2023 OREGON STATEWIDE EDUCATOR SURVEY

Key Findings and Recommendations

December 2023

Contents

Report prepared by the Educator Advancement Council and the Oregon Department of Education. Questions about the report can be emailed to eacinfo@oregonlearning.org.

Executive Summary

In March 2023, the Educator Advancement Council coordinated the administration of a statewide survey designed to measure educator perceptions about the presence of teaching and learning conditions that research has shown to increase student learning and teacher retention. The online, anonymous survey was open from February 15 through March 24, 2023, to school-based educators, which includes teachers, administrators, and other school personnel. The survey provides perceptual data about whether educators have the supportive school environments necessary to remain in their schools and for them to be successful with students. Due to limited response rates, the results of the survey do not reflect a representative sample of educators. However, the results are valuable for Oregon educators and leaders to consider in efforts to improve workforce conditions.

Key Findings

- **Response Rates**: 7,063 teachers and 258 administrators responded to the survey, representing 19% of licensed, school-based teachers and 13% of school-based administrators; 44% of districts and 37% of schools had at least one response to the survey; 21% of schools and 16% of districts met the minimum response rate required to receive their individual survey results.[1]

- **Respondent Characteristics:** 59% of teacher respondents had been a licensed educator for more than ten years at the time of the survey, while 25% of school administrator respondents had been a school principal for more than ten years. The majority of respondents identified as women (67%) and as white (74%).[2] Almost all respondents (93% of teachers and 98% of school administrators) plan to continue working in education in the next school year, while 78% of teachers and 80% of school administrators plan to continue working at their current school.

- **Job Satisfaction:** 79% of teachers and 90% of school administrators agreed that their school is a good place to work and learn. Teachers most commonly selected "time, workload and staffing levels" as the aspect of school conditions that most affects their willingness to remain at their school (39%).

- **Time, Workload, and Staffing Levels:** Just 39% of teacher respondents agreed that the non-instructional time provided for teachers is sufficient, and 33% of administrator respondents agreed they have sufficient time to focus on instructional leadership issues. Both groups agreed that schools still face a lack of substitutes to cover staff absences.

- **Instructional Practices, Leadership, and Support:** Teacher respondents generally agreed that effective instructional practices are present in their schools but had lower levels of agreement related to the instructional support they received. Both groups had similar levels of agreement (68% of teachers and 72% of administrators) that support provided (i.e., instructional or leadership coaching, professional learning communities, etc.) translates to improvements in instructional and school practices.

- **Professional Development:** Teachers generally agreed that effective professional development practices were present in their schools - 85% agreed that teachers are encouraged to reflect on their

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[1] Results at the school and district levels require at least five respondents and minimum 40% response rate.
[2] Race, ethnicity, and gender questions were optional; 15% of respondents did not provide their race or ethnicity, and 11% of respondents did not provide their gender.

own practice, and 73% agreed that professional development in their school improves teachers' ability to improve student learning.

- **New Educator Support:** 93% of beginning teacher respondents and 87% of beginning administrator respondents reported receiving some form of support as a new educator.[3] The majority of beginning teachers (63%) agreed that the support they received as a new teacher improved their instructional practice, and 56% agreed the support was important in their decision to stay at their current school.

Recommendations

With the passage of Senate Bill 283 in 2023, the state is prioritizing the implementation of an annual, statewide survey that is accessible to every educator in the state. To help inform planning for this effort, this report makes recommendations for improving the relevance of and access to the survey for educators, leaders, and state policymakers. These recommendations are based on information collected during the course of the survey administration between 2022 and 2023, and address survey design, awareness, administration, and reporting. Key recommendations include:

- **Design:** Conduct a comprehensive look at current educator survey practices at all levels of the system: school, district, regional, and state. Develop a clearly articulated purpose for the statewide survey, informed by the multiple perspectives and needs of partners at all levels of the education system.
- **Awareness:** Build shared understanding across partners as to the purpose, use, and limitations of a survey that measures perceptions. Focus efforts on increasing awareness and buy-in of the survey and the value of its results for partners. Communicate early and often with key partners, including district and school leaders, professional organizations and unions, and Regional Educator Networks.
- **Administration:** Align school, district, regional, and state planning timelines with survey administration, use multiple strategies for providing participants with survey access, and regularly communicate completion statistics in real-time.
- **Reporting & Data Use:** Ensure statewide survey results are presented in ways that are productive, such as recognizing the variation in local context and avoiding comparisons that perpetuate deficit-based narratives about populations or geographic locations often underrepresented in statewide conversations. Ensure access to school, district, and statewide results is timely and supported, and that survey participants are confident our practices preserve their anonymity. Develop performance measures or indicators for survey results that enable statewide tracking of progress related to improving working conditions.

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[3] Beginning teachers are defined as teachers with six or fewer years of experience as a teacher and beginning administrators as having three or fewer years of experience as an administrator.

Introduction

The Educator Advancement Council (EAC) is an innovative partnership aimed at helping Oregon achieve high-quality, well-supported and culturally responsive educators in every classroom. Created in 2017 by the Oregon Legislature, the EAC coordinates a systemic approach to continuously assessing needs as well as coordinating priorities for services and resources to support Oregon educators. Through partnership with educators, state and local education agencies, professional organizations, as well as post-secondary institutions, the EAC has begun building P-20 system-wide capacity to align, coordinate, and integrate educator preparation and professional learning efforts. The EAC aims to ensure that educators experience a seamless system of support throughout their careers, and to ensure that students experience high quality and culturally responsive learning, in particular students of color, students with disabilities, emerging bilingual students, and students navigating poverty, houselessness, and foster care.

In fulfilling its charge, the EAC supports, promotes, and coordinates efforts to understand Oregon educator experiences. While local data on educator working conditions does exist in pockets, a statewide collection has not been conducted since 2018. In 2023, the EAC conducted a statewide survey of teachers and administrators on teaching and learning conditions, which are critical to educator success and satisfaction, as well as student achievement. The Oregon Statewide Educator Survey provides perceptual data about whether educators have the supportive school environments necessary to remain in their schools and for them to be successful with students.

This report's key objective is to provide an overview of the state's survey results. Despite limited responses in 2023, there are still valuable insights into educator experiences that can be drawn from the results, as well as lessons learned from implementation, to inform current and future efforts. This report lifts up those insights and provides recommendations to state and local leaders for future planning.

Background

Recruitment and retention of teachers and other school staff is an issue of national concern, as fewer new teachers are entering the workforce each year.[4] Nationwide trends indicate that fewer students are choosing to become educators, leading to an increased focus on retaining educators already in the workforce.[5] Studies of retention have demonstrated that improving educator working conditions, job-embedded professional development, and robust early career support are the most promising practices to increase teacher retention.[6] Working conditions can include the physical environment, access to supplies, and work expectations or assignments; but to educators, the social conditions - leadership, relationships, and

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[4] Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71-97. https://www.tandfonline.com/doi/full/10.1080/00131911.2019.1705247

[5] Chambers, D., & Hoang, T. (2022). *How Region 2 states are leveraging innovative strategies to address critical shortages of education personnel [Special issues brief]*. San Francisco, CA: WestEd.

[6] See, B. H., Morris, R., Gorard, S., Kokotsaki, D., & Abdi, S. (2020). Teacher recruitment and retention: A critical review of international evidence of most promising interventions. *Education Sciences, 10*(10), 1–45. https://doi.org/10.3390/educsci10100262

school culture – are much more important than physical conditions.[7] Surveys of educators during the pandemic also show that supportive working conditions served as a protective factor against teacher burnout, stress, and attrition during times of disruption and uncertainty.[8] Schools with dysfunctional and unsupportive work environments have much higher turnover than schools with favorable working conditions, and high teacher turnover has a subsequent effect on student achievement.[9]

Since 2014, Oregon education agencies, including the now defunct Oregon Education Investment Board and Chief Education Office, have partnered with a national vendor to collect and analyze data from a statewide survey of educators, open to all licensed, school-based teachers, school personnel, and administrators in the state. Formerly called the Teaching, Empowering, Leading and Learning (TELL) survey, it was designed to measure educator perceptions about the presence of teaching and learning conditions that research has shown to increase student learning and teacher retention. In Oregon, the TELL survey was first launched in 2014 and last conducted in 2018.

After a pause to the survey in 2020 due to the pandemic, the EAC took on coordination of this effort in 2022. In response to feedback from educators across the state, the EAC began a multi-year survey redesign project to improve data collection and reporting to be responsive to local and regional needs. The Center for Optimal Learning Environments (COLE) was commissioned to conduct an anonymous, online survey with the intention of evaluating teaching conditions at the school, district, and state levels.

Survey Constructs

The 2023 survey is a revised version of the Teaching, Empowering, Leading and Learning (TELL) survey that was first developed in the North Carolina Governor's Office in 2002 and previously administered in Oregon. The TELL survey is a valid and reliable instrument designed to measure educator perceptions about the presence of teaching and learning conditions that research has shown to increase student learning and teacher retention.[10] Several of the survey constructs are based on research conducted by Dr. Richard Ingersoll that focused on instructional leadership – the extent to which school leaders focus on the core activities of teaching and learning – and teacher leadership – the extent to which teachers have input into school decision-making.[11] The survey also includes items that are specifically tailored to address the concerns and priorities of Oregon educators. Input was gathered from local educators, regional and statewide advisory groups, state agencies, and professional organizations to improve survey methods and better align with local and regional needs.

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[7] Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record, 114*(10), 1-39. https://doi.org/10.1177/016146811211401004

[8] Kraft, M. A., Simon, N. S., & Lyon, M. A. (2021). Sustaining a sense of success: The protective role of teacher working conditions during the COVID-19 pandemic. *Journal of Research on Educational Effectiveness, 14*(4), 727-769. https://doi.org/10.1080/19345747.2021.1938314

[9] Johnson et al., 2012

[10] Swanlund, A. (2011). *Identifying working conditions that enhance teacher effectiveness: The psychometric evaluation of the Teacher Working Conditions Survey.* Chicago. IL: American Institutes for Research.

[11] Ingersoll, R.M., Sirinides, P., & Dougherty, P. (2018) Leadership matters: Teachers' roles in school decision making and school performance. *American Educator, 42*(1), 13-17.

The survey covers the following topics: equitable access, educator and school leadership, professional development opportunities, instructional practices, behavior management, workload and staffing levels, and new teacher and principal support. Because the length of the survey was a primary concern for educators in past years, the 2023 survey prioritized questions based on feedback from advisory groups. Demographic questions about race, ethnicity, and gender identity were added in order to better understand the identities of survey participants. In addition, questions were modified to remove deficit-based language, particularly relating to student behavior and equitable access.

Survey Administration

In the months leading up to the administration of the updated Oregon Statewide Educator Survey (OSES), EAC launched an updated survey webpage and partnered with the Oregon Department of Education (ODE) to send information, promotional materials, FAQs, and other resources to district and school leaders via email. The Oregon School Personnel Association (OSPA), Oregon Education Association (OEA), and Coalition of School Administrators (COSA) promoted the survey to their members. The two surveys – one for school-based, licensed teachers and school personnel, and one for school-based administrators – opened on February 15, 2023, with a planned closing date of March 3, 2023. Teachers and school personnel could access the survey using a school-specific access token, which was provided to schools via email prior to and during the survey window. Teachers could also request their school's access token by contacting the survey help desk. School administrators could respond using a shared, statewide access token so that responses would be anonymous (as most schools have just one administrator). The survey was accessible through any internet-enabled device at any time throughout the administration window.

Based on feedback in late February that many educators had not yet heard about the survey, OEA asked for the survey window to be extended. COLE was able to keep the survey open for an additional two and a half weeks, extending the survey window to March 24, 2023. During this time, EAC and COLE staff monitored school and district-level participation rates, administered a survey helpdesk to answer questions, and continued promotional outreach to district and school leaders via email and phone calls.

Ideally, results from the survey would have been released to district and school leaders in the late spring, but the release was delayed due to challenges with the data dashboard developed by COLE. EAC and ODE staff instead developed a webpage where schools, districts, and members of the public could view and download statewide, district, and school-level reports.

Limitations

Please take caution when using and interpreting the survey results. Due to the limited sample size and lack of data from large regions of the state, the presented analyses reflect general trends in responses, but cannot be assumed to represent perceptions of the state's teachers and administrators overall. The survey results cannot be disaggregated by respondent characteristics due to the limited sample size, as the survey is designed to protect respondent identities. As a result, it is not feasible to accurately analyze findings based on factors such as job, tenure, or region. This is particularly important in Oregon, where many schools and districts have fewer than five educators, and many areas have small numbers of educators with diverse racial or gender identities.

School and district level responses are also limited. COLE maintains thresholds that require at least five respondents as well as a minimum 40% response rate for results to be released at the school or district level. COLE does not provide disaggregated results by tenure, race/ethnicity, or gender identity at the school or district level.

There are some constructs on the survey that are better reviewed at the district or school level for those organizations with higher response rates. For example, it is possible that respondents to the survey disproportionately represent educators with high or low levels of job satisfaction. As a result, more sensitive topics, such as equitable access and behavior management may not accurately represent the opinions of the majority of Oregon educators; for this reason, these topics are not discussed in this report. Schools and districts who did receive their organization's data are encouraged to review their respective responses, as higher response rates indicate the results can be interpreted to represent the experiences and perceptions of educators in the organization.

Using Survey Results

Teaching conditions are critical to educator success and satisfaction. The survey provides perceptual data about whether educators have the supportive school environments necessary to remain in their schools and for them to be successful with students. The data represents the perceptions of those who experience teaching conditions every day, but assessing teaching conditions can be challenging. It is critical to use the information constructively. In prior years, for example, educators throughout the state have used survey data as an impetus for broader conversations regarding the climate, conditions, and culture of their schools and how these factors affect student learning. Teams of community members, teachers, principals, administrators, and policymakers used the data as one point of reference in planning for and taking action toward instructional improvement.[12]

In this section, we provide recommendations for educators and leaders at all system levels to effectively use the survey data to assist in self-reflection and goal setting. Users are recommended to consider the following:[13]

Survey results on teaching conditions are a tool for school improvement. Teaching conditions are about schools, and all members of the school community contribute to the formation of the school culture, whether it be purposeful or accidental. Data that reflects the experiences of staff should be used to guide school, district, and state improvement planning and to then assess progress toward implementation of collectively developed reforms. Survey data should not be used to establish high stakes measures of teaching and learning environments, or to attempt to pinpoint individual concerns. Should educators come to perceive the survey as such, results of future iterations may become skewed.

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[12] Additional resources and tools are available on the EAC's website, including the Oregon Education Association's Center for Great Public Schools Guide for Organizing Around Teaching & Learning Conditions (2016).
[13] Adapted from Using Your Teaching and Learning Conditions Survey Results, published by The New Teacher Center.

Teaching conditions are not about one individual. Administrators hold a unique and important place within the school community and have a significant impact on the professional culture in which teachers work. However, many aspects of teaching conditions are beyond the control of the school administrators. Conditions are about schools, not about individuals, so no single person should be viewed as solely responsible for creating or reforming school culture. No questions in the survey were about the principal as an individual. In survey questions, "school leadership" was defined as a group of individuals or a team within the school.

Perceptual data is real data. The survey results are perceptual data from educators about the presence of important teaching conditions. Understanding educators' experiences to improve schools is critical, and educator perceptions of the culture and context of their school have been linked to student learning, future employment plans, efficacy and motivation. Survey results should be used in concert with other data sources to inform improvement planning. The survey questions and responses are a starting point, not an ending point for understanding what is important to teachers for them to do their best work.

Analysis and dialogue should be structured, and data-informed. A constructive dialogue about the findings of the survey should be data-informed, contextualized, and examine root causes of educator perceptions. Structured facilitation protocols can help to separate issues from individuals and provide opportunities for all to participate in a meaningful and productive way. It can be helpful to acknowledge and celebrate successes as well as unpack challenges.

Create a shared focus on conditions within the group's sphere of influence. Issues that shape teaching conditions are present at every level of the education system - from the classroom to the federal government and beyond. Research shows that broader social trends, media coverage, respect for the profession, local and state policies and more can all influence teachers' perceptions of their conditions and ultimately their motivation and efficacy as educators. When analyzing survey results, the group should have shared definitions and understanding of the conditions being considered. Improvement planning should focus on areas that *can be addressed by the present group*, whether it is a school community, a regional partnership, or a state-level organization.

Solutions can be complex and long term. Teaching conditions are a result of complex and deeply embedded systems and culture. In order for sustainable improvement to occur, the group must commit to uncovering and addressing root causes of challenges. Some solutions may be inexpensive and simple to address, like having a more consistent means of communicating amongst faculty. Others are resource or time intensive (class size reduction, integration of technology) or long range (building trust, creating authentic Professional Learning Communities). An improvement plan must pay attention both to short and long-term issues, as well as attune to the broader systemic conditions, to successfully improve school environments.

Key Findings

This section highlights key findings from the results of the 2023 survey. ***Please take caution when using and interpreting the data,*** as it represents the views of less than one-fifth of the state's more than 35,000 educators.

Survey Respondents

Educators currently working in Oregon programs or eligible facilities serving K-12 students took one of two versions of the survey – one for licensed teachers and school personnel, and one for administrators. Throughout this section of the report, "teachers" is used when referring to respondents who are teachers or other school personnel (positions such as school counselor, school psychologist, social worker, etc.). Respondents were not required to have a license in order to participate, but the survey was designed for educators who serve in positions that are usually licensed in Oregon public schools. Similarly, "administrators" is used to describe respondents who are principals or assistant principals.

Close to half (44%) of districts and 37% of schools had at least one response to the survey. However, 21% of schools and 16% of districts met the minimum response rate required to receive their individual survey results.[14] Less than one-quarter (19%) of licensed, school-based teachers and 13% of school-based administrators responded to the survey. Almost all teacher respondents were licensed teachers (90%), and a small number of non-licensed staff also participated (4%). The majority (79%) of administrator respondents were school principals.

Table 1. 2023 Survey Response Rates

	Eligible Survey Respondent Total[15]	Count of Institutions/ Respondents	Percent of Institutions/ Respondents
School Districts	198	88	44.4%
Schools and Programs	1,269	464	36.5%
School-based, Licensed Teachers and School Personnel	36,958	7,063	19.1%
School Administrators	2,027	258	12.7%

Table 2. Respondent License and Job Type

	Percent of Teacher Respondents (n = 7,063)	Percent of Administrator Respondents (n = 258)
Certified/ licensed teacher (emergency or restricted licenses, instructional coach, department head, vocational, literacy specialist, etc.)	89.9%	*n/a*
Certified/ licensed education professional (school counselor, school psychologist, social worker, etc.)	6.3%	*n/a*
Not certified or licensed	3.8%	*n/a*
School Principal	*n/a*	79.5%
Assistant or Vice Principal	*n/a*	20.5%

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[14] COLE maintains thresholds that require at least five respondents as well as a minimum 40% response rate for results to be released at the school or district level. COLE does not provide disaggregated results by tenure, race/ethnicity, or gender identity at the school or district level.

[15] Total numbers of teachers and administrators are based on ODE Staff Position counts, with some updates provided by school and district leaders during the survey period of February to March 2023. District and school counts include the Oregon Department of Education eligible programs.

Notably, 59% of teacher respondents indicated they had been a licensed educator for more than ten years while just 25% of school administrator respondents had been a school principal for more than ten years.

Table 3. Respondent Years of Experience as Licensed Teacher or Administrator

	Percent of Teacher Respondents (n = 7,063)	Percent of Administrator Respondents (n = 258)
First Year	5.7%	17.8%
2-3 Years	9.4%	14.0%
4-6 Years	10.5%	21.7%
7-10 Years	15.1%	21.3%
11 or more Years	59.4%	25.2%

Respondents reported the number of years they had been employed in their current school. Teachers were very evenly distributed, with approximately one-third being employed for three or fewer years (34%), one-third for four to ten years (35%), and one-third for more than ten years (31%). Administrator respondents followed a similar trend, though there was greater representation from administrators within the first three years at their school.

Table 4. Respondent Years of Experience in Current School

	Percent of Teacher Respondents (n = 7,063)	Percent of Administrator Respondents (n = 258)
First Year	16.1%	19.4%
2-3 Years	18.3%	20.5%
4-6 Years	17.2%	17.4%
7-10 Years	17.9%	14.0%
11 or more Years	30.5%	28.7%

The survey asked respondents about their immediate professional plans. The vast majority (78% of teachers and 80% of school administrators) plan to continue working at their current school, with 93% of teachers and 98% of school administrators planning to continue working in education.

Table 5. Respondent Immediate Professional Plans

	Percent of Teacher Respondents (n = 7,063)	Percent of Administrator Respondents (n = 258)
Continue in current position at current school	78.2%	80.2%
Continue in this district but leave this school	4.5%	2.7%
Continue in this state but leave this district	5.0%	1.6%
Continue in education but in a different position	5.0%	10.9%
Leave principalship for retirement or other reasons	*n/a*	4.7%
Leave education entirely	7.3%	*n/a*

The survey asked respondents two optional demographic questions relating to gender identity and race/ethnicity. Due to the small number of respondents, summary demographics are only available at the statewide level and cannot be further disaggregated. To further protect anonymity of respondents, gender identity and race/ethnicity is only reported in the aggregate across both teachers and administrators.

Respondents could write-in their own response or select one gender identity from the following options: Man; Woman; Nonbinary; Transgender; Not Sure/ Questioning; Nonconforming; or Prefer Not to Respond. Most survey respondents self-identified as women (67%), 11% of respondents did not report their gender, and 1% of respondents identified another gender identity that included nonbinary, transgender, not sure or questioning, Genderqueer/ Gender-fluid, and nonconforming. Just 0.05% of respondents wrote in their gender identity rather than selecting from the list.

Table 6. Gender Identity of Respondents (n = 7,324)

	Percent of All Respondents
Man	20.6%
Nonbinary, Transgender, Not Sure/Questioning, Nonconforming, or Another Gender Identity[16]	0.9%
Prefer Not to Respond or no response	11.1%
Woman	67.4%

Respondents could write-in their own race/ethnicity or select multiple responses from the following options: Asian; Black or African American; Hispanic or Latino/a/x; Middle Eastern, Arab American, or North African; Native American, American Indian or Alaska Native; Native Hawaiian or Pacific Islander; and White. Four percent (4%) of respondents selected multiple response options, and 0.7% of respondents wrote in their own response. Approximately three-quarters of survey respondents (74%) self-identified as white, with an additional 4% identifying as white as well as another race/ethnicity. Six percent (6%) of respondents identified as Hispanic or Latino/a/x. Close to 15% of respondents did not provide their race/ethnicity.

Table 7. Race and Ethnicity of Respondents (n = 7,324)[17]

	Percent of All Respondents
Asian	2.6%
Black or African American	0.6%
Hispanic or Latino/a/x	6.1%
Middle Eastern, Arab American or North African	0.3%
Native American, American Indian or Alaska Native	1.3%
Native Hawaiian or Pacific Islander	0.5%
White and Another Race/Ethnicity	3.7%
White Only	74.2%
Prefer not to Respond or No Response	14.6%
Selected Multiple Response Options	4.0%
Write-in Response: Multiethnic, Multiracial, or Mixed Race	0.2%

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[16] To protect anonymity of respondents, write-in responses that identified a gender, as well as respondents that selected "Nonbinary," "Transgender," "Not sure/Questioning," and "Nonconforming" are reported in the aggregate.

[17] Respondents had the option to select multiple races/ethnicities. Percentages on this table represent number of respondents selecting each response option, inclusive of respondents that selected multiple options.

Respondent Perceptions

The sections that follow describe state-level findings that can help inform the state's approach to supporting educators. While the survey itself included questions relating to eight constructs, this section summarizes survey results related to five themes from across the survey constructs: Job Satisfaction; Time, Workload, and Staffing Levels; Instructional Practices and Leadership; Professional Development; and New Educator Supports. Questions from more sensitive constructs, such as equitable access and behavior management, are omitted as survey results may not accurately represent the opinions of the majority of Oregon educators. Schools and districts that received their organization's data are encouraged to review responses relating to these constructs, as higher response rates indicate the results can be interpreted to represent the experiences and perceptions of educators in the organization.

Most survey questions asked about respondent level of agreement with statements relating to the conditions in schools and districts. Respondents could select one of the following response options: Strongly Agree, Agree, Disagree, Strongly Disagree, and Don't Know. In almost all findings described in this section, results were analyzed in terms of the percentage of respondents who indicated either "agree" or "strongly agree" for each question out of the number of respondents who answered the question.

Job Satisfaction

Respondents to the survey were generally satisfied with their current job: 79% of teachers and 90% of school administrators agreed or strongly agreed that their school is a good place to work and learn. Just 2% of respondents answered "don't know" to this question.

Table 8. Respondent Agreement with "Overall, my school is a good place to work and learn."

	Percent of Teacher Respondents (n = 7,063)	Percent of Administrator Respondents (n = 258)
Strongly agree	29.0%	55.0%
Agree	50.3%	35.3%
Disagree	13.0%	3.9%
Strongly disagree	5.5%	4.3%
Don't know	2.3%	1.6%

Respondents were asked what aspect of school conditions most affected their willingness to remain in their position at their school. Among teachers who responded, 39% chose time, workload and staffing levels. Responses among school administrators varied, with approximately one quarter (24%) choosing school leadership. Just 1% of both groups chose professional development.

Table 9. Teacher Responses to "Which aspect of your teaching conditions most affects your willingness to keep teaching at your school?" (n = 7,063)

	Percent of Teacher Respondents
Time, workload, and staffing levels	38.8%
Leadership	18.7%
Social/relational conditions	14.6%
Positive student behavior supports	13.4%
Other	8.0%
Equity, inclusion, and culturally responsive practices	5.5%
Professional development	1.0%

Table 10. Administrator Responses to "Which aspect of your leading conditions most affects your willingness to remain as principal in your school?" (n = 258)

	Percent of Administrator Respondents
School leadership	23.6%
Time during the workday	17.1%
Community support and involvement	15.5%
Instructional practices and support	15.5%
Teacher leadership	13.2%
Positive student behavior supports	9.7%
Facilities and resources	4.3%
Professional development	1.2%

Time, Workload, and Staffing Levels

Time has consistently been an area of concern for respondents since the survey was first administered in Oregon in 2014. Survey results in 2023 confirm this is an ongoing concern among teacher respondents, who most commonly selected "time, workload, and staffing levels" as the most important condition impacting their willingness to stay at their current school and ability to promote student learning. Just 39% of teacher respondents agreed that the non-instructional time provided for teachers is sufficient. A similar percentage of school administrators (33%) agreed they have sufficient time to focus on instructional leadership issues.

However, the rates of agreement across both groups related to staffing levels were inconsistent. Teachers who responded to the survey largely agreed that staffing shortages continue to be a challenge impacting licensed staff, non-licensed staff, and substitutes. However, school administrators who responded agreed more often than teachers that schools have a sufficient number of licensed and non-licensed staff. Both groups agreed that schools still face a lack of substitutes to cover staff absences.

Table 11. Teacher Perceptions of Time, Workload, and Staffing Levels Questions (n = 7,063)

	Percent Agree/ Strongly Agree	Percent Disagree/ Strongly Disagree	Percent Don't Know
My school has a sufficient number of licensed staff provided by the district to meet the educational needs of our students.	39.9%	58.5%	1.6%
My school has a sufficient number of non-licensed staff to operate efficiently and effectively.	27.9%	70.1%	2.1%
My school has a sufficient number of substitutes available to cover staff absences.	21.9%	75.4%	2.7%
Teachers have time available to collaborate with colleagues.	62.0%	36.4%	1.6%
The non-instructional time provided for teachers in my school is sufficient.	38.6%	58.4%	3.0%

Table 12. Administrator Perceptions of Time, Workload, and Staffing Levels Questions (n = 258)

	Percent Agree/ Strongly Agree	Percent Disagree/ Strongly Disagree	Percent Don't Know
My school has a sufficient number of licensed staff provided by the district to meet the educational needs of our students.	63.6%	35.7%	0.8%
My school has a sufficient number of non-licensed staff to operate efficiently and effectively.	43.8%	55.8%	0.4%
My school has a sufficient number of substitutes available to cover staff absences.	26.4%	73.3%	0.4%
Principals have sufficient time to focus on instructional leadership issues (i.e., data analysis, professional development, etc.)	32.9%	66.3%	0.8%

Instructional Practices

Respondents were asked to share their perceptions on instructional practices and support related to improving student learning. Teachers generally agreed that effective instructional practices are present in their schools, with the following items ranked particularly highly: Teachers believe what is taught will make a difference in students' lives (89%); Teachers believe every student can accelerate in their learning (85%); Teachers use assessment data to inform their instruction (84%).

Teachers had lower levels of agreement related to the instructional support in their schools – just 63% of teachers agreed that they receive feedback about their teaching on an ongoing basis and 54% agreed that they receive coaching in the implementation of culturally responsive and equitable instruction. Less than three quarters of teachers (68%) agreed that supports that are provided translate to improvements in instructional practices.

Table 13. Teacher Responses to Instructional Practices Questions (n = 7,063)

	Percent Agree/ Strongly Agree	Percent Disagree/ Strongly Disagree	Percent Don't Know
Teachers believe what is taught will make a difference in students' lives.	89.0%	6.6%	4.4%
Teachers believe every student can accelerate in their learning.	85.2%	10.3%	4.4%
Teachers use assessment data to inform their instruction.	83.8%	10.2%	6.0%
Teachers have agency to make decisions about instructional delivery (i.e., pacing, materials and pedagogy) based on students' needs.	81.2%	14.8%	4.0%
Teachers lead inclusive practices aligned to state standards in core instruction.	79.1%	11.3%	9.6%
Teachers are encouraged to try new things to improve culturally responsive and proficient instruction.	79.0%	15.6%	5.5%
Teachers hold every student to high expectations.	75.0%	21.1%	3.9%
Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.	71.4%	22.4%	6.2%

Just 39% of teacher respondents and 61% of administrator respondents agreed that their school provides effective resources and training for teaching students with Individualized Education Programs (IEPs) across different languages and cultures. Teacher respondents were less likely than administrator respondents to agree that their school provides instructional materials and curricular resources that reflect students' cultural background, ethnicity and identity (60% and 81%, respectively). Similar to teachers, just over 70% of administrators agreed that support provided (i.e., leadership coaching, professional learning communities, etc.) translates to improvements in school practices that promote equitable outcomes for students.

Table 14. Teacher Responses to Instructional Support Questions (n = 7,063)

	Percent Agree/ Strongly Agree	Percent Disagree/ Strongly Disagree	Percent Don't Know
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	67.6%	24.9%	7.5%
Teachers in this school receive feedback about their teaching on an ongoing basis.	62.9%	31.1%	5.9%
This school provides instructional materials and curricular resources that reflect students' cultural background, ethnicity and identity.	59.7%	32.6%	7.7%
Teachers receive coaching in the implementation of culturally responsive and equitable instruction.	54.3%	37.4%	8.3%
This school provides effective resources and training for teaching students with Individualized Education Programs (IEPs) across different languages and cultures.	39.0%	56.6%	4.4%

Table 15. Administrator Responses to Instructional Support Questions (n = 258)

	Percent Agree/ Strongly Agree	Percent Disagree/ Strongly Disagree	Percent Don't Know
This school provides instructional materials and curricular resources that reflect students' cultural background, ethnicity and identity.	81.4%	17.4%	1.2%
Provided supports (i.e., leadership coaching, professional learning communities, etc.) translate to improvements in school practices that promote equitable outcomes for students.	71.7%	24.4%	3.9%
This school provides effective resources and training for teaching students with Individualized Education Programs (IEPs) across different languages and cultures.	61.2%	37.2%	1.6%

Leadership

Teachers had high levels of agreement that in their schools, teachers are encouraged to participate in school leadership roles (81%), are trusted to make sound professional decisions (80%) and are effective leaders (80%). However, most of the questions relating to school leadership had lower levels of agreement. Less than three quarters of teachers agreed that school leadership consistently supports teachers (72%), procedures for teacher evaluation are consistent (70%), there is an atmosphere of trust and respect in their school (70%), and teachers feel comfortable raising issues and concerns that are important to them, their students, and their families (68%). Just over half of teachers (57%) agreed that the faculty has an effective process for making group decisions, while 65% agreed that the faculty and leadership have a shared vision.

Table 16. Teacher Responses to Leadership Questions (n = 7,063)

	Percent Agree/ Strongly Agree	Percent Disagree/ Strongly Disagree	Percent Don't Know
Teachers are encouraged to participate in school leadership roles.	80.5%	16.1%	3.3%
Teachers are trusted to make sound professional decisions about instruction.	79.9%	18.5%	1.5%
Teachers are effective leaders in this school.	79.7%	18.2%	2.2%
Teachers are held to high professional standards for delivering culturally relevant instruction.	76.3%	18.9%	4.8%
Teachers have agency in using curricula and pedagogy that reflects the school and district's culturally responsive vision for educating students.	73.6%	19.0%	7.4%
The school leadership consistently supports teachers.	71.5%	26.1%	2.4%
The procedures for teacher evaluation are consistent.	70.0%	21.4%	8.7%
There is an atmosphere of trust and mutual respect in this school.	69.7%	28.8%	1.6%
Teachers feel comfortable raising issues and concerns that are important to them, their students, and their families.	68.3%	28.8%	3.0%
The faculty and leadership have a shared vision.	65.1%	29.7%	5.2%
The faculty has an effective process for making group decisions to solve problems.	56.8%	38.7%	4.6%

Administrators had higher levels of agreement when asked about their experiences with district leadership and decision-making practices. Almost all respondents (89%) agreed that principals are trusted to make decisions about instruction in their district, and more than two-thirds agreed that their district has a clearly defined mission and vision (77%), and that it clearly defines expectations for schools (76%).

Table 17. Administrator Responses to Leadership Questions (n = 258)

	Percent Agree/ Strongly Agree	Percent Disagree/ Strongly Disagree	Percent Don't Know
Principals are trusted to make sound professional decisions about instruction in this district.	88.8%	10.9%	0.4%
The district has a clearly defined mission and vision for all schools.	76.7%	21.7%	1.6%
The district clearly defines expectations for schools.	76.4%	21.3%	2.3%
There is an atmosphere of trust and mutual respect within this district.	71.3%	26.7%	1.9%
The district provides constructive feedback to principals toward improving performance.	69.0%	26.0%	5.0%
The district has an effective process for making group decisions and solving problems.	65.9%	31.8%	2.3%

Professional Development

High quality professional development is an important strategy that can improve retention and student learning. Teachers were asked about the professional development opportunities offered to them, and respondents generally agreed that effective professional development practices were present in their schools. Most respondents (85%) agreed that teachers are encouraged to reflect on their own practice, while fewer (73%) agreed that professional development in their school improves teachers' ability to improve student learning and that professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices (69%). However, just 40% of teachers agreed that professional development is evaluated by participants and that results are shared.

Table 18. Teacher Responses to Professional Development Questions (n = 7,063)

	Percent Agree/ Strongly Agree	Percent Disagree/ Strongly Disagree	Percent Don't Know
Teachers are encouraged to reflect on their own practice.	84.9%	12.7%	2.4%
Professional development improves teachers' abilities to improve student learning and proficiency.	72.9%	25.3%	1.9%
Professional development opportunities are aligned with the school's improvement plan.	69.2%	18.7%	12.1%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	68.9%	28.8%	2.3%
Professional development enhances teachers' ability to implement instructional strategies that meet diverse learning needs of students.	64.9%	32.1%	3.0%
An appropriate amount of time is provided for professional development.	63.2%	35.0%	1.8%
Professional development deepens teachers' content knowledge and cultural proficiency.	61.4%	34.9%	3.7%
Professional development is culturally responsive to meet the needs of individual teachers.	58.0%	34.5%	7.5%
In this school, follow up is provided from professional development.	55.4%	39.4%	5.3%
Professional development is evaluated by participants and results are shared.	40.2%	52.3%	7.5%

Teachers were asked to indicate their professional development needs in order to teach students more effectively. The most common topics selected were trauma informed approaches and mental health (46% of respondents), differentiating instruction (40% of respondents), and alternative discipline models such as restorative practices (39% of respondents). Teachers also indicated whether or not they had received at least 10 hours of professional development in the last two years related to topics that are of interest in Oregon. The most common professional development topics were social and emotional learning (36% of respondents) and anti-bias or anti-racism (32% of respondents). The least common topics were related to using strategies to involve families and other community members as active partners in education (5% of respondents) and gifted and talented students (2% of respondents).

Table 19. Teacher Professional Development Needs Compared to Development Received (n = 7,063)

	In which of the following areas do you need additional training?	In which of the following areas have you had training?[18]
Trauma informed approaches and mental health	46.4%	22.1%
Differentiating instruction	40.0%	19.8%
Alternative discipline models such as restorative practices	38.9%	15.7%
Students with different abilities or disabilities	35.4%	8.2%
Using strategies to involve families and other community members as active partners	33.8%	4.5%
Social and emotional learning	33.7%	35.5%
Gifted and talented students	31.0%	2.2%
Multi-tiered systems of support	28.6%	19.2%
English language learners	27.9%	13.4%
Using culturally responsive curriculum and pedagogy	26.9%	20.1%
Classroom management	26.5%	10.1%
Reading strategies	22.2%	23.5%
Your content area	22.1%	26.5%
Anti-bias or anti-racism	21.1%	32.0%
Integrating technology into instruction	17.4%	15.3%
Student assessment	13.5%	16.8%
State-based standards	8.0%	11.3%
None of these	5.6%	17.1%

Approximately three-fourths of school administrator respondents agreed that principal professional development was a priority in their district (74%), that sufficient resources are available to principals to participate in professional development opportunities (71%), and that professional development opportunities are aligned with the school's improvement plan (72%). School administrators also selected topics for which they had received at least 10 hours of professional development in the last two years, as well as topics with which they needed additional support in order to lead schools more effectively. School administrators have most commonly received professional development related to instructional leadership (53% of respondents) and anti-bias or anti-racism (52%). Respondents most commonly indicated they need support related to using strategies to involve families and other community members as active partners (51%) and multi-tiered systems of support (40%). Similar to teacher respondents, administrator respondents indicate needing professional development in topics that differ from what they've previously received.

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[18] The survey specifically asked respondents, "In the past 2 years, have you had 10 clock hours or more of professional development in any of the following areas? (Select all that apply)."

Table 20. Administrator Professional Development Needs Compared to Development Received (n = 258)

	Which of the following do you need?	Which of the following have you had?[19]
Using strategies to involve families and other community members as active partners	51.2%	9.7%
Multi-tiered systems of support	40.3%	32.6%
Trauma informed approaches and mental health	36.8%	31.8%
Alternative discipline models such as restorative practices	36.4%	28.3%
School improvement planning	29.1%	31.4%
Instructional leadership	27.5%	53.5%
Teacher evaluation	27.1%	34.9%
Budgeting	26.7%	10.9%
Data-driven decision making	26.4%	28.3%
Anti-bias or anti-racism	25.2%	52.3%
Social and emotional learning	21.7%	43.4%
Staffing (hiring, etc.)	20.2%	13.6%
School scheduling	18.6%	8.5%
Student assessment	14.7%	21.7%
None of these	6.2%	11.6%

New Teacher and Administrator Supports

Supporting educators who are new to the profession, as well as those who are new to their roles in a particular school, is important to ensuring success of beginning educators and improving retention. Teachers with six or fewer years of experience as a teacher (n=1,285) and administrators with three or fewer years of experience as an administrator (n=82) were asked questions about the support they received as a beginning teacher or principal.

Almost all teachers (93%) reported receiving some form of support as a beginning teacher.[20] The most common types of support were orientation (65% of respondents), a formally assigned mentor (56%), and access to professional learning communities (52%). The majority of new teachers (63%) agreed that the support they received as a new teacher improved their instructional practice, and more than half (56%) agreed that the support was important in their decision to stay at their current school.

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[19] The survey specifically asked respondents, "In the past 2 years, have you had 10 clock hours or more of professional development in any of the following areas? (Select all that apply)."

[20] Respondents could select multiple options in responding to the question, "As a beginning teacher, I received the following kinds of support." In addition to selecting one or more of the support options on the list, 36 respondents selected "I received no additional support as a new teacher."

Table 21. New Teacher Supports Received by Respondents (n = 1,285)

	Percent of New Teacher Respondents
Orientation for new teachers	65.1%
Formally assigned mentor	56.3%
Access to professional learning communities where I could discuss concerns with other teachers	51.5%
Common planning time with other teachers	46.0%
Formal time to meet with my mentor during school hours	44.2%
Regular communication with principal, another administrator, or department chair	34.6%
Professional development specifically designed for new teachers	32.8%
Coaching in the implementation of culturally responsive and equitable instruction	29.9%
Release time to observe other teachers	25.4%
Other Supports	14.6%
Reduced workload	5.4%

Table 22. New Teacher Perceptions of Effectiveness of Support (n = 1,285)

	Percent Agree/ Strongly Agree	Percent Disagree/ Strongly Disagree	Percent Don't Know
Overall, the additional support I received as a new teacher improved my instructional practice.	63.2%	25.9%	10.9%
Overall, the additional support I received as a new teacher has helped me to impact my students' learning.	64.4%	24.8%	10.9%
Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school.	56.2%	31.9%	12.0%

A slightly lower percent of school administrator respondents in their first three years as a principal (n=82) reported receiving some form of support as a beginning principal (87%), with the most common support being professional learning communities (61%) and a formally assigned mentor (46%).

Table 23. New Principal Supports Received by Respondents (n = 82)

	Percent of New Administrator Respondents
Access to professional learning communities where I could discuss concerns with other administrators	61.0%
Formally assigned mentor	46.3%
Formal time to meet with mentor during school hours	41.5%
Professional development specifically designed for new administrators	30.5%
Orientation for new administrators	28.0%
Other Supports	25.6%

Administrators that indicated they had received a mentor (n=49) were asked about how that experience impacted them. Close to half (47%) agreed that the mentoring experience was important in their decision to remain as a principal at their school, while 59% agreed that the mentoring experience was important in their effectiveness as a school leader.

Table 24. New Principal Perceptions of Importance of Mentoring (n = 49)

	Percent Agree/ Strongly Agree	Percent Disagree/ Strongly Disagree	Percent Don't Know
Overall, my mentoring experience has been important in my decision to remain as principal in this school.	46.9%	42.9%	10.2%
My mentoring experience has been important in my effectiveness as a school leader.	59.2%	34.7%	6.1%

Priorities for Strengthening the Educator Workforce

The survey asked respondents to rank areas of improvement related to the educator workforce. More than half of teacher respondents (55%) and close to one-quarter (21%) of school administrators agreed that Oregon's highest priority should be to "ensure the voices of classroom teachers are included on a regular basis in decision-making regarding professional learning priorities, educator supports, and policies impacting teachers at the school, district, region, and state levels." Close to half of school administrators (51%) agreed that it should be to "support all novice teachers and school administrators with induction and mentoring support during their first two years;" notably, 34% of teacher respondents also selected this option.

Table 25. Respondents' Highest Priorities for Strengthening the Educator Workforce

	Percent of Teacher Respondents (n = 7,063)	Percent of Administrator Respondents (n = 258)
Ensure the voices of classroom teachers are included on a regular basis in decision-making regarding professional learning priorities, educator supports, and policies impacting teachers at the school, district, region, and state levels.	55.3%	20.8%
Support all novice teachers and school administrators with induction and mentoring supports during their first two years.	33.6%	50.8%
Expand models statewide that engage teachers and administrators working together to design and implement professional learning to improve student outcomes.	4.5%	17.3%
Require state and federally funded professional learning to be equity-driven, designed with practitioner involvement, and adhere to state adopted standards for professional learning.	4.4%	9.2%
Create opportunities to develop, enhance, and recognize teacher leadership.	2.3%	1.9%

Recommendations for Future Surveys

The 2023 survey provided the state with an opportunity to both collect information about educator experiences across the state, as well as gather insights on best practices for future survey efforts. In the course of administering the survey, COLE and the EAC collected information that could help improve the relevance of and access to the survey for educators, leaders, and state policymakers. Several factors were found to affect the ability and willingness of Oregon educators and leaders to participate:

1. **District-level Survey Use:** Since the previous administration of a statewide educator survey in 2018, many education organizations across the state have opted to conduct their own surveys. The administration of other surveys reduced participation in the statewide survey.

2. **Survey Purpose:** Feedback from advisory groups reveals that survey needs across the education system vary, which influences participation. There was a wide breadth of possible purposes for a statewide survey, such as measuring or assessing school climate, satisfaction with or efficacy of support programs, or workforce conditions. It is difficult to design one, short survey that would address all of these areas of inquiry. Additionally, educators, schools, districts, professional organizations, community partners, and state policymakers may have different priorities for information to be gathered from surveys. One-size-fits-all surveys may not meet the needs of all partners in the education system.

3. **Survey Awareness:** Building statewide trust in, awareness of, and buy-in for the survey takes time and must be aligned to competing priorities and deadlines. In the five years since the last survey was conducted, turnover in state agency staff and school district leadership has reduced awareness of a statewide survey. It may take years for the state to rebuild the necessary level of awareness and support for a statewide survey. Careful consideration must be given to timelines in order for results to align with existing efforts and to inform reflection, assessment, and/or planning.

4. **Use of Survey Results:** There is limited understanding across state and local partners as to the purpose, use, and limitations of a survey that measures perceptions. Feedback from advisory groups reveals that for some educators and leaders, there is lack of trust around the use of survey data, which must be re-built in order to support higher levels of participation. During the survey administration, concerns about the survey purpose and use of data were raised. School leaders presented concerns related to racial bias in perceptions of leadership. Additionally, there were concerns from education leaders in rural communities as to how data can be misused when it is not considered in light of local context.

In light of this, the following recommendations are suggested related to future survey administration:

Survey Design

- Designing a statewide survey that can meet statewide needs requires a comprehensive look at current survey practices at all levels of the system: school, district, regional, and state. Consideration should be given to where and when other surveys on teaching and learning conditions are taking place, as well as how results from other surveys may be used.
- A statewide survey must have a clearly articulated purpose that is informed by the multiple perspectives and needs of partners at all levels of the education system. It is critical to gather input

from a range of potential partners in order to prioritize designing survey items that will be most useful to them.

Building Awareness

- Build shared understanding across partners as to the purpose, use, and limitations of a survey that measures perceptions. It must be clear to all the purpose of the survey and how results will be used, as well as the limitations. Other details such as who the survey is designed for, who can participate, and the format and level of granularity of results should be clarified and then communicated thoroughly.
- Prior to administration of the survey, focus efforts on increasing understanding of the value of the survey's results for leaders and educators, particularly in areas with low participation rates. This will help to ensure a higher response rate and more accurate data.
- Communicate early and often with key partners, including district and school leaders, professional organizations and unions, and Regional Educator Networks. Promotion of surveys should begin at least a year in advance. This will allow time for districts and schools to make a plan for how they will complete the survey and leverage the results to advance school improvement measures.

Survey Administration

- Align school, district, regional, and state planning timelines with survey administration. Evaluate the window of time for survey administration to determine if there are barriers for participants in completing the survey and whether the window of time is sufficient for survey completion. This will help to ensure that the survey is accessible to all participants and that accurate data is collected.
- Consider multiple strategies for providing participants with the survey access token, especially in areas with low participation rates. This will help to streamline the process and increase access.
- Implement additional strategies for communicating with school and district leaders, such as sharing completion statistics in real-time, providing helpful tips, and responding to concerns. This will help to support educators and leaders in promoting survey participation and sharing consistent messages.

Reporting & Data Use

- Ensure statewide survey results are presented in ways that are productive, such as recognizing the variation in local context and avoiding comparisons that perpetuate deficit-based narratives about populations or geographic locations often underrepresented in statewide conversations.
- Ensure timely access to school, district, and statewide results that are accompanied by supportive resources for partners to make use of results in their local context.
- Provide training and guidance related to the use and limitations of survey results (i.e., what conclusions can and can't be drawn from the results). Other details such as the format and level of granularity of results should be provided prior to survey administration to allow for planning.
- Develop performance measures or indicators for survey results that enable statewide tracking of progress related to improving working conditions.