

“There is not just a curriculum. It will take a partnership of teachers, parents and administrators to improve student achievement. No one and no thing can accomplish this monumental task alone.”

“Treat all students equally, provide high-quality teaching, have high expectations and students will succeed.”

“In today’s world it is absolutely necessary for students to achieve at the highest level their ability allows, and then go beyond.”

PRIMARY SOURCES: AMERICA’S TEACHERS ON AMERICA’S SCHOOLS

COLORADO

A PROJECT OF SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

“Everyone should finish high school and move on to something higher. I think they all can.”

“Give them standardized tests, but not all the time, and their lives shouldn’t depend on it; and neither should ours.”

“Learning is a lifelong project and all students

are capable

being lifelong learners.”

“How do we prepare students for jobs that don’t yet exist?”

“We need to place a higher value on education with an understanding that every year is important, beginning with Kindergarten. If that happened, teachers would feel more valued, parents would be more involved, and students would be more motivated.”
– *Elementary School Teacher in Colorado*

***Primary Sources: Colorado* is meant for use in conjunction with the complete *Primary Sources* report available at www.scholastic.com/primarysources.**

A NOTE FROM SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

In March 2010, Scholastic and the Bill & Melinda Gates Foundation released the landmark study, *Primary Sources: America's Teachers on America's Schools*, placing the views of our nation's public school teachers at the center of the discussion on education reform.

More than 40,000 teachers participated in the survey – from every state and at every grade level – and the unprecedented size and scope of the study allows for the release of new, state-level data from Colorado. *Primary Sources: Colorado* is based on the responses of more than 850 public school teachers across Colorado who participated in the national survey.

We asked teachers about the state of American education, the challenges facing students and the variety of supports and tools that teachers need to tackle those challenges. They responded with powerful, nuanced opinions on a number of issues, from student and teacher performance, to classroom innovation and academic standards, to the importance of the school-to-home connection.

As is the case with their peers nationwide, teachers from Colorado had important opinions about the critical issues in education at the national and state levels. Specifically, teachers in Colorado:

- Are divided on the number of Colorado state standards, and more likely than the national average to say that their state standards are not clear enough (61%, slightly higher than the national average of 54%).
- Are more likely than teachers nationwide to say that the level of difficulty of Colorado's standards is about right (76% in Colorado, 69% nationally).
- Say clearer standards (74%) and common standards across states (59%) would make a very strong or strong impact on student achievement.
- Say teacher pay is important, but not as important as many other, non-monetary issues in retaining good teachers.

It is important to note that *Primary Sources: Colorado* is a small subset of the data we collected on Colorado's teachers. Although we have selected the most statistically significant and state-relevant data for inclusion in this mini-report, we encourage you to look at the additional data on Colorado available in the appendices of the complete *Primary Sources* report.

While *Primary Sources: Colorado* reflects the wide range of voices and opinions of teachers across the state, one thing is constant: Teachers teach for the love of their students and the chance to make a difference in those young lives. Our goal should be to do all we can to support them in this endeavor.

Sincerely,



Margery Mayer

President, Scholastic Education, Scholastic Inc.



Vicki L. Phillips

Director of Education, College Ready, United States Program

THE CHALLENGE

Colorado's Teachers Recognize the Challenges Facing Their Students

As is the case with teachers across the nation, teachers in Colorado are keenly aware of the limitations of a high school diploma and the disconnect between students' current levels of achievement and the levels at which they must perform to achieve success beyond high school.

Specifically:

- Colorado teachers are near unanimous in saying that a high school diploma is not enough for today's students. Ninety-four percent of teachers in the state say that the most important goal of schools and teaching is to prepare students for success beyond high school.
- Nine out of 10 teachers in Colorado say that not all their students could leave high school prepared to succeed in a 2- or 4-year college (91% nationally).
- Only 14% of Colorado teachers strongly agree that their students enter their classroom prepared for on-grade-level work. (An additional 43% somewhat agree), (16% and 44% nationally, respectively).
- Only about one in four (24%) Colorado teachers rate student academic achievement at their schools as "Excellent," compared to 28% of teachers nationwide.
- Only half (49%, similar to teachers' views nationally at 46%) of teachers say that more than three quarters of their students could leave high school prepared to succeed in a 2- or 4-year college.

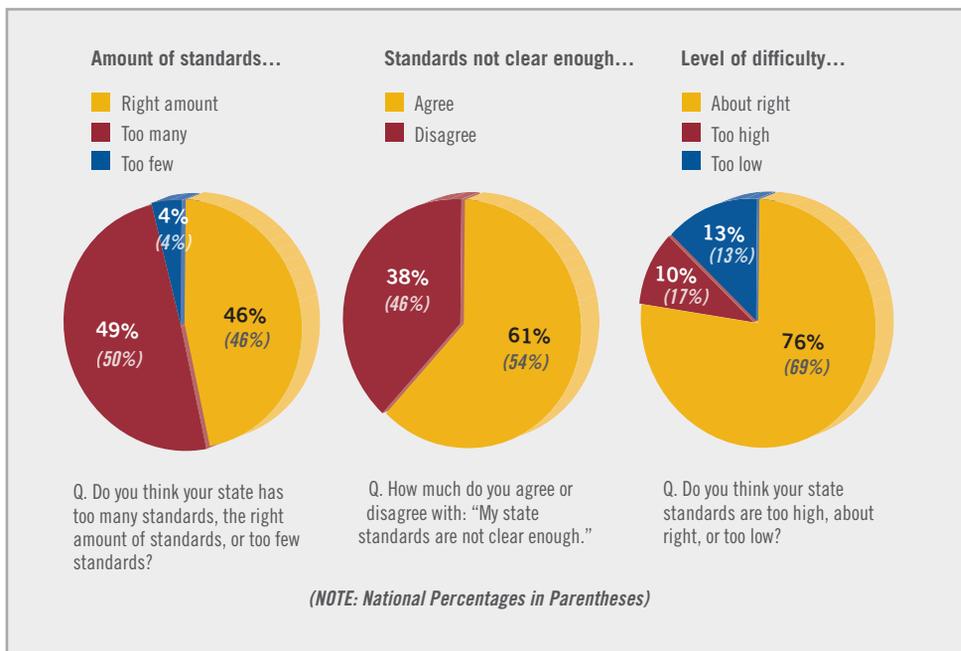
STATE AND NATIONAL STANDARDS

Colorado Teachers' Views on Current Colorado State Standards

Like their peers across the nation, teachers in Colorado recognize the role of academic standards in improving student achievement and preparedness. They are divided, however, in their opinions on the amount and clarity of their state standards:

- Teachers are split in their opinions on amount of state academic standards, with about half saying that Colorado has too many standards (49%) and just under half saying that the number of standards in Colorado is “about right” (46%), (50% and 46% nationally, respectively).
- As with their peers nationwide, a very small number of teachers in Colorado (4%) believe there are too few standards.
- Colorado teachers are slightly more likely than teachers nationwide to agree that Colorado standards are not clear enough (61% vs. 54% nationally).
- Just over three fourths (76%) of Colorado teachers—a higher percentage than teachers nationally—do believe that the level of difficulty of their state standards is about right.

Teachers' Views on Colorado State Standards



Colorado Teachers Support Clearer Standards, Common Across States

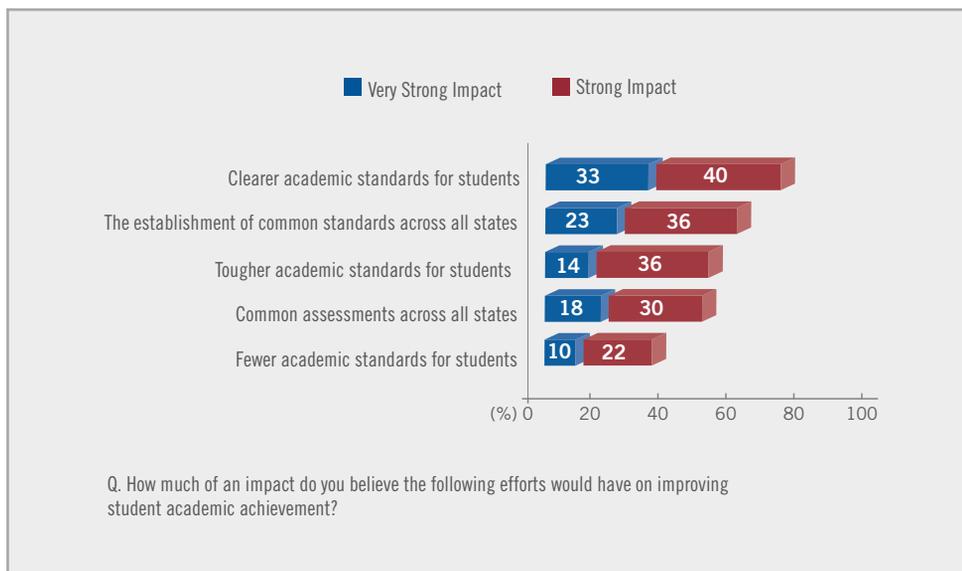
Colorado's teachers support the establishment of clear and common standards across states. They say the measures would have a very strong/strong impact on improving student achievement:

- Clearer academic standards for students (74% in Colorado, 74% nationally)
- Establishing common standards across all states (59% in Colorado, 60% nationally)

In keeping with the views of teachers across the country, Colorado teachers are far less certain that tougher and fewer standards would make an impact on improving student achievement.

- Tougher academic standards for students (50% in Colorado, 45% nationally)
- Fewer academic standards for students (32% in Colorado, 34% nationally)

Colorado Teachers' Views on the Impact Changes to Current Standards Would Have on Improving Academic Achievement



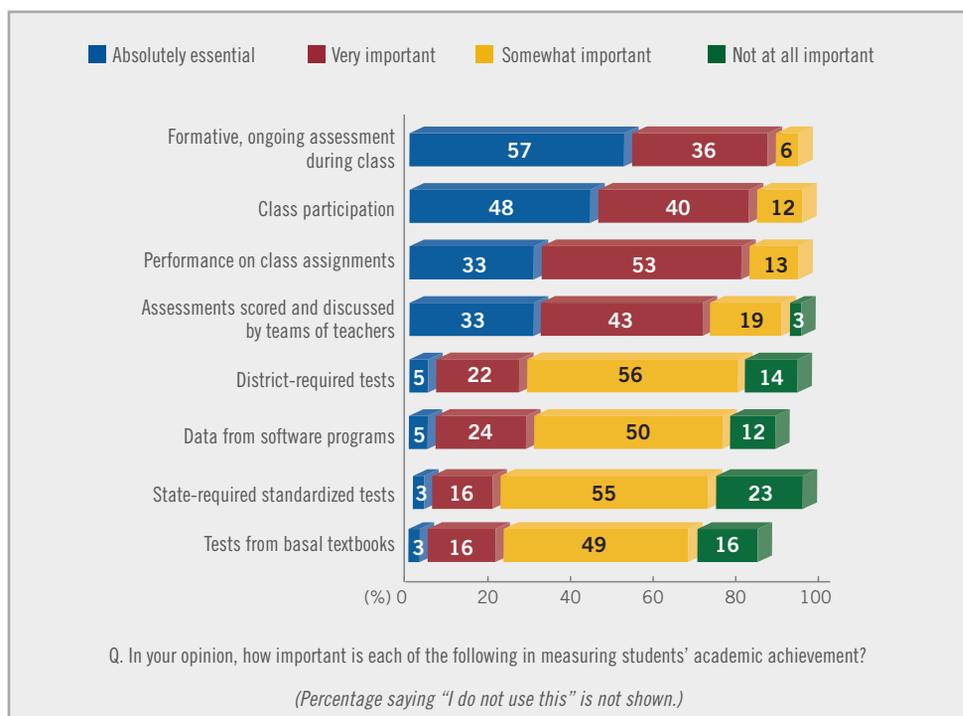
EVALUATING STUDENT AND TEACHER PERFORMANCE

Colorado Teachers' Views on Evaluating Student Performance

Colorado teachers are similar to the nation's teachers in their firm belief that student assessment should be driven by in-classroom experiences, including formative ongoing assessments, class participation and performance on class assignments.

Although teachers do not outright reject standardized tests as a way to evaluate student achievement, Colorado teachers see less value in them compared to teachers on a national level, particularly in regard to state-required tests, with 23% (16% nationally) saying these are “not at all” important in measuring student achievement.

Colorado Teachers' Views on Importance of Student Performance Measures



Further, as noted in the chart on page 4, nearly half (48%) of Colorado teachers (similar to the 52% nationally) say common assessments across states would make a very strong or strong impact on improving student achievement—with an additional 37% saying these would make a moderate impact.

Colorado Teachers' Views on Measuring Teacher Performance

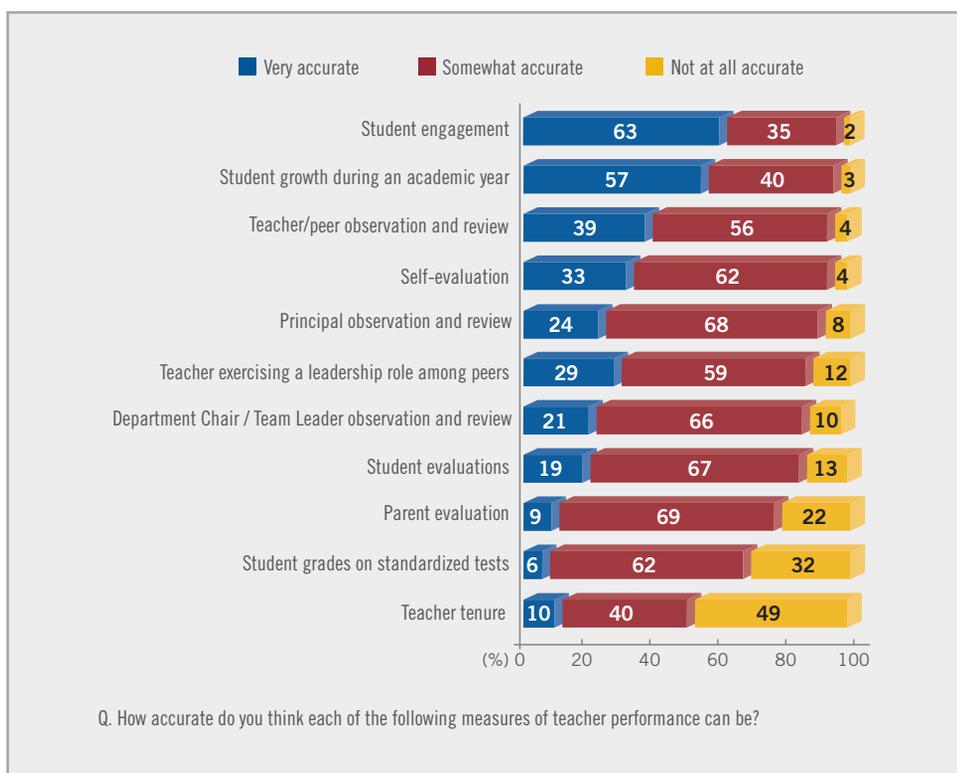
In qualitative conversation, teachers stress a desire for their performance to be based on factors they can impact directly—like student growth and student engagement—and not on factors that fail to consider the realities of individual students in individual classrooms.

This is clearly borne out in *Primary Sources* data at both the national and Colorado levels. By far, teachers say that student growth over the course of an academic year and student engagement are the most accurate measures of teacher performance.

Additionally:

- Only 6% of Colorado teachers feel that student grades on standardized tests are a very accurate measure of teacher performance.
- 39% of Colorado teachers believe teacher/peer observation and review is very accurate, compared to only 32% of teachers across the nation.

Colorado Teachers' Views on the Degree of Accuracy of Measures of Teacher Performance



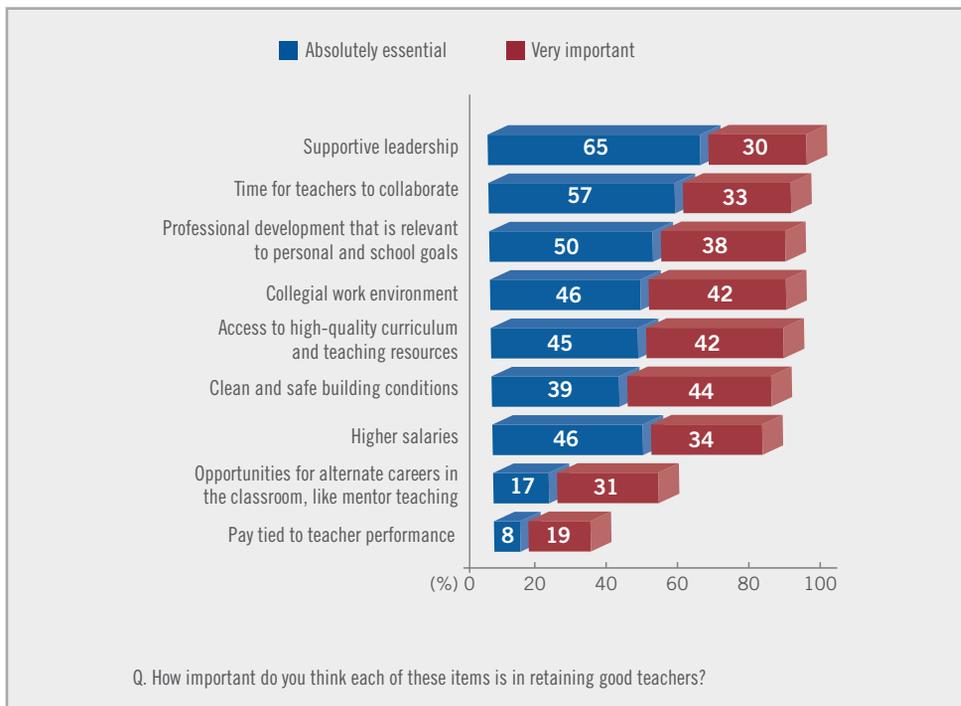
TEACHER RETENTION

Colorado Teachers' Views on Factors Impacting Teacher Retention

Overall, Colorado teachers feel similarly to their peers nationwide when it comes to the importance of various factors in retaining good teachers. In nearly every state in the nation, supportive leadership is ranked as the most important factor in retaining good teachers, and Colorado is no exception. In Colorado, 65% of teachers say that supportive leadership is absolutely essential in retaining good teachers (68% nationally).

Colorado teachers' views differ slightly with the views of teachers nationally on the importance of professional development, with half of the state's teachers considering professional development that is relevant to personal and school goals to be absolutely essential for teacher retention, compared to 45% across the nation.

Colorado Teachers' Views on Factors Impacting Teacher Retention

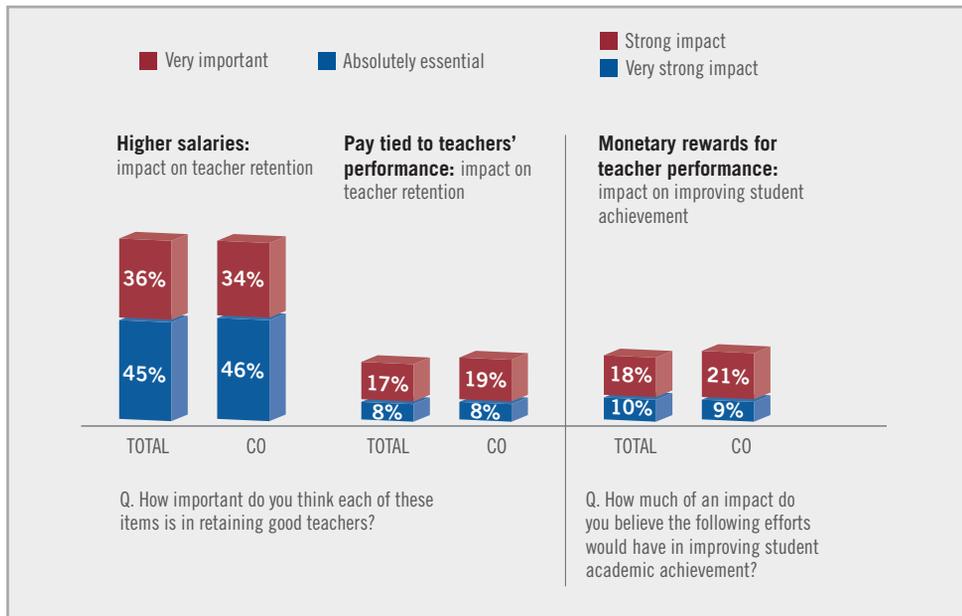


Colorado Teachers' Views on Monetary Compensation

While the impact of higher salaries on teacher retention varies across states, it consistently ranks lower than other, non-monetary measures; this is no different in Colorado. The state's teachers rank higher salaries seventh out of nine items impacting teacher retention, with 46% of Colorado teachers saying it is absolutely essential to retaining good teachers (45% nationally).

Their views on salary and pay tied to teacher's performance as necessary to retain good teachers are near identical to the national percentages, with 30% saying that monetary rewards for teacher performance would have a very strong/strong impact on improving student academic achievement (28% nationally).

Colorado Teachers' Views on Monetary Issues



Methodology

This report is based on the responses of the 852 teachers in Colorado who participated in the national survey for *Primary Sources: America's Teachers on America's Schools*. The data reflect a cross-section of Colorado's teachers across many teacher and school characteristics, including grade level(s) taught, years of teaching experience and community income.

The fieldwork for this survey was conducted in March through June of 2009 by phone (n=345) and online (n=507). For more details on the methodology of this study, please see the full *Primary Sources* report at: www.scholastic.com/primarysources.

“This job doesn't pay much but I always want to go to work”

“Teaching is not like any other job. It's a passion.”

“Standards are about equity and expectation.”

“Value should be placed on education. Every job, career, and occupation starts here.”

PRIMARY SOURCES is the beginning of an ongoing dialogue with America's Teachers.

We welcome your thoughts and opinions on the report at www.scholastic.com/primarysources.

“If you're not tech-savvy, you can't compete in the global marketplace.”

“Role model the skills, believe in the students, and never give up.”

“If we are going to compete as a nation we should be learning as a nation.”

“We have a great system for getting them through the system. We don't have a great system to teach them to think outside the box.”

“There is not just a curriculum. It will take a partnership of teachers, parents and administrators to improve student achievement. No one and no thing can accomplish this monumental task alone.”

“Treat all students equally, provide high-quality teaching, have high expectations and students will succeed.”

“In today’s world it is absolutely necessary for students to achieve at the highest level their ability allows, and then go beyond.”

PRIMARY SOURCES: AMERICA’S TEACHERS ON AMERICA’S SCHOOLS

DELAWARE

A PROJECT OF SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

“Everyone should finish high school and move on to something higher. I think they all can.”

“Give them standardized tests, but not all the time, and their lives shouldn’t depend on it; and neither should ours.”

“Learning is a lifelong project and all students

are capable

being lifelong learners.”

“How do we prepare students for jobs that don’t yet exist?”

“Curriculum needs to be more relevant to the interests of students, and we need to better incorporate technology into the classroom.”
– *High School Teacher in Delaware*

***Primary Sources: Delaware* is meant for use in conjunction with the complete *Primary Sources* report available at www.scholastic.com/primarysources.**

A NOTE FROM SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

In March 2010, Scholastic and the Bill & Melinda Gates Foundation released the landmark study, *Primary Sources: America's Teachers on America's Schools*, placing the views of our nation's public school teachers at the center of the discussion on education reform.

More than 40,000 teachers participated in the survey – from every state and at every grade level – and the unprecedented size and scope of the study allows for the release of new, state-level data from Delaware. *Primary Sources: Delaware* is based on the responses of 118 public school teachers across Delaware who participated in the national survey.

We asked teachers about the state of American education, the challenges facing students and the variety of supports and tools that teachers need to tackle those challenges. They responded with powerful, nuanced opinions on a number of issues, from student and teacher performance, to classroom innovation and academic standards, to the importance of the school-to-home connection.

Similar to their peers nationwide, teachers from Delaware had important opinions about critical issues in education at the national and state level. Specifically, teachers in Delaware:

- Are less likely than teachers nationwide to rate student academic achievement at their schools as “Excellent” (18% in Delaware, 28% nationally).
- View standardized tests—particularly state tests—as less important in evaluating student achievement than do their peers nationwide. Nearly four in 10 (39%) say state standardized tests are “not at all important” in measuring student achievement versus only 16% of teachers nationally.
- Are more likely than teachers nationwide to say pay-for-performance systems are important in retaining teachers.

It is important to note that *Primary Sources: Delaware* is a small subset of the data we collected on Delaware's teachers. Although we have selected the most statistically significant and state-relevant data for inclusion in this mini-report, we encourage you to look at the additional data on Delaware available in the appendices of the complete *Primary Sources* report.

While *Primary Sources: Delaware* reflects the wide range of voices and opinions of teachers across the state, one thing is constant: Teachers teach for the love of their students and the chance to make a difference in those young lives. Our goal should be to do all we can to support them in this endeavor.

Sincerely,



Margery Mayer

President, Scholastic Education, Scholastic Inc.



Vicki L. Phillips

Director of Education, College Ready, United States Program

THE CHALLENGE

Delaware's Teachers Recognize the Challenges Facing Their Students

As is the case with teachers across the nation, teachers in Delaware are keenly aware of the limitations of a high school diploma and the disconnect between students' current levels of achievement and the levels at which they must perform to achieve success beyond high school.

Specifically:

- Delaware teachers are near unanimous in saying that a high school diploma is not enough for today's students. Ninety-nine percent of teachers in the state say that the most important goal of schools and teaching is to prepare students for success beyond high school (93% nationally).
- Nine out of 10 teachers in Delaware say that not all their students could leave high school prepared to succeed in a 2- or 4-year college (91% nationally).
- Only 6% of Delaware teachers strongly agree that their students enter their classroom prepared for on-grade-level work (an additional 31% "somewhat agree"). These data are significantly lower than the national average (16% and 44%, respectively).
- Only one in five (18%) Delaware teachers rate student academic achievement at their schools as "Excellent," compared to 28% of teachers nationwide.
- Only 42% of teachers in Delaware say that more than three quarters of their students could leave high school prepared to succeed in a 2- or 4-year college (46% nationally).

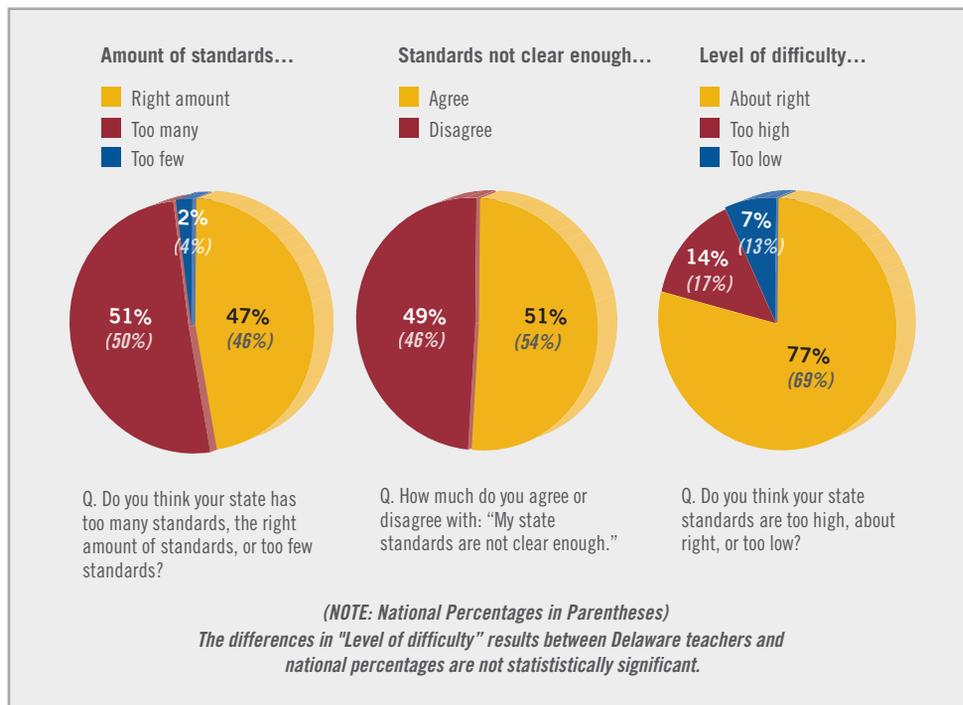
STATE AND NATIONAL STANDARDS

Delaware Teachers' Views on Current Delaware State Standards

As is the case with their peers across the nation, teachers in Delaware recognize the role of academic standards in improving student achievement and preparedness. They are divided, however, in their opinions on the amount and clarity of their state standards:

- Teachers are split in their opinions on the amount of state academic standards, with about half saying that Delaware has too many standards (51%) and half saying that the number of standards is “about right” (49%). (50% and 46% nationally, respectively).
- As with their peers nationwide, a very small number of teachers in Delaware (2%) believe there are too few standards (4% nationally).
- Teachers are divided on whether their state standards are clear enough, with nearly half saying they are and half saying they are not.
- Nearly eight in 10 (77%) of Delaware’s teachers say the level of difficulty of their state standards is “about right,” with 14% saying standards are too high and 7% saying that they are too low.

Teachers' Views on Delaware State Standards



Delaware Teachers Support Clearer Standards, Common Across States

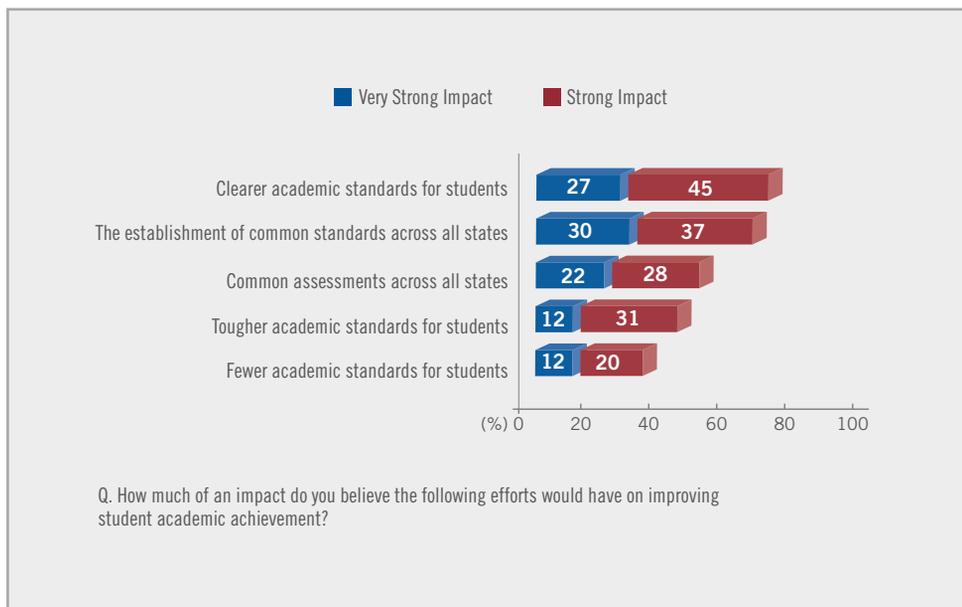
As is the case with their peers across the nation, Delaware's teachers support the establishment of clear and common standards across states. They say the following measures would have a very strong/strong impact on improving student achievement:

- Clearer academic standards for students (72% in Delaware, 74% nationally)
- Establishing common standards across all states (67% in Delaware, 60% nationally)

In keeping with the views of teachers across the country, Delaware teachers are far less certain that tougher and fewer standards would make a strong/very strong impact on improving student achievement:

- Tougher academic standards for students (42% in Delaware, 45% nationally)
- Fewer academic standards for students (32% in Delaware, 34% nationally)

Delaware Teachers' Views on the Impact Changes to Current Standards Would Have on Improving Academic Achievement

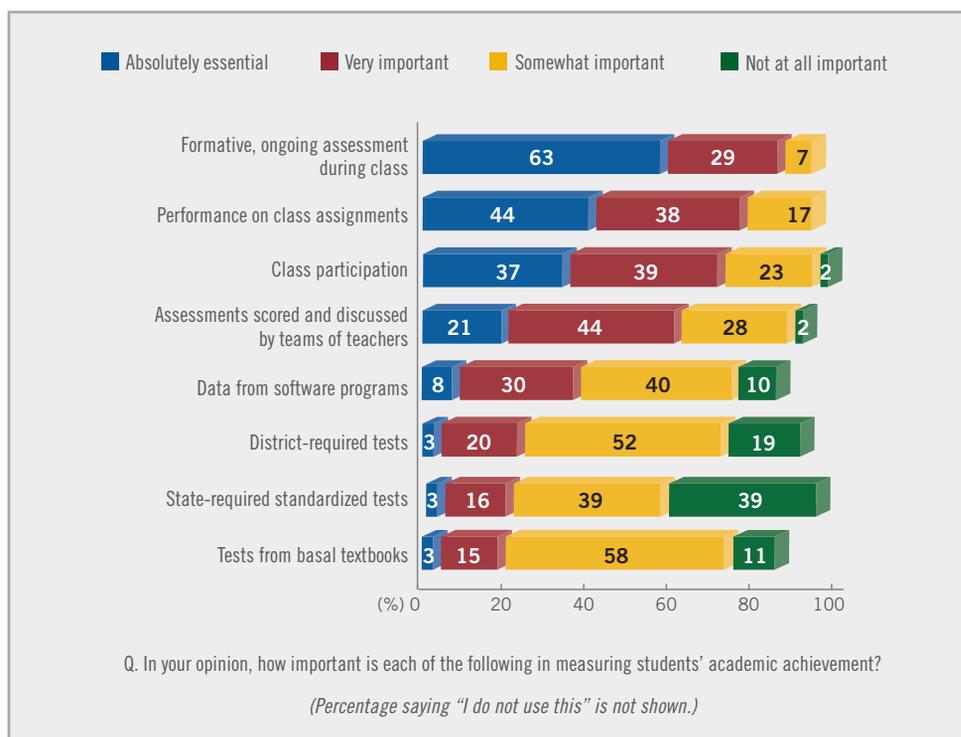


EVALUATING STUDENT AND TEACHER PERFORMANCE

Delaware Teachers' Views on Evaluating Student Performance

Delaware teachers are similar to the nation's teachers in their firm belief that student assessment should be driven by in-classroom experiences, including formative ongoing assessments, class participation and performance on class assignments.

Delaware Teachers' Views on Importance of Student Performance Measures



While district- and state-required standardized tests consistently rank low on the scale of importance for teachers across the country, Delaware's teachers appear to view current standardized tests—particularly state tests—less important than their peers:

- Nearly four in 10 (39%) teachers in Delaware say state standardized tests are “not at all important” in measuring student achievement, versus only 16% of teachers nationally.
- Nineteen percent say the same of district-required tests, versus 11% of teachers nationwide.

It should be noted, however, that this attitude is held among fewer than half of teachers in Delaware, while about half of teachers say common assessments across states would make a very strong or strong impact on improving student achievement, with an additional 39% saying these would make a moderate impact (as displayed on page 4).

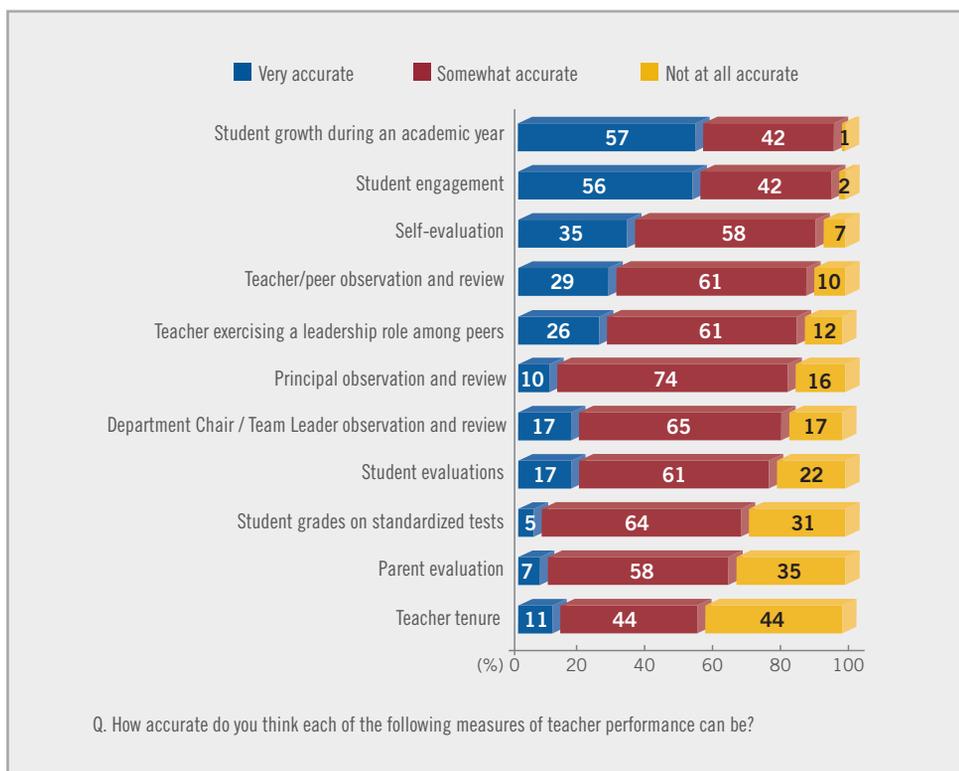
Additionally, teachers in Delaware are more likely than their peers nationwide to say that data from software programs are absolutely essential or very important in evaluating achievement (39% in Delaware, 29% nationally).

Delaware Teachers' Views on Measuring Teacher Performance

In qualitative conversation, teachers stress a desire for their performance to be based on factors they can impact directly—like student growth and student engagement—and not on factors that fail to consider the realities of individual students in individual classrooms.

This is clearly borne out in *Primary Sources* data at both the national and Delaware levels. By far, teachers say that student growth over the course of an academic year and student engagement are the most accurate measures of teacher performance.

Delaware Teachers' Views on the Degree of Accuracy of Measures of Teacher Performance



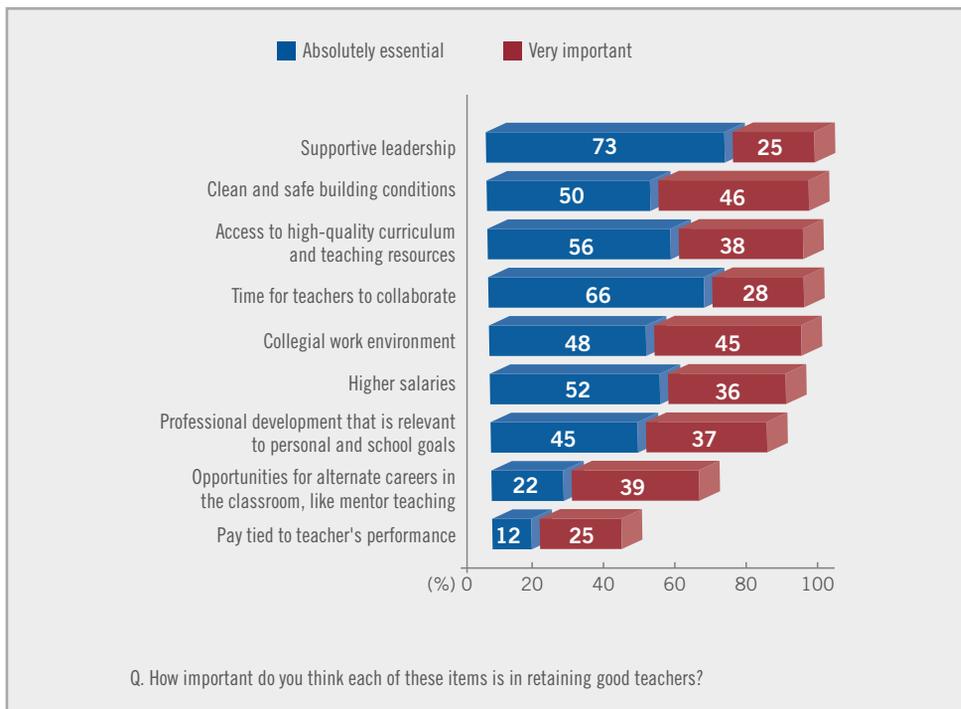
TEACHER RETENTION

Delaware Teachers' Views on Factors Impacting Teacher Retention

Teachers who participated in the *Primary Sources* study were asked to evaluate the importance of nine different factors in retaining good teachers. This information provided insight on the things teachers most value in their profession.

In nearly every state in the nation, supportive leadership is by far the most important factor in retaining good teachers, and Delaware is no exception. In Delaware, 73% of teachers say that supportive leadership is absolutely essential in retaining good teachers (68% nationally).

Delaware Teachers' Views on Factors Impacting Teacher Retention



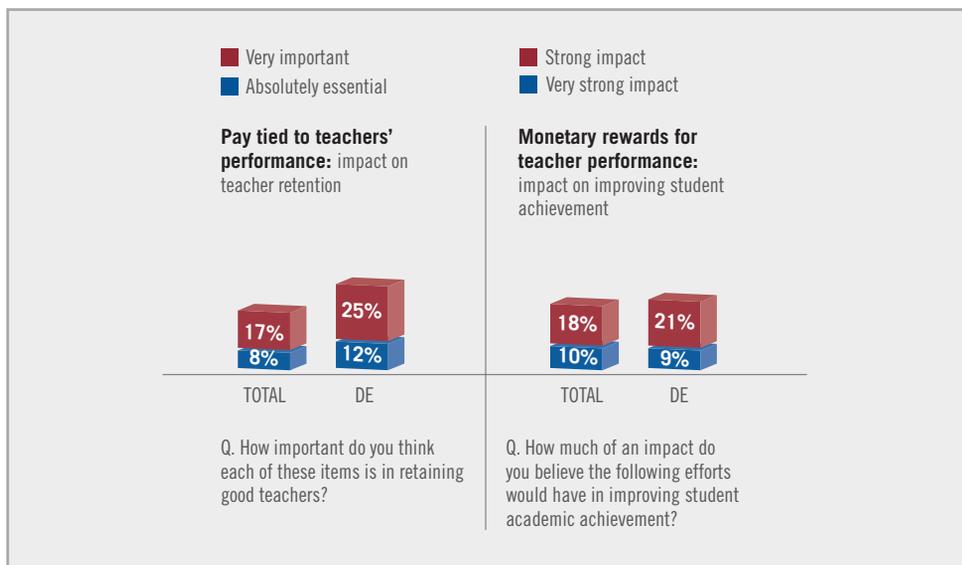
Higher salaries shows a good deal more variation across states but overall, it ranks far lower than non-monetary measures. In Delaware, teacher pay ranks sixth out of nine items asked about with 52% of Delaware teachers saying it is absolutely essential in retaining good teachers (this is statistically similar to the national average of 45%).

There are several factors that Delaware’s teachers are more likely to rate as absolutely essential or very important in retaining good teachers, however. These include:

- Clean and safe building conditions (95% of teachers in Delaware say this is absolutely essential or very important to teacher retention, vs. 88% of teachers nationally)
- Collegial work environment (93% in Delaware, 85% nationally)
- Pay tied to teachers’ performance (37% in Delaware, 26% nationally)

While Delaware teachers are more open to pay-for-performance systems as a way to retain teachers, they are no more likely than teachers nationwide to say pay-for-performance systems will have an impact on improving academic achievement.

Delaware Teachers’ Views on Monetary Issues



Methodology

This report is based on the responses of the 118 teachers in Delaware who participated in the national survey for *Primary Sources: America's Teachers on America's Schools*. The data reflect a cross-section of Delaware's teachers across many teacher and school characteristics, including grade level(s) taught, years of teaching experience and community income.

Please note: Survey results are at the 90% confidence level. Nonetheless, because the sample of teachers in Delaware is relatively small, we encourage that these data be used as part of wider base of knowledge about Delaware's teachers.

For more details on the methodology of this study, please see the full *Primary Sources* report at: www.scholastic.com/primarysources.



SCHOLASTIC

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BILL & MELINDA
GATES foundation

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PRIMARY SOURCES:
AMERICA’S TEACHERS ON AMERICA’S SCHOOLS
FLORIDA
A PROJECT OF SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

“Everyone should finish high school and move on to something higher. I think they all can.”
“Give them standardized tests, but not all the time, and their lives shouldn’t depend on it; and neither should ours.”

“Learning is a lifelong project and all students are capable of being lifelong learners.”
“How do we prepare students for jobs that don’t yet exist?”



“As a nation, we must set high standards and expect students
to achieve them. If we believe in them,
they will believe in themselves.”
– *Elementary School Teacher in Florida*

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In March 2010, Scholastic and the Bill & Melinda Gates Foundation released the landmark study, *Primary Sources: America's Teachers on America's Schools*, placing the views of our nation's public school teachers at the center of the discussion on education reform.

More than 40,000 teachers participated in the survey – from every state and at every grade level – and the unprecedented size and scope of the study allows for the release of new, state-level data from Florida. *Primary Sources: Florida* is based on the responses of more than 2,350 public school teachers across the state of Florida who participated in the national survey.

We asked teachers about the state of American education, the challenges facing students and the variety of supports and tools that teachers need to tackle those challenges. They responded with powerful, nuanced opinions on a number of issues, from student and teacher performance, to classroom innovation and academic standards, to the importance of the school-to-home connection.

Similar to their peers nationwide, teachers from Florida had important opinions about the critical issues in education at the national and state levels. Specifically, teachers in Florida:

- Are more likely than their peers nationwide to believe that clearer standards and common standards across states would make a very strong or strong impact on student achievement.
- Are more open to innovative compensation policies, like pay tied to teacher performance, and more likely to say that higher salaries are an essential factor in teacher retention.
- Are more likely than teachers nationwide to say common assessments across states would make a strong impact on improving student achievement.
- Are more likely to use student performance data to identify student needs and to monitor and discuss student progress with students and parents.

It is important to note that *Primary Sources: Florida* is a small subset of the data we collected on Florida's teachers. Although we have selected the most statistically significant and state-relevant data for inclusion in this mini-report, we encourage you to look at the additional data on Florida available in the appendices of the complete *Primary Sources* report.

While *Primary Sources: Florida* reflects the wide range of voices and opinions of teachers across the state, one thing is constant: Teachers teach for the love of their students and the chance to make a difference in those young lives. Our goal should be to do all we can to support them in this endeavor.

Sincerely,



Margery Mayer

President, Scholastic Education, Scholastic Inc.



Vicki L. Phillips

Director of Education, College Ready, United States Program

THE CHALLENGE

Florida's Teachers Recognize the Challenges Facing Their Students

Teachers in Florida are keenly aware of the limitations of a high school diploma and the disconnect between students' current levels of achievement and the levels at which they must perform to achieve success beyond high school.

Specifically, in Florida:

- Teachers say that a high school diploma is not enough for today's students. Ninety-three percent of teachers in the state say that the most important goal of schools and teaching is to prepare students for success beyond high school (93% nationally).
- Nine out of 10 teachers say that not all their students could leave high school prepared to succeed in a 2- or 4-year college (91% nationally).
- Just over half (54%) of teachers agree that students enter their classroom prepared for on-grade-level work, compared to 60% of teachers nationwide.
- Teachers are slightly more likely than the national average to rate student academic achievement at their schools as "Excellent" (31% in Florida, 28% nationally).
- Fewer than half (43%) of teachers say that more than three quarters of the students currently in their classes could leave high school prepared to succeed in a 2- or 4-year college (46% nationally).

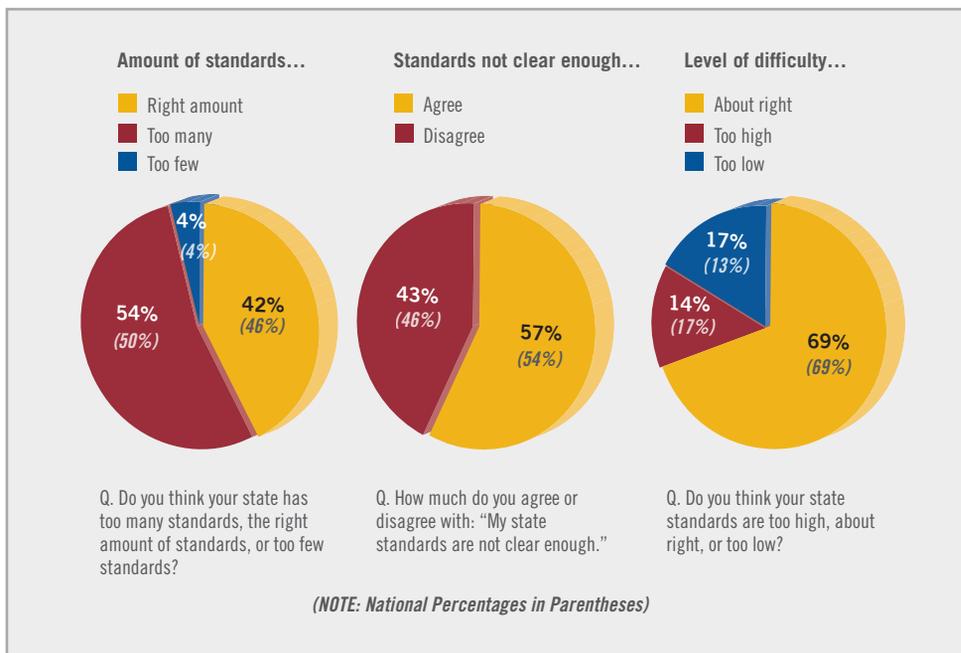
STATE AND NATIONAL STANDARDS

Florida Teachers' Views on Current Florida State Standards

As is the case with their peers across the nation, teachers in Florida recognize the role of academic standards in improving student achievement and preparedness. They are divided, however, in their opinions on the amount and clarity of their state standards:

- Teachers are split in their opinions on amount of state academic standards, with just over half saying that Florida has too many standards (54%) and half saying that the number of standards is “about right” (42%), (50% and 46% nationally, respectively).
- As with their peers nationwide, a very small number of teachers in Florida (4%) believe that the state has too few standards.
- A majority of Florida’s teachers (57%) say that their state’s standards are not clear enough.
- About seven in 10 teachers say the level of difficulty of their state standards is about right, which aligns with national data.

Teachers' Views on Florida State Standards



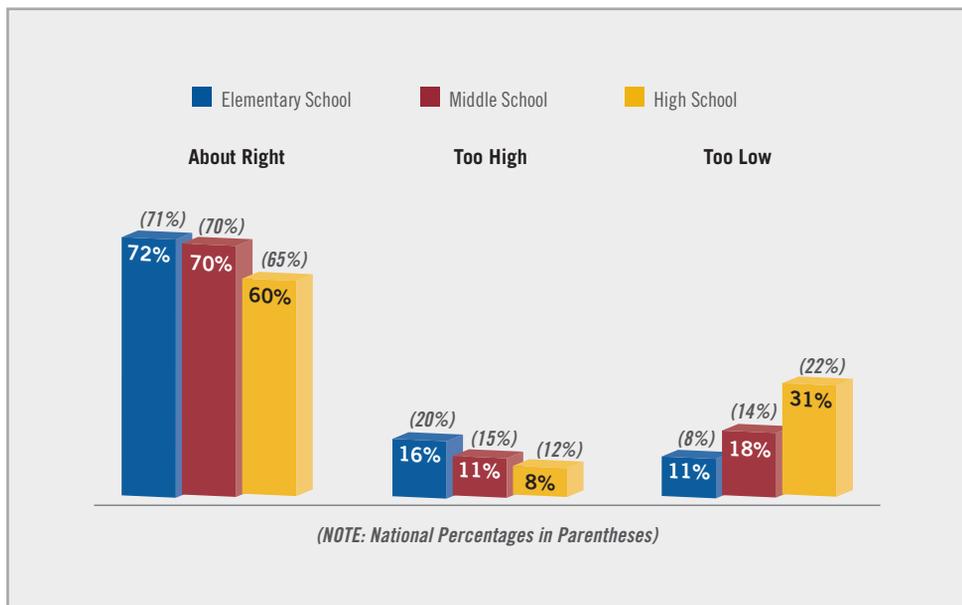
Florida Teachers' Views on Standards Shift as Students Progress in Grade Level

While the majority of elementary and middle school teachers in Florida (approximately 70%) say the degree of difficulty of state standards is about right, only 60% of high school teachers agree.

Other differences occur as follows:

- Elementary school teachers are twice as likely as high school teachers to say standards are too high, while high school teachers are nearly three times as likely as elementary school teachers to think they are too low.
- In terms of the amount of state standards, Florida teachers are very similar to teachers across the nation. High school teachers are least likely to believe the number is about right (35%) and most likely to believe there are too few (11%).

Degree of Difficulty of Florida State Standards, by School Level



Florida Teachers Support Clearer Standards, Common Across States

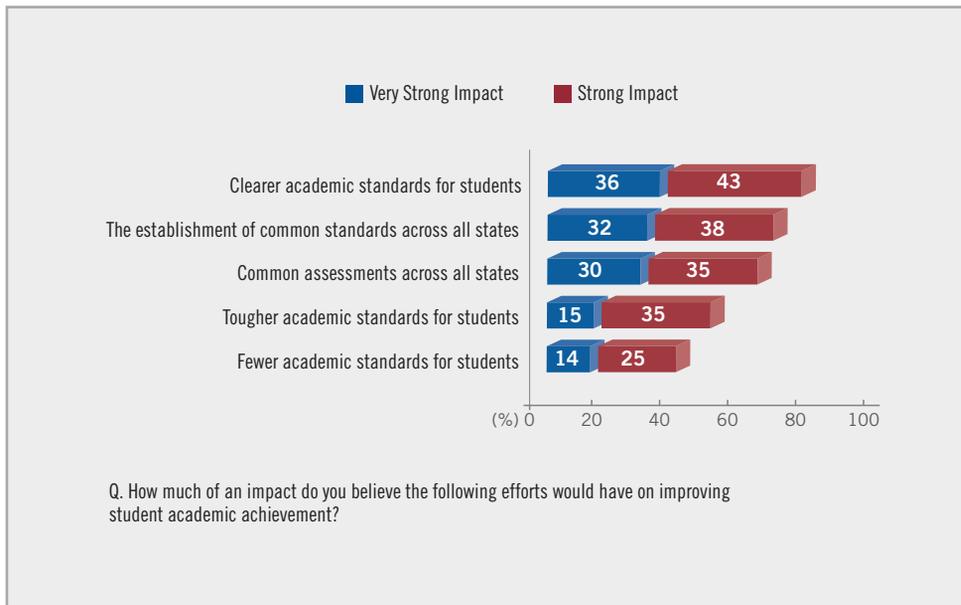
Florida's teachers support the establishment of clear and common standards across states to a slightly greater degree than their peers across the nation. They say the measures would have a very strong/strong impact on improving student achievement:

- Clearer academic standards for students (80% in Florida, 74% nationally)
- The establishment of common standards across all states (71% in Florida, 60% nationally)

In keeping with the views of teachers across the country, Florida's teachers are less certain that fewer and more challenging standards would make a strong or very strong impact on improving student achievement:

- Tougher academic standards for students (50% in Florida, 45% nationally)
- Fewer academic standards for students (39% in Florida, 34% nationally)

Florida Teachers' Views on the Impact Changes to Current Standards Would Have on Improving Academic Achievement



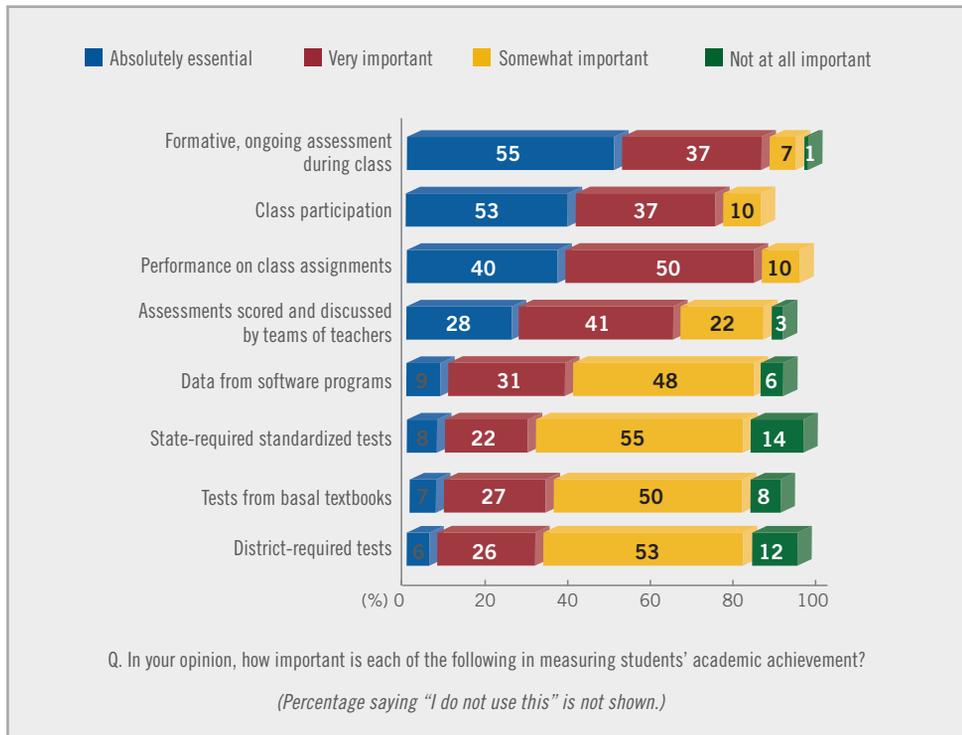
EVALUATING STUDENT AND TEACHER PERFORMANCE

Florida Teachers' Views on Evaluating Student Performance

Florida's teachers are similar to the nation's teachers in their firm belief that student assessment should be driven by in-classroom experiences, including formative ongoing assessments, class participation and performance on class assignments.

Teachers in Florida also see value in standardized tests as a way to evaluate student performance. Only 12% and 14% of teachers say district- and state-required tests, respectively, are “not at all” important in measuring student academic achievement (11% and 16% nationally).

Florida Teachers' Views on Importance of Student Performance Measures



Further, as noted on page 5, 64% of Florida teachers say common assessments across states would have a very strong or strong impact on improving student achievement—with an additional 28% saying these would make a moderate impact.

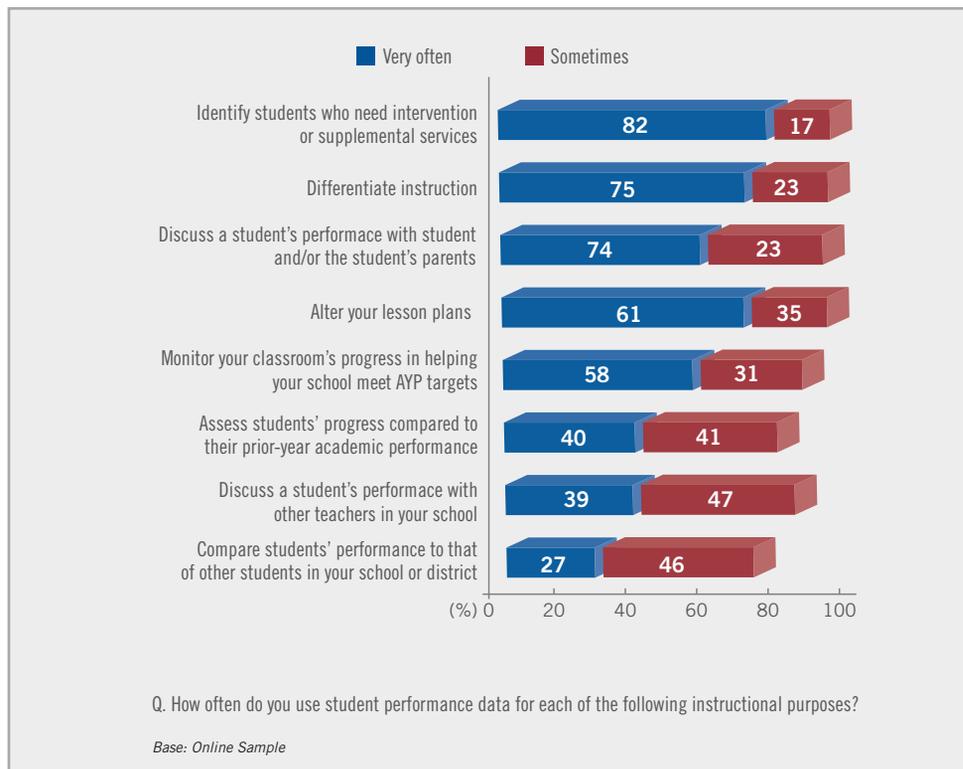
Florida Teachers' Use of Student Performance Data

All teachers use student performance data to drive instruction, discuss student performance with parents; students and sometimes other teachers; and monitor student and classroom progress.

Teachers in Florida, however, are more likely than their peers nationwide to use student performance measures in several specific ways, including:

- Identifying students who need intervention or supplemental services (82% in Florida, 75% nationally);
- Discussing a student's performance with the student and/or the student's parents (74% in Florida, 64% nationally);
- Monitoring their classroom's progress in helping their school meet AYP targets (58% in Florida, 49% nationally);
- Assessing students' progress compared to their prior-year academic performance (40% in Florida, 29% nationally).

Florida Teachers' Frequency of Use of Student Performance Data



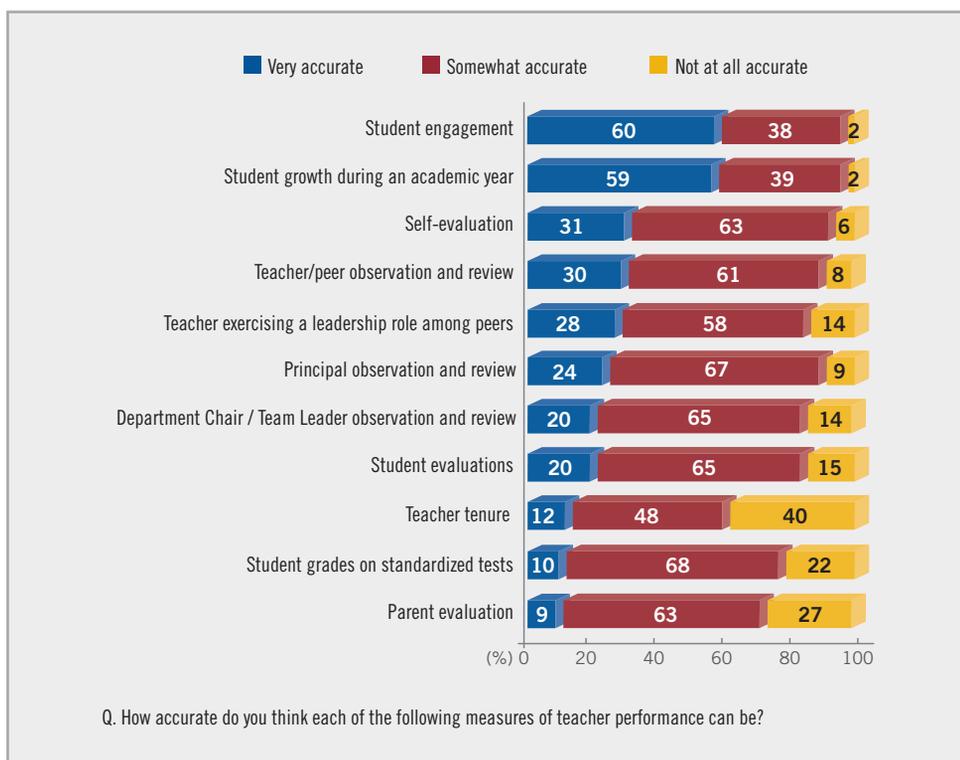
Florida Teachers' Views on Measuring Teacher Performance

In qualitative conversation, teachers stress a desire for their performance to be based on factors they can impact directly—like student growth and student engagement—and not on factors that fail to consider the realities of individual students in individual classrooms.

This is clearly borne out in *Primary Sources* data at both the national and Florida levels. By far, teachers say that student growth over the course of an academic year and student engagement are the most accurate measures of teacher performance.

Interestingly, while few teachers nationally say student grades on standardized tests are very accurate measures of teacher performance, teachers in Florida are more likely than their peers nationwide to say they are at least somewhat accurate (78% in Florida, 69% nationally).

Florida Teachers' Views on the Degree of Accuracy of Measures of Teacher Performance



TEACHER RETENTION

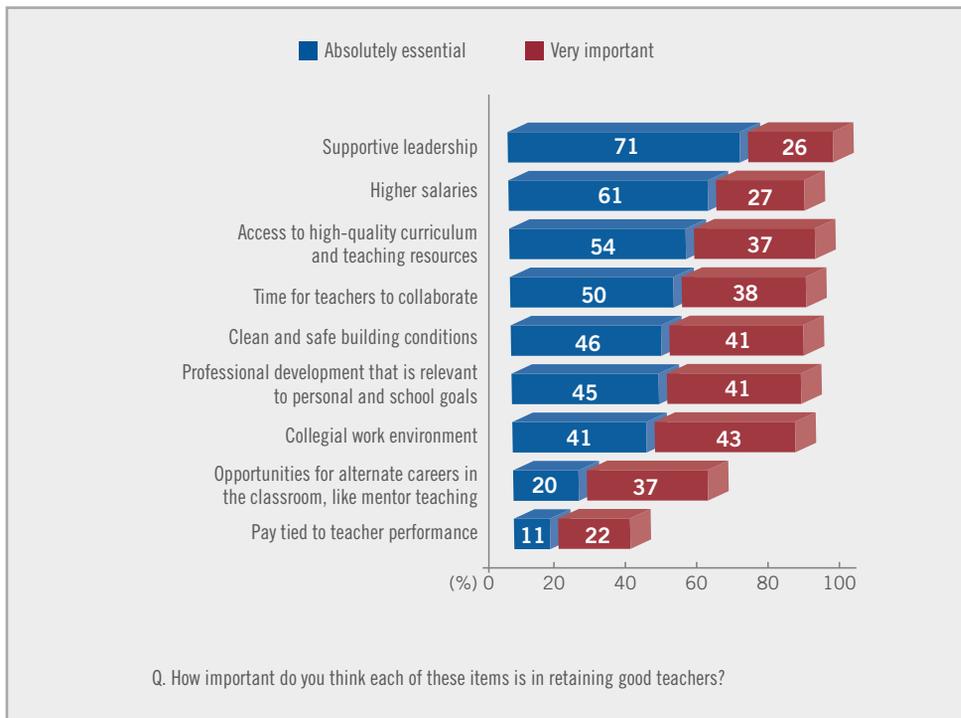
Florida Teachers' Views on Factors Impacting Teacher Retention

Overall, Florida teachers feel similarly to their peers nationwide when it comes to the importance of various factors in retaining good teachers.

In nearly every state in the nation, supportive leadership is the most important factor in retaining good teachers, and Florida is no exception. In Florida, 71% of teachers say that supportive leadership is absolutely essential in retaining good teachers (68% nationally).

Additionally, teachers in Florida are slightly more likely to say having access to high-quality curriculum and teaching resources is absolutely essential in retaining good teachers (54% in Florida, 49% nationally).

Florida Teachers' Views on Factors Impacting Teacher Retention



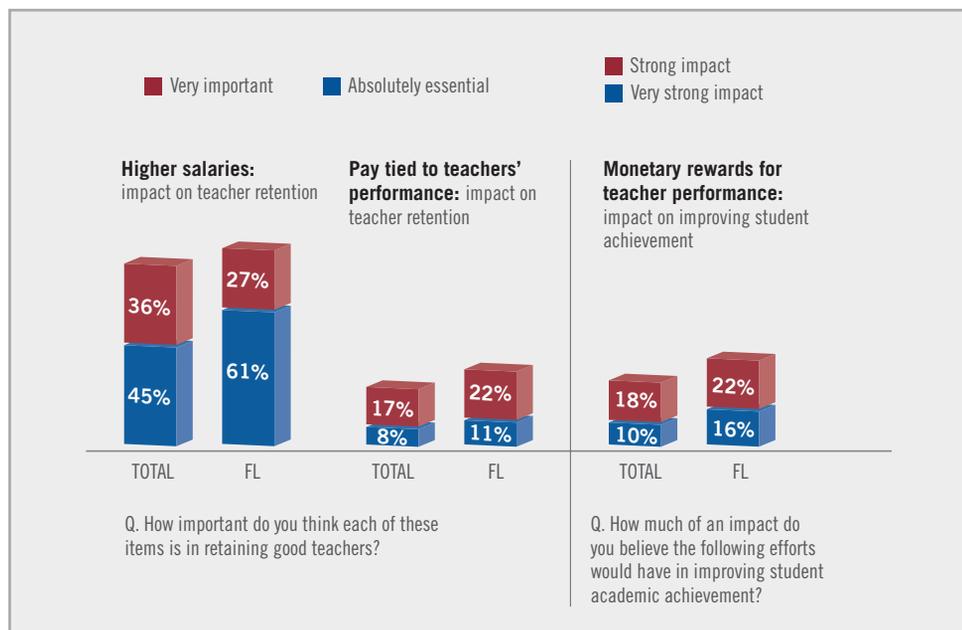
Florida Teachers' Views on Monetary Compensation

Interestingly, Florida is one of the few states where teacher salaries are ranked significantly higher on the list of factors in retaining good teachers. While “higher salaries” falls in the middle tier of responses nationally, in Florida, teachers rank salary in the top third of factors. Similarly, while pay for performance is nearly always the lowest ranked factor nationally, teachers in Florida are more likely to view it as absolutely essential or very important than teachers across the nation (33% in Florida, 26% nationally).

Florida teachers are also more open to innovative compensation policies when compared to teachers nationwide:

- Well over half (61%) of teachers in Florida say higher salaries are absolutely essential, versus 45% nationally.
- One in three Florida teachers say pay tied to teacher’s performance is absolutely essential or very important, compared to only 26% nationally.
- Teachers in Florida are also more likely to believe that monetary rewards for teacher performance would have a very strong/strong impact on improving student academic achievement (38% in Florida, 28% nationally).

Florida Teachers' Views on Monetary Issues



Methodology

This report is based on the responses of the 2,358 teachers in Florida who participated in the national survey for *Primary Sources: America's Teachers on America's Schools*. The data reflect a cross-section of Florida's teachers across many teacher and school characteristics, including grade level(s) taught, years of teaching experience and community income.

The fieldwork for this survey was conducted in March through June of 2009 by phone (n=649) and online (n=1709). For more details on the methodology of this study, please see the full *Primary Sources* report at: www.scholastic.com/primarysources.



SCHOLASTIC

“This job doesn't pay much but I always want to go to work”

“Teaching is not like any other job. It's a passion.”

“Value should be placed on education. Every job, career, and occupation starts here.”

“Standards are about equity and expectation.”

PRIMARY SOURCES is the beginning of an ongoing dialogue with America's Teachers.

We welcome your thoughts and opinions on the report at www.scholastic.com/primarysources.

“If you're not tech-savvy, you can't compete in the global marketplace.”

“Role model the skills, believe in the students, and never give up.”

“If we are going to compete as a nation we should be learning as a nation.”

“We have a great system for getting them through the system. We don't have a great system to teach them to think outside the box.”

BILL & MELINDA
GATES foundation

“There is not just a curriculum. It will take a partnership of teachers, parents and administrators to improve student achievement. No one and no thing can accomplish this monumental task alone.”

“Treat all students equally, provide high-quality teaching, have high expectations and students will succeed.”

“In today’s world it is absolutely necessary for students to achieve at the highest level their ability allows, and then go beyond.”

PRIMARY SOURCES:
AMERICA’S TEACHERS ON AMERICA’S SCHOOLS
GEORGIA
A PROJECT OF SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

“Everyone should finish high school and move on to something higher. I think they all can.”
“Give them standardized tests, but not all the time, and their lives shouldn’t depend on it; and neither should ours.”

“Learning is a lifelong project and all students are capable of being lifelong learners.”
“How do we prepare students for jobs that don’t yet exist?”



“When we expect our students to achieve, they meet our expectations. Nothing is more important to improving student achievement...in school and in life.”
– *Elementary School Teacher in Georgia*

***Primary Sources: Georgia* is meant for use in conjunction with the complete *Primary Sources* report available at www.scholastic.com/primarysources.**

A NOTE FROM SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

In March 2010, Scholastic and the Bill & Melinda Gates Foundation released the landmark study, *Primary Sources: America's Teachers on America's Schools*, placing the views of our nation's public school teachers at the center of the discussion on education reform.

More than 40,000 teachers participated in the survey – from every state and at every grade level – and the unprecedented size and scope of the study allows for the release of new, state-level data from Georgia. *Primary Sources: Georgia* is based on the responses of nearly 1,400 public school teachers across the state of Georgia who participated in the national survey.

We asked teachers about the state of American education, the challenges facing students and the variety of supports and tools that teachers need to tackle those challenges. They responded with powerful, nuanced opinions on a number of issues, from student and teacher performance, to classroom innovation and academic standards, to the importance of the school-to-home connection.

Similar to their peers nationwide, teachers from Georgia had important opinions about the critical issues in education at the national and state levels. Specifically, teachers in Georgia:

- View standards-based reform efforts more favorably than teachers nationwide—this includes greater support of common, clearer, more rigorous and fewer standards, as well as common assessments across states.
- Are more likely than the nation's teachers to view standardized testing as important in assessing both teacher performance and student academic achievement.
- Are slightly more likely than the nation's teachers to say pay for performance would make a positive impact on retention, and more likely to say it would make a positive impact on student achievement.
- Appear to use student performance data more often and for a wider variety of purposes than their peers nationwide.

It is important to note that *Primary Sources: Georgia* is a small subset of the data we collected on Georgia's teachers. Although we have selected the most statistically significant and state-relevant data for inclusion in this mini-report, we encourage you to look at the additional data on Georgia available in the appendices of the complete *Primary Sources* report.

While *Primary Sources: Georgia* reflects the wide range of voices and opinions of teachers across the state, one thing is constant: Teachers teach for the love of their students and the chance to make a difference in those young lives. Our goal should be to do all we can to support them in this endeavor.

Sincerely,



Margery Mayer

President, Scholastic Education, Scholastic Inc.



Vicki L. Phillips

Director of Education, College Ready, United States Program

THE CHALLENGE

Georgia's Teachers Recognize the Challenges Facing Their Students

With a state graduation rate of 56%—nearly 13 points lower than the national average—teachers in Georgia are keenly aware of the limitations of a high school diploma and the disconnect between students' current levels of achievement and the levels at which they must perform to achieve success beyond high school.

Specifically, in Georgia:

- Teachers say that a high school diploma is not enough for today's students. Ninety-three percent of teachers in the state say that the most important goal of schools and teaching is to prepare students for success beyond high school (93% nationally).
- Nine out of 10 teachers say that not all their students could leave high school prepared to succeed in a 2- or 4-year college (91% nationally).
- Only 14% of teachers strongly agree that students enter their classroom prepared for on-grade-level work, with another 44% agreeing "somewhat" (16% and 44% nationally).
- Only 29% of teachers rate the academic achievement of students at their school as "Excellent" (28% nationally).
- Half (49%) of teachers agree that more than three quarters of the students currently in their classes could leave high school prepared to succeed in a 2-or-4-year college (46% nationally).

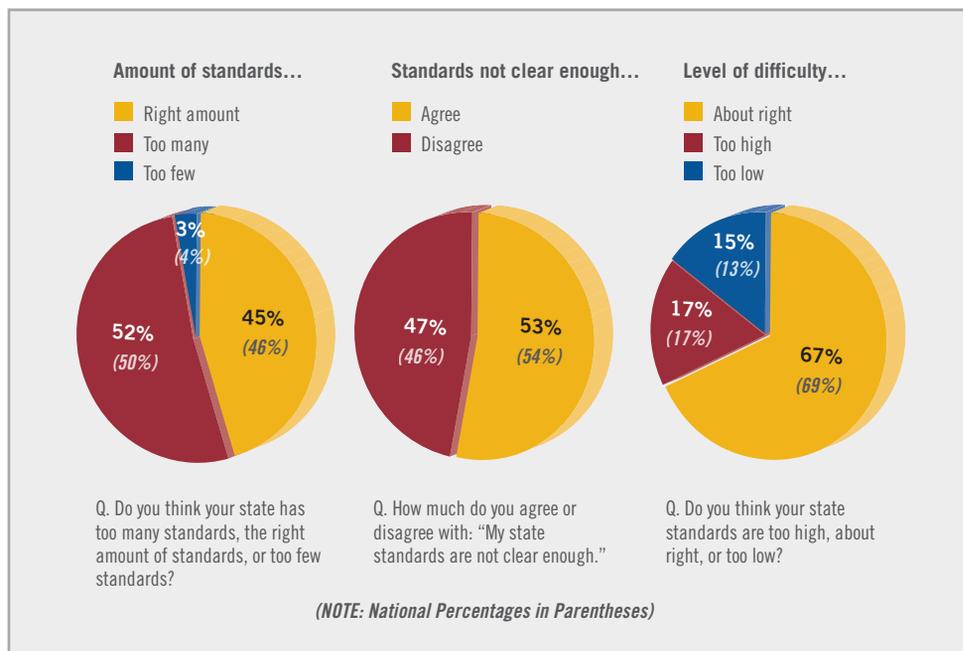
STATE AND NATIONAL STANDARDS

Georgia Teachers' Views on Current Georgia State Standards

Like their peers across the nation, teachers in Georgia recognize the role of academic standards in improving student achievement and preparedness. They are divided, however, in their opinions on the amount, clarity and rigor of their state standards:

- Teachers are split in their opinions on the amount of state academic standards, with just over half saying that Georgia has too many standards (52%) and just under half saying that the number of standards is “about right” (45%), (50% and 46% nationally, respectively).
- As with their peers nationwide, a very small number of teachers in Georgia (3%) believe that the state has too few standards (4% nationally).
- Georgia’s teachers align with teachers across the country on their opinions on clarity of their state standards, with nearly half saying standards are clear enough (47%) and slightly more than half saying they are not (53%).
- About seven in 10 teachers say the level of difficulty of their state standards is about right, which aligns with national data. The remaining three in 10 teachers are evenly split between thinking their state standards are too high and too low.

Teachers' Views on Georgia State Standards



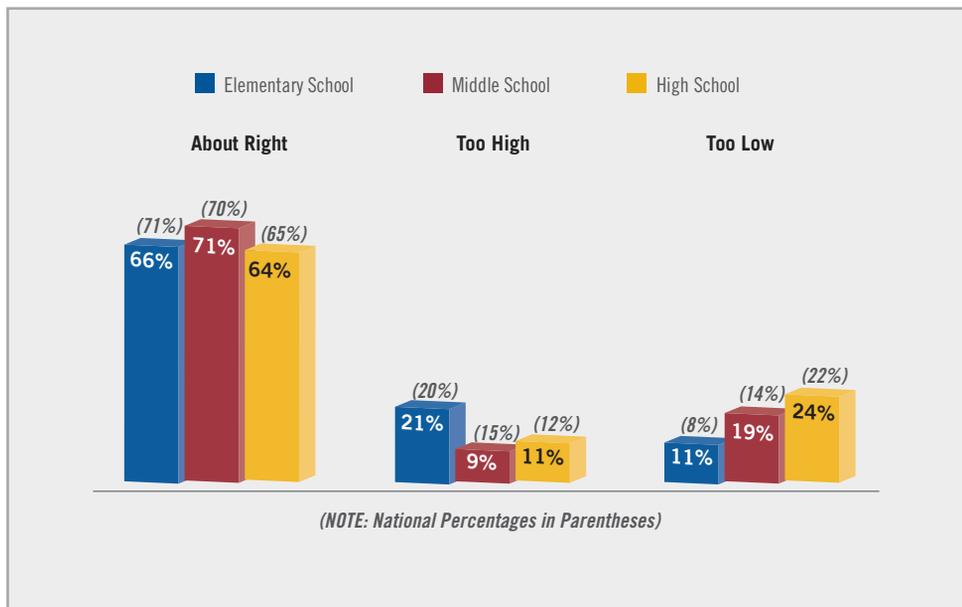
Georgia Teachers' Views on Standards Shift as Students Progress in Grade Level

Georgia teachers' views on number and rigor of state standards vary significantly by grade(s) taught.

Elementary school teachers are somewhat more likely than middle and high school teachers to say there are too many state standards (55% vs. 46% and 47%, respectively).

While 64-71% of Georgia teachers across grade(s) taught say the degree of difficulty of state standards is about right, elementary school teachers are twice as likely as middle and high school teachers to say standards are too high, while high school teachers are just over twice as likely as elementary school teachers to think they are too low.

Degree of Difficulty of Georgia State Standards, by School Level



Georgia Teachers Support Clearer Standards, Common Across States

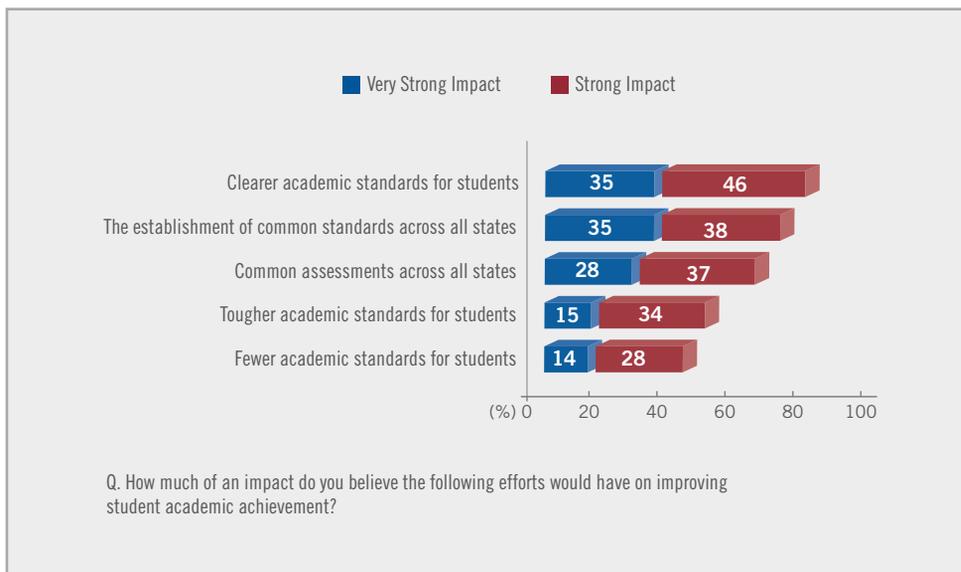
Georgia's teachers are stronger supporters of standards-based reform efforts than are their peers across the nation.

While their support for clearer, common standards is higher than support for efforts related to tougher and fewer standards, in all cases, Georgia's teachers support all standards-related reform efforts more than teachers at the nationwide level.

Specifically, the following percentages of teachers in Georgia and nationwide say the following measures would have a very strong/strong impact on improving student achievement:

- Clearer academic standards for students (81% in Georgia, 74% nationally)
- Establishing common standards across all states (73% in Georgia, 60% nationally)
- Common assessments across states (65% in Georgia, 52% nationally)
- Tougher academic standards for students (49% in Georgia, 45% nationally)
- Fewer academic standards for students (43% in Georgia, 34% nationally)

Georgia Teachers' Views on the Impact Changes to Current Standards Would Have on Improving Academic Achievement

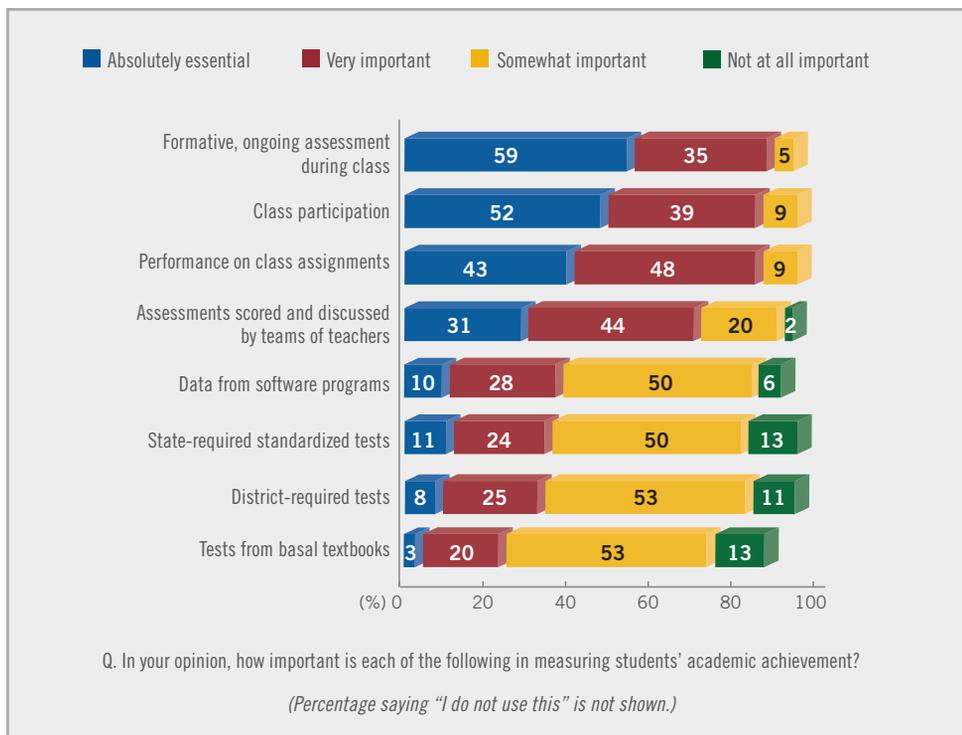


EVALUATING STUDENT AND TEACHER PERFORMANCE

Georgia Teachers' Views on Evaluating Student Performance

Georgia's teachers are similar to the nation's teachers in their firm belief that student assessment should be driven by in-classroom experiences, including formative ongoing assessments, class participation and performance on class assignments.

Georgia Teachers' Views on Importance of Student Performance Measures



While there is a clear delineation between the top and bottom four ways that teachers believe children's achievement ought to be measured, Georgia's teachers are more likely to have faith in some of the lower ranked, data-centric measures of student achievement when compared to teachers nationwide.

Specifically, when the percentages of Georgia's teachers are compared to the percentages of total teachers nationwide, Georgia's teachers are more likely to say the following are very important or absolutely essential in measuring student achievement:

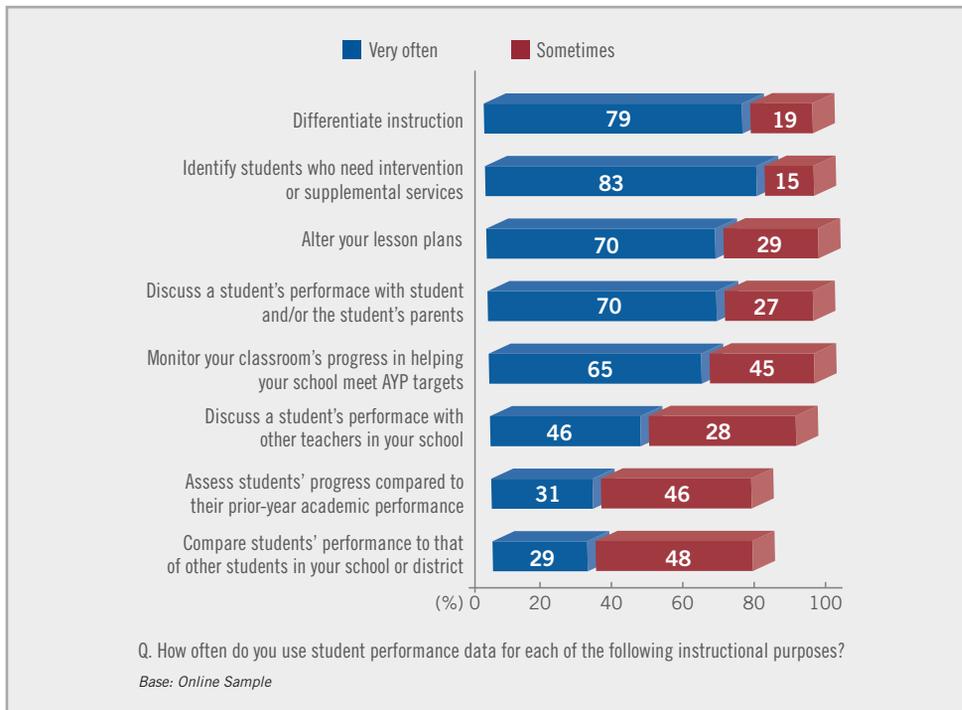
- Data from software programs (37% in Georgia, 29% nationally)
- State-required standardized tests (35% in Georgia, 26% nationally)

Georgia’s Teachers’ Use of Student Performance Data

All teachers use student performance data to drive instruction, discuss student performance with parents, students and sometimes other teachers, and monitor student and classroom progress. Teachers in Georgia, however, are more likely than their peers nationwide to use student performance measures in several specific ways, including:

- Identifying students who need intervention or supplemental services (83% in Georgia, 75% nationally)
- Differentiating instruction (79% in Georgia, 71% nationally)
- Discussing a student’s performance with the student and/or the student’s parents (70% in Georgia, 64% nationally)
- Altering lesson plans (70% in Georgia, 64% nationally)
- Monitoring their classroom’s progress in helping their school meet AYP targets (65% in Georgia, 49% nationally)

Georgia Teachers’ Frequency of Use of Student Performance Data



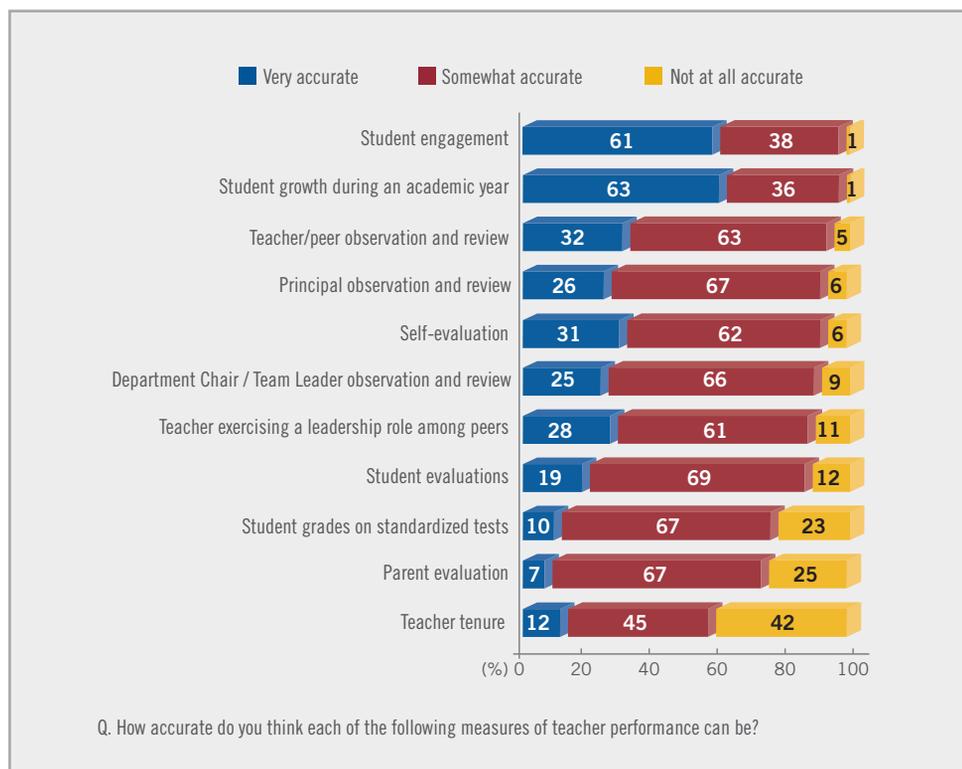
Georgia Teachers' Views on Measuring Teacher Performance

In qualitative conversation, teachers stress a desire for their performance to be based on factors they can impact directly—like student growth and student engagement—and not on factors that fail to consider the realities of individual students in individual classrooms.

This is clearly borne out in *Primary Sources* data at both the national and Georgia levels. By far, teachers say that student growth over the course of an academic year and student engagement are the most accurate measures of teacher performance.

Interestingly, while few teachers nationally say student grades on standardized tests are “very accurate” measures of teacher performance, teachers in Georgia are more likely than their peers nationwide to say they are at least somewhat accurate (77% vs. 69%).

Georgia Teachers' Views on the Degree of Accuracy of Measures of Teacher Performance



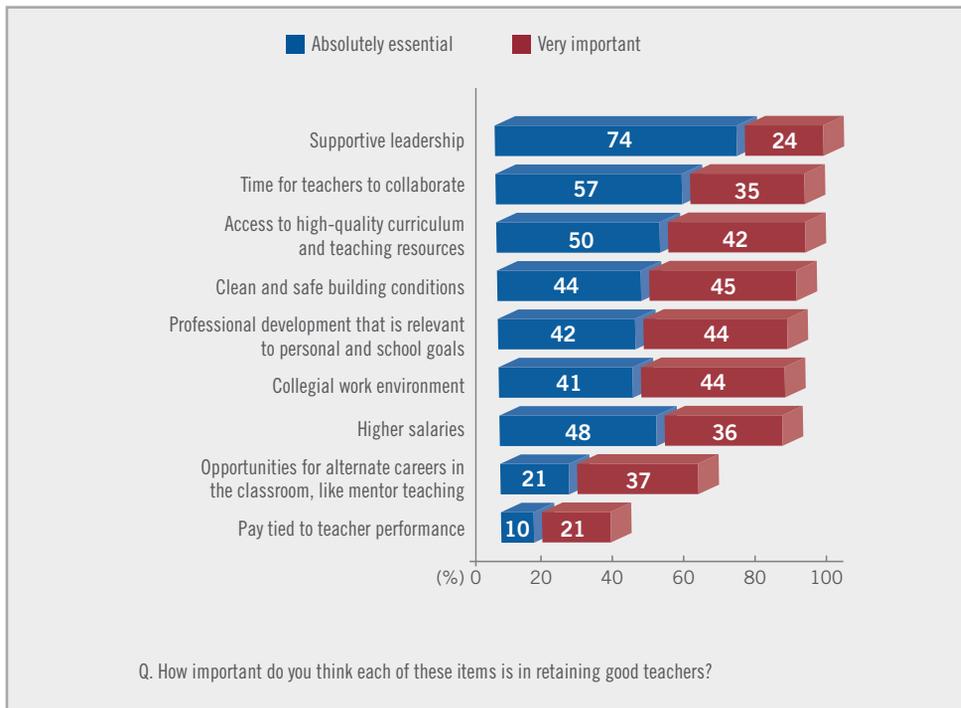
TEACHER RETENTION

Georgia Teachers' Views on Factors Impacting Teacher Retention

Teachers who participated in *Primary Sources* were asked to evaluate the importance of nine different factors in retaining good teachers. This information provided insight on the things teachers most value in their profession.

At the national level, the general trends put supportive leadership solidly in the top-ranked slot, followed by other, non-monetary measures like access to high quality curriculum and teaching resources and a collegial work environment. Higher salaries generally fall in the middle tier of importance while opportunities for alternate careers and pay for performance fall in the lowest tier.

Georgia Teachers' Views on Factors Impacting Teacher Retention



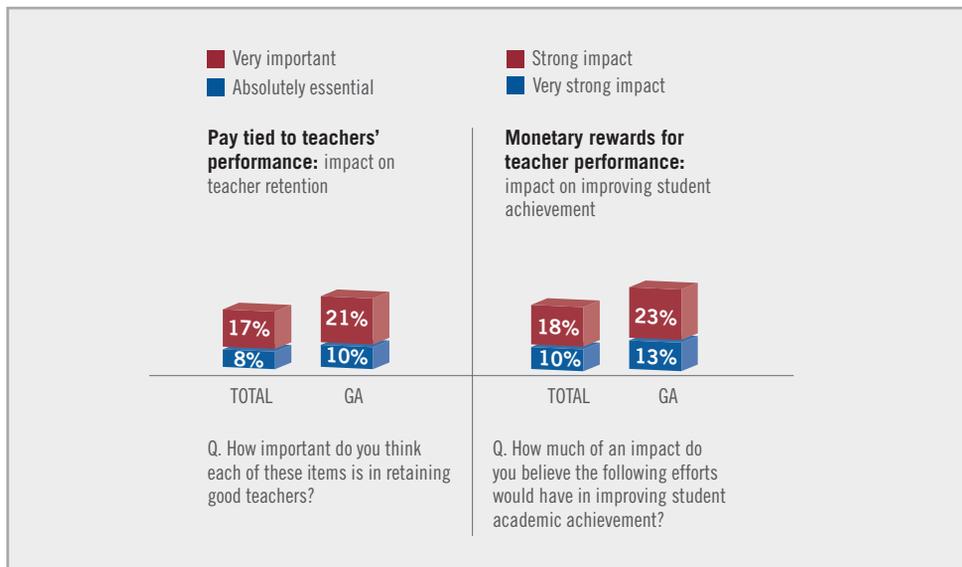
There were no significant differences setting Georgia's teachers apart from the national averages and trends on the issue of teacher retention.

Georgia Teachers' Views on Monetary Compensation

Georgia's teachers seem to be more open to innovative compensation policies when compared to teachers nationwide:

- While pay tied to teacher performance ranks last on the list of what Georgia's teachers believe is important for retaining good teachers (as it does in nearly every state), Georgia's teachers are more likely to say that pay for performance is an absolutely essential or very important factor in retaining teachers (31% in Georgia, 26% nationally).
- Georgia's teachers are also significantly more likely to believe that monetary rewards for teacher performance would have a very strong/strong impact on improving student academic achievement (36% in Georgia, 28% nationally).

Georgia Teachers' Views on Monetary Issues



Methodology

This report is based on the responses of the 1,375 teachers in Georgia who participated in the national survey for *Primary Sources: America's Teachers on America's Schools*. The data reflect a cross-section of Georgia's teachers across many teacher and school characteristics, including grade level(s) taught, years of teaching experience and community income.

The fieldwork for this survey was conducted in March through June of 2009 by phone (n=468) and online (n=907). For more details on the methodology of this study, please see the full *Primary Sources* report at: www.scholastic.com/primarysources.



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“There is not just one solution. It will take a partnership of teachers, parents and administrators to improve student achievement. No one and no thing can accomplish this monumental task alone.”

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PRIMARY SOURCES: AMERICA’S TEACHERS ON AMERICA’S SCHOOLS

ILLINOIS

A PROJECT OF SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

“Everyone should finish high school and move on to something higher. I think they all can.”

“Give them standardized tests, but not all the time, and their lives shouldn’t depend on it; and neither should ours.”

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“How do we prepare students for jobs that don’t yet exist?”

“When we believe in our students, they believe
in themselves. When kids have confidence,
it is amazing how they excel.”
– *Middle School Teacher in Illinois*

***Primary Sources: Illinois* is meant for use in conjunction with the complete *Primary Sources* report
available at www.scholastic.com/primarysources.**

A NOTE FROM SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

In March 2010, Scholastic and the Bill & Melinda Gates Foundation released the landmark study, *Primary Sources: America's Teachers on America's Schools*, placing the views of our nation's public school teachers at the center of the discussion on education reform.

More than 40,000 teachers participated in the survey – from every state and at every grade level – and the unprecedented size and scope of the study allows for the release of new, state-level data from Illinois. *Primary Sources: Illinois* is based on the responses of nearly 1,500 public school teachers across Illinois who participated in the national survey.

We asked teachers about the state of American education, the challenges facing students and the variety of supports and tools that teachers need to tackle those challenges. They responded with powerful, nuanced views on a number of issues that are central to the conversation around American schools—from student and teacher performance, to classroom innovation and academic standards, to the importance of the school-to-home connection.

Similar to their peers nationwide, teachers from Illinois had important opinions about the critical issues in education at the national and state levels. Specifically, teachers in Illinois:

- Are divided in their opinions on the number of Illinois state standards.
- Are more likely than teachers nationwide to say that their state standards are not clear enough.
- Are slightly more likely than teachers nationwide to say that supportive leadership is absolutely essential in retaining good teachers, and slightly less likely to say higher salaries do the same.
- Say that common standards and common assessments across states would make a strong impact on improving achievement.

It is important to note that *Primary Sources: Illinois* is a small subset of the data we collected on Illinois's teachers. Although we have selected the most statistically significant and state-relevant data for inclusion in this mini-report, we encourage you to look at the additional data on Illinois available in the appendices of the complete *Primary Sources* report.

While *Primary Sources: Illinois* reflects the wide range of voices and opinions of teachers across the state, one thing is constant: Teachers teach for the love of their students and the chance to make a difference in those young lives. Our goal should be to do all we can to support them in this endeavor.

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THE CHALLENGE

Illinois's Teachers Recognize the Challenges Facing Their Students

Teachers in Illinois are keenly aware of the limitations of a high school diploma and the disconnect between students' current levels of achievement and the levels at which they must perform to achieve success beyond high school.

Specifically, in Illinois:

- Teachers say that a high school diploma is not enough for today's students. Ninety-four percent of teachers in the state say that the most important goal of schools and teaching is to prepare students for success beyond high school (93% nationally).
- Nine out of 10 teachers say that not all their students could leave high school prepared to succeed in a 2- or 4-year college (91% nationally).
- About one in six (17%) of teachers strongly agree that their students enter their classroom prepared for on-grade-level work and an additional 45% "somewhat agree" (in comparison to 16% and 44%, respectively, among teachers nationwide).
- Only 29% of teachers rate student academic achievement at their schools as "Excellent" (28% nationally).
- Only half (51%) of teachers say that more than three quarters of the students currently in their classes could leave high school prepared to succeed in a 2- or 4-year college (46% nationally).

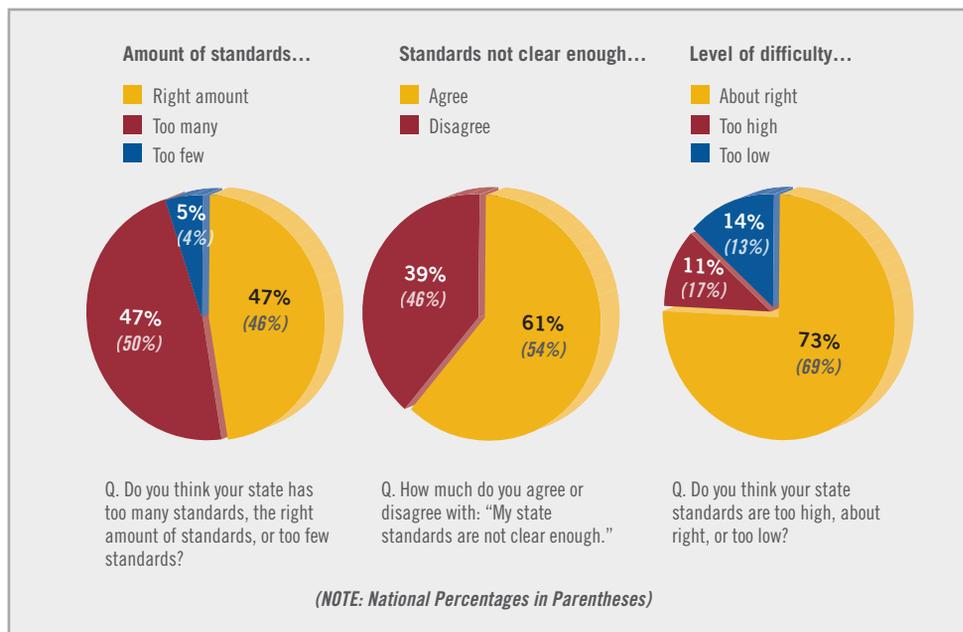
STATE AND NATIONAL STANDARDS

Illinois Teachers' Views on Current Illinois State Standards

Like their peers across the nation, teachers in Illinois recognize the role of academic standards in improving student achievement and preparedness. They are divided, however, in their opinions on the amount and clarity of their state standards:

- Teachers are split in their opinions on the amount of state academic standards, with half saying that Illinois has too many standards (47%) and half saying the number of standards is “about right” (47%) (50% and 46% nationally, respectively).
- As with their peers nationwide, a very small number of teachers in Illinois (5%) believe that the state has too few standards.
- A definitive majority (61%) of Illinois teachers believe that their state standards are not clear enough, more than the percentage of teachers nationwide who think the same (54%).
- More than seven in 10 Illinois teachers say the level of difficulty of their state standards is about right, and only 11% of Illinois teachers believe their standards are too high, a lower percentage than their peers nationwide (17%).

Teachers' Views on Illinois State Standards

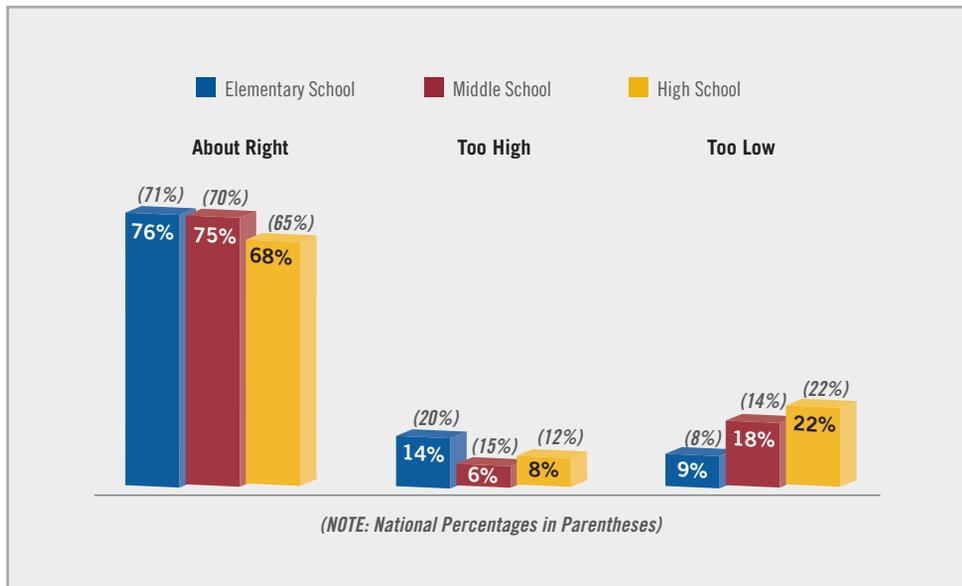


Illinois Teachers' Views on Standards Shift as Students Progress in Grade Level

While the majority of teachers across grade levels say the degree of difficulty of state standards is about right (68-76%), meaningful percentages feel otherwise:

- Elementary school teachers in Illinois are about twice as likely as middle and high school teachers to say standards are too high (14%, 6% and 8% respectively).
- Middle and high school teachers in Illinois are twice as likely as elementary school teachers to think they are too low (18% and 22% among middle and high school teachers, respectively, 9% among elementary school teachers).

Degree of Difficulty of Illinois State Standards, by School Level



Illinois Teachers Support Clearer Standards, Common Across States

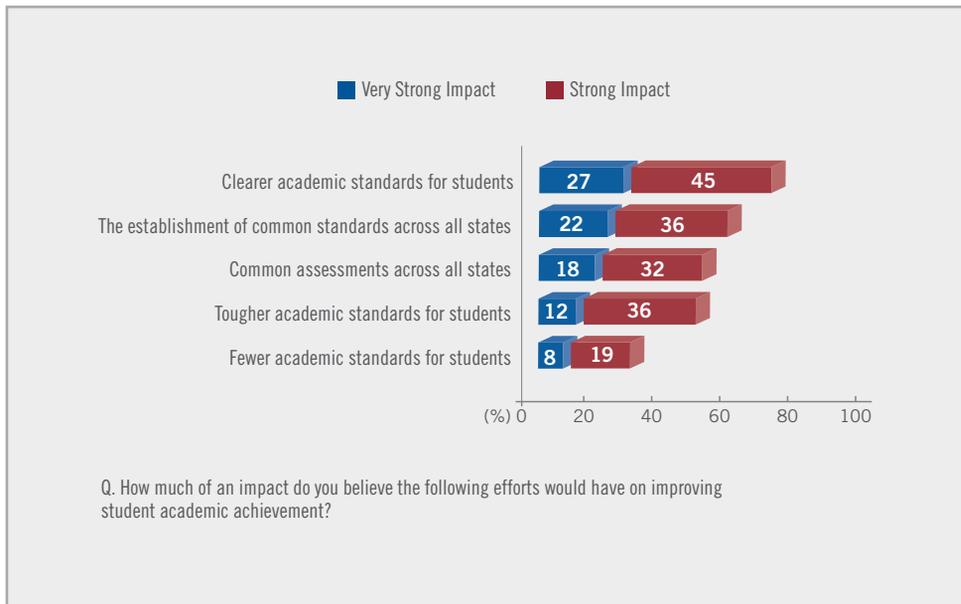
Illinois's teachers support the establishment of clear and common standards across states. They say the following measures would have a very strong/strong impact on improving student achievement:

- Clearer academic standards for students (73% in Illinois, 74% nationally)
- The establishment of common standards across all states (58% in Illinois, 60% nationally)

In keeping with the views of teachers across the country, Illinois's teachers are less certain that fewer and more challenging standards would make a strong or very strong impact on improving student achievement. While their views on tougher standards essentially mirror the views of teachers nationally, they are less likely than the nation to believe that fewer standards will help achievement.

- Tougher academic standards for students (49% in Illinois, 45% nationally)
- Fewer academic standards for students (26% in Illinois, 34% nationally)

Illinois Teachers' Views on the Impact Changes to Current Standards Would Have on Improving Academic Achievement



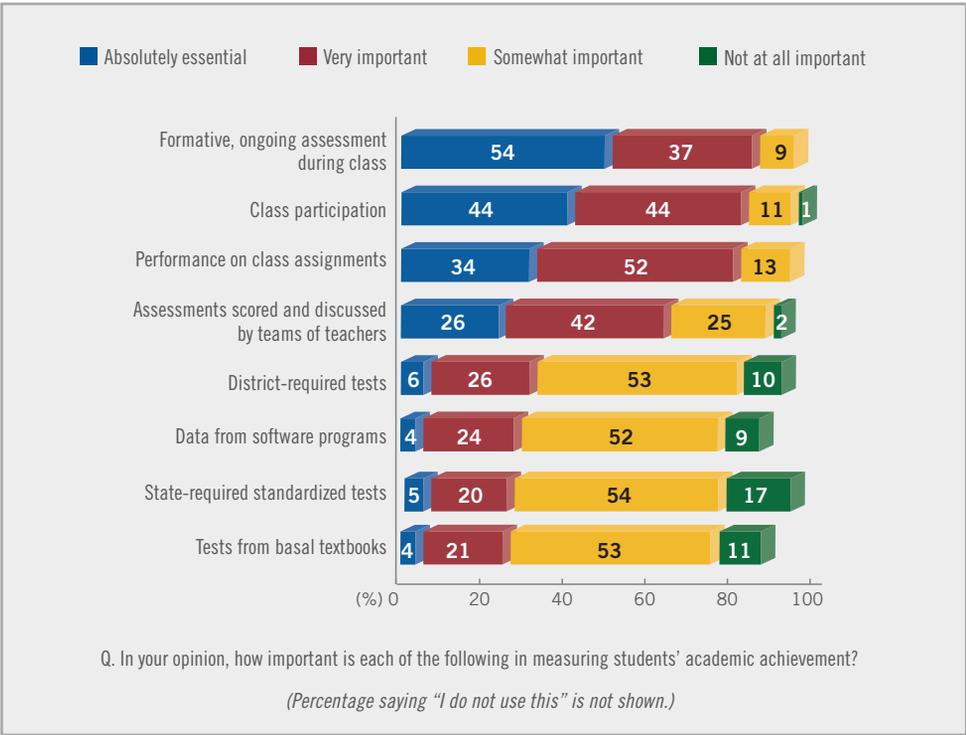
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Illinois's teachers are similar to the nation's teachers in their firm belief that student assessment should be driven by in-classroom experiences, including formative ongoing assessments, class participation and performance on class assignments.

Teachers in Illinois also see value in standardized tests as a way to evaluate student performance. Only 10% and 17% of teachers say district- and state-required tests, respectively, are “not at all” important in measuring student academic achievement (11% and 16% nationally, respectively).

Illinois Teachers' Views on Importance of Student Performance Measures



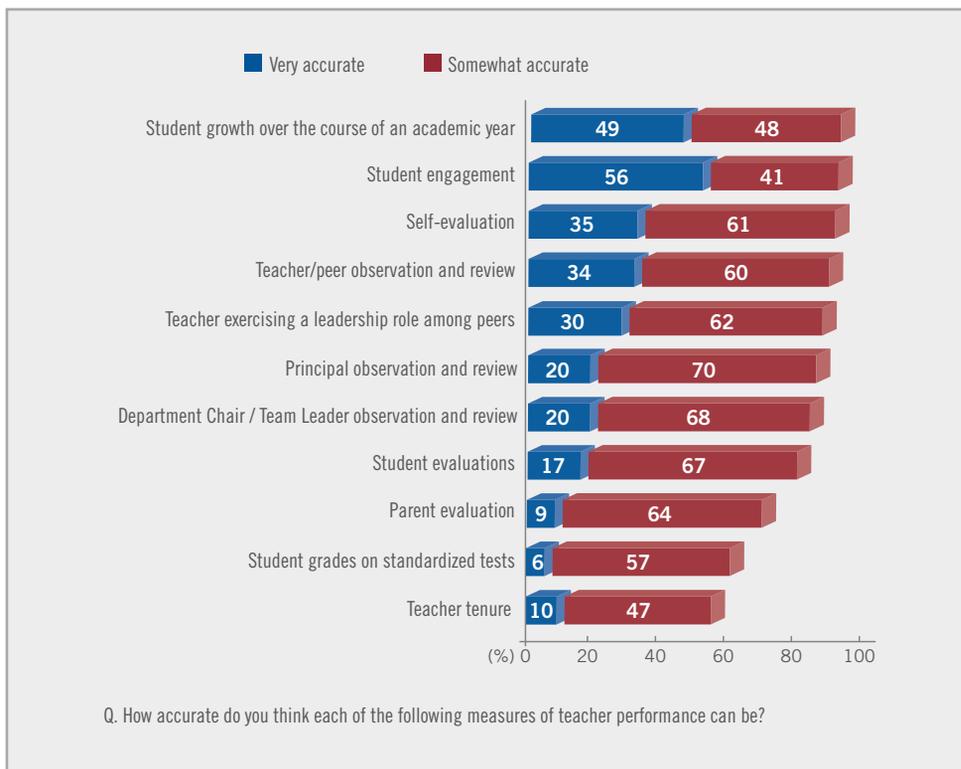
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Illinois Teachers' Views on Measuring Teacher Performance

In qualitative conversation, teachers stress a desire for their performance to be based on factors they can impact directly—like student growth and student engagement—and not on factors that fail to consider the realities of individual students in individual classrooms.

This is clearly borne out in *Primary Sources* data at both the national and Illinois levels. By far, teachers say that student growth over the course of an academic year and student engagement are the most accurate measures of teacher performance.

Illinois Teachers' Views on the Degree of Accuracy of Measures of Teacher Performance



TEACHER RETENTION

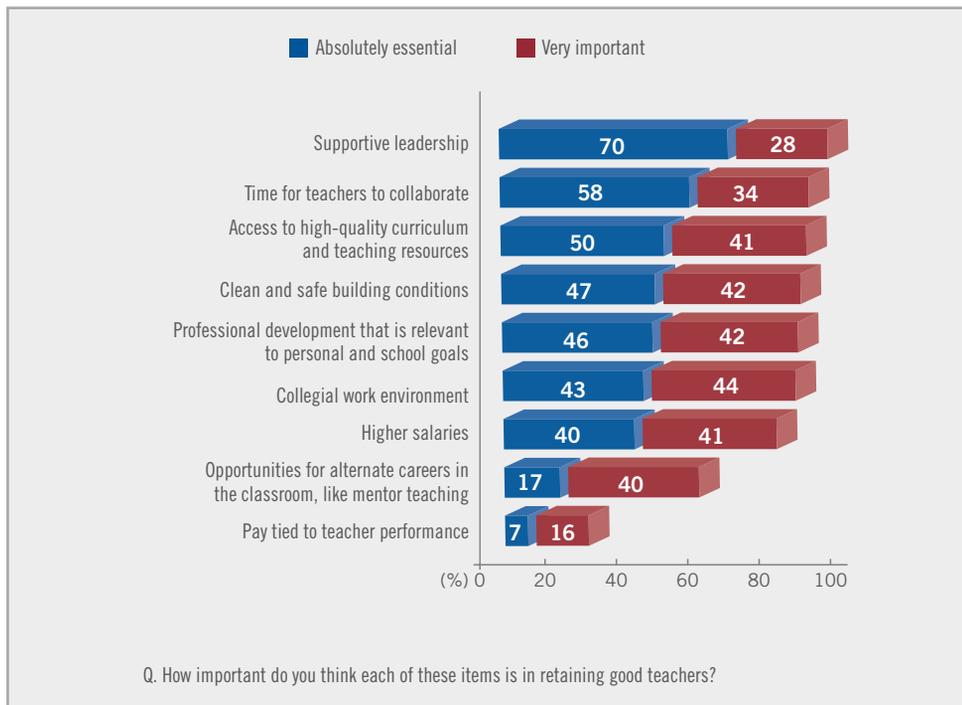
Illinois Teachers' Views on Factors Impacting Teacher Retention

Overall, Illinois teachers feel similarly to their peers nationwide when it comes to the importance of various factors in retaining good teachers.

In nearly every state in the nation, supportive leadership is ranked as the most important factor in retaining good teachers, and Illinois is no exception. In Illinois, 70% of teachers say that supportive leadership is absolutely essential in retaining good teachers (68% nationally).

Higher salaries shows a good deal more variation across states, but overall it ranks far lower than non-monetary measures. In Illinois, teacher pay ranks seventh out of nine items asked about, with 40% of Illinois teachers saying it is absolutely essential in retaining good teachers. This is slightly lower than the national average of 45%.

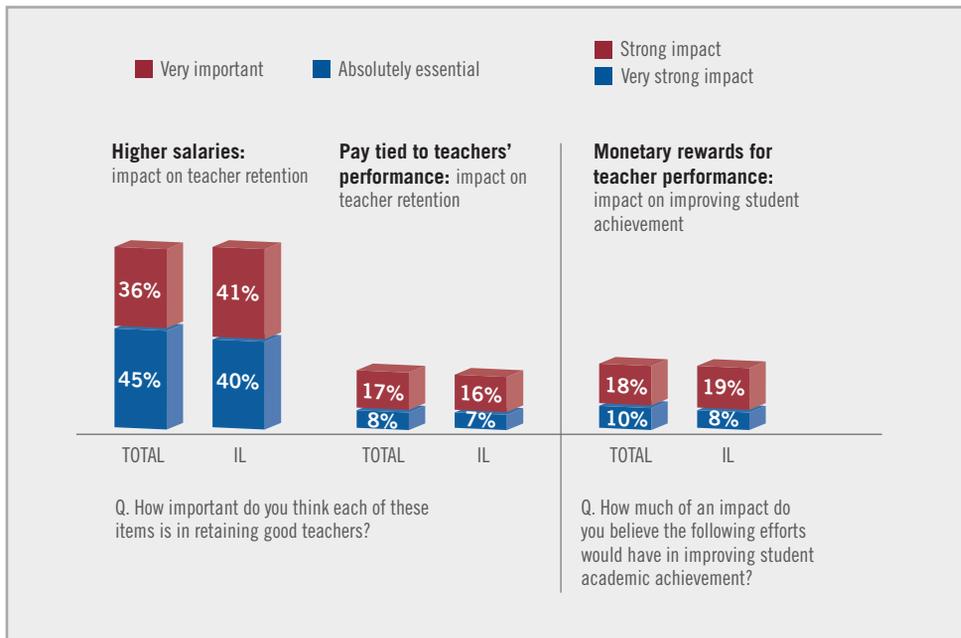
Illinois Teachers' Views on Factors Impacting Teacher Retention



Illinois Teachers' Views on Monetary Compensation

Illinois teachers are in sync with teachers nationwide when it comes to compensation policies. Their views on salary and pay tied to teacher performance as necessary to retain good teachers are near identical to the national percentages and just over a quarter believe that monetary rewards for teacher performance would have a very strong/strong impact on improving student academic achievement (27% and 28% nationally, respectively).

Illinois Teachers' Views on Monetary Issues



Methodology

This report is based on the responses of the 1,495 teachers in Illinois who participated in the national survey for *Primary Sources: America's Teachers on America's Schools*. The data reflect a cross-section of Illinois' teachers across many teacher and school characteristics, including grade level(s) taught, years of teaching experience and community income.

The fieldwork for this survey was conducted in March through June of 2009 by phone (n=458) and online (n=1037). For more details on the methodology of this study, please see the full *Primary Sources* report at: www.scholastic.com/primarysources.

“This job doesn't pay much but I always want to go to work”

“Teaching is not like any other job. It's a passion.”

“Standards are about equity and expectation.”

“Value should be placed on education. Every job, career, and occupation starts here.”

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“If you're not tech-savvy, you can't compete in the global marketplace.”

“Role model the skills, believe in the students, and never give up.”

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“We have a great system for getting them through the system. We don't have a great system to teach them to think outside the box.”

“There is not just a curriculum. It will take a partnership of teachers, parents and administrators to improve student achievement. No one and no thing can accomplish this monumental task alone.”

“Treat all students equally, provide high-quality teaching, have high expectations and students will succeed.”

“In today’s world it is absolutely necessary for students to achieve at the highest level their ability allows, and then go beyond.”

PRIMARY SOURCES: AMERICA’S TEACHERS ON AMERICA’S SCHOOLS KENTUCKY

A PROJECT OF SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

“Everyone should finish high school and move on to something higher. I think they all can.”

“Give them standardized tests, but not all the time, and their lives shouldn’t depend on it; and neither should ours.”

“Learning is a lifelong project and all students are capable of being lifelong learners.”

“How do we prepare students for jobs that don’t yet exist?”

“I would love to see common standards and common assessments for all states so that Kentucky schools know where we need to be. What are other states doing to find success? I would love to know!”
– *Middle School Teacher in Kentucky*

***Primary Sources: Kentucky* is meant for use in conjunction with the complete *Primary Sources* report available at www.scholastic.com/primarysources.**

A NOTE FROM SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

In March 2010, Scholastic and the Bill & Melinda Gates Foundation released the landmark study, *Primary Sources: America's Teachers on America's Schools*, placing the views of our nation's public school teachers at the center of the discussion on education reform.

More than 40,000 teachers participated in the survey – from every state and at every grade level – and the unprecedented size and scope of the study allows for the release of new, state-level data from Kentucky. *Primary Sources: Kentucky* is based on the responses of nearly 400 public school teachers across Kentucky who participated in the national survey.

We asked teachers about the state of American education, the challenges facing students and the variety of supports and tools that teachers need to tackle those challenges. They responded with powerful, nuanced opinions on a number of issues, from student and teacher performance, to classroom innovation and academic standards, to the importance of the school-to-home connection.

As is the case with their peers nationwide, teachers from Kentucky had important opinions about the critical issues in education at the national and state levels. Specifically, teachers in Kentucky:

- Say Kentucky has too many standards and that state standards are not clear enough—to a greater degree than teachers nationwide.
- View standards-based reform efforts more favorably than teachers nationwide—this includes greater support of common, clearer, more rigorous and fewer standards, as well as common assessments across states.
- Are more open to a variety of measures of teacher performance than are their peers nationwide—including principal and department chair observation and student grades on standardized tests.

It is important to note that *Primary Sources: Kentucky* is a small subset of the data we collected on Kentucky's teachers. Although we have selected the most statistically significant and state-relevant data for inclusion in this mini-report, we encourage you to look at the additional data on Kentucky available in the appendices of the complete *Primary Sources* report.

While *Primary Sources: Kentucky* reflects the wide range of voices and opinions of teachers across the state, one thing is constant: Teachers teach for the love of their students and the chance to make a difference in those young lives. Our goal should be to do all we can to support them in this endeavor.

Sincerely,



Margery Mayer

President, Scholastic Education, Scholastic Inc.



Vicki L. Phillips

Director of Education, College Ready, United States Program

THE CHALLENGE

Kentucky's Teachers Recognize the Challenges Facing Their Students

As is the case with teachers across the nation, teachers in Kentucky are keenly aware of the limitations of a high school diploma and the disconnect between students' current levels of achievement and the levels at which they must perform to achieve success beyond high school.

Specifically, in Kentucky:

- Teachers are near unanimous in saying that a high school diploma is not enough for today's students. Ninety-two percent of teachers in the state say that the most important goal of schools and teaching is to prepare students for success beyond high school (93% nationally).
- Nine out of 10 teachers say that not all their students could leave high school prepared to succeed in a 2- or 4-year college (91% nationally).
- Only 16% of teachers strongly agree that their students enter their classroom prepared for on-grade-level work. An additional 45% "somewhat agree" (16% and 44%, nationally, respectively).
- Only 30% of teachers rate student academic achievement at their schools as "Excellent" (28% nationally).
- Fewer than half (44%) of teachers say that more than three quarters of their students could leave high school prepared to succeed in a 2- or 4-year college (46% nationally).

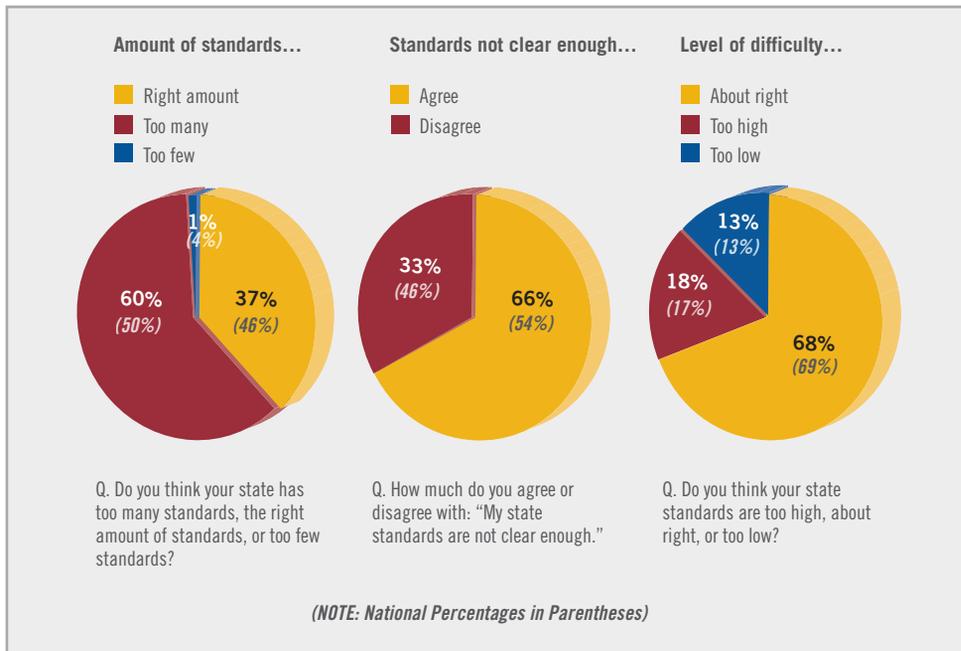
STATE AND NATIONAL STANDARDS

Kentucky Teachers' Views on Current Kentucky State Standards

Teachers in Kentucky are more likely than teachers nationwide to say that their state has too many standards and that those standards are not clear enough.

- 60% say Kentucky has too many standards (compared to an average of 50% nationally).
- 66% say Kentucky's standards are not clear enough (compared to an average of 54% nationally).
- As with their peers nationwide, a very small number of teachers in Kentucky (1%) believe their state has too few standards (4% nationally).
- About seven in 10 teachers in Kentucky (similar to the national average) say the level of difficulty of their state standards is about right, with the remaining three in 10 teachers being split on standards being too high or too low.

Teachers' Views on Kentucky State Standards



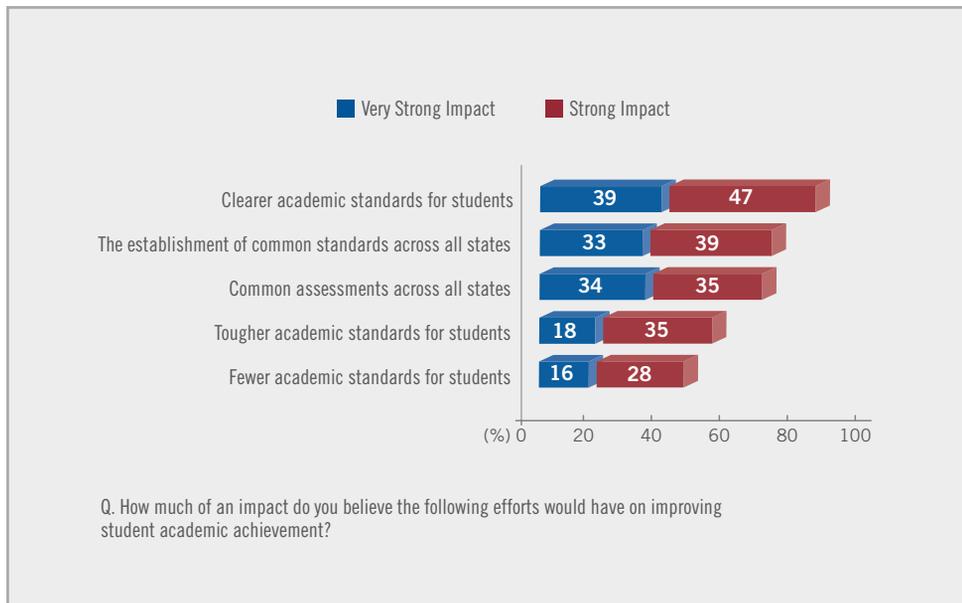
Kentucky Teachers Support Clearer Standards, Common Across States

Kentucky's teachers are stronger supporters of standards-based reform efforts than are their peers across the nation.

While support for clearer, common standards earns more support than efforts related to tougher and fewer standards, in all cases, Kentucky's teachers support all standards-related reform efforts more than teachers at the nationwide level. Specifically, more teachers in Kentucky than nationwide say the following measures would have a very strong/strong impact on improving student achievement:

- Clearer academic standards for students (86% in Kentucky, 74% nationally)
- Establishing common standards across all states (72% in Kentucky, 60% nationally)
- Common assessments across states (69% in Kentucky, 52% nationally)
- Tougher academic standards for students (53% in Kentucky, 45% nationally)
- Fewer academic standards for students (44% in Kentucky, 34% nationally)

Kentucky Teachers' Views on the Impact Changes to Current Standards Would Have on Improving Academic Achievement



EVALUATING STUDENT AND TEACHER PERFORMANCE

Kentucky Teachers' Views on Evaluating Student Performance

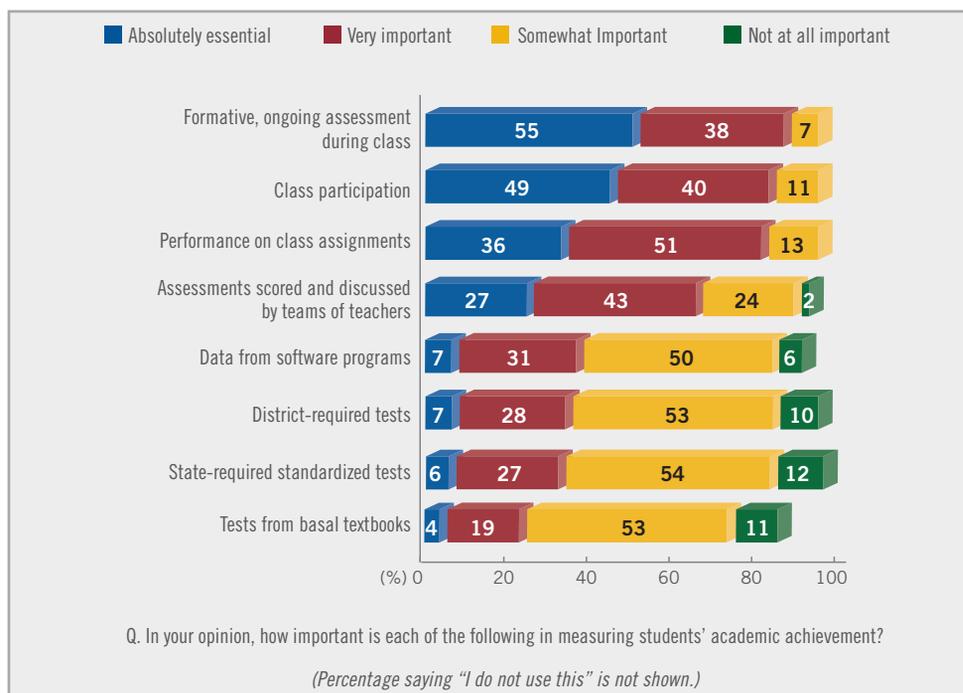
Kentucky teachers are similar to the nation's teachers in their firm belief that student assessment should be driven by in-classroom experiences, including formative ongoing assessments, class participation and performance on class assignments.

Teachers in Kentucky also see value in standardized tests as a way to evaluate student performance. Only 10% and 12% of teachers say district- and state-required tests, respectively, are “not at all” important in measuring student academic achievement (11% and 16% nationally).

As might be expected given Kentucky teachers' greater openness to standards-based reform efforts, they are more likely than teachers nationally to say state tests are absolutely essential or very important in measuring student achievement (33% in Kentucky, 26% nationally).

Teachers in Kentucky are also more likely to say that data from software programs are absolutely essential or very important in measuring student achievement (38% in Kentucky, 29% nationally).

Kentucky Teachers' Views on Importance of Student Performance Measures



Kentucky Teachers' Views on Measuring Teacher Performance

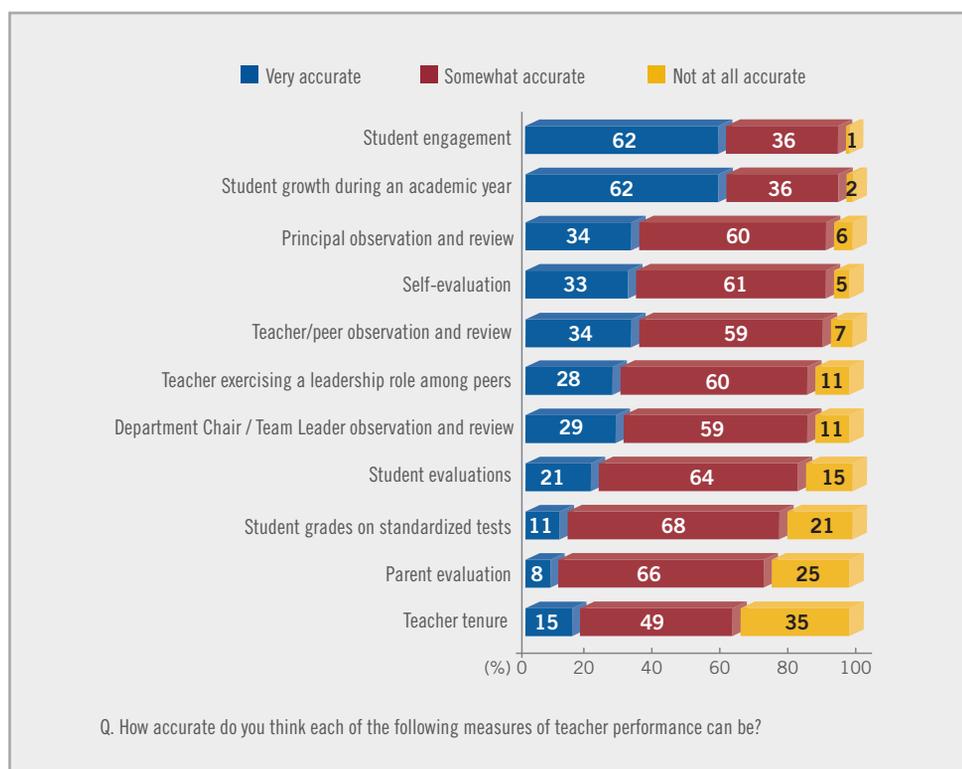
In qualitative conversation, teachers stress a desire for their performance to be based on factors they can impact directly—like student growth and student engagement—and not on factors that fail to consider the realities of individual students in individual classrooms.

This is clearly borne out in *Primary Sources* data at both the national and Kentucky levels. By far, teachers say that student growth over the course of an academic year and student engagement are the most accurate measures of teacher performance.

Teachers in Kentucky are more likely than teachers nationwide to view several additional measures as more accurate in gauging teacher performance. Specifically, Kentucky teachers:

- Are more likely to say student grades on standardized tests are at least somewhat, if not very, accurate (79% in Kentucky, 69% nationally).
- Are more likely to say principal observation and review is a very accurate measure (34% in Kentucky, 22% nationally).
- Are more likely to say department chair or team leader observation and review is a very accurate measure (29% in Kentucky, 20% nationally).

Kentucky Teachers' Views on the Degree of Accuracy of Measures of Teacher Performance



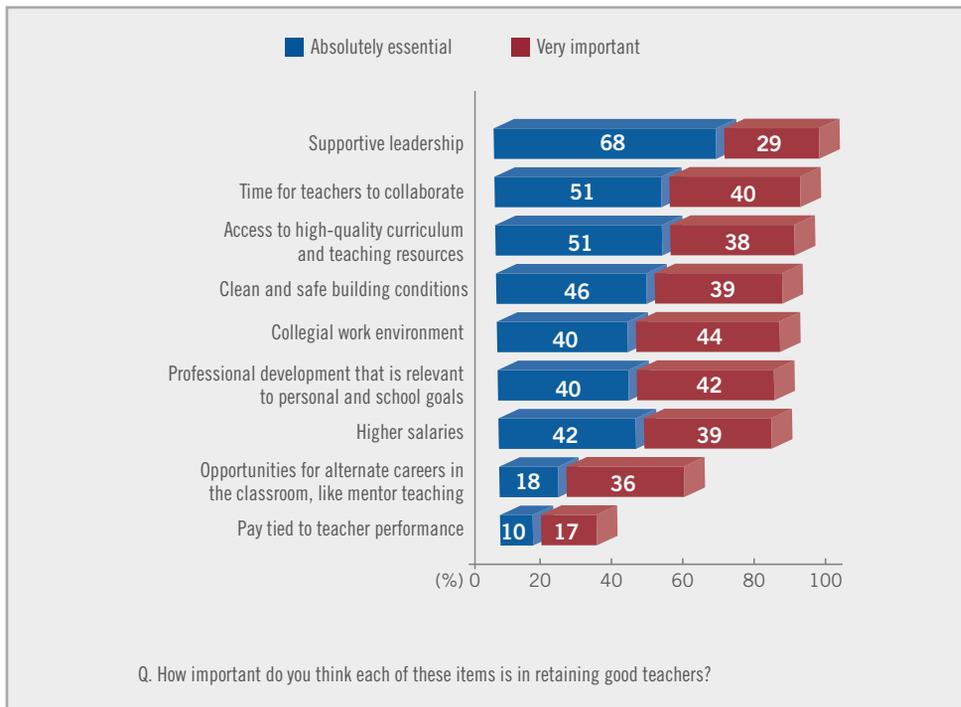
TEACHER RETENTION

Kentucky Teachers' Views on Factors Impacting Teacher Retention

Teachers who participated in *Primary Sources* were asked to evaluate the importance of nine different factors in retaining good teachers. This information provided insight on the things teachers most value in their profession.

At the national level, the general trends put supportive leadership solidly in the top-ranked spot, followed by other non-monetary measures like access to high-quality curriculum and teaching resources and a collegial work environment. Higher salaries generally fall in the middle tier of importance while opportunities for alternate careers and pay-for-performance fall in the lowest tier.

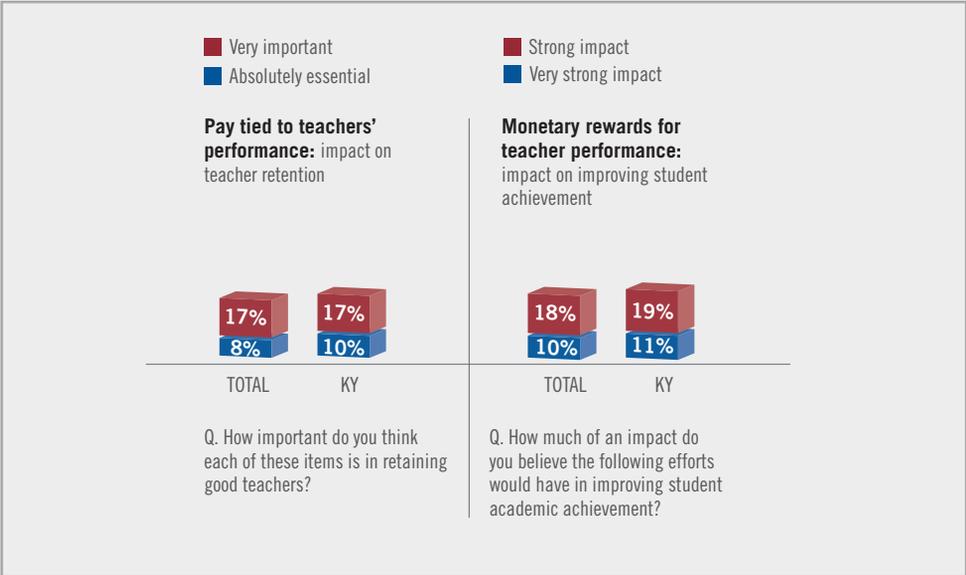
Kentucky Teachers' Views on Factors Impacting Teacher Retention



There were no significant differences setting Kentucky's teachers apart from the national averages and trends on the issue of teacher retention.

Pay for performance is not viewed as highly important in retaining teachers by even one third of teachers nationwide. Similarly, few teachers in Kentucky say that pay-for-performance systems make a strong or very strong impact on improving student achievement.

Kentucky Teachers' Views on Monetary Issues



Methodology

This report is based on the responses of the 394 teachers in Kentucky who participated in the national survey for *Primary Sources: America's Teachers on America's Schools*. The data reflect a cross-section of Kentucky's teachers across many teacher and school characteristics, including grade level(s) taught, years of teaching experience and community income.

The fieldwork for this survey was conducted in March through June of 2009 by phone (n=209) and online (n=185). For more details on the methodology of this study, please see the full *Primary Sources* report at: www.scholastic.com/primarysources.



SCHOLASTIC

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BILL & MELINDA
GATES foundation

“There is not just one solution. It will take a partnership of teachers, parents and administrators to improve student achievement. No one and no thing can accomplish this monumental task alone.”

“Treat all students equally, provide high-quality teaching, have high expectations and students will succeed.”

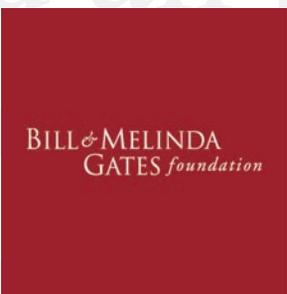
“In today’s world it is absolutely necessary for students to achieve at the highest level their ability allows, and then go beyond.”

PRIMARY SOURCES:
AMERICA’S TEACHERS ON AMERICA’S SCHOOLS
LOUISIANA
A PROJECT OF SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

“Everyone should finish high school and move on to something higher. I think they all can.”

“Give them standardized tests, but not all the time, and their lives shouldn’t depend on it; and neither should ours.”

“Learning is a lifelong project and all students are capable of being lifelong learners.”



“How do we prepare students for jobs that don’t yet exist?”

“Future teachers need to be the best and the brightest.
There should be incentives for our best students
to become teachers.”
– *High School Teacher in Louisiana*

***Primary Sources: Louisiana* is meant for use in conjunction with the complete *Primary Sources* report available at www.scholastic.com/primarysources.**

A NOTE FROM SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

In March 2010, Scholastic and the Bill & Melinda Gates Foundation released the landmark study, *Primary Sources: America's Teachers on America's Schools*, placing the views of our nation's public school teachers at the center of the discussion on education reform.

More than 40,000 teachers participated in the survey – from every state and at every grade level – and the unprecedented size and scope of the study allows for the release of new, state-level data from Louisiana. *Primary Sources: Louisiana* is based on the responses of more than 550 public school teachers across the state of Louisiana who participated in the national survey.

We asked teachers about the state of American education, the challenges facing students and the variety of supports and tools that teachers need to tackle those challenges. They responded with powerful, nuanced opinions on a number of issues, from student and teacher performance, to classroom innovation and academic standards, to the importance of the school-to-home connection.

Similar to their peers nationwide, teachers from Louisiana had important opinions about the critical issues in education at the national and state levels. Specifically, teachers in Louisiana:

- Believe clearer standards and common standards across states would make a very strong or strong impact on student achievement.
- Are significantly more likely to say that innovative compensation measures like monetary rewards for teacher performance strongly impact teacher retention and student achievement.
- Are more open than teachers nationwide to the use of state standardized tests in evaluating both student and teacher performance.
- Are more likely to use a wide range of data-centric measures of student performance and to use collected data in a variety of ways to benefit their students' progress.

It is important to note that *Primary Sources: Louisiana* is a small subset of the data we collected on Louisiana's teachers. Although we have selected the most statistically significant and state-relevant data for inclusion in this mini-report, we encourage you to look at the additional data on Louisiana available in the appendices of the complete *Primary Sources* report.

While *Primary Sources: Louisiana* reflects the wide range of voices and opinions of teachers across the state, one thing is constant: Teachers teach for the love of their students and the chance to make a difference in those young lives. Our goal should be to do all we can to support them in this endeavor.

Sincerely,



Margery Mayer

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Vicki L. Phillips

Director of Education, College Ready, United States Program

THE CHALLENGE

Louisiana's Teachers Recognize the Challenges Facing Their Students

With a state graduation rate of 62%—nearly 7 points lower than the national average—teachers in Louisiana are keenly aware of the limitations of a high school diploma and the disconnect between students' current levels of achievement and the levels at which they must perform to achieve success beyond high school.

Specifically, in Louisiana:

- Teachers say that a high school diploma is not enough for today's students. Eighty-nine percent of teachers in the state say that the most important goal of schools and teaching is to prepare students for success beyond high school (93% nationally).
- Nine out of 10 teachers say that not all their students could leave high school prepared to succeed in a 2- or 4-year college (91% nationally).
- Only 16% of teachers strongly agree that students enter their classroom prepared for on-grade-level work, with another 35% agreeing "somewhat" (16% and 44% nationally).
- Only 25% of teachers rate the academic achievement of students at their school as "Excellent" (28% nationally).
- Fewer than four in 10 (38%) teachers agree that more than three quarters of the students currently in their classes could leave high school prepared to succeed in a 2-or-4-year college (46% nationally).

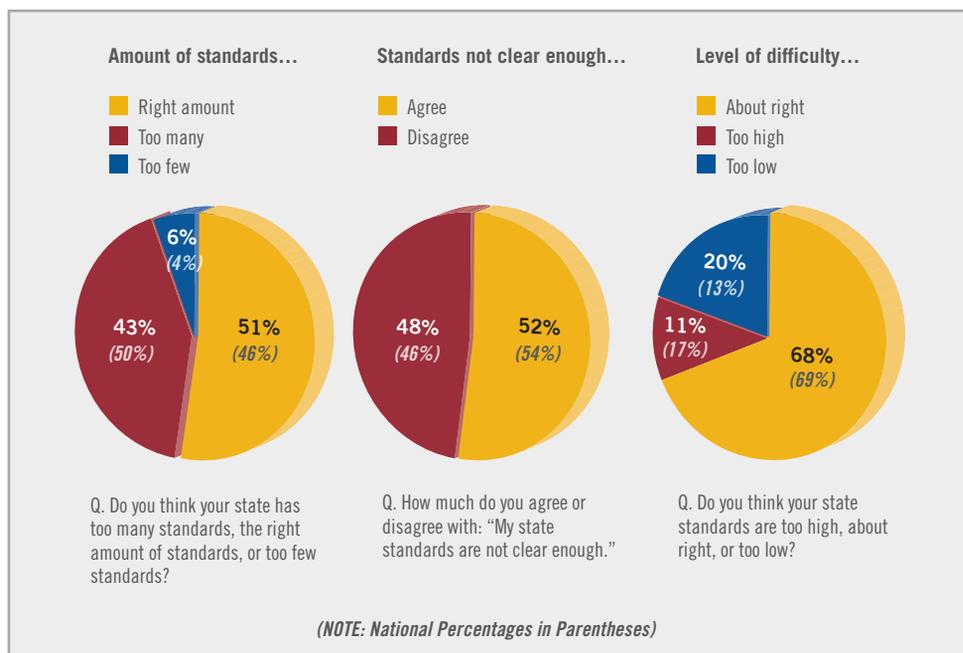
STATE AND NATIONAL STANDARDS

Louisiana Teachers' Views on Current Louisiana State Standards

Like their peers across the nation, teachers in Louisiana recognize the role of academic standards in improving student achievement and preparedness. They are divided, however, in their opinions on the amount and clarity of their state standards:

- Fewer than half say that Louisiana has too many standards (43%), while half say that the number of standards is “about right” (51%), (50% and 46% nationally, respectively).
- As with their peers nationwide, a very small number of teachers in Louisiana (6%) believe that the state has too few standards (4% nationally).
- Louisiana’s teachers align with teachers across the country on their opinions on clarity of their state standards, with about half saying standards are clear enough (48%) and half saying they are not (52%).
- About seven in 10 teachers say the level of difficulty of their state standards is about right, which aligns with national data. In most states, however, the remaining three in 10 teachers are evenly split between thinking their state standards are too high and too low. In Louisiana, almost twice as many teachers say standards are too low (20%) than say they are too high (11%).

Teachers' Views on Louisiana State Standards



Louisiana Teachers Support Clearer Standards, Common Across States

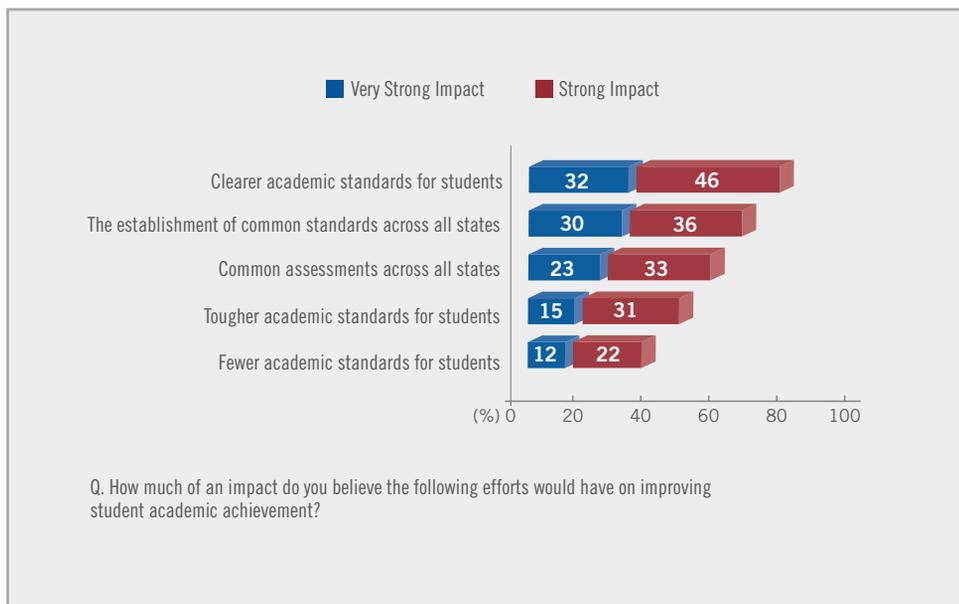
Louisiana's teachers support the establishment of clear and common standards across states to a slightly greater degree than their peers across the nation. They say the following measures would have a very strong/strong impact on improving student achievement:

- Clearer academic standards for students (79% in Louisiana, 74% nationally)
- The establishment of common standards across all states (66% in Louisiana, 60% nationally)

In keeping with the views of teachers across the country, Louisiana's teachers are far less certain that fewer and more challenging standards would make a strong or very strong impact on improving student achievement:

- Tougher academic standards for students (46% in Louisiana, 45% nationally)
- Fewer academic standards for students (33% in Louisiana, 34% nationally)

Louisiana Teachers' Views on the Impact Changes to Current Standards Would Have on Improving Academic Achievement

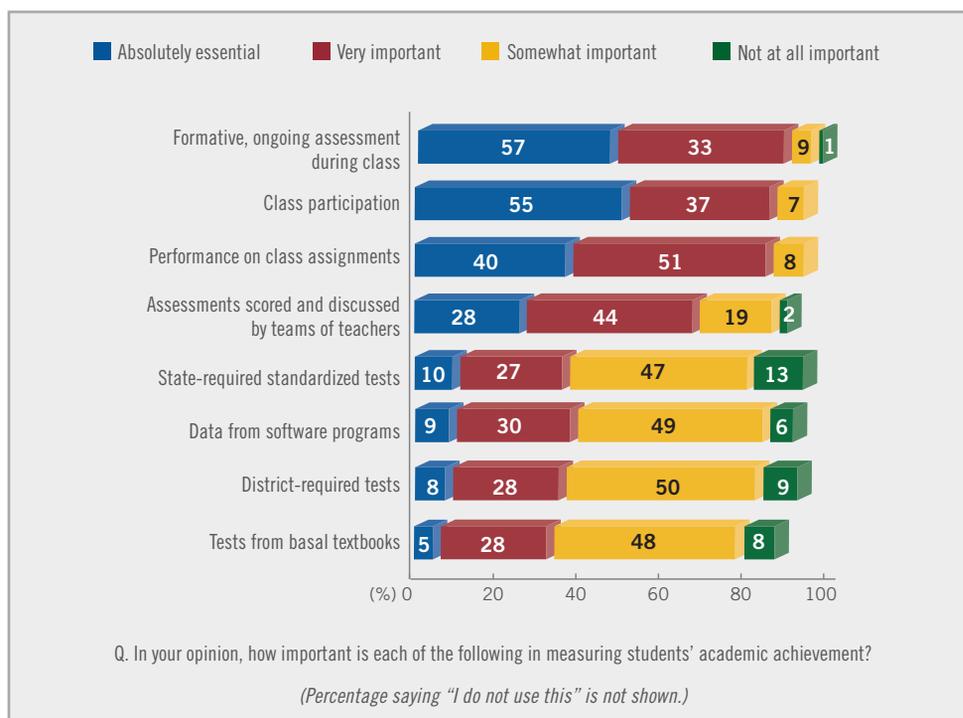


EVALUATING STUDENT AND TEACHER PERFORMANCE

Louisiana Teachers' Views on Evaluating Student Performance

Louisiana's teachers are similar to the nation's teachers in their firm belief that student assessment should be driven by in-classroom experiences, including formative ongoing assessments, class participation and performance on class assignments.

Louisiana Teachers' Views on the Impact Changes to Current Standards Would Have on Improving Academic Achievement



While there is a clear delineation between the top and bottom four ways that teachers believe children's achievement ought to be measured, Louisiana's teachers are more likely to have faith in all four of the lower ranked, data-centric measures of student achievement when compared to teachers nationwide.

Specifically, when the percentages of Louisiana's teachers are compared to the percentages of total teachers nationwide, Louisiana's teachers are more likely to say the following are very important or absolutely essential in measuring student achievement:

- Data from software programs (39% in Louisiana, 29% nationally)

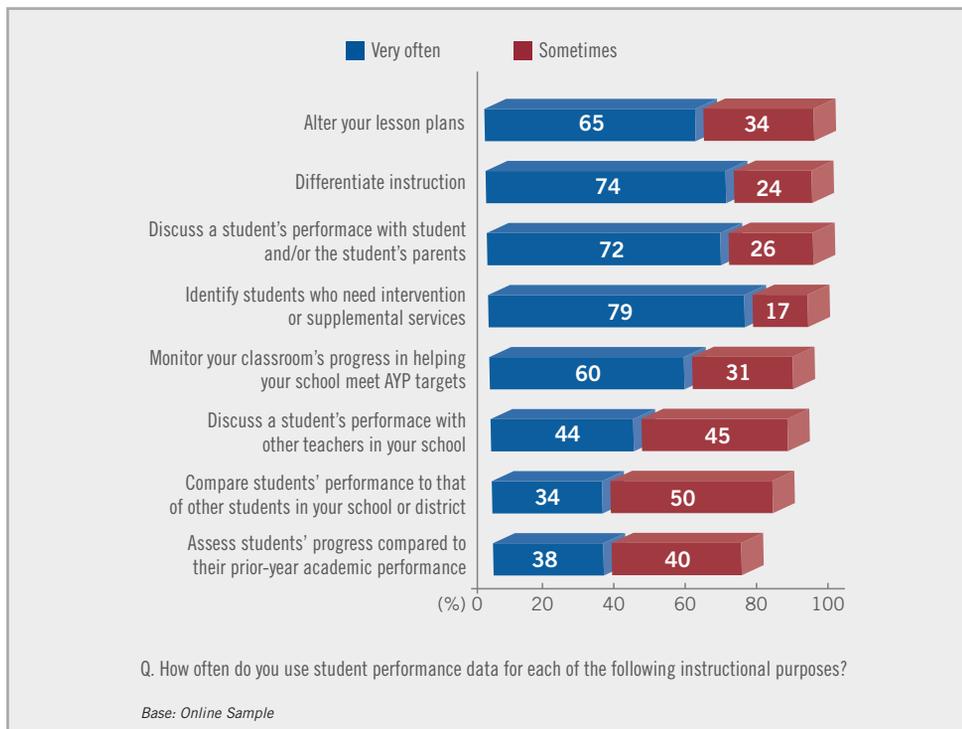
- District-required tests (37% in Louisiana, 31% nationally)
- State-required standardized tests (37% in Louisiana, 26% nationally)
- Tests from basal textbooks (33% in Louisiana, 23% nationally)

Louisiana Teachers' Use of Student Performance Data

All teachers use student performance data to drive instruction, discuss student performance with parents, students and sometimes other teachers, and monitor student and classroom progress. Teachers in Louisiana, however, are more likely than their peers nationwide to use student performance measures in several specific ways including:

- Discussing a student's performance with the student and/or the student's parents (72% in Louisiana, 64% nationally);
- Monitoring their classrooms' progress in helping their school meet AYP targets (60% in Louisiana, 49% nationally);
- Assessing students' progress compared to their prior-year academic performance (38% in Louisiana, 29% nationally);
- Comparing students' performance to that of other students in their school or district (34% in Louisiana, 25% nationally).

Louisiana Teachers' Frequency of Use of Student Performance Data



Louisiana Teachers' Views on Measuring Teacher Performance

In qualitative conversation, teachers stress a desire for their performance to be based on factors they can impact directly—like student growth and student engagement—and not on factors that fail to consider the realities of individual students in individual classrooms.

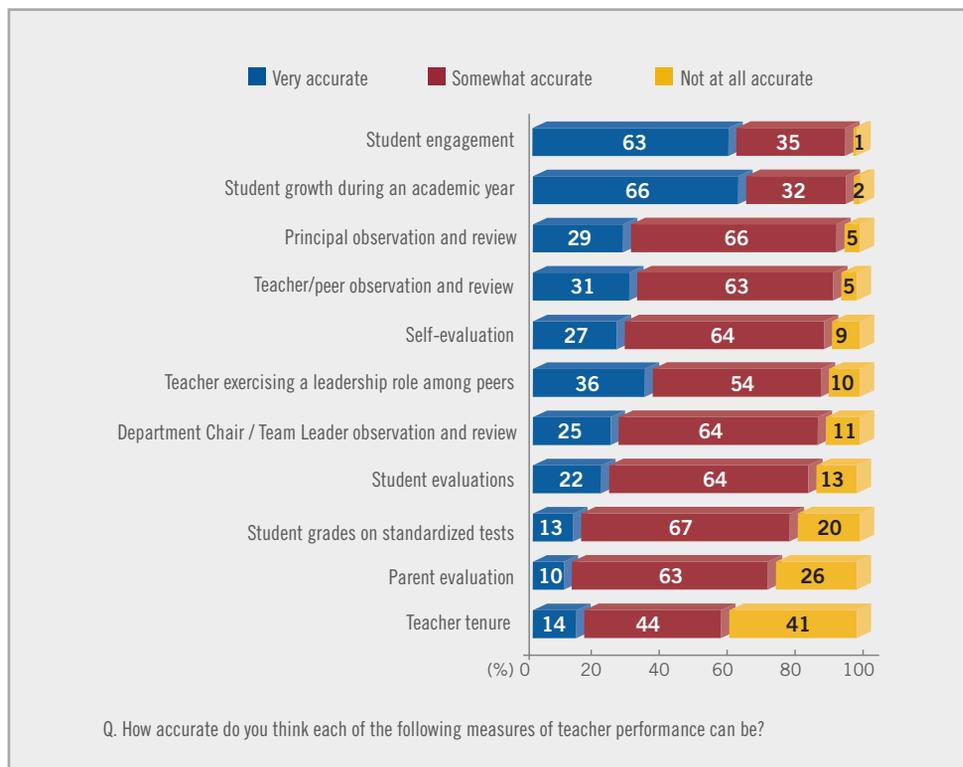
This is clearly borne out in *Primary Sources* data at both the national and Louisiana levels. By far, teachers say that student growth over the course of an academic year and student engagement are the most accurate measures of teacher performance.

Additionally, teachers in Louisiana are even more likely to believe their performance ought to be measured by:

- Student growth over the course of an academic year (66% say this is very accurate in measuring teacher performance vs. 55% among total teachers nationwide)
- Whether teachers exercise a leadership role among peers (36% vs. 28% say this is very accurate in measuring teacher performance)

Interestingly, while few teachers nationally say student grades on standardized tests are “very accurate” measures of teacher performance, teachers in Louisiana are more likely than their peers nationwide to say they are at least somewhat accurate (80% in Louisiana, 69% nationally).

Louisiana Teachers' Views on the Degree of Accuracy of Measures of Teacher Performance



TEACHER RETENTION

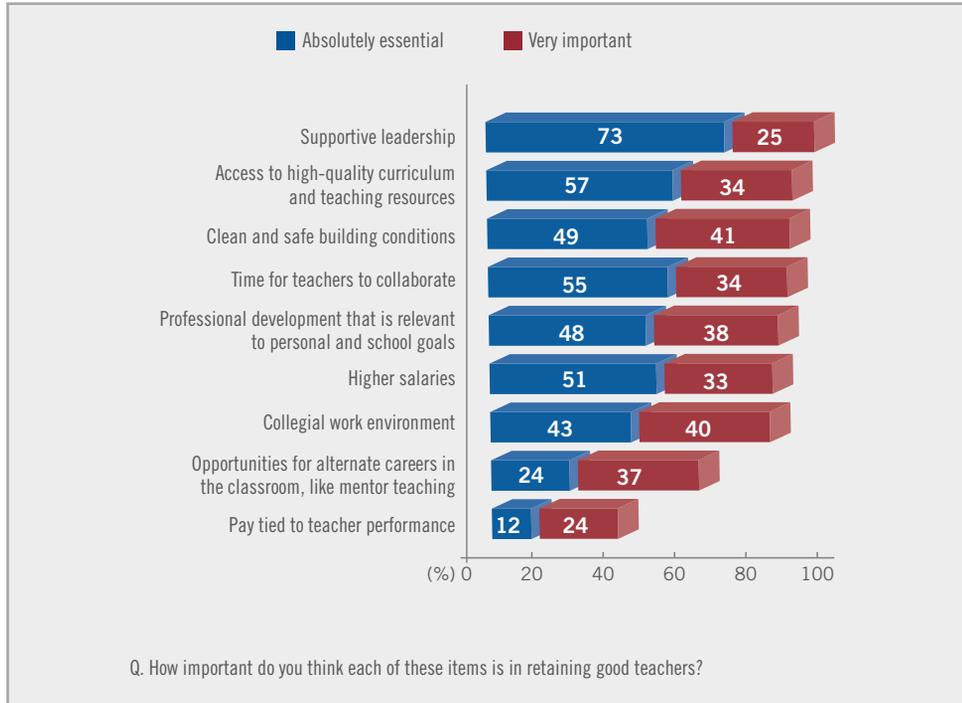
Louisiana Teachers' Views on Factors Impacting Teacher Retention

Overall, Louisiana teachers feel similarly to their peers nationwide when it comes to the importance of various factors in retaining good teachers.

In nearly every state in the nation, supportive leadership is ranked as the most important factor in retaining good teachers, and Louisiana is no exception. Seventy-three percent of teachers in Louisiana say that supportive leadership is absolutely essential in retaining good teachers (68% nationally).

Additionally, teachers in Louisiana are more likely to say having access to high-quality curriculum and teaching resources is absolutely essential in retaining good teachers (57% in Louisiana, 49% nationally).

Louisiana Teachers' Views on Factors Impacting Teacher Retention



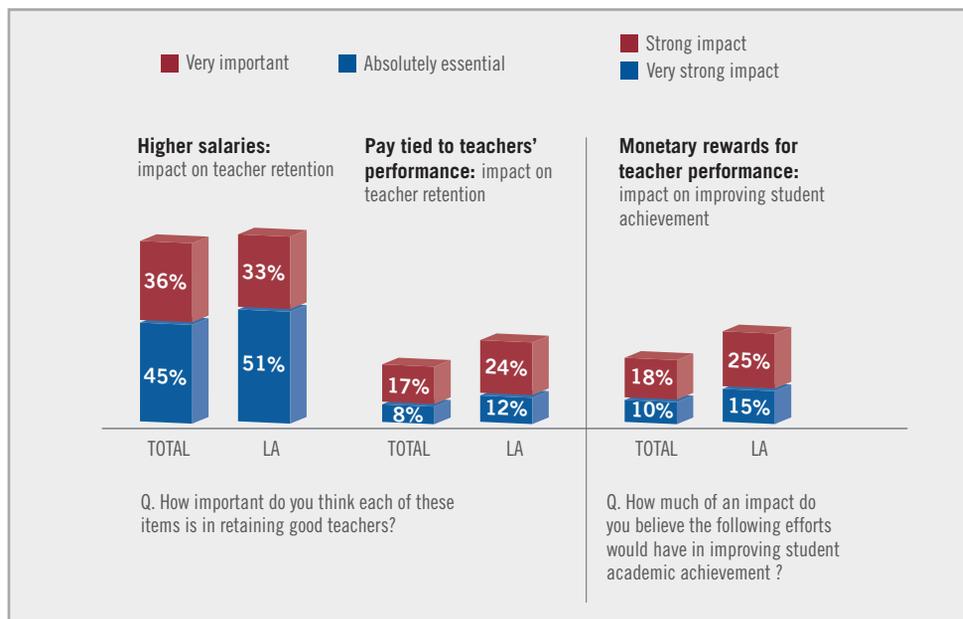
Louisiana Teachers' Views on Monetary Compensation

While the impact of higher salaries on teacher retention varies across states, it consistently ranks lower than other, non-monetary measures such as those noted previously; time to collaborate and the opportunity to participate in professional development generally rank above higher salaries nationally.

While these general patterns are repeated in Louisiana, Louisiana teachers are slightly more likely than their peers to say higher salaries are absolutely essential in retaining good teachers (51% vs. 45%). Louisiana's teachers also seem to be more open to innovative compensation policies when compared to teachers nationwide:

- While pay tied to teacher performance ranks last on the list of what Louisiana's teachers believe is important for retaining good teachers (as it does in nearly every state), Louisiana's teachers are more likely to say that pay for performance is an absolutely essential or very important factor in retaining teachers (36% in Louisiana, 26% nationally).
- Louisiana's teachers are also significantly more likely to believe that monetary rewards for teacher performance would have a very strong/strong impact on improving student academic achievement (40% in Louisiana, 28% nationally).

Louisiana Teachers' Views on Monetary Issues



Methodology

This report is based on the responses of the 555 teachers in Louisiana who participated in the national survey for *Primary Sources: America's Teachers on America's Schools*. The data reflect a cross-section of Louisiana's teachers across many teacher and school characteristics, including grade level(s) taught, years of teaching experience and community income.

The fieldwork for this survey was conducted in March through June of 2009 by phone (n=249) and online (n=306). For more details on the methodology of this study, please see the full *Primary Sources* report at: www.scholastic.com/primarysources.



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“Everyone should finish high school and move on to something higher. I think they all can.”
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“Learning is a lifelong project and all students are capable of being lifelong learners.”
“How do we prepare students for jobs that don’t yet exist?”



“Our best schools are those that provide all students with equal educational opportunities, provide all teachers with quality resources, and provide all parents with the information they need to keep kids growing and learning.”
– *Elementary School Teacher in Massachusetts*

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A NOTE FROM SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

In March 2010, Scholastic and the Bill & Melinda Gates Foundation released the landmark study, *Primary Sources: America's Teachers on America's Schools*, placing the views of our nation's public school teachers at the center of the discussion on education reform.

More than 40,000 teachers participated in the survey – from every state and at every grade level – and the unprecedented size and scope of the study allows for the release of new, state-level data from Massachusetts. *Primary Sources: Massachusetts* is based on the responses of more than 800 public school teachers across Massachusetts who participated in the national survey.

We asked teachers about the state of American education, the challenges facing students and the variety of supports and tools that teachers need to tackle those challenges. They responded with powerful, nuanced opinions on a number of issues, from student and teacher performance, to classroom innovation and academic standards, to the importance of the school-to-home connection.

As is the case with their peers nationwide, teachers from Massachusetts had important opinions about the critical issues in education at the national and state levels. Specifically, teachers in Massachusetts:

- Are more likely than their peers nationwide to believe that their students will leave high school prepared to succeed in college.
- Generally say the level of difficulty of Massachusetts' standards is about right, but of those who disagree, many more say standards are too high rather than too low (23% vs. 8%)
- Say clearer and common standards across states would make a strong impact on student achievement.
- Are less likely to say that monetary performance rewards for teachers make a strong impact on either student achievement or teacher retention.

It is important to note that *Primary Sources: Massachusetts* is a small subset of the data we collected on Massachusetts' teachers. Although we have selected the most statistically significant and state-relevant data for inclusion in this mini-report, we encourage you to look at the additional data on Massachusetts available in the appendices of the complete *Primary Sources* report.

While *Primary Sources: Massachusetts* reflects the wide range of voices and opinions of teachers across the state, one thing is constant: Teachers teach for the love of their students and the chance to make a difference in those young lives. Our goal should be to do all we can to support them in this endeavor.

Sincerely,



Margery Mayer

President, Scholastic Education, Scholastic Inc.



Vicki L. Phillips

Director of Education, College Ready, United States Program

THE CHALLENGE

Massachusetts's Teachers Recognize the Challenges Facing Their Students

Teachers in Massachusetts are keenly aware of the limitations of a high school diploma and the disconnect between students' current levels of achievement and the levels at which they must perform to achieve success beyond high school.

Specifically, in Massachusetts:

- Teachers say that a high school diploma is not enough for today's students. Ninety-two percent of teachers in the state say that the most important goal of schools and teaching is to prepare students for success beyond high school (93% nationally).
- Nearly nine out of 10 teachers say that not all their students could leave high school prepared to succeed in a 2- or 4-year college (91% nationally).
- Only one in five (21%) of teachers strongly agree that their students enter their classroom prepared for on-grade-level work and an additional 45% "somewhat agree" (in comparison to 16% and 44%, respectively, among teachers nationwide).
- Only 30% of teachers rate student academic achievement at their schools as "Excellent" (28% nationally).
- Fewer than six in 10 (58%) say that more than three quarters of their students could leave high school prepared to succeed in a 2- or 4-year college. This measure is higher than the percentage of teachers nationwide (46%)—likely reflecting Massachusetts' relatively high high school graduation rate (75.9 vs. the national average of 69.2).

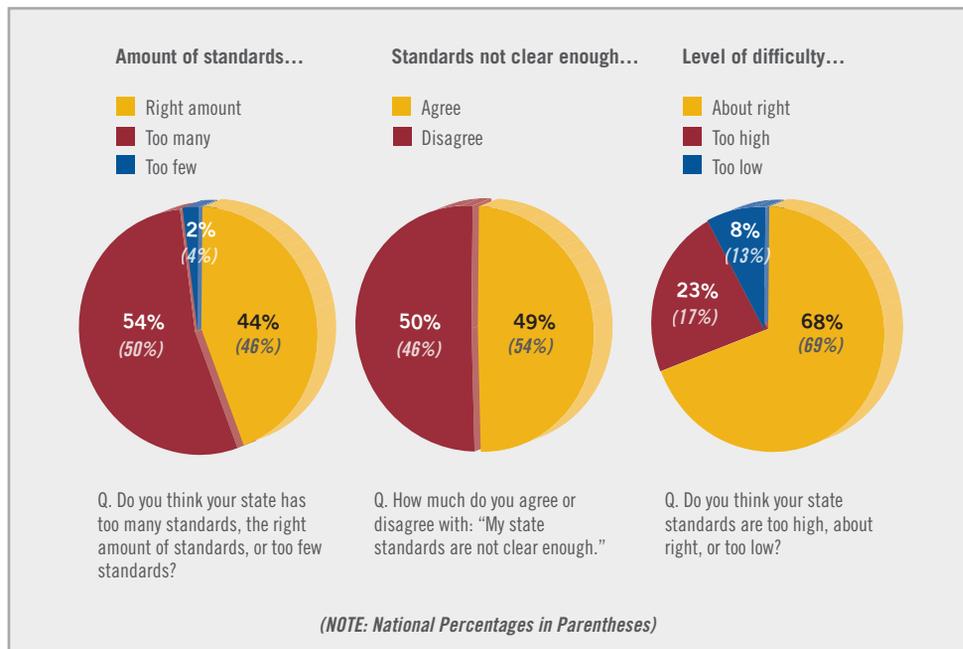
STATE AND NATIONAL STANDARDS

Massachusetts Teachers' Views on Current Massachusetts State Standards

As is the case with their peers across the nation, teachers in Massachusetts recognize the role of academic standards in improving student achievement and preparedness. They are divided, however, in their opinions on the amount and clarity of their state standards:

- Teachers are split in their opinions on the amount of state academic standards, with more than half saying that Massachusetts has too many standards (54%) and fewer than half saying that the number of standards is “about right” (44%), (50% and 46% nationally, respectively).
- A very small number of teachers in Massachusetts (2%) believe that the state has too few standards (4% nationally).
- Teachers are split in their opinions on the clarity of state academic standards, with half saying that Massachusetts’ standards are clear enough, and half saying they are not.
- While most teachers (about seven in 10) say the rigor of their state standards is about right, the remaining three in 10 teachers are more likely to say standards are too high (23%), rather than too low (8%).

Teachers' Views on Massachusetts State Standards



Massachusetts Teachers Support Clearer Standards, Common Across States

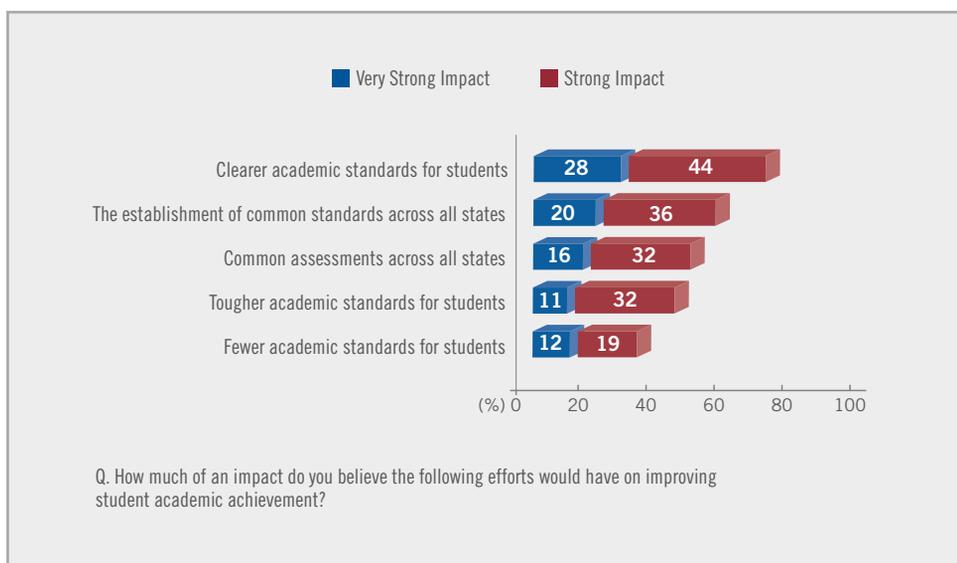
Massachusetts's teachers support the establishment of clear and common standards across states. They say the following measures would have a very strong/strong impact on improving student achievement:

- Clearer academic standards for students (72% in Massachusetts, 74% nationally)
- The establishment of common standards across all states (56% in Massachusetts, 60% nationally)

In keeping with the views of teachers across the country, Massachusetts's teachers are far less certain that fewer and more challenging standards would make a strong or very strong impact on improving student achievement. While their views on tougher standards essentially mirror the views of teachers nationally, they are slightly less likely than the nation to believe that fewer standards will help achievement:

- Tougher academic standards for students (42% in Massachusetts, 45% nationally)
- Fewer academic standards for students (30% in Massachusetts, 34% nationally)

Massachusetts Teachers' Views on the Impact Changes to Current Standards Would Have on Improving Academic Achievement



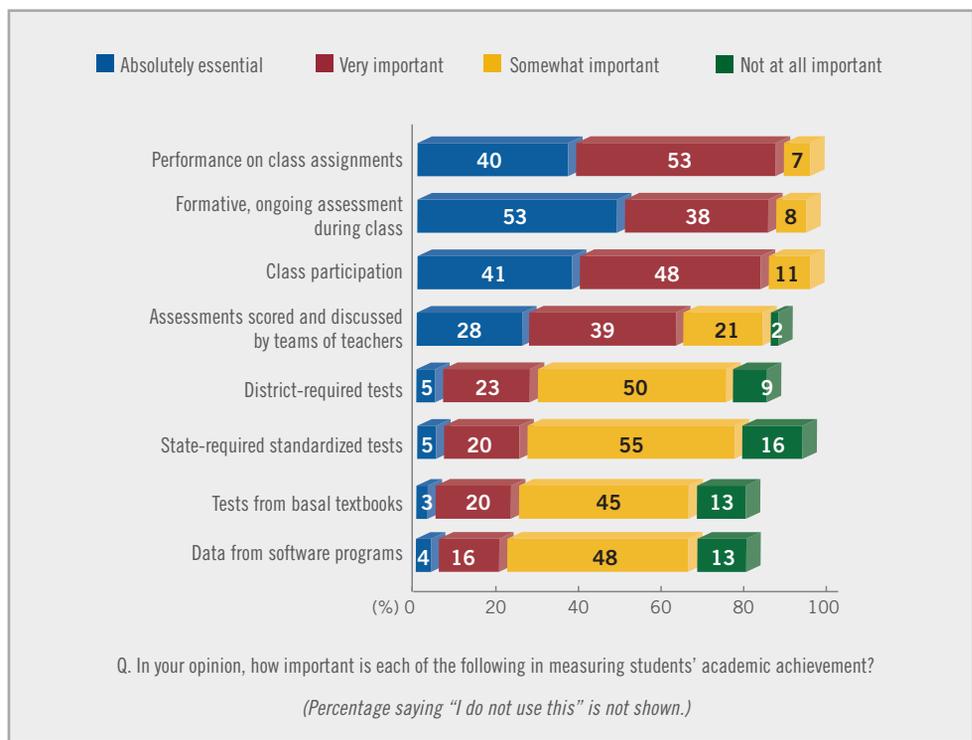
EVALUATING STUDENT AND TEACHER PERFORMANCE

Massachusetts Teachers' Views on Evaluating Student Performance

Massachusetts's teachers are similar to the nation's teachers in their firm belief that student assessment should be driven by in-classroom experiences, including formative ongoing assessments, class participation and performance on class assignments.

Teachers in Massachusetts also see value in standardized tests as a way to evaluate student performance. Only 9% and 16% of teachers say district- and state-required tests, respectively, are “not at all” important in measuring student academic achievement (11% and 16% nationally).

Massachusetts Teachers' Views on Importance of Student Performance Measures



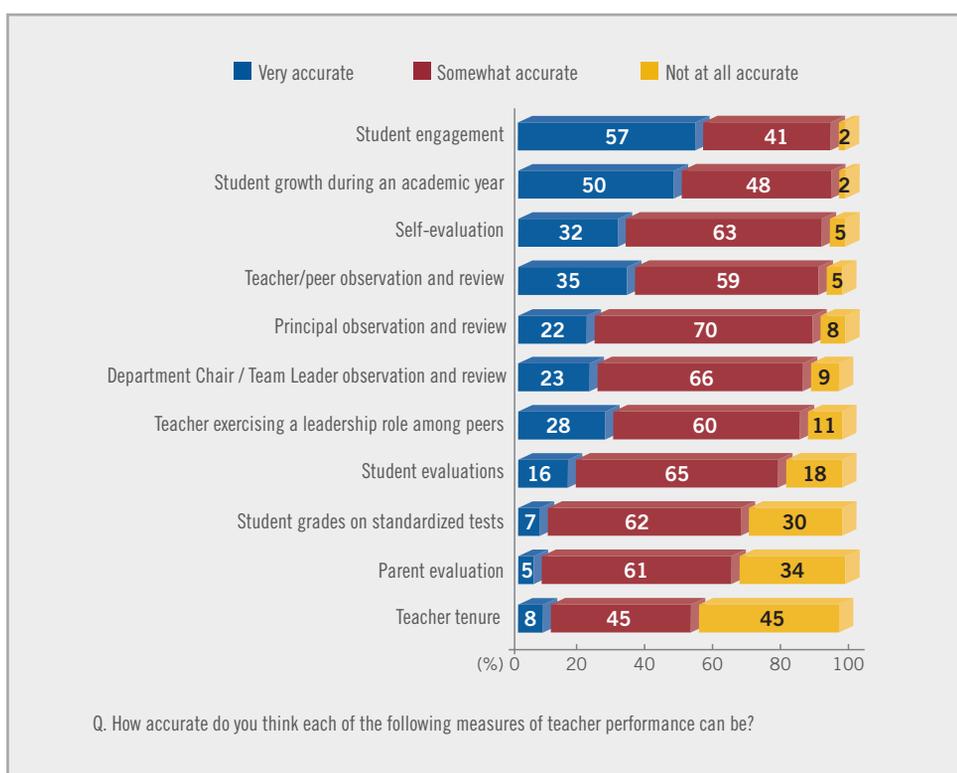
Further, as noted on page 4, 48% of Massachusetts's teachers say common assessments across states would have a very strong or strong impact on improving student achievement—with an additional 37% saying these would make a moderate impact.

Massachusetts Teachers' Views on Measuring Teacher Performance

In qualitative conversation, teachers stress a desire for their performance to be based on factors they can impact directly—like student growth and student engagement—and not on factors that fail to consider the realities of individual students in individual classrooms.

This is clearly borne out in *Primary Sources* data at both the national and Massachusetts levels. By far, teachers say that student growth over the course of an academic year and student engagement are the most accurate measures of teacher performance.

Massachusetts Teachers' Views on the Degree of Accuracy of Measures of Teacher Performance



TEACHER RETENTION

Massachusetts Teachers' Views on Factors Impacting Teacher Retention

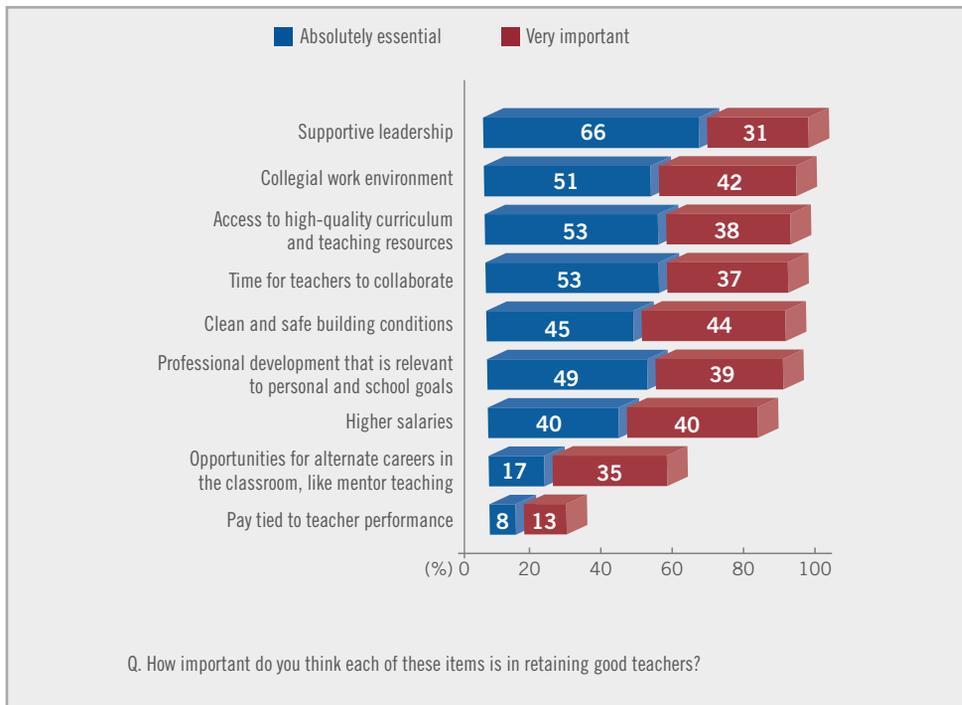
Overall, Massachusetts's teachers feel similarly to their peers nationwide when it comes to the importance of various factors in retaining good teachers.

In nearly every state in the nation, supportive leadership is ranked as the most important factor in retaining good teachers, and Massachusetts is no exception. In Massachusetts, 66% of teachers say that supportive leadership is absolutely essential in retaining good teachers (68% nationally).

Higher salaries shows a good deal more variation across states, but overall ranks far lower than non-monetary measures. In Massachusetts, teacher pay ranks seventh out of nine items asked about, with 40% of Massachusetts teachers saying it is absolutely essential in retaining good teachers. This is slightly lower than the national average of 45%.

Additionally, teachers in Massachusetts are significantly more likely than their peers nationwide to say that having a collegial work environment is absolutely essential in retaining good teachers (51% in Massachusetts, 42% nationally).

Massachusetts Teachers' Views on Factors Impacting Teacher Retention

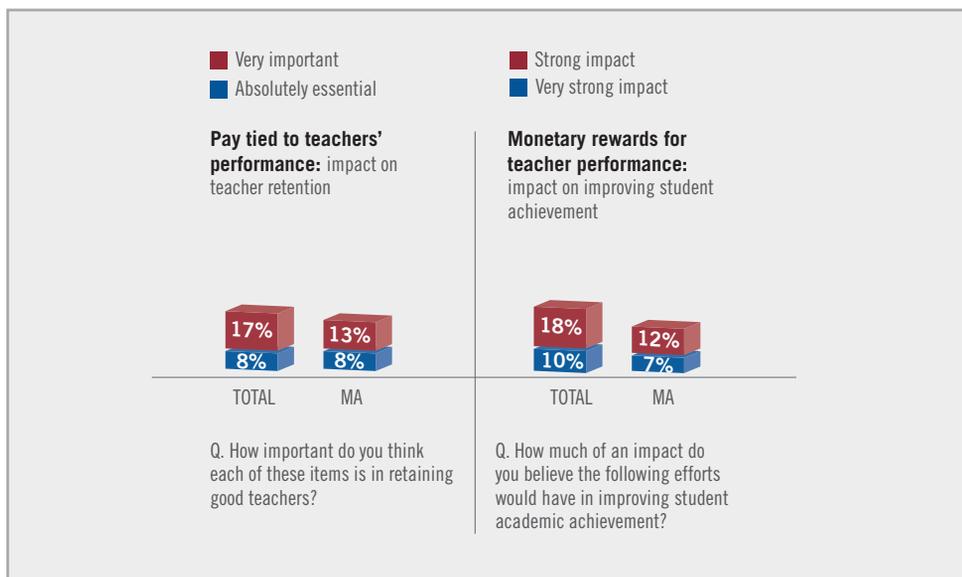


Massachusetts Teachers' Views on Monetary Compensation

Teachers in Massachusetts are less likely than teachers nationwide to view pay-for-performance systems as making an impact on either teacher retention or student achievement:

- Only 21% (26% nationally) say that pay for performance is a critical component of retaining good teachers.
- Only one in five (19% in Massachusetts, 28% nationally) say that monetary rewards for teacher performance would have a very strong/strong impact on improving student academic achievement.

Massachusetts Teachers' Views on Monetary Issues



Methodology

This report is based on the responses of the 809 teachers in Massachusetts who participated in the national survey for *Primary Sources: America's Teachers on America's Schools*. The data reflect a cross-section of Massachusetts' teachers across many teacher and school characteristics, including grade level(s) taught, years of teaching experience and community income.

The fieldwork for this survey was conducted in March through June of 2009 by phone (n=281) and online (n=528). For more details on the methodology of this study, please see the full *Primary Sources* report at: www.scholastic.com/primarysources/



SCHOLASTIC

“This job doesn't pay much but I always want to go to work”

“Teaching is not like any other job. It's a passion.”

“Value should be placed on education. Every job, career, and occupation starts here.”

“Standards are about equity and expectation.”

PRIMARY SOURCES is the beginning of an ongoing dialogue with America's Teachers.

We welcome your thoughts and opinions on the report at www.scholastic.com/primarysources.

“If you're not tech-savvy, you can't compete in the global marketplace.”

“Role model the skills, believe in the students, and never give up.”

“If we are going to compete as a nation we should be learning as a nation.”

“We have a great system for getting them through the system. We don't have a great system to teach them to think outside the box.”

BILL & MELINDA
GATES foundation

“There is not just a curriculum. It will take a partnership of teachers, parents and administrators to improve student achievement. No one and no thing can accomplish this monumental task alone.”

“Treat all students equally, provide high-quality teaching, have high expectations and students will succeed.”

“In today’s world it is absolutely necessary for students to achieve at the highest level their ability allows, and then go beyond.”

PRIMARY SOURCES: AMERICA’S TEACHERS ON AMERICA’S SCHOOLS

NORTH CAROLINA

A PROJECT OF SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

“Everyone should finish high school and move on to something higher. I think they all can.”

“Give them standardized tests, but not all the time, and their lives shouldn’t depend on it; and neither should ours.”

“Learning is a lifelong project and all students

are capable

being lifelong learners.”

“How do we prepare students for jobs that don’t yet exist?”

“By holding students to high standards at all grade levels,
we can improve student achievement in our schools.”
– *Middle School Teacher in North Carolina*

***Primary Sources: North Carolina* is meant for use in conjunction with the complete *Primary Sources* report available at www.scholastic.com/primarysources.**

A NOTE FROM SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

In March 2010, Scholastic and the Bill & Melinda Gates Foundation released the landmark study, *Primary Sources: America's Teachers on America's Schools*, placing the views of our nation's public school teachers at the center of the discussion on education reform.

More than 40,000 teachers participated in the survey – from every state and at every grade level – and the unprecedented size and scope of the study allows for the release of new, state-level data from North Carolina. *Primary Sources: North Carolina* is based on the responses of nearly 1,700 public school teachers across North Carolina who participated in the national survey.

We asked teachers about the state of American education, the challenges facing students, and the variety of supports and tools that teachers need to tackle those challenges. They responded with powerful, nuanced opinions on a number of issues—from student and teacher performance, to classroom innovation and academic standards, to the importance of the school-to-home connection.

Similar to their peers nationwide, teachers from North Carolina had important opinions about the critical issues in education at the national and state levels. Specifically, teachers in North Carolina:

- Are slightly less likely than teachers nationwide to rate student academic achievement at their schools as “Excellent” (21% in North Carolina, 28% nationally).
- Are open to common standards and assessments across states—believing that these could help improve student achievement.
- Are more open to innovative compensation policies—when compared to teachers nationwide, they are more likely to view higher salaries and performance rewards for teachers as impacting teacher retention and student achievement.

It is important to note that *Primary Sources: North Carolina* is a small subset of the data we collected on North Carolina's teachers. Although we have selected the most statistically significant and state-relevant data for inclusion in this mini-report, we encourage you to look at the additional data on North Carolina available in the appendices of the complete *Primary Sources* report. While *Primary Sources: North Carolina* reflects the wide range of voices and opinions of teachers across the state, one thing is constant: Teachers teach for the love of their students and the chance to make a difference in those young lives. Our goal should be to do all we can to support them in this endeavor.

Sincerely,



Margery Mayer

President, Scholastic Education, Scholastic Inc.



Vicki L. Phillips

Director of Education, College Ready, United States Program

THE CHALLENGE

North Carolina's Teachers Recognize the Challenges Facing Their Students

With a state graduation rate of 63%—about six points lower than the national average—teachers in North Carolina are keenly aware of the limitations of a high school diploma and the disconnect between students' current levels of achievement and the levels at which they must perform to achieve success beyond high school.

Specifically, in North Carolina:

- Teachers say that a high school diploma is not enough for today's students. Ninety-five percent of teachers in the state say that the most important goal of schools and teaching is to prepare students for success beyond high school (93% nationally).
- Nine out of 10 teachers say that not all students could leave high school prepared to succeed in a 2- or 4-year college (91% nationally).
- Only one in 10 (11%) of teachers strongly agree that their students enter their classroom prepared for on-grade-level work. An additional 42% "somewhat agree" (This is in comparison to 16% and 44%, respectively, among teachers nationwide.).
- Only 21% of teachers rate student academic achievement at schools as "Excellent" (28% nationally).
- Fewer than half (43%) of teachers say that more than three quarters of their students could leave high school prepared to succeed in a 2- or 4-year college (46% nationally).

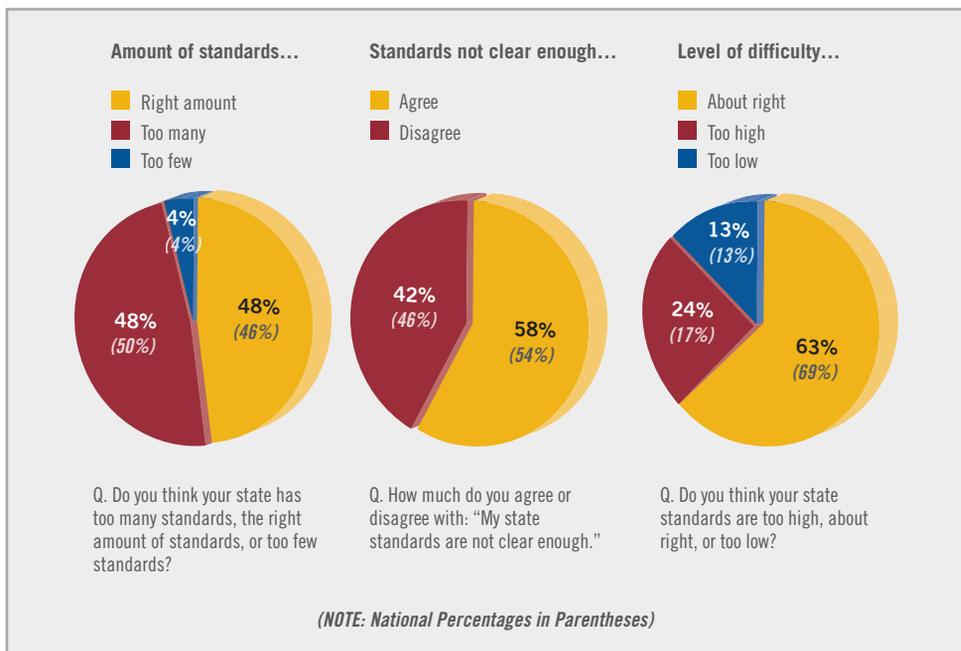
STATE AND NATIONAL STANDARDS

North Carolina Teachers' Views on Current North Carolina State Standards

As is the case with their peers nationwide, teachers in North Carolina recognize the role of academic standards in improving student academic achievement and preparedness. They are divided, however, in their opinions on the amount and clarity of their state standards:

- Teachers are split in their opinions on the amount of state academic standards, with the same percentage of teachers (48%) reporting that North Carolina has too many standards as reporting that the number of standards is “about right” (51% and 44% nationally, respectively).
- As with their peers nationwide, a very small number of teachers in North Carolina (4%) believe that the state has too few standards.
- A majority of teachers (58%) say that North Carolina’s standards are not clear enough.
- While most teachers (about six in 10) say the rigor of their state standards is about right, nearly one quarter (24%) say standards are too high. Thirteen percent say they are too low.

Teachers' Views on North Carolina State Standards



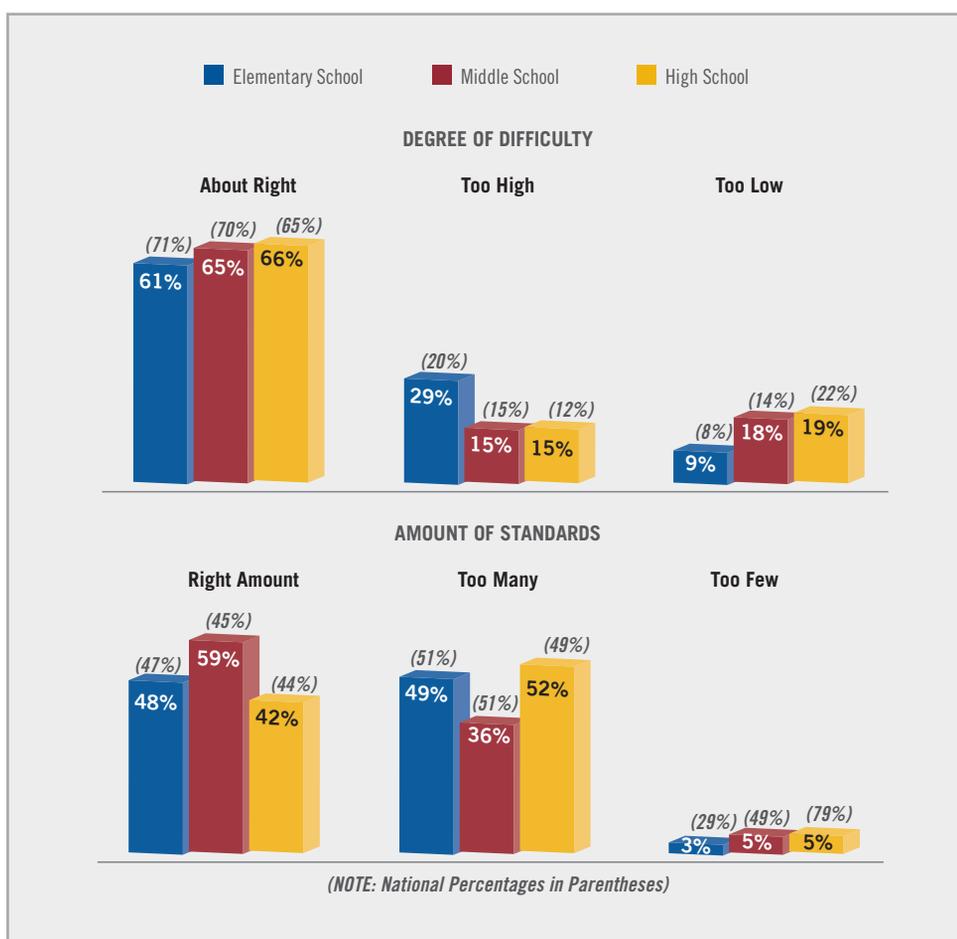
North Carolina Teachers' Views on Standards Shift as Students Progress in Grade Level

While the majority of teachers in North Carolina say the degree of difficulty of state standards is about right, meaningful percentages feel otherwise:

Elementary school teachers are about twice as likely as middle and high school teachers to say standards are too high (29% vs. 15%). Middle and high school teachers are twice as likely as elementary school teachers to think standards are too low (18% and 19% among middle and high school teachers, respectively, vs. 9% among elementary school teachers).

In terms of the amount of state standards, middle school teachers are less likely than elementary and high school teachers to say there are too many state standards, and more likely to say there are the right amount. This trend differs from the national trend across school levels: Middle school teachers in North Carolina are much less likely to say there are too many standards for their students (36% vs. 51%).

Teachers' Views on North Carolina State Standards, by School Level



North Carolina Teachers Support Clearer Standards, Common Across States

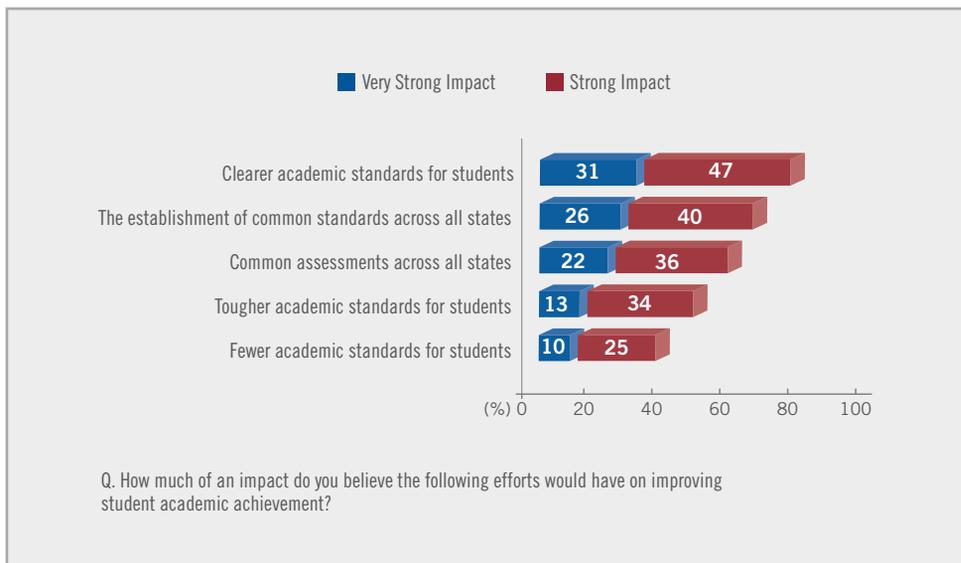
North Carolina's teachers support the establishment of clear and common standards across states to a slightly greater degree than their peers across the nation. They say the following measures would have a very strong/strong impact on improving student achievement:

- Clearer academic standards for students (79% in North Carolina, 74% nationally)
- The establishment of common standards across all states (66% in North Carolina, 60% nationally)

In keeping with the views of teachers across the country, North Carolina's teachers are less certain that fewer and more challenging standards would make a strong or very strong impact on improving student achievement.

- Tougher academic standards for students (46% in North Carolina, 45% nationally)
- Fewer academic standards for students (35% in North Carolina, 34% nationally)

North Carolina Teachers' Views on the Impact Changes to Current Standards Would Have on Improving Academic Achievement



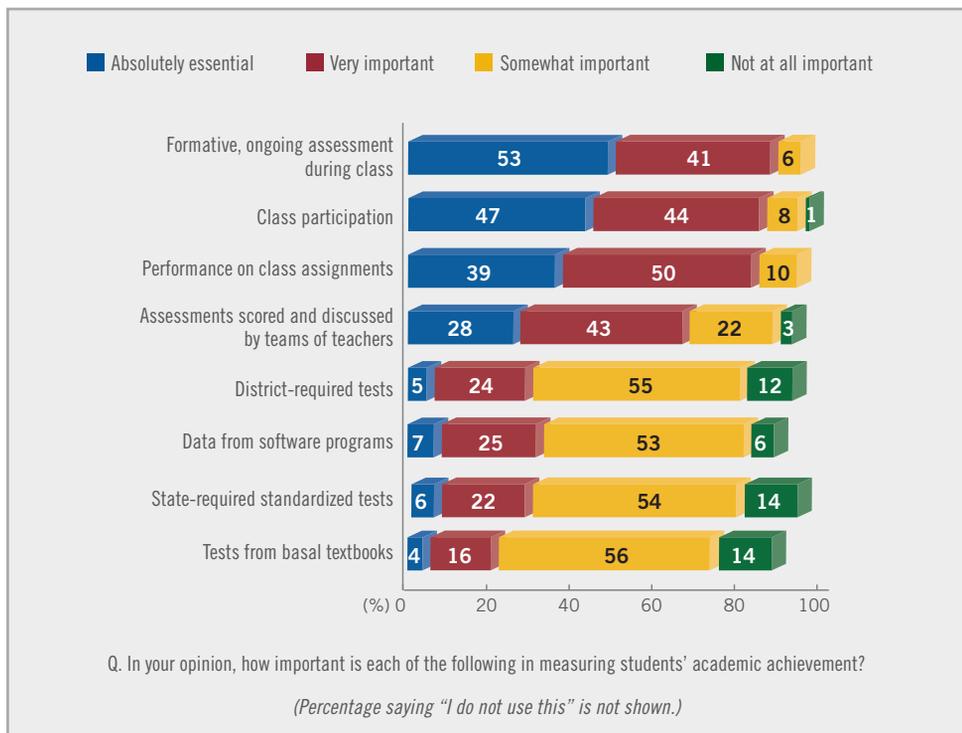
EVALUATING STUDENT AND TEACHER PERFORMANCE

North Carolina Teachers' Views on Evaluating Student Performance

North Carolina's teachers are similar to the nation's teachers in their firm belief that student assessment should be driven by in-classroom experiences, including formative ongoing assessments, class participation and performance on class assignments.

Teachers in North Carolina also see value in standardized tests as a way to evaluate student performance. Only 12% and 14% of teachers say district- and state-required tests, respectively, are “not at all” important in measuring student academic achievement (11% and 16% nationally).

North Carolina Teachers' Views on Importance of Student Performance Measures



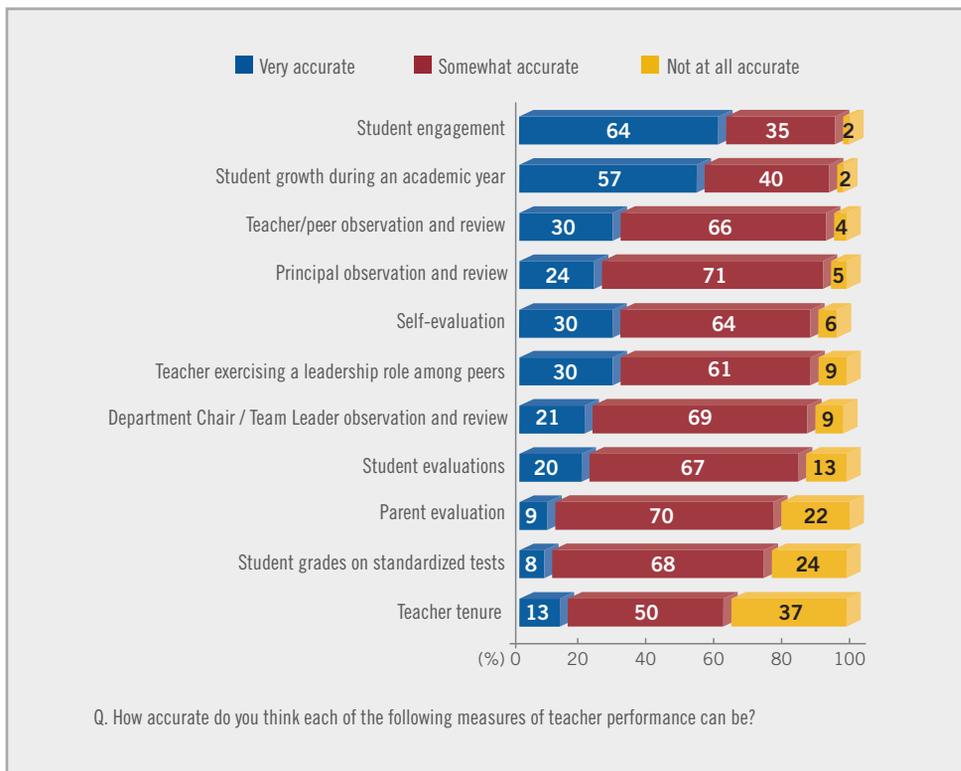
Further, as noted on page 5, nearly three in five North Carolina teachers say common assessments across states would have a very strong or strong impact on improving student achievement—with an additional 31% saying these would make a moderate impact.

North Carolina Teachers' Views on Measuring Teacher Performance

In qualitative conversation, teachers stress a desire for their performance to be based on factors they can impact directly—like student growth and student engagement—and not on factors that fail to consider the realities of individual students in individual classrooms.

This is clearly borne out in *Primary Sources* data at both the national and North Carolina levels. By far, teachers say that student growth over the course of an academic year and student engagement are the most accurate measures of teacher performance.

North Carolina Teachers' Views on the Degree of Accuracy of Measures of Teacher Performance



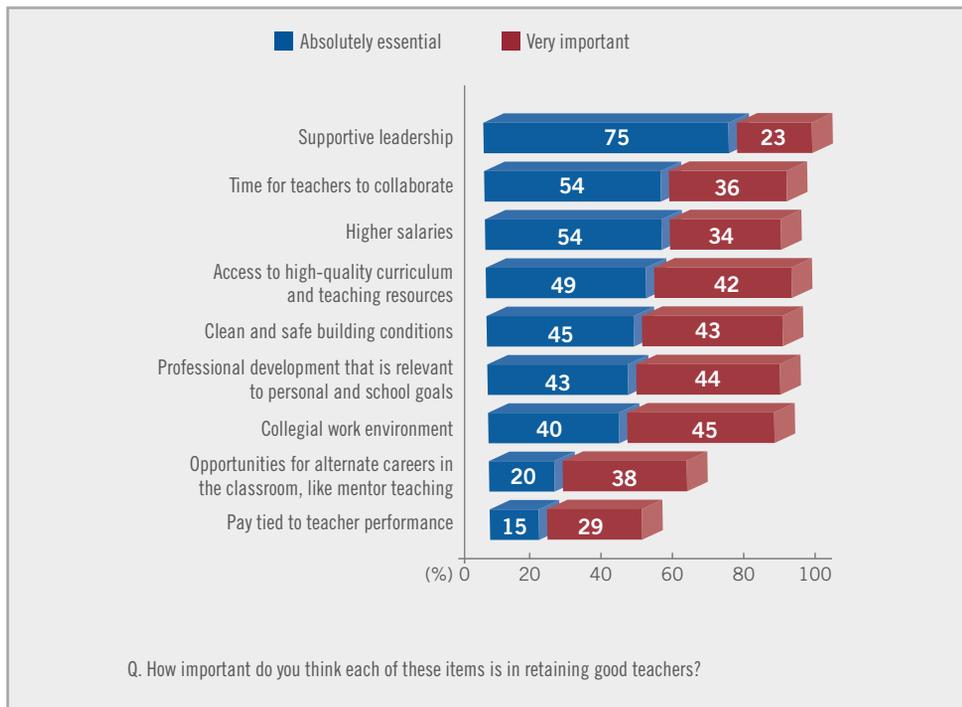
TEACHER RETENTION

North Carolina Teachers' Views on Factors Impacting Teacher Retention

Teachers who participated in *Primary Sources* were asked to evaluate the importance of nine different factors in retaining good teachers. This information provided insight on the things teachers most value in their profession.

In nearly every state in the nation, supportive leadership is the most important factor in retaining good teachers, and North Carolina is no exception. In fact, teachers in North Carolina are even more likely than teachers nationwide to say that supportive leadership is absolutely essential in retaining good teachers (75% in North Carolina, 68% nationally).

North Carolina Teachers' Views on Factors Impacting Teacher Retention



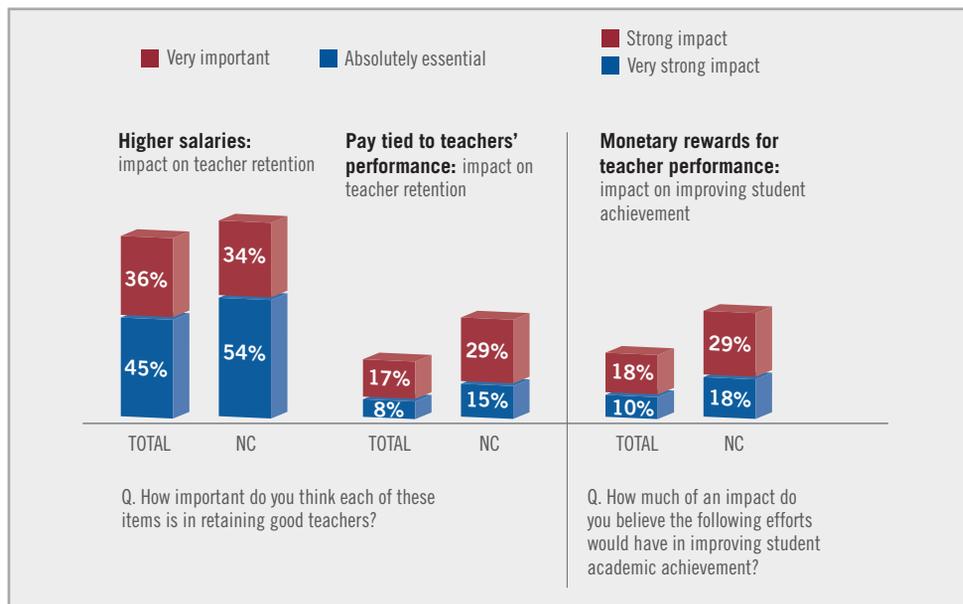
North Carolina Teachers' Views on Monetary Compensation

While the impact of higher salaries on teacher retention varies across states, it consistently ranks lower than other, non-monetary measures. This is not the case in North Carolina, however, where teacher pay ranks third out of nine items. Just over half (54%) of North Carolina teachers saying it is absolutely essential in retaining good teachers. This is higher than the national average of 45%.

North Carolina teachers are also more open to innovative compensation policies when compared to teachers nationwide. While pay tied to teacher performance ranks last on the list of what North Carolina teachers believe is important for retaining good teachers (as it does in nearly every state), as with higher salaries, more North Carolina teachers than teachers nationwide say it is an absolutely essential or very important factor in retaining teachers (44% in North Carolina, 25% nationally).

Teachers in North Carolina are also significantly more likely to believe that monetary rewards for teacher performance would have a very strong/strong impact on improving student academic achievement (47% in North Carolina, 28% nationally). In fact, North Carolina teacher ratings for pay for performance as making both a positive impact on teacher retention and for improving student achievement are among the five highest ratings across all states in the nation.

North Carolina Teachers' Views on Monetary Issues



Methodology

This report is based on the responses of the 1,678 teachers in North Carolina who participated in the national survey for *Primary Sources: America's Teachers on America's Schools*. The data reflect a cross-section of North Carolina teachers across many teacher and school characteristics, including grade level(s) taught, years of teaching experience and community income.

The fieldwork for this survey was conducted in March through June of 2009 by phone (n=479) and online (n=1,199). For more details on the methodology of this study, please see the full *Primary Sources* report at: www.scholastic.com/primarysources.



SCHOLASTIC

“This job doesn't pay much but I always want to go to work”

“Teaching is not like any other job. It's a passion.”

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PRIMARY SOURCES: AMERICA’S TEACHERS ON AMERICA’S SCHOOLS

NEW YORK

A PROJECT OF SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

“Everyone should finish high school and move on to something higher. I think they all can.”

“Give them standardized tests, but not all the time, and their lives shouldn’t depend on it; and neither should ours.”

“Learning is a lifelong project and all students

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being lifelong learners.”

BILL & MELINDA
GATES foundation

“How do we prepare students for jobs that don’t yet exist?”

“Our job is to ensure that students understand the real-world applications of what they are learning; they have to know that education is everything.”
– *High School Teacher in New York*

***Primary Sources: New York* is meant for use in conjunction with the complete *Primary Sources* report available at www.scholastic.com/primarysources.**

A NOTE FROM SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

In March 2010, Scholastic and the Bill & Melinda Gates Foundation released the landmark study, *Primary Sources: America's Teachers on America's Schools*, placing the opinions of our nation's public school teachers at the center of the discussion on education reform.

More than 40,000 teachers participated in the survey – from every state and at every grade level – and the unprecedented size and scope of the study allows for the release of new, state-level data from New York. *Primary Sources: New York* is based on the responses of more than 1,900 public school teachers across New York State who participated in the national survey.

We asked teachers about the state of American education, the challenges facing students and the variety of supports and tools that teachers need to tackle those challenges. They responded with powerful, nuanced opinions on a number of issues, from student and teacher performance, to classroom innovation and academic standards, to the importance of the school-to-home connection.

Similar to their peers nationwide, teachers from New York had important opinions about the critical issues in education at the national and state levels. Specifically, teachers in New York State:

- Are more likely than teachers nationwide to say that the level of difficulty of their state standards is too low;
- Say clearer standards and common standards across states would make a strong impact on student achievement;
- Are more likely to say clean and safe building conditions are absolutely essential to retaining good teachers;
- Say that, while teacher pay is important, it is not as important as many other, non-monetary issues in retaining good teachers.

It is important to note that *Primary Sources: New York* is a small subset of the data we collected on New York's teachers. Although we have selected the most statistically significant and state-relevant data for inclusion in this mini-report, we encourage you to look at the additional data on New York State available in the appendices of the complete *Primary Sources* report.

While *Primary Sources: New York* reflects the wide range of voices and opinions of teachers across the state, one thing is constant: Teachers teach for the love of their students and the chance to make a difference in those young lives. Our goal should be to do all we can to support them in this endeavor.

Sincerely,



Margery Mayer

President, Scholastic Education, Scholastic Inc.



Vicki L. Phillips

Director of Education, College Ready, United States Program

THE CHALLENGE

New York's Teachers Recognize the Challenges Facing Their Students

As is the case with teachers across the nation, teachers in New York are keenly aware of the limitations of a high school diploma and the disconnect between students' current levels of achievement and the levels at which they must perform to achieve success beyond high school.

Specifically, in New York State:

- Teachers are near unanimous in saying that a high school diploma is not enough for today's students. Ninety-two percent of teachers in the state say that the most important goal of schools and teaching is to prepare students for success beyond high school (93% nationally).
- Nine out of 10 teachers say that not all their students could leave high school prepared to succeed in a 2- or 4-year college (91% nationally).
- Only 15% of teachers strongly agree that students enter their classroom prepared for on-grade-level work, with another 41% agreeing "somewhat" (16% and 44% nationally).
- Only 27% of teachers rate the academic achievement of students at their school as "Excellent" (28% nationally).
- Only half (49%) of teachers agree that more than 75% of the students currently in their classes could leave high school prepared to succeed in a 2-or-4-year college (46% nationally).

STATE AND NATIONAL STANDARDS

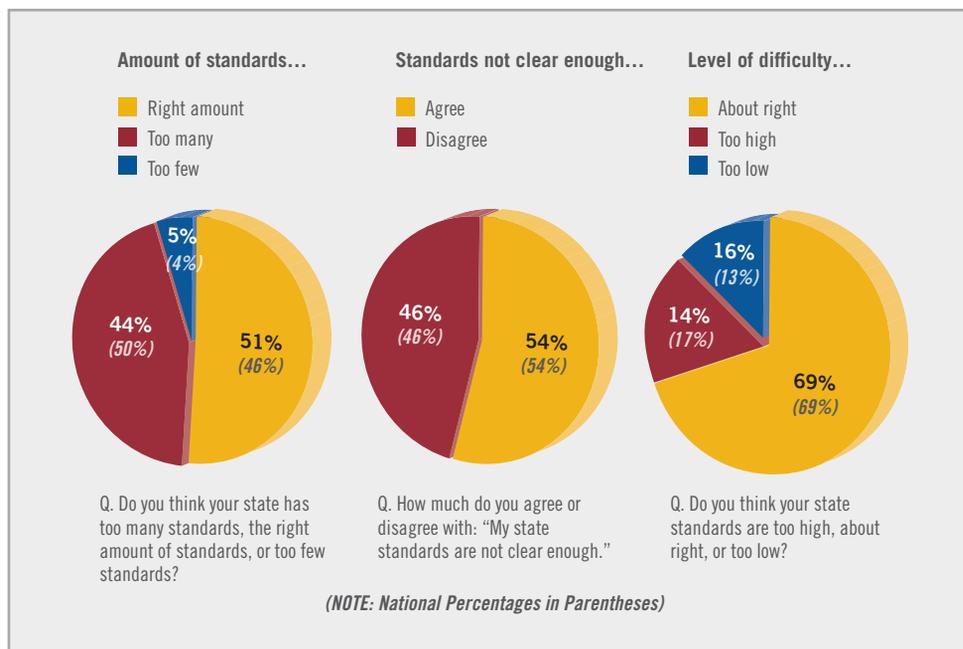
New York Teachers' Views on Current New York State Standards

Like their peers across the nation, teachers in New York recognize the role of academic standards in improving student achievement and preparedness.

They are divided, however, in their opinions on the amount, clarity and rigor of their state standards:

- Teachers are split in their opinions on amount of state academic standards, with nearly half saying that New York has too many standards (44%) and about half saying that the number of standards in New York is “about right” (51%), (50% and 46% nationally, respectively).
- As with their peers nationwide, a very small number of teachers in New York (5%) believe that the state has too few standards (4% nationally).
- New York’s teachers align with teachers across the country on their opinions on clarity of their state standards, with about half saying standards are clear enough (46%) and nearly half saying they are not (54%).
- Nearly seven in 10 teachers say the level of difficulty of their state standards is about right, with the remaining three in 10 teachers being split on standards being too high or too low.

Teachers' Views on New York State Standards

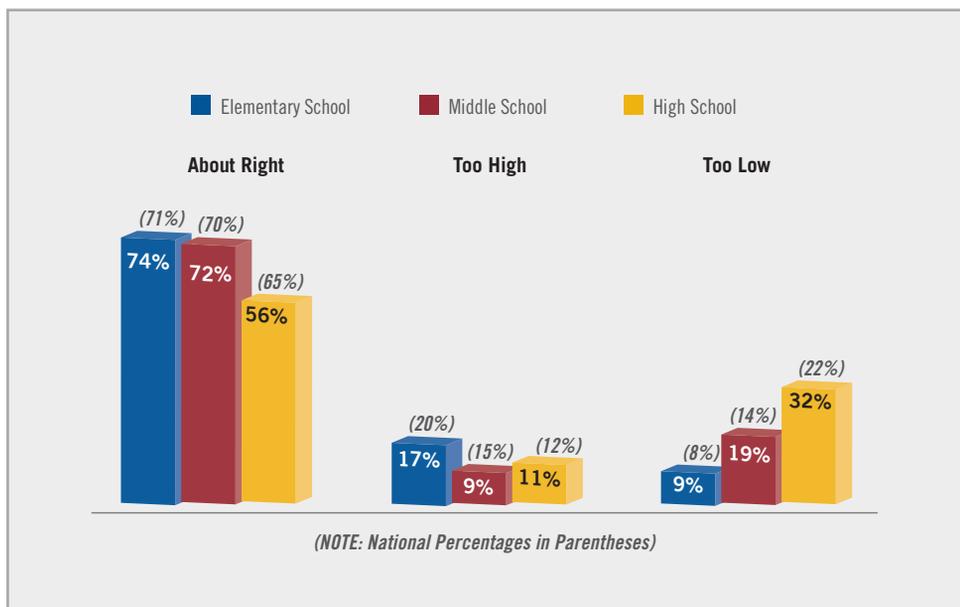


New York Teachers' Views on Standards Shift as Students Progress in Grade Level

While the majority of teachers across grade levels (56%-74%) say the degree of difficulty of state standards is about right, meaningful percentages feel otherwise:

- Elementary school teachers are more likely than middle and high school teachers to say New York state standards are too high (17% vs. 9% and 11%, respectively),
- Teachers of older students—particularly high schoolers—are more likely to think that New York state standards are too low (19% and 32% of middle and high school teachers, respectively, vs. 9% of elementary school teachers)
- High school teachers in New York are almost 50% more likely than the national average of high school teachers to say their state standards are too low (32% in New York, 22% nationally).

Degree of Difficulty of New York State Standards, by School Level



New York Teachers Support Clearer Standards, Common Across States

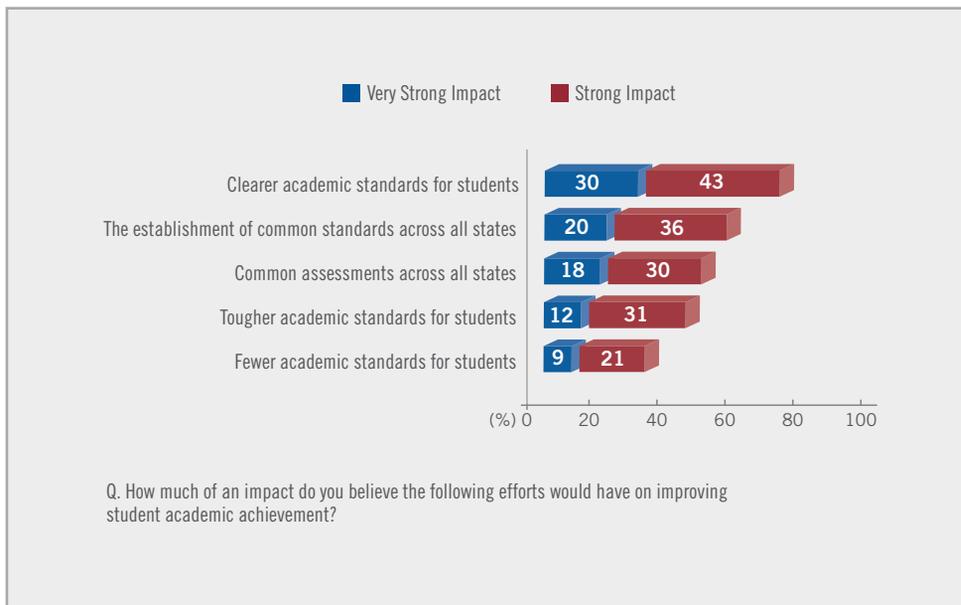
As is the case with teachers nationwide, New York teachers support the development of clearer standards and of standards that are common across all states. They say the measures would have a very strong/strong impact on improving student academic achievement:

- Clearer academic standards for students (73% in New York, 74% nationally)
- The establishment of common standards across all states (57% in New York, 60% nationally)

Also in keeping with the views of teachers across the country, New York teachers are less certain that fewer and more challenging standards would make a strong or very strong impact on improving student achievement:

- Tougher academic standards for students (44% in New York, 45% nationally)
- Fewer academic standards for students (30% in New York, 34% nationally)

New York Teachers' Views on the Impact Changes to Current Standards Would Have on Improving Academic Achievement



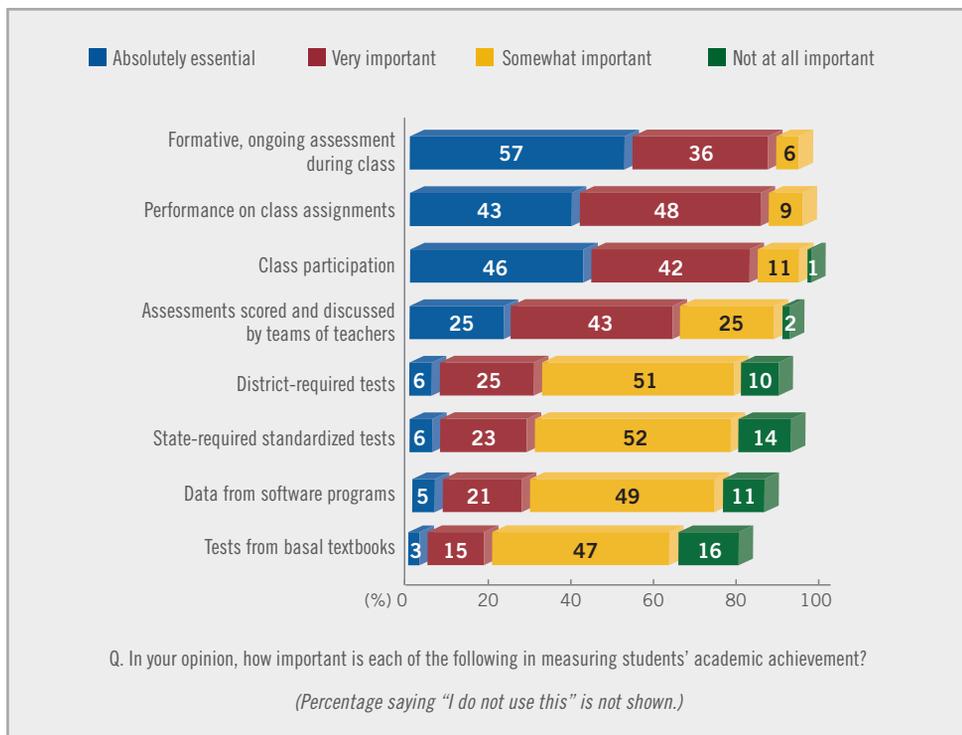
EVALUATING STUDENT AND TEACHER PERFORMANCE

New York Teachers' Views on Evaluating Student Performance

New York's teachers are similar to the nation's teachers in their firm belief that student assessment should be driven by in-classroom experiences, including formative ongoing assessments, class participation and performance on class assignments.

Teachers in New York also see value in standardized tests as a way to evaluate student performance. Only 10% and 14% of teachers say district- and state-required tests, respectively, are “not at all” important in measuring student academic achievement (11% and 16% nationally).

New York Teachers' Views on Importance of Student Performance Measures



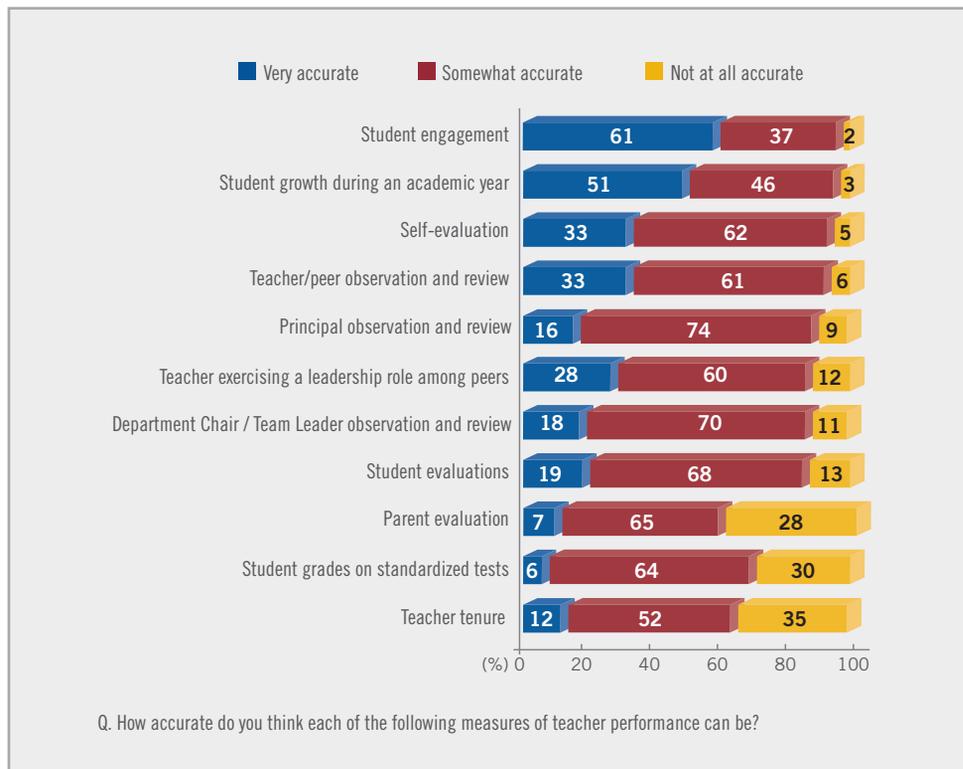
Further, as displayed in the chart on page 5, almost half (47%) of teachers in New York say common assessments across states would make a very strong or strong impact on improving student achievement—with an additional 37% saying these would make a moderate impact.

New York Teachers' Views on Evaluating Student Performance

In qualitative conversation, teachers stress a desire for their performance to be based on factors they can impact directly—like student growth and student engagement—and not on factors that fail to consider the realities of individual students in individual classrooms.

This is clearly borne out in *Primary Sources* data at both the national and New York levels. By far, teachers say that student growth over the course of an academic year and student engagement are the most accurate measures of teacher performance. Only 6% of teachers in New York feel that student grades on standardized tests are a very accurate measure of teacher performance (7% nationally).

New York Teachers' Views on the Degree of Accuracy of Measures of Teacher Performance



Teachers in New York are also significantly more likely than teachers nationwide to view tenure as a measure of teacher performance. Sixty-five percent of New York teachers label tenure as either a somewhat or very accurate measure of teacher performance. Nationwide, that number drops to 57%.

TEACHER RETENTION

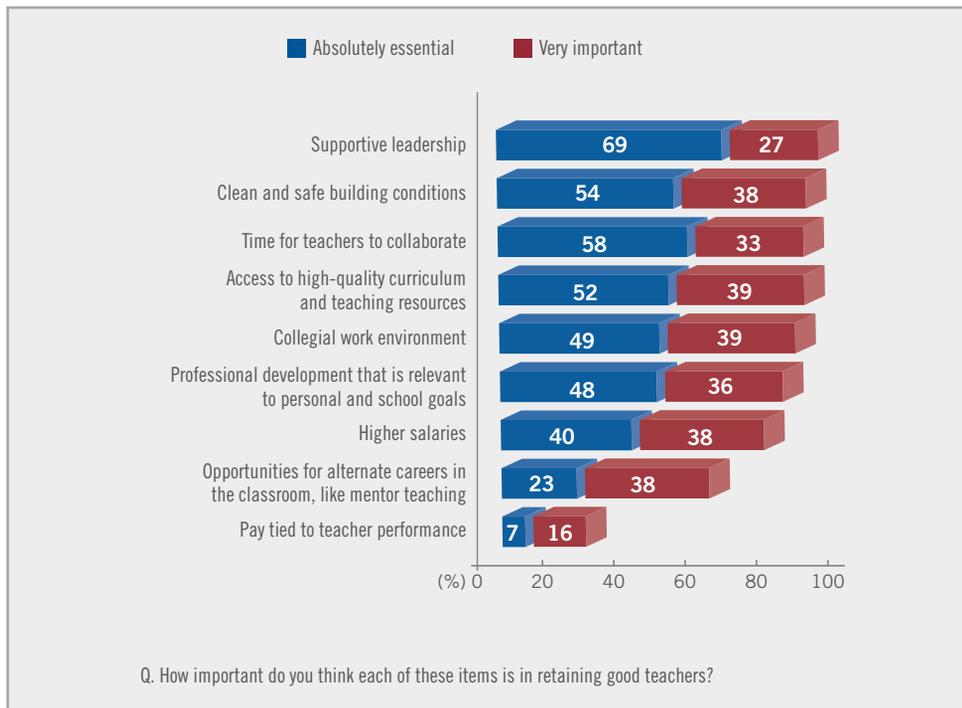
New York Teachers' Views on Factors Impacting Teacher Retention

Overall, New York teachers feel similarly to their peers nationwide when it comes to the importance of various factors in retaining good teachers. In nearly every single state in the nation, supportive leadership is by far the most important factor in retaining good teachers, and New York is no exception. In New York, 69% of teachers say that supportive leadership is absolutely essential in retaining good teachers (68% nationally).

New York teachers also differ slightly from teachers nationally in two other areas relating to teacher retention:

- They are more likely to say clean and safe building conditions are absolutely essential (54% in New York, 45% nationally).
- They are more likely to say opportunities for alternative careers in the classroom are absolutely essential or very important (60% in New York, 53% nationally).

New York Teachers' Views on Factors Impacting Teacher Retention

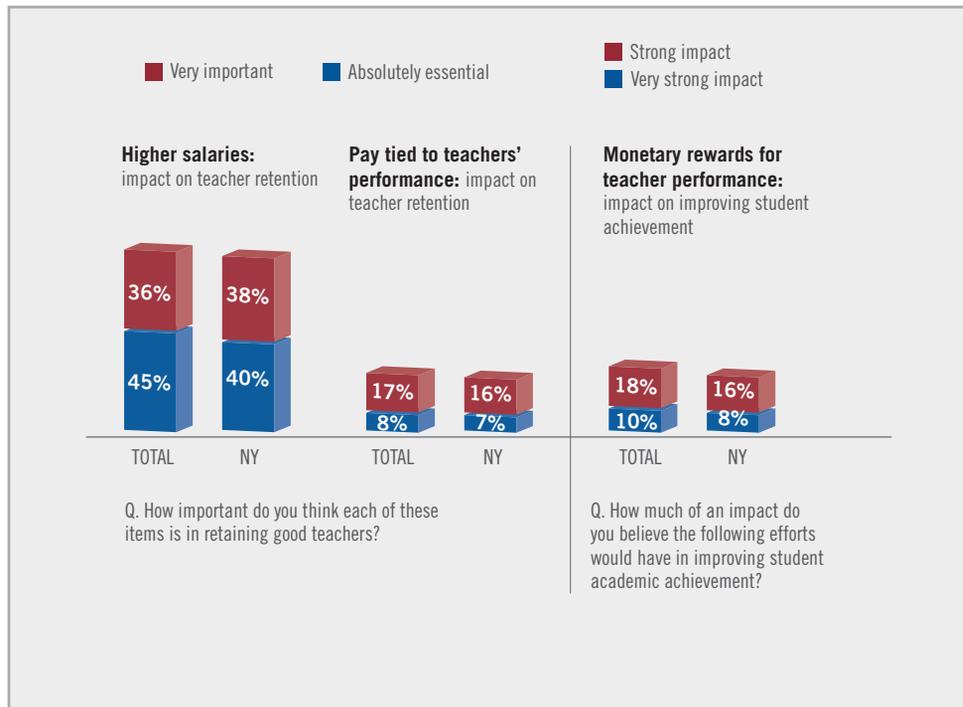


New York Teachers' Views on Monetary Compensation

While the impact of higher salaries on teacher retention varies across states, it consistently ranks lower than other non-monetary measures; this is no different in New York. The state's teachers rank higher salaries seventh out of nine items impacting teacher retention, with 40% of New York teachers saying it is absolutely essential to retaining good teachers (slightly lower than the national average of 45%).

When discussing other issues of monetary compensation, however, teachers in New York State align with their peers nationwide. Nearly one quarter of New York's teachers believe that monetary rewards for teacher performance would have a very strong/strong impact on improving student academic achievement (23% in New York, 28% nationally).

New York Teachers' Views on Monetary Issues



Methodology

This report is based on the responses of the 1,906 teachers in New York who participated in the national survey for *Primary Sources: America's Teachers on America's Schools*. The data reflect a cross-section of New York's teachers across many teacher and school characteristics, including grade level(s) taught, years of teaching experience and community income.

The fieldwork for this survey was conducted in March through June of 2009 by phone (n=546) and online (n=1,360). For more details on the methodology of this study, please see the full *Primary Sources* report at: www.scholastic.com/primarysources.



SCHOLASTIC

“This job doesn't pay much but I always want to go to work”

“Teaching is not like any other job. It's a passion.”

“Value should be placed on education. Every job, career, and occupation starts here.”

“Standards are about equity and expectation.”

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“If you're not tech-savvy, you can't compete in the global marketplace.”

“Role model the skills, believe in the students, and never give up.”

“If we are going to compete as a nation we should be learning as a nation.”

“We have a great system for getting them through the system. We don't have a great system to teach them to think outside the box.”

BILL & MELINDA
GATES foundation

“There is not just a problem. It will take a partnership of teachers, parents and administrators to improve student achievement. No one and no thing can accomplish this monumental task alone.”

“Treat all students equally, provide high-quality teaching, have high expectations and students will succeed.”

“In today’s world it is absolutely necessary for students to achieve at the highest level their ability allows, and then go beyond.”

PRIMARY SOURCES: AMERICA’S TEACHERS ON AMERICA’S SCHOOLS

OHIO

A PROJECT OF SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

“Everyone should finish high school and move on to something higher. I think they all can.”

“Give them standardized tests, but not all the time, and their lives shouldn’t depend on it; and neither should ours.”

“Learning is a lifelong project and all students

are capable

being lifelong learners.”

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“How do we prepare students for jobs that don’t yet exist?”

“Treat teachers as trusted professionals, provide them with the right tools, and students will find success.”
– *Middle School Teacher in Ohio*

***Primary Sources: Ohio* is meant for use in conjunction with the complete *Primary Sources* report available at www.scholastic.com/primarysources.**

A NOTE FROM SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

In March 2010, Scholastic and the Bill & Melinda Gates Foundation released the landmark study, *Primary Sources: America's Teachers on America's Schools*, placing the views of our nation's public school teachers at the center of the discussion on education reform.

More than 40,000 teachers participated in the survey – from every state and at every grade level – and the unprecedented size and scope of the study allows for the release of new, state-level data from Ohio. *Primary Sources: Ohio* is based on the responses of more than 1,600 public school teachers across the state of Ohio who participated in the national survey.

We asked teachers about the state of American education, the challenges facing students and the variety of supports and tools that teachers need to tackle those challenges. They responded with powerful, nuanced opinions on a number of issues, from student and teacher performance, to classroom innovation and academic standards, to the importance of the school-to-home connection.

Similar to their peers nationwide, teachers from Ohio had important opinions about the critical issues in education at the national and state levels. Specifically, in Ohio:

- Teachers are slightly more likely than teachers nationwide to rate student academic achievement at their school as “Excellent” (32% in Ohio, 28% nationally).
- Teachers are significantly more likely than teachers nationwide to say that their state has too many standards (60% in Ohio, 50% nationally).
- Even though a majority (71%) of teachers say the level of difficulty of their state standards is about right. Significantly more say standards are too high rather than too low (19% vs. 9%).
- Teachers are less likely than their peers nationwide to view monetary performance rewards for teachers as making a strong impact on either student achievement or teacher retention.

It is important to note that *Primary Sources: Ohio* is a small subset of the data we collected on Ohio's teachers. Although we have selected the most statistically significant and state-relevant data for inclusion in this mini-report, we encourage you to look at the additional data on Ohio available in the appendices of the complete *Primary Sources* report.

While *Primary Sources: Ohio* reflects the wide range of voices and opinions of teachers across the state, one thing is constant: Teachers teach for the love of their students and the chance to make a difference in those young lives. Our goal should be to do all we can to support them in this endeavor.

Sincerely,



Margery Mayer

President, Scholastic Education, Scholastic Inc.



Vicki L. Phillips

Director of Education, College Ready, United States Program

THE CHALLENGE

Ohio's Teachers Recognize the Challenges Facing Their Students

Teachers in Ohio are keenly aware of the limitations of a high school diploma and the disconnect between students' current levels of achievement and the levels at which they must perform to achieve success beyond high school.

Specifically, in Ohio:

- Teachers say that a high school diploma is not enough for today's students. Ninety-four percent of teachers in the state say that the most important goal of schools and teaching is to prepare students for success beyond high school (93% nationally).
- Nine out of 10 teachers say that not all their students could leave high school prepared to succeed in a 2- or 4-year college (91% nationally).
- Less than two in 10 (18%) teachers strongly agree that their students enter their classroom prepared for on-grade-level work (an additional 47% "somewhat agree"). This is similar to 16% and 44%, respectively, among teachers nationwide.
- Teachers are slightly more likely than the national average to rate student academic achievement at their schools as "Excellent" (32% in Ohio, 28% nationally).
- Less than half (45%) of teachers say that more than three quarters of the students currently in their classes could leave high school prepared to succeed in a 2- or 4-year college (46% nationally).

Teachers in Ohio's Low-Income Communities Recognize Added Challenges

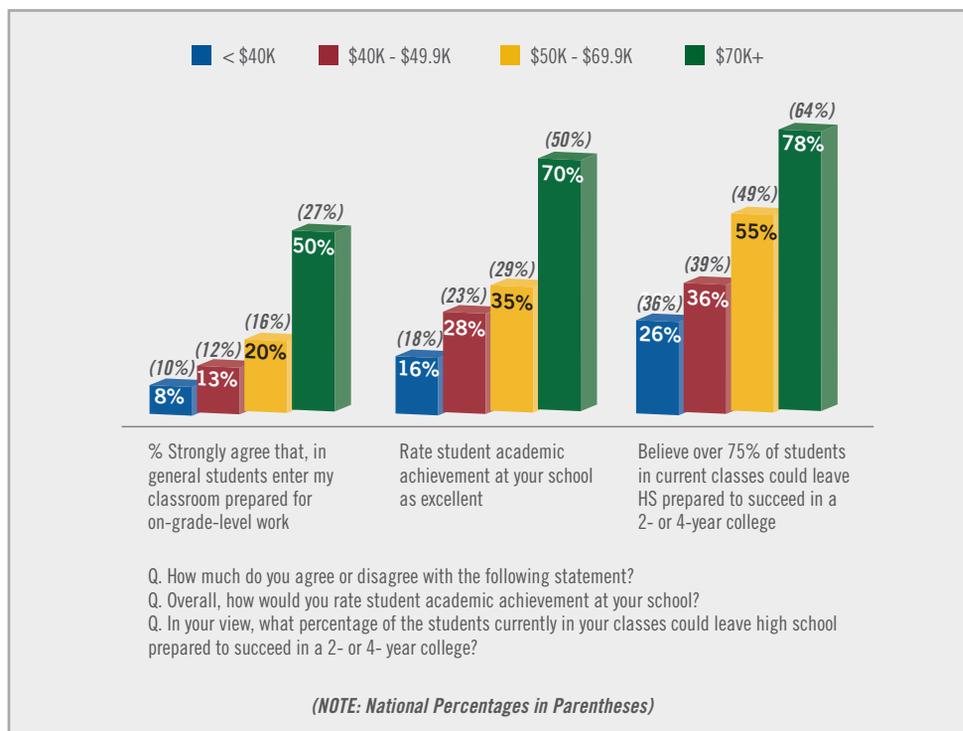
As with teachers nationwide, a comparison of responses from teachers in low- and high-income communities in Ohio underscores the inequity facing students in schools across the state and to the stark differences in teachers' perceptions of their students' ability to meet the challenges of today's workplace.

This achievement gap identified by teachers in the lowest and highest income communities is far greater in Ohio than it is nationally. For example:

- The gap in the percentage of teachers in lower and higher income communities who strongly agree that students enter their class prepared for on-grade-level work is 17 points nationally: from 10% to 27%. In Ohio, that gap is 42 points (from 8% to 50%).

- Similarly large gaps—both much larger than the average nationwide gap—are seen in teacher ratings of student achievement at their school and in teacher estimates of how many of their students could leave high school prepared to succeed in college.

Ohio Teachers' Views on Student Preparedness, by School Median Household Income



It is important to note that despite the added challenges faced by teachers in low-income communities in Ohio, there is little difference in their views and the views of their peers in high-income communities on the reform-related issues discussed in this report and in the complete *Primary Sources*.

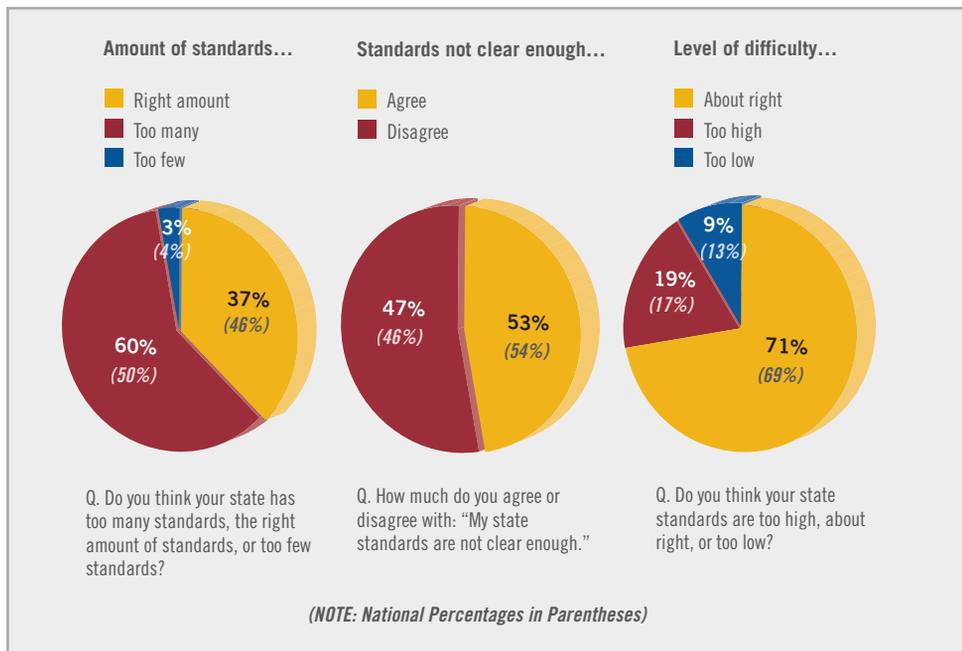
STATE AND NATIONAL STANDARDS

Ohio Teachers' Views on Current Ohio State Standards

As is the case with their peers across the nation, teachers in Ohio recognize the role of academic standards in improving student achievement and preparedness. They are divided, however, in their opinions on the amount and clarity of their state standards:

- A majority of teachers (60%) feel that Ohio has too many state standards. Fewer than four in 10 say the number of standards is “about right.” These opinions are significantly different than the opinions of their peers nationwide (50% “too many” and 46% “about right”).
- A solid majority (71%) say the level of difficulty of their state standards is about right. Of the remaining three in 10 teachers, significantly more believe state standards are too high (19%) than too low (9%).

Teachers' Views on Ohio State Standards

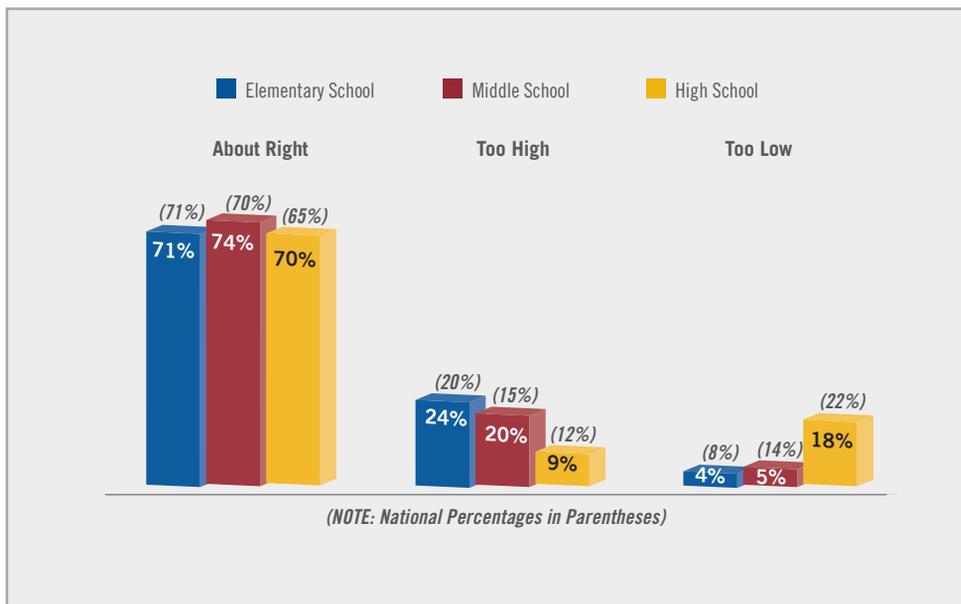


Ohio Teachers' Views on Standards Shift as Students Progress in Grade Level

Although seven in 10 teachers at all school levels say the level of difficulty of Ohio's standards is "about right," the views among the remaining three in 10 vary significantly by grade(s) taught.

Elementary and middle school teachers are more than twice as likely as high school teachers to say standards are too high, while high school teachers are over three times likely as elementary and middle school teachers to think they are too low.

Degree of Difficulty of Ohio State Standards, by School Level



Ohio Teachers Support Clearer Standards, Common Across States

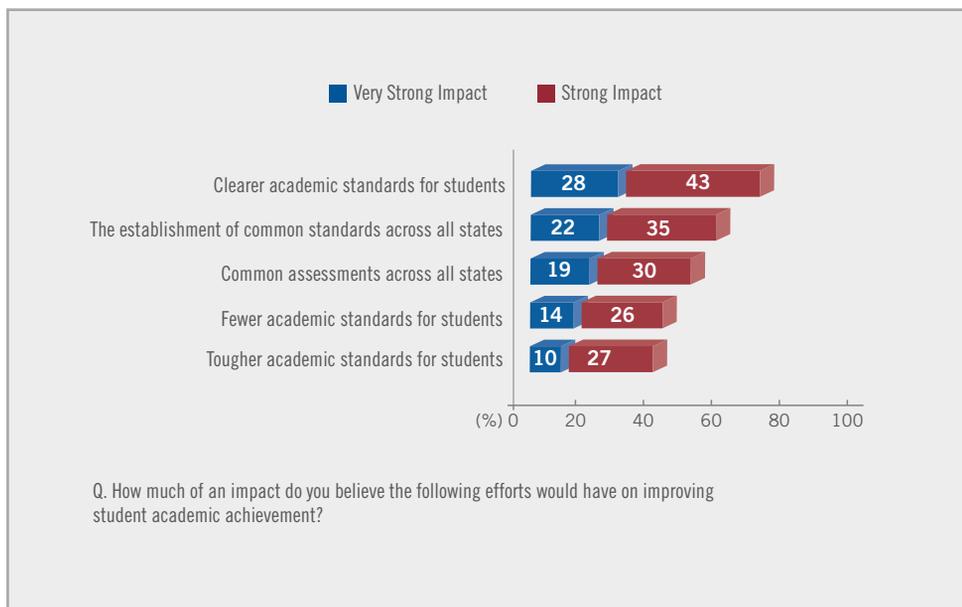
Ohio's teachers support the establishment of clear and common standards across states. They say the following measures would have a very strong/strong impact on improving student achievement:

- Clearer academic standards for students (71% in Ohio, 74% nationally)
- The establishment of common standards across all states (56% in Ohio, 60% nationally)

In keeping with the views of teachers across the country, Ohio's teachers are far less certain that fewer and more challenging standards would make a strong or very strong impact on improving student achievement:

- Tougher academic standards for students (37% in Ohio, 45% nationally)
- Fewer academic standards for students (40% in Ohio, 34% nationally)

Ohio Teachers' Views on the Impact Changes to Current Standards Would Have on Improving Academic Achievement



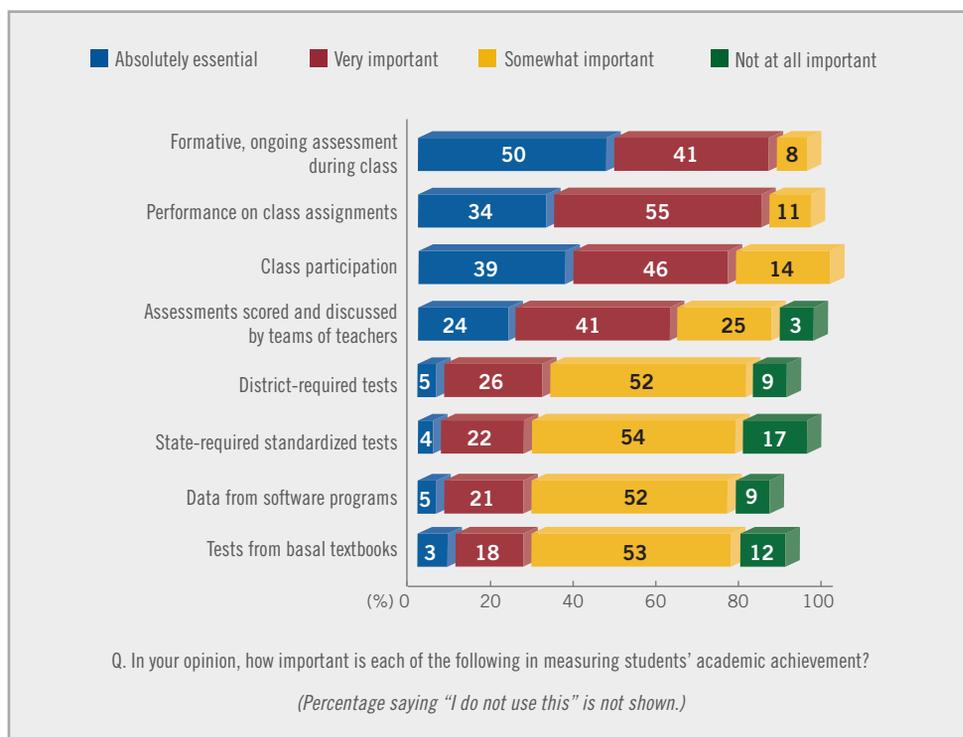
EVALUATING STUDENT AND TEACHER PERFORMANCE

Ohio Teachers' Views on Evaluating Student Performance

Ohio teachers are similar to the nation's teachers in their firm belief that student assessment should be driven by in-classroom experiences, including formative ongoing assessments, class participation and performance on class assignments.

Teachers in Ohio also see value in standardized tests as a way to evaluate student performance. Only 9% and 17% of teachers say district- and state-required tests, respectively, are “not at all” important in measuring student academic achievement (11% and 16% nationally).

Ohio Teachers' Views on Importance of Student Performance Measures



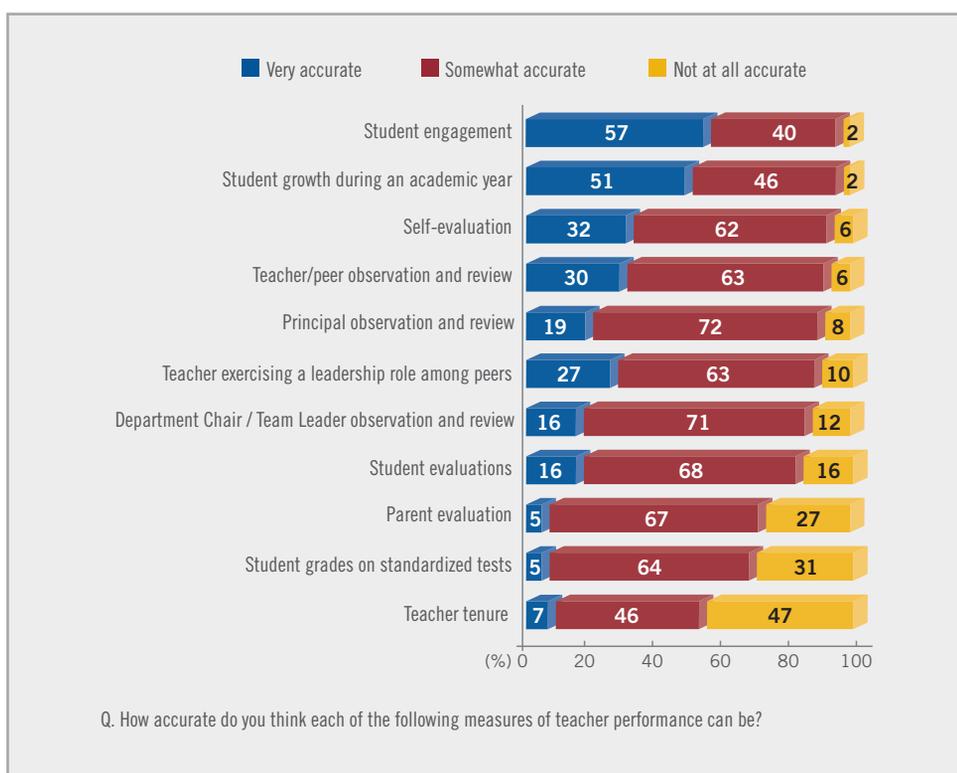
Further, as noted on page 6, 48% of Ohio teachers say common assessments across states would have a very strong or strong impact on improving student achievement—with an additional 36% saying these would make a moderate impact.

Ohio Teachers' Views on Measuring Teacher Performance

In qualitative conversation, teachers stress a desire for their performance to be based on factors they can impact directly—like student growth and student engagement—and not on factors that fail to consider the realities of individual students in individual classrooms.

This is clearly borne out in *Primary Sources* data at both the national and Ohio levels. By far, teachers say that student growth over the course of an academic year and student engagement are the most accurate measures of teacher performance.

Ohio Teachers' Views on the Degree of Accuracy of Measures of Teacher Performance



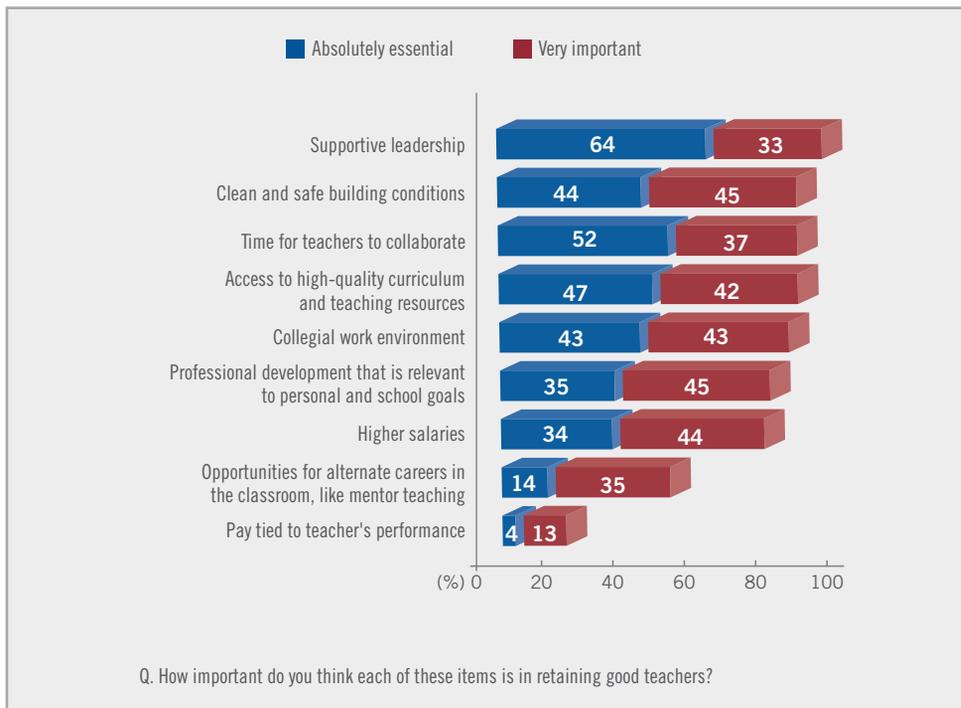
TEACHER RETENTION

Ohio Teachers' Views on Factors Impacting Teacher Retention

Overall, Ohio teachers feel similarly to their peers nationwide when it comes to the importance of various factors in retaining good teachers.

In nearly every state in the nation, supportive leadership is ranked the most important factor in retaining good teachers, and Ohio is no exception. In Ohio, 64% of teachers say that supportive leadership is absolutely essential in retaining good teachers (68% nationally).

Ohio Teachers' Views on Factors Impacting Teacher Retention



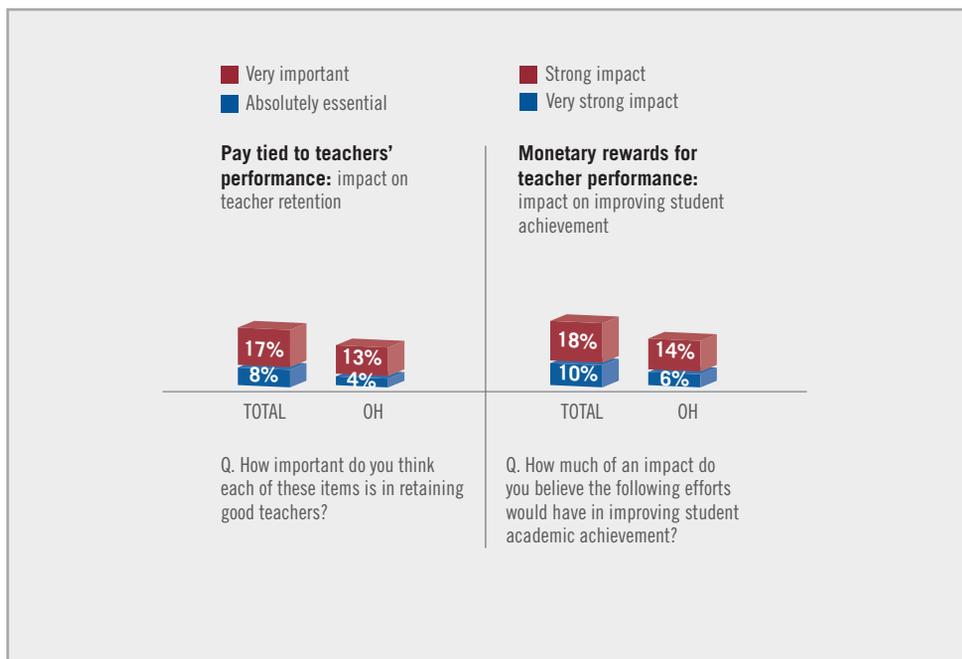
Ohio Teachers' Views on Monetary Compensation

While the impact of higher salaries on teacher retention varies across states, it consistently ranks lower than other, non-monetary measures; this is no different in Ohio. The state's teachers rank higher salaries seventh out of nine items impacting teacher retention, with 34% of Ohio's teachers saying it is absolutely essential in retaining good teachers (lower than the national average of 45%).

Teachers in Ohio are even less likely than teachers nationwide to view pay-for-performance systems as making an impact on either teacher retention or student achievement:

- Only 17% (26% nationally) say that pay for performance is a critical component of retaining good teachers.
- Only one in five (21% in Ohio, 28% nationally) say that monetary rewards for teacher performance would have a very strong/strong impact on improving student academic achievement.

Ohio Teachers' Views on Monetary Issues



Methodology

This report is based on the responses of the 1613 teachers in Ohio who participated in the national survey for *Primary Sources: America's Teachers on America's Schools*. The data reflect a cross-section of Ohio's teachers across many teacher and school characteristics, including grade level(s) taught, years of teaching experience and community income.

The fieldwork for this survey was conducted in March through June of 2009 by phone (n=584) and online (n=1029). For more details on the methodology of this study, please see the full *Primary Sources* report at: www.scholastic.com/primarysources.



SCHOLASTIC

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PRIMARY SOURCES: AMERICA’S TEACHERS ON AMERICA’S SCHOOLS PENNSYLVANIA

A PROJECT OF SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

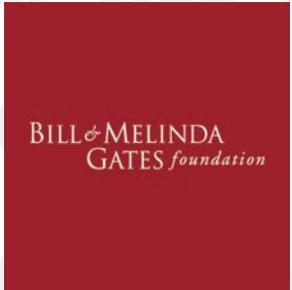
“Everyone should finish high school and move on to something higher. I think they all can.”

“Give them standardized tests, but not all the time, and their lives shouldn’t depend on it; and neither should ours.”

“Learning is a lifelong project and all students

are capable

being lifelong learners.”



“How do we prepare students for jobs that don’t yet exist?”

“We need to prepare teachers to hold all students to high standards and to differentiate instruction to help all students achieve.”
– *Middle School Teacher in Pennsylvania*

***Primary Sources: Pennsylvania* is meant for use in conjunction with the complete *Primary Sources* report available at www.scholastic.com/primarysources.**

A NOTE FROM SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

In March 2010, Scholastic and the Bill & Melinda Gates Foundation released the landmark study, *Primary Sources: America's Teachers on America's Schools*, placing the views of our nation's public school teachers at the center of the discussion on education reform.

More than 40,000 teachers participated in the survey – from every state and at every grade level – and the unprecedented size and scope of the study allows for the release of new, state-level data from Pennsylvania. *Primary Sources: Pennsylvania* is based on the responses of nearly 1,500 public school teachers across the state of Pennsylvania who participated in the national survey.

We asked teachers about the state of American education, the challenges facing students and the variety of supports and tools that teachers need to tackle those challenges. They responded with powerful, nuanced opinions on a number of issues, from student and teacher performance, to classroom innovation and academic standards, to the importance of the school-to-home connection.

Similar to their peers nationwide, teachers from Pennsylvania had important opinions about the critical issues in education at the national and state levels. Specifically, teachers in Pennsylvania:

- Are slightly more likely than the national average to rate student academic achievement at their schools as “Excellent.”
- Are divided in their opinions on the number and clarity of their state academic standards.
- Are less supportive of common standards and assessments across states than are their peers nationwide.
- Are less open to innovative compensation policies when compared to teachers nationwide, and are less likely to see performance rewards for teachers as making a strong impact on student achievement or teacher retention.

It is important to note that *Primary Sources: Pennsylvania* is a small subset of the data we collected on Pennsylvania's teachers. Although we have selected the most statistically significant and state-relevant data for inclusion in this mini-report, we encourage you to look at the additional data on Pennsylvania available in the appendices of the complete *Primary Sources* report.

Although *Primary Sources: Pennsylvania* reflects the wide range of voices and opinions of teachers across the state, one thing is constant: Teachers teach for the love of their students and the chance to make a difference in those young lives. Our goal should be to do all we can to support them in this endeavor.

Sincerely,



Margery Mayer

President, Scholastic Education, Scholastic Inc.



Vicki L. Phillips

Director of Education, College Ready, United States Program

THE CHALLENGE

Pennsylvania's Teachers Recognize the Challenges Facing Their Students

Teachers in Pennsylvania are keenly aware of the limitations of a high school diploma and the disconnect between students' current levels of achievement and the levels at which they must perform to achieve success beyond high school.

Specifically, in Pennsylvania:

- Teachers say that a high school diploma is not enough for today's students. Ninety-six percent of teachers in the state say that the most important goal of schools and teaching is to prepare students for success beyond high school (93% nationally).
- Nine out of 10 (93%) teachers say that not all their students could leave high school prepared to succeed in a 2- or 4-year college (91% nationally).
- Only 21% of teachers strongly agree that their students enter their classroom prepared for on-grade-level work (an additional 45% "somewhat agree"). This is similar to 16% and 44%, respectively, among teachers nationwide.
- Teachers are slightly more likely than the national average to rate student academic achievement at their schools as "Excellent" (33% in Pennsylvania, 28% nationally).
- Less than half (45%) of teachers say that more than three quarters of the students currently in their classes could leave high school prepared to succeed in a 2- or 4-year college (46% nationally).

Teachers in Pennsylvania's Low-Income Communities Recognize Added Challenges

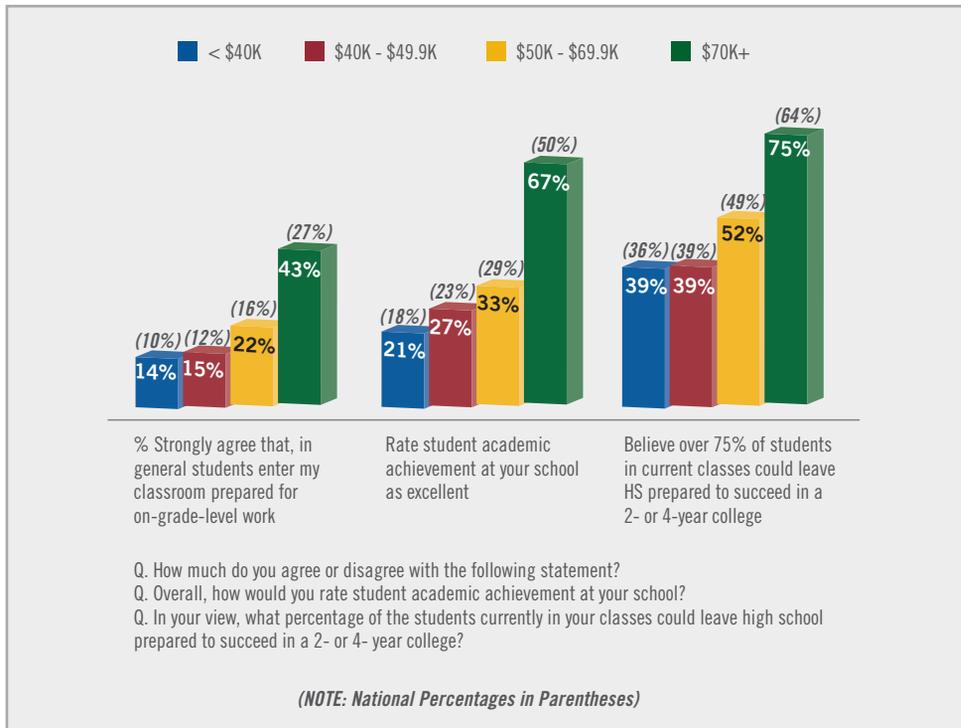
As with teachers nationwide, a comparison of responses from teachers in low- and high-income communities in Pennsylvania underscores the inequity facing students in schools across the state and the stark differences in teachers' perceptions of students' ability to meet the challenges of today's workplace.

This achievement gap identified by teachers in the lowest and highest income communities is far greater in Pennsylvania than it is nationally. For example:

- The gap in the percentage of teachers in lower and higher income communities who strongly agree that students enter their class prepared for on-grade-level work is 17 points nationally: from 10% to 27%. In Pennsylvania, that gap is 29 points (from 14% to 43%).

- Similarly large gaps—both much larger than the average nationwide gap—are seen in teacher ratings of student achievement at their school and in teacher estimates of how many of their students could leave high school prepared to succeed in college.

Pennsylvania Teachers' Views on Student Preparedness, by schools' median household income



It is important to note that despite the added challenges faced by teachers in low-income communities in Pennsylvania, there is little difference in their views and the views of their peers in high-income communities on the reform-related issues discussed in this report, and in the complete *Primary Sources*.

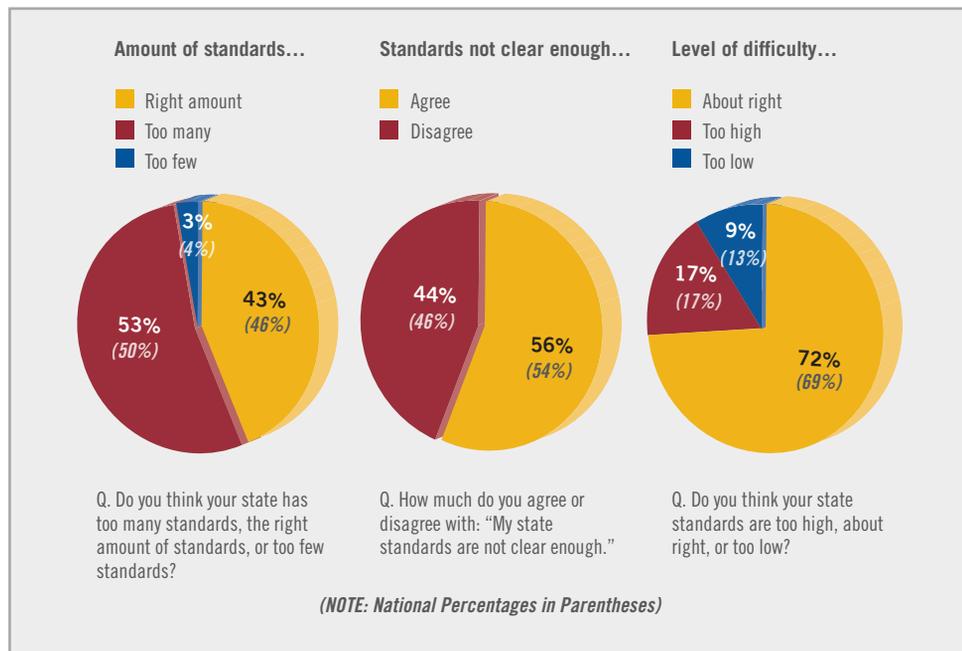
STATE AND NATIONAL STANDARDS

Pennsylvania Teachers' Views on Current Pennsylvania State Standards

As is the case with their peers across the nation, teachers in Pennsylvania recognize the role of academic standards in improving student achievement and preparedness. They are divided, however, in their opinions on the amount and clarity of their state standards:

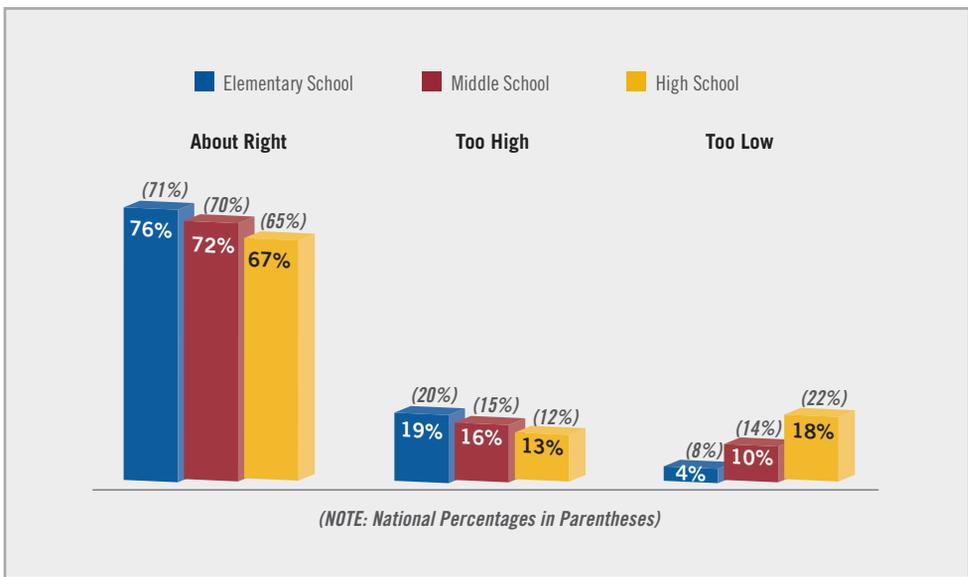
- Teachers are split in their opinions on amount of state academic standards, with just over half saying that Pennsylvania has too many standards (53%) and under half saying that the number of standards is “about right” (43%); (50% and 46% nationally, respectively).
- Like teachers nationwide, a small number of Pennsylvania teachers feel that there are too few standards (3% in Pennsylvania, 4% nationally).
- A slim majority (56%) say that the state’s standards are not clear enough.
- More than seven in 10 Pennsylvania teachers say the level of difficulty of their state standards is about right.

Teachers' Views on Pennsylvania State Standards



Additionally, while the majority of teachers across grade levels say the degree of difficulty of state standards is about right, high school teachers are 4.5 times more likely as elementary school teachers and nearly twice as likely as middle school teachers to say standards are too low.

Degree of Difficulty of Pennsylvania State Standards, by School Level



Pennsylvania Teachers Support Clearer Standards, Common Across States

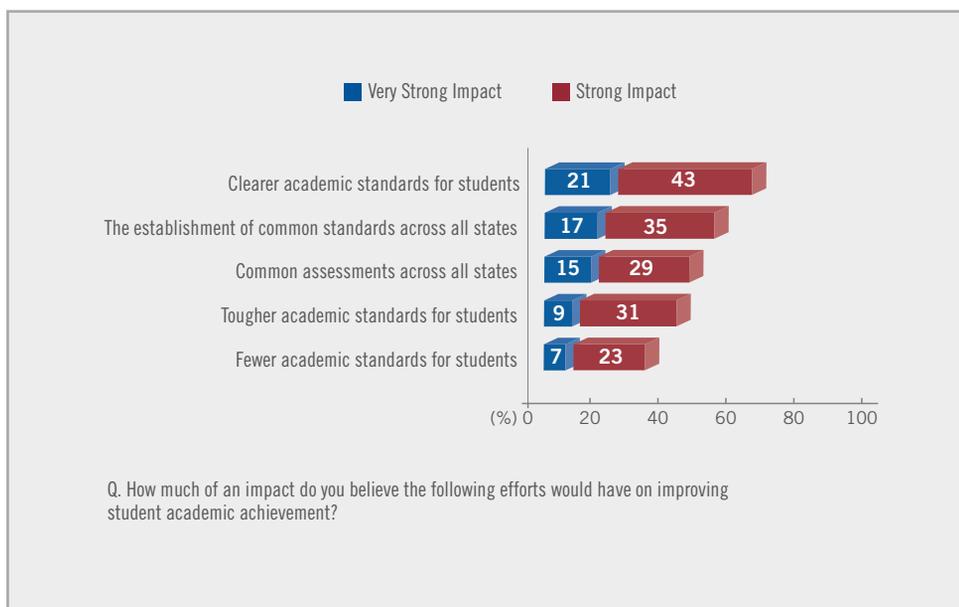
Pennsylvania teachers support the establishment of clear and common standards across states to a lesser extent than do their peers nationwide. They say the following measures would have a very strong/strong impact on improving student achievement:

- Clearer academic standards for students (64% in Pennsylvania, 74% nationally)
- The establishment of common standards across all states (52% in Pennsylvania, 60% nationally)

In keeping with the views of teachers across the country, Pennsylvania’s teachers are less certain that fewer and more challenging standards would make a strong or very strong impact on improving student achievement:

- Tougher academic standards for students (41% in Pennsylvania, 45% nationally)
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Pennsylvania Teachers’ Views on the Impact Changes to Current Standards Would Have on Improving Academic Achievement



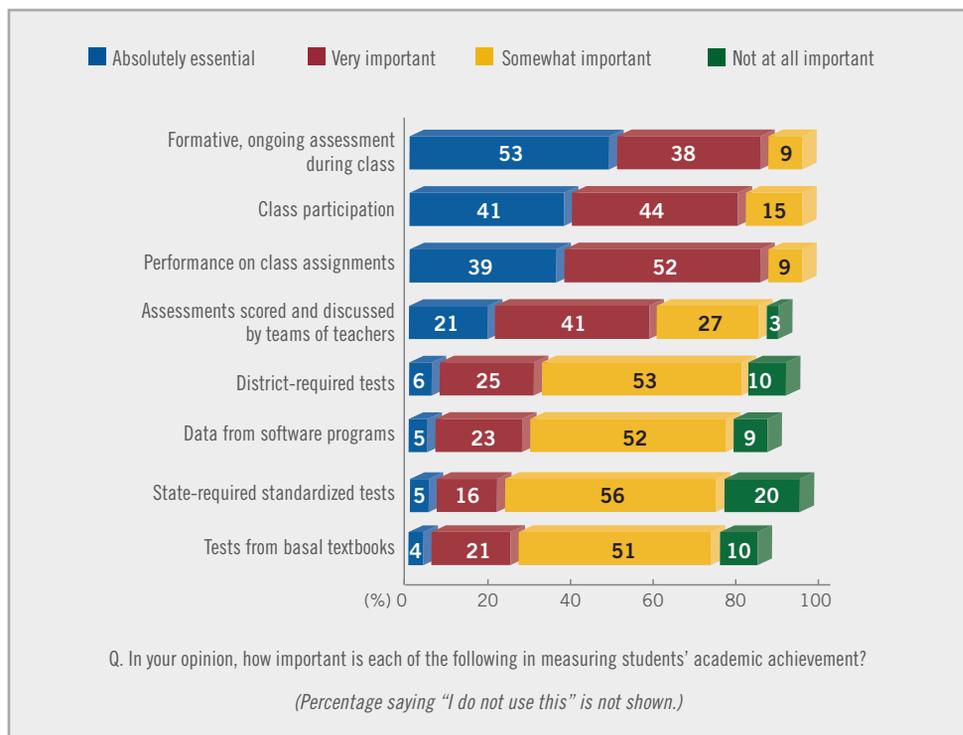
EVALUATING STUDENT AND TEACHER PERFORMANCE

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Teachers in Pennsylvania also see value in standardized tests as a way to evaluate student performance. Only 10% and 20% of teachers say district- and state-required tests, respectively, are “not at all” important in measuring student academic achievement (11% and 16% nationally).

Pennsylvania Teachers' Views on Importance of Student Performance Measures



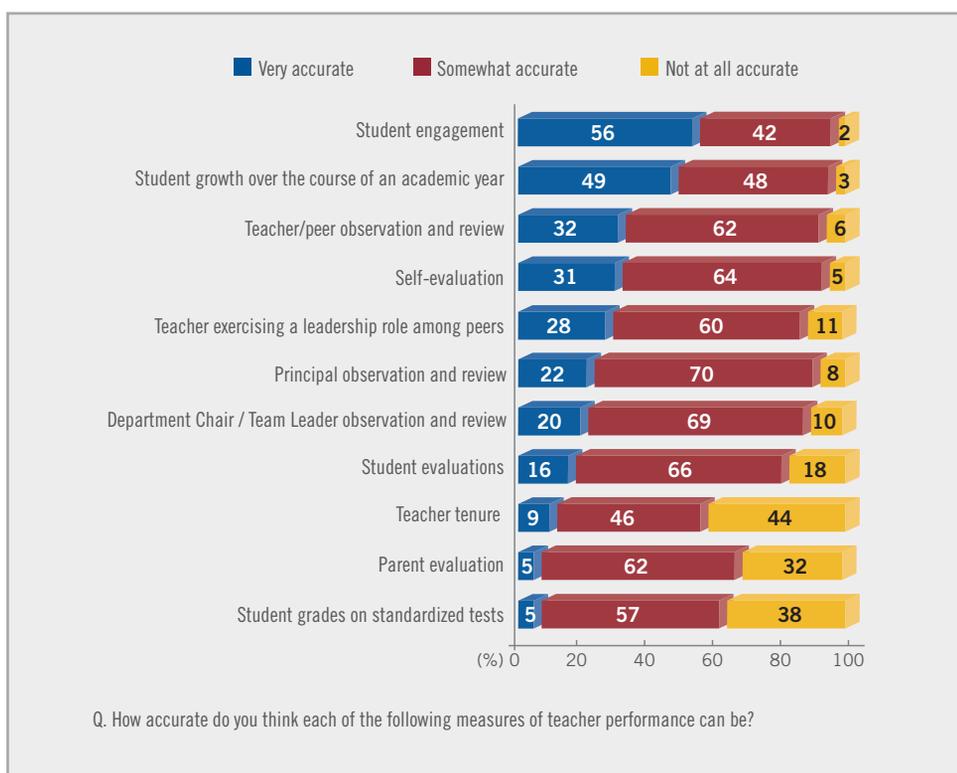
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This is clearly borne out in *Primary Sources* data at both the national and Pennsylvania levels. By far, teachers say that student growth over the course of an academic year and student engagement are the most accurate measures of teacher performance.

Pennsylvania Teachers' Views on the Degree of Accuracy of Measures of Teacher Performance



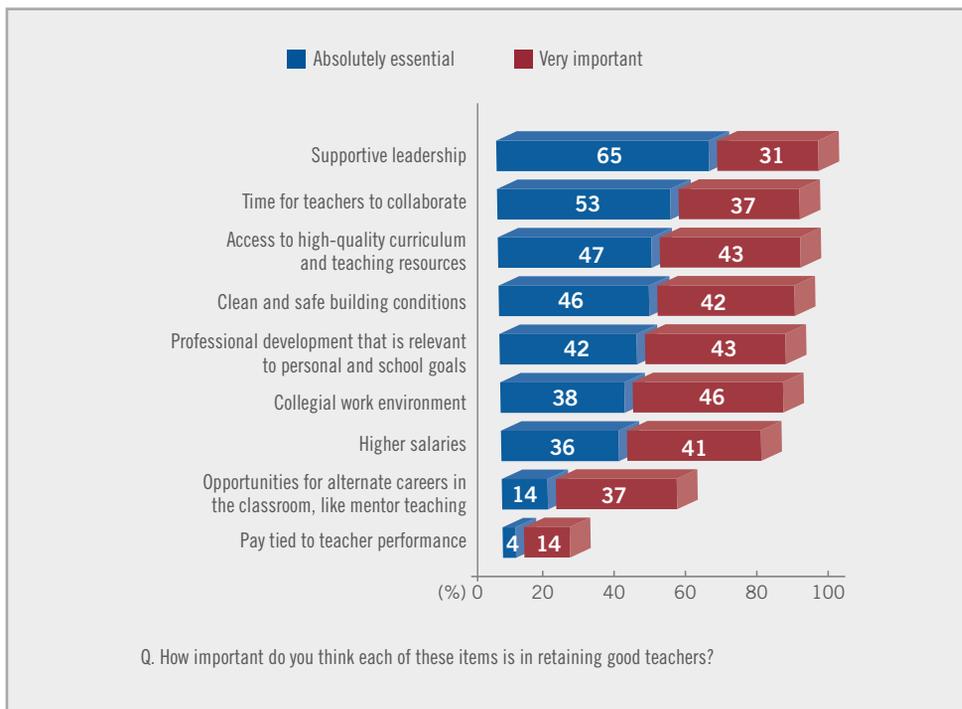
TEACHER RETENTION

Pennsylvania Teachers' Views on Factors Impacting Teacher Retention

Teachers who participated in *Primary Sources* were asked to evaluate the importance of nine different factors in retaining good teachers. This information provided insight on the things teachers most value in their profession.

In nearly every state in the nation, supportive leadership is ranked as the most important factor in retaining good teachers, and Pennsylvania is no exception. In Pennsylvania, 65% of teachers say that supportive leadership is absolutely essential in retaining good teachers (68% nationally).

Pennsylvania Teachers' Views on Factors Impacting Teacher Retention



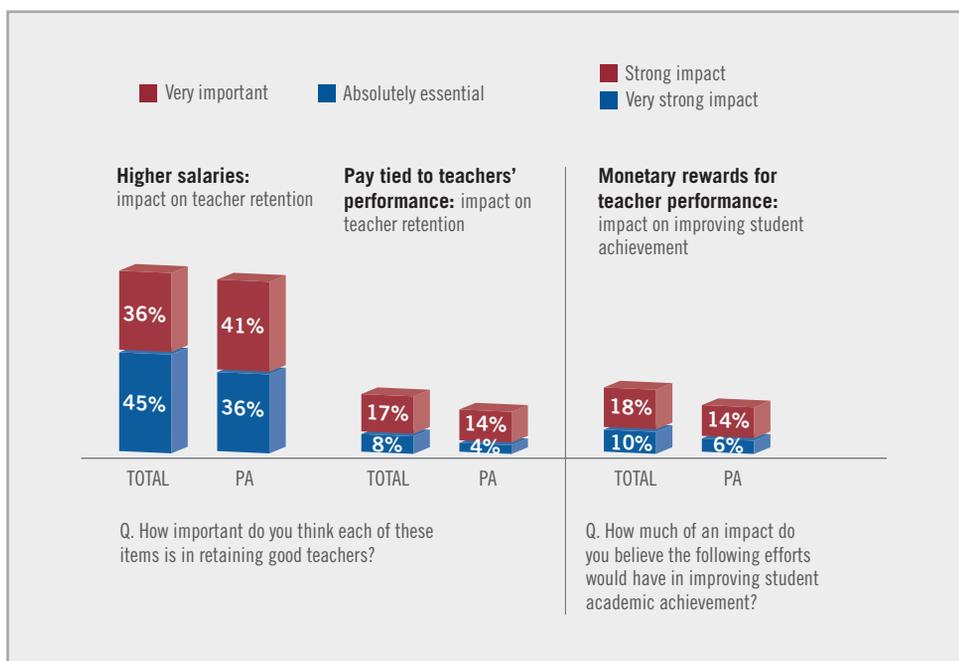
Pennsylvania Teachers' Views on Monetary Compensation

Overall, Pennsylvania teachers' views are in sync with the views of teachers nationally in terms of the importance of various factors in retaining good teachers, with two exceptions—higher salaries and pay tied to teacher performance.

While higher salaries as an essential part of retaining good teachers shows a good deal more variation across states, they are deemed less important by Pennsylvania teachers than by the nation as a whole. Only 36% of teachers in Pennsylvania say higher salaries are absolutely essential, while 45% of teachers nationwide believe the same.

Similarly, only 19% of Pennsylvania teachers find pay tied to teacher performance to be absolutely essential or very important to teacher retention, compared to 26% nationally.

Pennsylvania Teachers' Views on Monetary Issues



Methodology

This report is based on the responses of the 1,493 teachers in Pennsylvania who participated in the national survey for *Primary Sources: America's Teachers on America's Schools*. The data reflect a cross-section of Pennsylvania's teachers across many teacher and school characteristics, including grade level(s) taught, years of teaching experience and community income.

The fieldwork for this survey was conducted in March through June of 2009 by phone (n=594) and online (n=899). For more details on the methodology of this study, please see the full *Primary Sources* report at: www.scholastic.com/primarysources.

“This job doesn't pay much but I always want to go to work”

“Teaching is not like any other job. It's a passion.”

“Standards are about equity and expectation.”

“Value should be placed on education. Every job, career, and occupation starts here.”

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“If you're not tech-savvy, you can't compete in the global marketplace.”

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“We have a great system for getting them through the system. We don't have a great system to teach them to think outside the box.”

“There is not just one solution. It will take a partnership of teachers, parents and administrators to improve student achievement. No one and no thing can accomplish this monumental task alone.”

“Treat all students equally, provide high-quality teaching, have high expectations and students will succeed.”

“In today’s world it is absolutely necessary for students to achieve at the highest level their ability allows, and then go beyond.”

PRIMARY SOURCES: AMERICA’S TEACHERS ON AMERICA’S SCHOOLS

RHODE ISLAND

A PROJECT OF SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

“Everyone should finish high school and move on to something higher. I think they all can.”

“Give them standardized tests, but not all the time, and their lives shouldn’t depend on it; and neither should ours.”

“Learning is a lifelong project and all students

are capable

being lifelong learners.”

“How do we prepare students for jobs that don’t yet exist?”

“Our job is to help students understand that each and every lesson—every moment they spend in school—is critical to their future success.”

– *High School Teacher in Rhode Island*

Primary Sources: Rhode Island is meant for use in conjunction with the complete *Primary Sources* report available at www.scholastic.com/primarysources.

A NOTE FROM SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

In March 2010, Scholastic and the Bill & Melinda Gates Foundation released the landmark study, *Primary Sources: America's Teachers on America's Schools*, placing the views of our nation's public school teachers at the center of the discussion on education reform.

More than 40,000 teachers participated in the survey – from every state and at every grade level – and the unprecedented size and scope of the study allows for the release of new, state-level data from Rhode Island. *Primary Sources: Rhode Island* is based on the responses of 117 public school teachers across the State of Rhode Island who participated in the national survey.

We asked teachers about the state of American education, the challenges facing students and the variety of supports and tools that teachers need to tackle those challenges. They responded with powerful, nuanced opinions on a number of issues, from student and teacher performance, to classroom innovation and academic standards, to the importance of the school-to-home connection.

Similar to their peers nationwide, teachers from Rhode Island had important opinions about the critical issues in education at the national and state levels. Specifically, teachers in Rhode Island:

- Generally say the level of difficulty of Rhode Island's state standards is about right (72%). Of the 28% who do not feel this way, three times as many say standards are too high (21%) than say they are too low (7%).
- Say clearer and common standards across states would make a strong impact on student achievement.
- Rank non-monetary factors like supportive leadership, access to high-quality curriculum and teaching resources as far more important than raising salaries when it comes to the factors that impact teacher retention.
- Put significantly less emphasis than teachers do nationally on higher salaries as important in retaining good teachers (55% vs. 82% say this is absolutely essential or very important).

It is important to note that *Primary Sources: Rhode Island* is a small subset of the data we collected on Rhode Island's teachers. Although we have selected the most statistically significant and state-relevant data for inclusion in this mini-report, we encourage you to look at the additional data on Rhode Island State available in the appendices of the complete *Primary Sources* report. While *Primary Sources: Rhode Island* reflects the wide range of voices and opinions of teachers across the state, one thing is constant: Teachers teach for the love of their students and the chance to make a difference in those young lives. Our goal should be to do all we can to support them in this endeavor.

Sincerely,



Margery Mayer

President, Scholastic Education, Scholastic Inc.



Vicki L. Phillips

Director of Education, College Ready, United States Program

THE CHALLENGE

Rhode Island's Teachers Recognize the Challenges Facing Their Students

Teachers in Rhode Island are keenly aware of the limitations of a high school diploma and the disconnect between students' current levels of achievement and the levels at which they must perform to achieve success beyond high school.

Specifically, in Rhode Island:

- Teachers are nearly unanimous in saying that a high school diploma is not enough for today's students. Ninety-eight percent of teachers in the state say that the most important goal of schools and teaching is to prepare students for success beyond high school (93% nationally).
- Eighty-five percent of teachers say that not all their students could leave high school prepared to succeed in a 2- or 4-year college (91% nationally).
- Only 13% of teachers strongly agree that students enter their classroom prepared for on-grade-level work; another 45% agree somewhat, (16% and 44% nationally).
- Only 25% rate the academic achievement of students at their school as "Excellent" (28% nationally).
- Only four in 10 (43%) of teachers agree that more than 75% of the students currently in their classes could leave high school prepared to succeed in a 2- or 4-year college (46% nationally).

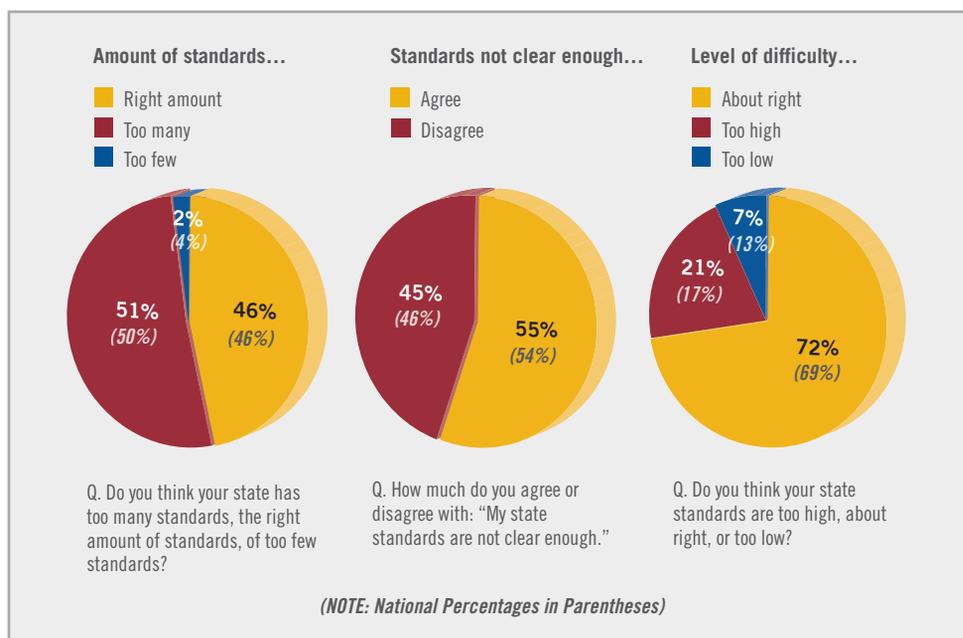
STATE AND NATIONAL STANDARDS

Rhode Island Teachers' Views on Current Rhode Island State Standards

As is the case with their peers across the nation, teachers in Rhode Island recognize the role of academic standards in improving student achievement and preparedness. They are divided, however, in their opinions on the amount and clarity of their state standards:

- Teachers are split in their opinions on the amount of state academic standards, with about half saying that Rhode Island has too many standards (51%) and half saying that the number of standards is “about right” (46%), (51% and 44% nationally, respectively).
- A very small number of teachers in Rhode Island (2%) believe that the state has too few standards (4% nationally).
- Rhode Island’s teachers align with teachers across the country on their opinions of the clarity of their state standards, with about half saying standards are clear enough (45%) and half saying they are not (55%).
- About seven in 10 teachers say the level of difficulty of their state standards is about right, which aligns with national data. In most states, however, the remaining three in 10 teachers are evenly split between thinking their state standards are too high and too low. In Rhode Island, three times as many teachers think their state’s standards are too high (21%) rather than too low (7%).

Teachers' Views on Rhode Island State Standards



Rhode Island Teachers Support Clearer Standards, Common Across States

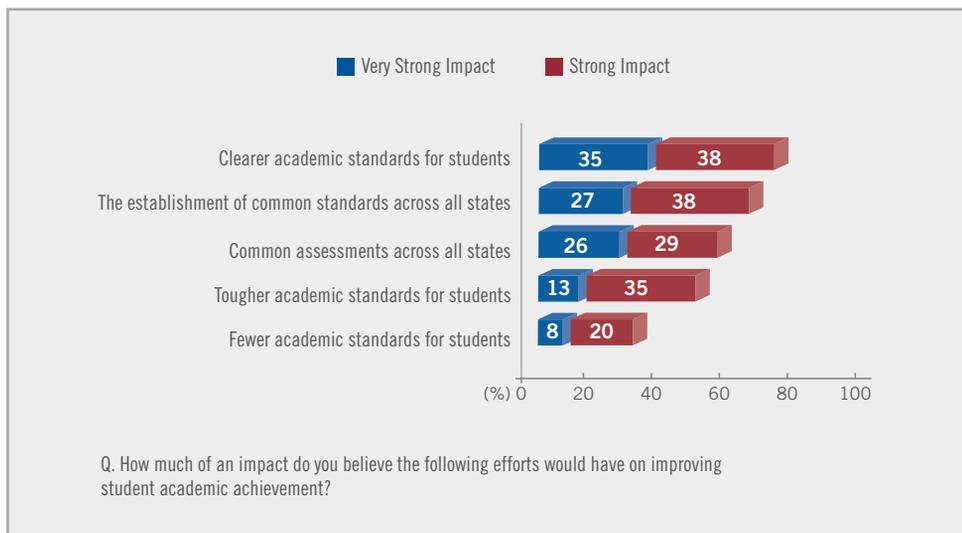
Rhode Island's teachers support the establishment of common standards across states to a slightly greater degree than their peers across the nation. They say the following measures would have a very strong/strong impact on improving student achievement:

- Clearer academic standards for students (73% in Rhode Island, 74% nationally)
- The establishment of common standards across all states (65% in Rhode Island, 60% nationally)

In keeping with the views of teachers across the country, Rhode Island's teachers are less certain that fewer and more challenging standards would make a strong or very strong impact on improving student achievement:

- Tougher academic standards for students (48% in Rhode Island, 45% nationally)
- Fewer academic standards for students (28% in Rhode Island, 34% nationally)

Rhode Island Teachers' Views on the Impact Changes to Current Standards Would Have on Improving Academic Achievement



EVALUATING STUDENT AND TEACHER PERFORMANCE

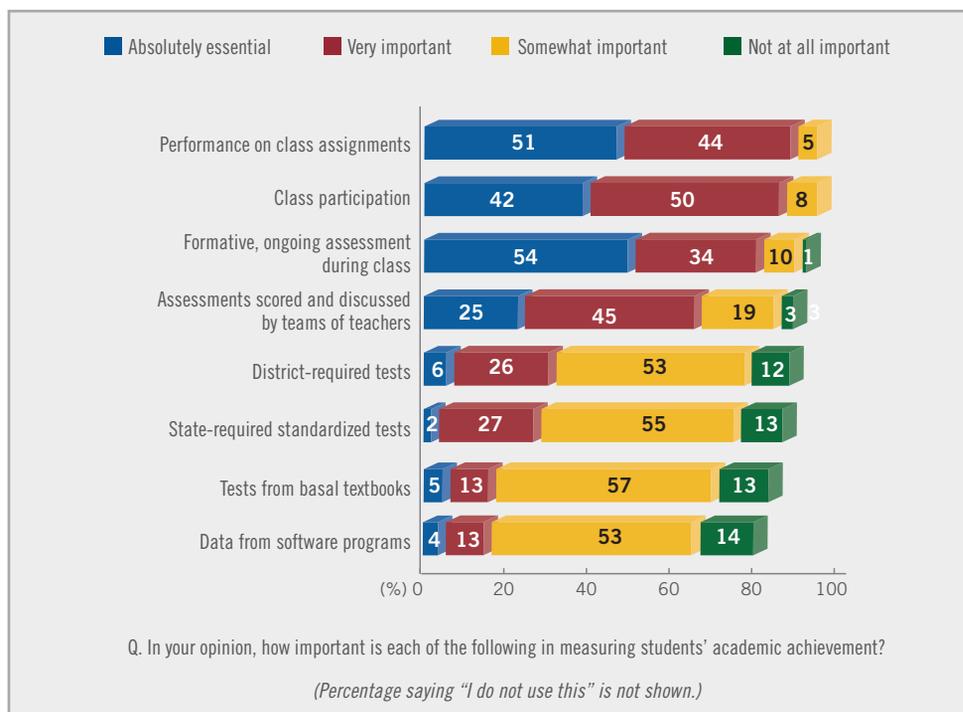
Rhode Island Teachers' Views on Evaluating Student Performance

Rhode Island's teachers are similar to the nation's teachers in their firm belief that student assessment should be driven by in-classroom experiences, including formative ongoing assessments, class participation and performance on class assignments.

The percentage of Rhode Island's teachers who say performance on class assignments is absolutely essential in measuring student achievement is significantly higher than the percentage of teachers nationally who say the same (51% in Rhode Island, 37% nationally).

Teachers in Rhode Island also see value in standardized tests as a way to evaluate student performance. Only 12% and 13% of teachers say district- and state-required tests, respectively, are "not at all" important in measuring student academic achievement (11% and 16% nationally).

Rhode Island Teachers' Views on Importance of Student Performance Measures



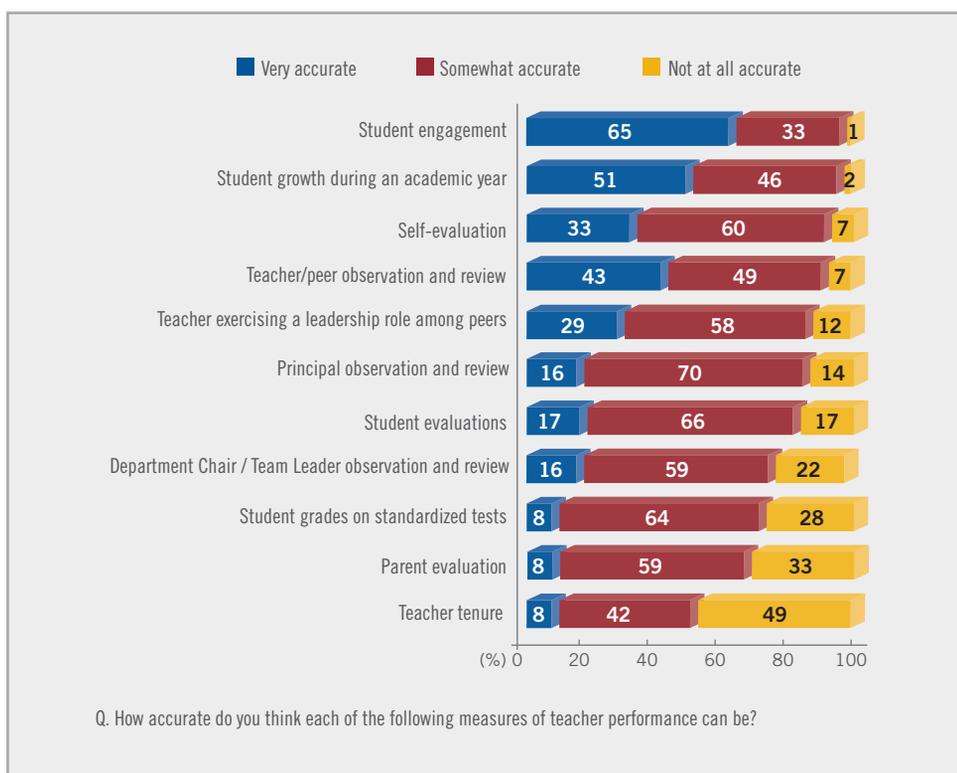
Further, as noted on page 4, 55% of Rhode Island's teachers say common assessments across states would make a very strong or strong impact on improving student achievement.

Rhode Island Teachers' Views on Measuring Teacher Performance

In qualitative conversation, teachers stress a desire for their performance to be based on factors they can impact directly—like student growth and student engagement—and not on factors that fail to consider the realities of individual students in individual classrooms.

This is clearly borne out in *Primary Sources* data at both the national and Rhode Island levels. By far, teachers say that student growth over the course of an academic year and student engagement are the most accurate measures of teacher performance.

Rhode Island Teachers' Views on the Degree of Accuracy of Measures of Teacher Performance



TEACHER RETENTION

Rhode Island Teachers' Views on Factors Impacting Teacher Retention

Teachers who participated in *Primary Sources* were asked to evaluate the importance of nine different factors in retaining good teachers. This information provided insight on the things teachers most value in their profession.

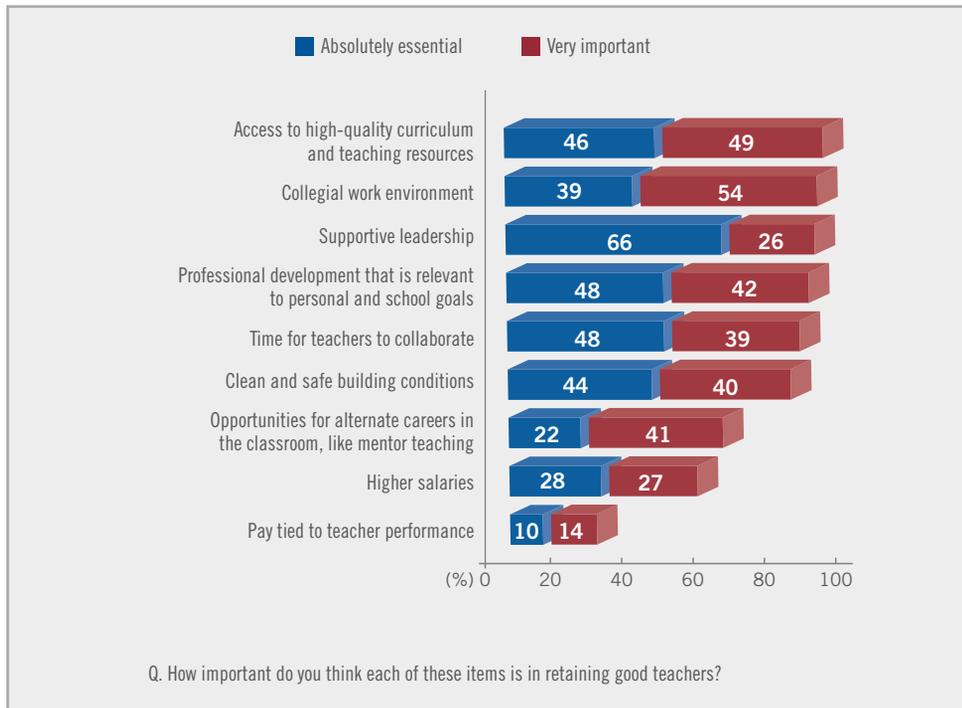
At the national level, the general trends place supportive leadership solidly in the top-ranked slot, followed by other, non-monetary measures like access to high-quality curriculum and teaching resources and a collegial work environment. Higher salaries generally fall in the middle tier of importance while opportunities for alternate careers and pay for performance fall in the lowest tier.

Rhode Island's teachers have a different view on the relative importance of many of these factors: Higher salaries is clearly in the lowest tier of importance, while multiple non-monetary factors are grouped together in the highest tier of importance.

Specifically, the following percentages of teachers in Rhode Island and teachers nationally say each item is absolutely essential or very important in retaining good teachers:

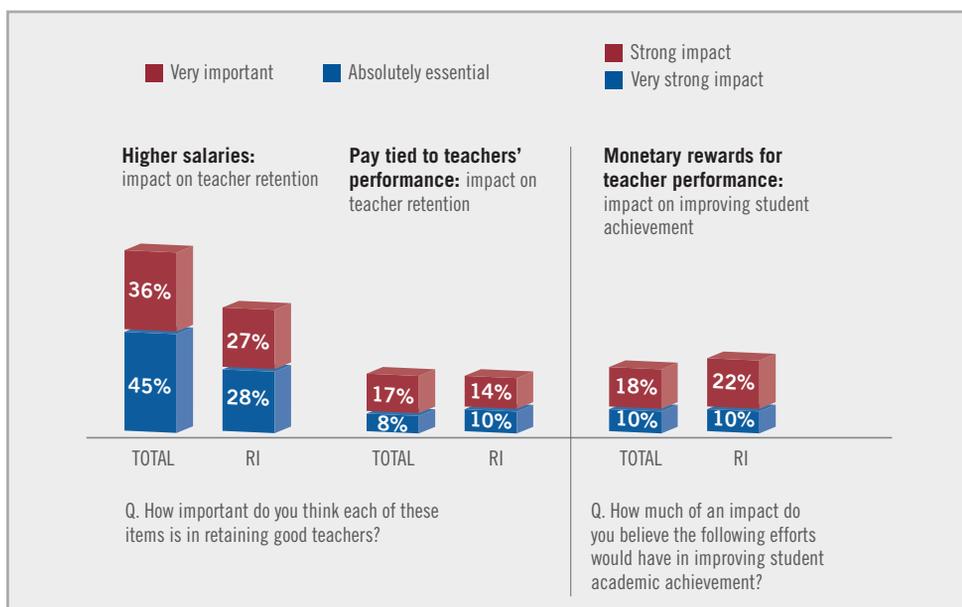
- Collegial work environment (93% in Rhode Island, 85% nationally)
- Opportunities for alternate careers in the classroom, like mentor teaching (63% in Rhode Island, 53% nationally)
- Higher salaries (55% in Rhode Island, 82% nationally)

Rhode Island Teachers' Views on Factors Impacting Teacher Retention



Teachers in Rhode Island are no more or less likely to say that pay for performance is a critical component of retaining good teachers. One in three (32%) say that monetary rewards for teacher performance would have a very strong/strong impact on improving student academic achievement.

Rhode Island Teachers' Views on Monetary Issues



Methodology

This report is based on the responses of the 117 teachers in Rhode Island who participated in the national survey for *Primary Sources: America's Teachers on America's Schools*. The data reflect a cross-section of Rhode Island's teachers across many teacher and school characteristics, including grade level(s) taught, years of teaching experience and community income.

Please note: conclusions about data among Rhode Island's teachers differing from data among teachers nationally are based on statistical significance testing at the 90% confidence level. Nonetheless, because the sample of Rhode Island teachers is relatively small, we encourage that these data be used as part of wider base of knowledge about Rhode Island teachers.

The fieldwork for this survey was conducted in March through June of 2009 by phone (n=46) and online (n=71). For more details on the methodology of this study, please see the full *Primary Sources* report at: www.scholastic.com/primarysources.



SCHOLASTIC

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GATES foundation

“There is not just a curriculum. It will take a partnership of teachers, parents and administrators to improve student achievement. No one and no thing can accomplish this monumental task alone.”

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PRIMARY SOURCES: AMERICA’S TEACHERS ON AMERICA’S SCHOOLS

SOUTH CAROLINA

A PROJECT OF SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

“Everyone should finish high school and move on to something higher. I think they all can.”

“Give them standardized tests, but not all the time, and their lives shouldn’t depend on it; and neither should ours.”

“Learning is a lifelong project and all students

are capable

being lifelong learners.”

“How do we prepare students for jobs that don’t yet exist?”

“If states shared common expectations for testing and standards, everyone would be prepared for the 21st Century. Students need to be successful whether they are learning in South Carolina or New York. We need to close the achievement gaps across the board.”

– *Middle School Teacher in South Carolina*

***Primary Sources: South Carolina* is meant for use in conjunction with the complete *Primary Sources* report available at www.scholastic.com/primarysources.**

A NOTE FROM SOUTH CAROLINA AND THE BILL & MELINDA GATES FOUNDATION

In March 2010, Scholastic and the Bill & Melinda Gates Foundation released the landmark study, *Primary Sources: America's Teachers on America's Schools*, placing the views of our nation's public school teachers at the center of the discussion on education reform.

More than 40,000 teachers participated in the survey – from every state and at every grade level – and the unprecedented size and scope of the study allows for the release of new, state-level data from South Carolina. *Primary Sources: South Carolina* is based on the responses of nearly 700 public school teachers across South Carolina who participated in the national survey.

We asked teachers about the state of American education, the challenges facing students and the variety of supports and tools that teachers need to tackle those challenges. They responded with powerful, nuanced opinions on a number of issues, from student and teacher performance, to classroom innovation and academic standards, to the importance of the school-to-home connection.

Similar to their peers nationwide, teachers from South Carolina had important opinions about the critical issues in education at the national and state levels. Specifically, teachers in South Carolina:

- Are more open to standards-based reform efforts than teachers nationwide—particularly efforts that relate to common standards and common assessments across states.
- Are more open to innovative compensation policies compared to teachers nationwide and more likely to say that these policies can make a strong impact on student achievement and teacher retention.
- Say standardized tests must be used as part of a well-rounded system of evaluating both student achievement and teacher performance and they identify many other performance measures as being more important and more accurate than standardized tests.

It is important to note that *Primary Sources: South Carolina* is a small subset of the data we collected on South Carolina's teachers. Although we have selected the most statistically significant and state-relevant data for inclusion in this mini-report, we encourage you to look at the additional data on South Carolina available in the appendices of the complete *Primary Sources* report.

While *Primary Sources: South Carolina* reflects the wide range of voices and opinions of teachers across the state, one thing is constant: Teachers teach for the love of their students and the chance to make a difference in those young lives. Our goal should be to do all we can to support them in this endeavor.

Sincerely,



Margery Mayer

President, Scholastic Education, Scholastic Inc.



Vicki L. Phillips

Director of Education, College Ready, United States Program

THE CHALLENGE

South Carolina's Teachers Recognize the Challenges Facing Their Students

Teachers in South Carolina are keenly aware of the limitations of a high school diploma and the disconnect between students' current levels of achievement and the levels at which they must perform to achieve success beyond high school.

Specifically, in South Carolina:

- Teachers say that a high school diploma is not enough for today's students. Ninety-three percent of teachers in the state say that the most important goal of schools and teaching is to prepare students for success beyond high school (93% nationally).
- Nine out of 10 teachers say that not all their students could leave high school prepared to succeed in a 2- or 4-year college (91% nationally).
- Fewer than one fifth (14%) of teachers strongly agree that their students enter their classroom prepared for on-grade-level work and an additional 43% "somewhat agree" (in comparison to 16% and 44%, respectively, among teachers nationwide).
- Only 26% of teachers rate student academic achievement at their schools as "Excellent" (28% nationally).
- Fewer than half (42%) of teachers in the state say that more than three quarters of their students could leave high school prepared to succeed in a 2- or 4-year college.

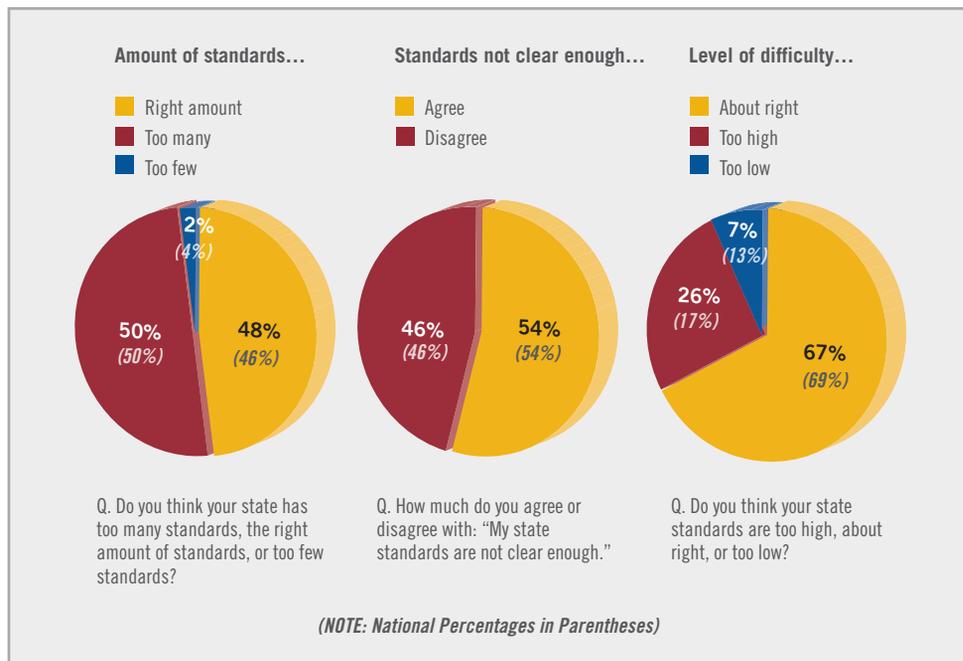
STATE AND NATIONAL STANDARDS

South Carolina Teachers' Views on Current South Carolina State Standards

Like their peers across the nation, teachers in South Carolina recognize the role of academic standards in improving student achievement and preparedness. They are divided, however, in their opinions on the amount and clarity of their state standards:

- Teachers are split in their opinions on the amount of state academic standards, with half saying that South Carolina has too many standards (50%) and just under half saying that the number of standards is “about right” 48%; (50% and 46% nationally, respectively).
- As with their peers nationwide, a very small number of teachers in South Carolina (2%) believe that the state has too few standards (4% nationally).
- Teachers are split in their opinions on the clarity of state academic standards, with 54% saying that South Carolina’s standards are not clear enough and 46% saying they are.
- While most teachers (about seven in 10) say the rigor of their state standards is about right, the remaining three in 10 teachers are more likely to say standards are too high (26%), rather than too low (7%).

Teachers' Views on South Carolina State Standards



South Carolina Teachers Support Clearer Standards, Common Across States

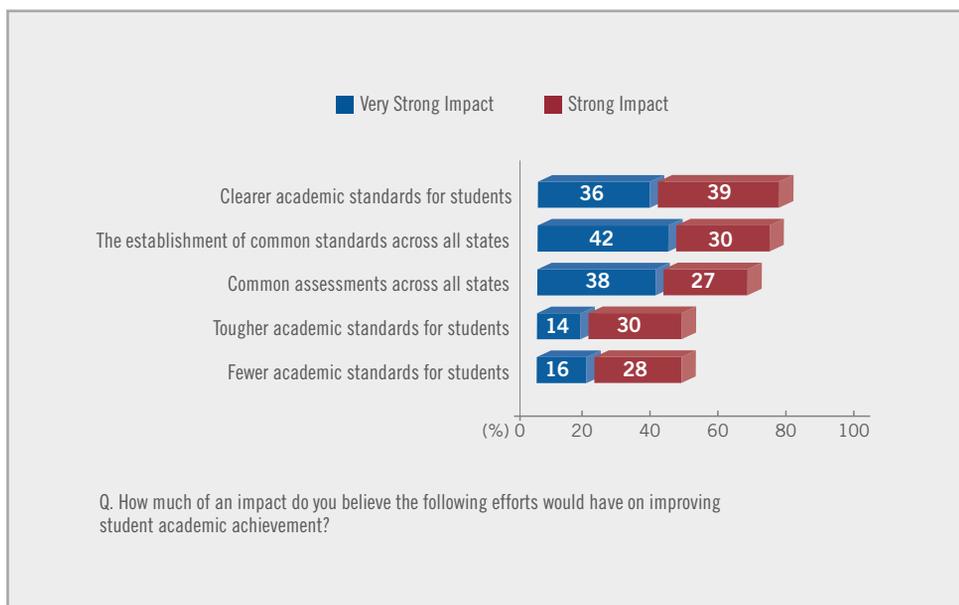
In nearly all cases, South Carolina’s teachers support standards-related reform efforts more than teachers at the nationwide level do, with the most dramatic differences occurring in their views on common standards and common assessments. It should be noted that clearer, common standards, along with common assessments across all states are supported by far more teachers than are efforts related to tougher and fewer standards.

In South Carolina, most differences are revealed at the “very strong” rating level, with the following percentages of teachers saying each would make a very strong impact on improving student achievement:

- Clearer academic standards for students (36% in South Carolina, 30% nationally)
- The establishment of common standards across all states (42% in South Carolina, 24% nationally)
- Common assessments across all states (38% in South Carolina, 20% nationally)

Additionally, 44% of teachers in South Carolina say fewer academic standards for students would make at least a strong impact on improving student achievement (34% nationally).

South Carolina Teachers’ Views on the Impact Changes to Current Standards Would Have on Improving Academic Achievement



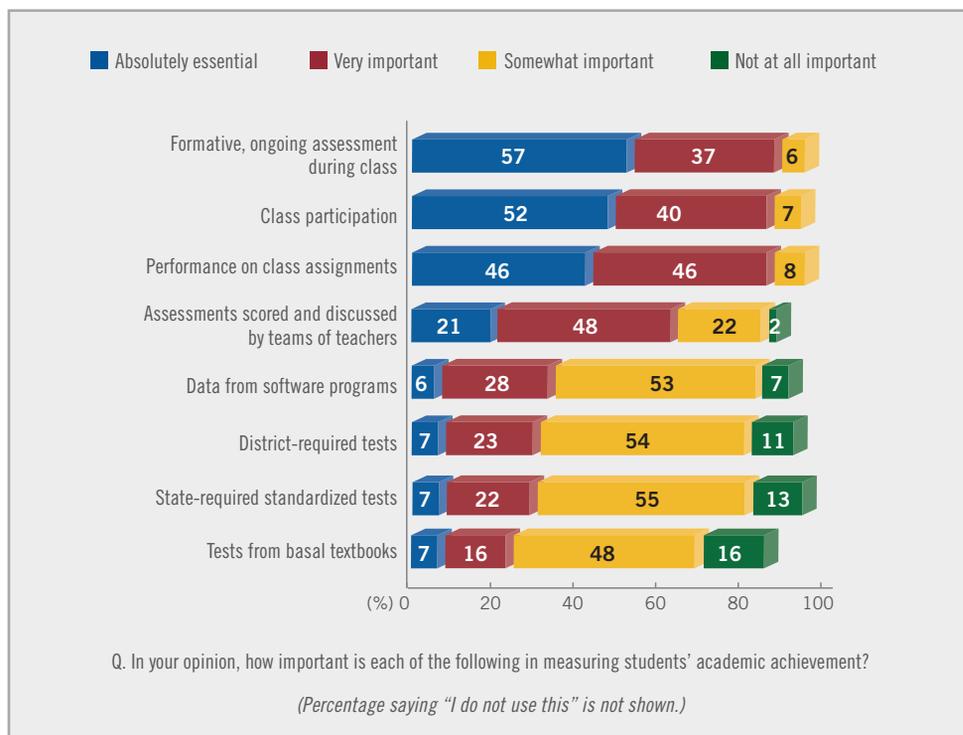
EVALUATING STUDENT AND TEACHER PERFORMANCE

South Carolina Teachers' Views on Evaluating Student Performance

South Carolina's teachers are similar to the nation's teachers in their firm belief that student assessment should be driven by in-classroom experiences, including formative ongoing assessments, class participation and performance on class assignments.

Teachers in South Carolina also see value in standardized tests as a way to evaluate student performance. Only 11% and 13% of teachers say district- and state-required tests, respectively, are "not at all" important in measuring student academic achievement (11% and 16% nationally).

South Carolina Teachers' Views on Importance of Student Performance Measures



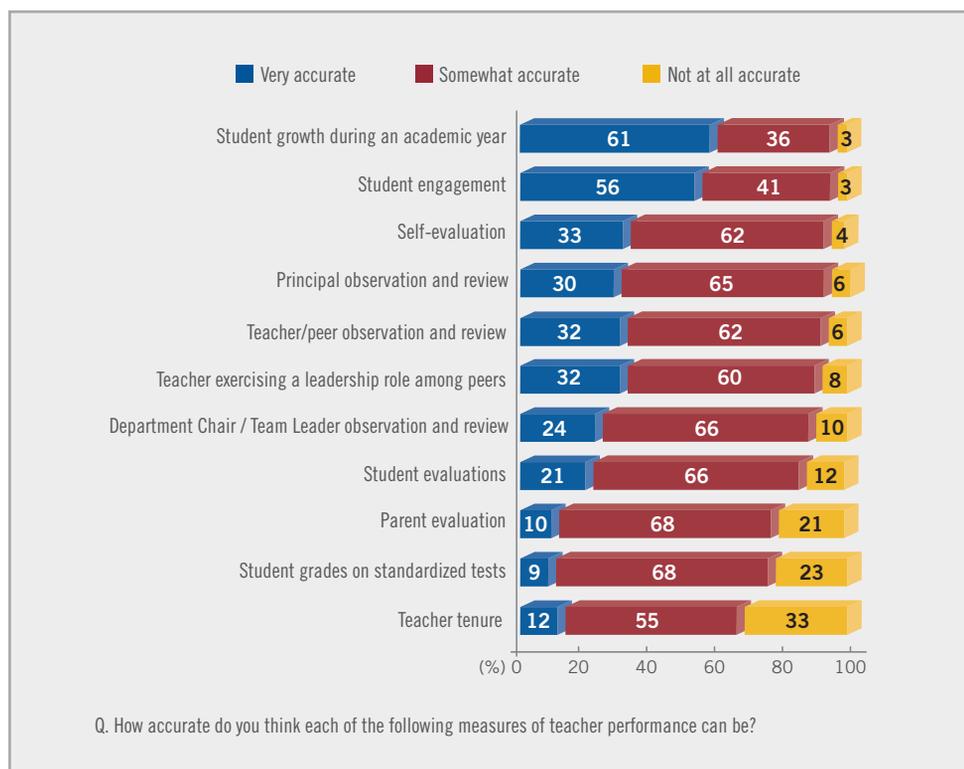
South Carolina Teachers' Views on Measuring Teacher Performance

In qualitative conversation, teachers stress a desire for their performance to be based on factors they can impact directly—like student growth and student engagement—and not on factors that fail to consider the realities of individual students in individual classrooms.

This is clearly borne out in *Primary Sources* data at both the national and South Carolina levels. By far, teachers say that student growth over the course of an academic year and student engagement are the most accurate measures of teacher performance.

Given South Carolina's teachers' strong support for common standards and common assessments across states, it should be noted that teachers in South Carolina are somewhat more likely than teachers nationwide to say that student performance on standardized tests is at least somewhat accurate in measuring teacher performance (76% vs. 69%).

South Carolina Teachers' Views on the Degree of Accuracy of Measures of Teacher Performance



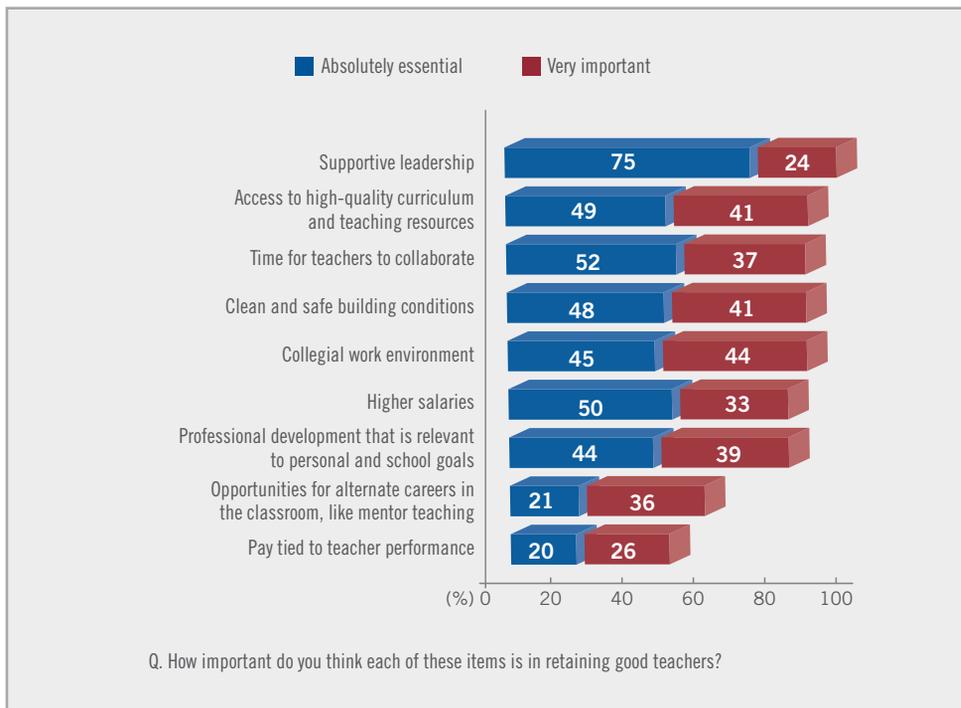
TEACHER RETENTION

South Carolina Teachers' Views on Factors Impacting Teacher Retention

Overall, South Carolina's teachers feel similarly to their peers nationwide when it comes to the importance of various factors in retaining good teachers.

In nearly every single state in the nation, supportive leadership is by far the most important factor in retaining good teachers, and South Carolina is no exception. In fact, supportive leadership is deemed important by an even larger percentage of teachers in South Carolina than teachers nationwide: 75% of teachers in South Carolina say this is "absolutely essential" in retaining good teachers (the national average is 68%).

South Carolina Teachers' Views on Factors Impacting Teacher Retention

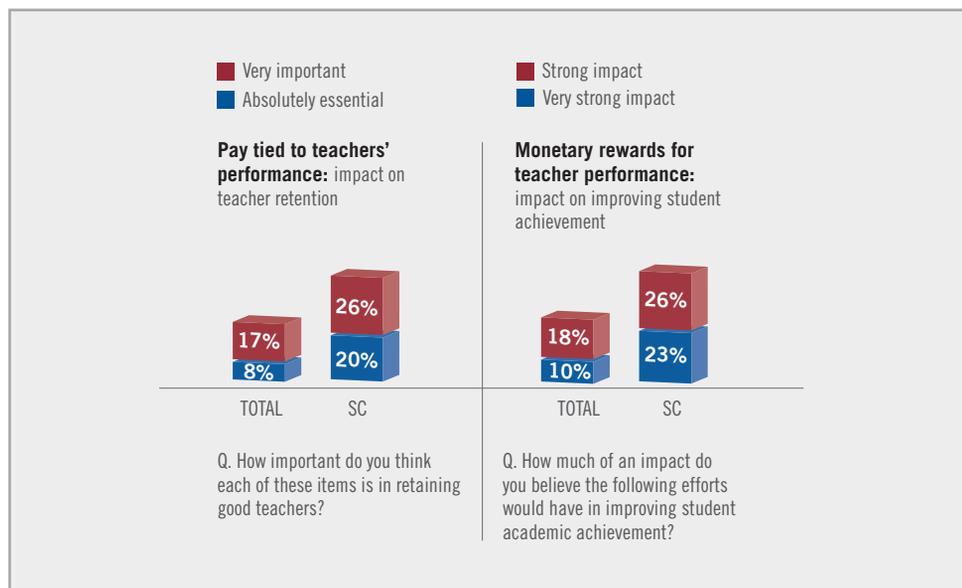


South Carolina Teachers' Views on Monetary Compensation

Overall, South Carolina teachers' views are in sync with the views of teachers nationally in terms of the importance of various factors in retaining good teachers, with two exceptions—higher salaries and pay tied to teacher performance. Teachers in South Carolina are slightly more likely than teachers nationwide to say that higher salaries are “absolutely essential” to retaining good teachers. (50% in South Carolina, 45% nationally). Additionally, it seems that South Carolina’s teachers are more open to innovative compensation policies when compared to their peers nationwide:

- While pay tied to teacher performance ranks last in importance to retaining good teachers in South Carolina (as it does in nearly every state), far more teachers in the state say it is an absolutely essential or very important factor in retaining teachers (46% in South Carolina, 26% nationally).
- South Carolina’s teachers are also far more likely to believe that monetary rewards for teacher performance would have a very strong/strong impact on improving student academic achievement (48% in South Carolina, 28% nationally).
- Ratings in South Carolina for pay for performance as making both a positive impact on teacher retention and for improving student achievement are among the five highest ratings across all states in the nation.

South Carolina Teachers' Views on Monetary Issues



Methodology

This report is based on the responses of the 692 teachers in South Carolina who participated in the national survey for *Primary Sources: America's Teachers on America's Schools*. The data reflect a cross-section of South Carolina's teachers across many teacher and school characteristics, including grade level(s) taught, years of teaching experience and community income.

The fieldwork for this survey was conducted in March through June of 2009 by phone (n=245) and online (n=447). For more details on the methodology of this study, please see the full *Primary Sources* report at: www.scholastic.com/primarysources.



SCHOLASTIC

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“There is not just a need for more teachers. It will take a partnership of teachers, parents and administrators to improve student achievement. No one and no thing can accomplish this monumental task alone.”

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“In today’s world it is absolutely necessary for students to achieve at the highest level their ability allows, and then go beyond.”

PRIMARY SOURCES:
AMERICA’S TEACHERS ON AMERICA’S SCHOOLS
TENNESSEE
A PROJECT OF SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

“Everyone should finish high school and move on to something higher. I think they all can.”

“Give them standardized tests, but not all the time, and their lives shouldn’t depend on it; and neither should ours.”

“Learning is a lifelong project and all students are capable of it. We need to be preparing them for jobs that don’t yet exist.”



“We must tailor our standards and our curriculum to accommodate this rapidly changing, ever-expanding world. Only then can we impact student achievement in a massive way.”
– *High School Teacher in Tennessee*

***Primary Sources: Tennessee* is meant for use in conjunction with the complete *Primary Sources* report available at www.scholastic.com/primarysources.**

A NOTE FROM SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION

In March 2010, Scholastic and the Bill & Melinda Gates Foundation released the landmark study, *Primary Sources: America's Teachers on America's Schools*, placing the views of our nation's public school teachers at the center of the discussion on education reform.

More than 40,000 teachers participated in the survey – from every state and at every grade level – and the unprecedented size and scope of the study allows for the release of new, state-level data from Tennessee. *Primary Sources: Tennessee* is based on the responses of nearly 900 public school teachers across Tennessee who participated in the national survey.

We asked teachers about the state of American education, the challenges facing students and the variety of supports and tools that teachers need to tackle those challenges. They responded with powerful, nuanced opinions on a number of issues, from student and teacher performance, to classroom innovation and academic standards, to the importance of the school-to-home connection.

Similar to their peers nationwide, teachers from Tennessee had important opinions about the critical issues in education at the national and state levels. Specifically, teachers in Tennessee:

- Are divided on the number and clarity of Tennessee state standards; more than one quarter of them feel that their standards are not rigorous enough.
- Believe clearer and common standards across states would make a very strong or strong impact on student achievement
- Are more open to innovative compensation policies when compared to teachers nationwide. Teachers in Tennessee are more likely to see performance rewards for teachers as making a strong impact on student achievement and teacher retention.
- Are more open to state testing as a measure of both student and teacher evaluation than their peers nationwide.

It is important to note that *Primary Sources: Tennessee* is a small subset of the data we collected on Tennessee's teachers. Although we have selected the most statistically significant and state-relevant data for inclusion in this mini-report, we encourage you to look at the additional data on Tennessee available in the appendices of the complete *Primary Sources* report. While *Primary Sources: Tennessee* reflects the wide range of voices and opinions of teachers across the state, one thing is constant: Teachers teach for the love of their students and the chance to make a difference in those young lives. Our goal should be to do all we can to support them in this endeavor.

Sincerely,



Margery Mayer

President, Scholastic Education, Scholastic Inc.



Vicki L. Phillips

Director of Education, College Ready, United States Program

THE CHALLENGE

Tennessee's Teachers Recognize the Challenges Facing Their Students

As is the case with teachers across the nation, teachers in Tennessee are keenly aware of the limitations of a high school diploma and the disconnect between students' current levels of achievement and the levels at which they must perform to achieve success beyond high school.

Specifically, in Tennessee:

- Teachers are near unanimous in saying that a high school diploma is not enough for today's students. Ninety-two percent of teachers in the state say that the most important goal of schools and teaching is to prepare students for success beyond high school (93% nationally).
- Nine out of 10 teachers say that not all their students could leave high school prepared to succeed in a 2- or 4-year college (91% nationally).
- Only 14% of teachers strongly agree that their students enter their classroom prepared for on-grade-level work; an additional 42% "somewhat agree" (16% and 44% nationally).
- Only about one in four (28%) teachers rates student academic achievement as "Excellent," the same as teachers nationwide.
- Only four in 10 (41%) of teachers say that more than three quarters of their students could leave high school prepared to succeed in a 2- or 4-year college (46% nationally).

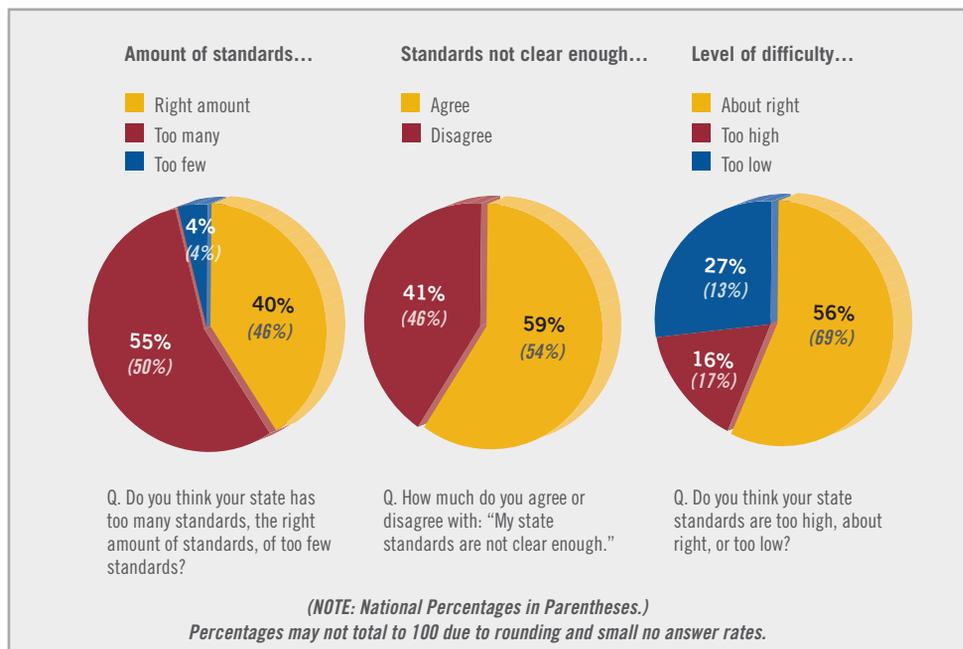
STATE AND NATIONAL STANDARDS

Tennessee Teachers' Views on Current Tennessee State Standards

Like their peers across the nation, teachers in Tennessee recognize the role of academic standards in improving student achievement and preparedness. They are divided, however, in their opinions on the amount and clarity of their state standards:

- Teachers are split in their opinions on the amount of state academic standards, with more than half saying that Tennessee has too many standards (55%) and four out of 10 saying that the number of standards in Tennessee is “about right.” (50% and 46% respectively, nationally)
- Nearly six in 10 feel that their state standards are not clear enough, while the remaining four in ten say that their state standards are clear.
- As with their peers nationwide, a very small number of teachers in Tennessee (4%) believe there are too few standards.
- Tennessee’s teachers are less likely than teachers nationwide to say the level of difficulty of their state standards is “about right” (56% vs. 69%). The remaining 44% of teachers are more likely to say that standards are too low (27%) rather than too high (16%). In fact, in Tennessee, twice as many teachers say standards are too low (27%) compared to teachers nationwide (13%).

Teachers' Views on Tennessee State Standards



Tennessee Teachers Support Clearer Standards, Common Across States

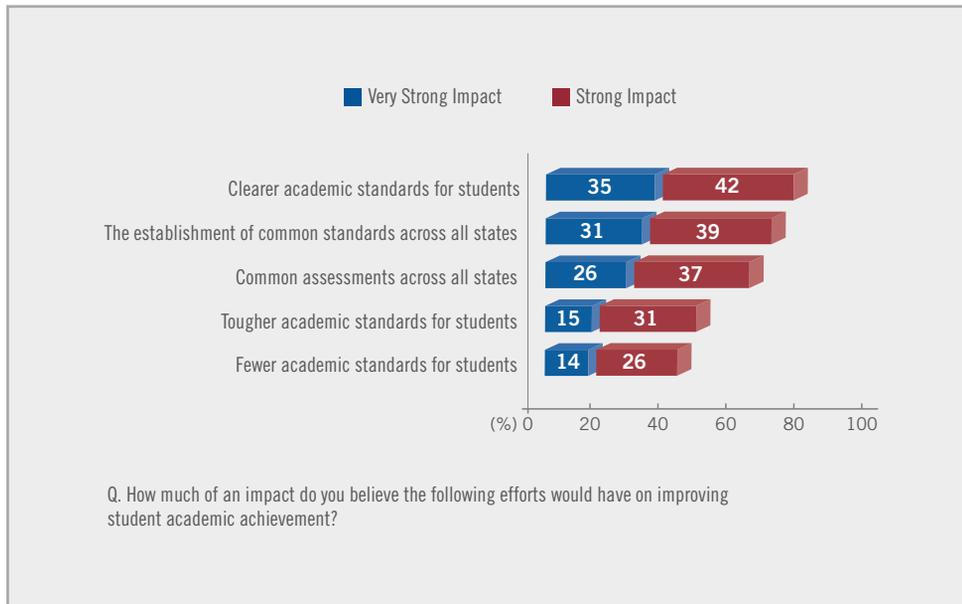
Tennessee’s teachers support the establishment of clear and common standards across states to a slightly greater degree than their peers across the nation. They say the measures would have a very strong/strong impact on improving student achievement:

- Clearer academic standards for students (77% in Tennessee, 74% nationally)
- Establishing common standards across all states (70% in Tennessee, 60% nationally)

In keeping with the views of teachers across the country, Tennessee teachers are far less certain that tougher and fewer standards would make a strong/very strong impact on improving student achievement:

- Tougher academic standards for students (46% in Tennessee, 45% nationally)
- Fewer academic standards for students (41% in Tennessee, 34% nationally)

Tennessee Teachers’ Views on the Impact Changes to Current Standards Would Have on Improving Academic Achievement



EVALUATING STUDENT AND TEACHER PERFORMANCE

Tennessee Teachers' Views on Evaluating Student Performance

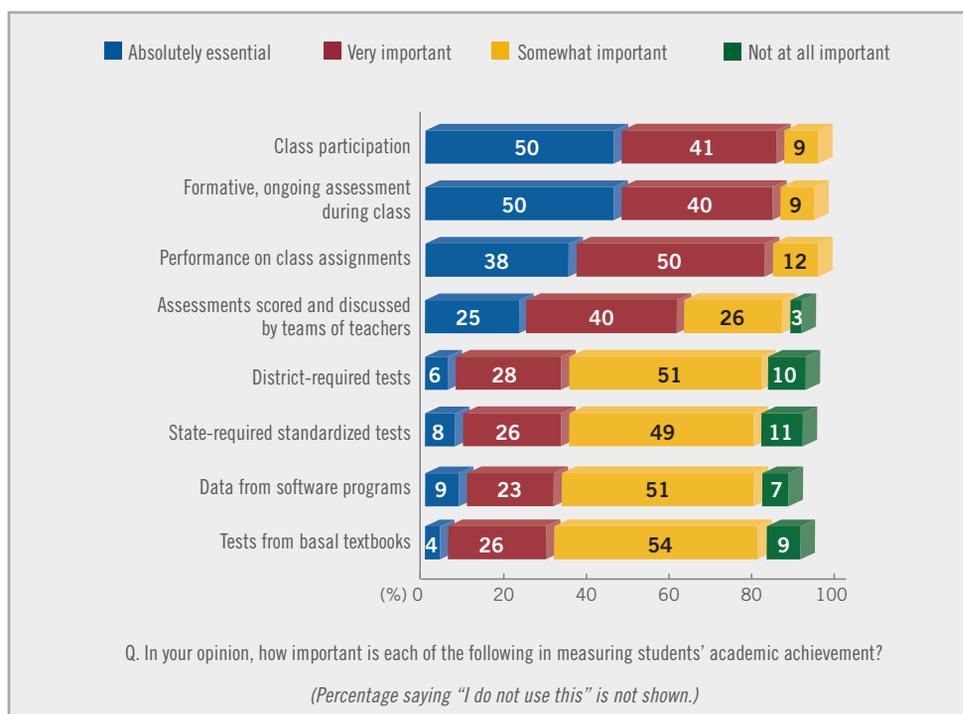
Tennessee teachers are similar to the nation's teachers in their firm belief that student assessment should be driven by in-classroom experiences, including formative ongoing assessments, class participation and performance on class assignments.

While there is a clear delineation between the measures of student achievement that teachers rank at high and low ends of importance, Tennessee's teachers are more likely to view two of these lower ranked, data-centric measures with greater favor than teachers nationwide.

Specifically, Tennessee's teachers are more likely than their peers nationwide to say the following are very important or absolutely essential in measuring student achievement:

- State-required standardized tests (34% in Tennessee, 26% nationally)
- Tests from basal textbooks (30% in Tennessee, 23% nationally)

Tennessee Teachers' Views on Importance of Student Performance Measures



Further, as noted in the chart on page 4, the majority of Tennessee’s teachers—63%, significantly higher than teachers nationwide (52%) say common assessments across states would make a very strong or strong impact on improving student achievement.

Tennessee Teachers’ Views on Measuring Teacher Performance

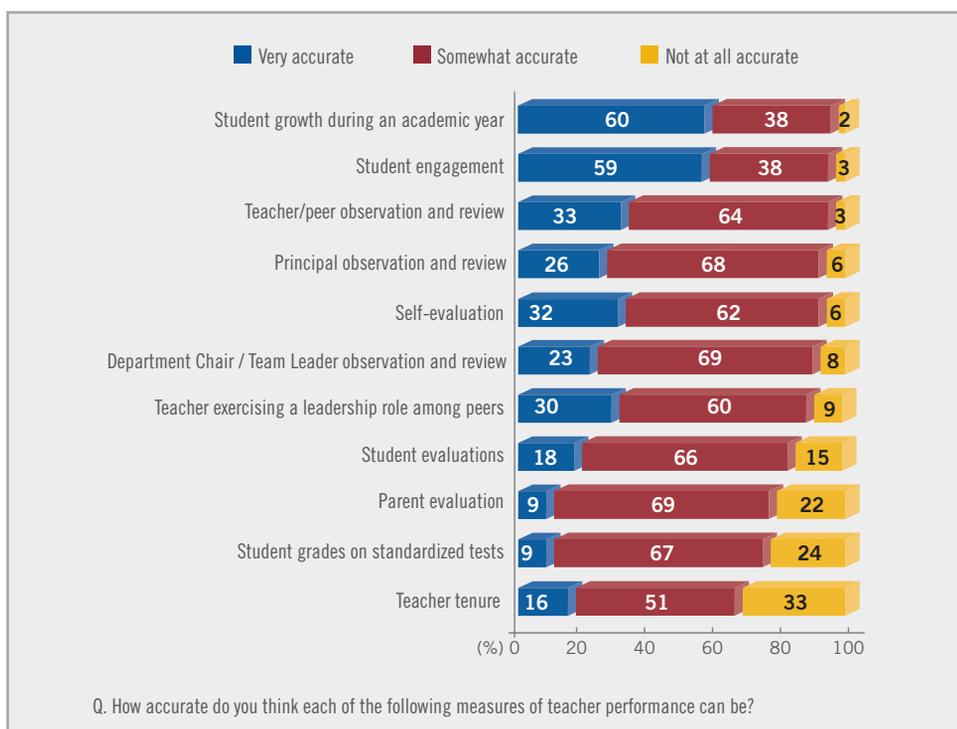
In qualitative conversation, teachers stress a desire for their performance to be based on factors they can impact directly—like student growth and student engagement—and not on factors that fail to consider the realities of individual students in individual classrooms.

This is clearly borne out in *Primary Sources* data at both the national and Tennessee levels. By far, teachers say that student growth over the course of an academic year and student engagement are the most accurate measures of teacher performance.

Additionally:

- Teachers in Tennessee are even more likely to believe that tenure is an accurate measure of their performance, with 16% of Tennessee teachers saying this is very accurate in measuring teacher performance versus 10% among total teachers nationwide.
- While few teachers say student grades on standardized tests are “very accurate” in measuring teacher performance, teachers in Tennessee are more likely than teachers nationwide to say they are at least somewhat accurate (76% in Tennessee, 69% nationally).

Tennessee Teachers’ Views on the Degree of Accuracy of Measures of Teacher Performance



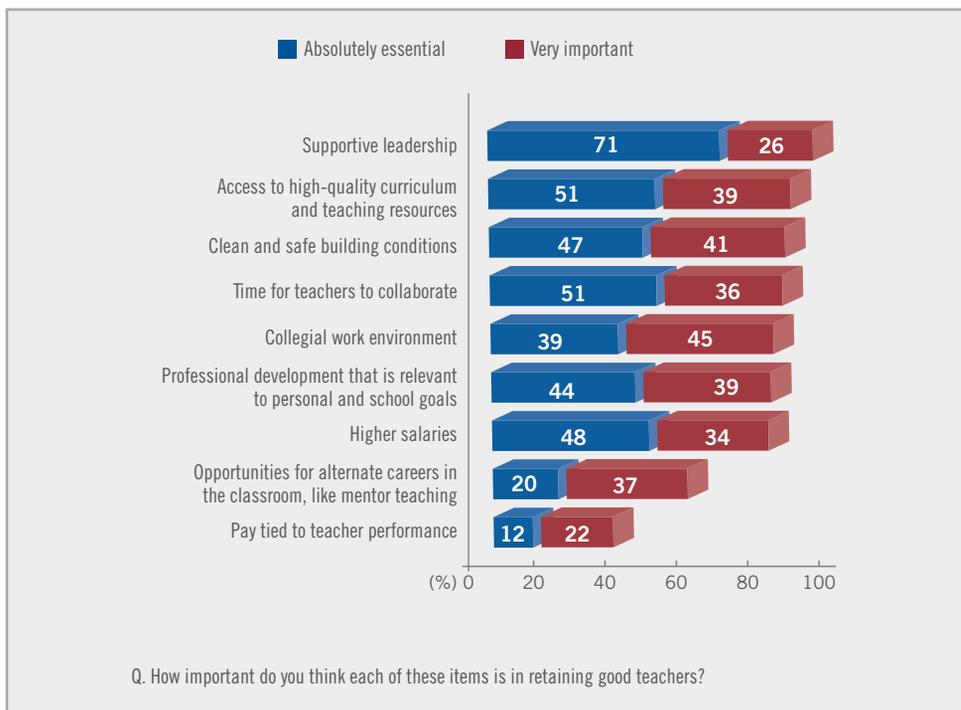
TEACHER RETENTION

Tennessee Teachers' Views on Factors Impacting Teacher Retention

Teachers who participated in *Primary Sources* were asked to evaluate the importance of nine different factors in retaining good teachers. This information provided insight on the things teachers most value in their profession.

At the national level, the general trends put supportive leadership solidly in the top-ranked slot, followed by other, non-monetary measures like access to high-quality curriculum and teaching resources and a collegial work environment. Higher salaries generally fall in the middle tier of importance while opportunities for alternate careers and pay-for-performance fall in the lowest tier.

Tennessee Teachers' Views on Factors Impacting Teacher Retention



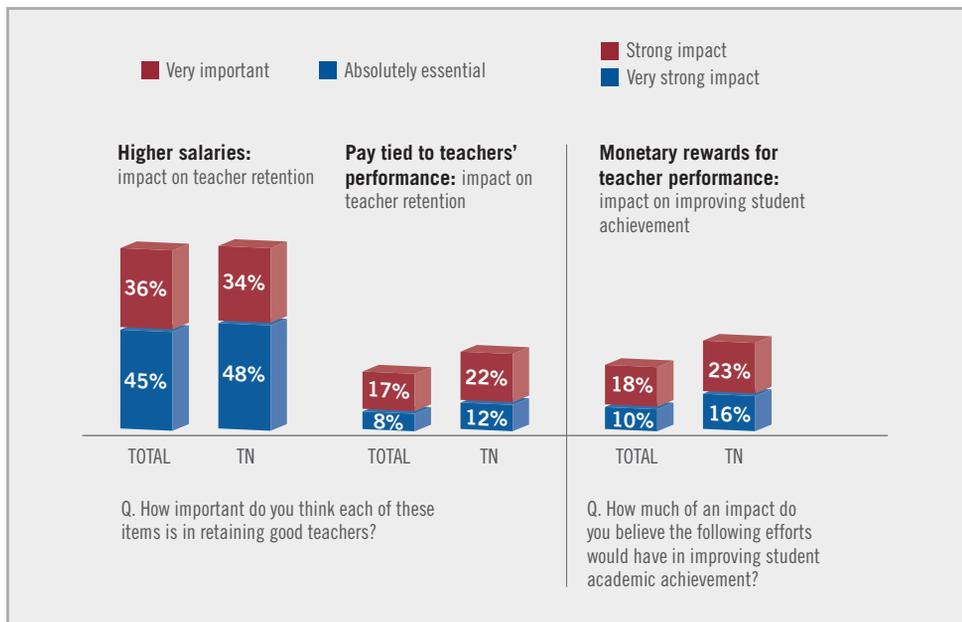
On all but one of these issues, Tennessee's teachers align with their peers nationwide. As discussed in the next section, Tennessee teachers are more likely to view pay for performance as important than are their peers nationwide.

Tennessee Teachers' Views on Monetary Compensation

Tennessee's teachers seem to be more open to innovative compensation policies when compared to teachers nationwide:

- While pay tied to teacher performance ranks last on the list of what Tennessee's teachers believe is important for retaining good teachers (as it does in nearly every state), more teachers in Tennessee say pay for performance is an absolutely essential or very important factor in retaining teachers (34% in Tennessee, 26% nationally).
- Tennessee's teachers are also more likely than their peers nationwide to believe that monetary rewards for teacher performance would have a very strong/strong impact on improving student academic achievement (39% in Tennessee, 28% nationally).

Tennessee Teachers' Views on Monetary Issues



Methodology

This report is based on the responses of the 881 teachers in Tennessee who participated in the national survey for *Primary Sources: America's Teachers on America's Schools*. The data reflect a cross-section of Tennessee's teachers across many teacher and school characteristics, including grade level(s) taught, years of teaching experience and community income.

The fieldwork for this survey was conducted in March through June of 2009 by phone (n=344) and online (n=537). For more details on the methodology of this study, please see the full *Primary Sources* report at: www.scholastic.com/primarysources.



SCHOLASTIC

“This job doesn't pay much but I always want to go to work”

“Teaching is not like any other job. It's a passion.”

“Value should be placed on education. Every job, career, and occupation starts here.”

“Standards are about equity and expectation.”

PRIMARY SOURCES is the beginning of an ongoing dialogue with America's Teachers.

We welcome your thoughts and opinions on the report at www.scholastic.com/primarysources.

“If you're not tech-savvy, you can't compete in the global marketplace.”

“Role model the skills, believe in the students, and never give up.”

“If we are going to compete as a nation we should be learning as a nation.”

“We have a great system for getting them through the system. We don't have a great system to teach them to think outside the box.”

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