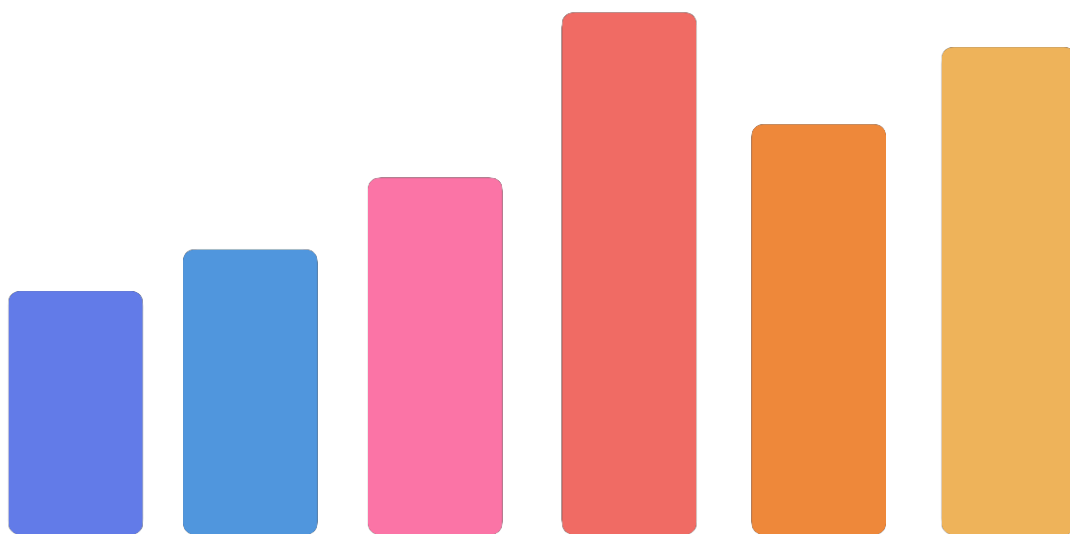




2020 STATE OF  
**TEACHING**  
SURVEY



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# INTRODUCTION

In December of 2019, The Institute for Arts Integration and STEAM offered teachers the ability to take an online, anonymous survey reflecting their current state of teaching. This is the second year we have offered this to teachers, so we now have comparative data based on the 2018 results. In this report, we're sharing those findings.

## Here's a sample of what you'll find in this report:

- An overview of responses from arts, general, STEM, E/LA, Social Studies and other teachers with experiences in elementary, secondary and post-secondary institutions and from 1-25+ years of experience.
- Curriculum and planning information, such as time spent planning, collaborative planning opportunities, use of standards and prescribed curriculum availability.
- How social media is impacting the teaching profession.
- Income supplements for teachers
- How long teachers plan to stay in the profession and their concerns for the future.

## How to Use this Report

We designed this report to give you a comprehensive look at the data and trends that are shaping education - in real classrooms from real teachers.

Share this with your colleagues and staff. Use it to help you identify the gaps, as well as celebrate the successes in your own school. Get inspired to make positive change in education for yourself, other teachers, and the students we all serve.

# THE INSTITUTE FOR ARTS INTEGRATION AND STEAM

The Institute for Arts Integration and STEAM (IAS) is the largest online resource for arts integration and STEAM on the globe.

We support teachers, leaders and artists using arts integration and STEAM education through world-class, comprehensive professional development and resources.

We believe that every child has a creative access point. Collaboration, sharing and connecting help us all and in the end, help our students.

We're not about silos here. We don't care if you're an art teacher, a middle school math teacher, or a high school principal. Our goal is to break down the barriers and help ALL teachers and leaders leverage the power that the arts can offer our schools.

As an organization founded and run by teachers, we know your challenges and celebrations. Everything we produce is meant to directly have a positive and immediate impact in your work. Whether through our free content, curriculum, courses, membership, certification program or annual online conferences, your voice has a home here at IAS. Thank you for being a part of our collective journey.

## Never feel overwhelmed by arts integration or STEAM again

Join over 50,000 other educators and use IAS as your digital learning hub for arts integration and STEAM. From curriculum to professional development, we'll give you the confidence to integrate the arts every single time.

[LEARN MORE HERE →](#)

“Every Child. Every Day.”



## SUMMARY OF KEY FINDINGS

As we reviewed this data, there were some large ideas that rose to the surface. Some of these are similar to last year's findings while there are some new thoughts bubbling to the surface.

### Teachers are overwhelmed and feel undervalued.



Just like last year, teachers are overwhelmed. From taking work home to paying for additional resources/PD out of pocket and in some cases taking on a 2nd job to help make ends meet, it's clear that **teachers lack the time and resources required** to meet their responsibilities.

Teachers are also feeling undervalued. This became very clear from the teacher comments in several of the subsections. It is difficult to continue to put in long hours and work through overwhelm if people feel as though they are not supported or valued for their contributions.

### There IS access to curriculum, planning and PD.



On the positive side, teachers do have access to curriculum and planning time.

Additionally, a majority of teachers also indicated that schools contributed to their professional development costs.

These are all research-backed indicators for successful instructional outcomes.

## SUMMARY OF KEY FINDINGS...continued.

### Social media plays a big role for instruction and PD.



Social media continues to play a major role in instruction and is causing a shift in the teaching profession. Video as a medium is providing support in both lesson planning and professional development.

**Teacher-created materials and professional development has seen a surge** this year through TpT and Pinterest. Teachers trust other teachers and will spend out of pocket funds to purchase materials from others in the field.

The flip side of this trend is a **question around consistent standards** for quality and ensuring the materials purchased meet state and district requirements.

### Teachers don't feel seen or heard.



The written responses and data from this survey indicate that teachers don't feel seen as professionals.

They have many **concerns surrounding competing priorities, student behaviors and lack of resources** to accomplish meeting the needs of all learners.

Knowing this can help administration, communities and education organizations to consider tools, resources and behaviors that honor educators as professionals with value and respect.



# WHO WE SURVEYED

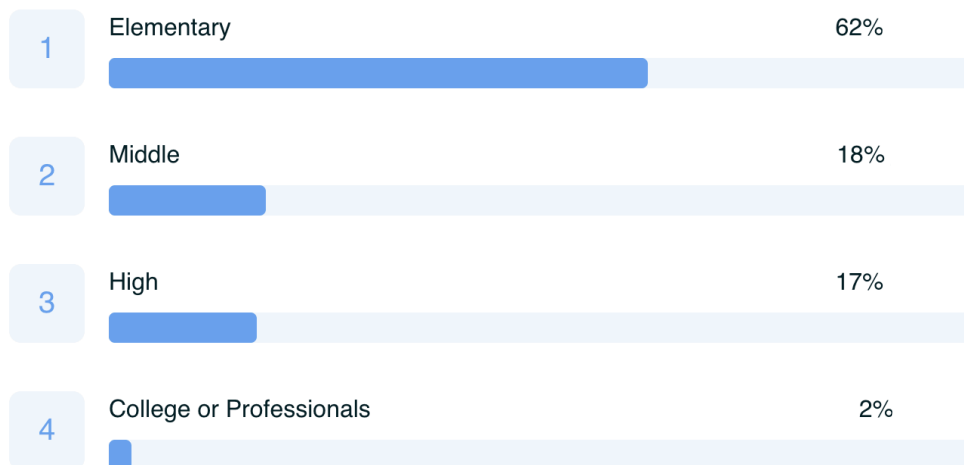
In this section, you'll see a snapshot of the educators who participated in this online survey from November - December of 2019.

Similar to December of 2018, **just over 5,000 teachers responded** to this survey. Continue on to see the demographics of this group.

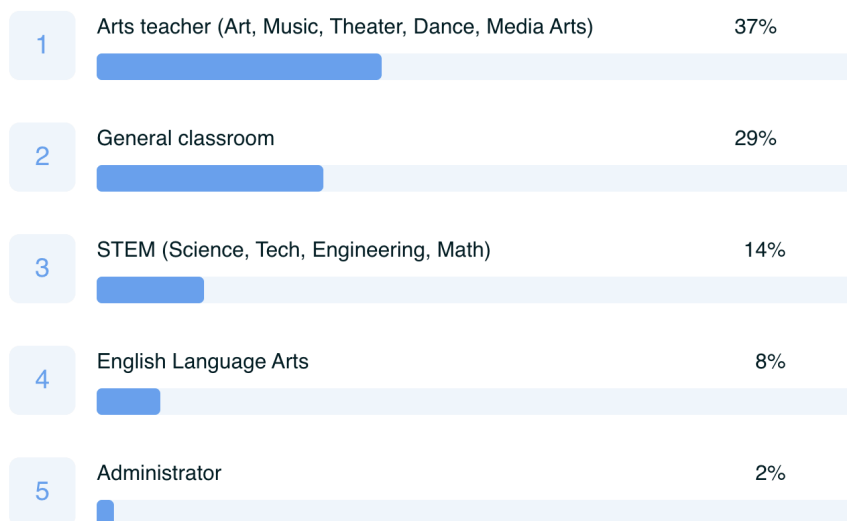
## What Grade Level Do You Teach?

Respondents spanned from grades PreK-Post Secondary.

The largest group of respondents being elementary school teachers at 62% (up from 58.5% last year), followed by middle school and high school teachers.



## What Content Do You Teach?



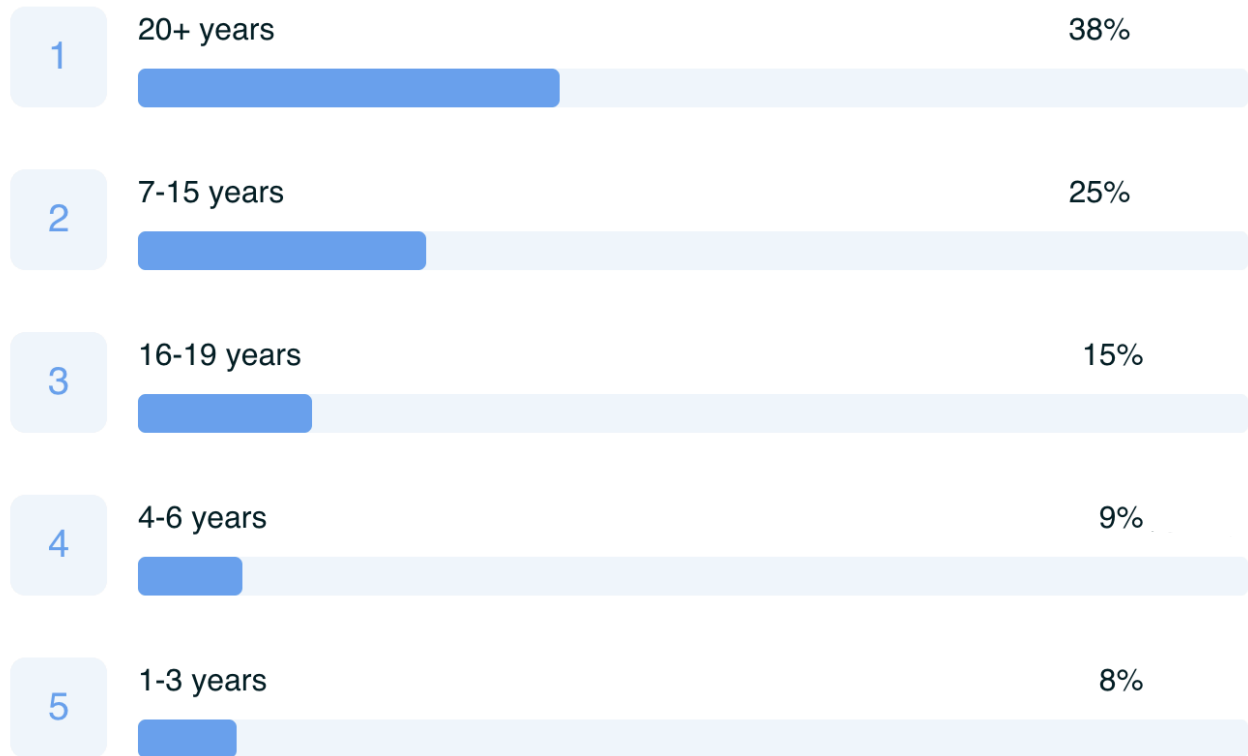
Our organization specializes in arts integration and STEAM, which is reflected in the respondents who took this survey.

About 37% were arts teachers, followed closely by general classroom teachers at 29%. 14% identified themselves as STEM teachers.

In comparison to the previous year, **there were more teachers in the "other" category**, including homeschool, world languages and special education.

This group now encompasses 5% of survey respondents, indicating a possible shift in either job classification or more variety of respondents.

## How Long Have You Been Teaching?



Based on our survey, there are **quite a few veterans in the field of teaching**.

Over 38% had 20+ years of experience. Only 17% are new teachers who have taught for less than 6 years.

These data points are similar to the previous year, indicating a fairly steady group of respondents.





## SECTION

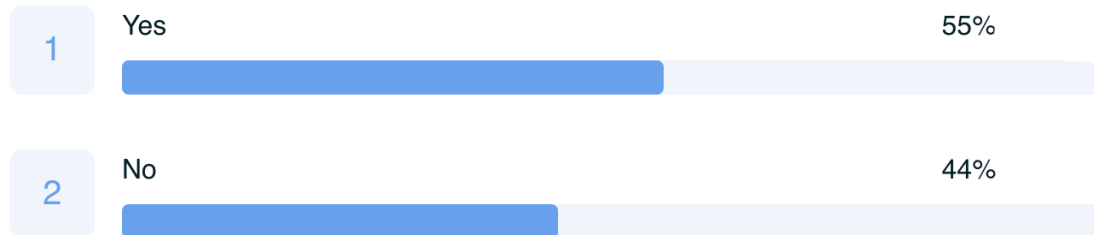
# CURRICULUM & PLANNING

Curriculum (what is being taught) and preparation time are key elements that drive instruction in schools.

By looking at elements such as **time spent planning, access to curricular materials, and collaborative planning time**, we can begin to uncover trends connected to academic achievement.

Here's a snapshot of what is common for teachers in this area.

## Does your school/district use a prescribed curriculum?

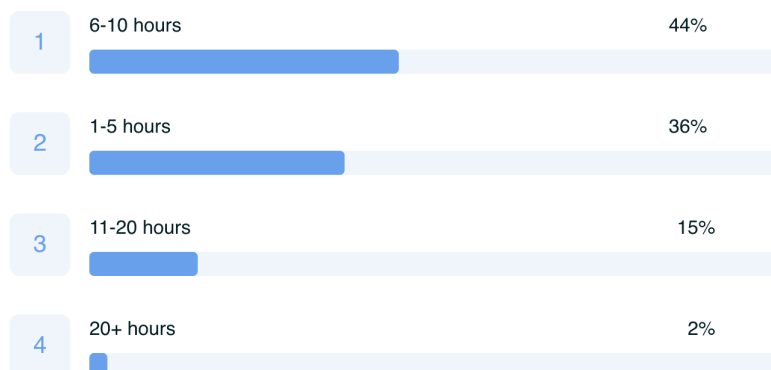


A little over half of teachers surveyed have a prescribed curriculum from their school or district.

That said, over 44% of teachers are working without a prescribed curriculum and **need to develop or source their own lessons or resources.**

This is almost exactly the same as the previous year.

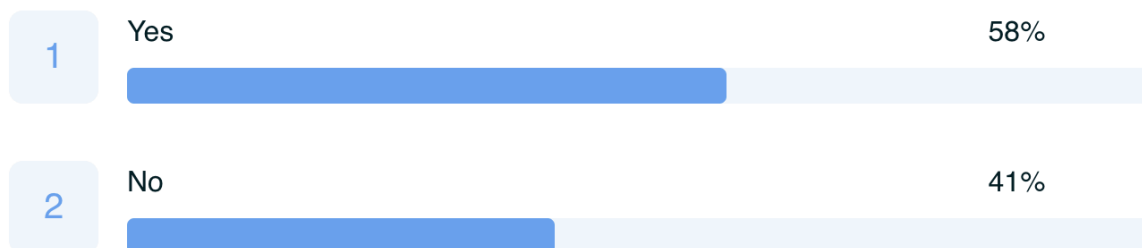
## How many hours per week do you spend planning lessons?



The majority of our respondents (80%) say they spend between **1-10 hours planning lessons per week.**

About 15% say they spend 11-20 hours and only 2% spend more than 20 hours per week planning.

## Do you have opportunities for collaborative planning?

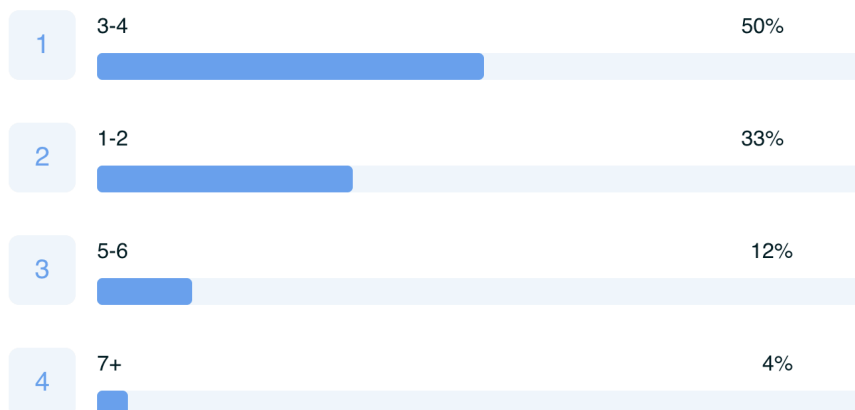


**Collaborative planning is more common than not.** 58% of respondents say they have opportunities to collaboratively plan with other teachers. 41% of teachers are planning on their own or with limited time for meeting with other teachers.

## How many initiatives is your school working on this year?

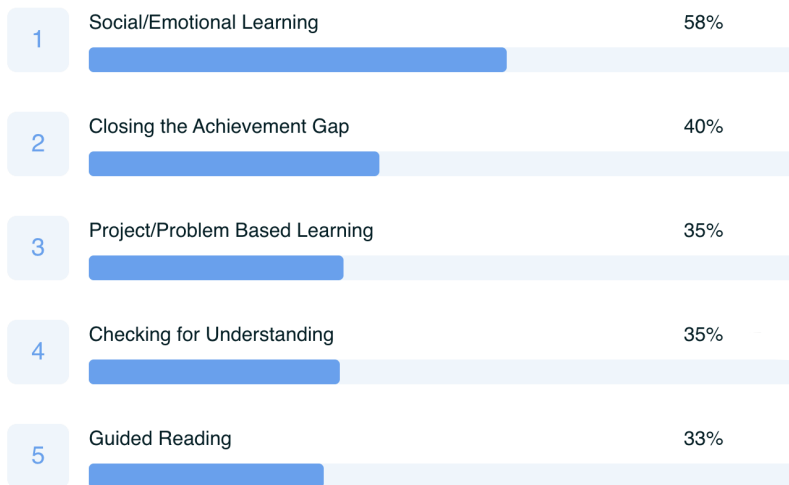
**Half of respondents** shared that their school is working on 3-4 initiatives simultaneously this school year.

16% indicated they were working on more than that and 33% shared they are focused on only one or two.





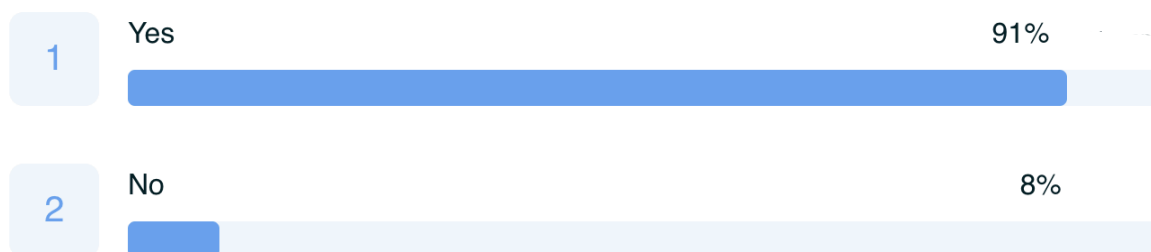
## Which of the following is your school focusing on in 2019-2020?



Of the initiatives, **Social Emotional Learning tops the chart** with 58% of respondents saying it's a major focus this year.

This is followed closely by closing the achievement gap (at 40%), along with other initiatives like PBL, Checking for Understanding, Guided Reading, Personalized Learning and STEAM.

## Do you take work home after school?



According to our respondents, there's **not enough time to get their work done** during the school day. 91% of teachers say they take work home after school.



## SECTION

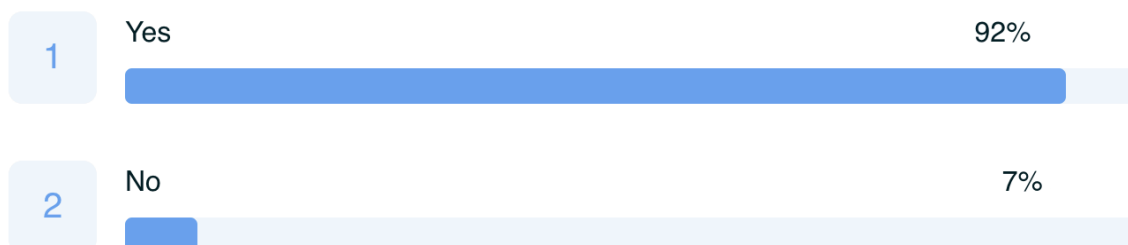
# USE OF SOCIAL MEDIA

Social media is playing an important role in the everyday work of teachers. From YouTube to Instagram, **teachers are finding inspiration, materials and professional development** on these network hubs.

This also comes with a variety of challenges for schools in terms of vetting materials and ensuring compliance with district and state requirements.

Here's how teachers are using these media tools for educational purposes.

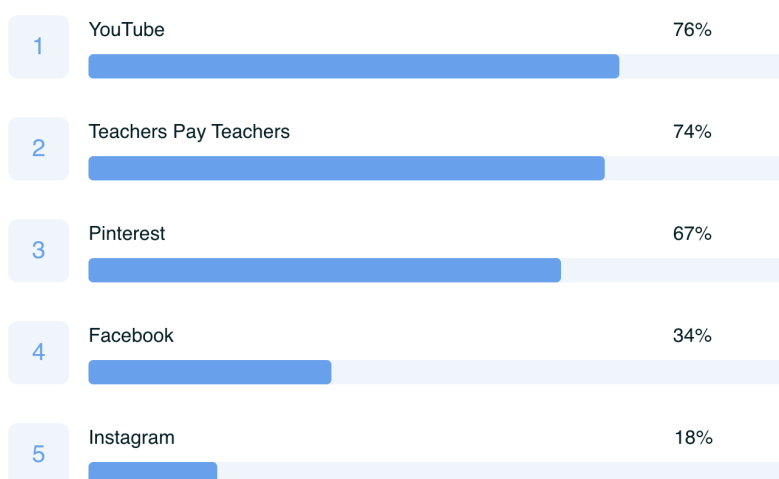
## Do you use social media or websites to supplement your teaching or lessons?



The mass majority of teachers use social media and websites to supplement their teaching or lessons.

With a whopping 92% using these tools for teaching or lesson planning, **teachers are using digital media more than ever.**

## Which of these social media or websites do you use for lesson planning purposes?

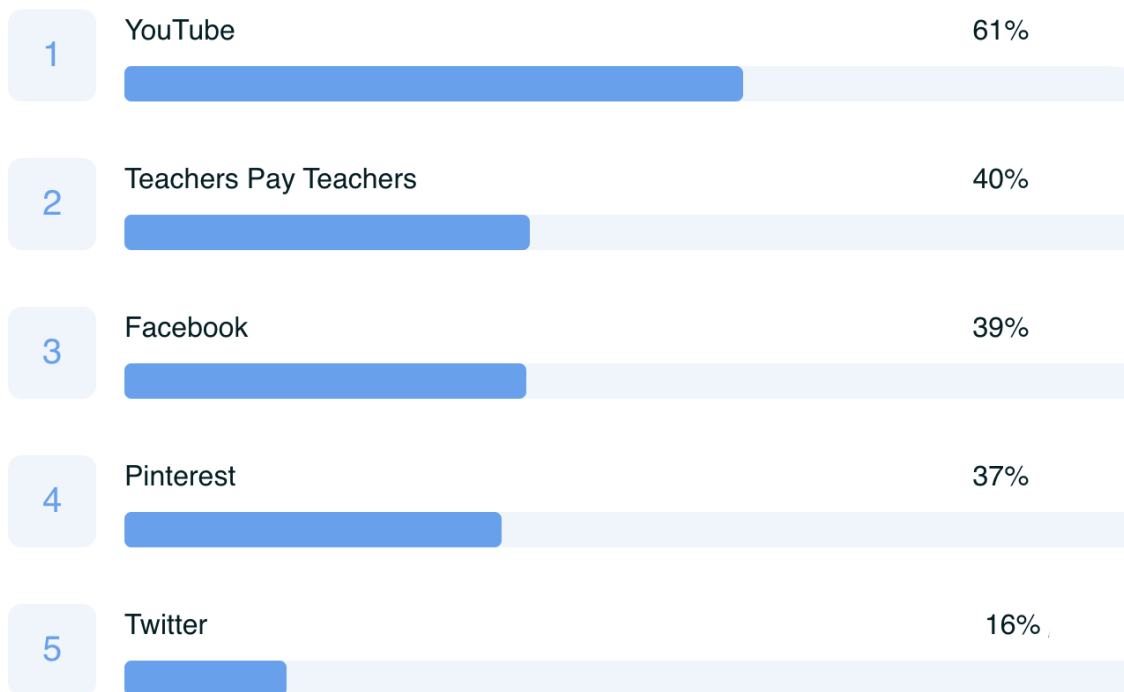


For lesson planning, **YouTube and TpT take the lead** with around 75% of teachers surveyed using the sites.

Pinterest comes up next with 67% using the free curation tool.

This is then followed by Facebook, Instagram and Twitter.

## Which of these social media or websites do you use for professional development purposes?



**Professional development shakes out a little differently this year from last.**

YouTube is the clear tool of choice with 61% of respondents saying they use it for PD. This is followed by TpT at 40%, then Facebook, Pinterest and Twitter.

Last year, both Pinterest and Facebook were favorited over TpT.





# 4 SECTION

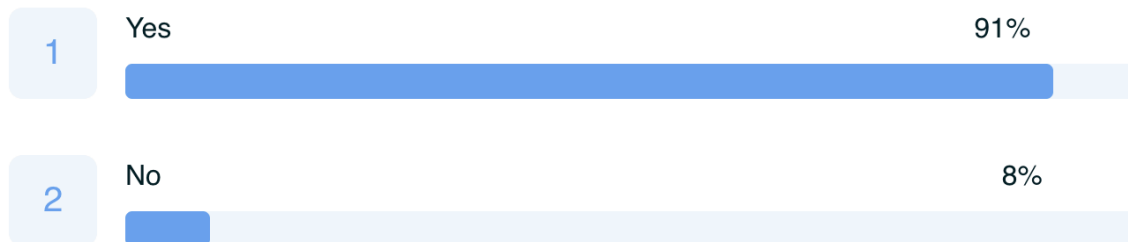
## MONEY IN, MONEY OUT

In this section, we're exploring **how teachers are both spending and making income.**

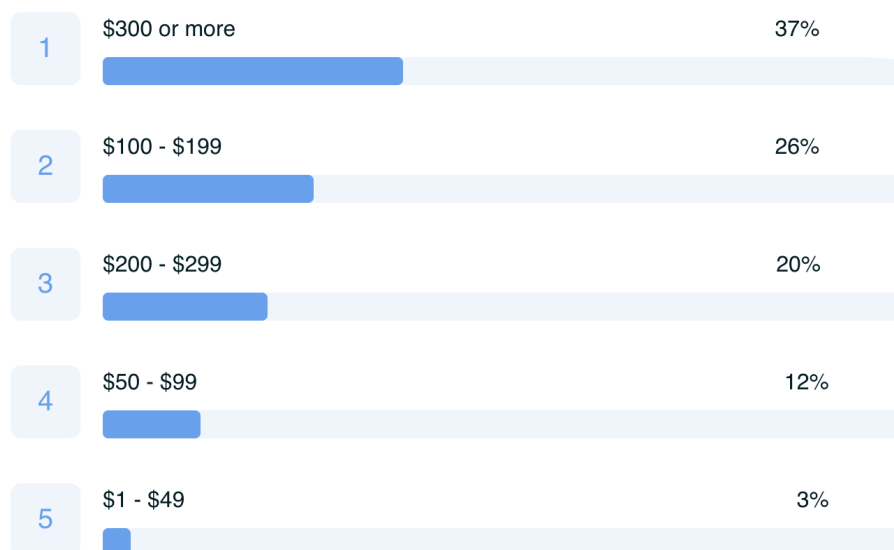
In this new category, we asked teachers how they were funding their required professional development.

We also asked if they needed a secondary income to make ends meet. Here's what the data shows.

## Do you spend your own money on professional development or resources?

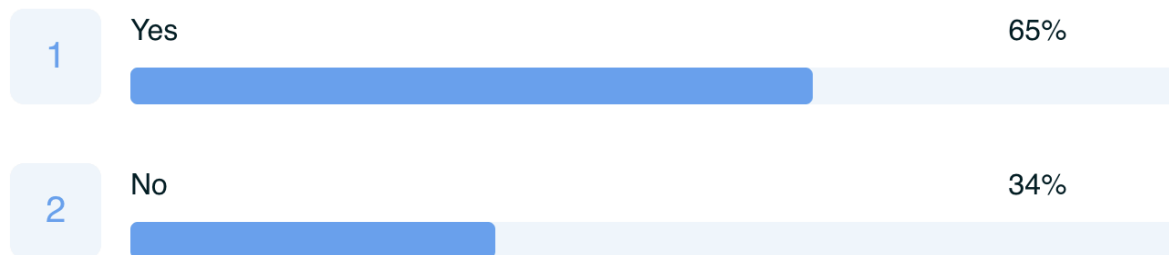


## How much did you spend this year (2019)?

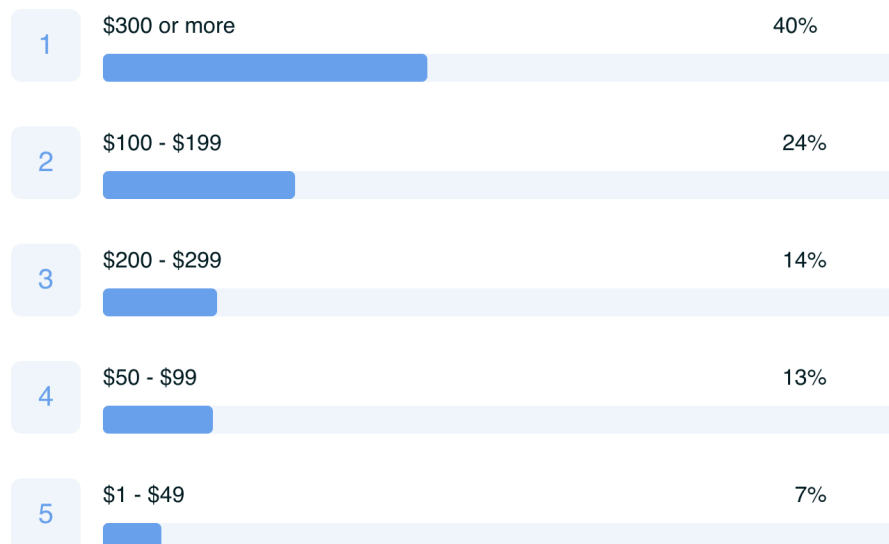


Overwhelmingly, and not surprisingly, **teachers are funding their own way**. 91% of respondents shared that they have paid for their own PD and resources this year. Of this, 57% spent \$200 or more in 2019.

## Did your school or district pay for you to have professional development or resources this year?



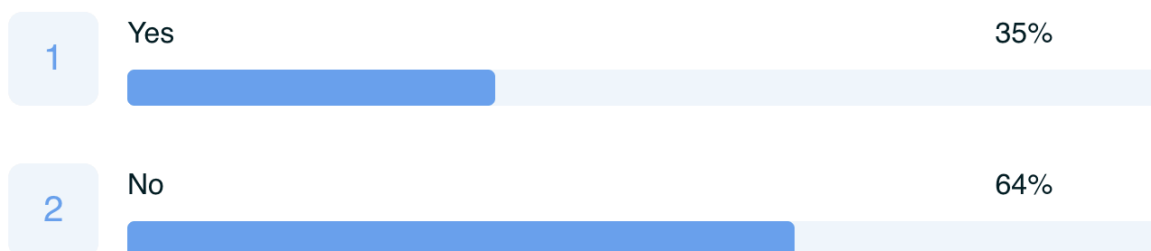
## How much did school or district spend on your PD/resources this year (2019)?



Additionally, 65% of respondents shared that their **schools also paid for their professional development**. Of those schools that do contribute, 54% spent \$200 or more in 2019.



## Do you have a 2nd job to supplement your income?



In 2018, the discussion over low teacher pay came into the national spotlight. We asked last year's survey participants if they have a 2nd job to supplement their income and asked the same question this year to see if there was a change.

**The results this year were almost exactly the same as last year.** 64% said no with only 35% saying they hold another job in addition to teaching.

It should be noted we did not ask for personal background information such as if they are in a single or dual income household.



# 5 SECTION

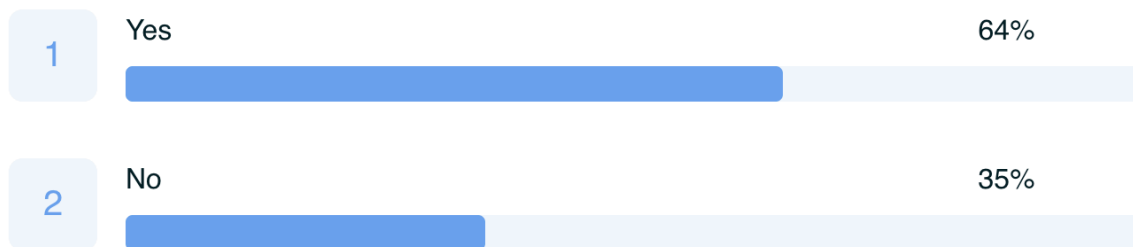
## WHAT'S NEXT?

In this section, we asked teachers about support for their work and their concerns, as well as future plans.

We wanted to know their **concerns for this year, plans to stay or leave the profession, and what they'd like others to know about teaching.**

This last area also provides comments directly from the teachers surveyed.

## Do you feel supported by your supervisor in your current position?



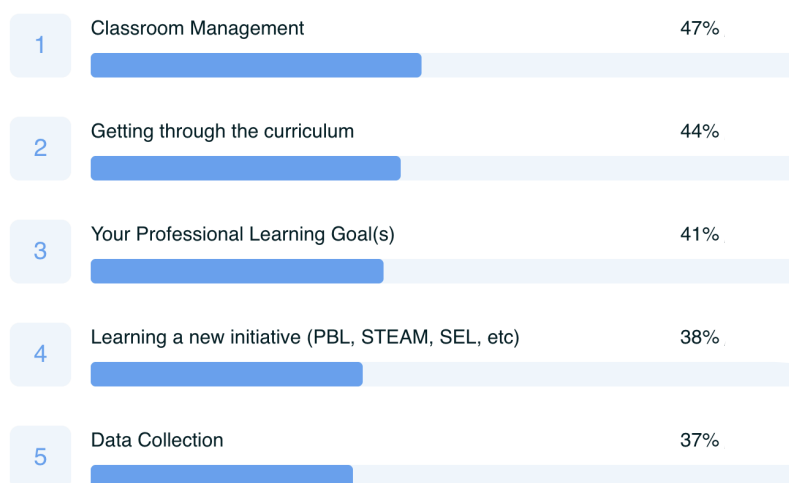
This year, 64% of respondents say they feel supported by their supervisor in their current position. **This is down 7% from the 2018 survey.**

When asked what would help them stay in education longer, over 55% shared comments that in some way indicated more support from administration or the community (up 5% from last year's data).

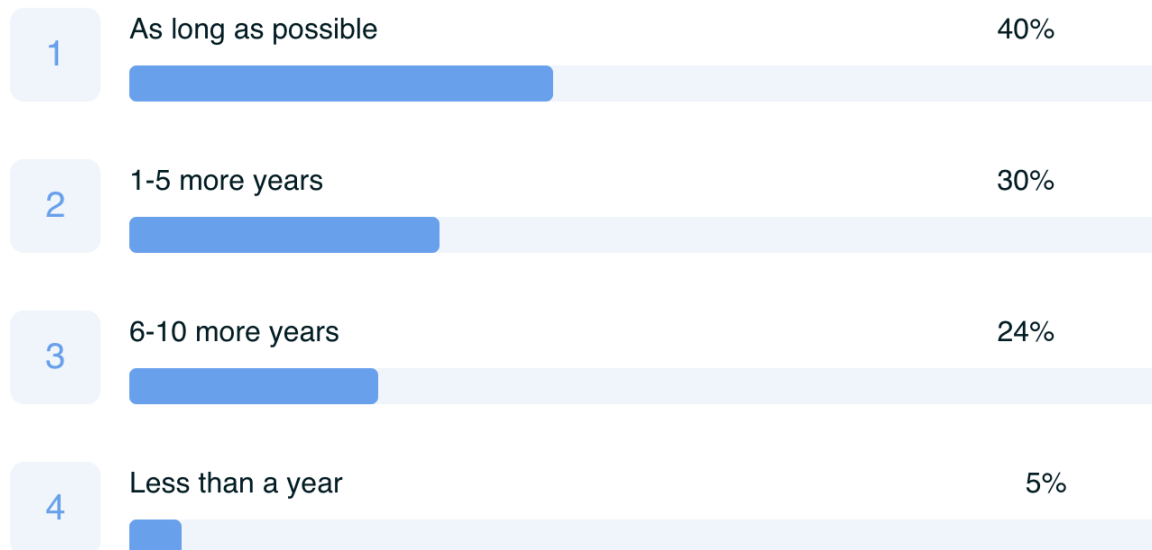
## Which of these is a concern for you this year?

When asked about their biggest concerns for 2020, teachers were tied in their top 3 responses: **classroom management, getting through the curriculum** and their **professional learning goals**.

Last year, learning a new initiative was 2nd on the list and this year, it bumped down to number 4. Preparing for state assessments and school safety tied at 27%.



## How long do you plan to stay in education?



Over 40% of teachers plan to stay in the education profession **as long as possible**. About 30% indicate they will stay another 1-5 years and 24% say they will stay for 6-10 more years. Only 5% indicate plans to leave within a year.

## What would you like people to understand about teaching in 2019-2020?

For our final question, we asked teachers what they would like people to know about their profession right now. **Over 65% responded with concerns about overwhelm.** Teachers feel there is not enough time or resources to meet the increased demands of their job.

Additionally, **55% ask for more support and respect** from administration, parents and community members. This was provided with a variety of contexts.

Some shared they wanted more support from administration for behavioral interventions, some want administrators to recognize the unrealistic expectations of additional workload, and others shared the need for their administrators to provide flexibility, more relevant and personalized professional development options, while providing materials and resources for staff.

Many teachers asked for parents and community members to become more involved as participants in a child's growth and development. They also want the public to understand that **teaching is more than a job** to them and they value parental support to do what's best for each child.

Lastly, we saw a new category crop up surrounding **concerns over digital media**. Over 25% of teachers in the survey expressed concerns that technology is having an adverse affect on student behaviors, social skills and academic achievement.

## Sample responses received:

"We are woefully under appreciated by parents, administrators, and the public. We spend hundreds of dollars a year of our own money. We do not feel safe and we are not supported by the school system or administration. We are underpaid and our budgets are too small."

"Challenging, yet rewarding if you wish to make a difference child by child."

"Too much assessment, not enough time to teach"

"The idea of students learning critical thinking, interaction, and problem solving is being taken over by programs that keep students on a computer for many hours during the school day. They are losing the ability to follow directions from humans. This is not preparing them for adulthood."

"The more you pile on teachers the less quality teaching and attention children receive."



"Teachers want every child to succeed. Sometimes that comes with student failure or student not achieving their goals the first time."

"Teaching is the most rewarding career, and it is the most exhausting and stressful job as well. Parent support is key."



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