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# What's It Like To Be a Teacher in America Today?

*Public K-12 teachers are stressed about their jobs and few are optimistic about the future of education; many say poverty, absenteeism and mental health are major problems at their school*

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## How we did this

Pew Research Center conducted this study to better understand the views and experiences of public K-12 school teachers. The analysis in this report is based on an online survey of 2,531 U.S. public K-12 teachers conducted from Oct. 17 to Nov. 14, 2023. The teachers surveyed are members of RAND's American Teacher Panel, a nationally representative panel of public K-12 school teachers recruited through MDR Education. Survey data is weighted to state and national teacher characteristics to account for differences in sampling and response to ensure they are representative of the target population.

Here are the [questions used for this report](#), along with responses, and the survey [methodology](#).

## Terminology

**Low-poverty, medium-poverty** and **high-poverty schools** are based on the percentage of students eligible for free and reduced-price lunch, as reported by the National Center for Education Statistics (less than 40%, 40%-59% and 60% or more, respectively).

**Secondary schools** include both middle schools and high schools.

All references to party affiliation include those who lean toward that party. Republicans include those who identify as Republicans and those who say they lean toward the Republican Party. Democrats include those who identify as Democrats and those who say they lean toward the Democratic Party.

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# What's It Like To Be a Teacher in America Today?

*Public K-12 teachers are stressed about their jobs and few are optimistic about the future of education; many say poverty, absenteeism and mental health are major problems at their school*

Public K-12 schools in the United States face a host of challenges these days – from [teacher shortages](#) to the lingering effects of [COVID-19 learning loss](#) to [political battles over curriculum](#).

In the midst of all this, teachers express low levels of satisfaction with their jobs. In fact, they're much less satisfied than U.S. workers overall.

## Here's how public K-12 teachers are feeling about their jobs:

- 77% say their job is frequently stressful.
- 68% say it's overwhelming.
- 70% say their school is understaffed.
- 52% say they would not advise a young person starting out today to become a teacher.

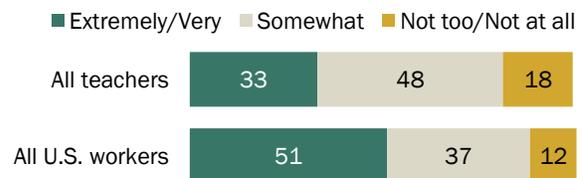
When it comes to how their students are doing in school, teachers are relatively downbeat about both academic performance and behavior.

## Here's how public K-12 teachers rate academic performance and behavior at their school:

- 48% say the academic performance of most students at their school is fair or poor. A third say it's good, and only 17% describe it as excellent or very good.
- 49% say the behavior of most students at their school is fair or poor; 35% say it's good and 13% say it's excellent or very good.

## Teachers are less satisfied with their jobs than U.S. workers overall

% of public K-12 teachers/U.S. workers saying that, overall, they are \_\_\_ satisfied with their job



Note: Shares of respondents who didn't offer an answer are not shown. Figures for U.S. workers are based on those who are not self-employed.

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023; Survey of U.S. workers conducted Feb. 6-12, 2023. "What's It Like To Be a Teacher in America Today?"

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The COVID-19 pandemic likely compounded these issues. About eight-in-ten teachers (among those who have been teaching for at least a year) say the lasting impact of the pandemic on students' behavior, academic performance and emotional well-being has been very or somewhat negative.

Assessments of student performance and behavior differ widely by school poverty level.<sup>1</sup> Teachers in high-poverty schools have a much more negative outlook. But feelings of stress and dissatisfaction among teachers are fairly universal, regardless of where they teach.

**Related:** [\*What Public K-12 Teachers Want Americans To Know About Teaching\*](#)

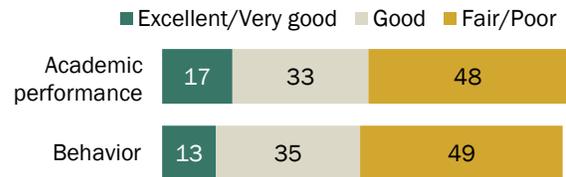
As they navigate these challenges, teachers don't feel they're getting the support or reinforcement they need from parents.

Majorities of teachers say parents are doing *too little* when it comes to holding their children accountable if they misbehave in school, helping them with their schoolwork and ensuring their attendance.

Teachers in high- and medium-poverty schools are more likely than those in low-poverty schools to say parents are doing too little in each of these areas.

## About half of teachers give students at their school low marks for academic performance and behavior

% of public K-12 teachers saying the \_\_\_ of most students at their school is ...



Note: Shares of respondents who didn't offer an answer are not shown.

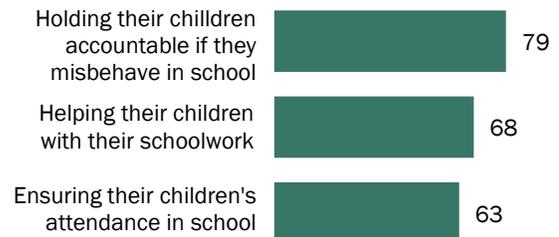
Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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## Most teachers see parents' involvement as insufficient

% of public K-12 teachers saying their students' parents do **too little** when it comes to each of the following



Note: Other responses included "Too much" and "About the right amount."

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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<sup>1</sup> Poverty levels are based on the percentage of students in the school who are eligible for free and reduced-price lunch.

These findings are based on a survey of 2,531 U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023, using the RAND American Teacher Panel.<sup>2</sup> The survey looks at the following aspects of teachers' experiences:

- Teachers' job satisfaction ([Chapter 1](#))
- How teachers manage their workload ([Chapter 2](#))
- Problems students are facing at public K-12 schools ([Chapter 3](#))
- Challenges in the classroom ([Chapter 4](#))
- Teachers' views of parent involvement ([Chapter 5](#))
- Teachers' views on the state of public K-12 education ([Chapter 6](#))

## Problems students are facing

We asked teachers about some of the challenges students at their school are facing. Three problems topped the list:

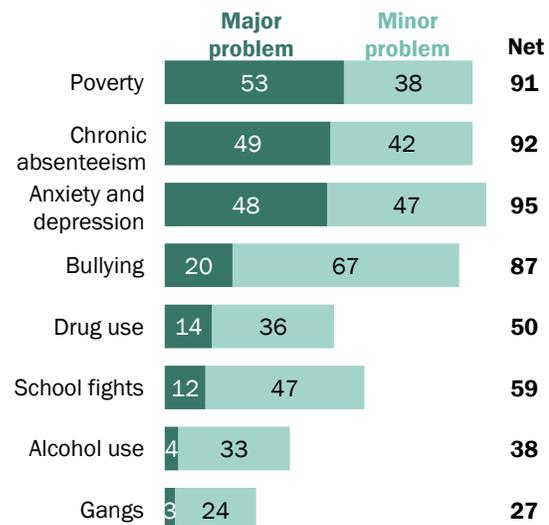
- Poverty (53% say this is a major problem among students who attend their school)
- Chronic absenteeism (49%)
- Anxiety and depression (48%)

**Poverty** cuts across the urban-rural divide, with roughly equal shares of teachers in urban schools (62%) and rural schools (60%) saying this is a major problem among their students. In suburban schools, a smaller share of teachers (42%) say the same.<sup>3</sup>

**Chronic absenteeism** (that is, students missing a substantial number of school days) is a particular challenge at high schools, with 61% of high school teachers saying this is a major problem where they teach. By comparison, 46%

## Poverty, chronic absenteeism and mental health stand out as major problems at public K-12 schools

*% of public K-12 teachers saying each of the following is a \_\_\_ among students who attend their school*



Note: The other response option for this question was "Not a problem." Figures may not add to subtotals due to rounding. Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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<sup>2</sup> For details, refer to the [Methodology](#) section of the report.

<sup>3</sup> Urban, suburban and rural schools are based on the location of the school as reported by the National Center for Education Statistics (rural includes town). Definitions match those used by the U.S. Census Bureau.

of middle school teachers and 43% of elementary school teachers say the same.

**Anxiety and depression** are viewed as a more serious problem at the secondary school level: 69% of high school teachers and 57% of middle school teachers say this is a major problem among their students, compared with 29% of elementary school teachers.

Fewer teachers (20%) view **bullying** as a major problem at their school, though the share is significantly higher among middle school teachers (34%).

## A look inside the classroom

We also asked teachers how things are going in their classroom and specifically about some of the issues that may get in the way of teaching.

- 47% of teachers say students **showing little or no interest in learning** is a major problem in their classroom. The share rises to 58% among high school teachers.
- 33% say students **being distracted by their cellphones** is a major problem. This is particularly an issue for high school teachers, with 72% saying this is a major problem.
- About one-in-five teachers say students **getting up and walking around** when they're not supposed to and **being disrespectful** toward them (21% each) are major problems. Teachers in elementary and middle schools are more likely than those in high schools to see these as challenges.

A majority of teachers (68%) say they've **experienced verbal abuse** from a student – such as being yelled at or threatened. Some 21% say this happens at least a few times a month.

Physical violence is less common. Even so, 40% of teachers say a student has **been violent toward them**, with 9% saying this happens at least a few times a month.

About two-thirds of teachers (66%) say that the current discipline practices at their school are very or somewhat mild. Only 2% say the discipline practices at their school are very or somewhat harsh, while 31% say they are neither harsh nor mild. Most teachers (67%) say teachers themselves don't have enough influence in determining discipline practices at their school.

### Behavioral issues and mental health challenges

In addition to their teaching duties, a majority of teachers (58%) say they have to address behavioral issues in their classroom every day. About three-in-ten teachers (28%) say they have to help students with mental health challenges daily.

In each of these areas, elementary and middle school teachers are more likely than those at the high school level to say they do these things on a daily basis.

And teachers in high-poverty schools are more likely than those in medium- and low-poverty schools to say they deal with these issues each day.

### Cellphone policies and enforcement

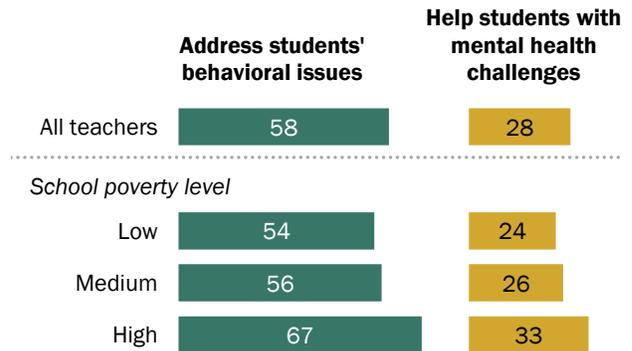
Most teachers (82%) say their school or district has policies regarding cellphone use in the classroom.

Of those, 56% say these policies are at least somewhat easy to enforce, 30% say they're difficult to enforce, and 14% say they're neither easy nor difficult to enforce.

Experiences with cellphone policies vary widely across school levels. High school teachers (60%) are much more likely than middle school

### Two-thirds of teachers in high-poverty schools say they have to address students' behavioral issues daily

*% of public K-12 teachers saying they have to do each of the following at work every day*

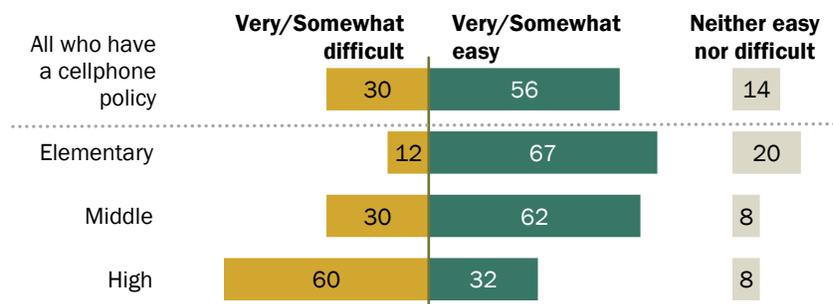


Note: Low-, medium- and high-poverty schools are based on the percentage of students eligible for free and reduced-price lunch (less than 40%, 40%-59% and 60% or more). Other response options included "A few times a week," "A few times a month," "Rarely" and "Never."  
 Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.  
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### Most high school teachers say cellphone policies are hard to enforce

*Among public K-12 teachers who say their school or district has policies regarding students' use of cellphones in the classroom, % saying it is \_\_\_ for them to enforce these policies*



Note: Shares of respondents who didn't offer an answer are not shown.  
 Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.  
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(30%) and elementary school teachers (12%) to say the policies are difficult to enforce (among those who say their school or district has a cellphone policy).

## How teachers are experiencing their jobs

Thinking about the various aspects of their jobs, teachers are *most* satisfied with their relationship with other teachers at their school (71% are extremely or very satisfied).

They're *least* satisfied with how much they're paid – only 15% are extremely or very satisfied with their pay, while 51% are not too or not at all satisfied.

Among teachers who don't plan to retire or stop working this year, 29% say it's at least somewhat likely they will look for a new job in the 2023-24 school year. Within that group, 40% say they would look for a job outside of education, 29% say they'd seek a non-teaching job in education, and only 18% say they'd look for a teaching job at another public K-12 school.

## Do teachers find their work fulfilling and enjoyable?

Overall, 56% of teachers say they find their job to be fulfilling extremely often or often; 53% say their job is enjoyable. These are significantly lower than the shares who say their job is frequently stressful (77%) or overwhelming (68%).

Positive experiences are more common among newer teachers. Two-thirds of those who've been teaching less than six years say their work is fulfilling extremely often or often, and 62% of this group says their work is frequently enjoyable.

Teachers with longer tenures are somewhat less likely to feel this way. For example, 48% of those who've been teaching for six to 10 years say their work is frequently enjoyable.

## Balancing the workload

Most teachers (84%) say there's not enough time during their regular work hours to do tasks like grading, lesson planning, paperwork and answering work emails.

Among those who feel this way, 81% say simply having too much work is a major reason.

Many also point to having to spend time helping students outside the classroom, performing non-teaching duties like lunch duty, and covering other teachers' classrooms as at least minor reasons they don't have enough time to get all their work done.

A majority of teachers (54%) say it's very or somewhat difficult for them to balance work and their personal life. About one-in-four (26%) say it's very or somewhat easy for them to balance these things, and 20% say it's neither easy nor difficult.

Among teachers, women are more likely than men to say work-life balance is difficult for them (57% vs. 43%). Women teachers are also more likely to say they often find their job stressful or overwhelming.

### How teachers view the education system

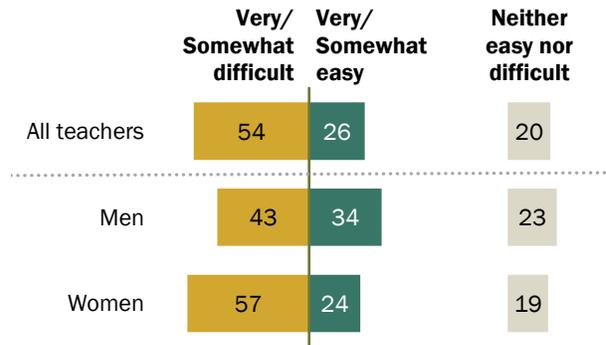
A large majority of teachers (82%) say the overall state of public K-12 education has gotten worse in the past five years.

And very few are optimistic about the next five years: Only 20% of teachers say public K-12 education will be a lot or somewhat better five years from now. A narrow majority (53%) say it will be worse.

Among teachers who think things have gotten worse in recent years, majorities say the current political climate (60%) and the lasting effects of the COVID-19 pandemic (57%) are major reasons. A sizable share (46%) also point to changes in the availability of funding and resources.

### A majority of teachers say it's difficult for them to achieve work-life balance

% of public K-12 teachers saying it is \_\_\_ for them to balance work and their personal life



Note: Shares of respondents who didn't offer an answer are not shown.

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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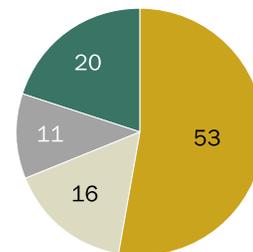
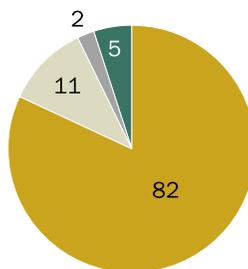
### Most teachers say public K-12 education has gotten worse over the past 5 years

% of public K-12 teachers saying ...

The overall state of public K-12 education has gotten \_\_\_ compared with five years ago

They expect the state of K-12 education to be \_\_\_ five years from now

■ Better ■ Worse ■ Neither better nor worse ■ Not sure/Refused



Note: Better includes response options "A lot better" and "Somewhat better." Worse includes response options "A lot worse" and "Somewhat worse."

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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**Related:** *About half of Americans say public K-12 education is going in the wrong direction.*

### **Which political party do teachers trust more to deal with educational challenges?**

On balance, more teachers say they trust the Democratic Party than say they trust the Republican Party to do a better job handling key issues facing the K-12 education system. But three-in-ten or more across the following issues say they don't trust *either* party:

- Shaping school curriculum (42% say they trust neither party)
- Ensuring teachers have adequate pay and benefits (35%)
- Making schools safer (35%)
- Ensuring adequate funding for schools (33%)
- Ensuring all students have equal access to high-quality K-12 education (31%)

A majority of public K-12 teachers (58%) identify or lean toward the Democratic Party. This is higher than the share among the general public (47%).

## 1. Teachers' job satisfaction

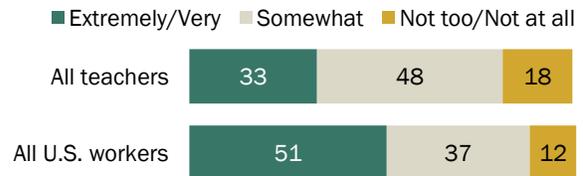
Only a third of teachers say they're extremely or very satisfied with their job overall. About half (48%) say they're somewhat satisfied, while 18% say they are not too or not at all satisfied with their job.

Compared with all U.S. workers (across different industries and occupations), teachers express much lower job satisfaction. [In a Center survey conducted in early 2023](#), 51% of all employed adults said they were extremely or very satisfied with their job overall.

Teachers' job satisfaction is fairly consistent across grade levels, though elementary school teachers are somewhat less likely than high school teachers to say they're extremely or very satisfied (30% vs. 36%). The share among middle school teachers is not significantly different from that of elementary or high school teachers.

### Teachers are less satisfied with their jobs than U.S. workers overall

*% of public K-12 teachers/U.S. workers saying that, overall, they are \_\_\_\_ satisfied with their job*



Note: Shares of respondents who didn't offer an answer are not shown. Figures for U.S. workers are based on those who are not self-employed.

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023; Survey of U.S. workers conducted Feb. 6-12, 2023. "What's It Like To Be a Teacher in America Today?"

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## Satisfaction with specific aspects of the job

When we asked teachers how satisfied they are with various aspects of their job, we found that teachers get the most satisfaction from their relationship with fellow teachers and the least satisfaction from how much they're paid.

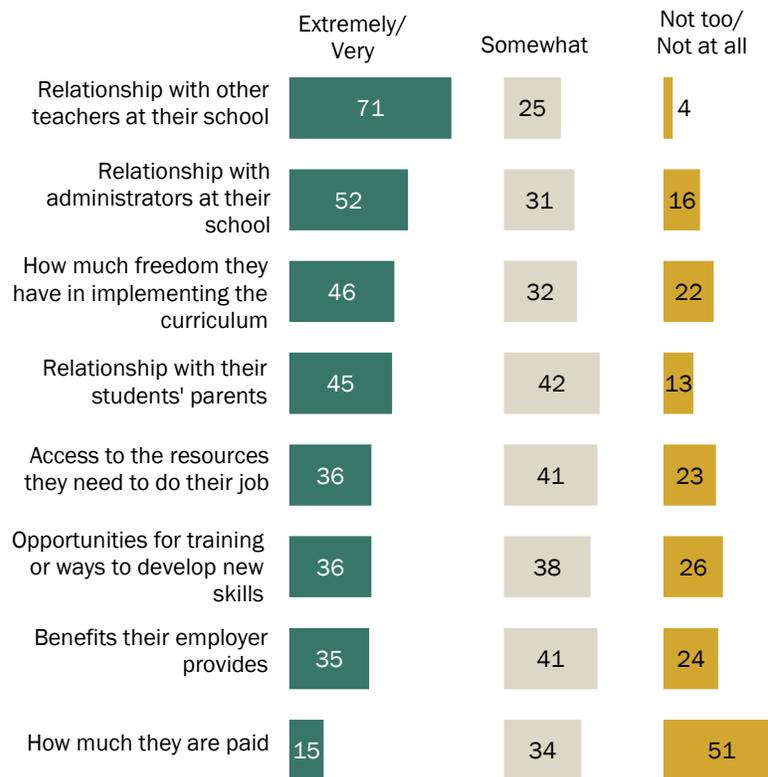
About seven-in-ten teachers (71%) are extremely or very satisfied with their relationship with other teachers at their school.

Between 45% and 52% are extremely or very satisfied with each of the following:

- Their relationship with administrators at their school (52%)
- How much freedom they have in implementing the curriculum (46%)
- Their relationship with their students' parents (45%)

### Teachers are highly satisfied with their relationships with fellow teachers; relatively few are satisfied with their pay

% of public K-12 teachers saying they are \_\_\_ satisfied with each of the following



Note: Shares of respondents who didn't offer an answer are not shown.

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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Fewer than four-in-ten are extremely or very satisfied with these aspects of their job:

- Access to the resources they need to do their job (36%)
- Opportunities for training or ways to develop new skills (36%)
- Benefits their employer provides (35%)

Only 15% are extremely or very satisfied with how much they are paid. And by far the highest level of *dissatisfaction* is over salary – 51% of teachers say they are not too or not at all satisfied with how much they are paid.

While views are largely consistent across groups of teachers and types of schools, there are some notable differences.

### **Differences by school level**

Elementary school teachers stand out as being less satisfied than middle and high school teachers with how much freedom they have in implementing curriculum.

About four-in-ten elementary school teachers (39%) say they are extremely or very satisfied with this aspect of their job, compared with 50% of middle school teachers and 53% of high school teachers.

Elementary school teachers are *more* satisfied than middle and high school teachers when it comes to their relationships with their students' parents: 55% are highly satisfied, compared with 38% of middle school teachers and 35% of high school teachers.

### **Differences by poverty level**

Teachers in low-poverty schools are more satisfied than those in medium- and high-poverty schools when it comes to their relationship with their students' parents: 51% are highly satisfied, compared with 39% and 40%, respectively.

And teachers in high-poverty schools are more likely than those in medium- and low-poverty schools to say they are *not* satisfied with how much freedom they have in implementing curriculum (30% vs. 22% and 17%, respectively, say they are not too or not at all satisfied).

Poverty levels are based on the percentage of students in the school who are eligible for free and reduced-price lunch.

## Do teachers feel trusted to do their job well?

Teachers are skeptical overall that the public trusts teachers to do a good job. Only 18% think most Americans trust public K-12 teachers a great deal or a fair amount to do their job well.

We also asked teachers how much trust they think their peers, administrators, students and students' parents have in them. Majorities think each group trusts them a great deal or a fair amount to do their job well. But they feel the least strongly about this when it comes to their students' parents.

About six-in-ten teachers (58%) say they think other teachers at their school trust them a great deal to do their job well. Some 53% say the same about their school administrators, and a similar share (52%) say this about their students.

The share saying their students' parents trust them a great deal to do their job well is significantly lower (30%).

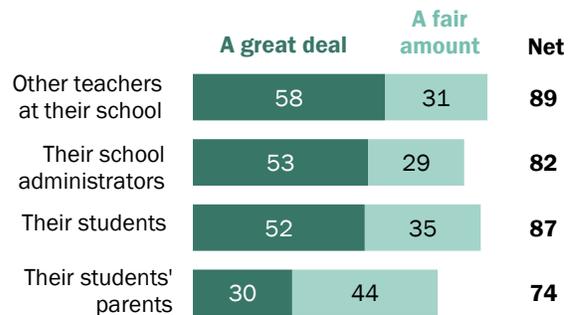
### Differences by school level

Elementary school teachers are more likely than middle and high school teachers to say their students and their students' parents trust them a great deal.

For example, 62% of elementary school teachers say they think their students trust

### Teachers feel more trusted by their peers, administrators and students than by students' parents

*% of public K-12 of teachers saying they think each of the following trusts them \_\_\_ to do their job well*



Note: Other responses included "Some," "Not much" and "Not at all."

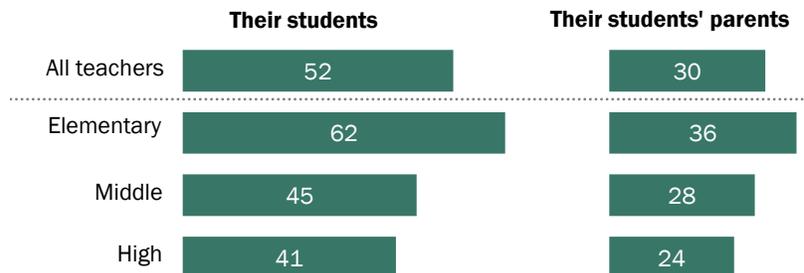
Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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### Elementary school teachers more likely than middle and high school teachers to say students and parents trust them to do their job well

*% of public K-12 teachers saying they think \_\_\_ trust them a great deal to do their job well*



Note: Other responses included "A fair amount," "Some," "Not much" and "Not at all."

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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them a great deal to do their job well, compared with 45% of middle school teachers and 41% of high school teachers.

## Likelihood that teachers will change jobs

We asked teachers to think about the future and assess how likely it is that they will look for a new job this school year. About three-in-ten teachers (29%) say it's at least somewhat likely they'll look for a new job, with 11% saying it is extremely or very likely they'll do this.

About seven-in-ten teachers (71%) say it's not too or not at all likely they'll look for a new job this year. (The 2% who say they're likely to retire or stop working in the next year are not included.)

Among teachers who say they may look for a new job, 40% say they're most likely to seek a job *outside* education. Roughly three-in-ten (29%) say they'll look for a non-teaching job in education, 18% say they'll look for a teaching job at another public K-12 school, and 2% say they'll look for a teaching job in a private school.

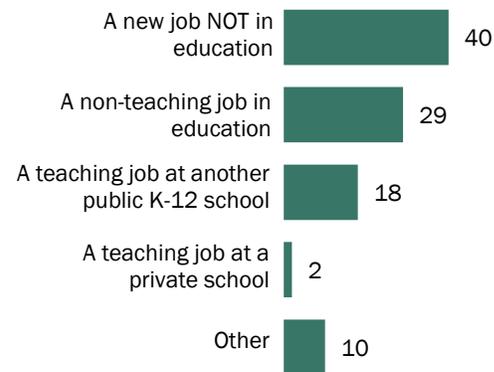
An additional 10% say it's most likely they will take some other path.

### About 3 in 10 teachers say they may look for a new job this school year

*% of public K-12 teachers saying it is \_\_\_ likely they will look for a new job in the 2023-24 school year*



*Among those who are likely to look for a new job, % saying they are most likely to look for ... \*\**



\* Excludes the 2% of teachers who say they will likely retire or stop working this school year.

\*\* Based on teachers who say they are extremely, very or somewhat likely to look for a new job this year.

Note: Shares of respondents who didn't offer an answer are not shown.

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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## Would teachers recommend teaching as a profession?

Teachers are about evenly split over whether they would advise a young person starting out today to become a teacher – 48% say they would, and 52% say they would not.

High school teachers are more likely than middle or elementary school teachers to say they'd advise a young person to become a teacher (56% vs. 46% and 43%, respectively).

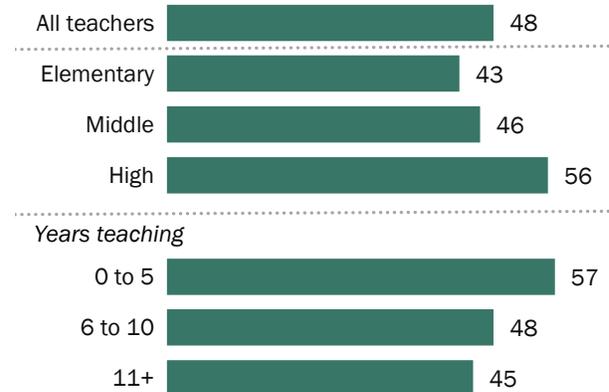
Teachers who are newer to the job have a different view on this than those who've been teaching for over a decade.

Among those who've been teaching for less than six years, 57% say they'd recommend teaching as a career. The share is significantly lower among those who've been teaching 11 years or more (45%).

For teachers who've been in the profession six to 10 years, the share (48%) is not significantly different from that of newer or more experienced teachers.

### About half of teachers say they would recommend teaching as a profession

*% of public K-12 teachers saying they **would advise** a young person starting out today to become a teacher*



Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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## 2. How teachers manage their workload

The vast majority of teachers say there's not enough time in the workday to accomplish all that's expected of them. Some 84% say they don't have enough time during their regular work hours to do tasks like grading, lesson planning, paperwork and answering emails.

### Reasons it's so hard to get everything done during the workday

We asked teachers who say they don't have enough time to get all their work done in their regular work hours about some of the possible underlying causes.

Most say simply having too much work is a major reason they don't have enough time to get everything done.

Smaller shares say these factors are major reasons:

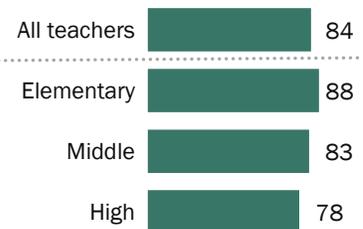
- Often having to perform non-teaching duties such as hallway or lunch duty (24%)
- Often spending time helping students outside class time (22%)
- Often having to cover for another teacher's class when they aren't available (16%)

Shares ranging from 51% to 72% say each of these is at least a minor reason they don't have enough time to get all their work done during regular work hours.

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### Over 8 in 10 teachers say there's not enough time in the day to get all their work done

*% of public K-12 teachers saying they do not have enough time during their regular work hours to do all their tasks\**



\* The question asked about tasks like grading, lesson planning, paperwork and answering work emails.

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

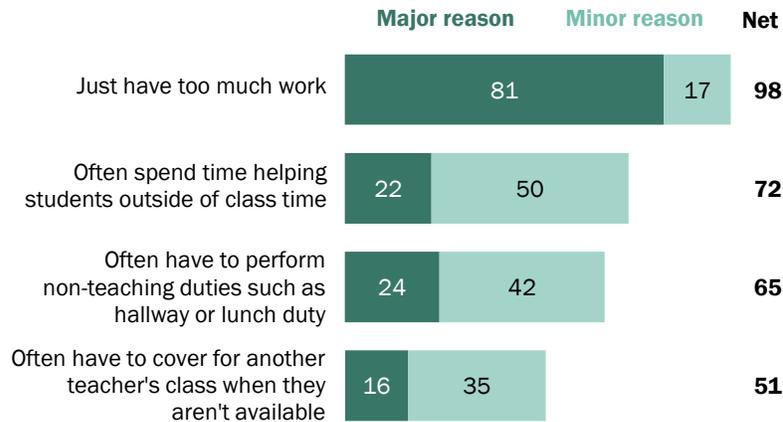
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## About 8 in 10 teachers who say they don't have enough time in their regular workday to get everything done say just having too much work is a major reason

Among public K-12 teachers who say they do not have enough time during their regular work hours to do all their tasks, % saying each of the following is a major/minor reason\*



\* The question asked about tasks like grading, lesson planning, paperwork and answering work emails.

Note: Figures may not add to subtotals due to rounding.

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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## Staffing issues

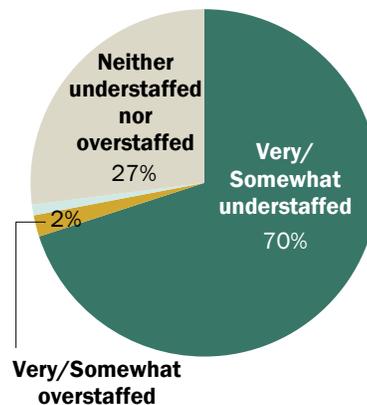
[Staffing shortages in K-12 public schools](#) have been widely reported. These shortages extend from classroom teachers to non-teaching staff. Seven-in-ten public K-12 teachers say their school is understaffed, with 15% saying it's very understaffed and 55% saying it's somewhat understaffed.

This pattern is consistent across elementary, middle and high schools.

Teachers in medium-poverty schools (18%) and high-poverty schools (19%) are more likely than those in low-poverty schools (11%) to say their school is *very* understaffed.

### 70% of teachers say their school is very or somewhat understaffed

*% of public K-12 teachers saying that, when it comes to the level of staffing at their school (both teaching and non-teaching staff), their school is ...*



Note: Share of respondents who didn't offer an answer is shown but not labeled.

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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## Balancing work and personal life

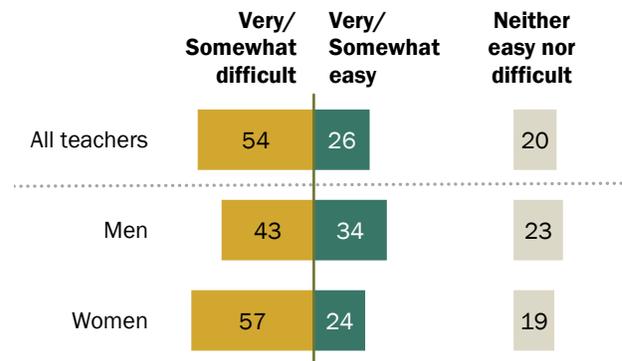
Given all of these challenges, it's not surprising that a majority of teachers (54%) say it's difficult for them to balance work and their personal life – 16% say this is very difficult, and 37% say it's somewhat difficult.

About one-in-four say it's very easy (6%) or somewhat easy (20%) for them to balance work and their personal life. And 20% say it's neither easy nor difficult.

Work-life balance is more difficult for teachers who are women than for those who are men (57% vs. 43% say this is very or somewhat difficult).

### A majority of teachers say it's difficult for them to achieve work-life balance

*% of public K-12 teachers saying it is \_\_\_ for them to balance work and their personal life*



Note: Shares of respondents who didn't offer an answer are not shown.

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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## How teachers experience their jobs

Large majorities of teachers say they find their job to be stressful (77%) and overwhelming (68%) extremely often or often.

Smaller majorities say their job is frequently fulfilling (56%) or enjoyable (53%).

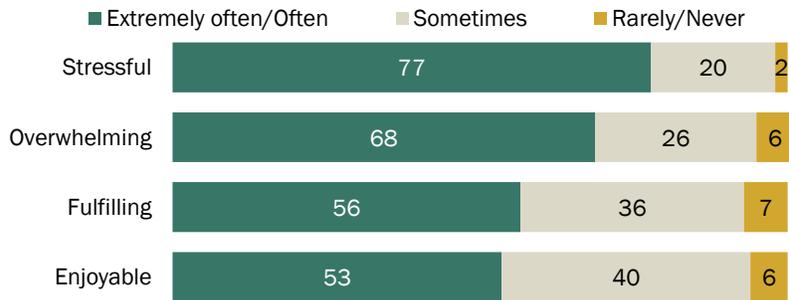
Among teachers, women are more likely than men to say their job is frequently stressful or overwhelming. For example, 74% of women teachers say they find teaching to be overwhelming extremely often or often, compared with 49% of men.

Feeling stressed or overwhelmed is also more common among elementary and middle school teachers than among high school teachers.

When it comes to experiencing positive emotions, teachers who are newer to the profession are more likely than those with longer tenures to say they frequently find their job to be fulfilling.

### Large majorities of teachers say their job is often stressful, overwhelming

% of public K-12 teachers saying they find their job to be each of the following ...

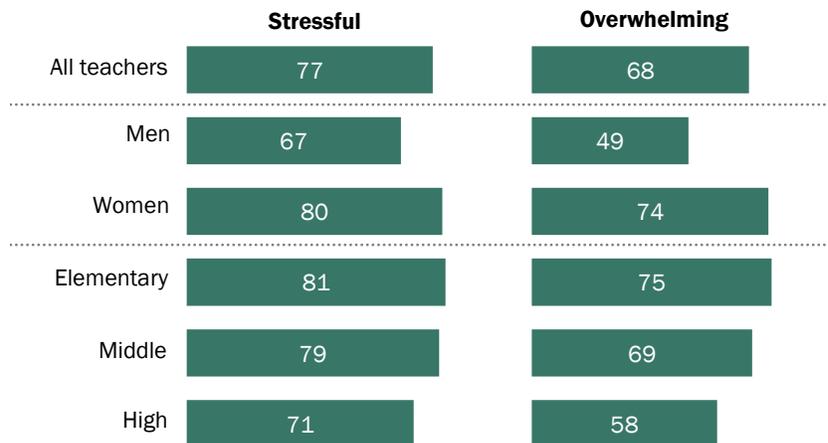


Note: Shares of respondents who didn't offer an answer are not shown.  
Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023. "What's It Like To Be a Teacher in America Today?"

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### Among teachers, women are more likely than men to say they often find their job stressful, overwhelming

% of public K-12 teachers saying they find their job to be **extremely often or often**



Note: Other responses included "Sometimes," "Rarely" and "Never."  
Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023. "What's It Like To Be a Teacher in America Today?"

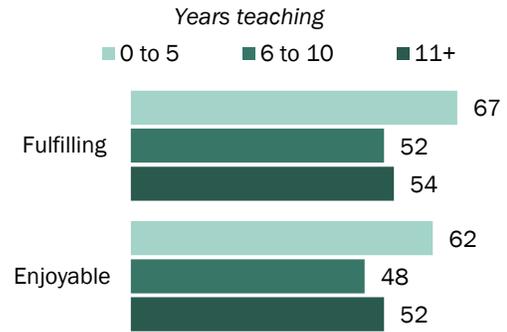
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Among those who've been teaching for less than six years, 67% say their job is fulfilling extremely often or often. This compares with 52% among those who've been teaching for six to 10 years, and 54% among those with more than 10 years of teaching experience.

Newer teachers are also more likely than those who've been in the profession for more than 10 years to say they frequently find their job to be enjoyable.

### Newer teachers more likely to say their job is often fulfilling, enjoyable

% of public K-12 teachers saying they find their job to be *extremely or very often*



Note: Other responses included "Sometimes," "Rarely" and "Never."  
Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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### 3. Problems students are facing at public K-12 schools

We asked teachers about how students are doing at their school. Overall, many teachers hold negative views about students' academic performance and behavior.

- **48% say the academic performance of most students at their school is fair or poor;** a third say it's good and only 17% say it's excellent or very good.
- **49% say students' behavior at their school is fair or poor;** 35% say it's good and 13% rate it as excellent or very good.

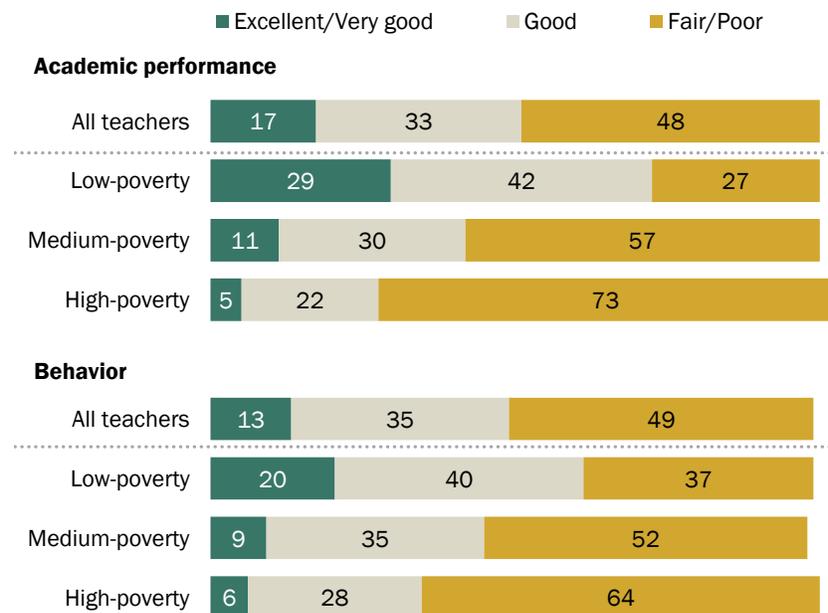
Teachers in elementary, middle and high schools give similar answers when asked about students' academic performance. But when it comes to students' behavior, elementary and middle school teachers are more likely than high school teachers to say it's fair or poor (51% and 54%, respectively, vs. 43%).

Teachers from high-poverty schools are more likely than those in medium- and low-poverty schools to say the academic performance and behavior of most students at their school are fair or poor.

The differences between high- and low-poverty schools are particularly striking. Most teachers from high-poverty schools say the academic performance (73%) and behavior (64%) of most students at their school are fair or poor. Much smaller shares of teachers from low-poverty schools say the same (27% for academic performance and 37% for behavior).

#### Many teachers hold negative views about students' academic performance and behavior

% of public K-12 teachers saying the \_\_\_ of most students at their school is...



Note: Shares of respondents who didn't offer an answer are not shown. Low-, medium- and high-poverty schools are based on the percentage of students eligible for free and reduced-price lunch (less than 40%, 40%-59% and 60% or more).

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023. "What's It Like To Be a Teacher in America Today?"

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In turn, teachers from low-poverty schools are far more likely than those from high-poverty schools to say the academic performance and behavior of most students at their school are excellent or very good.

## Lasting impact of the COVID-19 pandemic

Among those who have been teaching for at least a year, about eight-in-ten teachers say the lasting impact of the pandemic on students' behavior, academic performance and emotional well-being has been very or somewhat negative. This includes about a third or more saying that the lasting impact has been *very* negative in each area.

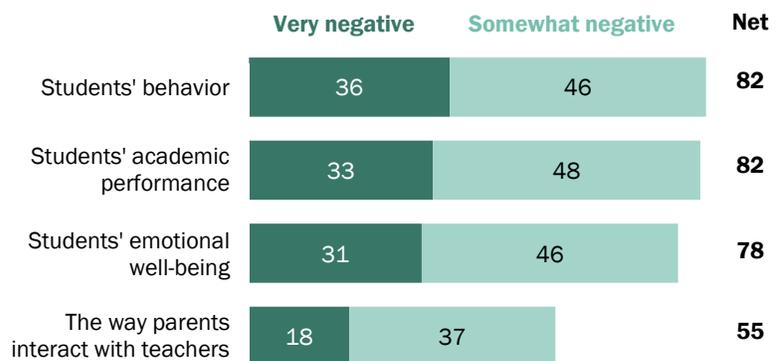
Shares ranging from 11% to 15% of teachers say the pandemic has had no lasting impact on these aspects of students' lives, or that the impact has been neither positive nor negative. Only about 5% say that the pandemic has had a positive lasting impact on these things.

A smaller majority of teachers (55%) say the pandemic has had a negative impact on the way parents interact with teachers, with 18% saying its lasting impact has been *very* negative.

These results are mostly consistent across teachers of different grade levels and school poverty levels.

### Most teachers say the pandemic has had a lasting negative impact on students' behavior, academic performance and emotional well-being

*% of public K-12 teachers saying the lasting impact of the COVID-19 pandemic on each of the following has been ...*



Note: Based on teachers who have been teaching for at least a year. Figures may not add to subtotals due to rounding. Other response options included "Neither positive nor negative," "Somewhat positive," "Very positive" and "There is no lasting impact."

Source: Survey of U.S. public K-12 teachers conducted Oct. 17- Nov. 14, 2023. "What's It Like To Be a Teacher in America Today?"

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## Major problems at school

When we asked teachers about a range of problems that may affect students who attend their school, the following issues top the list:

- Poverty (53% say this is a major problem at their school)
- Chronic absenteeism – that is, students missing a substantial number of school days (49%)
- Anxiety and depression (48%)

One-in-five say bullying is a major problem among students at their school. Smaller shares of teachers point to drug use (14%), school fights (12%), alcohol use (4%) and gangs (3%).

### Differences by school level

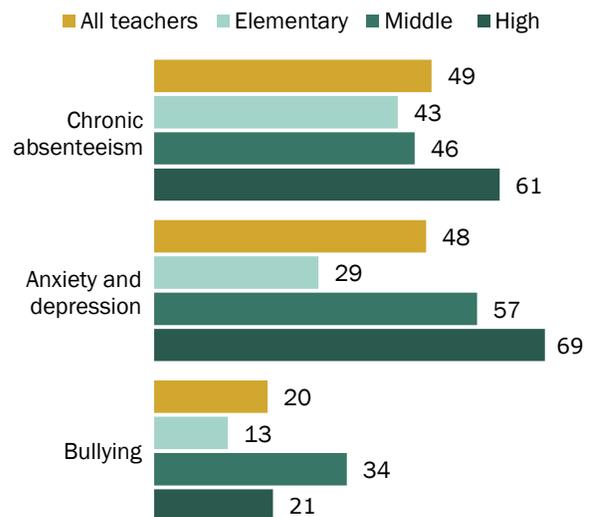
Similar shares of teachers across grade levels say poverty is a major problem at their school, but other problems are more common in middle or high schools:

- 61% of high school teachers say chronic absenteeism is a major problem at their school, compared with 43% of elementary school teachers and 46% of middle school teachers.
- 69% of high school teachers and 57% of middle school teachers say anxiety and depression are a major problem, compared with 29% of elementary school teachers.
- 34% of middle school teachers say bullying is a major problem, compared with 13% of elementary school teachers and 21% of high school teachers.

Not surprisingly, drug use, school fights, alcohol use and gangs are more likely to be viewed as major problems by secondary school teachers than by those teaching in elementary schools.

### High school teachers more likely to say chronic absenteeism, anxiety and depression are major problems

*% of public K-12 teachers saying each of the following is a **major problem** among students who attend their school*



Note: Only items identified by 20% or more teachers as a major problem with statistically significant differences across school levels are shown.

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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### Differences by poverty level

Teachers' views on problems students face at their school also vary by school poverty level.

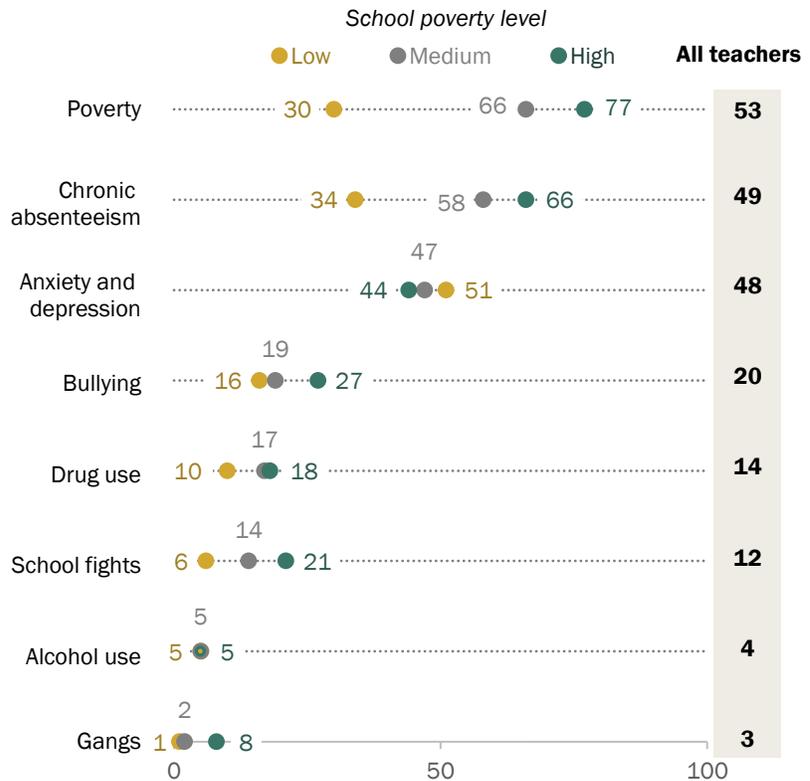
Majorities of teachers in high- and medium-poverty schools say chronic absenteeism is a major problem where they teach (66% and 58%, respectively). A much smaller share of teachers in low-poverty schools say this (34%).

Bullying, school fights and gangs are viewed as major problems by larger shares of teachers in high-poverty schools than in medium- and low-poverty schools.

When it comes to anxiety and depression, a slightly larger share of teachers in low-poverty schools (51%) than in high-poverty schools (44%) say these are a major problem among students where they teach.

### Majorities of teachers in medium- and high-poverty schools say chronic absenteeism is a major problem

*% of public K-12 teachers saying each of the following is a major problem among students who attend their school*



Note: Low-, medium- and high-poverty schools are based on the percentage of students eligible for free and reduced-price lunch (less than 40%, 40%-59% and 60% or more). Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023. "What's It Like To Be a Teacher in America Today?"

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## Discipline practices

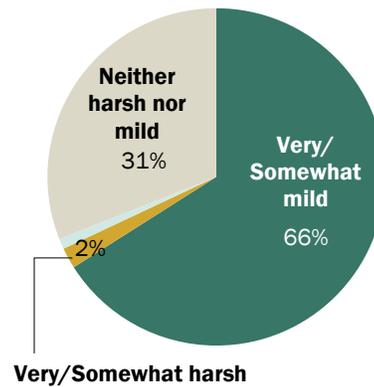
About two-thirds of teachers (66%) say that the current discipline practices at their school are very or somewhat mild – including 27% who say they’re *very* mild. Only 2% say the discipline practices at their school are very or somewhat harsh, while 31% say they are neither harsh nor mild.

We also asked teachers about the amount of influence different groups have when it comes to determining discipline practices at their school.

- 67% say teachers themselves don’t have enough influence. Very few (2%) say teachers have too much influence, and 29% say their influence is about right.
- 31% of teachers say school administrators don’t have enough influence, 22% say they have too much, and 45% say their influence is about right.
- On balance, teachers are more likely to say parents, their state government and the local school board have too much influence rather than not enough influence in determining discipline practices at their school. Still, substantial shares say these groups have about

## Majority of teachers say discipline practices at their school are mild

*% of public K-12 teachers saying that the current discipline practices at their school are ...*



Note: Share of respondents who didn’t offer an answer is shown but not labeled.

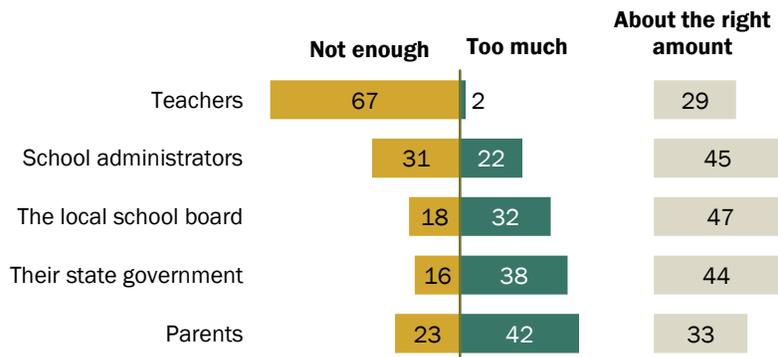
Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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## Two-thirds of teachers say they don’t have enough influence over discipline practices at their school

*% of public K-12 teachers saying each of the following have \_\_\_ influence when it comes to determining discipline practices at their school*



Note: Shares of respondents who didn’t offer an answer are not shown.

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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the right amount of influence.

Teachers from low- and medium-poverty schools (46% each) are more likely than those in high-poverty schools (36%) to say parents have *too much* influence over discipline practices.

In turn, teachers from high-poverty schools (34%) are more likely than those from low- and medium-poverty schools (17% and 18%, respectively) to say that parents *don't have enough* influence.

## 4. Challenges in the classroom

In addition to asking public K-12 teachers about issues they see at their school, we asked how much each of the following is a problem among students *in their classroom*:

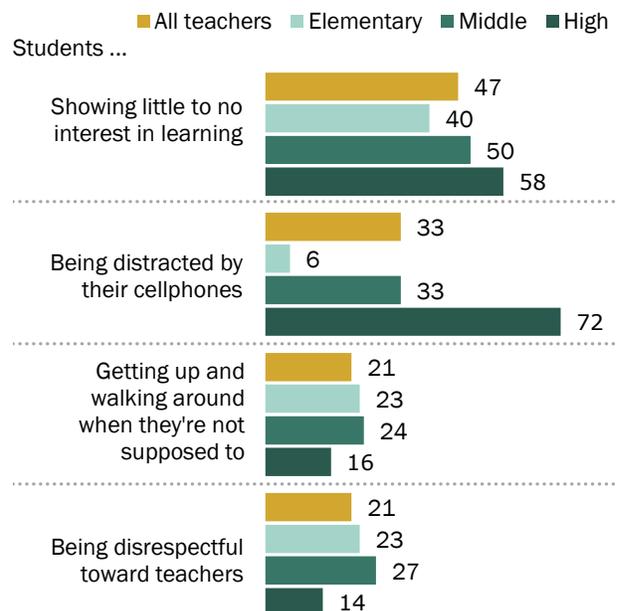
- Showing little to no interest in learning (47% say this is a major problem)
- Being distracted by their cellphones (33%)
- Getting up and walking around when they're not supposed to (21%)
- Being disrespectful toward the teacher (21%)

Some challenges are more common among high school teachers, while others are more common among those who teach elementary or middle school.

- **Cellphones:** 72% of high school teachers say students being distracted by their cellphones in the classroom is a major problem. A third of middle school teachers and just 6% of elementary school teachers say the same.
- **Little to no interest in learning:** A majority of high school teachers (58%) say students showing little to no interest in learning is a major problem. This compares with half of middle school teachers and 40% of elementary school teachers.
- **Getting up and walking around:** 23% of elementary school teachers and 24% of middle school teachers see students getting up and walking around when they're not supposed to as a major problem. A smaller share of high school teachers (16%) say the same.

### 72% of high school teachers say students being distracted by cellphones is a major problem

% of public K-12 teachers saying each of the following is a major problem in their classroom



Note: Other responses included "Minor problem" and "Not a problem."

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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- **Being disrespectful:** 23% of elementary school teachers and 27% of middle school teachers say students being disrespectful toward them is a major problem. Just 14% of high school teachers say this.

## Policies around cellphone use

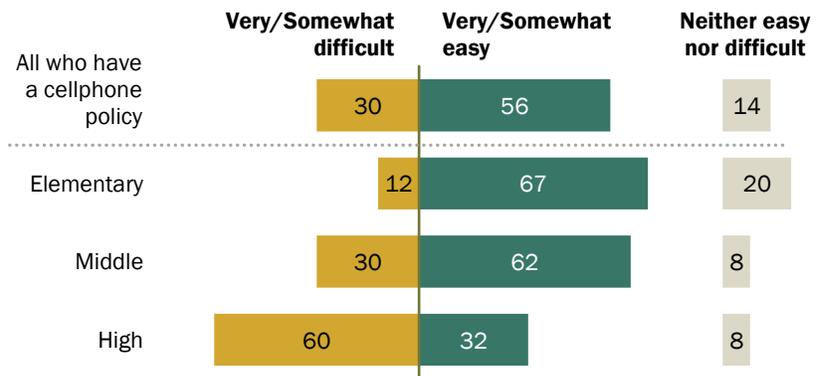
About eight-in-ten teachers (82%) say their school or district has policies regarding students' use of cellphones in the classroom. Of those, 56% say these policies are at least somewhat easy to enforce, 30% say they're difficult to enforce, and 14% say they're neither easy nor difficult to enforce.

High school teachers are the least likely to say their school or district has policies regarding students' use of cellphones in the classroom (71% vs. 84% of elementary school teachers and 94% of middle school teachers).

Among those who say there *are* such policies at their school, high school teachers are the most likely to say these are very or somewhat difficult to enforce. Six-in-ten high school teachers say this, compared with 30% of middle school teachers and 12% of elementary school teachers.

### Most high school teachers say cellphone policies are hard to enforce

*Among public K-12 teachers who say their school or district has policies regarding students' use of cellphones in the classroom, % saying it is \_\_\_ for them to enforce these policies*



Note: Shares of respondents who didn't offer an answer are not shown.

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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## Verbal abuse and physical violence from students

Most teachers (68%) say they have experienced verbal abuse from their students, such as being yelled at or verbally threatened. About one-in-five (21%) say this happens at least a few times a month.

Physical violence is far less common, but about one-in-ten teachers (9%) say a student is physically violent toward them at least a few times a month. Four-in-ten say this has *ever* happened to them.

### Differences by school level

Elementary school teachers (26%) are more likely than middle and high school teachers (18% and 16%) to say they experience verbal abuse from students a few times a month or more often.

And while relatively small shares across school levels say students are physically violent toward them a few times a month or more often, elementary school teachers (55%) are more likely than middle and high school teachers (33% and 23%) to say this has *ever* happened to them.

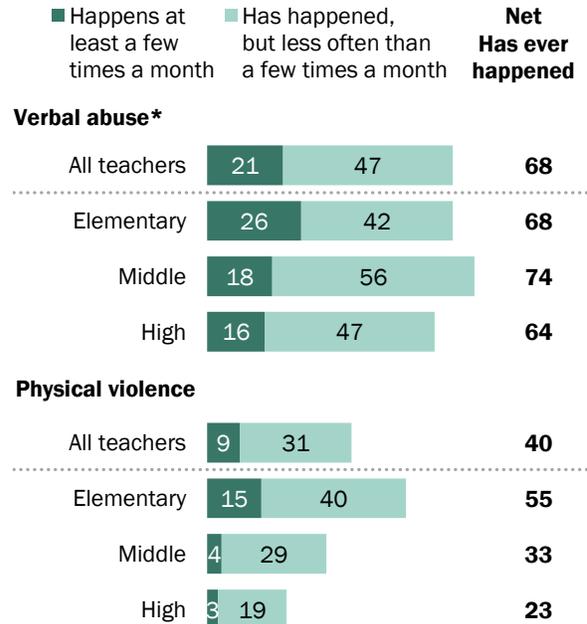
### Differences by poverty level

Among teachers in high-poverty schools, 27% say they experience verbal abuse from students at least a few times a month. This is larger than the shares of teachers in medium- and low-poverty schools (19% and 18%) who say the same.

Experiences with physical violence don't differ as much based on school poverty level.

### Most teachers say they have faced verbal abuse, 40% say a student has been physically violent toward them

% of public K-12 teachers saying they have experienced each of the following from a student



\* Such as being yelled at or verbally threatened.

Note: Figures may not add to subtotals due to rounding.

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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## Differences by gender

Teachers who are women are more likely than those who are men to say a student has been physically violent toward them. Some 43% of women teachers say this, compared with 30% of men.

There is also a gender difference in the shares of teachers who say they've experienced verbal abuse from students. But this difference is accounted for by the fact that women teachers are more likely than men to work in elementary schools.

## Addressing behavioral and mental health challenges

Eight-in-ten teachers say they have to address students' behavioral issues at least a few times a week, with 58% saying this happens *every day*.

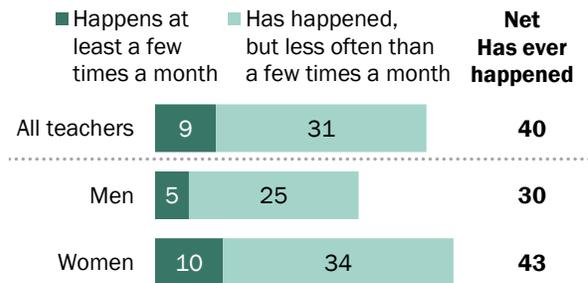
A majority of teachers (57%) also say they help students with mental health challenges at least a few times a week, with 28% saying this happens daily.

Some teachers are more likely than others to say they have to address students' behavior and mental health challenges on a daily basis. These include:

- **Women:** 62% of women teachers say they have to address behavior issues daily, compared with 43% of those who are men. And while 29% of women teachers say they have to help students with mental health challenges every day, a smaller share of men (19%) say the same.
- **Elementary and middle school teachers:** 68% each among elementary and middle school teachers say they have to deal with behavior issues daily, compared with 39% of high school teachers. A third of elementary and 29% of middle school teachers say they have to help students with mental health every day, compared with 19% of high school teachers.
- **Teachers in high-poverty schools:** 67% of teachers in schools with high levels of poverty say they have to address behavior issues on a daily basis. Smaller majorities of those in schools with medium or low levels of poverty say the same (56% and 54%). A third of teachers in high-

## Among teachers, women are more likely than men to say a student has been physically violent toward them

% of public K-12 teachers saying they have experienced a student being physically violent toward them



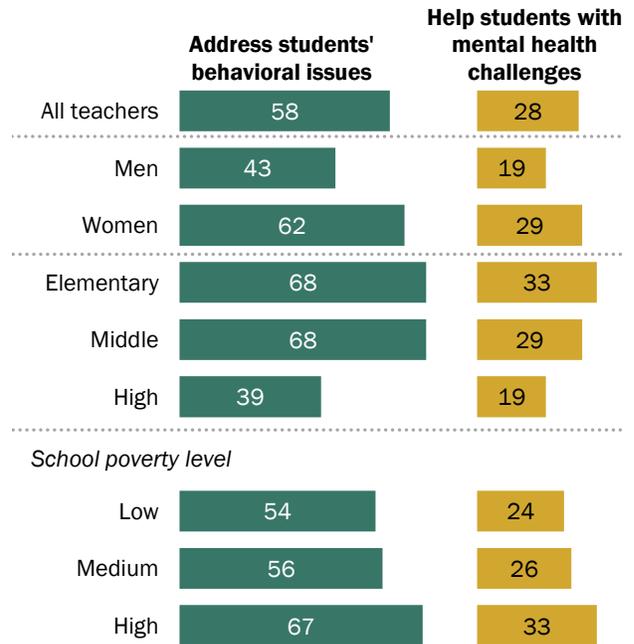
Note: Figures may not add to subtotals due to rounding.  
Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.  
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poverty schools say they have to help students with mental health challenges every day, compared with about a quarter of those in medium- or low-poverty schools who say they have this experience (26% and 24%).

**About 3 in 10 teachers say they help students with mental health challenges daily**

*% of public K-12 teachers saying they have to do each of the following at work **every day***



Note: Low-, medium- and high-poverty schools are based on the percentage of students eligible for free and reduced-price lunch (less than 40%, 40%-59% and 60% or more). Other response options included "A few times a week," "A few times a month," "Rarely" and "Never."

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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## 5. Teachers' views of parent involvement

The survey asked public K-12 teachers about the level of involvement they see from their students' parents.

Most teachers say parents do *too little* when it comes to:

- Holding their children accountable if they misbehave in school (79%)
- Helping their children with their schoolwork (68%)
- Ensuring their children's attendance in school (63%)

High school teachers (75%) are more likely than middle and elementary school teachers (60% and 56%) to say parents do too little to ensure their children's attendance.

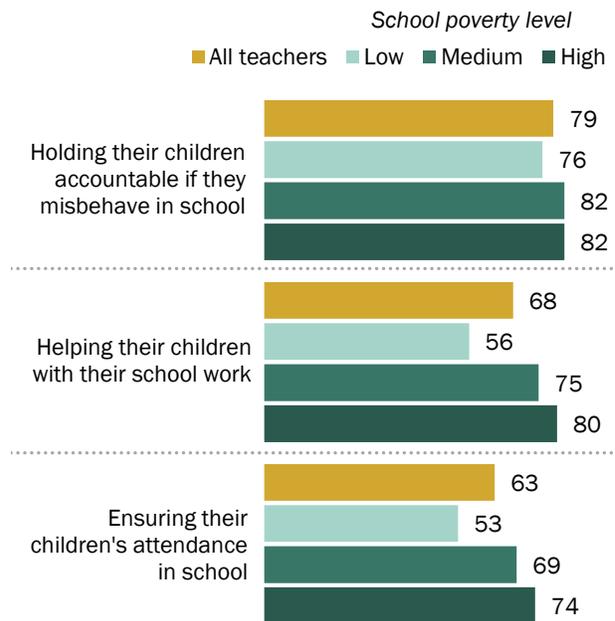
Larger shares of teachers in schools with medium or high levels of poverty than those in low-poverty schools say their students' parents do too little in each of these three areas.

Differences by school poverty level are particularly large when it comes to parents helping their children with schoolwork and ensuring their attendance.

Virtually no teachers (shares ranging from 1% to 4%) say parents do *too much* when it comes to each of these things. Shares ranging from 18% to 34% say parents do about the right amount.

### Most teachers see parent involvement as insufficient, but less so in low-poverty schools

% of public K-12 teachers saying their students' parents do *too little* when it comes to each of the following



Note: Low-, medium- and high-poverty schools are based on the percentage of students eligible for free and reduced-price lunch (less than 40%, 40%-59% and 60% or more). Other response options included "Too much" and "About the right amount."  
Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023.

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## Teachers' interactions with parents

Teachers report a mix of positive and negative interactions with their students' parents, though relatively small shares say parents contact them extremely often or often to express satisfaction or dissatisfaction.

Most (65%) say parents show appreciation for their efforts at least sometimes, with 24% saying this happens frequently.

Fewer than half say parents at least sometimes communicate in a disrespectful way (40%) or that parents contact them to express support for (37%) or disagreement with (24%) what they're teaching or things discussed in class. Shares ranging from 5% to 11% say these interactions happen frequently.

Elementary school teachers

are more likely than middle and high school teachers to say their students' parents frequently do each of the following:

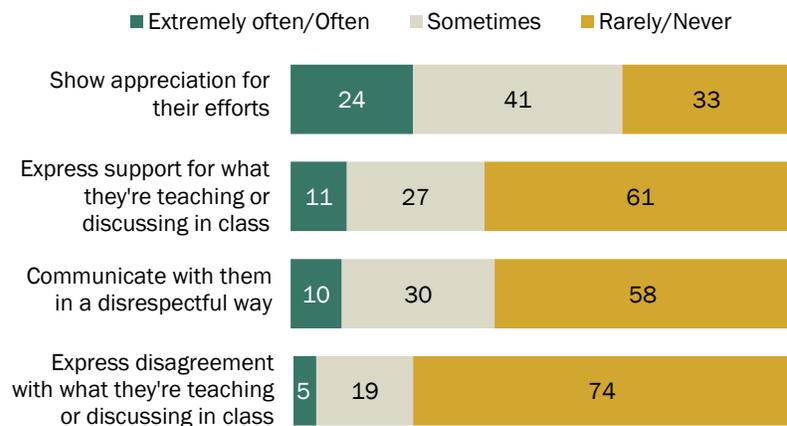
- Show appreciation for their efforts (31% of elementary school teachers vs. 20% of middle school teachers and 16% of high school teachers)
- Contact them to express support for what they are teaching or things discussed in class (16% vs. 7% and 5%)

### Physical violence from parents

While teachers report that parents can sometimes be disrespectful toward them, it's uncommon for parents to get violent: 91% of teachers say they've never experienced a student's parent being physically violent toward them. Still, 7% say this has happened to them.

### About a quarter of teachers say parents frequently express appreciation for their efforts

% of public K-12 teachers saying *their students' parents* do each of the following ...



Note: Shares of respondents who didn't offer an answer are not shown.

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023. "What's It Like To Be a Teacher in America Today?"

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## 6. Teachers' views on the state of public K-12 education

Overall, teachers have a negative view of the U.S. K-12 education system – both the path it's been on in recent years and what its future might hold.

The vast majority of teachers (82%) say that the overall state of public K-12 education has gotten worse in the last five years. Only 5% say it's gotten better, and 11% say it has gotten neither better nor worse.

Looking to the future, 53% of teachers expect the state of public K-12 education to be worse five years from now. One-in-five say it will get better, and 16% expect it to be neither better nor worse.

We asked teachers who say the state of public K-12 education is worse now than it was five years ago how much each of the following has contributed:

- The current political climate (60% of teachers say this is a *major reason* that the state of K-12 education has gotten worse)
- The lasting effects of the COVID-19 pandemic (57%)
- Changes in the availability of funding and resources (46%)

Elementary school teachers are especially likely to point to resource issues – 54% say changes in the availability of funding and resources is a major reason the K-12 education system is worse now. By comparison, 41% of middle school and 39% of high school teachers say the same.

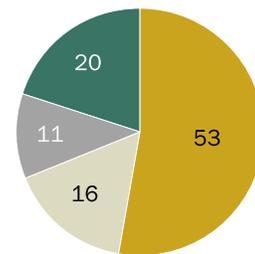
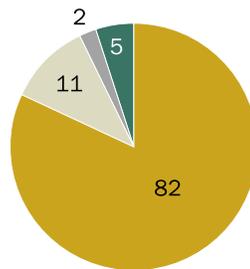
### Most teachers say public K-12 education has gotten worse over the past 5 years

% of public K-12 teachers saying ...

The overall state of public K-12 education has gotten \_\_\_ compared with five years ago

They expect the state of K-12 education to be \_\_\_ five years from now

■ Better ■ Worse ■ Neither better nor worse ■ Not sure/Refused



Note: Better includes response options "A lot better" and "Somewhat better." Worse includes response options "A lot worse" and "Somewhat worse."

Source: Survey of U.S. public K-12 teachers conducted Oct. 17-Nov. 14, 2023. "What's It Like To Be a Teacher in America Today?"

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**Differences by party**

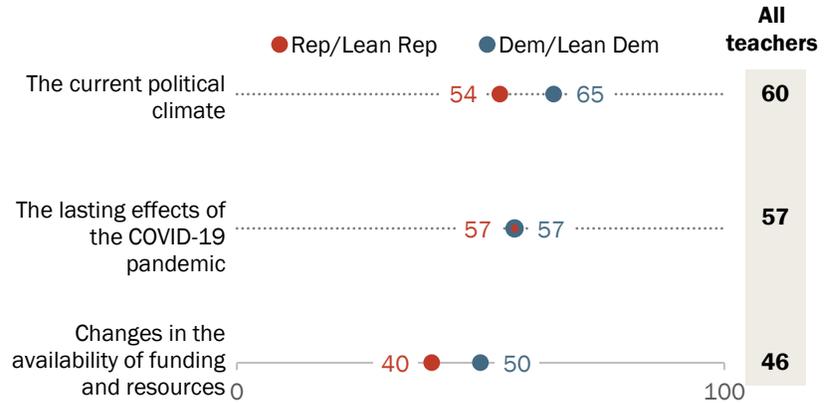
Overall, teachers who are Democrats and Democratic-leaning independents are as likely as Republican and Republican-leaning teachers to say that the state of public K-12 education is worse than it was five years ago.

But Democratic teachers are more likely than Republican teachers to point to the current political climate (65% vs. 54%) and changes in the availability of funding and resources (50% vs. 40%) as major reasons.

Democratic and Republican teachers are equally likely to say that lasting effects of the pandemic are a major reason that the public K-12 education is worse than it was five years ago (57% each).

**Among teachers, Democrats are more likely than Republicans to say the current political climate is a major reason K-12 education has gotten worse**

*Among public K-12 teachers who say the state of public K-12 education is worse than it was five years ago, % saying each of the following is a major reason*



Source: Survey of U.S. public K-12 teachers conducted Oct. 17- Nov. 14, 2023. "What's It Like To Be a Teacher in America Today?"

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## K-12 education and political parties

We asked teachers which political party they trust to do a better job on various aspects of public K-12 education.

Across each of the issues we asked about, roughly a third or more of teachers say they don't trust *either* party to do a better job. In particular, a sizable share (42%) trust neither party when it comes to shaping the school curriculum.

On balance, more teachers say they trust the Democratic Party to do a better job handling the things we asked about than say they trust the Republican Party.

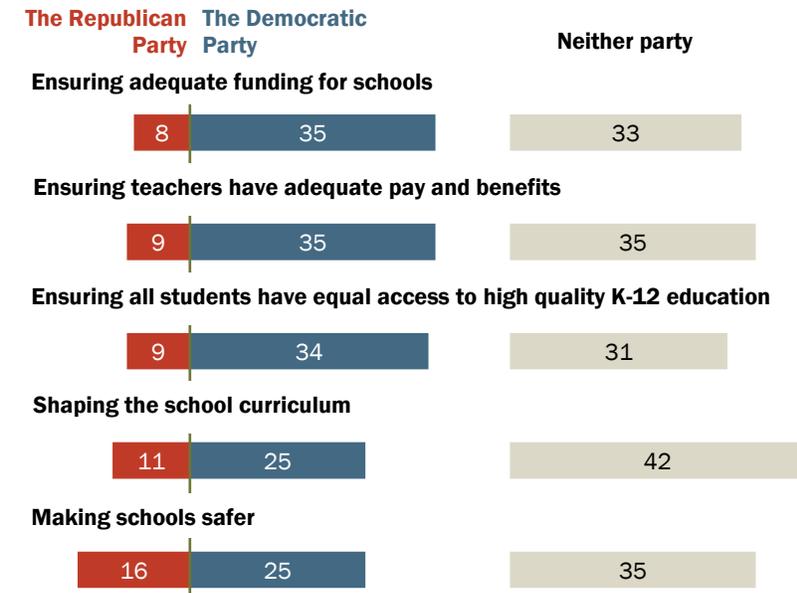
About a third of teachers say they trust the Democratic Party to do a better job in ensuring adequate funding for schools, adequate pay and benefits for teachers, and equal access to high quality K-12 education for students. Only about one-in-ten teachers say they trust the Republican Party to do a better job in these areas.

A quarter of teachers say they trust the Democratic Party to do a better job in shaping the school curriculum and making schools safer; 11% and 16% of teachers, respectively, say they trust the Republican Party in these areas.

Across all the items we asked about, shares ranging from 15% to 17% say they are not sure which party they trust more, and shares ranging from 4% to 7% say they trust both parties equally.

### About a third or more of teachers trust *neither* party to do a better job on a range of educational issues

*% of public K-12 teachers saying they trust \_\_\_ to do a better job when it comes to each of the following aspects of public K-12 education*



Note: Shares of respondents who didn't provide an answer and those who said "Not sure" or "Both equally" are not shown.

Source: Survey of U.S. public K-12 teachers conducted Oct. 17- Nov. 14, 2023. "What's It Like To Be a Teacher in America Today?"

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A majority of public K-12 teachers (58%) identify with or lean toward the Democratic Party. About a third (35%) identify with or lean toward the GOP.

### Differences by party

For each aspect of the education system we asked about, both Democratic and Republican teachers are more likely to say they trust *their own party* to do a better job than to say they trust the other party.

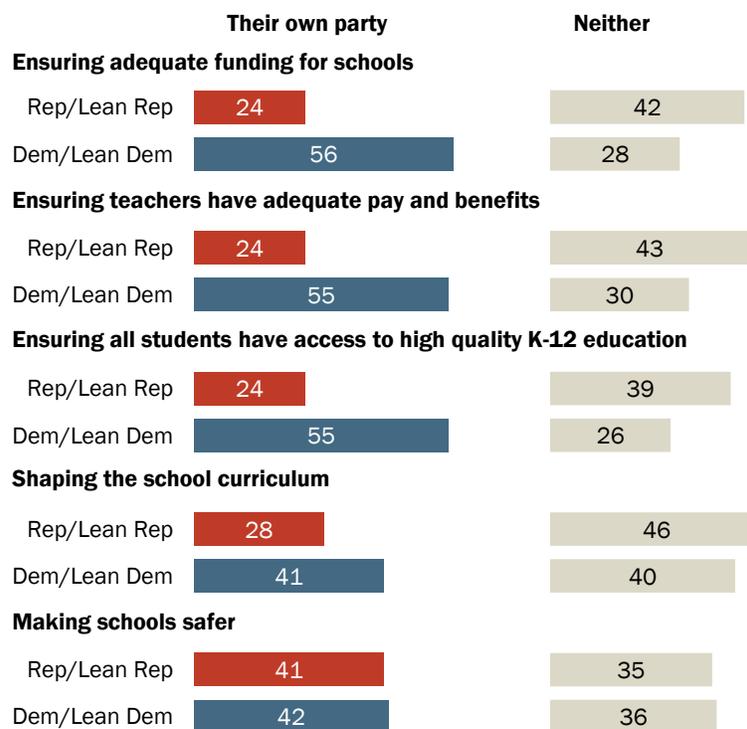
However, across most of these areas, Republican teachers are more likely to say they trust *neither* party than to say they trust their own party.

For example, about four-in-ten Republican teachers say they trust *neither* party when it comes to ensuring adequate funding for schools and equal access to high quality K-12 education for students. Only about a quarter of Republican teachers say they trust their own party on these issues.

The noteworthy exception is making schools safer, where similar shares of Republican teachers trust *their own party* (41%) and *neither party* (35%) to do a better job.

### Republican teachers more likely to say they trust neither political party to handle many aspects of K-12 education

% of **Republican** and **Democratic** public K-12 teachers saying they trust \_\_\_ to do a better job when it comes to each of the following aspects of public K-12 education



Note: Shares of respondents who said they trust the other party (8% or less), who didn't provide an answer, or who said "Not sure" or "Both equally" are not shown.

Source: Survey of U.S. public K-12 teachers conducted Oct. 17- Nov. 14, 2023.

"What's It Like To Be a Teacher in America Today?"

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## Methodology

The data in this report comes from a self-administered web survey of K-12 public school teachers in the United States. It was conducted online in English from Oct. 17 to Nov. 14, 2023. Out of 6,357 teachers who were sampled, 191 were screened out as no longer eligible. A total of 2,531 completed the survey, for a completion rate of 41.0%. The margin of sampling error for the full sample of 2,531 teachers is plus or minus 2.4 percentage points. The survey was administered by RAND on its American Teacher Panel, a nationally representative panel of public K-12 teachers.

The American Teacher Panel is recruited through probability-based methods from a commercially available list of U.S. public school teachers. The sampling frame for recruiting teachers to the panel was acquired from MDR Education. It is intended to be as comprehensive as possible, yet likely underrepresents new teachers, or experienced teachers new to a school or district. The American Teacher Panel began in 2014 and currently includes more than 25,000 teachers. Teachers recruited to the American Teacher Panel have agreed to participate in online surveys several times per school year and receive incentives for completing surveys.

Teachers selected to join the American Teacher Panel are first sent an invitation packet via FedEx that includes a prepaid \$10 gift card as an incentive. Reminder emails are sent to nonrespondents whose contact information includes an email address. The American Teacher Panel has an overall empanelment rate of 30%. Read additional details about the [American Teacher Panel's design and methodology](#).

### Sample design

The target population for this survey was K-12 public school teachers in the United States. A total of 6,357 teachers were invited to participate in this survey. This includes an initial sample of 5,000 teachers and a supplementary sample of 1,361 teachers that was later drawn to achieve the targeted sample size of 2,500 completed interviews. Because teachers are invited to join the American Teacher Panel at varying rates, each teacher's probability of selection for this survey was inversely proportional to their estimated probability of membership in the American Teacher Panel. This is done so that each teacher has approximately equal probabilities of having both joined the American Teacher Panel and been selected for this survey.

### Data collection protocol

The field period for this survey was Oct. 17-Nov. 14, 2023. After an initial invitation email, nonresponding teachers in the initial sample received up to three reminder emails. Nonrespondents in the supplemental sample received up to two reminder emails.

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### Invitation and reminder email dates

	<b>Initial sample</b>	<b>Supplemental sample</b>
Initial invitation	October 17, 2023	November 6, 2023
First reminder	October 23, 2023	November 7, 2023
Second reminder	October 31, 2023	November 13, 2023
Third reminder	November 7, 2023	

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### Weighting

The data was weighted in a multistep process that accounts for multiple stages of sampling and nonresponse that occur at different points in the survey process. Every American Teacher Panel member begins with a design weight that accounts for their initial probability of selection for their recruitment survey. That weight is further calibrated so that the composition of the entire panel aligns with that of the national population of public school teachers based on data from the National Center for Education Statistics on a combination of school and teacher characteristics.

Weighting parameters for the following school-level characteristics are based on the 2021-2022 Common Core of Data (CCD):

- School level
- School percent free and reduced-price lunch
- School percent minority
- School size
- School locale

Weighting parameters for the following teacher-level characteristics are based on the 2020-2021 National Teacher and Principal Survey (NTPS):

- Teacher gender
- Teacher race
- Teacher experience

Among respondents, this weight is first adjusted to account for each teacher's probability of selection for this wave. A second adjustment is then applied to account for each respondent's probability of completing the survey after having been selected. This probability is estimated based on teacher and school characteristics using a model. In a third step, the nonresponse-adjusted

weights are once again calibrated so that the composition of the sample aligns with that of the target population based on the weighting parameters listed above. Finally, the weights were trimmed at the 95th percentile to reduce the loss in precision stemming from variance in the weights.

The following table shows the unweighted sample sizes and the error attributable to sampling that would be expected at the 95% level of confidence for different groups in the survey.

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### Sample sizes and margins of sampling error

Group	Unweighted sample size	Plus or minus ...
Total sample	2,531	2.4 percentage points

Note: Unweighted sample sizes do not account for the sample design or weighting and do not describe a group's contribution to weighted estimates. See the Sample design and Weighting sections above for details.

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Sample sizes and sampling errors for other subgroups are available upon request. In addition to sampling error, one should bear in mind that question wording and practical difficulties in conducting surveys can introduce error or bias into their findings.

### School characteristics

The American Teacher Panel includes NCES school ID codes which allowed us to match the teachers surveyed to their school characteristics provided by NCES's Common Core of Data. Data on the following school characteristics are based on those reported by the NCES: school level (elementary, middle or high), school size, location, poverty level (based on percentage students eligible for free and reduced-price lunch) and student demographics.

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