



HYBRID SCHOOLS 2022 TEACHERS SURVEY

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01 Introduction

The 2022 Hybrid Schools Teacher Survey (HSTS) is the first effort at exploring the group of teachers who work in hybrid schools (schools in which students physically meet for fewer than five days per week, and are homeschooled on the other days). The survey asked hybrid school teachers to respond to a variety of questions about their own education in terms of college degrees, their preparation to become teachers, their experiences as teachers over the course of their careers, their work environments in hybrid schools, and others. While some research has been conducted on the families who attend hybrid schools¹, and on their general operations², almost none has been done on the teachers within these schools. Most of these schools employ either one full time person (usually the school principal/director), or zero³. Teachers in these schools tend to be very part-time, teaching only a few classes, or only a few days per week. A major purpose of the HSTS is to explore who teaches in these schools, and how these teachers might differ from teachers in conventional, five-day schools on a variety of measures.

The HSTS included teachers from a subset of schools who participated in the 2022 National Hybrid Schools Survey⁴. HSTS questions were based in part on the National Center for Education Statistics' (NCES) National Teacher and Principal Survey, specifically the most recent "Characteristics of Public and Private Elementary and Secondary School Teachers in the United States."⁵ For comparison purposes, we reference the results of the NCES National Teacher and Principal Survey, specifically comparing to 5-day private schools;⁶ We make reference to these results only to provide a benchmark for the reader to make general comparisons, and strongly caution that one cannot draw any empirical comparisons or draw any statistical conclusions regarding differences in hybrid school teacher responses relative to NCES teacher respondents based on these results.

02 Methodology

Principals/school directors who volunteered their hybrid schools for this follow-up survey to the larger 2022 National Hybrid Schools Survey in the fall were sent a reminder postcard in January 2022, and then a link to the HSTS in March 2022, and were asked to distribute the survey link to their current teachers. The online survey was open for one month; teachers were offered the opportunity to win one of three \$50 Amazon gift cards for participating in the survey. 131 teachers responded to the survey, hailing from 29 schools which serve a variety of different students populations across the United States. Teacher respondents were then matched to the schools which opted to distribute the survey (based on their state of residency), or if definitive matches were unable to be made, were matched with the modal participating school for their state of residence.⁷

03 Quick Facts

- ◆ Teachers at hybrid schools appear to have fewer years of experience (with 10.5 years of teaching experience on average, and 4.7 years experience teaching in hybrid schools on average).⁸
- ◆ Teachers at hybrid schools tend to teach classes with a smaller number of students relative to their counterparts in private schools.⁹
- ◆ 97.9 percent of hybrid school teachers said they were "somewhat" or "strongly" satisfied with being a teacher at their school.
- ◆ 95.8 percent of teachers agreed with the statement: "Most of my colleagues share my beliefs and values about what the central mission of the school should be."

03 Quick Facts

- ◆ Hybrid school teachers' salaries averaged around \$35,000, compared to \$52,900 in other private schools.¹⁰
- ◆ Around 27 percent of hybrid teachers reported no change in the way their schools operated during the 2020-21 school year.
- ◆ Hybrid teachers seem less likely to have taken courses in a variety of common teacher prep topics before beginning to teach.

04 Summary Results

4.1 Teacher Backgrounds

4.1.1 Degrees

Fewer hybrid school teachers reported having Bachelor's or Master's degrees compared to conventional teachers, though fewer also reported having less than a Bachelor's degree. Still, hybrid teachers tend to be very credentialed in terms of degrees. 39.7 percent of hybrid teachers reported having a Bachelor's degree, with 35.1 percent holding a Master's degree, and 11.4 percent holding a degree higher than a Master's. 2.3 percent reported having less than a Bachelor's degree, and 11.4 percent declined to answer. In 2017-18, 42.4 percent of private school teachers reported having a Bachelor's degree to the NCES, with 40.0 percent holding a Master's degree, and 7.7 percent holding a degree higher than a Master's. 10.0 percent reported having less than a Bachelor's degree. The most common degree for hybrid teachers is a general elementary grades degree (17.4 percent), followed by "early childhood," English, and Biology (each at 4.6 percent). "Other degrees" represented 13.8 percent of the total.

04 Summary Results

4.1.2 Experience

Hybrid school teachers as a group report having fewer years of experiences than conventional private school teachers. This survey does not measure teacher age, but it is possible to state that the median hybrid school teacher in this survey earned a Bachelor's degree in 2002. In terms of teaching experience, 23.7 percent of hybrid school teachers reported having less than 4 years of experience. 29.8 percent reported having 4-9 years, 17.6 percent reported having 10-14 years, and 29.0 percent had 15 or more. The average hybrid school teacher had 10.5 years of teaching experience of any kind. Of the private school teachers reporting to NCES, 17.9 percent said that they had less than 4 years' experience. 24.0 percent reported having 4-9 years, 17.4 percent reported having 10-14 years, and 40.6 percent had 15 or more. Overall these teachers had an average of 14.3 years of experience. When considering teaching experience specifically in a hybrid school setting, 51.9 percent of hybrid school teachers said they had less than 4 years of experience, 29.8 percent said 4-9 years, 9.9 percent said 10-15 years, and 4.6 percent said 15 years or more, with the balance of 3.8 percent declining to answer.

4.1.3 Course Taking

Fewer than half of hybrid school teachers reported taking courses on any of the following topics before teaching, whether as part of an undergraduate or graduate program: classroom management techniques, lesson planning, learning assessment, using student performance data to inform instruction, serving students from diverse backgrounds, or serving students with special needs. Over 60 percent of private school teachers reported to NCES that they had taken courses in classroom management techniques, lesson planning, or learning assessment. But, like hybrid school teachers, fewer than half of private school teachers reported taking courses on using student performance data to inform instruction, serving students from diverse backgrounds, or serving students with special needs. In none of these topics were hybrid school teachers more likely to have taken these courses than private school teachers.

04 Summary Results

4.1.4 Student Teaching

67.8 percent of hybrid school teachers reported taking part in some form of student teaching. Of the hybrid teachers who completed student teaching, 77.8 percent said their student teaching experience lasted 12 weeks or more; 3.7 percent said it lasted 4 weeks or less. Half of hybrid school teachers said they were assigned a mentor teacher during their first year teaching.

4.1.5 Teacher Ethnicity and Gender

As a group, 73.9 percent of hybrid school teachers reported being White, 10.9 percent reported being Hispanic, 7.6 percent reported being Asian, 2.2 percent reported being black, and 1.1 percent reported being Hawaiian or Pacific Islander, with the remainder not responding to this question. For comparison, in the NCES National Teacher and Principal Survey for 2017-18, 85.1 percent of private school teachers reported being white, 7.2 percent reported being Hispanic, 2.7 percent reported being Asian, 3.2 percent reported being black, and 0.1 percent reported being Hawaiian or Pacific Islander. In the hybrid schools, however, there appear to be large differences depending on school size. Respondents from hybrid schools of 499 or fewer students tended to be much more white, while larger hybrid schools and those located in California or Georgia were on average more diverse. In terms of gender, 87 percent of hybrid school teachers reported being female, with elementary, suburban, and smaller hybrid schools being even more female. 74 percent of all private school teachers reported being female to NCES.

4.2 Working Conditions

4.1.1 Salary

Teachers tend to earn less in hybrid schools, though most of these teachers are also part time employees. Hybrid school teachers' base salaries were reported to be \$31,150, and those teachers reported earning additional salary through either academic side jobs, or jobs outside of their school, for a total of \$35,200 from all sources. In comparison NCES private school teachers reported an average base salary of \$45,300, and a total of \$47,700 from all sources.

04 Summary Results

4.2.2 Class Size

Teachers at Hybrid Schools tend to teach classes with a smaller number of students, and have fewer students with disabilities relative to their counterparts in private schools. The average class size in the elementary grades in hybrid schools was 12.0, compared to 16.7 (for self-contained classes) or 17.6 (for departmentalized classes) in the elementary grades for private schools reporting to NCES. For secondary schools, classes sizes averaged 12.5 in hybrid schools and 17.6 or 17.7 (self-contained vs departmentalized classes) in NCES private schools. Across grades, the average hybrid school class included 3.1 students with a diagnosed disability.¹¹

4.2.3 Statement Agreement

This survey asked a number of questions about working conditions, the extent to which teachers were satisfied with aspects of their hybrid schools, and how much influence they felt they had. Overall, 97.9 percent of hybrid school teachers said they were “somewhat” or “strongly” satisfied with being a teacher at their school. 90.6 percent felt teacher and staff were recognized for a job well done at their school. Regarding the idea that hybrid schools tend to be high-identity institutions, 95.8 percent of teachers agreed with the statement, “Most of my colleagues share my beliefs and values about what the central mission of the school should be,” and 88.4 percent agreed with the statement, “The principal knows what kind of school he or she wants and has communicated it to the staff.” In terms of student behavior and school culture, 87.2 percent of hybrid school teachers reported that other teachers tend to consistently enforce rules for student behavior (even for students they did not teach), and 73.7 percent reported that student misbehavior had “minor” or “no” influence on their ability to teach at their hybrid school. A majority of hybrid school teachers reported having either “moderate” or a “great deal of” influence over every issue asked in this survey, except for determining how the school’s budget is spent, and hiring and evaluating other teachers.

04 Summary Results

4.3 Covid

COVID affected nearly every school in the country in spring 2020. Schools' reactions to COVID the following fall (the 2020-21 school year) were quite varied. Many hybrid schools opened as normal in fall 2020, and have reported little disruption even during spring 2020¹². This survey asked about hybrid schools' general operations during the 2020-21 school year, and also about a variety of particular ways in which teachers and schools might have dealt with operations and instruction during that school year. Overall, 68.8 percent of hybrid school teachers in this survey said that COVID had no effect on how they delivered instruction during the 2020-21 school year, and 73.3 percent said that their schools operated normally for that entire school year. 86.2 percent "somewhat" or "strongly" agreed that they had the support they needed to be effective during 2020-21.

This survey is exploratory in nature and is intended to provide a first look into the backgrounds and experiences of teachers working in the newly-popular and growing hybrid schools sector. Responses to this survey come from schools with a wide variety of curricular focus, geography, etc. Many of the teachers in this survey have experience in other school models, though some have only worked in a hybrid setting. As this school model grows, and as this segment of the teacher market grows, it will be worthwhile to continue to monitor and to explore how these schools and teachers are finding each other, why teachers are choosing to work in these schools, and how hybrid school teachers experience their work.

Notes

1 Wearne (2020)

2 Wearne (2021)

3 Wearne (2021)

4 Wearne and Thompson (2022)

5 Wearne and Thompson (2022)

6 Although roughly half of our teachers come from charter schools, which are public schools, we feel that the nature of both charter and hybrid schools makes 5-day private schools a more reasonable reference group than conventional 5-day public schools.

7 This matching issue arose for three states: California (which had 3 participating schools), Georgia (which had 7 participating schools), and Texas (which had 5 participating schools). Within these states, there was some heterogeneity with regards to the school characteristics between the modal school and other participating schools; See table 37 for a description of the participating school characteristics for these states.

Notes

8 Charter school teachers had an average of 10.0 years teaching, with 7.8% having higher than a master's degree, relative to 11.4% of hybrid teacher respondents. Taie and Goldring (2020)

9 Average class size for charter school teachers range from 22.1 students for Primary Schools, 25.5 for Middle Schools, to 25.5 for High Schools, to 22.3 for Combined Grade Schools. Taie and Goldring (2020)

10 Taie and Goldring (2020)

11 We do not have a great measure of the number of students per classroom with a diagnosed disability from the NCES data, from the NCES's Condition of Education, we see that the overall

12 Wearne (2021)

References

Taie, S. and R. Goldring (2020). Characteristics of public and private elementary and secondary school teachers in the united states: Results from the 2017-18 national teacher and principal survey. first look. nces 2020-142. *National Center for Education Statistics*.

Wearne, E. (2020). *Defining hybrid homeschools in America: Little platoons*. Lexington Books.

Wearne, E. (2021). Hybrid homeschools: Organization, regulatory environments and reactions to covid-19. *Journal of Pedagogy* 12 (1), 99–118.

Wearne, E. and J. Thompson (2022). National hybrid schools survey 2022.

05 Tables

Table 1 : Hybrid Teacher Ethnicity

School Characteristics	Hispanic	White	African American	Asian	Hawaiian or Pacific Islander	Did not answer
Overall	10.9	73.9	2.2	7.6	1.1	4.3
School Classification						
Public	11.8	76.5	1.9	5.9	1.9	1.9
Private	10.3	69.2	2.5	10.3	0	7.7
Other	0	100	0	0	0	0
Location						
Urban	8.7	82.6	0	8.7	0	0
Suburban	13.8	72.4	3.4	3.4	3.4	3.4
Rural	10	70	2.5	10	0	7.5
Grades Served						
Elementary	0	100	0	0	0	0
Middle School	0	0	0	0	0	0
High School	0	0	0	0	0	0
All Grades	12.1	71.1	2.4	8.4	1.2	4.8
Multiple Grades	0	100	0	0	0	0
Student Population						
Less than 100	0	100	0	0	0	0
100-199	0	100	0	0	0	0
200-499	0	100	0	0	0	0
500-999	13.9	72.1	2.3	7.0	2.3	2.3
more than 1000	10.3	69.2	2.5	10.3	0	7.7

^a School Classification refers to the self-reported response to the question "Which of the following best describes your school?", from the National Hybrid Schools Survey - 2022, for the school which employed teacher who completed this survey

^b Location refers to the NCES Locale Code of the ZIP code associated with the school which employed the teacher who completed this survey

^c Grades served refers to the self-reported information regarding student enrollments, as taken from the National Hybrid Schools Survey - 2022, for the school which employed the teacher who completed this survey

^d Elementary refers to schools serving grades 1 through 5

^e Middle School refers to schools serving grades 6 through 8

^f High School refers to schools serving grades 9 through 12

^g All Grades refers to schools serving grades 1 through 12

^h Multiple Grades refers to schools serving some combination of, but not all grades 1 through 12

Table 2: Hybrid Teacher Work Experience

School Characteristics	Total Years					Hybrid Years				
	Less than 4 Years	4 - 9 Years	10 - 14 Years	15 or More	Did not Answer	Less than 4 Years	4 - 9 Years	10 - 14 Years	15 or More	Did not Answer
Overall	23.7	29.8	17.6	29.0	0	51.9	29.8	9.9	4.6	3.8
School Classification										
Public	24.6	32.3	16.9	26.1	0	49.2	32.3	12.3	1.5	4.6
Private	22.9	26.2	18.0	32.8	0	54.1	27.9	8.2	8.2	1.6
Other	20	40	20	20	0	60	20	0	0	20
Location										
Urban	25	42.9	17.9	14.3	0	46.4	28.6	10.7	3.6	10.7
Suburban	23.1	28.2	15.4	33.3	0	51.3	35.9	12.8	0	0
Rural	22.4	25	18.7	32.8	0	54.7	26.6	7.8	7.8	3.1
Grades Served										
Elementary	0	66.7	0	33.3	0	33.3	33.3	0	33.3	0
Middle School	0	0	0	0	0	0	0	0	0	0
High School	0	100	0	0	0	0	100	0	0	0
All Grades	23.3	28.4	17.2	31.0	0	50	31.0	11.2	4.3	3.4
Multiple Grades	40	20	30	10	0	90	0	0	0	10
Student Population										
Less than 100	25	50	0	25	0	25	37.5	0	12.5	25
100-199	0	66.7	33.3	0	0	66.7	33.3	0	0	0
200-499	33.3	33.3	33.3	0	0	100	0	0	0	0
500-999	24.5	28.3	17.0	30.2	0	47.2	34.0	15.1	0	3.8
more than 1000	22.9	26.2	18.0	32.8	0	54.1	27.9	8.2	8.2	1.6

* For label definitions, see Table 1 footnotes

Table 3: Course Taking

School Characteristics	BEFORE your first year of teaching, did you take any graduate or undergraduate courses which taught you about the following topics?					
	Classroom management techniques	Lesson planning	Learning assessment	Using student performance data to inform instruction	Serving students from diverse economic backgrounds	Serving students with special needs
Overall	43.5	46.6	34.3	38.9	35.1	29.8
School Classification						
Public	40	44.6	32.3	29.2	26.1	12.3
Private	45.9	47.5	36.1	47.5	42.6	49.2
Other	60	60	40	60	60	20
Location						
Urban	28.6	32.1	25	25	25	17.9
Suburban	51.3	56.4	41.0	35.9	30.8	10.3
Rural	45.3	46.9	34.4	46.9	42.2	46.9
Grades Served						
Elementary	100	100	66.7	66.7	100	33.3
Middle School	0	0	0	0	0	0
High School	0	0	0	0	0	0
All Grades	42.2	45.7	34.5	39.6	34.5	32.8
Multiple Grades	50	50	30	30	30	0
Student Population						
Less than 100	25	25	12.5	12.5	25	12.5
100-199	100	100	66.7	100	100	33.3
200-499	66.7	66.7	50	33.3	33.3	0
500-999	37.7	43.4	32.1	30.2	24.5	13.2
more than 1000	45.9	47.5	36.1	47.5	42.6	49.2

* For label definitions, see Table 1 footnotes

Table 4: Student Teaching

	Did you spend time student teaching?		How long did your student teaching last?			
	Yes	No	4 weeks or less	5-7 weeks	8-11 weeks	12 weeks or more
Overall	67.8	32.2	3.7	3.7	14.8	77.8
School Classification						
Public	52.5	47.5	6.2	6.2	12.5	75
Private	84.9	15.1	2.1	2.1	17	78.7
Other	66.7	33.3	0	0	0	100
Location						
Urban	48	52	15.4	7.7	15.4	61.5
Suburban	57.1	42.9	0	5	10	85
Rural	83.	16.4	2	2	16.7	79.2
Grades Served						
Elementary	100	0	0	0	0	100
Middle School	0	0	0	0	0	0
High School	0	100	0	0	0	0
All Grades	68.6	31.4	4.1	4.1	15.1	76.7
Multiple Grades	66.7	33.3	0	0	16.7	83.3
Student Population						
Less than 100	33.3	66.7	0	0	0	100
100-199	100	0	0	0	0	100
200-499	83.3	16.7	0	0	20	80
500-999	50	50	8	8	12	72
more than 1000	84.9	15.1	2.1	2.1	17	78.7

^a For label definitions, see Table 1 footnotes

Table 5: Hybrid Teacher Qualifications

School Characteristics	Less than a Bachelor's Degree	Bachelor's Degree	Master's Degree	Higher than a Master's Degree	Did not Answer
Overall	2.3	39.7	35.1	11.4	11.4
School Classification					
Public	4.6	49.2	29.2	10.8	6.1
Private	0	32.8	41.0	13.1	13.1
Other	0	0	40	0	60
Location					
Urban	3.6	53.6	21.4	10.7	10.7
Suburban	5.1	43.6	35.9	10.3	5.1
Rural	0	31.2	40.6	12.5	15.6
Grades Served					
Elementary	0	33.3	33.3	0	33.3
Middle School	0	0	0	0	0
High School	0	0	50	0	50
All Grades	1.7	41.4	34.5	12.9	9.5
Multiple Grades	10	30	40	0	20
Student Population					
Less than 100	0	25	25	0	50
100-199	0	0	33.3	0	66.7
200-499	16.7	50	33.3	0	0
500-999	3.8	50.9	28.3	13.2	3.8
more than 1000	32.8	41.0	13.1	13.1	

^a For label definitions, see Table 1 footnotes

Table 6: Hybrid Teacher Gender

School Characteristics	Male	Female	Prefer not to say	Did not respond
Overall	8.7	87.0	2.1	2.1
School Classification				
Public	7.8	90.2	0	2.0
Private	10.3	82.0	5.1	2.6
Other	0	100	0	0
Location				
Urban	13.0	87.0	0	0
Suburban	3.4	93.1	0	3.4
Rural	10	82.5	5	2.5
Grades Served				
Elementary	0	100	0	0
Middle School	0	0	0	0
High School	0	0	0	0
All Grades	9.6	85.5	2.4	2.4
Multiple Grades	0	100	0	0
Student Population				
Less than 100	0	100	0	0
100-199	0	100	0	0
200-499	0	100	0	0
500-999	9.3	88.4	0	2.3
more than 1000	10.3	82.0	5.1	2.6

^a For label definitions, see Table 1 footnotes

Table 7: Hybrid Teacher Salary

School Characteristics	Base teaching salary of regular full-time teachers	Average school year earnings - all sources	Extracurricular Academic Job		Job outside School System	
			Percent of teachers	Average amount	Percent of teachers	Average amount
Overall	31,149.8	35,200.7	20.4	930.4	28.0	3,591.4
School Classification						
Public	12,595.4	17,333.4	9.8	282.8	33.3	5,352.9
Private	54,150.2	57,214.3	32.5	1,787.5	20	1200
Other	27,950	34,750	50	300	50	6,500
Location						
Urban	15,164.8	19,178.9	13.0	270.7	34.8	3,743.5
Suburban	10,326.5	16,022.6	6.9	282.8	34.5	6,893.1
Rural	53,876.5	56,879.0	34.1	1,758.5	19.5	1,170.7
Grades Served						
Elementary	18,850	25,675	0	0	100	6,825
Middle School	0	0	0	0	0	0
High School	0	0	0	0	0	0
All Grades	32,966.9	37,290.3	21.4	1,022.9	27.4	3,808.9
Multiple Grades	13,898.3	14,041.1	14.31	85.7	14.3	57.1
Student Population						
Less than 100	21,050	23,412.5	50	37.5	100	2,325
100-199	27,950	34,750	33.3	300	50	6,500
200-499	9,014.7	9,081.3	0	0	16.7	66.7
500-999	12,709.8	18,267.3	09.3	333.7	32.6	6,231.4
more than 1000	54,150.2	57,214.3	32.5	1,787.5	20	1,200

^a For label definitions, see Table 1 footnotes

Table 8: Student Disability

School Characteristics	Elementary		High School		All Grades		Multiple Grades	
	Average Number of students	Students with Disability	Average Number of students	Students with Disability	Average Number of students	Students with Disability	Average Number of students	Students with Disability
Overall	12	2	12.5	1	17.6	3.1	13.8	0.8
School Classification								
Public	12	0	12.5	1	15.2	1.3	14.1	0.6
Private	0	0	0	0	20.0	4.8	0	0
Other	12	4	0	0	0	0	12.5	1.5
Location								
Urban	12	0	12.5	1	12.45	1.5	15	0
Suburban	12	4	0	0	17.2	1.1	14	0.7
Rural	0	0	0	0	20.0	4.8	12.5	1.5
Student Population								
Less than 100	12	0	12.5	1	19	5	15	0
100-199	12	4	0	0	0	0	10	3
200-499	0	0	0	0	0	0	14	0.7
500-999	0	0	0	0	15.1	1.2	0	0
more than 1000	0	0	0	0	20.0	4.8	0	0

^a For label definitions, see Table 1 footnotes

Table 9: Statement Agreement - Performance Standards/Curriculum

School Characteristics	Setting performance standards for students at this school				Establishing curriculum			
	No Influence	Minor Influence	Moderate Influence	A great deal of influence	No Influence	Minor Influence	Moderate Influence	A great deal of influence
Overall	12.4	22.7	37.1	27.8	8.4	17.9	31.6	42.1
School Classification								
Public	7.5	18.9	39.6	34.0	11.5	17.3	26.9	44.2
Private	19.1	28.6	33.3	19.1	4.9	14.6	39.0	41.5
Other	0	0	50	50	0	100	0	0
Location								
Urban	16	24	36	24	16	32	12	40
Suburban	0	13.8	44.8	41.4	7.1	7.1	39.3	46.4
Rural	18.6	27.9	32.6	20.9	4.8	16.7	38.1	40.5
Grades Served								
Elementary	0	0	50	50	0	50	0	50
Middle School	0	0	0	0	0	0	0	0
High School	0	0	50	50	0	0	0	100
All Grades	13.9	23.3	36.0	26.7	8.3	16.7	32.1	42.9
Multiple Grades	0	28.6	42.9	28.6	14.3	28.6	42.9	14.3
Student Population								
Less than 100	0	0	50	50	0	0	0	100
100-199	0	0	50	50	0	100	0	0
200-499	0	33.3	50	16.7	16.7	16.7	50	16.7
500-999	9.3	18.6	37.2	34.9	11.9	19.0	26.2	42.9
more than 1000	19.0	28.6	33.3	19.0	4.9	14.6	39.0	41.5

^a For label definitions, see Table 1 footnotes

Table 10: Statement Agreement - Satisfaction/Teacher Coordination

School Characteristics	I am generally satisfied with being a teacher at this school				I make a conscious effort to coordinate the content of my courses with that of other teachers			
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Overall	0	2.1	28.0	69.9	5.3	11.7	36.2	46.8
School Classification								
Public	0	0	9.8	90.2	7.7	9.6	34.6	48.1
Private	0	5	52.5	42.5	2.5	15	37.5	45
Other	0	0	0	100	0	0	50	50
Location								
Urban	0	0	18.2	81.8	4.2	0	20.8	75
Suburban	0	0	3.3	96.7	10.3	17.2	48.3	24.1
Rural	0	4.9	51.2	43.9	2.4	14.6	36.6	46.3
Grades Served								
Elementary	0	0	0	100	0	0	50	50
Middle School	0	0	0	0	0	0	0	0
High School	0	0	0	100	0	0	0	100
All Grades	0	2.4	31.7	65.8	6.0	13.2	34.9	45.8
Multiple Grades	0	0	0	100	0	0	57.1	42.9
Student Population								
Less than 100	0	0	0	100	0	0	25	75
100-199	0	0	0	100	0	0	50	50
200-499	0	0	0	100	0	0	66.7	33.3
500-999	0	0	12.2	87.8	9.5	11.9	30.9	47.6
more than 1000	0	5	52.5	42.5	2.5	15	37.5	45

* For label definitions, see Table 1 footnotes

Table 11: Statement Agreement - Support/Tardiness

School Characteristics	I am given the support I need to teach students with special needs				The amount of student tardiness and class cutting in this school interferes with my teaching			
	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree
Overall	17.8	24.4	42.2	15.6	52.2	20.6	19.6	7.6
School Classification								
Public	18.7	22.9	45.8	12.5	66.7	17.6	15.7	0
Private	17.5	27.5	37.5	17.5	33.3	25.6	23.1	17.9
Other	0	0	50	50	50	0	50	0
Location								
Urban	17.4	17.4	52.2	13.0	62.5	8.3	29.2	0
Suburban	19.2	26.9	42.3	11.5	67.8	25	7.1	0
Rural	17.1	26.8	36.6	19.5	35	25	22.5	17.5
Grades Served								
Elementary	50	0	50	0	50	0	50	0
Middle School	0	0	0	0	0	0	0	0
High School	50	0	50	0	50	0	50	0
All Grades	15	27.5	42.5	15	51.8	21.0	18.52	8.6
Multiple Grades	0	33.3	33.3	33.3	57.1	28.6	14.3	0
Student Population								
Less than 100	50	0	50	0	50	0	50	0
100-199	0	0	50	50	50	0	50	0
200-499	40	0	40	20	50	33.3	16.7	0
500-999	12.8	28.2	46.1	12.8	70.7	17.1	12.2	0
more than 1000	17.5	27.5	37.5	17.5	33.3	25.6	23.1	17.9

* For label definitions, see Table 1 footnotes

Table 12: Statement Agreement - Job Security/Content Standards

School Characteristics	I worry about the security of my job because of the performance of my students or my school on state and/or local tests				State content standards have had a positive influence on my satisfaction with teaching			
	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree
Overall	64.9	24.5	6.4	4.3	34.1	33.0	29.7	3.3
School Classification								
Public	84.6	11.5	1.9	1.9	44.9	30.6	24.5	0
Private	37.5	42.5	12.5	7.5	17.5	37.5	37.5	7.5
Other	100	0	0	0	100	0	0	0
Location								
Urban	79.2	12.5	4.2	4.2	50	20.8	29.2	0
Suburban	89.7	10.3	0	0	42.3	38.5	19.2	0
Rural	39.0	41.5	12.2	7.3	19.5	36.6	36.6	7.3
Grades Served								
Elementary	100	0	0	0	50	50	0	0
Middle School	0	0	0	0	0	0	0	0
High School	50	50	0	0	50	50	0	0
All Grades	61.4	26.5	7.2	4.8	32.1	32.1	32.1	3.7
Multiple Grades	100	0	0	0	50	33.3	16.7	0
Student Population								
Less than 100	50	50	0	0	50	50	0	0
100-199	100	0	0	0	100	0	0	0
200-499	100	0	0	0	40	40	20	0
500-999	83.3	11.9	2.4	2.4	45	27.5	27.5	0
more than 1000	37.5	42.5	12.5	7.5	17.5	37.5	37.5	7.5

^a For label definitions, see Table 1 footnotes

Table 13: Statement Agreement - Cooperation/Recognition

School Characteristics	There is a great deal of cooperative effort among the staff members				In this school, staff members are recognized for a job well done.			
	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree
Overall	2.1	2.1	25.3	70.5	2.1	7.4	25.3	65.3
School Classification								
Public	3.8	0	22.6	73.6	3.8	1.9	18.9	75.5
Private	0	5	27.5	67.5	0	15	35	50
Other	0	0	50	50	0	0	0	100
Location								
Urban	4.2	0	20.8	75	8.3	4.2	25	62.5
Suburban	3.3	0	26.7	70	0	0	13.3	86.7
Rural	0	4.9	26.8	68.3	0	14.6	34.1	51.2
Grades Served								
Elementary	0	0	100	0	0	0	50	50
Middle School	0	0	0	0	0	0	0	0
High School	0	0	0	100	0	0	0	100
All Grades	2.4	2.4	25	70.2	2.4	8.3	27.4	61.9
Multiple Grades	0	0	14.3	85.7	0	0	0	100
Student Population								
Less than 100	0	0	25	75	0	0	25	75
100-199	0	0	50	50	0	0	0	100
200-499	0	0	16.7	83.3	0	0	0	100
500-999	4.6	0	23.3	72.1	4.6	2.3	20.9	72.1
more than 1000	0	5	27.5	67.5	0	15	35	50

^a For label definitions, see Table 1 footnotes

Table 14: Statement Agreement - Beliefs/Values

School Characteristics	Most of my colleagues share my beliefs and values about what the central mission of the school should be				The principal knows what kind of school he or she wants and has communicated it to the staff			
	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree
Overall	0	4.2	28.4	67.4	2.1	9.5	15.8	72.6
School Classification								
Public	0	3.8	13.2	83.0	1.9	3.8	3.8	90.6
Private	0	5	50	45	2.5	17.5	32.5	47.5
Other	0	0	0	100	0	0	0	100
Location								
Urban	0	4.2	16.7	79.2	4.2	4.2	4.2	87.5
Suburban	0	3.3	10	86.7	0	3.3	3.3	93.3
Rural	0	4.9	48.8	46.3	2.4	17.1	31.7	48.8
Grades Served								
Elementary	0	0	0	100	0	0	0	100
Middle School	0	0	0	0	0	0	0	0
High School	0	0	0	100	0	0	0	100
All Grades	0	4.8	32.1	63.1	2.4	10.7	17.9	69.0
Multiple Grades	0	0	0	100	0	0	0	100
Student Population								
Less than 100	0	0	0	100	0	0	0	100
100-199	0	0	0	100	0	0	0	100
200-499	0	0	0	100	0	0	0	100
500-999	0	4.6	16.3	79.1	2.3	4.6	4.6	88.4
more than 1000	0	5	50	45	2.5	17.5	32.5	47.5

* For label definitions, see Table 1 footnotes

Table 15: Statement Agreement - Rules/Behavior

School Characteristics	My principal enforces school rules for student conduct and backs me up when I need it				Rules for student behavior are consistently enforced by teachers in this school even for students who are not in their classes			
	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree
Overall	2.1	6.4	24.7	66.7	3.2	9.6	48.9	38.3
School Classification								
Public	0	3.8	17.3	78.8	0	3.8	53.8	42.3
Private	5.1	10.3	35.9	48.7	7.5	17.5	45	30
Other	0	0	0	100	0	0	0	100
Location								
Urban	0	8.3	8.3	83.3	0	4.2	33.3	62.5
Suburban	0	0	24.1	75.9	0	3.4	69.0	27.6
Rural	5	10	35	50	7.3	17.1	43.9	31.7
Grades Served								
Elementary	0	0	0	100	0	0	50	50
Middle School	0	0	0	0	0	0	0	0
High School	0	0	0	100	0	0	100	0
All Grades	2.4	7.3	28.0	62.2	3.6	10.8	45.8	39.8
Multiple Grades	0	0	0	100	0	0	71.4	28.6
Student Population								
Less than 100	0	0	25	75	0	0	25	75
100-199	0	0	0	100	0	0	0	100
200-499	0	0	0	100	0	0	83.3	16.7
500-999	0	4.8	19.0	76.2	0	2.4	47.6	50
more than 1000	5.1	10.3	35.9	48.7	7.5	17.5	45	30

* For label definitions, see Table 1 footnotes

Table 16: Statement Agreement - Materials/Duties

School Characteristics	Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff				Routine duties and paperwork interfere with my job of teaching			
	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree
Overall	1.0	6.3	31.5	61.0	32.6	22.8	31.5	13.0
School Classification								
Public	1.9	5.7	26.4	66.0	56	22	14	8
Private	0	7.5	40	52.5	2.5	22.5	55	20
Other	0	0	0	100	50	50	0	0
Location								
Urban	4.2	12.5	29.2	54.2	52.2	13.0	17.4	17.4
Suburban	0	0	23.3	76.7	16	32.1	10.7	0
Rural	0	7.3	39.0	53.7	4.9	22.0	53.7	19.5
Grades Served								
Elementary	0	0	50	50	0	50	0	50
Middle School	0	0	0	0	0	0	0	0
High School	0	50	0	50	0	100	0	0
All Grades	1.2	5.9	32.1	60.7	29.6	21.0	35.8	13.6
Multiple Grades	0	0	28.6	71.4	85.7	14.3	0	0
Student Population								
Less than 100	0	25	50	25	0	50	25	25
100-199	0	0	0	100	50	50	0	0
200-499	0	0	33.3	66.7	83.3	16.7	0	0
500-999	2.3	4.6	23.3	69.8	57.5	20	15	7.5
more than 1000	0	7.5	40	52.5	2.5	22.5	55	20

^a For label definitions, see Table 1 footnotes

Table 17: Statement Agreement - Misbehavior/Support

School Characteristics	The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria, or in student lounge) interferes with my teaching				I receive a great deal of support from parents for the work I do			
	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree
Overall	46.3	27.4	16.8	9.5	4.2	9.5	42.1	44.2
School Classification								
Public	66.0	20.7	13.2	0	1.9	5.7	30.2	62.3
Private	20	35	22.5	22.5	7.5	15	57.5	20
Other	50	50	0	0	0	0	50	50
Location								
Urban	72	20	8	0	4	4	24	68
Suburban	58.6	24.1	17.2	0	0	6.9	37.9	55.2
Rural	21.9	34.1	21.9	21.9	7.3	14.6	56.1	21.9
Grades Served								
Elementary	50	50	0	0	0	0	100	0
Middle School	0	0	0	0	0	0	0	0
High School	50	50	0	0	0	0	0	100
All Grades	44.0	27.4	17.9	10.7	4.8	10.7	40.5	44.0
Multiple Grades	71.4	14.3	14.3	0	0	0	57.1	42.9
Student Population								
Less than 100	75	25	0	0	0	0	50	50
100-199	50	50	0	0	0	0	50	50
200-499	66.7	16.7	16.7	0	0	0	66.7	33.3
500-999	65.1	20.9	13.9	0	2.3	7.0	23.3	67.4
more than 1000	20	35	22.5	22.5	7.5	15	57.5	20

^a For label definitions, see Table 1 footnotes

Table 18: Statement Agreement - Administration/Salary

School Characteristics	The school administration's behavior toward the staff is supportive and encouraging				I am satisfied with my teaching salary			
	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree
Overall	1.0	4.2	18.9	75.8	20	16.8	33.7	29.5
School Classification								
Public	1.8	0	11.1	87.0	13.2	13.2	35.8	37.7
Private	0	10.3	30.8	59.0	30	22.5	32.5	15
Other	0	0	0	100	0	0	0	100
Location								
Urban	4	0	20	76	16.7	16.7	41.7	25
Suburban	0	0	3.3	96.7	10	10	30	50
Rural	0	10	30	60	29.3	21.9	31.7	17.1
Grades Served								
Elementary	0	0	0	100	0	0	50	50
Middle School	0	0	0	0	0	0	0	0
High School	0	0	0	100	0	0	50	50
All Grades	1.2	4.8	21.4	72.6	22.6	19.0	33.3	25
Multiple Grades	0	0	0	100	0	0	28.6	71.4
Student Population								
Less than 100	0	0	0	100	25	0	50	25
100-199	0	0	0	100	0	0	0	100
200-499	0	0	0	100	0	0	33.3	66.7
500-999	2.3	0	13.6	84.1	13.9	16.3	34.9	34.9
more than 1000	0	10.3	30.78	59.0	30	22.5	32.5	15

^a For label definitions, see Table 1 footnotes

Table 19: Statement Agreement - Discipline/Homework

School Characteristics	Disciplining students				Determining the amount of homework to be assigned			
	No Influence	Minor Influence	Moderate Influence	A great deal of influence	No Influence	Minor Influence	Moderate Influence	A great deal of influence
Overall	1.0	7.4	29.5	62.1	6.4	6.4	28.7	58.5
School Classification								
Public	0	1.9	28.3	69.8	7.7	5.8	38.5	48.1
Private	2.5	15	30	52.5	2.5	7.5	17.5	72.5
Other	0	0	50	50	50	0	0	50
Location								
Urban	0	0	44	56	16	12	40	32
Suburban	0	3.4	17.2	79.3	3.6	0	35.7	60.7
Rural	2.4	14.6	29.3	53.7	2.4	7.3	17.1	73.2
Grades Served								
Elementary	0	0	100	0	50	50	0	0
Middle School	0	0	0	0	0	0	0	0
High School	0	0	0	100	0	0	50	50
All Grades	1.2	7.1	28.6	63.1	6.0	6.0	26.5	61.4
Multiple Grades	0	14.3	28.6	57.1	0	0	57.1	42.9
Student Population								
Less than 100	0	0	50	50	0	25	50	25
100-199	0	0	50	50	50	0	0	50
200-499	0	16.7	33.3	50	0	0	66.7	33.3
500-999	0	0	25.6	74.4	9.5	4.8	33.3	52.4
more than 1000	2.5	15	30	52.5	2.5	7.5	17.5	72.5

^a For label definitions, see Table 1 footnotes

Table 20: Statement Agreement - Technique/Grading

School Characteristics	Selecting teaching techniques				Evaluating and grading students			
	No Influence	Minor Influence	Moderate Influence	A great deal of influence	No Influence	Minor Influence	Moderate Influence	A great deal of influence
Overall	1.1	8.5	20.2	70.2	3.2	10.5	21.0	65.3
School Classification								
Public	0	15.4	26.9	57.7	3.8	15.1	18.9	62.3
Private	2.5	0	10	87.5	2.5	2.5	25	70
Other	0	0	50	50	0	50	0	50
Location								
Urban	0	28	40	32	0	16	28	56
Suburban	0	3.6	17.9	78.6	6.9	17.2	10.3	65.5
Rural	2.4	0	9.8	87.8	2.4	2.4	24.4	70.7
Grades Served								
Elementary	0	50	50	0	0	50	0	50
Middle School	0	0	0	0	0	0	0	0
High School	0	0	0	100	0	0	0	100
All Grades	1.2	7.2	19.3	72.3	1.2	7.1	22.6	69.0
Multiple Grades	0	14.3	28.6	57.1	28.6	42.9	14.3	14.3
Student Population								
Less than 100	0	25	0	75	0	0	0	100
100-199	0	0	50	50	0	50	0	50
200-499	0	16.7	33.3	50	33.3	50	16.7	0
500-999	0	14.3	28.6	57.1	0	11.6	20.9	67.4
more than 1000	2.5	0	10	87.5	2.5	2.5	25	70

^a For label definitions, see Table 1 footnotes

Table 21: Statement Agreement - Textbooks/Content

School Characteristics	Selecting textbooks and other instructional materials				Selecting content, topics, and skills to be taught			
	No Influence	Minor Influence	Moderate Influence	A great deal of influence	No Influence	Minor Influence	Moderate Influence	A great deal of influence
Overall	12.8	28.7	22.3	36.2	7.4	21.3	26.6	44.7
School Classification								
Public	19.2	21.1	26.9	32.7	11.5	23.1	21.1	44.2
Private	5	35	17.5	42.5	2.5	17.5	32.5	47.5
Other	0	100	0	0	0	50	50	0
Location								
Urban	32	28	24	16	24	32	20	24
Suburban	7.1	17.9	28.6	46.4	0	14.3	25	60.7
Rural	4.9	36.6	17.1	41.5	2.4	19.5	31.7	46.3
Grades Served								
Elementary	0	50	50	0	0	0	100	0
Middle School	0	0	0	0	0	0	0	0
High School	0	0	0	100	0	0	0	100
All Grades	13.2	27.7	21.7	37.3	8.4	18.1	27.7	45.8
Multiple Grades	14.3	42.9	28.6	14.3	0	71.4	0	28.6
Student Population								
Less than 100	0	0	50	50	0	0	50	50
100-199	0	100	0	0	0	50	50	0
200-499	16.7	33.3	33.3	16.7	0	66.7	0	33.3
500-999	21.4	21.4	23.8	33.3	14.3	19.0	21.4	45.2
more than 1000	5	35	17.5	42.5	2.5	17.5	32.5	47.5

^a For label definitions, see Table 1 footnotes

Table 22: Statement Agreement - Policy/Budget

School Characteristics	Setting discipline policy				Deciding how the school budget will get spent			
	No Influence	Minor Influence	Moderate Influence	A great deal of influence	No Influence	Minor Influence	Moderate Influence	A great deal of influence
Overall	24.0	26.0	35.4	14.6	47.4	34.0	18.6	0
School Classification								
Public	18.9	22.6	35.8	22.6	45.3	35.8	18.9	0
Private	31.7	31.7	34.1	2.4	52.4	30.9	16.7	0
Other	0	0	50	50	0	50	50	0
Location								
Urban	20	32	32	16	60	28	12	0
Suburban	17.2	13.8	41.4	27.6	31.0	44.8	24.1	0
Rural	30.9	30.9	33.3	4.8	51.1	30.2	18.6	0
Grades Served								
Elementary	0	0	100	0	50	50	0	0
Middle School	0	0	0	0	0	0	0	0
High School	0	0	50	50	50	50	0	0
All Grades	27.1	27.1	32.9	12.9	51.2	31.4	17.4	0
Multiple Grades	0	28.6	42.9	28.6	57.1	42.9	0	0
Student Population								
Less than 100	0	0	75	25	50	50	0	0
100-199	0	0	50	50	0	50	50	0
200-499	0	33.3	50	16.7	0	66.7	33.3	0
500-999	23.3	23.3	30.2	23.3	51.2	30.2	18.6	0
more than 1000	31.7	31.7	34.1	2.4	52.4	30.9	16.7	0

^a For label definitions, see Table 1 footnotes

Table 23: Statement Agreement - Evaluation/Hiring

School Characteristics	Evaluating teachers				Hiring new full-time teachers			
	No Influence	Minor Influence	Moderate Influence	A great deal of influence	No Influence	Minor Influence	Moderate Influence	A great deal of influence
Overall	32.0	32.0	26.8	9.3	36.8	32.6	27.4	3.2
School Classification								
Public	32.1	30.2	26.4	11.3	38.5	26.9	28.8	5.8
Private	33.3	35.7	26.2	4.8	34.1	41.5	24.4	0
Other	0	0	50	50	50	0	50	0
Location								
Urban	32	40	20	8	40	32	24	4
Suburban	31.0	20.7	31.0	17.2	39.3	21.4	32.1	7.1
Rural	32.6	34.9	27.9	4.6	33.3	40.5	26.2	0
Grades Served								
Elementary	0	50	0	50	50	50	0	0
Middle School	0	0	0	0	0	0	0	0
High School	0	0	50	50	0	50	50	0
All Grades	32.6	33.7	25.6	8.1	38.1	32.1	27.4	2.4
Multiple Grades	42.9	14.3	42.9	0	28.6	28.6	28.6	14.3
Student Population								
Less than 100	0	25	50	25	0	50	50	0
100-199	0	0	50	50	50	50	0	0
200-499	50	16.7	33.3	0	33.3	33.3	16.7	16.7
500-999	32.6	32.6	23.3	11.6	42.9	23.8	28.6	4.8
more than 1000	33.3	35.7	26.2	4.8	34.1	41.5	24.4	0

^a For label definitions, see Table 1 footnotes

Table 24: Statement Agreement - Professional Development

School Characteristics	Determining the content of in-service professional development programs			
	No Influence	Minor Influence	Moderate Influence	A great deal of influence
Overall	19.59	29.9	34.02	16.49
School Classification				
Public	18.9	30.2	28.3	22.6
Private	21.4	30.9	38.1	9.5
Other	0	0	100	0
Location				
Urban	28	32	28	12
Suburban	10.3	27.6	31.0	31.0
Rural	20.9	30.2	39.5	9.3
Grades Served				
Elementary	0	0	100	0
Middle School	0	0	0	0
High School	0	0	50	50
All Grades	18.6	32.6	32.6	16.3
Multiple Grades	42.9	14.3	28.6	14.3
Student Population				
Less than 100	0	0	75	25
100-199	0	0	100	0
200-499	50	16.7	16.7	16.7
500-999	16.3	34.9	25.6	23.3
more than 1000	21.4	30.9	38.1	9.5

^a For label definitions, see Table 1 footnotes

Table 25: First-Year Support

School Characteristics	On which of the following did you receive support during your FIRST year of teaching?					
	Reduced teaching schedule or number of preparations		Common planning time with teachers in your subject		Seminars or classes for beginning teachers	
	Did Not Receive	Received	Did Not Receive	Received	Did Not Receive	Received
Overall	90.8	9.2	59.5	40.5	74.8	25.2
School Classification						
Public	87.7	12.3	58.5	41.5	66.2	33.8
Private	93.4	6.6	57.4	42.6	83.6	16.4
Other	100	0	100	0	80	20
Location						
Urban	89.3	10.7	53.6	46.4	57.1	42.9
Suburban	87.2	12.8	64.1	35.9	74.4	25.6
Rural	93.8	6.2	59.4	40.6	82.8	17.2
Grades Served						
Elementary	100	0	100	0	66.7	33.3
Middle School	0	0	0	0	0	0
High School	100	0	50	50	100	0
All Grades	89.7	10.3	58.6	41.4	75.9	24.1
Multiple Grades	100	0	60	40	60	40
Student Population						
Less than 100	100	0	87.5	12.5	75	25
100-199	100	0	100	0	66.7	33
200-499	100	0	33.3	66.7	66.7	33
500-999	84.9	15.1	58.5	41.5	66	34
more than 1000	93.4	6.6	57.4	42.6	83.6	16.4

^a For label definitions, see Table 1 footnotes

Table 26: First-Year Support

School Characteristics	On which of the following did you receive support during your FIRST year of teaching?					
	Extra classroom assistance (e.g., teacher aides)		Regular supportive communication with your principal, other administrators, or department chair		Observation and feedback on your teaching aimed at helping you develop and refine your teaching practice	
	Did Not Receive	Received	Did Not Receive	Received	Did Not Receive	Received
Overall	87	13	59.5	40.5	74.1	25.9
School Classification						
Public	86.2	13.8	46.2	53.8	76.9	23.1
Private	86.9	13.1	70.5	29.5	68.9	31.1
Other	100	0	100	0	100	0
Location						
Urban	85.7	14.3	39.3	60.7	71.4	28.6
Suburban	87.2	12.8	53.9	46.1	82.1	17.9
Rural	87.5	12.5	71.9	28.1	70.3	29.7
Grades Served						
Elementary	100	0	100	0	100	0
Middle School	0	0	0	0	0	0
High School	50	50	100	0	50	50
All Grades	87.9	12.1	59.5	40.5	73.3	26.7
Multiple Grades	80	20	60	40	80	20
Student Population						
Less than 100	87.5	12.5	62.5	37.5	87.5	12.5
100-199	100	0	100	0	100	0
200-499	66.7	33.3	50	50	66.7	33.3
500-999	88.7	11.3	45.3	54.7	77.4	22.6
more than 1000	86.9	13.1	70.5	29.5	68.9	31.1

^a For label definitions, see Table 1 footnotes

Table 27: First-Year Support

School Characteristics	To what extent do you agree or disagree with the following statement:			
	Release time to participate in support activities for new or beginning teachers		In your FIRST year of teaching, were you ASSIGNED a master or mentor teacher by your school or district?	
	Disagree	Agree	Disagree	Agree
Overall	95.4	4.6	50	50
School Classification				
Public	93.9	6.1	44.4	55.5
Private	96.7	3.3	57.1	42.9
Other	100	0	33.3	66.7
Location				
Urban	92.9	7.1	52	48
Suburban	94.9	5.1	36.7	63.3
Rural	96.9	3.1	56.9	43.1
Grades Served				
Elementary	100	0	100	0
Middle School	0	0	0	0
High School	95.7	4.3	50	50
All Grades	90	10	52.1	47.9
Multiple Grades	100	0	37.5	62.5
Student Population				
Less than 100	100	0	16.7	83.3
100-199	100	0	50	50
200-499	83.3	16.7	40	60
500-999	94.3	5.7	47.7	52.3
more than 1000	96.7	3.3	57.1	42.9

^a For label definitions, see Table 1 footnotes

Table 28: First-Year Support

How frequently did you work with your assigned mentor teacher during your first year of teaching				
School Characteristics	At least once a week	Once or twice a month	A few times a year	Never
Overall	38.1	17.9	11.9	32.1
School Classification				
Public	30	22.5	7.5	40
Private	45.2	14.3	14.3	26.2
Other	50	0	50	0
Location				
Urban	36.8	26.3	5.3	31.6
Suburban	27.3	18.2	9.1	45.4
Rural	44.2	13.9	16.3	25.6
Grades Served				
Elementary	50	0	0	50
Middle School	0	0	0	0
High School	0	100	0	0
All Grades	40	18.7	10.7	30.7
Multiple Grades	16.7	33.3	0	50
Student Population				
Less than 100	0	33.3	0	66.7
100-199	50	0	50	0
200-499	20	0	20	60
500-999	34.4	25	6.2	34.4
more than 1000	45.2	14.3	14.3	26.2

^a For label definitions, see Table 1 footnotes

Table 29: First-Year Support

Did your assigned mentor teacher provide the following types of support during your first year teaching?				
School Characteristics	Helped with paperwork or record keeping	Demonstrated lessons	Helped you prepare lessons that address learning standards	Helped you develop student assessment tools
Overall	17.6	16.8	26	19.9
School Classification				
Public	13.9	18.5	23.1	20
Private	21.3	16.4	29.5	21.3
Other	20	0	20	0
Location				
Urban	25	17.9	28.6	28.6
Suburban	7.7	18	18	12.8
Rural	20.3	15.6	29.7	20.3
Grades Served				
Elementary	33.3	0	0	0
Middle School	0	0	0	0
High School	0	0	50	0
All Grades	19	17.2	26.7	21.6
Multiple Grades	0	20	20	10
Student Population				
Less than 100	0	0	87.5	0
100-199	33.3	0	33.3	0
200-499	0	33.3	16.7	16.7
500-999	17	18.97	24.5	22.6
more than 1000	21.3	16.8	29.5	21.3

^a For label definitions, see Table 1 footnotes

Table 30: First-Year Support

Overall, to what extent did your assigned mentor teacher improve your teaching in your first year?				
School Characteristics	To a great extent	To a moderate extent	To a small extent	Not at all
Overall	36.2	21.7	23.2	18.8
School Classification				
Public	48.3	20.7	10.3	20.7
Private	28.9	21.1	31.6	18.4
Other	0	50	50	0
Location				
Urban	46.7	20	20	13.3
Suburban	46.7	26.7	0	26.7
Rural	28.2	20.5	33.3	17.9
Grades Served				
Elementary	0	50	0	50
Middle School	0	0	0	0
High School	0	100	0	0
All Grades	38.1	20.6	23.8	17.5
Multiple Grades	33.3	0	33.3	33.3
Student Population				
Less than 100	0	50	0	50
100-199	0	50	50	0
200-499	50	0	0	50
500-999	52	20	12	16
more than 1000	28.9	21.1	31.6	18.4

^a For label definitions, see Table 1 footnotes

Table 31: Teacher's Undergraduate Major

Major	
Early childhood or pre-K, General	4.6
Elementary grades, General	17.4
Middle grades, General	1.8
Secondary grades, General	1.8
Special Education	0.9
Educational Psychology	1.8
Curriculum and Instruction	0.9
Art or Arts and Crafts	1.8
Art History	1.8
Drama or Theater	3.7
Communications	3.7
English	4.6
Journalism	2.7
Latin	0.9
Spanish	0.9
Physical Education	0.9
Mathematics	2.7
Computer Science	1.8
Biology or Life Sciences	4.6
Other Natural Sciences	0.9
Anthropology	0.9
Economics	0.9
History	3.7
International Studies	0.9
Political Science	2.7
Psychology	1.8
Sociology	2.7
Business Management	3.7
Business Support	0.9
Healthcare Occupations	1.8
Architecture	0.9
Humanities or Liberal Studies	2.7
Religious Studies, Theology, or Divinity	1.8
Other	13.8

Table 32: Impacts of Covid

During THIS school year (2021-22), how did the coronavirus pandemic affect how you delivered instruction in this school?					
All or some of my classes were:					
School Characteristics	Unchanged	Cancelled	Taught in a distance-learning format online	Taught in a distance-learning format using paper materials	Other
Overall	68.8	1.1	15.0	2.1	12.9
School Classification					
Public	88.2	0	1.9	1.9	7.4
Private	42.5	2.5	32.5	2.5	20
Other	100	0	0	0	0
Location					
Urban	87.5	0	4.2	4.2	4.2
Suburban	89.3	0	0	0	10.7
Rural	43.9	2.4	31.7	2.4	19.5
Grades Served					
Elementary	50	0	0	50	0
Middle School	0	0	0	0	0
High School	100	0	0	0	0
All Grades	65.8	1.2	17.1	1.2	14.6
Multiple Grades	100	0	0	0	0
Student Population					
Less than 100	75	0	0	25	0
100-199	100	0	0	0	0
200-499	100	0	0	0	0
500-999	87.8	0	2.4	0	9.8
more than 1000	42.5	2.5	32.5	2.5	20

^a For label definitions, see Table 1 footnotes

Table 33: Covid Support

To what extent do you agree or disagree with the following statement: I had the support and resources I needed to be effective as a teacher at this school during the coronavirus pandemic in the 2020-21 school year				
School Characteristics	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Overall	58.6	27.6	12.6	1.1
School Classification				
Public	77.3	15.9	4.5	2.3
Private	38.1	40.5	21.4	0
Other	100	0	0	0
Location				
Urban	68.4	21.2	10.5	0
Suburban	84	12	0	4
Rural	39.5	39.5	20.9	0
Grades Served				
Elementary	100	0	0	0
Middle School	0	0	0	0
High School	50	0	50	0
All Grades	58.2	27.8	12.7	1.3
Multiple Grades	80	20	0	0
Student Population				
Less than 100	25	50	25	0
100-199	100	0	0	0
200-499	75	25	0	0
500-999	83.3	11.1	2.8	2.8
more than 1000	38.1	40.5	21.4	0

^a For label definitions, see Table 1 footnotes

Table 34: Covid Support

To what extent do you agree or disagree with the following statement regarding the 2020-21 school year:						
School Characteristics	My school operated normally for the entire 2020-21 school year		I had no real-time interactions with students during the coronavirus pandemic in the 2020-21 school year		I taught scheduled real-time lessons to classes who could ask questions during the lesson through a video audio call.	
	Disagree	Agree	Disagree	Agree	Disagree	Agree
Overall	73.3	26.7	98.5	1.5	74.8	25.2
School Classification						
Public	55.4	44.6	98.5	1.5	96.9	3.8
Private	90.2	9.8	98.4	1.6	49.2	50.8
Other	100	0	100	0	100	0
Location						
Urban	67.9	32.1	96.4	3.6	96.4	3.61
Suburban	48.7	51.3	100	0	97.4	2.6
Rural	90.6	9.4	98.4	1.6	51.6	48.4
Grades Served						
Elementary	66.7	33.3	100	0	100	0
Middle School	0	0	0	0	0	0
High School	50	50	100	0	100	0
All Grades	75	25	98.3	1.7	71.5	28.5
Multiple Grades	60	40	100	0	100	0
Student Population						
Less than 100	62.5	37.5	100	0	100	0
100-199	100	0	100	0	100	0
200-499	33.3	67.7	100	0	100	0
500-999	58.5	41.5	98.1	1.9	96.2	3.8
more than 1000	90.2	9.8	98.4	1.6	49.2	50.8

* For label definitions, see Table 1 footnotes

Table 35: Covid Support

To what extent do you agree or disagree with the following statement regarding the 2020-21 school year:						
School Characteristics	I held scheduled sessions with groups of students to provide support through a video or audio call.		I held scheduled one-on-one sessions with individual students to teach lessons or provide support through a video or audio call.		I held scheduled office hours where students could ask questions through a video or audio call.	
	Disagree	Agree	Disagree	Agree	Disagree	Agree
Overall	80.2	19.8	84.7	15.3	84	16
School Classification						
Public	93.9	6.1	98.5	1.5	96.9	3.1
Private	63.9	36.1	68.9	31.1	68.9	31.1
Other	100	0	100	0	100	0
Location						
Urban	92.9	7.1	96.4	3.6	92.9	7.1
Suburban	94.9	5.1	100	0	100	0
Rural	65.6	34.4	70.3	29.7	70.3	29.7
Grades Served						
Elementary	100	0	100	0	100	0
Middle School	0	0	0	0	0	0
High School	50	50	100	0	100	0
All Grades	78.5	21.5	82.8	17.2	81.9	18.1
Multiple Grades	100	0	100	0	100	0
Student Population						
Less than 100	87.5	12.5	100	0	100	0
100-199	100	0	100	0	100	0
200-499	100	0	100	0	100	0
500-999	94.3	5.7	98.1	1.9	96.2	3.8
more than 1000	63.9	36.1	68.9	31.1	68.9	31.1

* For label definitions, see Table 1 footnotes

Table 36: Covid Support

To what extent do you agree or disagree with the following statement regarding the 2020-21 school year:				
School Characteristics	I had unscheduled sessions with students as needed through a video or audio call.		I was not a teacher at this school during the 2020-21 school year.	
	Disagree	Agree	Disagree	Agree
Overall	90.1	9.9	86.3	13.7
School Classification				
Public	95.4	4.6	80	20
Private	83.6	16.4	95.1	4.9
Other	100	0	60	40
Location				
Urban	92.9	7.1	71.4	28.6
Suburban	97.4	2.6	84.6	15.4
Rural	84.4	15.6	93.8	6.2
Grades Served				
Elementary	100	0	66.7	33.3
Middle School	0	0	0	0
High School	100	0	100	0
All Grades	88.8	11.2	87.9	12.1
Multiple Grades	100	0	70	30
Student Population				
Less than 100	100	0	100	0
100-199	100	0	33.3	66.7
200-499	100	0	66.7	33.3
500-999	94.3	5.7	79.3	20.7
more than 1000	83.6	16.4	95.1	4.9

* For label definitions, see Table 1 footnotes

Table 37: Appendix - School Characteristics

School Classification	California	Georgia	Texas
Urban	0	0	2
Suburban	2	6	1
Rural	1	1	2
Grades Served			
Elementary	0	0	0
Middle School	0	0	0
High School	0	0	0
All Grades	1	3	4
Multiple Grades	2	4	1
Student Population			
Less than 100	1	3	1
100-199	1	2	2
200-499	0	1	1
500-999	0	1	1
more than 1000	1	0	0