woo, 2021.

The LTS teacher survey had an approximate administration time of 30 minutes. The LTS principal survey had an approximate administration time of 20 or 25 minutes, depending on the grade levels led: 6th- through 8th-grade principals completed a 20-minute survey, whereas 9th- through 12th-grade principals completed a 25-minute survey (with two additional sections). See Table 1.1 for a summary of the content areas that were included in each survey.

Table 1.1. LTS Teacher and Principal Survey Content Areas

Content Area	Included in the ATP Survey	Included in the ASLP Survey
Teaching/principal background	X	X
Student voice		X
Support for struggling students	X	
Sources of information and support	X	X
Teaching math	X	X
Serving SWD	X	X
Supporting students' transition to postsecondary education and future careers[a]	X	X
Data for decisionmaking	X	X
Perceptions of principals	X	
Perceptions of teachers and the teacher workforce		X
SEL	X	X
Teacher/principal preparation and supports	X	X
Teacher/principal well-being	X	X

NOTE: RAND researchers administered the 2022 LTS to ATP members and ASLP members.
[a] These questions were asked of teachers and principals who serve 9th- through 12th-grade students only.

Survey Completion Results

For the 2022 LTS, the ATP sample was designed to be nationally representative of K–12 teachers during the 2021–2022 school year, with oversamples of teachers in five states: California, Florida, New York, Texas, and Washington state. The response goal was 3,500 completed surveys overall, with 400 completed surveys from each of the five oversample states. The ASLP sample was designed to be nationally representative of K–12 school leaders during the 2021–2022 school year with no state oversamples of school leaders. The response goal was 1,500 completed surveys.

The 2022 LTS yielded 3,608 responses out of 6,368 invitations for teachers with 103 screened-out, or ineligible, cases (58-percent completion rate) and 1,696 responses out of 4,978 invitations for school leaders with 77 screened-out cases (35-percent completion rate). There were at least 400 responses in each of the five oversample states from the ATP sample. Possible reasons for screen-outs include respondents no longer working as a K–12 educator at time of survey invitation. No *screen-ins* were possible (e.g., an ATP member working as a school leader at the time of the survey invitation completing the principal survey). Thus, some level of undercoverage might exist among educators who have switched positions since becoming AEP members.

Tables 1.2 and 1.3 provide weighted descriptive statistics for LTS 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.

Table 1.2. Weighted Descriptive Statistics for ATP Survey Respondents

Variable	Percentage		
	ATP Sample Unweighted	ATP Sample Weighted	National Population
Years of experience			
10 or more years	63.83 [62.26, 65.4]	62.68 [60.82, 64.55]	62.67
Less than 10 years	36.17 [34.6, 37.74]	37.32 [35.45, 39.18]	37.33
School level			
Elementary	47.42 [45.79, 49.05]	48.61 [46.69, 50.54]	48.64
Middle	21.01 [19.68, 22.34]	19.71 [18.21, 21.22]	19.70
High	31.57 [30.05, 33.09]	31.67 [29.89, 33.46]	31.65
Percentage of students who receive a free or reduced-price lunch			
0%–50%	51.44 [49.81, 53.07]	51.68 [49.76, 53.6]	51.64
51%–100%	48.56 [46.93, 50.19]	48.32 [46.4, 50.24]	48.36
Percentage of students of color in school			
0%–50%	43.79 [42.17, 45.41]	49.05 [47.13, 50.98]	49.04
51%–100%	56.21 [54.59, 57.83]	50.95 [49.02, 52.87]	50.96
School enrollment size			
Large (≥ 450 students)	72.87 [71.41, 74.32]	70.4 [68.6, 72.19]	70.39
Small (< 450 students)	27.13 [25.68, 28.59]	29.6 [27.81, 31.4]	29.61
School Locale			
Suburban	40.24 [38.64, 41.84]	38.55 [36.69, 40.41]	38.56
Town/rural	25.75 [24.32, 27.18]	32.36 [30.49, 34.22]	32.36
City	34.01 [32.46, 35.55]	29.09 [27.4, 30.78]	29.08
Gender			
Female	78.22 [76.87, 79.56]	76.49 [74.83, 78.15]	76.45
Male	21.78 [20.44, 23.13]	23.51 [21.85, 25.17]	23.55
Race			
Black	6.79 [5.97, 7.61]	6.66 [5.77, 7.54]	6.66
Hispanic	10.56 [9.56, 11.56]	9.67 [8.61, 10.73]	9.70
Other	5.49 [4.74, 6.23]	4.49 [3.72, 5.26]	4.49
White	77.16 [75.79, 78.53]	79.18 [77.7, 80.66]	79.14

NOTE: This table contains unweighted and survey-weighted estimates on key descriptive characteristics for the ATP sample of the 2022 LTS (*n* = 3,606), as well as national population estimates for those same characteristics. Ninety-five percent confidence intervals are presented in brackets. National population estimates were drawn from the 2017–2018 National Teacher and Principal Survey (National Center for Education Statistics [NCES], undated) and the 2020–21 NCES Common Core of Data (CCD) (NCES, 2021).

Table 1.3. Weighted Descriptive Statistics for ASLP Survey Respondents

Variable	Percentage		
	ASLP Sample Unweighted	**ASLP Sample Weighted**	**National Population**
Degree			
Bachelor's degree or lower	73.51 [71.41, 75.61]	63.88 [61.36, 66.4]	63.78
Master's degree or higher	26.49 [24.39, 28.59]	36.12 [33.6, 38.64]	36.22
School level			
Elementary	56.22 [53.86, 58.59]	58.95 [56.55, 61.35]	58.97
Middle	21.77 [19.8, 23.74]	18.29 [16.52, 20.05]	18.26
High	22.01 [20.03, 23.98]	22.77 [20.67, 24.86]	22.78
Percentage of students who receive a free or reduced-price lunch			
0%–50%	49.91 [47.53, 52.29]	49.1 [46.65, 51.56]	49.03
51%–100%	50.09 [47.71, 52.47]	50.9 [48.44, 53.35]	50.97
Percentage of students of color in school			
0%–50%	54.16 [51.79, 56.53]	53.46 [51.01, 55.92]	53.41
51%–100%	45.84 [43.47, 48.21]	46.54 [44.08, 48.99]	46.59
School size			
Large (≥ 450 students)	48.32 [45.94, 50.7]	48.78 [46.32, 51.24]	48.72
Small (< 450 students)	51.68 [49.3, 54.06]	51.22 [48.76, 53.68]	51.28
School locale			
Suburban	30.27 [28.08, 32.45]	31.7 [29.39, 34.01]	31.69
Town/Rural	43.66 [41.3, 46.02]	41.56 [39.14, 43.97]	41.51
City	26.08 [23.99, 28.17]	26.75 [24.55, 28.94]	26.79
Gender			
Female	50.62 [48.24, 53]	53.19 [50.74, 55.64]	53.25
Male	49.38 [47, 51.76]	46.81 [44.36, 49.26]	46.75
Race			
Other	21.18 [19.23, 23.13]	21.75 [19.7, 23.79]	21.72
White	78.82 [76.87, 80.77]	78.25 [76.21, 80.3]	78.28

NOTE: This table contains unweighted and survey-weighted estimates on key descriptive characteristics for the ASLP sample of the 2022 LTS (*n* = 1,694), as well as national population estimates for those same characteristics. Ninety-five percent confidence intervals are presented in the brackets. National population estimates were drawn from the 2017–2018 National Teacher and Principal Survey (NCES, undated) and the 2020–21 NCES CCD (NCES, 2021).

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, grade level, locale, socioeconomic status) (Robbins and Grant, 2020).

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

- **Calibrated weight of the ATP/ASLP sampling frame (p_{fi}).** This is a calibration weight that assigns a weight for each ATP or ASLP member based on individual- and school-level characteristics so that the sum of the weights along the calibration factors closely matches the national characteristics of the national population of teachers and principals based on the 2017–2018 National Teacher and Principal Survey and the 2020–21 CCD, both from NCES. (See Robbins and Grant, 2020, for more information.)
- **Sample selection weight (p_{si}).** This is the inverse probability of selection into the 2022 LTS 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.
- **Survey response weight (p_{ri}).** 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 (Robbins and Grant, 2020).[2] 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, grade level, locale, sociodemographics) and individual-level (e.g., gender, education, experience) characteristics. The inverse of the selection probabilities (p_{si}) was used as the sample selection weight. The response weights were estimated by modeling the likelihood (p_{ri}) 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 that best fit the data. The main weight was estimated as the product of the sampling frame calibration weight ($\frac{1}{p_{fi}}$), the sample selection weight ($\frac{1}{p_{si}}$), and the response weight ($\frac{1}{p_{ri}}$):

$$Weight = \frac{1}{p_{fi}} \; x \; \frac{1}{p_{si}} \; x \; \frac{1}{p_{ri}}.$$

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

---

[2] We estimated the recalibration totals using the full ATP sampling frame, assuming that the full frame would provide an adequate approximation for K–12 teachers included in the LTS-specific sample.

trimming process (at the 95th percentile) was used to reduce the outliers, and the trimmed weights were reallocated for the population totals to remain the same after trimming.[3]

The remainder of this report provides tables of weighted frequency distributions for each question asked of teachers and principals in the 2022 LTS.

---

[3] Replicate weights were not produced for the LTS data files; variance estimation using the provided single weight should suffice. We made this decision after calculating variance with and without replication, 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.

Chapter 2. Learn Together Surveys: Teacher Survey Results

Teaching Assignment and Demographics

1. This school year (2021–2022), what grade(s) do you teach? ($n = 3{,}606$)

	Weighted Percentage
Kindergarten	14
Grade 1	15
Grade 2	15
Grade 3	15
Grade 4	15
Grade 5	15
Grade 6	14
Grade 7	14
Grade 8	15
Grade 9	21
Grade 10	24
Grade 11	26
Grade 12	25
Ungraded (including special education students aged 18–22)	1
Other	2

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

2. This school year (2021–2022), in what subject is your *main* teaching assignment, that is, the subject matter in which you teach the most classes? ($n = 3{,}606$)

	Weighted Percentage
Elementary education	34
Special education	7
Arts and music	4
English and language arts	17
English as a second language (ESL)	2
Foreign languages	2
Health education	1
Mathematics and computer science	11
Natural sciences	7
Social sciences	7
Career or technical education	3
Other	5

3. Please indicate *any other* subject(s) you teach as part of your regular teaching assignment this school year (2021–2022). (*n* = 3,606)

	Weighted Percentage
N/A—I do not teach other subjects.	47
Special education	8
Arts and music	3
English and language arts	23
English as a second language (ESL)	7
Foreign languages	1
Health education	4
Mathematics and computer science	20
Natural sciences	14
Social sciences	18
Career or technical education	3
Other	8

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

4. Are you teaching any mathematics courses this school year (2021–2022)? (*n* = 2,336)

	Weighted Percentage
No	27
Yes	73

NOTE: Respondents who indicated that their main teaching assignment was "mathematics and computer science," "elementary education," "special education," "English as a second language," or "other" *or* those who indicated that they taught "mathematics and computer science" or "other" as part of their regular teaching assignment were directed to respond to this item.

5. Which of the following *most closely reflects* how instruction has been provided to your students since the beginning of the school year (2021–2022)? (*n* = 3,605)

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

6. Including the current school year (2021–2022), for how many years have you served as a teacher *across your entire career*? Please round to the nearest whole number, and do not include student teaching. (*n* = 3,605)

	Weighted Percentage
0–5 years	5
6–10 years	22

	Weighted Percentage
11–15 years	22
16–20 years	21
21+ years	30

7. With which of the following do you identify? (*n* = 3,605)

	Weighted Percentage
American Indian or Alaska Native	1
Asian	2
Black or African American	8
Hispanic, Latino, or Spanish origin	8
Native Hawaiian or other Pacific Islander	0
White	81
Prefer not to state	3
Prefer to self-describe	1

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

8. [Which of the following do you identify as?] (*n* = 3,605)

	Weighted Percentage
[Male]	23
[Female]	76
Non-binary	0
Prefer to self-describe	0
Prefer not to say	1

9. What is the highest degree you have earned? (*n* = 3,605)

	Weighted Percentage
Associate's degree	0
Bachelor's degree (B.A., B.S., etc.)	29
Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)	59
Educational specialist or professional diploma (at least one year beyond master's level)	9
Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	3
[I] do not have a degree	0

10. In what field was your undergraduate major(s)? (*n* = 3,604)

	Weighted Percentage
Area and/or ethnic studies	0
Arts (visual and performing)	5
Communications and/or journalism	3
Computer science	1
Biology, biological sciences, and/or medicine	4
Business	4
Economics	1
Education	51
Engineering	1
English language and literature	12
Gender studies	0
History	6
International relations and/or diplomacy	0
Languages and linguistics	2
Mathematics	6
Natural sciences	3
Liberal arts	3
Philosophy	0
Physical education	2
Religion	0
Social sciences	7
Technology	1
Other	11

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent. All respondents except for those who indicated that they "did not have a degree" were instructed to respond to this item.

11. Which of the following *best describes* the teaching certificate you currently hold in the state in which you currently teach? (*n* = 3,605)

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

NOTE: Percentages do not sum to 100 because of rounding.

12. During the current school year (2021–2022), are you a special education teacher? (*n* = 3,605)

	Weighted Percentage
No	89
Yes	11

13. Are you National Board certified? (*n* = 3,604)

	Weighted Percentage
No	89
Yes	11

14. Are you certified to teach mathematics? (*n* = 3,605)

	Weighted Percentage
No	50
Yes	50

15. Did you have to pass a subject-specific licensure test in mathematics to be certified to teach mathematics? (*n* = 1,748)

	Weighted Percentage
No	53
Yes	47

NOTE: Respondents who indicated that they were certified to teach mathematics were instructed to respond to this item.

16. Are you teaching Algebra I this school year (2021–2022)? (*n* = 1,733)

	Weighted Percentage
No	90
Yes	10

NOTE: Respondents who indicated that they were certified to teach mathematics were instructed to respond to this item.

17. In what field is your master's degree? (*n* = 2,197)

	Weighted Percentage
Area and/or ethnic studies	0
Arts (visual and performing)	2
Communications and/or journalism	0
Computer science	0
Biology, biological sciences, and/or medicine	1
Business	1
Economics	0
Education	67

	Weighted Percentage
Engineering	0
English language and literature	6
Gender studies	0
History	1
International relations and/or diplomacy	0
Languages and linguistics	1
Mathematics	3
Natural sciences	1
Liberal arts	1
Philosophy	0
Physical education	1
Religion	0
Social sciences	1
Technology	4
Other	22

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent. Respondents who indicated that their highest degree earned was a "master's degree" were instructed to respond to this item.

18. Approximately what percentage of the teachers in your school identify as people of color? (*n* = 3,605)

	Weighted Percentage
None	10
1%–25%	60
26%–50%	13
51%–75%	6
76%–100%	5
I don't know	6

19. Approximately what percentage of the teachers in your school share your racial or ethnic identity? (*n* = 3,605)

	Weighted Percentage
None	2
1%–25%	15
26%–50%	10
51%–75%	21
76%–100%	45
I don't know	7

20. How does your school principal identify? (*n* = 3,605)

	Weighted Percentage
American Indian or Alaska Native	0
Asian	1
Black or African American	13
Hispanic/Latinx	8
Native Hawaiian or other Pacific Islander	0
White	73
I don't know	6

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

21. Approximately what percentage of your school's leadership team (other than the principal) are people of color? School leadership team members include assistant/vice principals, deans, and department heads/chairs. (*n* = 3,605)

	Weighted Percentage
None	37
1%–25%	34
26%–50%	10
51%–75%	5
76%–100%	8
I don't know	5

Supports for Struggling Students

22. What three sources have you used most often to *identify* struggling students this school year (2021–2022)? (*n* = 3,557)

	Weighted Percentage			
	Not in Top 3	1st Choice	2nd Choice	3rd Choice
Required grade-level tests administered for accountability purposes	84	5	6	6
Tests or quizzes you created	79	8	7	7
Tests or quizzes that are provided in your curriculum materials	82	4	7	6
Classroom tasks, assignments, or projects you created	63	12	13	12
Classroom tasks, assignments, or projects that are provided in your curriculum materials	73	7	10	10
Students' Individualized Education Programs (IEPs)	75	11	7	7
Conversations with parents, guardians, or other family members	90	3	3	4
Conversations with students	76	6	8	10
Conversations with teachers or administrators	83	4	6	7

	Weighted Percentage			
	Not in Top 3	1st Choice	2nd Choice	3rd Choice
Conversations with school staff who are not teachers or administrators (e.g., counselors, School Resource Officers, or paraprofessionals)	92	2	3	3
Your observations of students	42	21	19	18
Diagnostic tests that measure students' achievement growth (e.g., MAP or STAR)	62	17	12	9
Other	99	0	0	1

NOTE: Respondents were instructed to "select the top 3" sources.

Sources of Information and Support

23. Please indicate your agreement or disagreement with the following statements about the available resources to support your students. If needed, I know where to find relevant, actionable information about the best ways (e.g., tools, programs, or strategies) to do the following: (n = 3,561)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Support my students' social and emotional learning	2	13	47	38
Support students with disabilities	3	9	46	43
Implement high-quality, standards-aligned curriculum and instructional resources in my classroom practice	1	5	39	55
Build stronger relationships with my students	2	7	41	50
Support English language learners (ELLs)	6	14	43	37
Incorporate anti-racist teaching methods or materials	11	24	41	24
Connect with my students' families	2	10	44	44
Support students who are experiencing poverty	5	17	43	35
Support students of color	6	18	44	32

Teaching Math

24. How would you describe your familiarity with your state's math standards for the grade levels you teach? (n = 1,718)

	Weighted Percentage
Not at all familiar	1
A little familiar	6
Mostly familiar	35
Very familiar	58

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

25. Please indicate your level of agreement or disagreement with the following statements about mathematics standards and instruction. (*n* = 1,716)

	Weighted Percentage			
	Strongly Disagree	**Somewhat Disagree**	**Somewhat Agree**	**Strongly Agree**
My students need something different than what is outlined in standards-aligned math content.	7	24	48	21
Standards-aligned math content is important because it prepares my students for the future.	2	11	54	32
Standards-aligned math content is not engaging enough to keep my students' attention and focus.	12	36	42	11
This school year (2021–2022), I am able to devote just as much time as I would like to math instruction.	10	29	38	23
This school year (2021–2022), I need more support for delivering high-quality math instruction.	19	31	36	13

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

26. Please select the statement you most agree with. (*n* = 1,714)

	Weighted Percentage
Standards-aligned mathematics instruction is too challenging for most of my students.	40
Standards-aligned mathematics instruction is at the right level of challenge for most of my students.	56
Standards-aligned mathematics instruction is not challenging enough for most of my students.	4

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

27. Do you ever skip standards-aligned content in your math instruction? (*n* = 1,714)

	Weighted Percentage
Never	30
Rarely	40
Occasionally	27
Frequently	4

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

28. To what extent do you draw on the following sources of information when deciding whether to skip standards-aligned content in your math instruction? (*n* = 1,243)

	Weighted Percentage			
	Not at All	**To a Small Extent**	**To a Moderate Extent**	**To a Great Extent**
My teaching experience	8	11	33	47
My knowledge of mathematics	13	13	35	38

	Weighted Percentage			
	Not at All	**To a Small Extent**	**To a Moderate Extent**	**To a Great Extent**
Data about student performance on standardized mathematics tests	14	25	38	23
Data about student performance on mathematics assessments I develop	11	20	40	29
Data about student performance on mathematics assessments provided with my curriculum materials	9	18	44	29
My knowledge of what students will learn in the next grade level	7	18	40	35
My knowledge of students' future career and education plans	40	28	22	11
Other	31	7	22	40

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) *and* that they "rarely," "occasionally," or "frequently" skipped standards-aligned content in math were instructed to respond to this item.

29. When you skip standards-aligned content in your mathematics instruction, to what extent do you disagree or agree that each of the following is responsible for you skipping it?
($n = 1,243$)

	Weighted Percentage				
	Strongly Disagree	**Somewhat Disagree**	**Neutral**	**Somewhat Agree**	**Strongly Agree**
Standards-aligned math content does not adequately address basic skills in math.	11	19	17	36	17
My students need something different than what is outlined in the math standards.	5	12	17	46	21
Standards-aligned math content is not relevant to my students' futures.	23	28	24	20	5
Standards-aligned math content is not engaging enough to keep my students' attention and focus.	13	27	23	30	8
I need to review or re-teach content from prior grade levels.	6	6	9	39	40
Some standards are not important for my students' future learning in math.	17	20	24	30	9
I need more support to understand the content of the standards I skip.	50	23	15	10	2

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) *and* that they "rarely," "occasionally," or "frequently" skipped standards-aligned content in math were instructed to respond to this item.

30. Please select the statement you most agree with. (*n* = 1,240)

	Weighted Percentage
I replace the standards-aligned mathematics content I skip with content from prior grade levels.	52
I replace the standards-aligned mathematics content I skip with content from the next grade level.	13
I replace the standards-aligned mathematics content I skip with content that is not included in the standards.	15
I do not replace the standards-aligned mathematics content I skip with any other content.	20

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) *and* that they "rarely," "occasionally," or "frequently" skipped standards-aligned content in math were instructed to respond to this item.

31. When you teach mathematics, how do you prioritize each of the following types of content? (*n* = 1,708)

	Weighted Percentage				
	Very Low Priority	Low Priority	Medium Priority	High Priority	Very High Priority
Procedural content—that is, content that focuses on the process of how to complete mathematical operations (e.g., addition, multiplication) or that involves practicing mathematical operations	1	3	19	45	33
Conceptual content—that is, content that focuses on high-level math concepts and/or underlying mathematical theory	3	9	28	38	22
Previewing content my students will learn in the next grade level	9	29	36	19	7
Reviewing or re-teaching content my students learned in the prior grade level	3	9	35	37	16

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

32. Approximately what percentage of your math instruction this year (2021–2022) has focused on mathematics procedures? Mathematics procedures address the process of how to complete mathematical operations (e.g., addition, multiplication) or practicing mathematical operations. (*n* = 1,707)

	Weighted Percentage
None	1
1%–25%	13
26%–49%	31
50%–74%	40
75%–100%	15

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

33. Approximately what percentage of your math instruction this year (2021–2022) has focused on mathematics concepts? Mathematics concepts are high-level concepts and/or underlying mathematical theories (e.g., fraction and decimal equivalence, probability, definition of the quadratic equation). (*n* = 1,707)

	Weighted Percentage
None	7
1%–25%	26
26%–49%	32
50%–74%	28
75%–100%	7

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

34. Who is the *primary* decisionmaker about the mathematics content you teach your students? (*n* = 1,707)

	Weighted Percentage
I am the only one who decides what mathematics content to teach my students	7
I decide in collaboration with math teachers in grade levels below and/or above me	26
My principal decides	3
My district decides	59
Other	6

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

35. During the current school year (2021–2022), how many students have you talked with about the following aspects of their learning in math? (*n* = 537)

	Weighted Percentage			
	None of My Students	Some of My Students	Most of My Students	All of My Students
The math courses they should take in high school to prepare for college-level math	9	24	40	27
The math courses they should take to prepare for advanced placement (AP) math courses in high school	45	34	13	8
Different postsecondary education and career options that use math	9	34	32	24
The high school math courses available given their current achievement level in math	29	31	27	12
The college-level math courses available given their current achievement level in math	17	43	24	15

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) and indicated that they were teaching at least one of grades K–12 were instructed to respond to this item.

36. Which of the following best characterizes which students at your school typically get access to tutoring or other supports to help them succeed in math courses? (*n* = 1,705)

	Weighted Percentage
Students who are doing well in their math courses (e.g., have above-average GPAs, grades in math, or performance on math benchmark assessments)	1
Students who are not doing well in their math courses (e.g., have below-average GPAs, grades in math, or performance on math benchmark assessments)	39
Students who ask for support or express interest	6
Students who are nominated by teachers or other staff	10
Students who are identified as at-risk of not moving on to the next grade level	20
All students	16
Other	7

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

37. Which of the following *best characterizes* which students at your school typically get access to tutoring or other supports to *prepare them for advanced math courses in high school*? (*n* = 309)

	Weighted Percentage
Students who are doing well in their math courses (e.g., have above-average GPAs, grades in math, or performance on math benchmark assessments)	20
Students who are not doing well in their math courses (e.g., have below-average GPAs, grades in math, or performance on math benchmark assessments)	12
Students who ask for support or express interest	26
Students who are nominated by teachers or other staff	7
Students who are identified as at-risk of not moving on to the next grade level	6
All students	14
Other	14

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) *and* indicated that they were teaching one of grades 6–8 were instructed to respond to this item.

38. Please indicate your level of agreement or disagreement with the following statements. (*n* = 1,705)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
In general, I believe that all my students possess a certain amount of math ability and they can't do much to change it.	47	32	15	6
I expect that all my students work hard at math.	2	5	27	67
All my students enjoy learning math.	11	32	45	11
All my students see math as relevant to their futures.	10	31	45	14

20

	Weighted Percentage			
	Strongly Disagree	**Somewhat Disagree**	**Somewhat Agree**	**Strongly Agree**
All my students can master key math concepts.	5	18	47	30
All my students believe they can master key math concepts.	7	35	46	12
All my students came into my class with the foundational skills they need to succeed in my math class.	48	35	14	3

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

39. Please indicate your level of agreement or disagreement with the following statements. (*n* = 1,705)

	Weighted Percentage			
	Strongly Disagree	**Somewhat Disagree**	**Somewhat Agree**	**Strongly Agree**
I am good at math.	1	4	32	64
I am able to answer my students' questions about math.	0	0	16	83
I have a good understanding of the mathematics content I teach.	0	1	15	84
I have a good understanding of the pedagogy of how to teach math.	0	2	31	66

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

40. How responsible are each of the following groups for student math achievement? (*n* = 1,705)

	Weighted Percentage			
	Not at All Responsible	**A Little Responsible**	**Moderately Responsible**	**Very Responsible**
The student themself	1	6	24	68
The student's math teachers	0	1	27	72
The student's parents or guardians	6	30	41	22
Other	37	13	15	34

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

41. Please indicate your level of agreement or disagreement with the following statements. (*n* = 1,705)

	Weighted Percentage			
	Strongly Disagree	**Somewhat Disagree**	**Somewhat Agree**	**Strongly Agree**
I can motivate students who show low interest in learning mathematics.	1	5	51	43
I can promote a positive attitude toward learning mathematics in my students.	0	1	30	69

	Weighted Percentage			
	Strongly Disagree	**Somewhat Disagree**	**Somewhat Agree**	**Strongly Agree**
When I recognize that a student has a mathematical misconception, I know what instructional strategies I can use to help them.	1	4	45	51
I can help students learn mathematics concepts that are two or more grade levels *below* the grade level I teach.	1	6	36	58

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

42. Please indicate your level of agreement or disagreement with the following statements. (*n* = 1,704)

	Weighted Percentage			
	Strongly Disagree	**Somewhat Disagree**	**Somewhat Agree**	**Strongly Agree**
I have all the curriculum materials and resources I need to effectively teach math.	4	15	41	40
I have all the technology resources (e.g., calculators, computers, manipulatives) to effectively teach math.	3	11	34	51
If my students need help with math, they can get extra help through the school, such as tutoring, or extra time with me, their math teacher.	5	16	36	43
Students of all backgrounds and identities should feel that math is relevant to their lives.	1	2	18	80
Math instruction should be culturally relevant for students of all racial, ethnic, and cultural backgrounds and identities.	2	6	27	66

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

43. Please indicate your level of agreement or disagreement with the following statements about your school. (*n* = 1,703)

	Weighted Percentage			
	Strongly Disagree	**Somewhat Disagree**	**Somewhat Agree**	**Strongly Agree**
My principal ensures I have the resources I need to effectively teach math.	4	15	41	40
The other teachers on my grade-level team understand the importance of math instruction.	2	4	34	60
I often collaborate with the other teachers on my grade-level team to help students improve their math achievement.	4	9	34	53
I often collaborate with math teachers in other grade levels to help students improve their math achievement.	11	22	39	28

	Weighted Percentage			
	Strongly Disagree	**Somewhat Disagree**	**Somewhat Agree**	**Strongly Agree**
We often discuss math achievement data and goals at schoolwide faculty meetings.	9	22	38	31
My principal is equipped to support math instruction effectively.	6	20	42	32

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

44. Approximately what percentage of the *math teachers* in your school identify as people of color? (*n* = 1,703)

	Weighted Percentage
None	30
1%–25%	43
26%–50%	8
51%–75%	4
76%–100%	5
I don't know	8

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

45. Please indicate your level of agreement or disagreement with the following statements about your professional leaning activities related to math this school year (2021–2022). My mathematics professional learning opportunities this year . . . (*n* = 1,701)

	Weighted Percentage			
	Strongly Disagree	**Somewhat Disagree**	**Somewhat Agree**	**Strongly Agree**
have been well aligned with the math curriculum materials I use.	13	19	44	24
have been designed to address math learning needs revealed by analysis of student data.	15	22	43	20
have been useful for improving my math instruction.	15	22	45	18

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

46. Since the beginning of this school year (2021–2022), how much emphasis did your professional learning activities related to math place on the following topics? (*n* = 1,701)

	Weighted Percentage			
	None	**A Little**	**A Moderate Amount**	**A Lot**
Reflection on my own cultural lens and personal biases	38	26	24	12
Understanding systemic bias and injustice and their impact on students' education	41	26	23	10

	Weighted Percentage			
	None	**A Little**	**A Moderate Amount**	**A Lot**
Selecting and using culturally responsive instructional materials	41	27	23	9
Developing an equitable and inclusive classroom environment	23	24	33	20
Implementing culturally relevant pedagogy	37	27	26	10

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

47. When you are teaching mathematics, how often do you differentiate instruction by *leveling*— that is, grouping students with similar levels of math ability together? (n = 1,701)

	Weighted Percentage
Never	9
A few times per year, but less than monthly	18
About monthly, but less than once per week	23
Once per week or more	50

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

48. When you differentiate mathematics instruction by placing students in *leveled* groups—that is, when you place students with similar levels of math ability together in the same group—how long do students typically stay in these groups? (n = 1,518)

	Weighted Percentage
Less than a class period (e.g., only for that lesson or activity)	36
For only the class period	19
More than a class period but less than a semester (e.g., for the entire time I'm teaching the topic or unit)	30
For the whole semester	4
For the whole year	4
Other	6

NOTE: Respondents who indicated that they were teaching a mathematics course this school year (2021–2022) *and* that they differentiated instruction by leveling "a few times per year, but less than monthly," "about monthly, but less than once per week," or "once per week or more" were instructed to respond to this item.

Serving Students with Disabilities

49. During the current school year (2021–2022), approximately what [percentage] of the students you teach are students with disabilities [SWD]? (*n* = 3,560)

	Weighted Percentage
0%—I do not support or teach any [SWD] as defined above.	8
1%–5%	21
6%–10%	22
11%–25%	28
26%–50%	11
51%–75%	3
76%–100%	6

50. During the current school year (2021–2022), please select which of the following *best* describes the role you played in serving [SWD]. (*n* = 3,254)

	Weighted Percentage
Taught SWD in a general education class with *regular* support from a co-teacher	24
Taught SWD in a general education class with *occasional* push-in support from a co-teacher	18
Taught SWD in a general education class *with* consultation support from a special educator or other specialist but no push-in or co-teaching support	29
Taught SWD in a general education class *without* consultation, push-in, or co-teaching support from a special educator or specialist	22
Taught SWD in a resource or special education-*only* class	8

NOTE: Respondents who indicated that they taught SWD during the current school year (2021–2022) were instructed to respond to this item.

51. How sufficient is your access to each of the following for helping you support [SWD] during the current school year (2021–2022)? (*n* = 3,250)

	Weighted Percentage				
	Completely Insufficient	Somewhat Insufficient	Somewhat Sufficient	Completely Sufficient	N/A—Did Not Receive
Access to support for building relationships with families of SWD	6	21	43	20	10
Data system tools that give teachers the opportunity to review student performance and monitor progress	5	17	45	26	7
Access to student records including learning history, areas of strength and interest, and unique social/family situations	5	17	44	29	5

NOTE: Respondents who indicated that they taught SWD during the current school year (2021–2022) were instructed to respond to this item.

Postsecondary Transitions

52. Which of the following best characterizes which students at your school typically get access to support to prepare them for postsecondary education and future careers? (*n* = 1,180)

	Weighted Percentage
Students who are doing well in their classes (e.g., have above-average GPAs, grades, or performance on benchmark assessments)	15
Students who are not doing well in their classes (e.g., have below-average GPAs, grades, or performance on benchmark assessments)	5
Students who ask for support or express interest	13
Students who are nominated by teachers or other staff	2
Students who are identified as at-risk of not moving on to the next grade level	6
All students	56
Other	3

NOTE: Respondents who indicated that they taught one of grades 9–12 were instructed to respond to this item.

53. During the current school year (2021–2022), how many students have you talked with about the following education and career topics? (*n* = 1,177)

	Weighted Percentage				
	None of My Students	Some of My Students	Most of My Students	All of My Students	Do Not Have Access to Information/ Resources to Share
The different education and career options open to them after high school	3	34	31	28	3
Career planning	6	41	24	24	5
Technical or industry-specific skill development	9	45	21	19	7
Soft skill experiences	8	33	23	28	8

NOTE: Respondents who indicated that they taught one of grades 9–12 were instructed to respond to this item.

Data for Decisionmaking

54. During the current school year (2021–2022), what kinds of student data do you have access to through an electronic data management system(s)? If you have access to data, [are they] disaggregated by student race, ethnicity, and income (e.g., [eligibility for free- or reduced-price lunch])? (*n* = 3,562)

	Weighted Percentage		
	I have access to these data but they are *not* disaggregated by student race, ethnicity, and income [e.g., free- or reduced-price lunch].	I have access to these data and they are disaggregated by student race, ethnicity, and income [e.g., free- or reduced-price lunch].	N/A—I don't have access to these data in an electronic data management system.
Standardized test scores	42	40	18
Formative student assessment scores	50	31	19
Student grades/GPA	58	30	13
Attendance	58	30	11
Student disciplinary history	37	23	40
Course enrollment histories	35	18	47
Postsecondary application, enrollment, or transition outcomes	15	10	75
Social and emotional competencies	19	12	68

55. What are the top three sources of information you have used this school year (2021–2022) to improve the academic performance of the students you teach? (*n* = 3,558)

	Weighted Percentage			
	Not in Top 3	1st Choice	2nd Choice	3rd Choice
Required grade-level tests administered for accountability purposes	86	4	5	5
Tests or quizzes you created	77	7	8	8
Tests or quizzes that are provided in your curriculum materials	82	5	7	6
Classroom tasks, assignments, or projects you created	53	17	16	15
Classroom tasks, assignments, or projects that are provided in your curriculum materials	71	10	10	9
Students Individualized Education Programs (IEPs)	82	7	6	5
Conversations with parents, guardians, or other family members	89	3	4	4
Conversations with students	68	10	11	12
Conversations with other teachers or administrators	81	5	6	8
Conversations with school staff who are not teachers or administrators (e.g., counselors, School Resource Officers, or paraprofessionals)	94	2	2	2

	Weighted Percentage			
	Not in Top 3	1st Choice	2nd Choice	3rd Choice
Your observations of students	49	17	16	17
Diagnostic tests that measure students' achievement growth (e.g., MAP or STAR)	70	13	10	8
Other	99	0	0	1

Social and Emotional Learning

56. During the current school year (2021–2022), considering all of the priorities you had for your teaching, how did the development of students social and emotional skills rank? (*n* = 3,563)

	Weighted Percentage
It was my top priority, and I dedicated whatever class time I could to it.	13
It was one of my top priorities, and I tried to prioritize class time for it.	53
It was not a top priority for me, but I tried to dedicate some class time for it when possible.	32
It was not a priority for me this year, and I did not dedicate any class time to it.	3

57. To what extent have you or your school used the following approaches to promote social and emotional learning (SEL) during the current school year (2021–2022)? (*n* = 3,554)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Align instruction with state, district, or charter management organization (CMO) SEL standards	15	24	42	19
Implement social and emotional learning programs or curricula (e.g., Second Step, RULER)	16	20	37	26
Provide students with opportunities to engage with community-based organizations (e.g., through community service or internships)	20	28	38	15
Offer advisory periods or other regular opportunities for students to check in with a teacher or other adults	13	17	40	30
Provide students with opportunities to contribute to school decisionmaking (e.g., through participating in student government or youth advisory councils)	15	23	44	18
Engage family members in SEL instruction (e.g., by sending SEL instructional resources home with students)	21	30	38	11
Other	28	9	29	34

58. How much do you agree or disagree with the following statements about [SEL] in your school during the current school year (2021–2022)? (*n* = 3,554)

	Weighted Percentage			
	Strongly Disagree	**Somewhat Disagree**	**Somewhat Agree**	**Strongly Agree**
My school has developed a clear vision for [SEL].	12	28	41	20
My school has a clear set of instructional practices or roadmap for getting to specific student SEL outcomes.	14	28	40	18
The culture in my school supports the development of children's social and emotional skills.	6	17	48	28

59. To what extent have your professional learning experiences this school year (2021–2022) emphasized developing SEL skills and competencies for *students*? (*n* = 3554)

	Weighted Percentage
Not at all	12
To a small extent	40
To a moderate extent	36
To a great extent	13

60. To what extent have your professional learning experiences this school year (2021–2022) emphasized developing SEL skills and competencies for *teachers*? (*n* = 3,554)

	Weighted Percentage
Not at all	19
To a small extent	42
To a moderate extent	31
To a great extent	8

61. How do most parents/guardians respond to the SEL work you do? (*n* = 3,553)

	Weighted %
Not at all supportive	2
Not supportive	9
Supportive	41
Highly supportive	8
I don't know	31
I am not implementing SEL in my classroom	8

62. During a typical full week this school year (2021–2022), approximately what percentage of your time working do you spend *interacting with students* (i.e., teaching, advising, coaching, leading extracurricular activities)? Include the time you work during the day, in the evening, or on weekends. Exclude any work you do outside of your teaching position. (n = 3,539)

	Weighted Percentage
0%–25%	10
26%–50%	14
51%–75%	27
76%–100%	50

63. During a typical full week this school year (2021–2022), approximately what percentage of your time working do you spend on *administrative activities* (i.e., meetings, planning, grading, taking attendance)? Include the time you work during the day, in the evening, or on weekends. Exclude any work you do outside of your teaching position. (*n* = 3,539)

	Weighted Percentage
0%–25%	71
26%–50%	21
51%–75%	4
76%–100%	3

School Environment

64. Indicate your agreement with the following statements about programs at your school this school year (2021–2022). Programs may support student outcomes, instructional systems, data and continuous improvement, and/or school culture and community engagement. (*n* = 3,557)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
There is real continuity from one program to another at this school.	13	40	38	9
Many special programs come and go at this school.	10	29	43	19
Once we start a new program, we follow up to make sure that it's working.	13	35	41	11
We have so many different programs in this school that I can't keep track of them all.	17	30	39	15

65. This school year (2021–2022), how safe do you feel . . . (*n* = 3,556)

	Weighted Percentage			
	Not Safe	Somewhat Safe	Mostly Safe	Very Safe
outside around your school?	2	9	27	62
traveling between home and school?	1	5	24	71

	Weighted Percentage			
	Not Safe	**Somewhat Safe**	**Mostly Safe**	**Very Safe**
in the hallways and bathrooms of your school?	2	8	25	65
in your classes?	1	6	24	69

66. On a typical day this school year (2021–2022), how many times are your classes . . . (*n* = 3,556)

	Weighted Percentage					
	Once	**Twice**	**3 to 4 Times**	**5 to 9 Times**	**10 or More Times**	**Never**
disrupted by student behavior?	17	15	25	16	16	10
interrupted by technical difficulties, such as your or students' computers not working, poor internet connections, etc.?	30	20	23	9	6	13

67. Indicate your agreement or disagreement with the following statements. (*n* = 3,556)

	Weighted Percentage			
	Strongly Disagree	**Somewhat Disagree**	**Somewhat Agree**	**Strongly Agree**
Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.	8	22	49	21
There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.	6	15	47	32

68. During this school year (2021–2022), to what extent does your school cultivate a sense of belonging for teachers who identify as people of color? (*n* = 3,556)

	Weighted Percentage
Not at all	10
To a small extent	16
To a moderate extent	19
To a great extent	24
I don't know	32

Perceptions of Principals

69. Please indicate your level of agreement or disagreement with the following statements about your principal's effectiveness. In general, my principal is effective in supporting . . . (*n* = 3,557)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
continuous improvement of our approaches, processes, and tools by use of data and evidence.	6	14	40	40
school equity goals especially related to needs of students of color or students affected by poverty.	7	16	39	38
the social and emotional learning of students.	6	14	41	39
professional development.	7	12	43	38
student transitions from high school to postsecondary education and the workforce.	6	17	48	29
a variety of instructional models, including remote, in-person, or hybrid approaches.	9	18	40	33
teacher autonomy in making instructional decisions.	5	10	41	44

70. How much do you agree or disagree with the following statement? My school leaders and the teacher hiring committee at my school are making a significant effort to ensure that our teaching staff is racially and ethnically diverse. (*n* = 3,557)

	Weighted Percentage
Strongly agree	19
Somewhat agree	30
Somewhat disagree	15
Strongly disagree	10
I don't know	26

Teacher Preparation and Supports

71. Which of the following teacher preparation programs did you complete? (*n* = 3,533)

	Weighted Percentage
N/A—I did not participate in a teacher preparation program before becoming a classroom teacher	5
Undergraduate program	55
Post-baccalaureate program	44
Post-baccalaureate alternative certification program (e.g., TFA, TNTP, or a training program run by your school district)	13
Other	3

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

72. 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* = 3,335)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
support [SWD].	11	21	45	24
support English language learners (ELLs).	19	29	36	17
support students of color.	16	29	38	17
support students affected by poverty.	18	30	37	15
support students who are performing below grade level.	11	26	43	20
provide effective remote instruction.	64	17	11	7
support my students' [SEL].	19	29	37	14
provide instruction that is culturally relevant for my students.	12	24	44	19

NOTE: Respondents who indicated that they completed a teacher preparation program were instructed to respond to this item.

73. Should your teacher preparation program have spent less time, the same amount of time, or more time, on the following topics or activities: (*n* = 3,332)

	Weighted Percentage			
	N/A—My Program Did Not Address This Topic	Less Time	The Same Amount of Time	More Time
How to manage student behavior	3	2	27	68
Practical strategies to engage students	2	1	36	61
Pedagogical theory	2	23	60	15
Student teaching	4	5	64	28
Observing my teaching and providing me with feedback	2	3	61	34
How to support [SWD]	3	1	38	58
How to navigate controversial political events in my teaching	22	11	29	38
The knowledge and skills I need to teach in my subject area, e.g., mathematics, ELA, science, social studies)	2	5	62	31
Preparing for the licensing exam	11	12	60	16
Culturally responsive pedagogy	10	6	37	47
[SEL]	11	3	24	62
Other	32	18	18	33

NOTE: Respondents who indicated that they completed a teacher preparation program were instructed to respond to this item.

74. Did you have access to and use any of the following supports and to what extent did they help you *enter your teacher preparation program*? (*n* = 3,332)

	Weighted Percentage				
	I don't know if I had access to this	I did not have this but it would have been helpful	I did not have this and it would *not* have been helpful	I had this and it was not helpful	I had this and it was helpful
I was recruited into my teacher preparation program.	30	34	27	2	8
I received a scholarship, or another financial subsidy I did not have to repay, to attend.	13	46	7	3	31
I knew someone who attended, graduated from, or worked at my teacher preparation program.	20	32	17	6	25
I received a stipend and tuition assistance in exchange for a commitment to work as a teacher for a set number of years.	17	62	12	2	7
I participated in student loan forgiveness programs or service scholarships in exchange for a commitment to teach for a set period of years.	16	46	13	4	20
Other	39	14	9	15	22

NOTE: Respondents who indicated that they completed a teacher preparation program were instructed to respond to this item.

75. Did you have access to and use any of the following supports and to what extent did they help you *complete your teacher preparation program*? (*n* = 3,330)

	Weighted Percentage				
	I don't know if I had access to this	I did not have this but it would have been helpful	I did not have this and it would not have been helpful	I had this and it was not helpful	I had this and it was helpful
My teacher preparation program had peer groups for prospective teachers.	18	32	10	6	34
My teacher preparation program had peer groups for prospective teachers who *shared my racial or ethnic background*.	25	23	23	8	20

	Weighted Percentage				
	I don't know if I had access to this	I did not have this but it would have been helpful	I did not have this and it would not have been helpful	I had this and it was not helpful	I had this and it was helpful
My teacher preparation program matched me with a mentor teacher who *shared my racial or ethnic background*.	18	18	23	15	28
My teacher preparation program matched me with a mentor teacher.	7	20	5	10	57
I participated in a teacher residency in which I worked as a teacher in training with a mentor teacher while completing coursework at a partner university.	19	28	14	4	34
When I was student teaching, I was placed in a classroom led by a teacher who *shared my racial or ethnic background*.	11	12	17	22	38
I received individualized coaching in my teacher preparation program.	9	26	6	7	51
Other	44	16	7	12	22

NOTE: Respondents who indicated that they completed a teacher preparation program were instructed to respond to this item.

76. Did you have access to and use any of the following supports, and to what extent did they help you *enter* the teaching workforce? (*n* = 3,324)

	Weighted Percentage				
	I don't know if I had access to this	I did not have this but it would have been helpful	I did not have this and it would not have been helpful	I did have this and it was not helpful	I did have this and it was helpful
I received a subsidy for my teacher license exam fees.	18	69	8	1	3
Passing my teacher license exam was a condition of graduating from my teacher preparation program.	19	11	19	10	41
My teacher preparation program helped me find a teaching job or placed me in a teaching job.	11	56	8	4	20

	Weighted Percentage				
	I don't know if I had access to this	I did not have this but it would have been helpful	I did not have this and it would not have been helpful	I did have this and it was not helpful	I did have this and it was helpful
I had educators in my professional or personal networks (separate from my preparation program) who helped me find a teaching job.	10	46	7	3	34
My teacher preparation program helped me assemble a portfolio or prepare for interviews.	7	29	5	10	48
Other	36	19	11	9	26

NOTE: Respondents who indicated that they completed a teacher preparation program were instructed to respond to this item.

77. Have you ever had access to any of the following working conditions or supports and to what extent have they helped you *persist* in the teaching profession? ($n = 3,516$)

	Weighted Percentage				
	I don't know if I have this	I do not have this but it would be helpful	I do not have this and it would not be helpful	I have this and it is not helpful	I have this and it is helpful
In my first year of teaching, I was matched with a mentor teacher who shared my racial or ethnic background.	9	23	20	15	33
In my first year of teaching, I was matched with a mentor teacher.	3	22	4	11	59
My current school requires cultural competency or anti-racist training for all teachers and all school administrators.	19	32	14	7	28
My school administrators support my decisions about managing student behavior.	3	16	4	4	73
I feel like I belong in my school.	2	11	3	3	81
I have strong positive relationships with other teachers in my school.	1	6	2	3	87
I have adequate time to collaborate with other teachers.	2	37	6	5	50
I have some control over my teaching schedule or course assignments.	4	36	6	4	51

	Weighted Percentage				
	I don't know if I have this	I do not have this but it would be helpful	I do not have this and it would not be helpful	I have this and it is not helpful	I have this and it is helpful
In general, my students are engaged in learning.	1	11	3	4	80
I receive individual coaching provided by my district.	12	33	17	8	30
Other	45	12	4	8	31

78. Have you ever had access to or used any of the *pay-related supports* and to what extent have they helped you *persist* in the teaching profession? (*n* = 3,511)

	Weighted Percentage				
	I don't know if I have access to this	I do not have this but it would be helpful	I do not have this and it would not be helpful	I have this and it is not helpful	I have this and it is helpful
Financial incentives for student gains on tests or student work	15	32	41	4	7
Financial incentives to work in high-needs schools	23	47	16	4	11
Extra pay for performing additional work or roles (e.g., providing additional pay for mentoring new teachers or performing peer evaluations)	9	30	4	5	52
The opportunity to grow professionally in terms of additional responsibilities, authorities, and pay (i.e., a "career ladder")	12	35	7	6	40
The teacher's union or professional association bargains to improve teacher pay	10	22	6	12	51
Other	41	18	6	8	27

79. How long have you been in your *current teaching job*? (*n* = 3,512)

	Weighted Percentage
Less than 1 year (i.e., I started my current teaching job this school year, 2021–2022)	5
More than 1 year but less than 5 years	16
5–10 years	34
11–15 years	16
16–20 years	14
More than 20 years	14

80. Is teaching your first career? (*n* = 3,513)

	Weighted Percentage
Yes, teaching is my first career	72
I had another career *in K–12 education* before I became a teacher	3
I had another career *outside of K–12 education* before I became a teacher	25
I don't know	0

81. As part of your teacher preparation, how long did you student teach? (*n* = 3,316)

	Weighted Percentage
Less than 1 month	3
More than 1 month but less than 6 months	59
More than 6 months but less than a year	17
1 year or more	12
I did not student teach	10

NOTE: Respondents who indicated that they completed a teacher preparation program were instructed to respond to this item.

82. What were your top three reasons for choosing an alternative certification program?
(*n* = 468)

	Weighted Percentage			
	Not in Top 3	1st Choice	2nd Choice	3rd Choice
It was less expensive than a university-based program	50	16	21	13
I was recruited into the alternative certification program	76	8	10	6
It included more clinical practice or student teaching than a university-based program	85	2	5	8
The student body was more diverse	89	2	4	5
It included mentoring by an experienced teacher	74	4	9	13
It was the only program where I was accepted	91	3	3	3
It allowed me to get a job in teaching faster than a university-based program	35	30	21	13
It subsidized my teacher license exam fees	95	1	1	3
I would be placed in a teaching job when I finished the program	74	8	8	10
The district I wanted to teach in ran the alternative certification program	79	6	7	9
The district paid for me to participate in the alternative certification program	85	5	5	4
Other	69	15	4	12

NOTE: Respondents who indicated that they completed a "post-baccalaureate alternative certification program" were instructed to respond to this item.

83. How often have you experienced negative treatment because of your actual or perceived race or ethnicity in the following settings during your teaching preparation and career? ($n = 3,511$)

	Weighted Percentage			
	Never	A Few Times, but Less Than Monthly	About Monthly	Once per Week or More
During my teacher preparation program (does not include student teaching)	89	8	2	1
While I was student teaching	88	8	2	2
While I was interviewing for teaching jobs	89	8	2	1
Since I have been employed as a teacher throughout my career	70	24	4	2
Since I have been employed as a teacher *at this school*	77	17	3	2

84. Please indicate your level of agreement or disagreement about how well your teacher preparation program (including practicum/internship) prepared you to teach math to the following groups of students. ($n = 1,602$)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
[SWD]	12	24	45	19
English language learners (ELLs)	19	28	38	14
Students of color	16	28	39	17
Students affected by poverty	15	31	40	14
Students who are performing below grade level	10	27	46	17

NOTE: Respondents who indicated that they completed a teacher preparation program and that they were teaching a mathematics course this school year (2021–2022) were instructed to respond to this item.

Teacher Well-Being

85. Since the beginning of the 2021–2022 school year, how often has your work been stressful? ($n = 3,510$)

	Weighted Percentage
Never	0
Hardly ever	4
Sometimes	23
Often	45
Always	28

86. How well are you coping with the stress of your job right now [on a scale from 1 to 5]? (*n* = 3,509)

	Weighted Percentage
1 Not well at all	8
2	18
3	38
4	25
5 Very well	11

87. Please indicate your agreement or disagreement with the following statements about teaching. (*n* = 3,509)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
The stress and disappointments involved in teaching aren't really worth it.	16	30	39	15
I don't seem to have as much enthusiasm now as I did when I began teaching.	11	15	39	35
I look forward to teaching in the future.	12	27	41	21
I am glad I selected teaching as a career.	6	19	40	35

88. How much do you disagree or agree with the following statements? (*n* = 3,509)

	Weighted Percentage				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
The job of the public school teacher has gotten harder over the past decade.	3	1	9	85	1
Schools have been expected to do more and more over the past decade.	3	1	8	86	1

Chapter 3. Learn Together Surveys: Principal Survey Results

School Assignment

1. This school year (2020–2021), what grade(s) are included in the school you lead? ($n = 1,694$)

	Weighted Percentage
Kindergarten	56
Grade 1	57
Grade 2	56
Grade 3	56
Grade 4	55
Grade 5	53
Grade 6	39
Grade 7	36
Grade 8	36
Grade 9	28
Grade 10	29
Grade 11	29
Grade 12	29
Ungraded (including special education students aged 18–22)	5
Other	15

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

2. Which of the following *most closely reflects* how instruction has been provided to your students since the beginning of the school year (2021–2022)? ($n = 1,694$)

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

3. Including the current school year (2021–2022), how long have you worked as a principal? ($n = 1,680$)

	Weighted Percentage
0–4 years	35
5–9 years	31

	Weighted Percentage
10–19 years	29
20+ years	5

NOTE: Respondents were instructed to round to the nearest whole number.

4. With which of the following do you identify? (*n* = 1,694)

	Weighted Percentage
American Indian [or] Alaska Native	2
Asian	2
Black [or] African American	13
Hispanic, Latino, [or] Spanish origin	8
Native Hawaiian [or other] Pacific Islander	1
White	79
Prefer not to state	3
Prefer to self-describe	1

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

5. [Which of the following do you identify as?] (*n* = 1,694)

	Weighted Percentage
[Male]	46
[Female]	53
Non-binary	0
Prefer to self-describe	1
Prefer not to say	0

6. What is the highest degree that you have earned? (*n* = 1,694)

	Weighted Percentage
Associate's degree	1
Bachelor's degree (B.A., B.S., etc.)	39
Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)	31
Educational specialist or professional diploma (at least one year beyond master's level)	0
Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	29
[I] do not have a degree	0

7. In what field was your undergraduate major(s)? (*n* = 1,694)

	Weighted Percentage
Area and/or ethnic studies	2
Arts (visual and performing)	0

	Weighted Percentage
Communications and/or journalism	3
Computer science	1
Biology, biological sciences, and/or medicine	6
Business	5
Economics	1
Education	57
Engineering	0
English language and literature	8
Gender studies	0
History	9
International relations and/or diplomacy	0
Languages and linguistics	2
Mathematics	4
Natural sciences	2
Liberal arts	3
Philosophy	1
Physical education	4
Religion	0
Social sciences	10
Technology	0
Other	8

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent. All respondents except for those who indicated that they "did not have a degree" were instructed to respond to this item.

8. In what field was your graduate degree? (*n* = 1,679)

	Weighted Percentage
N/A—I do not have a graduate degree	0
Area and/or ethnic studies	1
Arts (visual and performing)	0
Communications and/or journalism	0
Computer science	0
Biology, biological sciences, and/or medicine	1
Business	1
Economics	0
Education	97
Engineering	0
English language and literature	1
Gender studies	0

	Weighted Percentage
History	1
International relations and/or diplomacy	0
Languages and linguistics	1
Mathematics	1

NOTE: Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent. Respondents who indicated that their highest degree was a "master's degree," "educational specialist or professional diploma," or "doctorate or first professional degree" were instructed to respond to this item.

9. Are you certified and/or licensed in *school administration*? (*n* = 1,694)

	Weighted Percentage
No	1
Yes	99

10. Approximately what percentage of the teachers in your school identify as people of color? (*n* = 1,694)

	Weighted Percentage
None	16
1%–25%	59
26%–50%	12
51%–75%	7
76%–100%	5
I don't know	1

11. Approximately, what percentage of the teachers in your school share your racial or ethnic identity? (*n* = 1,693)

	Weighted Percentage
None	2
1%–25%	15
26%–50%	11
51%–75%	20
76%–100%	50
I don't know	2

12. Approximately what percentage of your school's leadership team (excluding you, the principal) identify as people of color? (*n* = 1,693)

	Weighted Percentage
None	47
1%–25%	29
26%–50%	9
51%–75%	5
76%–100%	9
I don't know	1

Student Voice

13. Please select all of the strategies that your school uses to capture student voice, whether virtual or in person. (*n* = 1,649)

	Weighted Percentage
N/A—My school does not capture student voice	4
Student surveys	75
Informal conversations with students	86
Formal conversations with students for the purpose of capturing student voice (e.g., focus groups, student panels)	45
Student government or representatives	52
Involving students in decisionmaking meetings	39
Sources outside of the school (e.g., social media, news reporting, surveys conducted by other organizations)	22
Other	2

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

14. To what extent does the information about student voice that your school collects represent the views of all students in your school? (*n* = 1,580)

	Weighted Percentage
Not at all representative of the views of all students	1
Representative of the views of few students	11
Representative of the views of about half of students	17
Representative of the views of most students	58
Representative of the views of all students	8
I don't know	5

NOTE: Respondents who indicated that their schools used at least one strategy to capture student voice were instructed to respond to this item.

15. Please indicate your agreement or disagreement with the following statements. (*n* = 1,649)

	Weighted Percentage			
	Strongly Disagree	Disagree	Agree	Strongly Agree
Student voices are respected by teachers and administrators in the school.	1	5	68	26
Student voices affect what happens in the school.	1	11	71	17

Sources of Information and Support

16. Please indicate your agreement or disagreement with the following statements about the available resources to support your students. If needed, I know where to find relevant, actionable information about the best ways (e.g., tools, programs, or strategies) to do the following: (*n* = 1,646)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Support my students' social and emotional learning	1	4	42	52
Support students with disabilities	0	3	36	60
Support English language learners (ELLs)	2	8	44	45
Help teachers deliver instruction remotely	3	11	46	40
Incorporate anti-racist teaching methods or materials	5	20	49	26
Connect with students' families	1	5	44	51
Support students who are experiencing poverty	1	8	45	46
Support students of color	2	10	48	39
Build stronger relationships with my students	0	3	36	61

17. Where is the first place you would go to find an intervention (e.g., tools, programs, or strategies) to support students in your school? (*n* = 1,643)

	Weighted Percentage
Internet information search (e.g., broad search on the topic using Google or a similar search engine)	11
Online social network inquiry or search (e.g., Twitter, Facebook, or similar for strategies from other school leaders)	4
Online platforms for resource sharing (e.g., Pinterest, YouTube)	2
Ask another school leader or support staff at my school	23
Ask someone in the district central office	15
Ask another leader or other support staff at my district	30
Develop a resource myself and/or ask other teachers/staff to develop a resource	7
None (I have all the interventions I need to support students)	3
Other	6

Teaching Math

18. What are the top three actions that would most help improve student mathematics achievement in your school? (*n* = 1,652)

	Weighted Percentage			
	Not in Top 3	**1st Choice**	**2nd Choice**	**3rd Choice**
Hire more highly effective math teachers	80	10	5	5
Adopt high-quality, standards-aligned mathematics curricula	81	8	6	6
Adopt culturally relevant mathematics curricula	95	2	2	2
Improve student engagement in math classes	57	15	15	12
Improve parent engagement in math with their students	87	3	4	6
Improve student attendance in math classes	89	4	4	3
Provide math teachers with more training on the curriculum	76	7	9	8
Provide math teachers with more training on instructional strategies	52	17	16	16
Provide math teachers with more training on managing student behavior	92	2	3	3
Provide math teachers with more training on culturally relevant or culturally aware instructional strategies	86	4	4	5
Provide math teachers with more training to support development of students' social and emotional competencies	88	3	4	4
Hire a more diverse group of math teachers	97	1	1	1
Create schoolwide goals for student math achievement	87	4	4	6
Focus schoolwide continuous improvement processes on improving student math achievement	67	10	11	11
Provide students struggling in math with tutoring or other extra help	67	10	11	12
Other	98	1	0	2

NOTE: Respondents were instructed to "select the top 3" actions.

19. During the current school year (2021–2022), which groups of staff are expected to talk with students about the following aspects of their learning in math? (*n* = 1,051)

	Weighted Percentage		
	Math Teachers	**Teachers in Subjects Other Than Math**	**School Guidance or College/Career Counselor**
The math courses students should take in high school to prepare for college-level math	42	4	54
The math courses students should take to prepare for advanced placement (AP) math courses in high school	49	4	46
Different postsecondary education and career options that use math	33	7	61

	Weighted Percentage		
	Math Teachers	**Teachers in Subjects Other Than Math**	**School Guidance or College/Career Counselor**
The high school math courses available to students given their current achievement level in math	50	4	46
The college-level math courses available to students given their current achievement level in math	41	3	56

NOTE: Respondents who indicated their school served any of grades 6–12 were instructed to respond to this item.

20. Which of the following best characterizes which students at your school typically get access to tutoring or other supports to prepare them for advanced math courses in high school? (*n* = 771)

	Weighted Percentage
Students who are doing well in their math courses (e.g., have above-average GPAs, grades in math, or performance on math benchmark assessments)	10
Students who are not doing well in their math courses (e.g., have below-average GPAs, grades in math, or performance on math benchmark assessments)	29
Students who ask for support or express interest	9
Students who are nominated by teachers or other staff	9
Students who are identified as at-risk of not moving on to the next grade level	14
All students	25
Other	4

NOTE: Respondents who indicated their school served any of grades 6–8 were instructed to respond to this item.

21. Please indicate your level of agreement or disagreement with the following statements. (*n* = 1,649)

	Weighted Percentage			
	Strongly Disagree	**Somewhat Disagree**	**Somewhat Agree**	**Strongly Agree**
In general, I believe that all the students in my school possess a certain amount of math ability and they can't do much to change it.	55	23	13	9
I expect all the students in my school to work hard at math.	1	1	20	78
All the students in my school can master key math concepts.	2	10	36	52

22. How responsible are each of the following groups for student math achievement? (*n* = 1,648)

	Weighted Percentage			
	Not at All Responsible	**A Little Responsible**	**Moderately Responsible**	**Very Responsible**
The student themself	0	3	20	77
The student's math teachers	0	1	16	83

	Weighted Percentage			
	Not at All Responsible	A Little Responsible	Moderately Responsible	Very Responsible
The student's parents or guardians	3	26	42	30
Other	12	6	30	52

23. Please indicate your level of agreement or disagreement with the following statements. (*n* = 1,640)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
The math teachers in my school can motivate students who show low interest in learning mathematics.	2	13	61	24
The math teachers in my school promote a positive attitude toward learning mathematics in students.	0	5	50	44
When math teachers in my school recognize that a student has a mathematical misconception, they know what instructional strategies they can use to help them.	1	15	61	22
Math teachers in my school can help students learn mathematics concepts that are two or more grade levels *below* the grade level they teach.	2	12	54	32
Math teachers in my school can help students learn mathematics concepts that are two or more grade levels *above* the grade level they teach.	2	19	55	23

24. Please indicate your level of agreement or disagreement with the following statements. (*n* = 1,639)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
If students in my school need help with math, they can get extra help through school, such as tutoring or extra time with their math teacher.	3	9	37	52
Students of all backgrounds and identities should feel that math is relevant to their lives.	0	2	18	80
Math instruction should be culturally relevant for students of all racial, ethnic, and cultural backgrounds and identities.	2	5	29	65

25. Please indicate your level of agreement or disagreement with the following statements about your school. (*n* = 1,638)

	Weighted Percentage			
	Strongly Disagree	**Somewhat Disagree**	**Somewhat Agree**	**Strongly Agree**
I prioritize math instruction.	0	6	48	46
Math teachers in my school have time to collaborate with the other teachers on their grade-level team to help students improve their math achievement.	2	9	38	51
Math teachers in my school have time to collaborate with math teachers in other grade levels to help students improve their math achievement.	5	21	41	33
We often discuss math achievement data and goals at schoolwide faculty meetings.	5	22	43	30

26. Which of the following options best describe the way your elementary school students experience instruction? (*n* = 1,009)

	Weighted Percentage
Students receive all core academic subjects (e.g., math, ELA, science, social studies) from the same teacher	65
Students change classrooms for different core academic subjects (e.g., math, ELA, science, social studies)	23
Other	11

NOTE: Respondents who indicated their school served any of grades K–5 were instructed to respond to this item.

27. When you are creating the school master schedule and assigning students in grades K–5 to teachers, do you group students into classes by *leveling*? That is, do you assign students of similar math ability to the same math class? (*n* = 240)

	Weighted Percentage
Yes	22
No	68
I don't know	3
Other	7

NOTE: Respondents who indicated their school served any of grades K–5 *and* indicated that "students change classrooms for different core academic subjects" were instructed to respond to this item

28. Do you offer the following math courses at your school, and if so, which students are eligible to take these courses? ($n = 1,041$)

	Weighted Percentage			
	Available to any student who wants to take it	**Students who meet certain minimum criteria (e.g., GPA, grades in math, prerequisite courses)**	**Students who are nominated by teachers**	**Not available at my school**
Basic or general math	51	9	3	35
7th grade math	54	7	2	35
8th grade math	54	7	2	36
Business, consumer, or other applied math	31	6	2	59
Introduction to Algebra or Pre-algebra	35	19	8	39
Algebra I	43	27	8	25
Algebra II	34	15	3	48
Geometry	37	17	4	44
Trigonometry	19	14	3	64
Integrated math 1, 2, 3, 4	12	6	2	77
Pre-calculus	21	19	5	55
Calculus	17	20	6	57
Probability or statistics	21	14	3	62
Computer programming	31	8	2	58
AP statistics	11	14	3	71
AP calculus	12	16	4	68
Online math courses for junior high, high school, or college credit	20	14	3	62
Other	8	3	3	59

NOTE: Respondents who indicated their school served any of grades 6-12 were instructed to respond to this item.

29. Approximately, what percentage of the math teachers in your school identify as people of color? ($n = 1,633$)

	Weighted Percentage
None	42
1%–25%	37
26%–50%	9
51%–75%	5
76%–100%	6
I don't know	2

30. Since the beginning of this school year (2021–2022), how much emphasis did your own professional learning activities related to math place on the following topics? (*n* = 1,631)

	Weighted Percentage
N/A—I have not had any math-related professional learning opportunities this year	134
Reflection on my own cultural lens and personal biases	186
Understanding systemic bias and injustice and their impact on students' education	175
Helping teachers select and use anti-bias instructional materials	160
Helping teachers select and use culturally responsive instructional materials	168
Helping teachers develop an equitable and inclusive classroom environment	203

Serving Students with Disabilities

31. During the current school year (2021–2022), approximately what percentage of the students at your school are students with disabilities [SWD]? (*n* = 1,652)

	Weighted Percentage
0%—My school doesn't have any [SWD].	0
1%–5%	8
6%–10%	29
11%–25%	55
26% or more	8

32. During the current school year (2021–2022), what are the typical service delivery models for [SWD] experienced by teachers at your school? (*n* = 1,648)

	Weighted Percentage
Teaching SWD in a general education class with *regular* support from a co-teacher	66
Teaching SWD in a general education class with *occasional* push-in support from a co-teacher	56
Teaching SWD in a general education class *with* consultation support from a specialist but no push-in or co-teaching support	49
Teaching SWD in a general education class *without* consultation, push-in, or co-teaching support from a special educator or specialist	21
Teaching SWD in a resource or special education-*only* class	58

NOTE: Respondents who indicated that there were any percentage of SWD at their school were instructed to respond to this item. Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

33. How sufficient is your access to each of the following for helping you support [SWD] during the current school year (2021–2022)? (*n* = 1,647)

	Weighted Percentage				
	Completely Insufficient	**Somewhat Insufficient**	**Somewhat Sufficient**	**Completely Sufficient**	**N/A—Did Not Receive**
Access to community support organizations	7	24	49	15	4
Materials and tools (e.g., curricula, activities, technology, modified texts)	2	12	53	33	1
Access to staff with specific expertise within or outside of your school	3	15	51	30	1
Access to support for building relationships with families of SWD	3	16	53	26	2
Training and information (e.g., professional development, books)	4	16	56	23	1
Data system tools that give teachers the opportunity to review student performance and monitor progress	3	11	49	36	1
Access to student records, including learning history, areas of strength and interest, and unique social/family situations	2	8	46	43	1
Transition planning protocols for SWD (e.g., middle school to high school, high school to postsecondary)	2	12	49	29	7

NOTE: Respondents who indicated that there were any percentage of SWD at their school were instructed to respond to this item.

Supporting Students' Postsecondary Transitions

34. Which of the following best characterizes which students at your school typically get access to support to prepare them for postsecondary education and future careers? (*n* = 481)

	Weighted Percentage
Students who are doing well in their classes (e.g., have above-average GPAs, grades, or performance on benchmark assessments)	5
Students who are not doing well in their classes (e.g., have below-average GPAs, grades, or performance on benchmark assessments)	2
Students who ask for support or express interest	6
Students who are nominated by teachers or other staff	1
Students who are identified as at risk of not moving on to the next grade level	4
All students	81
Other	0

NOTE: Respondents who indicated their school served any of grades 9–12 were instructed to respond to this item.

35. Which of the following best describes how students receive support for transitions to postsecondary education and careers? (*n* = 481)

	Weighted Percentage
One-on-one support	35
Through a regularly scheduled advisory period	28
Through intermittent or stand-alone programming (e.g., a one-time assembly or occasional workshop)	10
Through out-of-school time programming (e.g., afterschool)	2
During a course specifically designated for supporting postsecondary education or career transitions	10
During an already scheduled academic course (e.g., "push-in" content)	11
Other	4

NOTE: Respondents who indicated their school served any of grades 9–12 were instructed to respond to this item.

36. Which of the following best describes how students receive support for transitions to postsecondary education and careers? (*n* = 479)

	Weighted Percentage			
	Very few are receiving sufficient supports	Some but not all are receiving sufficient supports	Almost all are receiving sufficient supports	N/A or Not Sure
High-achieving students (e.g., high GPA, test scores)	5	30	64	1
Underachieving students (e.g., low GPA, test scores)	6	50	44	1
Low-income students (e.g., those [receiving] free [or] reduced-price lunch)	3	45	51	1
Students of color	4	40	50	6
[SWD]	4	30	65	1
Students who do not expressly ask for support	13	49	37	1
Students who are identified as being at risk of not moving on to the next grade	5	43	50	2
9th grade students	12	44	40	4
10th grade students	9	49	40	3
11th grade students	2	41	55	2
12th grade students	2	30	66	2

NOTE: Respondents who indicated their school served any of grades 9–12 were instructed to respond to this item.

37. 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 and careers? (*n* = 478)

	Weighted Percentage			
	Not in Top 3	1st Choice	2nd Choice	3rd Choice
Adequate academic preparation coming into high school	81	6	6	7
Affordability of available support	90	2	3	5
Staffing constraints	50	19	16	14
Course availability	87	4	4	5
Time needed for delivering support	53	18	17	12
Awareness of supports that work for specific student needs	79	5	6	10
Prioritization/incentives from district leadership	93	2	2	3
Availability of data on student pathways after high school	91	2	2	4
Lack of student motivation	41	25	19	15
Inadequate support from families	64	9	15	12
Lack of available career-technical courses	86	4	4	6
Other	94	3	1	1

NOTE: Respondents who indicated their school served any of grades 9–12 were instructed to respond to this item. Respondents were instructed to select their top 3 barriers.

38. Which of the following resources does your school or school district most need to ensure students are better prepared for postsecondary education or their future careers? (*n* = 477)

	Weighted Percentage			
	Not in Top 3	1st Choice	2nd Choice	3rd Choice
Third-party support for students by an organization specializing in postsecondary transition and success	90	3	3	5
Access to best practices for postsecondary transition and success working in other schools	72	8	9	11
Collaboration with local colleges and universities on aligning academic pathways	72	10	9	9
Curricula, materials, technology, or other resources related to postsecondary planning	81	5	8	6
Better tools to support family engagement	56	14	15	15
Professional development for school employees on what career readiness means and how to achieve it	67	11	10	12
Career academies, linked learning programs, or other programs that link high school curriculum with a specific career pathway	68	10	12	10
High school career-technical courses	73	10	10	7

	Weighted Percentage			
	Not in Top 3	**1st Choice**	**2nd Choice**	**3rd Choice**
School counselors focused on helping students make choices about their future careers	63	18	9	10
Engagement and support by the local business community (e.g., internships, information interviewing)	72	8	11	9
Other	96	2	1	1

NOTE: Respondents who indicated their school served any of grades 9–12 were instructed to respond to this item. Respondents were instructed to select their top 3 barriers.

39. Does your school have goals (e.g., more students are accepted to college every year) and/or specific targets (e.g., 85 [percent] of students will be accepted to college by 2023) for the following? (*n* = 478)

	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	29	47	24
The specific postsecondary institutions where students are enrolling after high school	51	36	13
Student college graduation (whether or not students graduate within 6 years)	47	34	20
The percentage of your students who are accepted to college	33	46	21
The average graduation rates of colleges to which students from your school enroll	49	32	19
The percentage of your students who apply to college	31	44	25
The percentage of your students who completed the SAT or ACT and/or the scores they receive	24	34	42
FAFSA completion	23	32	45
Remediation rates in college	62	29	9
College Fit or Match scores	68	24	8

NOTE: Respondents who indicated their school served any of grades 9–12 were instructed to respond to this item.

40. How much impact do you believe that the following have on students' postsecondary education? (*n* = 478)

	Weighted Percentage		
	No Impact	**Minor Impact**	**Major Impact**
Teachers	0	19	81
High school college counselors	2	35	64
School leaders and other non-teaching school staff	1	51	48
Students themselves	0	5	95
Parents or other family members	0	10	89

	Weighted Percentage		
	No Impact	Minor Impact	Major Impact
The high school experience, as a whole (e.g., curriculum, instruction, and extracurricular activities)	0	20	80
Peers	1	34	66
Neighborhood	8	51	40
Colleges and universities	2	54	44
The business community	16	71	14
Other	47	13	39

NOTE: Respondents who indicated their school served any of grades 9–12 were instructed to respond to this item.

Data for Decisionmaking

41. During the current school year (2021–2022) what kinds of student data do you have access to through an electronic data management system(s)? If you have access to these data, [are they] disaggregated by student race, ethnicity, and income (e.g., [free- or reduced-price lunch])? (*n* = 1,650)

	Weighted Percentage		
	I have access to these data but they are not disaggregated by student race, ethnicity, and income (e.g., [free or reduced-price lunch])	I have access to these data and they are disaggregated by student race, ethnicity, and income (e.g., [free or reduced-price lunch])	N/A—I don't have access to these data in an electronic data management system
Standardized test scores	14	83	2
Formative student assessment scores	29	62	10
Student grades/GPA	30	65	5
Attendance	20	79	1
Student disciplinary history	19	78	2
Course enrollment histories	24	39	37
Postsecondary application outcomes	12	17	71
Social and emotional competencies	20	27	53
Postsecondary enrollment outcomes	12	16	72
Postsecondary transition outcomes	12	15	73

42. Principals use different types of information to help inform their decisions about how best to support school improvement. Please indicate whether you have used, and found helpful, each of the following types of information to support school improvement at your school this school year (2021–2022). (*n* = 1,648)

	Weighted Percentage			
	I Did Not Use This	Used, It Was Not Helpful	Used, It Was Somewhat Helpful	Used, It Was Very Helpful
Required grade-level tests administered for accountability purposes	8	9	41	42
Students' Individualized Education Programs (IEPs)	5	4	40	51
Conversations with parents, guardians, or other family members	3	2	42	53
Conversations with students	4	1	36	59
Conversations with teachers or other administrators	1	1	23	76
Conversations with school staff who are not teachers or administrators (e.g., counselors, School Resource Officers, or paraprofessionals)	3	2	36	60
Your observations of students	1	1	30	68
Diagnostic tests that measure students' achievement growth (e.g., MAP or STAR)	6	3	39	52
Other	45	5	15	36

43. What are the top three sources of information you have used this school year (2021–2022) to support school improvement at your school? (*n* = 1,647)

	Weighted Percentage			
	Not in Top 3	1st Choice	2nd Choice	3rd Choice
Required grade-level tests administered for accountability purposes	62	14	14	11
Students' Individualized Education Programs (IEPs)	89	2	4	5
Conversations with parents, guardians, or other family members	76	4	7	13
Conversations with students	70	8	10	11
Conversations with teachers or other administrators	23	27	27	23
Conversations with school staff who are not teachers or administrators (e.g., counselors, School Resource Officers, or paraprofessionals)	76	6	8	10
Your observations of students	68	6	11	14
Diagnostic tests that measure students' achievement growth (e.g., MAP or STAR)	39	32	18	12
Other	97	1	0	1

NOTE: Respondents were instructed to "select the top 3" sources.

44. Do you currently look at data with colleagues in your school with the aim to improve together? (*n* = 1,647)

	Weighted Percentage
Yes	95
No	5

45. Do you use continuous improvement with the data from your school that you look at? (*n* = 1,571)

	Weighted Percentage
Yes	78
No	16
I don't know	6

NOTE: Respondents who indicated that they currently look at data with colleagues in their school with the aim to improve together were instructed to respond to this item.

46. Please indicate your level of agreement or disagreement with the following statements about continuous improvement in your school. (*n* = 1,570)

	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.	2	10	52	36
There are standard processes and procedures for monitoring and assessing improvement initiatives in my school.	2	10	49	40
Results from monitoring and assessment efforts are used to inform and enhance ongoing improvement efforts.	1	4	46	49

NOTE: Respondents who indicated that they currently look at data with colleagues in their school with the aim to improve together were instructed to respond to this item.

47. To what extent do teachers participate in monitoring and assessing school improvement efforts? (*n* = 1,569)

	Weighted Percentage
Not at all	1
To a small extent	15
To a moderate extent	47
To a great extent	37

NOTE: Respondents who indicated that they currently look at data with colleagues in their school with the aim to improve together were instructed to respond to this item.

48. To what extent is each of the following conditions a barrier to teachers in your school participating in monitoring and assessing school improvement efforts? (*n* = 14)

	Weighted Percentage			
	Condition Exists but Is Not a Barrier	**Condition Exists and Is a Minor Barrier**	**Condition Exists and Is a Major Barrier**	**N/A—Condition Does Not Exist in My School**
It is not part of a teacher's job	40	21	39	0
Teachers would prefer not to participate	18	38	12	32
Teachers are too busy with other things (e.g., teaching, student discipline, communicating with families)	27	35	11	27
There is not enough professional development time for teachers to dedicate to participation	39	35	26	0
Teachers have opted to use their professional development time for other things	15	20	66	0
I prefer that teachers do not participate	9	22	69	0
I don't have enough time to gather teacher input on school improvement efforts	33	19	20	27
My school does not have a school improvement committee on which teachers could participate	24	34	42	0
Other	100	0	0	0

NOTE: Respondents who indicated that they currently look at data with colleagues in their school with the aim to improve together were instructed to respond to this item.

Social and Emotional Learning

49. During the current school year (2021–2022), considering all of the priorities you had for your school, how did the development of students' social and emotional skills rank? (*n* = 1,648)

	Weighted Percentage
It was my school's top priority, and we dedicated whatever resources we could (e.g., money, time) to it.	18
It was one of my school's top priorities, and we tried to prioritize resources for it.	65
It was not a top priority for my school, but we tried to dedicate some resources for it when possible.	16
It was not a priority for my school this year, and we did not dedicate any resources to it.	1

50. How much do you agree or disagree with the following statements about social and emotional learning [SEL] in your school during the current school year (2021–2022)?
(n = 1,647)

	Weighted Percentage			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
My school has developed a clear vision for [SEL].	4	18	53	26
My school has a clear set of instructional practices or roadmap for getting to specific student SEL outcomes.	4	19	51	26
The culture in my school supports the development of students' social and emotional skills.	1	7	49	43

51. Please answer the next question about the parents and guardians of students in your school during the current school year (2021–2022). How do most parents/guardians respond to the SEL work you do? (n = 1,646)

	Weighted Percentage
Not at all supportive	1
Not supportive	6
Supportive	64
Highly supportive	19
I don't know	8
I am not implementing SEL in my school	2

52. To what extent have your own professional learning experiences this school year (2021–2022) emphasized developing SEL skills and competencies for *students*? (n = 1,646)

	Weighted Percentage
Not at all	3
To a small extent	29
To a moderate extent	46
To a great extent	21

53. To what extent have your own professional learning experiences this school year (2021–2022) emphasized developing SEL skills and competencies for *teachers or other staff*?
(n = 1,646)

	Weighted Percentage
Not at all	3
To a small extent	29
To a moderate extent	50
To a great extent	18

54. During the current school year (2021–2022), which, if any, of the following approaches did your school use to measure [SEL] skills and supports? (*n* = 1,645)

	Weighted Percentage
N/A—My school doesn't measure SEL	22
Performance tasks that measure students' SEL skills	10
Self-report questionnaires that survey student perceptions about their own SEL skills	31
Questionnaires or rating scales that survey teacher perceptions of their students' SEL skills or behaviors	26
Student perception surveys on the school conditions that foster SEL skills (e.g., climate surveys administered to students)	47
Teacher perception surveys on the school conditions that foster SEL skills	33
Family perception surveys on the school conditions that foster SEL skills	28
Teacher, peer educator, or administrator observations of classroom environment and student behavior	46
Teacher perception surveys or other measures of teachers' own social and emotional development	28
Other	2

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

55. During a typical full week this school year (2021–2022), approximately what percentage of your time working do you spend interacting with teachers (i.e., observing classrooms, leading professional development, [providing] instructional coaching, discussing data, discussing students)? (*n* = 1,644)

	Weighted Percentage
0%–24%	17
25%–49%	34
50%–74%	34
75%–100%	15

56. During a typical full week this school year (2021–2022), approximately what percentage of your time working do you spend on *administrative activities* (i.e., meetings, planning, budgeting, school operations)? Include the time you work during the day, in the evening, or on weekends. Exclude any work you do outside of your principal position. (*n* = 1,642)

	Weighted Percentage
0%–24%	16
25%–49%	41
50%–74%	34
75%–100%	9

School Environment

57. Please indicate your agreement with the following statements about programs at your school. Programs may support student outcomes, instructional systems, data and continuous improvement, and/or school culture and community engagement. (*n* = 1,647)

	Weighted Percentage			
	Strongly Disagree	**Somewhat Disagree**	**Somewhat Agree**	**Strongly Agree**
There is real continuity from one program to another at this school.	4	23	58	16
Many special programs come and go at this school.	21	43	30	5
Once we start a new program, we follow up to make sure that it's working.	2	16	58	25
We have so many different programs in this school that I can't keep track of them all.	34	36	25	5

58. How safe do you feel . . . (*n* = 1,647)

	Weighted Percentage			
	Not Safe	**Somewhat Safe**	**Mostly Safe**	**Very Safe**
outside around your school?	1	3	17	79
traveling between home and school?	0	3	13	84
in the hallways and bathrooms of your school?	0	1	9	90
in your school classrooms?	1	8	92	0

59. Please indicate your agreement with the following statements. (*n* = 1,647)

	Weighted Percentage			
	Strongly Disagree	**Somewhat Disagree**	**Somewhat Agree**	**Strongly Agree**
Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.	1	11	50	38
There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.	1	8	45	46

60. During this school year (2021–2022), to what extent does your school cultivate a sense of belonging for *teachers* who identify as people of color? (*n* = 1,647)

	Weighted Percentage
Not at all	7
To a small extent	14
To a moderate extent	25
To a great extent	35
I don't know	18

61. During this school year (2021–2022), to what extent does your school cultivate a sense of belonging for *students* who identify as people of color? (*n* = 1,646)

	Weighted Percentage
Not at all	3
To a small extent	12
To a moderate extent	35
To a great extent	44
I don't know	6

Perceptions of Teachers and the Teacher Workforce

62. When selecting teachers, how often do you source teachers from each of the following? (*n* = 1,651)

	Weighted Percentage			
	Never	Rarely	Frequently	Always
Undergraduate program with [one] semester or less of student teaching	15	32	43	9
Undergraduate program with [a] full year or more of student teaching or residency	9	25	50	16
Post-baccalaureate program with [one] semester or less of student teaching	12	38	42	8
Post-baccalaureate program with [one] year or more of student teaching or residency	10	32	48	10
Post-baccalaureate alternative certification	14	48	34	4
Other	49	16	21	14

63. What are the top three things you consider to be most important when hiring new teachers for your school? (*n* = 1,650)

	Weighted Percentage			
	Not in Top 3	1st Choice	2nd Choice	3rd Choice
Whether the teacher attended a traditional teacher preparation program	93	2	3	3
Whether the teacher attended an alternative certification teacher preparation program	99	0	0	0
Whether the teacher's certification aligns with areas of need at my school	46	22	19	14
The teacher's years of teaching experience	77	4	9	10
Whether the teacher has a master's degree or higher	98	0	0	1
Whether the teacher majored (as an undergraduate) in the subject they will be teaching	85	5	5	5
Whether the teacher is National Board certified	99	0	0	0
The diversity of the educator workforce at my school	80	4	7	9

	Weighted Percentage			
	Not in Top 3	1st Choice	2nd Choice	3rd Choice
How well the teacher's mindset aligns with the [school's] vision and culture	18	44	23	16
How well the teacher seems to get along with their prospective colleagues	77	2	7	14
How well the teacher seems to get along with their prospective students	69	7	13	12
The teacher's experience with remote or hybrid teaching	99	0	1	1
The teacher's experience with managing student behavior	66	8	13	14
Other	96	1	1	2

NOTE: Respondents were instructed to "select the top 3" considerations.

64. What are the top three things you consider to be most important when hiring new *mathematics teachers for your school*? (*n* = 1,648)

	Weighted Percentage			
	Not in Top 3	1st Choice	2nd Choice	3rd Choice
Whether the teacher attended a traditional teacher preparation program	93	2	3	3
Whether the teacher attended an alternative certification teacher preparation program	99	0	1	0
Whether the teacher's certification aligns with areas of need at my school	48	23	17	12
Whether the teacher majored in math as an undergraduate	80	8	8	5
The teacher's years of teaching experience	73	7	10	11
Whether the teacher has a master's degree (or higher) in mathematics	94	2	2	2
Whether the teacher has an undergraduate degree in mathematics	81	8	6	5
Whether the teacher is National Board certified	99	0	0	0
The diversity of the educator workforce at my school	87	2	4	7
How well the teacher's mindset aligns with the school vision and culture	27	33	23	17
How well the teacher seems to get along with their prospective colleagues	83	3	5	9
How well the teacher seems to get along with their prospective students	70	6	11	13
The teacher's experience with remote or hybrid teaching	99	0	0	1
The teacher's experience with managing student behavior	74	5	9	12
Other	95	2	1	2

NOTE: Respondents were instructed to "select the top 3" considerations.

65. Of the following practices that could benefit all principals, which three do you believe would be most effective to *recruit* more people of color into the principalship? ($n = 1,648$)

	Weighted Percentage			
	Not in Top 3	**1st Choice**	**2nd Choice**	**3rd Choice**
Offer financial incentives e.g., scholarships, tax breaks, or loan forgiveness)	84	6	6	5
Train sitting school leaders to identify and recruit promising teachers or other school staff of color into principal preparation programs	77	6	7	10
Emphasize equity and culturally responsive school leadership more strongly within principal preparation programs	76	8	8	8
Access to data to identify promising teachers or other school staff of color	91	3	3	3
Provide more leadership opportunities to teachers or other school staff of color	69	12	9	9
Eliminate or de-emphasize academic admissions standards for principal preparation programs	98	0	1	1
Subsidize principal license exam fees	97	1	1	1
Create peer groups for prospective principals of color within principal preparation programs	85	4	5	6
Provide signing bonuses, more paid time off, or other financial incentives to prospective principals of color	91	3	3	3
Match novice principals of color with a mentor principal of color	87	3	5	5
Expand alternative pathways to the principalship	89	4	3	4
Incentivize principal preparation programs to recruit candidates of color and help retain them through completion	85	4	5	5
Create principal candidate residencies where principals-in-training work as an apprentice with a mentor principal for a year while completing coursework at a partner program; the apprentice receives a stipend and tuition assistance in exchange for a commitment to work as a principal for a set number of years	69	12	11	9
Encourage development of partnerships between districts and principal preparation programs to allow for greater collaboration and alignment in the recruitment and selection process	71	10	10	9
Other	98	1	0	1

NOTE: Respondents were instructed to "select the top 3."

66. How much do you agree or disagree with the following statement? The teacher hiring committee and school leaders at my school are making a significant effort to ensure that our teaching staff is racially and ethnically diverse. (*n* = 1,644)

	Weighted Percentage
Strongly agree	33
Somewhat agree	44
Somewhat disagree	11
Strongly disagree	6
I don't know	6

67. What proportion of your school hiring committee is people of color? (*n* = 1,644)

	Weighted Percentage
None	24
1%–25%	40
25%–50%	11
51%–75%	6
76%–100%	5
I don't know	2
N/A—We do not have a school hiring committee	12

68. On average, how long does it take to hire a new teacher in your school, from start (when you post the position) to finish (when the candidate accepts the formal job offer)? (*n* = 1,642)

	Weighted Percentage
1 week or less	5
More than [a] week but less than a month	38
About a month	33
More than a month but less than 3 months	20
3–6 months	3
More than 6 months	0
I don't know	1

69. Do you have vacant teaching or staff positions at your school this school year (2021–2022) in any of the following roles? (*n* = 1,642)

	Weighted Percentage		
	Yes	**No**	**I Don't Know**
Classroom teachers	54	45	1
Paraprofessionals	55	43	2
Teaching assistants	33	62	4
Student teachers	15	79	7

	Weighted Percentage		
	Yes	**No**	**I Don't Know**
Substitute teachers	74	24	2
Cafeteria workers	37	58	5
Custodians	43	54	3
Administrators (e.g., assistant principal)	11	87	2
Administrative staff	14	84	2
Other	32	42	26

70. Please indicate whether the following statements are true for the teaching or staff positions where you have vacancies this school year (2021–2022)? (n = 1,514)

	I have more vacant positions at my school this school year (2021–2022) than I did last year (2020–2021)	I am having a harder time filling vacant positions this school year (2021–2022) than I did last year (2020–2021)
Classroom teachers	67	77
Paraprofessionals	76	84
Teaching assistants	75	84
Student teachers	54	57
Substitute teachers	82	89
Cafeteria workers	75	82
Custodians	74	84
Administrators (e.g., assistant principal)	65	56
Administrative staff	64	62
Other	80	87

NOTE: Only respondents who indicated that they had vacant positions for each specific type of staff were instructed to respond to those types of staff in this item.

71. Why are there more vacant teaching positions (e.g., classroom teachers, substitutes, paraprofessionals, teaching assistants) at your school this year (2021–2022) than last year (2020–2021)? (*n* = 1,252)

	Weighted Percentage
We have expanded the number of teaching positions	16
More teaching staff have retired early	30
More teaching staff have resigned	42
Fewer people have applied for teaching positions	72
Fewer people accepted our job offers for teaching positions	33
We hired late in the season and couldn't finish background checks and processing	4
Teachers from my school have been reassigned to other schools	6
Teachers from my school have been pulled out of the classroom to teach virtually	3

	Weighted Percentage
Other	12
I don't know	3

NOTE: Respondents who indicated that they had vacant positions for paraprofessionals or teaching assistants *and* indicated that they had more vacant positions for paraprofessionals or teaching assistants in 2021–2022 than in 2020–2021 were instructed to respond to this item.

72. To what extent is each of the following a barrier to filling vacant teaching positions (e.g., classroom teachers, substitutes, paraprofessionals, teaching assistants) at your school this school year (2021–2022)? (*n* = 1465)

	Weighted Percentage				
	Condition Exists but Is Not a Barrier	Condition Exists and Is a Minor Barrier	Condition Exists and Is a Major Barrier	I Don't Know If This Is a Barrier	N/A— Condition Does Not Exist
My district's hiring process is too slow	14	23	19	3	41
Compensation, including salaries, pensions, and benefits, is too low	12	27	40	4	17
My district's hiring process starts too late in the school year	11	19	14	4	53
The candidates who apply are not qualified	15	34	28	4	19
My district's policies about [COVID-19] vaccination or masking are deterring applicants	17	9	3	9	62
I do not have enough autonomy to hire the candidates I prefer	12	13	7	2	65
There are not enough applicants for open positions	5	15	70	2	7
Other	5	9	25	13	48

NOTE: Respondents who indicated that they had vacant positions for paraprofessionals, teaching assistants, or teachers were instructed to respond to this item.

73. To what extent is each of the following a barrier to filling vacant *teaching positions* (e.g., classroom teachers, substitutes, paraprofessionals, teaching assistants) at your school this school year (2021–2022)? (*n* = 1,465)

	Weighted Percentage				
	Condition Exists but Is Not a Barrier	Condition Exists and Is a Minor Barrier	Condition Exists and Is a Major Barrier	I Don't Know If This Is a Barrier	N/A— Condition Does Not Exist
My district's hiring process is too slow	14	23	19	3	41
Compensation, including salaries, pensions, and benefits, is too low	12	27	40	4	17
My district's hiring process starts too late in the school year	11	19	14	4	53
The candidates who apply are not qualified	15	34	28	4	19
My district's policies about [COVID-19] vaccination or masking are deterring applicants	17	9	3	9	62
I do not have enough autonomy to hire the candidates I prefer	12	13	7	2	65
There are not enough applicants for open positions	5	15	70	2	7
Other	5	9	25	13	48

74. Would you say that your school is experiencing a shortage of teaching staff this school year (2021–2022)? A shortage of teaching staff means that you regularly do not have enough teaching staff to cover your classrooms. (*n* = 1,640)

	Weighted Percentage
Yes	54
No	45
I don't know	1

75. Why is your school experiencing a shortage of teaching staff this school year (2021–2022)? (*n* = 885)

	Weighted Percentage
More teachers are taking paid leave (e.g., sick, vacation, or personal days) than usual	50
More teachers are on extended medical leave than usual	34
We don't have enough substitute teachers	86
Teaching staff are quarantining due to exposure to COVID-19	43
We have lots of vacant teaching positions	35

	Weighted Percentage
Other	6
I don't know	2

NOTE: Respondents who indicated that their school was experiencing a shortage of teaching staff were instructed to respond to this item. Respondents were instructed to "select all that apply." Percentages will not sum to 100 percent.

Supports for Principals

76. Did you have access to or use any of the following supports and to what extent did they help you *enter your principal preparation program*? (*n* = 1,646)

	Weighted Percentage				
	I don't know if I had access to this	I did not have this but it would have been helpful	I did not have this and it would not have been helpful	I had this and it was not helpful	I had this and it was helpful
I was recruited into my principal preparation program.	18	38	16	4	24
I received a scholarship, or another financial subsidy I did not have to repay, to attend.	15	64	7	2	13
I received help with my application to my principal preparation program.	20	42	29	2	8
I knew someone who attended, graduated from, or worked at my principal preparation program.	15	30	12	9	34
I received a stipend and tuition assistance in exchange for a commitment to work as a principal for a set number of years.	16	69	8	1	6
I participated in student loan forgiveness programs or service scholarships in exchange for a commitment to be a principal for a set period of years.	18	63	11	1	7
The student body in my principal preparation program was racially and ethnically diverse.	16	33	9	8	33
My district paid for me to attend my principal preparation program.	14	64	7	1	13
Other	54	19	5	4	18

77. Did you have access to and use any of the following supports and to what extent did they help you *complete your principal preparation program*? (*n* = 1,642)

	Weighted Percentage				
	I don't know if I had access to this	I did not have this but it would have been helpful	I did not have this and it would not have been helpful	I had this and it was not helpful	I had this and it was helpful
My principal preparation program had peer groups for prospective principals who shared my racial or ethnic background.	18	35	16	6	25
My principal preparation program had peer groups for prospective principals.	11	39	8	6	36
My principal preparation program matched me with a mentor principal who shared my racial or ethnic background.	16	41	20	6	17
My principal preparation program matched me with a mentor principal.	10	46	8	6	30
I participated in a principal residency in which I worked as a principal in training with a mentor principal while completing coursework at a partner university.	13	47	11	4	25
My principal preparation program provided wraparound supports such as transportation or childcare.	21	47	28	1	3
I received individualized coaching in my principal preparation program.	9	46	7	5	33
Other	43	30	7	4	16

78. Have you ever had access to any of the following working conditions or supports and to what extent have they helped you *persist in* the principalship? (*n* = 1,640)

	Weighted Percentage				
	I don't know if I had access to this	I do not have this but it would be helpful	I did not have this and it would not be helpful	I have this and it is not helpful	I had this and it is helpful
In my first year of the principalship, I was matched with a mentor principal who shared my racial or ethnic background.	10	37	17	7	29
In my first year of the principalship, I was matched with a mentor principal.	6	39	4	8	42
My district offers professional development to help principals examine and reflect on their own biases.	7	33	6	6	47
My district requires cultural competency or anti-racist training for all teachers and all school administrators.	13	37	8	5	37
I feel like I belong in my school.	2	6	1	3	87
I have strong positive relationships with other administrators in my school.	2	8	2	3	85
My district administrators support my decisions.	3	12	2	4	80
I receive individual coaching provided by my district.	8	42	7	4	39
Other	42	23	7	28	0

79. Have you ever had access to or used any of the *pay-related supports* and to what extent have they helped you *persist in* the principalship? (*n* = 1,641)

	Weighted Percentage				
	I don't know if I had access to this	I do not have this but it would be helpful	I did not have this and it would not be helpful	I have this and it is not helpful	I have this and it is helpful
A signing bonus when I started the principalship	11	76	10	0	2
Financial incentives for student gains on tests or student work	13	44	35	3	6
Financial incentives to work in high-needs schools	14	63	15	2	6
Other	36	35	11	4	14

80. How long did the application process for your current principal position take, from start (i.e., when you applied for the position) to finish (i.e., when you received the formal job offer)? (*n* = 1,641)

	Weighted Percentage
1 week or less	15
More than [a] week but less than a month	30
About a month	27
More than a month but less than 3 months	20
3–6 months	5
More than 6 months	3

81. Is being a principal your first career? (*n* = 1,641)

	Weighted Percentage
Yes, being a principal is my first career	4
I had another career *in K–12 education* before I became a principal	88
I had another career *outside of K–12 education* before I became a principal	8
I don't know	0

82. Which of the following principal preparation programs did you complete? (*n* = 1,641)

	Weighted Percentage
N/A—I did not participate in a principal preparation program before becoming a principal	4
University-based program	90
Alternative certification program (e.g., TNTP, New Leaders, Relay, or a training program run by your school district)	7
Other	2

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

83. What were your top three reasons for choosing an alternative certification program? (*n* = 120)

	Weighted Percentage			
	Not in Top 3	1st Choice	2nd Choice	3rd Choice
It was less expensive than a university-based program	54	20	17	10
I was recruited into the alternative certification program	71	7	11	11
It included more clinical practice or apprenticing than a university-based program	73	9	9	10
The student body was more diverse	94	1	1	4
It included mentoring by an experienced principal	67	7	8	18

	Weighted Percentage			
	Not in Top 3	**1st Choice**	**2nd Choice**	**3rd Choice**
It was the only program where I was accepted	95	1	3	1
It allowed me to get a job as a principal faster than a university-based program	52	17	20	11
It subsidized my principal license exam fees	93	3	2	1
I would be placed in a principal job when I finished the program	83	4	4	9
My district paid for me to participate in the alternative certification program	66	13	14	6
My district runs the alternative certification program	75	10	7	7
Other	76	9	4	11

NOTE: Respondents who indicated that they completed an alternative certification program were instructed to respond to this item. Respondents were instructed to "select the top 3" reasons.

84. As part of your principal preparation, how much clinical practice or apprenticing did you do? Clinical practice or apprenticing means that your observed a more experienced principal or that your first year of school leadership was supervised by a more experienced principal. (*n* = 1,641)

	Weighted Percentage
Less than 1 month	16
More than 1 month but less than 6 months	29
More than 6 months but less than a year	17
1 year or more	22
I did not student teach	16

85. How often have you experienced negative treatment because of your actual or perceived race or ethnicity in the following settings during your principal preparation and career? *Negative treatment* means lack of courtesy or respect, offensive language, harassment, or microaggressions. (*n* = 1,640)

	Weighted Percentage			
	Never	**A Few Times, but Less Than Monthly**	**About Monthly**	**Once per Week or More**
During my principal preparation program	88	9	3	1
While I was interviewing for principal jobs	84	12	2	1
Since I have been employed as a principal throughout my career	60	31	6	4
Since I have been employed as a principal *at this school*	65	25	7	3

86. How much do you disagree or agree with the following statements? ($n = 1{,}640$)

	Weighted Percentage				
	Strongly Disagree	Disagree	Agree	Strongly Agree	I Don't Know
The job of the public school principal has gotten harder over the past decade.	3	1	11	84	2
Schools have been expected to do more and more over the past decade.	2	0	8	89	1

Abbreviations

ACT	American College Testing
AEP	American Educator Panels
ASLP	American School Leader Panel
ATP	American Teacher Panel
CCD	Common Core of Data
ELL	English language learner
FAFSA	Free Application for Federal Student Aid
LTS	Learn Together Survey(s)
NCES	National Center for Education Statistics
SAT	Scholastic Aptitude Test
SEL	social and emotional learning
SWD	students with disabilities

References

Bill & Melinda Gates Foundation, "YouthTruth Survey," shared with RAND researchers, November 2020.

Bridgeland, John, Mary Bruce, and Arya Hariharan, *The Missing Piece: A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools*, Chicago, Ill.: Collaborative for Academic, Social, and Emotional Learning, 2013.

Dawson, Heather, and LaRon Scott, "Teaching Students with Disabilities Efficacy Scale: Development and Validation," *Inclusion*, Vol. 1, No. 3, 2013, pp. 181–196.

Doan, Sy, David Grant, Daniella Henry, Julia H. Kaufman, Rebecca Ann Lawrence, Andrea Prado Tuma, Claude Messan Setodji, Laura Stelitano, Ashley Woo, and Christopher J. Young, *American Instructional Resources Surveys: 2020 Technical Documentation and Survey Results*, Santa Monica, Calif.: RAND Corporation, RR-A134-4, 2020. As of September 19, 2022:
https://www.rand.org/pubs/research_reports/RRA134-4.html

Enochs, Larry G., Phillip L. Smith, and DeAnn Huinker, "Establishing Factorial Validity of the Mathematics Teaching Efficacy Beliefs Instrument," *School Science and Mathematics*, Vol. 100, No. 4, April 2000, pp. 194–202.

Johnston, William R., Laura S. Hamilton, David Matthew Grant, Claude Messan Setodji, Christopher Joseph Doss, and Christopher J. Young, *Learn Together Surveys: 2019 Technical Documentation and Survey Results*, Santa Monica, Calif.: RAND Corporation, RR-4332-BMGF, 2020. As of July 26, 2022:
https://www.rand.org/pubs/research_reports/RR4332.html

National Center for Education Statistics, "National Teacher and Principal Survey," webpage, undated. As of September 19, 2022:
https://nces.ed.gov/surveys/ntps/question1718.asp

National Center for Education Statistics, "2020–21 Common Core of Data (CCD) Preliminary Files," data files, June 2021. As of September 19, 2022:
https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2021122rev

NCES—*See* National Center for Education Statistics.

Robbins, Michael W., and David Matthew Grant, *RAND American Educator Panels Technical Description*, Santa Monica, Calif.: RAND Corporation, RR-3104-BMGF, 2020. As of July 26, 2022:
https://www.rand.org/pubs/research_reports/RR3104.html

Schwartz, Heather L., Laura S. Hamilton, Susannah Faxon-Mills, Celia J. Gomez, Alice Huguet, Lisa H. Jaycox, Jennifer T. Leschitz, Andrea Prado Tuma, Katie Tosh, Anamarie A. Whitaker, and Stephani L. Wrabel, *Early Lessons from Schools and Out-of-School Time Programs Implementing Social and Emotional Learning: Executive Summary*, Santa Monica, Calif.: RAND Corporation, RR-A379-3, 2020. As of July 26, 2022:
https://www.rand.org/pubs/research_reports/RRA379-3.html

Steiner, Elizabeth D., Sy Doan, Ashley Woo, Allyson D. Gittens, Rebecca Ann Lawrence, Lisa Berdie, Rebecca L. Wolfe, Lucas Greer, and Heather L. Schwartz, *Restoring Teacher and Principal Well-Being Is an Essential Step for Rebuilding Schools: Findings from the State of the American Teacher and State of the American Principal Surveys*, Santa Monica, Calif.: RAND Corporation, RR-A1108-4, 2022. As of June 15, 2022:
https://www.rand.org/pubs/research_reports/RRA1108-4.html

Steiner, Elizabeth D., Laura S. Hamilton, John F. Pane, Jonathan Schweig, Laura Stelitano, Joseph D. Pane, and Sophie Meyers, *Building and Sustaining Innovative High Schools: Findings from the Opportunity by Design Study*, Santa Monica, Calif.: RAND Corporation, RR-A322-3, 2020. As of July 26, 2022:
https://www.rand.org/pubs/research_reports/RRA322-3.html

Steiner, Elizabeth D., and Ashley Woo, *Job-Related Stress Threatens the Teacher Supply: Key Findings from the 2021 State of the U.S. Teacher Survey*, Santa Monica, Calif.: RAND Corporation, RR-A1108-1, 2021. As of July 29, 2021:
https://www.rand.org/pubs/research_reports/RRA1108-1.html

Stelitano, Laura, Rachel Perera, and William R. Johnston, *Supporting Students with High-Incidence Disabilities in U.S. Schools: National Findings from the American Educator Panels*, Santa Monica, Calif.: RAND Corporation, RR-2992-BMGF, 2019. As of July 29, 2021:
https://www.rand.org/pubs/research_reports/RR2992.html

Young, Christopher J., Sy Doan, David Grant, Lucas Greer, Maria-Paz Fernandez, Elizabeth D. Steiner, and Matt Strawn, *Learn Together Surveys: 2021 Technical Documentation and Survey Results*, Santa Monica, Calif.: RAND Corporation, RR-A827-2, 2021. As of July 26, 2022:
https://www.rand.org/pubs/research_reports/RRA827-2.html

Young, Christopher J., David Grant, Laura S. Hamilton, Gerald P. Hunter, Claude Messan Setodji, and Matt Strawn, *Learn Together Surveys: 2020 Technical Documentation and Survey Results*, Santa Monica, Calif.: RAND Corporation, RR-A827-1, 2020. As of July 26, 2022:
https://www.rand.org/pubs/research_reports/RRA827-1.html