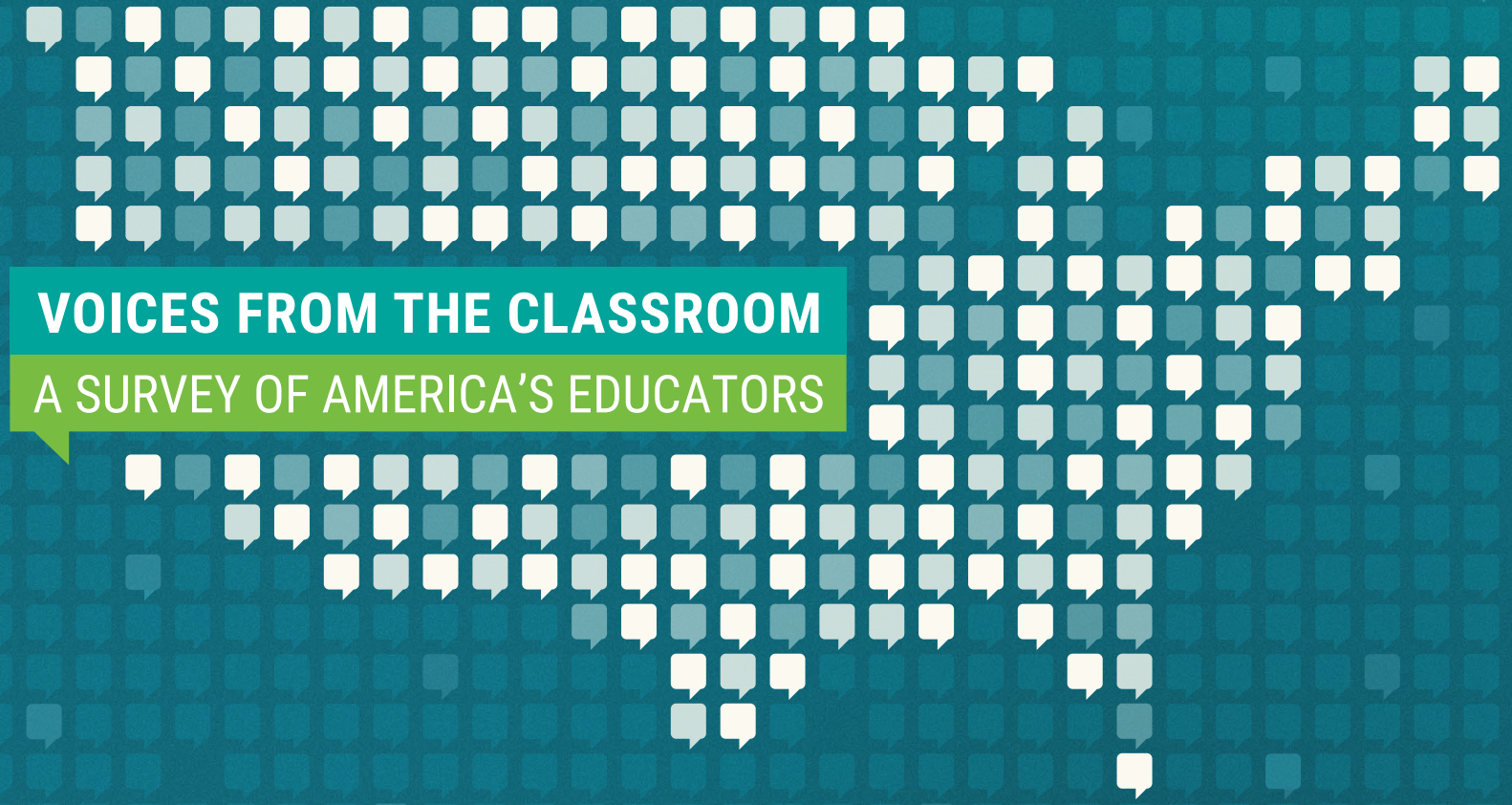
EDUCATORS FOR EXCELLENCE



VOICES FROM THE CLASSROOM

A SURVEY OF AMERICA'S EDUCATORS

E4E.ORG/TEACHERSURVEY

2026

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The 2026 National Teacher Leader Council

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An Introduction from the National Teacher Leader Council

In a year that has raised existential questions about the future of public education, we — 18 teachers from across the country — have continued the work of educating every child in front of us. We've connected with our students as our schools have been chastised for fostering inclusive environments and gone on with lessons as our communities have weathered unrest. Against this backdrop, we are clear-eyed about what our students need, and resolute about the changes required to deliver on the promise of public education.

As members of the National Teacher Leader Council, we wrote the questionnaire that became Voices from the Classroom 2026, starting from the same place we always do: the experiences of our students and the realities of our classrooms. As we've watched talented colleagues leave, and with the pipeline growing thinner day by day, we wanted to know:

What will attract and keep great teachers in classrooms across the country?

Specifically, we asked:

- How can our salaries and roles help us get out of the strain of the one-teacher, one-classroom model?
- How can the implementation of new curricula and instructional materials better reflect the needs of our students and the realities of our classrooms?
- What are thoughtful approaches to rapidly changing technologies that are reshaping our classrooms faster than any training or policy can keep up with?
- How are resources helping to close the gap between what our students need and what our schools have?

These are the questions shaping our classroom daily, and the answers are too often being decided without the voices of those who work with students every day.

Voices from the Classroom 2026 is a blueprint from America's teachers for how we move public education forward and build a profession as talented and diverse as the students we serve.

We hope these voices are an urgent call to the policymakers, district leaders, and advocates for the structures, resources, and trust we need to prepare all students for success.



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Dear Reader,

This summer, I spoke with a New York teacher going on his 18th year. As he told me about the students in his special education and science classroom, his love for the work was obvious. But he also described a constant churn of change and how it's hard to feel like his students' needs are front and center in local, state, or national conversations. It's no wonder, he told me, that his school can't find the next generation of special education and science teachers.

I thought about that conversation as I sifted through this year's survey data, because 2,032 teachers described some version of it back to us. Just 11% of teachers told us they would recommend this profession to someone else. And yet 77% still plan to keep teaching. Teachers are staying, and they are warning others off. It's a profession running almost entirely on the personal commitment of the people inside it.

That's the starting place for this report: not a policy analysis, but the voices of teachers who know their students and can see, better than anyone, where the system is failing them. At a time when the profession is stretched thin and public trust in our education system is being tested daily, we asked teachers how this moment shows up in their classrooms.

Taken together, their answers set out a road map for how we build a high-quality, diverse educator workforce with the resources and conditions necessary to help every student thrive:

- **Build strong and sustainable career trajectories:** Only 37% of teachers see meaningful room to advance in this profession, and they cite pay, work-life balance, and inadequate support as the top reasons they'd leave. Teachers want new approaches to compensation and staffing that reflect the challenges schools face, and are asking for a job whose basic structure hasn't changed in a century to finally do so.
- **Create coherent systems of instructional support, from curricula to technology:** Nearly all teachers support high-quality instructional materials, but they want districts and states to roll them out well and attend to the needs of diverse learners. And we're about to relearn that same implementation lesson with AI: Teachers see real promise, but 43% report no training at all on helping students use these tools.
- **Fund public schools fully and fairly:** Eighty-six percent want funding systems to prioritize the highest-needs students, but only 21% believe their state actually does. Teachers want resources spent wisely and targeted to the real needs of students and schools.

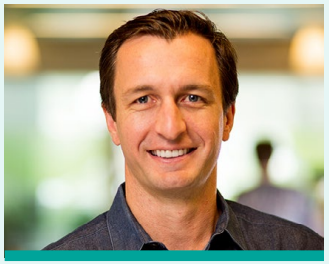
If we want a thriving public education system, we must begin with the educators who know their students and understand how policy plays out and ultimately turn change into better experiences and outcomes for students. Teachers have given us a way forward for public education. The question is whether we'll meet them with the urgency this moment demands.

I believe we can. I believe we must.

Sincerely,



Evan Stone
Co-founder and CEO
Educators for Excellence



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About This Year's Survey

The Voices from the Classroom 2026 survey questionnaire was developed by 18 Educators for Excellence (E4E) teacher members. E4E contracted with RAND, a nonprofit, nonpartisan research organization, to administer the survey to the American Teacher Panel. The survey was conducted online from March through May 2026, and the sample was designed to produce estimates that are representative of the national population of pre-K through grade 12 public school teachers. In total, 2,032 teachers completed the survey and are included in the analyses, including representative oversamples of 657 teachers of color and 158 Gen Z teachers. Any E4E member's participation in the survey is coincidental. To learn more information about the panels, visit www.rand.org/panels. See a full overview of the methodology on page 28.

A Note on This Year's Sampling Method

This is E4E's ninth year surveying teachers nationwide. As part of E4E's ongoing commitment to the strongest available methodology for representing teachers' voices accurately, this year's survey shifted from an opt-in panel used in previous years to RAND's American Teacher Panel, which uses probability-based sampling to randomly select respondents from a comprehensive list of the nation's public school teachers. Data are then weighted to ensure national representation on observable characteristics. This is generally considered the stronger standard for precise, generalizable estimates, though both approaches can produce valid data when well designed. This means some year-over-year comparisons in this report may reflect shifts in methodology as well as in teacher sentiment, so we've used such comparisons sparingly and flagged them with a pointer to the report's full methodology section on page 28.

A Note on the Federal Education Environment

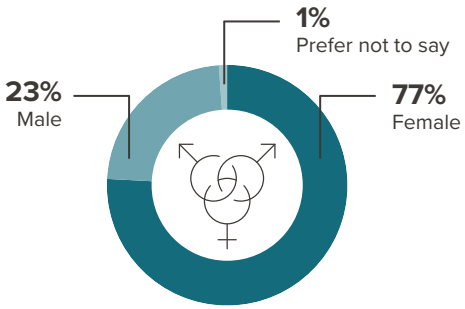
While we wanted this report to look toward the solutions teachers are seeking, we also can't ignore the federal backdrop teachers are working within. In September, E4E released a separate brief based on this survey detailing teachers' perspectives on the Trump administration's actions that impact classrooms. The overarching message from teachers is clear: **The federal government must do its part to deliver on America's promise of educational opportunity for every student.** In alignment with teachers' perspectives nationwide, E4E staunchly opposes the disinvestment in public schools and actions that leave the most vulnerable students less protected. To read the brief, visit e4e.org/federaldata26.

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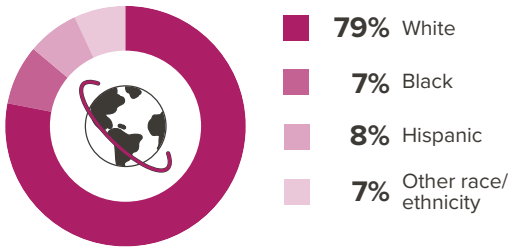
National Sample

Survey data are weighted to ensure that they are representative of the national population of U.S. district and charter public school pre-K through grade 12 teachers and the schools in which they serve, at least on observable characteristics. All subgroup differences reported in this document are statistically significant.

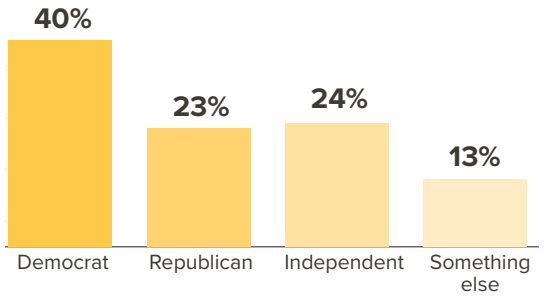
VOICES FROM THE CLASSROOM
A SURVEY OF AMERICA'S EDUCATORS



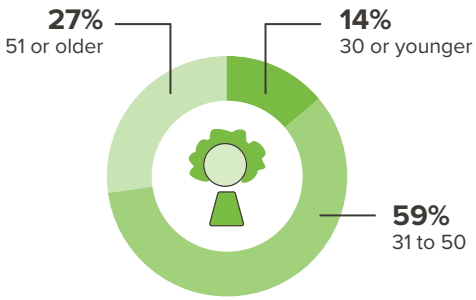
Gender



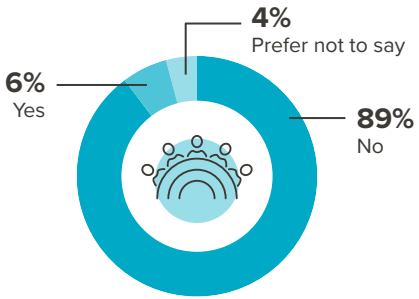
Race/Ethnicity



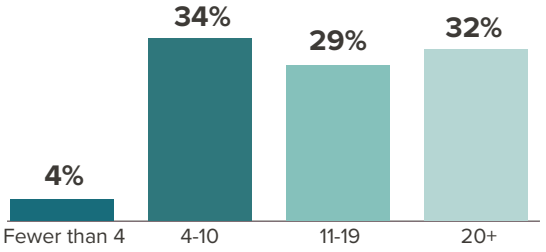
Political Party



Age

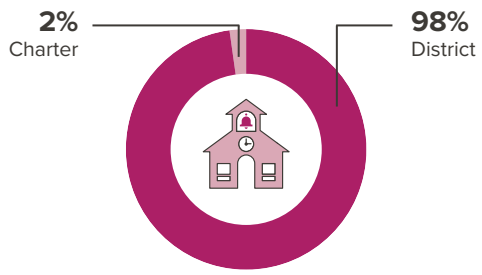


LGBTQIA+ Status

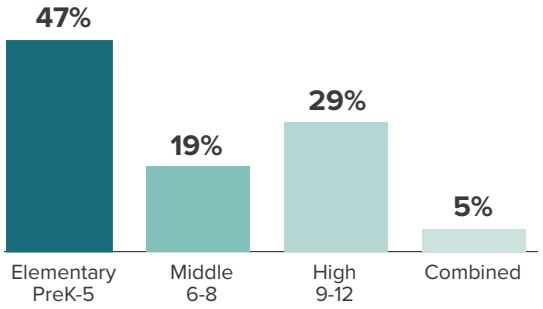


Years Teaching

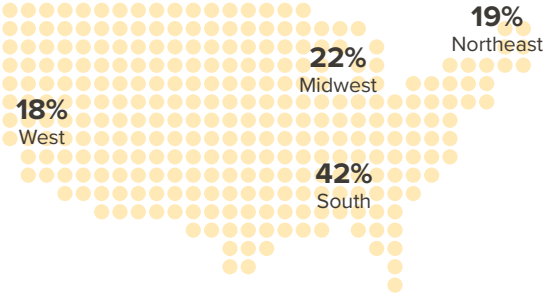
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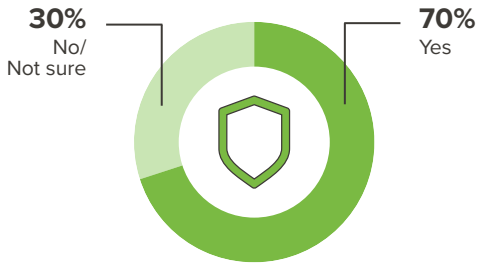
School Type



School Level



Region



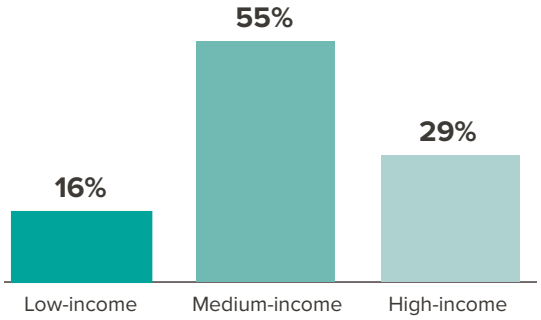
Union Membership



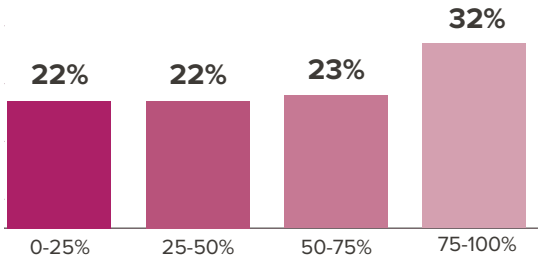
Work Community



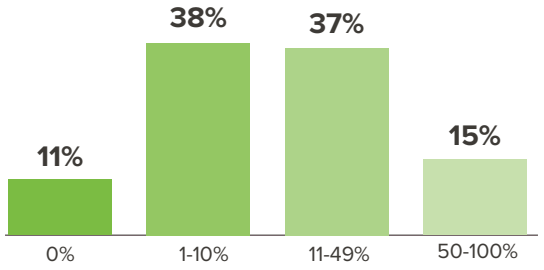
Special Education Certification



School Neighborhood Poverty Level



Students of Color



Multilingual Learners

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Themes and Major Findings

THEME 1

Most teachers plan to stay in the classroom, but very few would recommend that others join them. 77% of teachers will continue to teach for the next three to five years, yet only 11% would recommend the profession to others.

THEME 2

Teachers want more dynamic career structures, including compensation systems that recognize leadership and hard-to-staff roles. 79% support financial rewards for teachers working in hard-to-staff schools.

THEME 3

Teachers overwhelmingly support the use of high-quality instructional materials, but implementation determines whether they see their own curricula working for students. 94% believe all teachers should use evidence-based materials, but only 47% say their curriculum helps students achieve academic standards.

THEME 4

Teachers see the promise of AI for their own instruction, but a growing majority say it's hurting learning. Just 13% of teachers say it has no value for enhancing instruction, but 83% of high school teachers say it has damaged their students' ability to engage in a complex academic task.

THEME 5

Few teachers see their state delivering the resource equity they want for students. 86% want funding systems to prioritize the highest-needs students, but only 21% believe their state actually does.

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THEME 1

Most teachers plan to stay in the classroom, but very few would recommend that others join them.

77% of teachers will continue to teach for the next three to five years, yet only 11% would recommend the profession to others.



"Teachers are experiencing mission creep. The job just keeps expanding and expanding."

Cedric Jacobson
High School Science Teacher | Boston, MA

Teacher Recruitment

This year's survey continues a trend in which the majority of teachers personally plan to continue teaching for the foreseeable future, but very few would recommend the profession to others. Seventy-seven percent plan to continue teaching for the next three to five years, and 68% plan to do so in their current school. Despite this, just 11% of teachers are "promoters" of the profession — meaning they rate their likelihood of recommending teaching to a friend, family member, or acquaintance a 9 or 10 out of 10; 59% are "detractors," rating it a 6 or below. To situate these figures in the context of another profession, a recent survey found that 49% of nurses would recommend their profession to others.

This trend indicates mixed feelings about the profession. Teachers see enough positive in their own work to keep them there but too much negative to bring others in. Teachers' lack of willingness to recommend the profession is a leading indicator for the health of the recruitment pipeline. Teachers are the profession's most credible messengers to prospective entrants, and their reluctance to vouch for the job suggests districts and preparation programs may face a harder recruiting environment in the coming years, regardless of what current teachers themselves decide to do.



"The cost of living and inflation are ever-increasing, and the salaries just don't match."

Arthur Everett
High School Social Studies Teacher | Brooklyn, NY

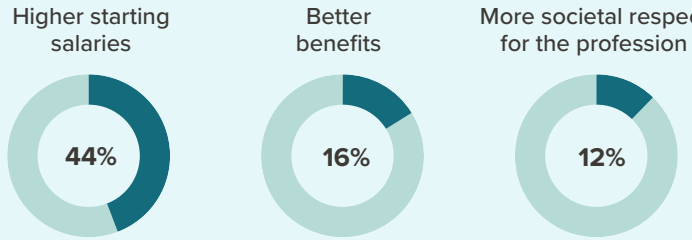
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When asked what would draw talented, diverse people into the profession, teachers' top choices out of 13 options are higher starting salaries (44%), followed by better benefits (16%) and more societal respect for the profession (12%). These reasons have consistently topped this recurring question in past iterations of Voices from the Classroom and, of course, are linked: The size of a paycheck is one way society shows how deeply it values a given profession.

Given financial motivations are the top factors teachers believe would draw people to the profession, federal efforts to restrict student loan access and eliminate grants intended to diversify the profession make it harder for teachers to enter and stay in the profession. Sixty-two percent of teachers say receiving grants or scholarships was an important factor in their ability to complete a teacher prep program; that rises to 71% for teachers of color, consistent with the research indicating Black and Latino teachers carry higher student debt. These federal shifts, then, both directly and indirectly keep candidates of color from teaching.

Q2. Which of the following do you think would be most likely to attract talented and diverse candidates to the teaching profession?

Percentages reflect the share of teachers selecting each option as their top choice out of 13 total options.



Teacher Retention

While a majority of teachers (77%) plan to stay, nearly 1 in 4 (23%) expect to leave teaching in the next three to five years, or nearly 1 in 5 (18%) if you remove the teachers who plan to retire. Teachers' relationships with students and colleagues are a main reason they stay. Among teachers who plan to stay, the top two reasons are believing they're making a difference in students' lives (64% chose this as one of their top three reasons) and enjoying building relationships with students (61% put this in their top three). In other words, teachers are intrinsically motivated to stay, despite overall dissatisfaction with many structures of their profession.

Mentorship offers a potential opportunity to build deeper relational structures into the profession to strengthen retention. Seventy-three percent of teachers, and 84% of Gen Z teachers, report being assigned a mentor in their first year, and 45% of those teachers say their mentor influenced their decision to remain in the profession beyond year one to a moderate or great extent. Mentorship appears to matter most for the teachers the profession can least afford to lose: 58% of teachers



"Teachers keep getting asked to do more and more with less and less. It seems we're becoming more and more responsible for every part of the child's life, and people struggle with that."

Becky Trammell
Elementary Special Education Teacher | Minneapolis, MN



"My teacher preparation program was fully funded. If it weren't for that, I don't think I would have pursued teaching at the time that I did. Receiving funding as a first-generation college student was pivotal for me."

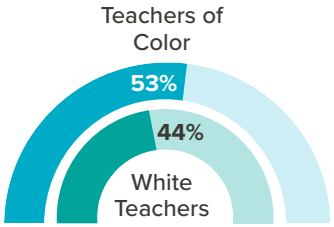
Dr. Jennifer López
High School Social Studies Teacher | Los Angeles, CA

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of color say their mentor improved their teaching, compared to 51% of white teachers, and 53% of teachers of color say their mentor influenced their decision to keep teaching, compared to 44% of white teachers. The survey did not ask whether mentors shared a mentee's race, ethnicity, or other background — an area to examine in future surveys, given the role mentoring may play in retaining and diversifying the teacher workforce.

A master or mentor teacher in the first year of teaching positively influenced my decision to remain in the teaching profession

% of respondents who agree Q27



Teachers who plan to leave the profession prior to retirement, on the other hand, cite conditions of the job itself. A plurality report leaving because they want greater work-life balance, with 49% listing it as one of their top three reasons out of 13 options. The next most common reasons are not having enough support to address discipline issues (47%), and wanting a higher-paying job (42%). All three factors are theoretically addressable through compensation and working-condition changes, but discipline may be the most indicative. Teachers aren't leaving because of the students, but because of gaps in how they're supported.



"When teachers get a great mentor, they get training, connection, and support at the jump. If not, they can get lost in the system."

Valerie Green-Thomas
Middle School Instructional Coach and English and Social Studies Teacher | Bronx, NY

Two subgroup patterns are worth flagging with regard to teachers leaving the profession. First, teachers of color plan to leave the classroom at a higher rate (31%, compared to the 23% of teachers overall) but are disproportionately moving into nonteaching, school-based roles rather than leaving education entirely (17% vs. 10%) — a shift that may preserve institutional knowledge and diversity within schools but still represents a loss of representation among teachers specifically. Second, LGBTQ+ teachers who plan to leave are far more likely to cite feeling disrespected by the public (72% vs. 24% of non-LGBTQ+ teachers who are leaving) — a driver likely rooted in political and cultural climate and protections rather than compensation or workload.



"Retaining teachers means building stronger and more supportive working conditions. We can't just rely on teachers' self-sacrifices."

Jada Watson
Special Education Teacher | Chicago, IL

Taken together, the data suggest that teachers' commitment to students and their relationships with colleagues remain a powerful reason why they stay, while dissatisfaction with the structure of the profession threatens the pipeline into teaching. Recruitment appears to be the more urgent risk, but retention is far from guaranteed. It depends on those relationships staying strong enough to outweigh growing frustration with work-life balance, pay, and, particularly for some subgroups, respect and safety.

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THEME 2

Teachers want more dynamic career structures, including compensation systems that recognize leadership and hard-to-staff roles.

79% support financial rewards for teachers working in hard-to-staff schools.

Teacher Compensation Models

Teachers want a dynamic profession that builds in opportunities for pay increases based on multiple factors, including experience, school and student needs, leadership, and demonstrated effectiveness. Notably, teachers support differentiated approaches that recognize the need to draw people into the hardest roles to fill. Strong majorities support extra pay for teachers who work in hard-to-staff schools (79%), such as rural schools and schools serving students from low-income households, and hard-to-staff subjects (64%), such as special education and math. Less than 15% of teachers oppose either of these strategies — the remaining are neutral or unsure. Research backs up these preferences: Sizable, targeted salary increases can attract teachers to shortage subjects and schools.

A majority of teachers also support increased pay for highly effective teachers: 63% favor financial incentives for teachers who receive multiple outstanding evaluations, and another 15% are neutral; 50% support them for teachers whose students show academic gains, and another 14% are neutral. Teachers of color, though, are particularly supportive of rewarding teachers whose students show gains: 56% support this, compared to 47% of white teachers.



"After earning a model teacher designation, I wanted to move into coaching, but every school said its budget wouldn't allow it. I switched to a charter school, where I could coach part time and stay in the classroom. That built my leadership skills and led to my current role as academic director. Schools need more flexibility for staff members who want to grow as leaders so they don't look elsewhere."

Joseph Tadros
Academic Director | Brooklyn, NY

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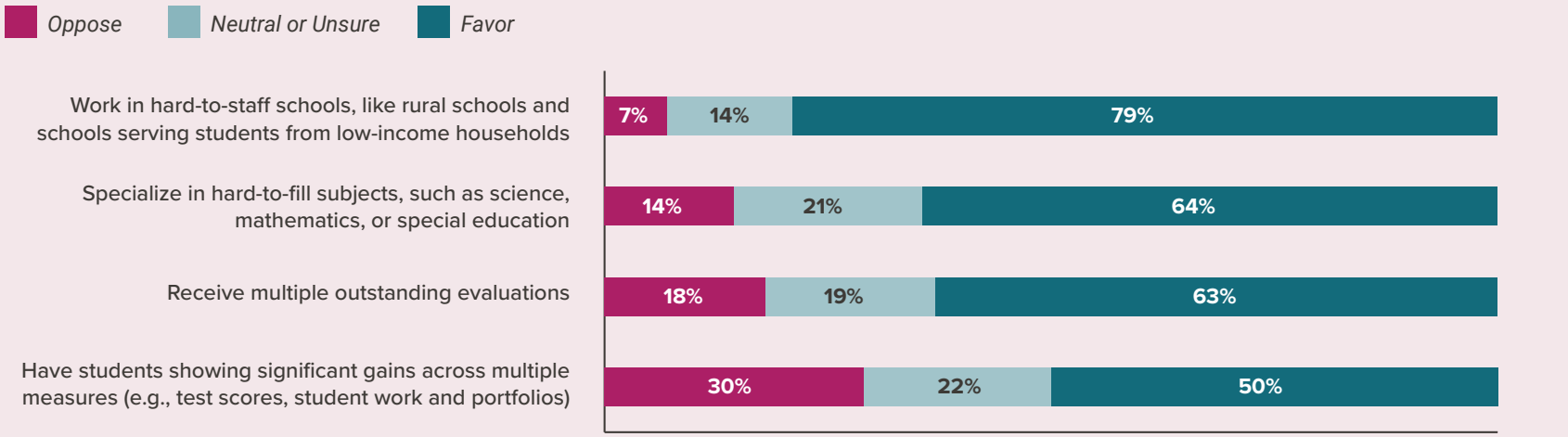
None of this means teachers want to abandon more typical pay increases based on tenure and degrees. Seventy-four percent, for example, support financial incentives for teachers who obtain advanced certification, such as National Board Certification, advanced educational degrees, or micro-credentials. And when forced to pick a single preferred salary characteristic out of eight options, 38% choose higher salaries for more years of experience, and 22% choose higher pay for advanced degrees. However, 40% of teachers — and 50% of Gen Z teachers — choose something other than years of experience or advanced degree as their top preferred salary characteristic, instead choosing higher salaries for stronger performance, working in hard-to-staff areas, or something else. That gap between newer and more experienced teachers may hint at a shift already underway, with some teachers feeling less anchored to the traditional salary schedule as the default and more as a starting point for more dynamic compensation models.

These findings indicate that teachers don't see traditional "steps and lanes" salary structures and new compensation strategies as mutually exclusive. They aren't asking decision-makers to throw out the salary schedule. Instead, they are asking them to build a more dynamic profession on top of it: one that recognizes experience while also compensating additional responsibility, hard-to-staff assignments, demonstrated effectiveness, and leadership.

Innovative Staffing Approaches

Teachers also want a profession that offers opportunities for career advancement without leaving the classroom: 72% support extra pay for teachers who are rigorously selected and trained to take on leadership roles while continuing to teach. This appetite is not being met by schools, with just 37% of teachers reporting that they see moderate or great career-advancement opportunities within the profession. Survey data on their support for strategies to provide more of this, explored later

Q12. How much would you favor or oppose giving financial rewards to teachers who:

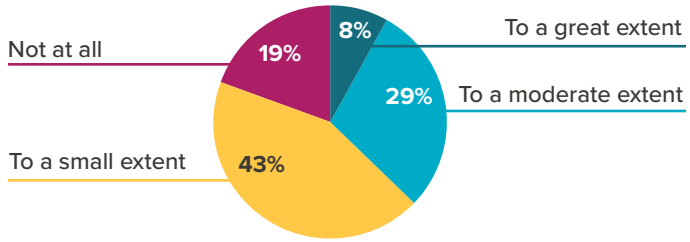


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in this section, indicate teachers are willing to explore new models of teaching that offer such advancement opportunities, but want to see more examples of how it would work in practice before advocating for such shifts.

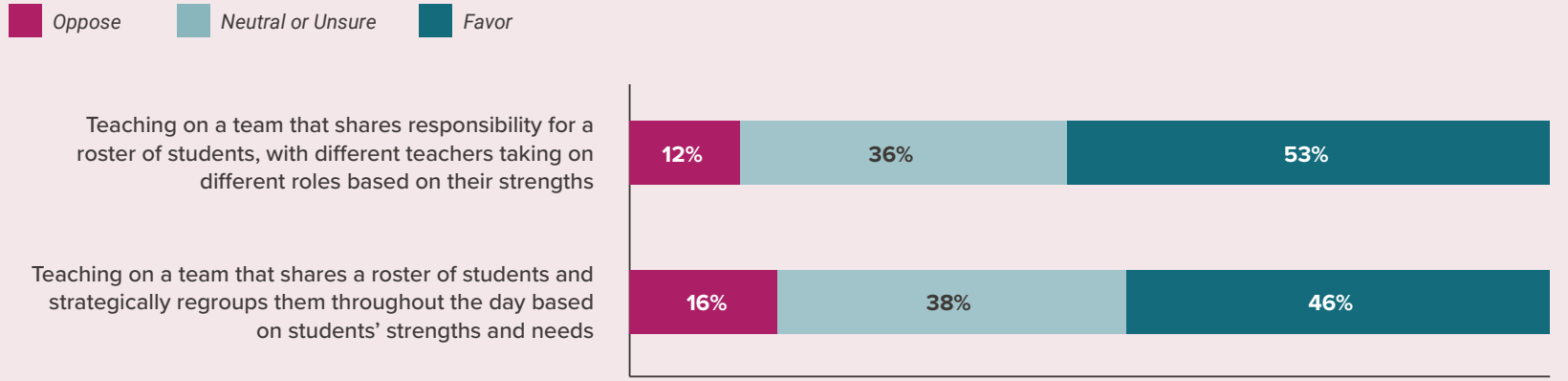
This paucity in advancement opportunity links back to a few of the figures from the retention section. Teachers of color are more likely to say they won't continue teaching, but among those leaving the classroom, they're disproportionately moving into nonteaching roles within their schools rather than leaving education altogether. This may reflect the fact that while their commitment to their students remains, the career is not structured in a way that offers the economic and professional mobility they desire while remaining in the classroom and that these nonteaching, school-based roles are functioning as the career ladder that classroom teaching doesn't offer. It's also possible more teachers of color are drawn to these roles because they offer a more sustainable workload, given that teachers of color are more likely to teach in high-poverty schools with greater needs.

Q9. This school year (2025-2026) at your current school, to what extent do you have access to leadership or career advancement opportunities?



The majority of teachers support or are open to innovative staffing approaches that could create more sustainable workloads and career paths within the classroom. Fifty-three percent, for example, support teaching on a team that shares responsibility for a roster of students, with different teachers taking on different roles based on their strengths; an

Q10. Regardless of whether or not you have engaged in or seen them employed, please indicate how much you favor or oppose each of the following strategies.



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additional 36% are open to the idea but would want to learn more before committing support. Similarly, 46% support teaching on a team that shares a roster of students and strategically regroups them throughout the day based on students' strengths and needs, and an additional 38% are open to the idea. Sixty-three percent support or are open to teaching in a co- or team-teaching model in which class size increases but another staff member co-teaches or supports. The most popular strategy is using nonteaching roles like tutors or paraprofessionals to provide additional adult supports in classrooms while also providing clear pathways into teaching for these individuals, which just 11% of teachers oppose.



"Far too few teachers feel they have opportunities for career advancement. For teachers who think they don't have those options from within the classroom, there's nowhere to go but out."

Eli Levine
Physical Education Teacher | Bronx, NY

Fifty-one percent of teachers support or are open to teaching on a team led by a teacher-leader who earns more for taking responsibility for the team's student outcomes. Interestingly, more than 90% of teachers who work in Opportunity Culture models — one example of a model in which a teacher-leader earns more for taking responsibility for the team's outcomes — want the model to continue. This may suggest that the familiarity with a different structure could boost support or simply that they see the model working for their students.

While majorities of all teachers are open to these strategies, elementary and middle school teachers are significantly more likely to favor them — rather than just being open to them — than are high school teachers. For example, 60% of middle school teachers favor teaching on a team where teachers take on different roles based on their strengths with an additional 32% open to the idea, compared to 42% of high school teachers favoring it with an additional 44% open to it. This suggests earlier grade teachers are not only open to these strategies, but actively seeking them. Additionally, it's worth noting that while teachers report overall favorability or openness to these strategies, favorability did decrease between last year and this year (see note on this year's methodology, on page 28).

The large percentages of teachers reporting they are open to the strategies but need to learn more before committing support indicates that teachers don't oppose shifts to how schools are staffed. Instead, they lack concrete examples of what a different kind of classroom or school could actually look like, particularly given that the structure of the profession has remained largely the same for a century.

Layoffs

This general openness to deviation from the status quo extends to layoff decision-making, which is decided based exclusively on seniority in many districts. When asked to identify the top three characteristics they want to see considered in layoffs, 77% of teachers include "effectiveness, as measured by multiple factors, with the least effective teachers being laid off first," and 71% include seniority. These two most commonly selected factors were not mutually exclusive choices, since a teacher could rank both.

Taken together, the data suggests that teachers are open to something new, and that districts have real room to introduce more strategic compensation, staffing structures, and layoff decision-making approaches.



"Effectiveness and seniority are not always married to each other."

Susan Providence
Special Education Teacher | St. Paul, MN

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THEME 3

Teachers overwhelmingly support the use of high-quality instructional materials, but implementation determines whether they see their own curricula working for students.

94% believe all teachers should use evidence-based materials, but only 47% say their curriculum helps students achieve academic standards.

Belief in the underlying premise of high-quality instructional materials (HQIM) is about as close to unanimous as survey data gets. There is essentially no values gap here, across race, region, or experience level.



94% of teachers believe teachers should use high-quality, evidence-based instructional materials



93% of teachers believe teachers should use instructional materials that are culturally responsive and inclusive of diverse perspectives

Q14-15

Impact of Implementation Conditions

Whether teachers view their own materials as supporting all students in mastering academic standards, though, varies widely based on implementation. Overall, teachers' perceptions of their own materials' effectiveness skyrocket when they also report positive implementation conditions: that teachers are involved in the selection process, that their curriculum includes adequate supplemental materials, that their district clearly communicated its rationale for adoption, and that they received effective implementation support. Of the 209 teachers whose districts have adopted new curricula in the past five years and who rate all of these conditions positively, 76% say their curriculum is adequate for supporting all students to master standards — nearly 30 percentage points higher than the full sample. Similarly, 53% of these teachers say their materials are adequate for students performing below grade level, nearly double the rate of the full sample.

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This data supports the notion already well founded in research that high-quality materials must be implemented well and coherently to achieve their full potential — teachers' perceptions of their materials improve dramatically alongside reported effectiveness of implementation. In other words, the "potential" of HQIM that teachers believe in is realized at least partially through the process surrounding it, not the materials in isolation.

Of course, these percentages are still not high enough — teachers whose districts have effectively implemented new curricula should report effectiveness of their materials for struggling learners just as unanimously as they believe in the potential of HQIM. This suggests a need for defining implementation more broadly and going beyond the materials themselves to aligned and coherent interventions for struggling learners.

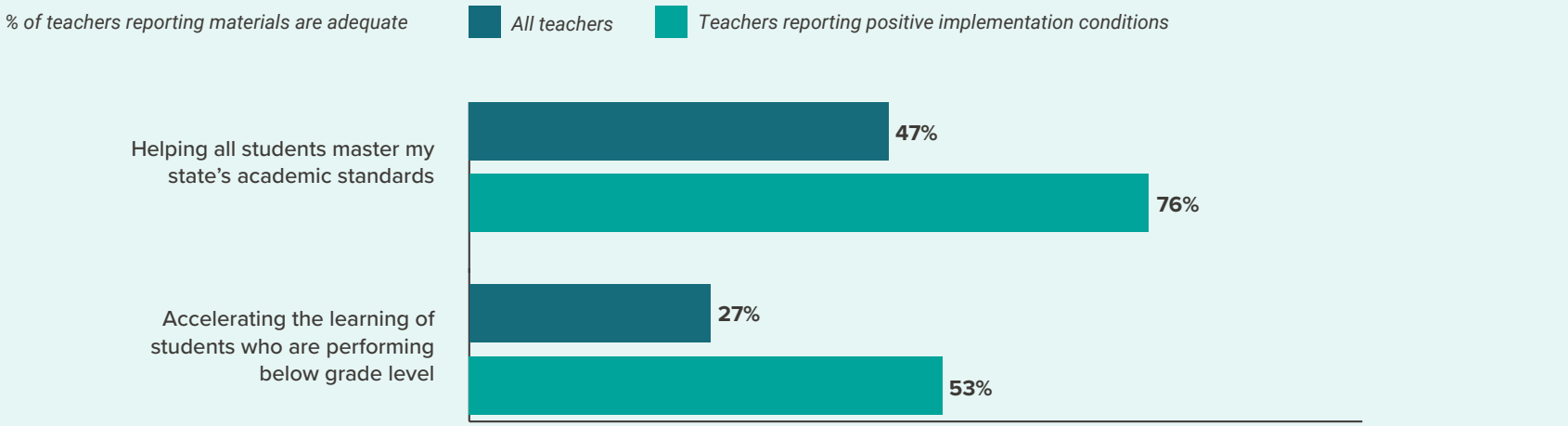
Next we take a closer look at how each condition impacts teacher perceptions of materials, then examine the gap that persists across all implementation conditions for students furthest from opportunity.



"How do we make instruction real and connect it to everyday life? To students' lived experiences? In my classroom, I'm connected to my students' cultural backgrounds through context. What inside that community can I use to teach all of my students? That question recognizes the knowledge and strength that already lives within their communities."

Valerie Green-Thomas
Middle School Instructional Coach and English and Social Studies Teacher | Bronx, NY

Q21. Indicate the extent to which the curriculum materials provided by your district or school, as a recommendation or requirement, are adequate for each purpose.



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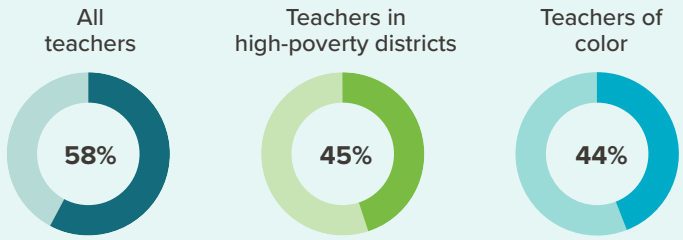
Curriculum Selection

Teachers who report their districts engage teachers in the curricular selection process have more positive perceptions. Overall, 58% of teachers say teachers are involved in selecting curricula in their district. Survey respondents who say teachers are involved are more likely to say their materials are adequate for supporting students performing below grade level (30% vs. 24% of those who say teachers are not involved), more likely to report instructional autonomy to modify or supplement their curriculum (80% vs. 67%), and more likely to say their curriculum includes adequate supplemental materials (53% vs. 43%). This indicates that teacher involvement is more than a compliance exercise — it can both contribute to the selection of better materials and correlate with how teachers judge the materials.

This finding makes it even more concerning that a substantial minority of teachers — 42% — report that adoptions happen without meaningful teacher input. And that minority is disproportionately concentrated among teachers of color and in higher-poverty schools. Sixty-one percent of white teachers say teachers are involved in curriculum selection in their district, compared to 44% of teachers of color — a 17-point gap. Teachers in low-poverty districts are also more likely to report educator involvement than teachers in high-poverty districts (59% vs. 45%).

Q20. Who is involved in selecting the curriculum materials required or recommended by your school or district?

% of reporting teachers involved





"When districts design a curriculum selection process, they have to ask themselves, 'Who is sitting at the table?' Teachers need to be there. They can't be the last to know. It makes all the difference."

Susan Providence
Special Education Teacher | St. Paul, MN

Effective District Support and Communication

Clear communication and effective district support show the same pattern: When teachers experience each, their overall perception of the curriculum is meaningfully more positive. For example, 58% of teachers who report their district effectively communicated why they were adopting a new curriculum say their materials are adequate for helping all students master standards, compared to 31% of teachers who report their district didn't communicate this effectively. And, 54% of teachers who report effective district support say their materials are adequate for this purpose, compared to just 34% of teachers who report ineffective support.

Professional Learning

It's telling that when teachers are asked what would most help them use high-quality materials effectively, the answer isn't more materials. Protected time in the workday to plan using curricular materials is the top choice by a wide margin — 55% choose this as their top choice out of six options — far ahead of the second choice, "resources to adapt materials to meet student needs" (22%). That preference lines up with what teachers say actually works. Collaborative planning is rated as the most effective form of professional learning teachers participated in this year, with 67% calling it mostly or very effective.

The data on curricula and implementation suggests the challenge facing HQIM adoption isn't about persuasion — teachers are already bought in. Execution will decide outcomes of curriculum initiatives across the

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country: whether districts communicate clearly and specifically, involve teachers in selection, provide materials and training that serve struggling students and multilingual learners, protect the planning time teachers say matters most, and move beyond the curriculum to interventions for struggling learners. When those pieces are in place, teacher confidence in the curriculum follows; when they aren't, teachers are finding workarounds on their own.

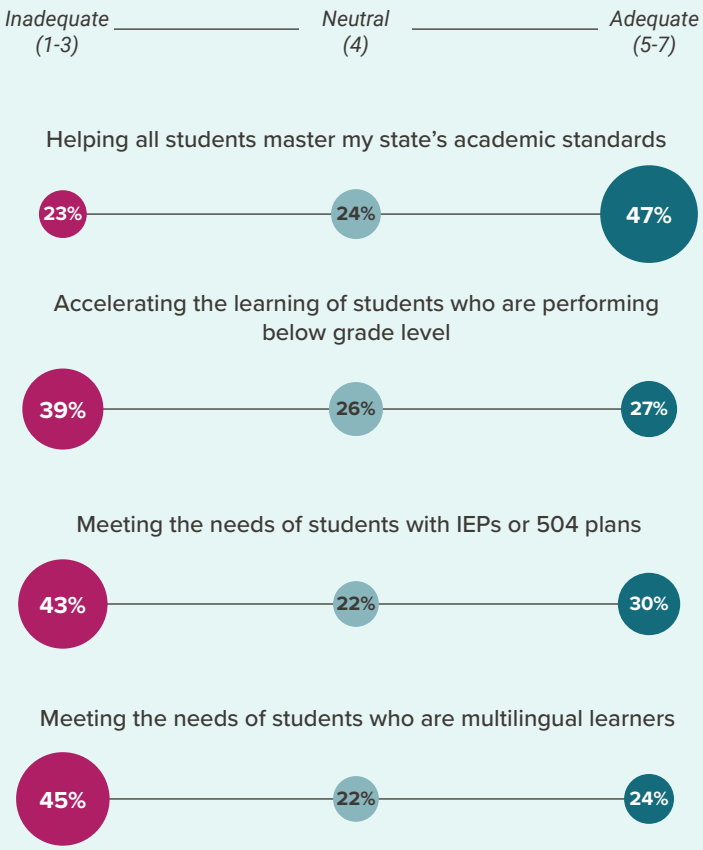
Meeting the Needs of Students Furthest From Opportunity

Regardless of implementation support, however, teachers' perceptions of the effectiveness of their materials drops significantly when considering students who need the most academic support. While 47% of teachers overall rate their materials adequate, 27% rate their materials adequate for accelerating the learning of students below grade level, 30% for students with Individualized Education Plans (IEPs) or 504 plans, and 24% for multilingual learners.

Teachers aren't lacking permission to address perceived curricular inadequacies themselves — 74% report moderate or great autonomy to customize or supplement their curriculum for academically struggling students. But only 49% say their curriculum includes, to a moderate or great extent, adequate supplemental materials for struggling students. A large minority of teachers appear to be filling the gap on their own with the materials they are able to find online, which are known to be low quality. Data from prior surveys confirms this: In 2025, 81% said they created, bought, or downloaded lessons "sometimes" or "often."

These gaps point to a real limit: Regardless of how well it's rolled out, high-quality curriculum alone may not deliver for the students furthest behind without additional support. Implementation must also consider aligned, coherent interventions (tutoring, small-group instruction, extended time) built around the curriculum, not just better delivery of the curriculum itself.

Q21. Indicate the extent to which the curriculum materials provided by your district or school, as a recommendation or requirement, are adequate for each purpose.



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THEME 4

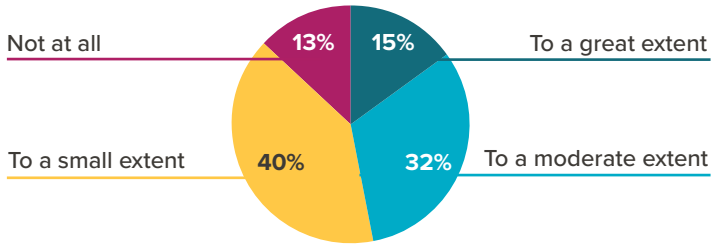
Teachers see the promise of AI for their own instruction, but a growing majority say it's hurting learning.

Just 13% of teachers say it has no value for enhancing instruction, but 83% of high school teachers say it has damaged their students' ability to engage in a complex academic task.

Teacher Use of AI

Forty-seven percent of teachers say AI has moderate or great potential to enhance their own ability to provide high-quality instruction, and another 40% see at least some potential. Real skepticism — those reporting no potential at all — sits at just 13% of respondents. Teachers of color remain notably more optimistic than white teachers, a pattern that holds from last year: 53% see moderate or great potential compared to 45% of white teachers, an 8-point gap. Gen Z teachers do not have significantly different opinions about AI than teachers overall, a shift from last year when they were generally more negative about the technology than was the full sample (see note on this year's methodology, on page 28).

Q33. To what extent do you think AI has the potential to enhance your ability to provide high-quality instruction?



The vast majority of teachers are using AI — 76% report they are using it in at least one of eight ways asked about on the survey to strengthen their professional practice. The most common uses are creating assessments (45%), drafting communication to families (40%), and differentiating learning (36%). The two most common concerns teachers express around using AI for teaching and instructional planning are that AI-output includes biased or inaccurate information (34% ranked as top concern) and that it requires significant revisions (29% ranked as top concern).

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"One hypothesis for why teachers of color have more positive perceptions of AI: It democratizes information, just like the internet did."

Arthur Everett
High School Social Studies Teacher | Brooklyn, NY

Student Use of AI

Teachers' optimism about AI as an educator tool hasn't extended to student use. In fact, concern is quickly mounting: Fifty-seven percent of teachers say AI is having a mostly or somewhat negative impact on student learning, up from 32% last year (see note on this year's methodology, on page 28), and 92% report at least one specific concern about how students are using it — most commonly that AI use will prevent students from learning core academic skills like writing and problem-solving (72%) and compromise academic integrity (80%). Fifty-two percent say it has worsened their students' ability to socialize with peers face-to-face, and 62% say it has worsened their ability to stay attentive and engaged in a complex task.

Negative sentiment climbs sharply with grade level. On general impact on learning, 34% of elementary teachers describe AI's effect as negative, compared to 71% of middle school teachers and 83% of high school teachers. The same pattern holds on whether AI has worsened students' ability to engage in a complex academic task: 44% of elementary teachers say it has, compared to 74% of middle school teachers and 83% of high school teachers. Academic integrity concerns start from a much higher baseline, with more than two-thirds (68%) of elementary teachers expressing this concern, but grows to reach nearly all (93%) high school teachers.

This isn't simply a story about older students having more access to AI tools, though that's likely part of it. It reflects a real difference in what AI threatens at each grade band. Elementary instruction centers on foundational skills that are harder to shortcut with a chatbot; by high school, students are expected to produce exactly the kind of extended, independent academic work — essays, multistep problem sets, research — that AI can convincingly imitate. The same tool a fourth-grade teacher might view as a mild distraction looks, to a high school teacher, like a direct threat to students engaging deeply with content and thinking critically.



"The idea that AI is the future and that AI is where we are headed — I have not been given enough time to sit with that. I feel like I'm being forced to accept it without proper time or space to process and learn."

Genelle Faulkner
High School Biology Teacher | Boston, MA

Student Use of Social Media

Teachers' concerns about social media are more evenly spread across grade bands and extend across academic, social, and emotional impacts. Seventy-eight percent of teachers say social media has worsened their students' ability to stay attentive and engaged on a complex academic task, and 77% say it has worsened their ability to socialize with peers face-to-face. Unlike AI, this damage doesn't wait for adolescence: 68% of elementary teachers already report worsened attentiveness from social media, and 67% report worsened face-to-face socialization.



"I often need to remind myself that I am educating my students for their future, not my past. This is the reality we are in now, and they need the skills to navigate that."

Richard de Meij
K-12 World Languages Teacher | Hartford, CT

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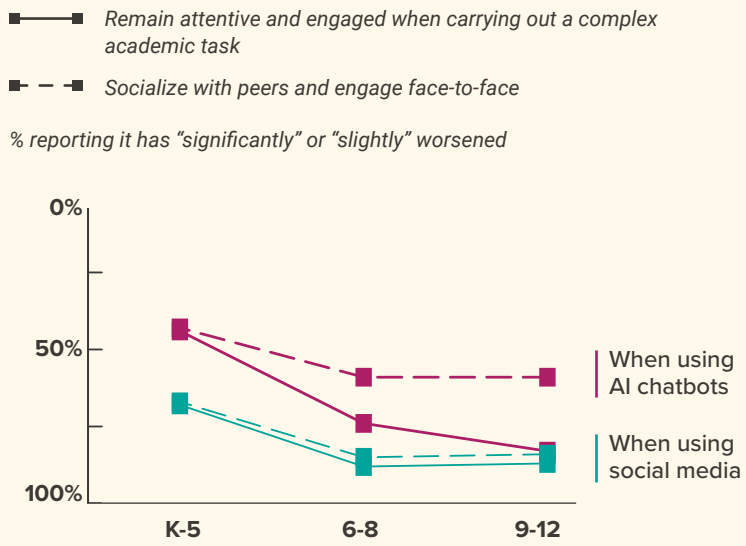
The contrast between the two technologies is instructive. AI's harm, as teachers report it, is more concentrated in the academic domain and grows sharply as students take on more independent, complex work — its effect on socialization specifically (52% overall) is real but noticeably smaller than its effect on task attentiveness (62% overall). Social media's harm is more evenly split between the academic and social-emotional domains, and it's already substantial by elementary school, meaning it's shaping students' capacity for sustained attention and face-to-face connection years before AI tools become a significant classroom factor. Social confidence and competence — the ability to focus, sit with a hard problem, read a room, connect with another person without a screen, make a friend — are skills that schools spend years cultivating, and are at stake long before a student reaches the grades in which AI concerns peak.

Teacher Training

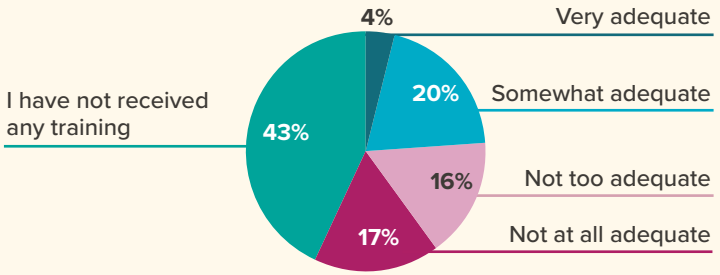
If AI's classroom impact is intensifying, the systems meant to help teachers manage it are moving in the opposite direction. Less than a quarter of teachers (24%) say they've received adequate training to support students in effectively leveraging AI tools, and 43% say they've received no training on this at all. This is a sharp reversal from last year, when 47% reported they'd received adequate training and only 27% said they'd received none (see note on this year's methodology, on page 28). Training on using AI in teachers' own work — instructional planning, grading, etc. — isn't much stronger: Just 37% call it adequate. It may be the case that the more teachers learn about and are exposed to AI tools, the more they realize how unprepared they are, possibly emphasized by students' and peers' accelerating rate of use.

Teachers aren't reflexively anti-technology — real optimism about AI's potential persists, especially among teachers of color, and the concern captured here isn't a blanket rejection of these tools. Instead, teachers' perspectives paint a precise, age- and domain-specific picture: Social media is eroding attention and connection broadly and early, AI is eroding independent academic work sharply as students get older, and training support is moving backward just as both pressures intensify.

Q40-41. In your opinion, to what extent has your students' use of each of the following technologies in their everyday lives this school year (2025-26) improved or worsened their ability to ...



Q35. How adequate is the training you've received on supporting students to effectively leverage AI tools as part of their learning?



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THEME 5

Few teachers see their state delivering the resource equity they want for students.

86% want funding systems to prioritize the highest-needs students, but only 21% believe their state actually does.

Across this year's survey, teachers repeatedly express a commitment to equity that extends well beyond their own classroom walls, and funding is where that commitment shows up most clearly. Between 86% and 92% of teachers support state funding formulas that weigh additional resources toward students with disabilities, English language learners, students from low-income households, and students in temporary housing. This broad belief that funding should follow needs extends to schools, not just individual student characteristics: 80% of teachers think schools with higher concentrations of high-needs students should receive even more funding because of that concentration, while only 6% oppose.



57% of teachers say their own schools are underfunded — and that number jumps to 67% in high-poverty schools

Q47

Unfortunately, teachers don't see their own funding systems executing on their shared principles. Sixty percent of teachers say funding is not distributed equitably across districts in their state; an additional 19% say they aren't sure, leaving just 21% calling distribution equitable. Forty-two percent call funding across schools in their district inequitable — a figure that rises to 52% among teachers of color specifically. However it's distributed, many teachers say funding isn't meeting student needs: 57% of teachers describe their own school as somewhat or very underfunded relative to what their students need, and that climbs to 67% among teachers in high-poverty schools.

The research on school funding equity points to real, if uneven, progress nationally. Most states have moved toward directing more money toward students from low-income households than a generation ago, resulting in the highest- and lowest-poverty districts consistently outspending districts that fall in the middle poverty tiers. Some experts suggest the gains for high-poverty districts are modest compared to what students actually

need, and racial gaps persist. The same national research finds that while low-income and Black students tend to have more staff members allocated to their education, those staff members tend to be less experienced than staff in wealthier or whiter schools. That's a pattern that could show up as "more funding" in a per-pupil spending table while still feeling, from inside the classroom, like less support. There could be more adults in the building, but a greater share of them are newer, less prepared, and more likely to leave before they ever master their craft.



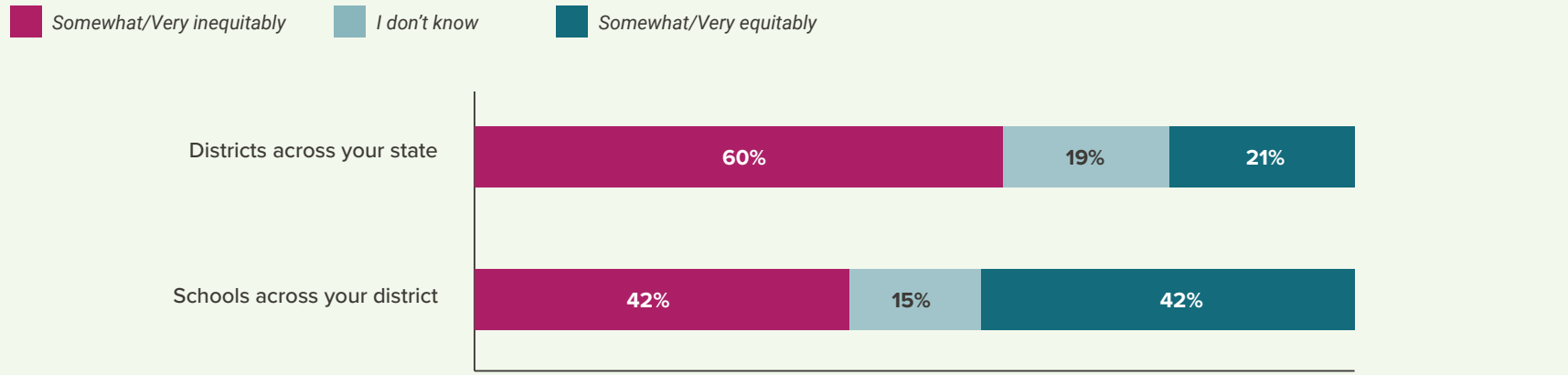
"Teachers need to be at the table when funding decisions are made. At my school, we have a team of teachers who give input on the budget, and that works well. Other schools and systems need to do the same so educators have a real voice in where funding goes."

Carlotta Pope
English Teacher | Brooklyn, NY

Taken together, teachers are describing a profession that hasn't kept up with what it's asking of them or the students they serve. They're staying for their students and their colleagues, even as rigid career structures push new teachers away. They believe in high-quality, evidence-based instructional materials, but too many are watching that belief go unrealized for lack of meaningful implementation and support. And they know which students need the most, even as they remain unconvinced that the dollars are reaching them in a way that matches that need.

None of this is a call for more of the same, delivered slightly better. It's a case for redesigning the structures around teachers, creating coherent instructional support that meets the needs of all of their students, and ensuring resources meet the needs of schools and students — so we can build the high-quality, diverse teaching profession every student deserves.

Q43-44. To what extent do you believe funding is distributed equitably in ...



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Thank You

We deeply appreciate the input of partner organizations as we developed the questionnaire, analyzed the results, and wrote the report.

Bellwether Education Partners

The Christensen Institute

The Education Trust

National Center for Learning Disabilities (NCLD)

National Council on Teacher Quality (NCTQ)

National Parents Union

Next Education Workforce

HMH

PIE Network

Public Impact

Teach For America

Thomas B. Fordham Institute

Transcend Education

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EDUCATORS FOR EXCELLENCE

About Educators for Excellence

Founded by public school teachers, Educators for Excellence is a growing movement of nearly 40,000 educators.

We envision a teaching profession where diverse educators thrive, shape the policies that govern their work, and lead a public education system that is equitable, sustainable, and professionally respected. To achieve this vision, we research and develop educator-informed and research-backed solutions, build teacher leadership, and advocate for policy change at the district, state, and national levels.

Each year, our national Voices from the Classroom survey elevates what educators are seeing and experiencing in their own classrooms to inform research and policy. Grounded in the belief that the teaching profession is one of the most vital forces shaping our shared future, we aim to build durable teacher power that drives meaningful, lasting change for students and schools.

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Methodology

The Voices from the Classroom 2026 survey questionnaire was developed by 18 E4E teacher members from across the United States. This year, E4E contracted with RAND, a nonprofit, nonpartisan research organization, for the first time to administer the survey to the American Teacher Panel. The survey was conducted online from March through May 2026, and the sample was designed to produce estimates that are representative of the national population of pre-K through grade 12 public school teachers. In total, 2,032 teachers completed the survey and are included in the analyses.

RAND's American Teacher Panel recruits respondents through probability-based sampling. In practice, this means teachers are randomly sampled from a comprehensive list of the nation's public school teachers and invited to participate, rather than opting in themselves — every teacher in the sampling frame has a known, nonzero chance of being selected. This differs from an opt-in panel that was used previously, where participants choose to join, and researchers use quotas and statistical weighting to keep the resulting sample balanced. Both approaches can produce informative, useful data when well-designed, and E4E's prior surveys — including quota-based weighting to ensure demographic balance — remain valid for the trends they captured. Probability-based sampling is generally considered the stronger standard for producing precise, generalizable estimates about the full population of U.S. teachers, because it reduces the risk of unmeasured selection bias tied to who chooses to participate.

Additionally, in prior years the survey was conducted in December through February, and respondents were permitted to skip questions for the first time this year. These shifts mean that some year-over-year comparisons in this report may reflect a change in survey methodology as well as a change in teacher sentiment — and it is difficult to know how much of any given difference to attribute to each. Given this, we have made year-over-year comparisons sparingly and pointed back to methodology changes to weigh the comparison with that caveat in mind.

As with prior years, the sample includes purposeful oversamples to allow for reliable analysis of key subgroups: 657 teachers of color and 158 Gen Z teachers. Respondents were screened to ensure they were currently employed as a public school classroom teacher in district or charter schools.

All results are weighted using panel survey weights that adjust for observed differences in sample demographics, aligning sample demographics to the target population. The weights for this survey were calibrated using person-level variables (gender, race/ethnicity, age, and educational attainment) and school-level variables (school level, school locale, school enrollment size, school student racial/ethnic composition, and school neighborhood poverty level). All subgroup differences reported in this document are statistically significant. Note that survey results are presented as percentages and, due to rounding, may not always add up to 100%.

Response and Participation Rate

RAND drew a sample of 5,000 panelists from the American Teacher Panel to invite to complete the survey, assuming a 40% completion rate based on prior panel surveys. The sample was allocated to meet subgroup targets across sampling groups: 2,500 teachers in the national sample, 750 teachers in the Gen Z sample (using years of experience, the only measure available in panel records, as a proxy), 750 teachers in the sample of teachers of color, and 1,000 teachers in a New York sample conducted for research not covered in this report. (Because these characteristics aren't mutually exclusive — a Gen Z teacher, for example, could also qualify for the full national sample — each panelist was sampled from just one of the groups to avoid double-counting.) In total, 2,032 cases received a survey weight and are included in the final data file, corresponding to a completion rate of 41% under the American Association for Public Opinion Research's Response Rate Definition 6. The survey has an approximate margin of error of ±2.6 percentage points at the 95% confidence level for a binary estimate with a 50% distribution, adjusted to account for weighting.

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Questionnaire and Top-line Results

All of the following are the top-line results from the survey questionnaire. The questions and results are grouped by themes represented in the findings and do not necessarily appear in the order that they were asked.

Notes

All numbers are percentages.

Due to rounding, not all percentages add up to 100%.

The † symbol is used throughout to indicate where too few teachers fall into a given category to produce a valid percentage.

To view the entire dataset, go to e4e.org/teachersurvey2026/data

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RECRUITMENT

1. On a scale from 0 to 10, how likely are you to recommend teaching to a friend, family member, or acquaintance?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
0	6%	6%	2%	5%	6%	5%	6%	7%	4%	6%
1	4%	3%	3%	4%	4%	4%	4%	5%	4%	3%
2	7%	6%	4%	7%	6%	7%	7%	7%	7%	6%
3	8%	8%	6%	7%	8%	8%	2%	9%	8%	7%
4	7%	6%	6%	7%	6%	7%	2%	4%	8%	7%
5	17%	17%	15%	18%	16%	17%	16%	17%	17%	18%
6	11%	9%	16%	11%	12%	11%	9%	11%	10%	13%
7	16%	16%	24%	16%	15%	16%	10%	14%	19%	15%
8	14%	16%	14%	15%	13%	14%	13%	14%	14%	14%
9	5%	4%	3%	4%	7%	5%	2%	5%	5%	4%
10	6%	9%	6%	6%	7%	6%	26%	7%	5%	6%
Can't rate	0%	1%	0%	0%	0%	0%	3%	1%	1%	0%

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2a. Which of the following do you think would be most likely to attract talented and diverse candidates to the teaching profession? *(% selecting as first choice)*

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Higher starting salaries	44%	40%	48%	43%	49%	45%	30%	40%	47%	46%
Better benefits (i.e., more affordable health care options, student loan forgiveness, housing support, improved family leave)	16%	16%	18%	15%	16%	16%	13%	16%	16%	15%
More societal respect for the profession	12%	10%	8%	13%	10%	12%	13%	13%	10%	12%
Opportunities for higher pay for working in a hard-to-staff school or subject area	5%	7%	3%	5%	4%	5%	3%	7%	4%	4%
Lowering the financial barriers to pursuing the profession (e.g., college tuition, exam fees)	5%	4%	4%	5%	4%	5%	3%	4%	5%	6%
More leadership opportunities that allow you to increase your responsibilities and your salary	4%	4%	6%	3%	4%	4%	8%	4%	3%	4%
Alternative teacher preparation models with hands-on experience, such as residency or apprenticeship programs	3%	5%	2%	3%	3%	3%	20%	4%	3%	3%
Reduced workload for firstyear teachers	3%	3%	3%	3%	3%	3%	4%	5%	2%	3%
Make it easier to leave and return to teaching without losing retirement benefits (e.g., pension), seniority, or other non-retirement benefits	2%	3%	2%	3%	1%	2%	2%	2%	3%	2%
Pathways for school aides and paraprofessionals to become teachers	2%	3%	3%	2%	2%	2%	0%	2%	2%	2%
Removing or changing certification tests or other requirements	2%	2%	2%	1%	2%	2%	2%	1%	3%	1%
Streamlined certification / reciprocity (e.g., easier to obtain credentials when moving states, changing careers, portability of pension)	2%	3%	0%	2%	1%	2%	4%	2%	1%	2%
Raising the bar for entry into the profession (e.g., minimum SAT scores or GPA to become a teacher)	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%

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2b. Which of the following do you think would be most likely to attract talented and diverse candidates to the teaching profession? *(% selecting in top 2)*

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Higher starting salaries	62%	58%	66%	61%	66%	63%	43%	58%	64%	64%
Better benefits (i.e., more affordable health care options, student loan forgiveness, housing support, improved family leave)	39%	40%	38%	39%	41%	40%	21%	38%	39%	41%
More societal respect for the profession	28%	22%	25%	29%	28%	28%	34%	29%	28%	28%
Opportunities for higher pay for working in a hard-to-staff school or subject area	15%	17%	13%	15%	13%	14%	28%	17%	15%	12%
Lowering the financial barriers to pursuing the profession (e.g., college tuition, exam fees)	10%	10%	14%	10%	10%	10%	10%	9%	12%	10%
Make it easier to leave and return to teaching without losing retirement benefits (e.g., pension), seniority, or other non-retirement benefits	8%	9%	8%	8%	8%	8%	9%	7%	8%	8%
More leadership opportunities that allow you to increase your responsibilities and your salary	8%	8%	9%	7%	8%	8%	8%	8%	7%	8%
Reduced workload for firstyear teachers	8%	6%	8%	8%	7%	7%	7%	9%	7%	7%
Alternative teacher preparation models with hands-on experience, such as residency or apprenticeship programs	7%	10%	6%	7%	5%	7%	20%	7%	7%	6%
Streamlined certification / reciprocity (e.g., easier to obtain credentials when moving states, changing careers, portability of pension)	5%	6%	3%	6%	5%	5%	10%	5%	4%	6%
Pathways for school aides and paraprofessionals to become teachers	4%	5%	6%	5%	3%	4%	0%	5%	5%	4%
Removing or changing certification tests or other requirements	3%	5%	3%	3%	4%	4%	4%	4%	4%	3%
Raising the bar for entry into the profession (e.g., minimum SAT scores or GPA to become a teacher)	2%	3%	2%	2%	2%	2%	0%	2%	1%	2%

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3. To the best of your recollection, how effective was your teacher preparation program in training you to provide strong grade-level academic instruction?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Not effective at all	5%	4%	4%	5%	5%	5%	6%	6%	5%	4%
Slightly effective	27%	27%	24%	26%	29%	27%	24%	31%	27%	23%
Moderately effective	41%	40%	42%	41%	43%	41%	33%	36%	43%	44%
Very effective	27%	29%	30%	28%	24%	27%	36%	27%	24%	29%

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4. To the best of your recollection, how effective was your teacher preparation program in training you on how to provide culturally responsive instruction?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Not effective at all	14%	11%	6%	15%	14%	15%	16%	15%	14%	15%
Slightly effective	31%	28%	27%	31%	32%	31%	29%	31%	33%	30%
Moderately effective	37%	38%	41%	38%	36%	37%	31%	39%	36%	38%
Very effective	17%	23%	25%	17%	17%	17%	25%	16%	17%	18%

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5. How important was receiving grants or scholarships to your ability to complete a teacher preparation program (i.e. undergraduate degree, graduate degree, and/or residency program)?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Not important at all	11%	5%	5%	11%	11%	11%	18%	11%	7%	15%
A little important	9%	5%	14%	9%	8%	9%	7%	7%	10%	9%
Somewhat important	18%	11%	23%	18%	17%	18%	21%	18%	16%	19%
Very important	44%	60%	50%	41%	48%	43%	39%	44%	53%	36%
N/A - I did not receive any grants or scholarships	19%	19%	8%	20%	16%	19%	15%	21%	14%	22%

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6. What are your career plans for the next 3-5 years?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Continue teaching, here at my current school	68%	57%	66%	69%	68%	68%	60%	66%	71%	67%
Continue teaching, but not at this school	9%	12%	15%	9%	8%	9%	11%	9%	8%	9%
Continue in education, but in a non-teaching school-based role	8%	15%	9%	7%	10%	8%	12%	10%	7%	7%
Continue in education, but in a non-school-based role	2%	2%	5%	2%	3%	2%	8%	2%	1%	3%
Leave education	13%	14%	5%	14%	11%	13%	9%	14%	12%	13%

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7a. Please rank the top three reasons you are likely to continue teaching, with one being the top reason. *(% selecting as first choice)*

NOTE: Respondents who plan to continue teaching

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
I believe I am making a difference in the lives of my students	25%	29%	24%	24%	27%	25%	43%	28%	26%	22%
I enjoy building relationships with my students	21%	18%	31%	20%	22%	20%	8%	20%	21%	21%
I enjoy the content I teach	17%	17%	13%	16%	18%	18%	8%	15%	16%	19%
I enjoy the camaraderie among myself and my colleagues	12%	8%	13%	13%	10%	12%	0%	10%	14%	11%
I have access to high-quality curriculum and aligned support	1%	0%	1%	0%	1%	1%	0%	0%	1%	0%
I am satisfied with my pay and benefits	7%	8%	5%	10%	2%	8%	9%	7%	6%	9%
The job is intellectually stimulating	3%	2%	3%	3%	2%	2%	5%	3%	2%	2%
I have opportunities to grow professionally, in terms of additional responsibilities and pay	2%	4%	4%	2%	3%	2%	12%	3%	1%	3%
I get the opportunity to collaborate frequently with my peers	2%	1%	2%	2%	1%	2%	0%	2%	1%	2%
I feel involved in schoolbased decisionmaking	1%	1%	0%	1%	2%	1%	16%	2%	1%	1%
I receive individualized and effective professional learning opportunities	1%	1%	0%	0%	1%	1%	0%	1%	0%	0%
Other	9%	10%	3%	9%	11%	9%	0%	8%	10%	9%

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7b. Please rank the top three reasons you are likely to continue teaching, with one being the top reason. *(% selecting in top 3)*

NOTE: Respondents who plan to continue teaching

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
I believe I am making a difference in the lives of my students	64%	68%	68%	63%	68%	64%	65%	67%	66%	61%
I enjoy building relationships with my students	61%	57%	75%	59%	63%	61%	46%	62%	62%	60%
I enjoy the content I teach	50%	55%	42%	50%	51%	51%	38%	45%	51%	53%
I enjoy the camaraderie among myself and my colleagues	41%	31%	43%	42%	39%	41%	29%	36%	45%	41%
I am satisfied with my pay and benefits	20%	18%	14%	24%	10%	20%	28%	22%	15%	23%
The job is intellectually stimulating	14%	12%	17%	15%	12%	13%	34%	16%	12%	14%
I get the opportunity to collaborate frequently with my peers	10%	9%	14%	10%	11%	10%	10%	12%	9%	9%
I have opportunities to grow professionally, in terms of additional responsibilities and pay	7%	12%	10%	7%	9%	7%	12%	7%	6%	8%
I feel involved in schoolbased decisionmaking	6%	5%	5%	5%	6%	5%	16%	6%	7%	4%
I have access to high-quality curriculum and aligned support	4%	6%	5%	4%	4%	4%	14%	4%	5%	3%
I receive individualized and effective professional learning opportunities	2%	4%	0%	2%	2%	2%	0%	2%	2%	1%
Other	17%	17%	6%	18%	18%	18%	9%	17%	16%	18%

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8a. Please rank the top three reasons you plan to leave education, with one being the top reason. *(% selecting as first choice)*

NOTE: Respondents who plan to leave education

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
I do not have enough support to address discipline issues	15%	14%	†	13%	23%	16%	†	18%	18%	11%
I want greater work-life balance	14%	19%	†	14%	12%	14%	†	11%	11%	17%
I want a higher-paying job	12%	16%	†	9%	24%	13%	†	15%	11%	12%
I do not feel supported by my administration	10%	11%	†	13%	3%	9%	†	13%	7%	9%
I take on too many additional responsibilities for which I am not compensated	5%	5%	†	3%	2%	5%	†	8%	8%	1%
I do not feel respected by the public	3%	8%	†	3%	6%	3%	†	5%	4%	1%
I do not believe I am making an impact	3%	4%	†	3%	2%	3%	†	2%	4%	2%
I am not involved in schoolbased decision-making	1%	1%	†	1%	0%	1%	†	0%	0%	2%
I do not have enough opportunities to grow professionally, in terms of additional responsibilities and pay	1%	4%	†	1%	0%	1%	†	2%	0%	1%
I do not have the resources or training to do my job well	0%	0%	†	0%	0%	0%	†	0%	0%	0%
I lack access to high-quality curriculum and aligned support	0%	1%	†	0%	0%	0%	†	0%	0%	1%
I do not feel physically safe in my school building	0%	0%	†	0%	0%	0%	†	0%	0%	0%
Other	36%	19%	†	40%	28%	37%	†	27%	36%	44%

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8b. Please rank the top three reasons you plan to leave education, with one being the top reason. *(% selecting in top 3)*

NOTE: Respondents who plan to leave education

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
I want greater work-life balance	47%	48%	†	50%	47%	48%	†	40%	50%	51%
I do not have enough support to address discipline issues	41%	42%	†	40%	44%	41%	†	47%	34%	43%
I want a higher-paying job	30%	41%	†	25%	48%	30%	†	31%	32%	28%
I do not feel supported by my administration	29%	34%	†	31%	24%	29%	†	35%	26%	27%
I take on too many additional responsibilities for which I am not compensated	29%	36%	†	26%	30%	28%	†	23%	39%	25%
I do not feel respected by the public	25%	19%	†	25%	22%	25%	†	22%	24%	27%
I do not believe I am making an impact	9%	14%	†	9%	10%	9%	†	13%	6%	8%
I do not have enough opportunities to grow professionally, in terms of additional responsibilities and pay	8%	14%	†	8%	11%	9%	†	13%	5%	7%
I am not involved in schoolbased decision-making	8%	7%	†	9%	8%	8%	†	6%	11%	8%
I do not feel physically safe in my school building	7%	4%	†	7%	2%	7%	†	10%	8%	5%
I lack access to high-quality curriculum and aligned support	4%	5%	†	4%	5%	4%	†	4%	4%	4%
I do not have the resources or training to do my job well	1%	1%	†	1%	1%	1%	†	1%	0%	1%
Other	50%	30%	†	54%	39%	51%	†	44%	51%	54%

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9. This school year (2025-2026) at your current school, to what extent do you have access to leadership or career advancement opportunities?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Not at all	19%	20%	13%	19%	19%	18%	18%	15%	20%	20%
To a small extent	43%	41%	45%	42%	45%	44%	50%	46%	43%	41%
To a moderate extent	29%	29%	33%	30%	29%	30%	26%	30%	30%	29%
To a great extent	8%	10%	10%	9%	7%	8%	6%	9%	7%	10%

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10a. Regardless of whether or not you have engaged in or seen them employed, please indicate how much you favor or oppose each of the following strategies.

Increasing veteran teachers' class size slightly in order to significantly reduce the class sizes of first-year teachers or reduce the number of classes first-year teachers teach

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly oppose	34%	39%	27%	35%	32%	34%	25%	38%	33%	31%
Somewhat oppose	22%	18%	25%	21%	26%	22%	21%	22%	23%	22%
I'm open to the idea, but would need to learn more before deciding	32%	34%	34%	33%	29%	32%	27%	30%	31%	34%
Somewhat favor	10%	8%	12%	9%	11%	9%	22%	8%	11%	10%
Strongly favor	2%	2%	2%	3%	2%	2%	4%	2%	2%	3%

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10b. Regardless of whether or not you have engaged in or seen them employed, please indicate how much you favor or oppose each of the following strategies.

Teaching in a co- or team-teaching model in which class size increases but another staff member co-teaches or supports

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly oppose	16%	19%	16%	17%	16%	17%	5%	16%	16%	16%
Somewhat oppose	20%	18%	19%	20%	20%	19%	16%	22%	19%	19%
I'm open to the idea, but would need to learn more before deciding	32%	33%	35%	31%	35%	33%	32%	34%	35%	29%
Somewhat favor	23%	22%	20%	25%	21%	24%	19%	20%	22%	27%
Strongly favor	8%	8%	10%	8%	8%	8%	28%	7%	8%	9%

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10c. Regardless of whether or not you have engaged in or seen them employed, please indicate how much you favor or oppose each of the following strategies.

Teaching on a team led by a teacher-leader who earns more for taking responsibility for the team's student outcomes

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly oppose	27%	25%	22%	27%	27%	27%	13%	25%	27%	28%
Somewhat oppose	22%	20%	24%	23%	18%	22%	10%	23%	20%	21%
I'm open to the idea, but would need to learn more before deciding	30%	35%	30%	29%	35%	30%	39%	30%	32%	30%
Somewhat favor	16%	15%	18%	16%	15%	16%	17%	16%	15%	16%
Strongly favor	5%	6%	5%	5%	5%	5%	20%	5%	5%	5%

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10d. Regardless of whether or not you have engaged in or seen them employed, please indicate how much you favor or oppose each of the following strategies.

Teaching on a team that shares a roster of students and strategically regroups them throughout the day based on students' strengths and needs

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly oppose	7%	8%	4%	7%	7%	7%	6%	9%	6%	7%
Somewhat oppose	9%	10%	9%	9%	11%	9%	8%	10%	11%	8%
I'm open to the idea, but would need to learn more before deciding	38%	39%	38%	38%	38%	38%	30%	35%	37%	40%
Somewhat favor	29%	27%	35%	29%	30%	29%	33%	33%	27%	29%
Strongly favor	17%	16%	15%	17%	14%	16%	23%	14%	19%	16%

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10e. Regardless of whether or not you have engaged in or seen them employed, please indicate how much you favor or oppose each of the following strategies.

Teaching on a team that shares responsibility for a roster of students, with different teachers taking on different roles based on their strengths

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly oppose	5%	5%	3%	5%	4%	5%	0%	6%	5%	4%
Somewhat oppose	7%	8%	5%	6%	8%	7%	4%	8%	5%	7%
I'm open to the idea, but would need to learn more before deciding	36%	36%	38%	36%	35%	36%	28%	32%	36%	38%
Somewhat favor	34%	32%	37%	34%	34%	33%	41%	37%	31%	34%
Strongly favor	19%	18%	17%	19%	19%	19%	28%	18%	23%	17%

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10f. Regardless of whether or not you have engaged in or seen them employed, please indicate how much you favor or oppose each of the following strategies.

Using paid non-teaching roles, such as tutors or paraprofessionals to provide additional adult supports in classrooms and develop clear pathways into teaching for these individuals

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly oppose	4%	3%	3%	4%	3%	4%	1%	3%	4%	3%
Somewhat oppose	7%	7%	8%	8%	6%	7%	2%	7%	7%	7%
I'm open to the idea, but would need to learn more before deciding	26%	28%	18%	26%	27%	27%	18%	26%	25%	28%
Somewhat favor	35%	30%	43%	36%	33%	35%	35%	33%	34%	36%
Strongly favor	28%	32%	29%	27%	31%	27%	45%	30%	29%	25%

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11a. If teacher layoffs were to occur in your district at the end of this school year (2025-2026), which of the following factors would you prefer your district to consider in layoff decision-making? *(% selecting as first choice)*

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Seniority, with the newest teachers being laid off first	39%	36%	18%	42%	31%	40%	21%	36%	38%	42%
Effectiveness, as measured by multiple factors (i.e. evaluations, observations, and student growth), with the least effective teachers being laid off first	37%	37%	60%	34%	46%	37%	38%	35%	41%	36%
Subject or grade-level certification, with teachers in hard-to-staff subject areas being deprioritized for layoffs	11%	12%	8%	11%	11%	11%	13%	11%	12%	10%
School placement, with teachers in the hardest-to-staff schools being deprioritized for layoffs	7%	8%	7%	7%	7%	7%	18%	9%	6%	6%
Cultural or linguistic expertise, with teachers holding this expertise being deprioritized for layoffs	3%	3%	2%	3%	3%	3%	6%	5%	1%	2%
Participation in a “Grow Your Own” or similar teacher residency program, with participating teachers being deprioritized for layoffs	3%	4%	5%	3%	3%	3%	3%	4%	2%	3%

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11b. If teacher layoffs were to occur in your district at the end of this school year (2025-2026), which of the following factors would you prefer your district to consider in layoff decision-making? *(% selecting in top 3)*

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Effectiveness, as measured by multiple factors (i.e. evaluations, observations, and student growth), with the least effective teachers being laid off first	77%	74%	89%	75%	83%	77%	79%	73%	83%	74%
Seniority, with the newest teachers being laid off first	71%	65%	51%	75%	64%	72%	53%	68%	72%	73%
Subject or grade-level certification, with teachers in hard-to-staff subject areas being deprioritized for layoffs	66%	68%	63%	67%	64%	66%	70%	65%	68%	66%
School placement, with teachers in the hardest-to-staff schools being deprioritized for layoffs	45%	46%	50%	45%	47%	45%	60%	49%	39%	48%
Cultural or linguistic expertise, with teachers holding this expertise being deprioritized for layoffs	22%	26%	26%	22%	22%	22%	30%	26%	20%	21%
Participation in a “Grow Your Own” or similar teacher residency program, with participating teachers being deprioritized for layoffs	16%	18%	20%	14%	18%	16%	7%	15%	15%	16%

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12a. How much would you favor or oppose giving financial rewards to teachers who:

Have students showing significant gains across multiple measures (e.g., test scores, student work and portfolios)?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly oppose	17%	11%	11%	20%	11%	17%	3%	16%	14%	20%
Somewhat oppose	13%	8%	16%	14%	10%	13%	16%	13%	13%	12%
Neither favor nor oppose	14%	18%	13%	14%	13%	14%	9%	13%	14%	13%
Somewhat favor	28%	26%	36%	26%	31%	28%	23%	30%	28%	25%
Strongly favor	22%	30%	23%	18%	28%	21%	41%	21%	24%	21%
N/A - I need more information to form an opinion	8%	7%	1%	8%	7%	8%	7%	7%	7%	8%

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12b. How much would you favor or oppose giving financial rewards to teachers who:

Receive multiple outstanding evaluations?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly oppose	10%	10%	3%	12%	7%	10%	9%	11%	7%	12%
Somewhat oppose	8%	6%	7%	8%	7%	8%	3%	8%	8%	8%
Neither favor nor oppose	15%	18%	21%	14%	16%	14%	13%	16%	15%	13%
Somewhat favor	32%	27%	33%	33%	30%	32%	36%	34%	31%	31%
Strongly favor	31%	34%	36%	29%	37%	31%	30%	28%	35%	31%
N/A - I need more information to form an opinion	4%	5%	1%	4%	4%	4%	8%	4%	3%	5%

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12c. How much would you favor or oppose giving financial rewards to teachers who:

Work in hard-to-staff schools, like rural schools and schools serving students from low-income households?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly oppose	3%	2%	1%	3%	4%	3%	0%	3%	3%	4%
Somewhat oppose	4%	3%	6%	4%	4%	4%	0%	4%	3%	4%
Neither favor nor oppose	12%	10%	15%	12%	12%	12%	12%	11%	13%	11%
Somewhat favor	37%	33%	38%	41%	29%	38%	22%	36%	37%	39%
Strongly favor	42%	49%	40%	38%	50%	42%	66%	44%	43%	39%
N/A - I need more information to form an opinion	2%	3%	0%	2%	1%	2%	0%	2%	1%	2%

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12d. How much would you favor or oppose giving financial rewards to teachers who:

Are rigorously selected and trained to serve in leadership positions (e.g., mentor teachers, model teachers, teachers who develop curriculum, peer evaluators, etc.)?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly oppose	4%	4%	0%	4%	3%	4%	0%	5%	3%	3%
Somewhat oppose	6%	5%	5%	6%	7%	6%	5%	8%	5%	5%
Neither favor nor oppose	14%	16%	14%	14%	15%	14%	9%	12%	18%	13%
Somewhat favor	36%	32%	41%	37%	35%	36%	49%	36%	37%	37%
Strongly favor	36%	37%	37%	35%	36%	36%	28%	36%	33%	37%
N/A - I need more information to form an opinion	4%	5%	2%	4%	4%	4%	8%	3%	3%	5%

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12e. How much would you favor or oppose giving financial rewards to teachers who:

Specialize in hard-to-fill subjects, such as science, mathematics, or special education?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly oppose	6%	4%	3%	6%	6%	6%	0%	5%	6%	7%
Somewhat oppose	8%	6%	6%	8%	7%	8%	4%	8%	8%	8%
Neither favor nor oppose	19%	14%	25%	19%	20%	19%	12%	18%	22%	17%
Somewhat favor	32%	31%	34%	33%	31%	31%	40%	30%	34%	32%
Strongly favor	32%	42%	32%	32%	34%	33%	44%	37%	29%	32%
N/A - I need more information to form an opinion	2%	3%	0%	3%	2%	3%	0%	2%	2%	3%

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12f. How much would you favor or oppose giving financial rewards to teachers who:

Obtain advanced certification (e.g., National Board Certified Teacher stipends, advanced degrees, micro-credentials)

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly oppose	3%	4%	1%	3%	3%	3%	0%	5%	2%	3%
Somewhat oppose	5%	5%	3%	5%	5%	5%	4%	6%	5%	5%
Neither favor nor oppose	16%	16%	14%	16%	15%	16%	14%	16%	17%	14%
Somewhat favor	31%	27%	34%	31%	32%	31%	34%	30%	34%	30%
Strongly favor	42%	45%	47%	41%	43%	42%	48%	41%	41%	45%
N/A - I need more information to form an opinion	2%	4%	1%	3%	2%	2%	0%	2%	1%	3%

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13a. Please rank the top three characteristics of a teacher's salary structure you most prefer, with one being the most-preferred characteristic. *(% selecting as first choice)*

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Teachers earn higher salaries for more years of experience	38%	33%	20%	39%	36%	38%	43%	35%	37%	41%
Teachers earn higher salaries for earning advanced degrees (e.g., a Master's degree)	22%	18%	30%	22%	20%	22%	2%	18%	22%	23%
Teachers earn higher salaries for strong impact on student outcomes across multiple measures	9%	11%	13%	8%	12%	9%	15%	8%	10%	9%
Teachers earn higher salaries for taking on additional leadership roles in their schools	7%	5%	10%	8%	7%	7%	3%	10%	8%	5%
Teachers earn higher salaries for working in high-needs or difficult-to-staff schools	7%	9%	8%	7%	7%	7%	13%	10%	7%	5%
Teachers earn higher salaries for working in high-need subject areas (e.g., STEM, special education, bilingual education)	7%	10%	6%	6%	8%	7%	17%	8%	7%	6%
Teachers earn higher salaries for earning specialized credentials or certificates (e.g., bilingual or ESL credentials, special education credentials)	5%	11%	8%	5%	7%	5%	6%	6%	4%	6%
Teachers experience larger salary increases early in their careers than later in their careers	5%	4%	6%	6%	4%	5%	2%	5%	5%	5%

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13b. Please rank the top three characteristics of a teacher's salary structure you most prefer, with one being the most-preferred characteristic. *(% selecting in top 3)*

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Teachers earn higher salaries for more years of experience	73%	65%	57%	74%	69%	72%	63%	71%	71%	75%
Teachers earn higher salaries for earning advanced degrees (e.g., a Master's degree)	62%	55%	67%	64%	57%	63%	39%	57%	61%	67%
Teachers earn higher salaries for taking on additional leadership roles in their schools	40%	33%	43%	41%	39%	40%	40%	39%	42%	40%
Teachers earn higher salaries for working in high-needs or difficult-to-staff schools	32%	41%	28%	32%	31%	32%	49%	38%	29%	30%
Teachers earn higher salaries for earning specialized credentials or certificates (e.g., bilingual or ESL credentials, special education credentials)	27%	34%	37%	28%	25%	27%	34%	27%	26%	28%
Teachers earn higher salaries for strong impact on student outcomes across multiple measures	26%	28%	28%	22%	36%	26%	28%	25%	30%	25%
Teachers earn higher salaries for working in high-need subject areas (e.g., STEM, special education, bilingual education)	23%	30%	19%	23%	23%	23%	37%	26%	23%	21%
Teachers experience larger salary increases early in their careers than later in their careers	16%	13%	20%	15%	20%	16%	12%	15%	18%	15%

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HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM)

14. Do you believe teachers should use high-quality, evidence-based instructional materials?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
No	6%	6%	5%	5%	8%	6%	2%	7%	5%	5%
Yes	94%	94%	95%	95%	92%	94%	98%	93%	95%	95%

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HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM)

15. Do you believe teachers should use instructional materials that are culturally responsive and inclusive of diverse perspectives?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
No	7%	6%	6%	6%	10%	7%	11%	5%	8%	7%
Yes	93%	94%	94%	94%	90%	93%	89%	95%	92%	93%

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HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM)

16. In which school year did your school or district last adopt a new math curriculum?

NOTE: Respondents who teach math

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
This school year, 2025-2026	14%	19%	11%	16%	13%	15%	0%	15%	13%	15%
2024-2025	15%	14%	16%	15%	15%	15%	8%	17%	15%	12%
2023-2024	13%	13%	16%	13%	14%	13%	3%	15%	15%	11%
2022-2023	10%	9%	9%	9%	13%	10%	12%	11%	11%	8%
2021-2022	7%	5%	4%	7%	9%	7%	21%	7%	8%	8%
2020-2021	5%	4%	6%	5%	3%	5%	1%	5%	4%	5%
2019-2020	4%	6%	0%	4%	3%	4%	6%	3%	3%	5%
2018-2019	2%	3%	2%	3%	2%	3%	0%	4%	1%	2%
2017-2018	1%	2%	0%	2%	0%	1%	0%	2%	1%	1%
2016-2017	2%	1%	2%	2%	2%	2%	3%	1%	1%	3%
Before 2016	5%	5%	4%	5%	5%	5%	0%	4%	5%	5%
I don't know	17%	15%	23%	18%	16%	17%	36%	15%	17%	19%
N/A - my school or district has not adopted a math curriculum for my grade	4%	4%	9%	4%	6%	4%	11%	2%	6%	6%

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HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM)

17. In which school year did your school or district last adopt a new English language arts curriculum?

NOTE: Respondents who teach ELA

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
This school year, 2025-2026	13%	11%	12%	13%	13%	13%	0%	10%	14%	14%
2024-2025	16%	15%	20%	16%	16%	16%	9%	15%	14%	19%
2023-2024	13%	13%	16%	13%	12%	13%	0%	14%	14%	11%
2022-2023	12%	12%	12%	12%	12%	12%	15%	10%	16%	9%
2021-2022	8%	11%	10%	7%	9%	8%	7%	10%	8%	6%
2020-2021	5%	5%	4%	5%	6%	5%	0%	6%	5%	5%
2019-2020	5%	4%	3%	4%	6%	4%	25%	7%	4%	3%
2018-2019	3%	2%	0%	3%	3%	3%	0%	3%	3%	3%
2017-2018	2%	3%	1%	3%	0%	2%	1%	3%	1%	3%
2016-2017	1%	2%	0%	1%	0%	1%	4%	1%	0%	1%
Before 2016	3%	3%	2%	4%	2%	3%	13%	2%	3%	5%
I don't know	14%	15%	16%	14%	14%	15%	17%	15%	13%	15%
N/A - my school or district has not adopted an ELA curriculum for my grade	5%	4%	5%	4%	5%	5%	9%	2%	5%	6%

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HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM)

18. How clearly did your district communicate why it decided to implement a new ELA curriculum?

NOTE: ELA teachers whose school/district adopted a new ELA curriculum in the last 5 years

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very clearly	30%	24%	34%	29%	32%	30%	†	24%	35%	31%
Somewhat clearly	33%	39%	25%	37%	27%	34%	†	30%	37%	33%
Somewhat unclearly	15%	14%	10%	16%	12%	15%	†	18%	11%	16%
Not clearly at all	16%	19%	11%	14%	20%	16%	†	22%	13%	15%
N/A - I wasn't employed in my district at the time	6%	3%	20%	4%	9%	5%	†	6%	4%	5%

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HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM)

19. How clearly did your district communicate why it decided to implement a new math curriculum?

NOTE: Math teachers whose school/district adopted a new math curriculum in the last 5 years

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very clearly	26%	21%	34%	28%	23%	26%	†	22%	29%	28%
Somewhat clearly	36%	35%	30%	38%	32%	36%	†	38%	33%	37%
Somewhat unclearly	16%	17%	17%	16%	17%	17%	†	17%	15%	16%
Not clearly at all	18%	22%	10%	16%	20%	18%	†	21%	15%	17%
N/A - I wasn't employed in my district at the time	4%	4%	10%	2%	8%	3%	†	2%	8%	1%

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HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM)

20. Who is involved in selecting the curriculum materials required or recommended by your school or district?
(% responding each group is involved)

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Teachers in my district	58%	44%	54%	62%	48%	58%	49%	51%	63%	58%
Instructional coaches in my district	44%	41%	48%	45%	44%	45%	29%	47%	44%	43%
School leaders in my district (e.g., principals, assistant principals, or deans at my school or other schools in my district)	61%	52%	68%	62%	61%	61%	61%	59%	66%	59%
Students in my district	3%	2%	3%	3%	2%	3%	2%	3%	1%	4%
Families in my district	7%	5%	8%	8%	6%	7%	8%	7%	5%	10%
My district's central office staff	43%	46%	31%	44%	40%	43%	27%	44%	34%	49%
Other	3%	3%	2%	3%	3%	3%	2%	3%	4%	3%
I don't know	7%	9%	12%	7%	9%	8%	10%	9%	7%	7%

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HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM)

21a. Indicate the extent to which the curriculum materials provided by your district or school, as a recommendation or requirement, are adequate for each purpose.

Helping all students master my state's academic standards

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
1 - Completely inadequate	4%	6%	1%	5%	4%	4%	2%	5%	2%	5%
2	7%	7%	9%	7%	6%	7%	2%	8%	5%	6%
3	12%	10%	14%	12%	12%	12%	13%	14%	10%	12%
4	24%	24%	21%	24%	23%	24%	7%	23%	26%	23%
5	25%	23%	22%	25%	25%	24%	31%	23%	28%	23%
6	10%	10%	10%	11%	9%	10%	21%	9%	10%	11%
7 - Completely adequate	12%	15%	14%	11%	13%	12%	22%	11%	13%	12%
Not sure or N/A	6%	6%	8%	5%	8%	6%	2%	6%	6%	7%

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HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM)

21b. Indicate the extent to which the curriculum materials provided by your district or school, as a recommendation or requirement, are adequate for each purpose.

Accelerating the learning of students who are performing below grade level

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
1 - Completely inadequate	8%	10%	7%	9%	6%	8%	3%	10%	5%	9%
2	12%	10%	10%	11%	13%	12%	5%	14%	11%	10%
3	19%	16%	20%	19%	20%	19%	16%	19%	20%	19%
4	26%	24%	28%	26%	25%	26%	32%	24%	27%	26%
5	15%	17%	16%	16%	15%	16%	10%	14%	17%	16%
6	6%	6%	6%	6%	6%	6%	18%	5%	8%	6%
7 - Completely adequate	6%	10%	5%	5%	7%	6%	14%	7%	4%	6%
Not sure or N/A	7%	6%	9%	6%	9%	7%	2%	6%	7%	8%

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HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM)

21c. Indicate the extent to which the curriculum materials provided by your district or school, as a recommendation or requirement, are adequate for each purpose.

Meeting the needs of students with IEPs or 504 plans

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
1 - Completely inadequate	10%	12%	7%	10%	10%	10%	4%	11%	7%	12%
2	16%	14%	17%	15%	17%	16%	5%	20%	13%	15%
3	17%	15%	17%	19%	14%	17%	10%	18%	20%	14%
4	22%	21%	19%	23%	21%	22%	22%	20%	23%	23%
5	15%	15%	17%	14%	16%	15%	23%	13%	16%	16%
6	6%	6%	3%	6%	5%	6%	12%	5%	7%	5%
7 - Completely adequate	9%	14%	12%	8%	9%	8%	15%	8%	9%	9%
Not sure or N/A	6%	4%	6%	5%	8%	6%	10%	5%	5%	7%

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HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM)

21d. Indicate the extent to which the curriculum materials provided by your district or school, as a recommendation or requirement, are adequate for each purpose.

Advancing the learning of students who are performing at or above grade level

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
1 - Completely inadequate	4%	5%	1%	5%	4%	4%	0%	6%	3%	4%
2	7%	7%	12%	8%	7%	8%	5%	7%	8%	7%
3	13%	10%	14%	13%	12%	13%	5%	13%	13%	12%
4	23%	25%	21%	24%	21%	23%	31%	23%	23%	24%
5	24%	22%	22%	23%	26%	24%	11%	24%	26%	21%
6	12%	12%	15%	12%	14%	12%	14%	10%	13%	14%
7 - Completely adequate	10%	14%	8%	10%	10%	10%	32%	10%	10%	10%
Not sure or N/A	6%	5%	9%	6%	7%	6%	2%	6%	5%	8%

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HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM)

21e. Indicate the extent to which the curriculum materials provided by your district or school, as a recommendation or requirement, are adequate for each purpose.

Meeting the needs of students who are multilingual learners

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
1 - Completely inadequate	10%	11%	7%	9%	10%	10%	5%	11%	7%	11%
2	16%	14%	17%	16%	16%	16%	3%	17%	16%	14%
3	19%	18%	17%	20%	17%	19%	22%	19%	16%	21%
4	22%	18%	20%	22%	21%	22%	21%	20%	23%	23%
5	13%	15%	15%	13%	14%	13%	25%	13%	14%	13%
6	6%	8%	7%	5%	7%	6%	9%	6%	6%	5%
7 - Completely adequate	5%	10%	5%	5%	5%	5%	4%	6%	5%	5%
Not sure or N/A	10%	6%	13%	10%	10%	10%	11%	8%	14%	9%

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HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM)

21f. Indicate the extent to which the curriculum materials provided by your district or school, as a recommendation or requirement, are adequate for each purpose.

Assessing my students' learning against state standards

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
1 - Completely inadequate	5%	6%	3%	5%	4%	5%	2%	5%	3%	6%
2	9%	8%	10%	9%	8%	9%	3%	10%	9%	7%
3	12%	12%	11%	11%	13%	12%	9%	15%	10%	11%
4	25%	26%	22%	26%	24%	25%	17%	25%	26%	25%
5	22%	18%	25%	22%	22%	21%	28%	20%	23%	22%
6	10%	11%	8%	10%	10%	10%	20%	8%	13%	10%
7 - Completely adequate	10%	13%	11%	9%	10%	10%	16%	9%	10%	10%
Not sure or N/A	7%	7%	11%	7%	9%	8%	5%	6%	6%	9%

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HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM)

22. To what extent do you have instructional autonomy to customize or supplement your school- or district-provided curriculum materials to meet the needs of academically struggling students?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Not at all	4%	5%	3%	4%	5%	4%	2%	4%	4%	4%
To a small extent	17%	20%	17%	17%	18%	17%	22%	19%	16%	17%
To a moderate extent	34%	38%	33%	34%	36%	35%	18%	40%	33%	31%
To a great extent	40%	34%	40%	42%	36%	40%	52%	35%	41%	43%
N/A - My school or district does not provide or require specific curricular materials for my subject	4%	4%	7%	4%	6%	4%	5%	3%	5%	5%

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HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM)

23. To what extent does your school- or district-provided curriculum include adequate supplemental materials to meet the needs of academically struggling students?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Not at all	10%	10%	9%	10%	9%	10%	4%	11%	8%	10%
To a small extent	36%	31%	34%	37%	34%	36%	24%	38%	35%	36%
To a moderate extent	36%	39%	35%	36%	35%	36%	51%	37%	37%	34%
To a great extent	13%	17%	16%	12%	15%	13%	16%	11%	14%	13%
N/A - My school or district does not provide or require specific curricular materials for my subject	5%	4%	6%	5%	7%	5%	5%	3%	5%	7%

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24. How often do you use AI tools to customize or supplement your school- or district-provided curriculum?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Never	38%	35%	37%	38%	38%	37%	38%	39%	39%	36%
Monthly	34%	35%	38%	35%	33%	34%	40%	34%	33%	36%
Weekly	22%	22%	20%	22%	21%	22%	19%	20%	21%	23%
Daily	6%	9%	5%	5%	9%	7%	2%	7%	7%	5%

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MENTORSHIP

25. In your first year of teaching, were you assigned a master or mentor teacher by your school or district?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
No	27%	29%	16%	26%	29%	27%	31%	28%	27%	26%
Yes	73%	71%	84%	74%	71%	73%	69%	72%	73%	74%

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MENTORSHIP

26. Overall, to what extent did your assigned master or mentor teacher improve your teaching in your first year of teaching?

NOTE: Respondents who were assigned a mentor teacher in their first year

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Not at all	14%	12%	21%	15%	13%	15%	2%	12%	16%	15%
To a small extent	33%	30%	29%	32%	36%	33%	22%	33%	34%	32%
To a moderate extent	28%	28%	28%	28%	28%	28%	25%	26%	26%	32%
To a great extent	25%	30%	22%	25%	23%	24%	51%	28%	24%	22%

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MENTORSHIP

27. Overall, to what extent did the assignment of a master or mentor teacher to support you in your first year of teaching influence your decision to remain in the teaching profession?

NOTE: Respondents who were assigned a mentor teacher in their first year

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Not at all	32%	25%	31%	32%	31%	32%	12%	28%	32%	35%
To a small extent	23%	23%	21%	23%	23%	23%	14%	22%	24%	23%
To a moderate extent	25%	29%	30%	24%	26%	25%	34%	29%	24%	23%
To a great extent	21%	24%	17%	21%	19%	20%	40%	21%	21%	19%

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28. What support do you most need in order to provide effective instruction using high-quality instructional materials?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Professional learning communities (PLCs) focused on using my school- or district-provided curriculum materials	8%	9%	12%	8%	7%	8%	19%	6%	8%	9%
One-on-one instructional coaching	5%	7%	9%	4%	6%	4%	13%	5%	5%	3%
Protected time in the workday to plan using curricular materials	55%	47%	49%	56%	52%	55%	35%	54%	55%	55%
Resources to adapt curricular materials to meet the needs of my students while maintaining rigor	22%	26%	18%	22%	23%	23%	14%	26%	21%	21%
Professional learning workshops with an instructional lead or administrator	5%	7%	7%	5%	6%	5%	0%	4%	6%	5%
Accessible data on what standards and prerequisites each of my students has mastered	5%	5%	4%	5%	6%	5%	18%	5%	5%	6%

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PROFESSIONAL LEARNING

29. How effectively or ineffectively has your district or school supported you to teach with the curricular materials you are provided?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very effectively	13%	15%	11%	12%	16%	13%	23%	15%	16%	10%
Somewhat effectively	51%	47%	54%	50%	52%	51%	42%	48%	53%	52%
Somewhat ineffectively	22%	25%	21%	23%	20%	22%	25%	23%	19%	24%
Very ineffectively	10%	10%	7%	11%	8%	10%	5%	12%	7%	9%
N/A: My district or school has not provided me with curricular materials	4%	3%	5%	4%	3%	4%	5%	2%	4%	5%

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30a. This school year (2025-2026), how often have you participated in the following types of activities intended to support your instruction?

Professional learning communities (PLCs)

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Never	11%	7%	11%	12%	8%	10%	20%	9%	10%	12%
About once per year	4%	5%	3%	4%	3%	4%	6%	3%	5%	3%
A few times per year	10%	11%	7%	10%	10%	11%	2%	9%	12%	10%
About quarterly	8%	9%	8%	8%	10%	8%	14%	9%	10%	7%
A few times per quarter	6%	6%	4%	6%	5%	6%	2%	7%	4%	6%
About monthly	14%	12%	20%	15%	13%	14%	18%	11%	17%	15%
A few times per month	15%	16%	12%	16%	14%	15%	18%	17%	14%	15%
Weekly or more often	31%	34%	33%	29%	38%	32%	20%	36%	28%	32%

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30b. This school year (2025-2026), how often have you participated in the following types of activities intended to support your instruction?

Peer observations and feedback

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Never	41%	34%	36%	43%	37%	41%	31%	37%	42%	43%
About once per year	18%	16%	17%	19%	18%	18%	22%	19%	20%	17%
A few times per year	16%	17%	18%	16%	16%	16%	20%	18%	15%	16%
About quarterly	8%	10%	9%	8%	8%	8%	0%	7%	9%	8%
A few times per quarter	6%	8%	6%	5%	7%	6%	11%	7%	5%	5%
About monthly	6%	7%	6%	4%	8%	5%	15%	6%	5%	6%
A few times per month	4%	4%	5%	3%	4%	4%	0%	3%	4%	3%
Weekly or more often	2%	4%	3%	1%	3%	2%	1%	3%	1%	1%

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30c. This school year (2025-2026), how often have you participated in the following types of activities intended to support your instruction?

Observations by my principal or other school leader

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Never	5%	4%	3%	5%	5%	5%	10%	5%	5%	5%
About once per year	19%	16%	15%	21%	15%	19%	34%	17%	19%	20%
A few times per year	43%	37%	45%	46%	37%	44%	19%	39%	44%	47%
About quarterly	13%	13%	15%	12%	16%	13%	10%	16%	11%	11%
A few times per quarter	8%	12%	10%	7%	9%	8%	7%	8%	8%	7%
About monthly	7%	7%	5%	6%	10%	7%	6%	7%	7%	6%
A few times per month	4%	7%	3%	3%	5%	4%	7%	5%	4%	3%
Weekly or more often	2%	3%	3%	1%	3%	2%	8%	3%	2%	1%

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30d. This school year (2025-2026), how often have you participated in the following types of activities intended to support your instruction?

Collaborative planning (e.g., during common planning, grade-level meetings, department meetings)

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Never	9%	7%	7%	9%	8%	9%	5%	7%	11%	8%
About once per year	2%	2%	1%	2%	3%	2%	7%	2%	3%	2%
A few times per year	11%	11%	6%	12%	8%	11%	0%	9%	13%	11%
About quarterly	6%	5%	7%	6%	7%	6%	20%	7%	7%	5%
A few times per quarter	8%	6%	9%	8%	8%	8%	7%	9%	8%	7%
About monthly	13%	13%	12%	13%	12%	12%	19%	11%	14%	13%
A few times per month	15%	16%	12%	17%	11%	15%	5%	16%	11%	17%
Weekly or more often	36%	40%	45%	34%	42%	36%	37%	40%	33%	37%

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30e. This school year (2025-2026), how often have you participated in the following types of activities intended to support your instruction?

Coaching

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Never	46%	35%	30%	49%	41%	46%	35%	41%	46%	49%
About once per year	11%	9%	17%	11%	10%	11%	9%	10%	13%	10%
A few times per year	15%	17%	13%	14%	16%	14%	12%	17%	13%	15%
About quarterly	7%	6%	12%	6%	6%	6%	3%	6%	7%	6%
A few times per quarter	6%	8%	10%	5%	7%	6%	3%	8%	5%	5%
About monthly	7%	10%	9%	7%	7%	7%	16%	9%	6%	6%
A few times per month	5%	7%	8%	4%	6%	5%	9%	5%	5%	5%
Weekly or more often	4%	8%	2%	3%	7%	4%	12%	5%	4%	3%

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31a. Indicate how effective each of the following professional learning opportunities in which you participated this school year (2025-2026) were for enhancing your instructional practice.

Professional learning communities (PLCs)

NOTE: Respondents who participated in PLCs at least once this school year

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Not effective at all	18%	16%	12%	18%	17%	18%	26%	17%	15%	21%
Somewhat effective	43%	40%	46%	44%	40%	43%	32%	43%	46%	40%
Mostly effective	27%	30%	28%	26%	29%	27%	26%	27%	26%	27%
Very effective	13%	14%	14%	12%	14%	12%	15%	12%	13%	12%

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31b. Indicate how effective each of the following professional learning opportunities in which you participated this school year (2025-2026) were for enhancing your instructional practice.

Peer observations and feedback

NOTE: Respondents who participated in peer observations and feedback at least once this school year

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Not effective at all	15%	11%	7%	16%	12%	15%	17%	14%	12%	17%
Somewhat effective	49%	50%	46%	50%	48%	48%	46%	48%	49%	49%
Mostly effective	29%	31%	38%	27%	31%	29%	22%	32%	27%	27%
Very effective	8%	9%	9%	7%	9%	8%	15%	6%	11%	6%

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31c. Indicate how effective each of the following professional learning opportunities in which you participated this school year (2025-2026) were for enhancing your instructional practice.

Observations by my principal or other school leader

NOTE: Respondents who participated in principal or school leader observations at least once this school year

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Not effective at all	27%	23%	16%	28%	25%	27%	29%	26%	23%	31%
Somewhat effective	45%	43%	47%	46%	43%	45%	44%	45%	44%	46%
Mostly effective	21%	25%	25%	20%	23%	21%	16%	22%	23%	19%
Very effective	7%	9%	11%	6%	9%	7%	11%	8%	10%	5%

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31d. Indicate how effective each of the following professional learning opportunities in which you participated this school year (2025-2026) were for enhancing your instructional practice.

Collaborative planning (e.g., during common planning, grade-level meetings, department meetings)

NOTE: Respondents who participated in collaborative planning at least once this school year

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Not effective at all	6%	8%	4%	6%	7%	6%	5%	5%	6%	8%
Somewhat effective	26%	29%	23%	27%	25%	26%	28%	28%	25%	26%
Mostly effective	35%	36%	33%	34%	38%	36%	24%	38%	36%	33%
Very effective	32%	27%	41%	33%	31%	32%	44%	30%	33%	34%

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31e. Indicate how effective each of the following professional learning opportunities in which you participated this school year (2025-2026) were for enhancing your instructional practice.

Coaching

NOTE: Respondents who participated in coaching at least once this school year

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Not effective at all	15%	16%	11%	15%	15%	15%	9%	15%	13%	17%
Somewhat effective	43%	44%	38%	45%	42%	44%	41%	43%	46%	42%
Mostly effective	28%	27%	31%	26%	31%	28%	24%	30%	26%	29%
Very effective	13%	13%	20%	13%	13%	13%	26%	12%	15%	12%

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32a. Indicate which of the following topics have been covered thus far in each of the following professional learning opportunities in which you participated this school year (2025-2026). *(% indicating the topic was covered)*

PLCs

NOTE: Respondents who participated in PLCs at least once this school year

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Instructional strategies for teaching with my curriculum	63%	58%	65%	62%	65%	62%	63%	65%	64%	60%
Strategies for supporting MLLs and students with disabilities	42%	42%	46%	41%	43%	41%	66%	50%	32%	44%
Assessing student mastery of the curriculum	56%	52%	60%	55%	58%	56%	50%	56%	55%	58%
None of these topics	12%	12%	7%	13%	11%	12%	11%	9%	14%	13%

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32b. Indicate which of the following topics have been covered thus far in each of the following professional learning opportunities in which you participated this school year (2025-2026). *(% indicating the topic was covered)*

Peer observations

NOTE: Respondents who participated in peer observations at least once this school year

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Instructional strategies for teaching with my curriculum	47%	42%	50%	48%	44%	47%	42%	47%	49%	44%
Strategies for supporting MLLs and students with disabilities	27%	35%	31%	26%	29%	27%	33%	32%	24%	25%
Assessing student mastery of the curriculum	25%	30%	27%	26%	24%	25%	22%	28%	24%	24%
None of these topics	31%	23%	25%	31%	30%	30%	26%	25%	32%	34%

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32c. Indicate which of the following topics have been covered thus far in each of the following professional learning opportunities in which you participated this school year (2025-2026). *(% indicating the topic was covered)*

Principal observations

NOTE: Respondents who participated in principal observations at least once this school year

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Instructional strategies for teaching with my curriculum	47%	45%	56%	46%	47%	47%	39%	48%	47%	45%
Strategies for supporting MLLs and students with disabilities	23%	27%	29%	23%	22%	23%	25%	25%	23%	22%
Assessing student mastery of the curriculum	33%	34%	38%	32%	35%	33%	20%	35%	35%	29%
None of these topics	34%	30%	24%	34%	33%	34%	41%	31%	32%	37%

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32d. Indicate which of the following topics have been covered thus far in each of the following professional learning opportunities in which you participated this school year (2025-2026). *(% indicating the topic was covered)*

Collaborative planning

NOTE: Respondents who participated in collaborative planning at least once this school year

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Instructional strategies for teaching with my curriculum	69%	60%	70%	69%	68%	68%	75%	68%	71%	68%
Strategies for supporting MLLs and students with disabilities	46%	47%	55%	47%	46%	46%	44%	51%	43%	46%
Assessing student mastery of the curriculum	55%	47%	54%	55%	56%	55%	50%	55%	54%	56%
None of these topics	11%	13%	8%	11%	11%	11%	8%	9%	12%	11%

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32e. Indicate which of the following topics have been covered thus far in each of the following professional learning opportunities in which you participated this school year (2025-2026). *(% indicating the topic was covered)*

Coaching

NOTE: Respondents who participated in coaching at least once this school year

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Instructional strategies for teaching with my curriculum	56%	52%	58%	56%	56%	54%	76%	57%	57%	54%
Strategies for supporting MLLs and students with disabilities	34%	35%	35%	32%	38%	34%	58%	40%	33%	31%
Assessing student mastery of the curriculum	37%	35%	42%	35%	40%	37%	41%	41%	34%	36%
None of these topics	20%	20%	19%	20%	21%	21%	2%	14%	25%	21%

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33. To what extent do you think artificial intelligence (AI) has the potential to enhance your ability to provide high-quality instruction?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Not at all	13%	10%	17%	14%	13%	13%	26%	15%	14%	11%
To a small extent	40%	36%	40%	40%	39%	39%	26%	38%	37%	43%
To a moderate extent	32%	35%	30%	32%	31%	32%	26%	29%	35%	32%
To a great extent	15%	18%	13%	14%	17%	15%	22%	18%	13%	15%

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34. Would you say students' use of AI is having a mostly positive, mostly negative, or neutral impact on their learning?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Mostly positive	4%	3%	8%	3%	4%	4%	5%	5%	2%	3%
Somewhat positive	12%	15%	12%	11%	14%	12%	6%	13%	11%	11%
Somewhat negative	16%	18%	16%	17%	15%	16%	23%	15%	15%	18%
Mostly negative	41%	35%	36%	42%	39%	40%	49%	39%	40%	42%
Neutral/No impact	11%	12%	12%	12%	11%	12%	5%	10%	13%	11%
I don't know	16%	17%	16%	16%	17%	16%	13%	17%	19%	14%

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35. How adequate is the training you've received on supporting students to effectively leverage AI tools as part of their learning?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very adequate	4%	4%	6%	4%	3%	4%	0%	5%	3%	3%
Somewhat adequate	20%	25%	21%	20%	18%	20%	17%	17%	20%	22%
Not too adequate	16%	16%	13%	17%	17%	16%	31%	19%	15%	16%
Not at all adequate	17%	12%	14%	17%	18%	17%	8%	15%	17%	19%
I have not received any training on supporting students to effectively leverage AI tools.	43%	44%	45%	43%	44%	43%	43%	45%	46%	40%

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36. How adequate is the training you've received on using AI tools in your own work (e.g., instructional planning, grading, parental communication, etc.)?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very adequate	8%	9%	12%	8%	7%	8%	7%	9%	6%	8%
Somewhat adequate	29%	29%	27%	29%	28%	30%	11%	27%	30%	30%
Not too adequate	16%	15%	16%	16%	16%	16%	23%	16%	15%	17%
Not at all adequate	13%	11%	11%	13%	13%	13%	10%	11%	14%	14%
I have not received any training about using AI tools for my own work.	34%	36%	34%	34%	35%	34%	48%	37%	35%	31%

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37a. Please rank your top three concerns with using AI for your teaching and instructional planning, with one being your biggest concern. *(% selecting as first choice)*

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
AI-generated output includes biased or inaccurate information	34%	32%	35%	35%	32%	34%	31%	33%	33%	36%
AI-generated output requires significant modifications or revisions from me	29%	27%	30%	30%	27%	30%	21%	28%	26%	32%
I do not know how to use AI for my teaching and instructional planning	16%	15%	11%	15%	16%	15%	17%	16%	17%	14%
AI-generated output (e.g., for supporting the development of lesson plans, instructional materials) does not align with my standards and/or learning goals	11%	15%	11%	10%	14%	11%	13%	11%	14%	9%
I do not have permission from my school or district leaders to use AI for my teaching and instructional planning	5%	7%	7%	4%	6%	5%	7%	6%	5%	4%
Other	5%	4%	6%	5%	5%	5%	10%	6%	5%	5%

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37b. Please rank your top three concerns with using AI for your teaching and instructional planning, with one being your biggest concern. *(% selecting in top 3)*

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
AI-generated output requires significant modifications or revisions from me	82%	80%	83%	84%	78%	83%	76%	79%	80%	86%
AI-generated output includes biased or inaccurate information	80%	78%	79%	81%	78%	80%	71%	78%	80%	82%
AI-generated output (e.g., for supporting the development of lesson plans, instructional materials) does not align with my standards and/or learning goals	68%	73%	75%	67%	71%	68%	75%	69%	68%	68%
I do not know how to use AI for my teaching and instructional planning	34%	33%	35%	33%	37%	34%	32%	35%	37%	32%
I do not have permission from my school or district leaders to use AI for my teaching and instructional planning	15%	17%	13%	13%	18%	15%	27%	16%	16%	13%
Other	16%	13%	11%	17%	15%	16%	19%	17%	15%	16%

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38. In what ways do you currently use AI tools to strengthen your professional practice?
(% indicating they use AI in each way)

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
To create or provide me feedback on my lesson plans	15%	18%	17%	14%	19%	16%	15%	19%	15%	13%
To analyze student work and generate suggested instructional decisions	14%	15%	10%	13%	16%	14%	12%	13%	12%	16%
To personalize or differentiate learning for students at different levels	36%	37%	35%	37%	34%	36%	25%	32%	35%	40%
To make curriculum more culturally relevant	14%	18%	15%	15%	14%	15%	17%	17%	12%	14%
To help create assessments, quizzes and/or practice exams	45%	46%	37%	44%	46%	46%	28%	42%	46%	46%
For administrative and paperwork tasks	25%	27%	19%	26%	23%	25%	27%	28%	23%	24%
To draft communications with families	40%	42%	43%	38%	45%	40%	44%	38%	40%	40%
To translate communications into my students' home languages	22%	26%	22%	23%	20%	22%	22%	25%	20%	22%
None of the above	24%	20%	29%	25%	22%	23%	26%	24%	24%	23%

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39. What concerns, if any, do you have about students using AI as part of their learning?
(% indicating it is a concern)

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Students will use AI to complete their assignments, raising concerns about academic integrity	80%	75%	77%	81%	78%	79%	93%	81%	80%	78%
Students using AI will not learn core academic skills (e.g., writing, problem-solving)	72%	66%	74%	73%	71%	72%	82%	71%	71%	74%
Students using AI will be exposed to inaccurate or biased information	55%	49%	56%	56%	53%	55%	59%	55%	57%	53%
Students' use of AI raises concerns about the privacy of student data or information	32%	29%	43%	31%	32%	32%	20%	35%	33%	28%
Other	7%	6%	5%	7%	6%	7%	7%	7%	7%	7%
N/A: I do not have any concerns about students using AI to enhance their learning.	8%	12%	7%	7%	10%	8%	0%	8%	7%	8%

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40a. In your opinion, to what extent has your students' use of each of the following technologies in their everyday lives this school year (2025-26) improved or worsened their ability to remain attentive and engaged when carrying out a complex academic task?

Social media (e.g., Instagram, TikTok, Snapchat, Facebook, etc.)

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Worsened significantly	57%	53%	48%	58%	54%	57%	59%	55%	55%	60%
Worsened slightly	21%	20%	35%	22%	19%	21%	28%	19%	22%	22%
Neither improved nor worsened	20%	24%	16%	17%	25%	20%	12%	23%	21%	17%
Improved slightly	2%	3%	2%	2%	2%	2%	0%	2%	1%	1%
Improved significantly	0%	1%	0%	0%	1%	0%	0%	1%	0%	0%

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40b. In your opinion, to what extent has your students' use of each of the following technologies in their everyday lives this school year (2025-26) improved or worsened their ability to remain attentive and engaged when carrying out a complex academic task?

AI chatbots (e.g., Chat GPT, Google Gemini, etc.)

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Worsened significantly	37%	33%	39%	38%	33%	37%	42%	35%	37%	38%
Worsened slightly	25%	25%	20%	26%	25%	25%	27%	24%	25%	26%
Neither improved nor worsened	33%	36%	38%	32%	35%	33%	23%	34%	32%	33%
Improved slightly	4%	5%	1%	4%	5%	4%	8%	5%	4%	3%
Improved significantly	1%	1%	1%	1%	2%	1%	0%	2%	1%	0%

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41a. In your opinion, to what extent has your students' use of the following technologies in their everyday lives this school year (2025-26) improved or worsened their ability to socialize with peers and engage face-to-face?

Social media (e.g., Instagram, TikTok, Snapchat, Facebook, etc.)

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Worsened significantly	51%	45%	44%	53%	48%	51%	54%	48%	53%	52%
Worsened slightly	25%	25%	28%	26%	24%	25%	22%	27%	25%	25%
Neither improved nor worsened	20%	26%	26%	19%	24%	21%	19%	22%	19%	20%
Improved slightly	2%	3%	1%	2%	3%	2%	5%	2%	2%	3%
Improved significantly	0%	1%	1%	0%	1%	0%	0%	1%	1%	0%

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41b. In your opinion, to what extent has your students' use of the following technologies in their everyday lives this school year (2025-26) improved or worsened their ability to socialize with peers and engage face-to-face?

AI chatbots (e.g., Chat GPT, Google Gemini, etc.)

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Worsened significantly	28%	29%	26%	28%	27%	28%	32%	27%	32%	25%
Worsened slightly	24%	24%	22%	25%	20%	23%	34%	24%	23%	24%
Neither improved nor worsened	45%	41%	50%	44%	48%	45%	32%	44%	42%	48%
Improved slightly	3%	5%	2%	2%	4%	3%	2%	3%	3%	2%
Improved significantly	1%	1%	1%	0%	1%	1%	0%	1%	1%	0%

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42. What effect, if any, has students' access to online misinformation had on your classroom culture and student learning?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very noticeable impact	14%	17%	11%	16%	11%	14%	20%	17%	14%	12%
Somewhat noticeable impact	31%	29%	35%	32%	28%	31%	18%	32%	28%	32%
Slightly noticeable impact	27%	25%	27%	27%	29%	27%	46%	26%	27%	29%
No impact	28%	29%	27%	26%	32%	28%	16%	25%	30%	27%

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EQUITABLE FUNDING

43. To what extent do you believe funding is distributed equitably across districts in your state?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very equitably	3%	3%	3%	2%	3%	3%	0%	5%	2%	1%
Somewhat equitably	18%	15%	13%	19%	15%	18%	11%	15%	16%	21%
Somewhat inequitably	27%	27%	33%	26%	30%	27%	22%	23%	31%	28%
Very inequitably	33%	34%	27%	35%	29%	33%	39%	40%	30%	31%
I don't know	19%	21%	25%	18%	23%	19%	27%	18%	21%	19%

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EQUITABLE FUNDING

44. To what extent do you believe funding is distributed equitably across schools in your district?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very equitably	12%	7%	7%	13%	10%	12%	0%	9%	16%	12%
Somewhat equitably	30%	24%	28%	31%	28%	31%	10%	25%	32%	33%
Somewhat inequitably	26%	28%	34%	25%	29%	26%	42%	29%	26%	24%
Very inequitably	16%	24%	12%	18%	13%	16%	20%	23%	10%	16%
I don't know	15%	17%	19%	14%	19%	15%	28%	14%	16%	15%

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EQUITABLE FUNDING

45a. To what extent do you support state funding formulas that weight funding to allocate additional resources to students with the following additional needs?

Students from low-income households

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly oppose	2%	4%	0%	2%	2%	2%	3%	2%	2%	1%
Somewhat oppose	8%	7%	10%	8%	10%	8%	8%	7%	10%	9%
Somewhat favor	51%	47%	58%	51%	53%	52%	33%	48%	57%	49%
Strongly favor	38%	43%	31%	40%	35%	38%	56%	43%	32%	41%

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45b. To what extent do you support state funding formulas that weight funding to allocate additional resources to students with the following additional needs?

Students with physical or learning disabilities

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly oppose	1%	3%	0%	1%	2%	1%	2%	2%	1%	2%
Somewhat oppose	6%	5%	7%	6%	7%	6%	0%	5%	9%	6%
Somewhat favor	46%	40%	53%	45%	49%	46%	33%	44%	50%	45%
Strongly favor	46%	51%	39%	47%	43%	46%	66%	49%	40%	48%

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EQUITABLE FUNDING

45c. To what extent do you support state funding formulas that weight funding to allocate additional resources to students with the following additional needs?

English language learners

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly oppose	2%	3%	1%	2%	3%	2%	3%	2%	2%	3%
Somewhat oppose	12%	9%	10%	11%	16%	12%	4%	10%	16%	11%
Somewhat favor	51%	47%	59%	51%	50%	51%	42%	48%	56%	48%
Strongly favor	35%	40%	30%	36%	31%	35%	51%	39%	27%	38%

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EQUITABLE FUNDING

45d. To what extent do you support state funding formulas that weight funding to allocate additional resources to students with the following additional needs?

Houseless students or students in temporary housing

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Strongly oppose	2%	4%	1%	2%	3%	2%	2%	2%	2%	2%
Somewhat oppose	8%	7%	9%	7%	9%	8%	8%	8%	9%	7%
Somewhat favor	49%	43%	54%	49%	51%	49%	36%	45%	56%	46%
Strongly favor	41%	47%	35%	42%	37%	41%	55%	45%	33%	44%

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EQUITABLE FUNDING

46. Do you think schools in which a large percentage of students have additional needs (highlighted in the previous question) should receive even more funding because of that higher concentration?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
No	6%	8%	3%	6%	5%	6%	2%	6%	5%	6%
Yes	80%	78%	81%	81%	78%	79%	93%	83%	76%	80%
Unsure	14%	14%	16%	13%	17%	15%	5%	11%	19%	13%

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EQUITABLE FUNDING

47. Compared to what your students need to succeed, how well funded is your school?

				Union		Type of School		Work Community		
	Total	Teachers of Color	Gen Z Teachers	Member	Non-Member	Traditional	Charter	Urban	Rural	Suburban
Very underfunded	17%	17%	13%	18%	14%	17%	4%	21%	16%	14%
Somewhat underfunded	40%	42%	48%	40%	41%	40%	46%	41%	43%	37%
Somewhat well funded	35%	34%	35%	34%	39%	35%	34%	31%	35%	38%
Very well funded	8%	8%	4%	8%	6%	8%	16%	7%	5%	10%

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