States across the country are reporting teacher shortages. Recent headlines show fewer teachers are entering the profession, many are reaching retirement age, and still more are leaving the classroom in the prime of their career. The National Alliance for Public Charter Schools commissioned The Harris Poll to conduct primary research among U.S. public school teachers* to better understand their experiences and opinions, and learn more about their motivations for entering, staying in, or leaving the classroom, as well as the challenges they believe are facing the American public education system. A national survey of teachers in public schools – both district and charter – revealed many similarities across all respondents, as well as some findings that were unique to charter school teachers.

SOMETHING HAS TO CHANGE

American public school teachers are in crisis mode – many report feeling overwhelmed, burned out, and worried and do not feel that the public education system in this country supports and motivates them. Teachers face significant challenges including student behavior/discipline and unsatisfactory pay, wishing that decision-makers would involve them and listen to them when approaching solutions to these challenges. Across the board, teachers feel something needs to change in public education in order to retain and recruit teachers.

97% OF PUBLIC SCHOOL TEACHERS SAY THEY WISH PEOPLE UNDERSTOOD HOW DEMANDING IT IS TO BE A TEACHER.

74% DISCIPLINE/ BEHAVIORAL ISSUES

65% PAY

58% WORRIED /ANXIOUS

67% BURNED OUT

72% OVERWHELMED

KEEP POLITICS OUT OF THE CLASSROOM

Politics matters to public school teachers, but they don’t want it to infringe on their ability to teach effectively. Many teachers feel they have been caught in the political crossfire of a culture war when ultimately, they just want to teach. Interestingly, though school choice is often thought to be a polarizing topic, the majority of public school teachers, both district and charter, support school choice, and believe it to be important to families and teachers alike.

94% JUST WANT TO TEACH

96% WANT MORE FUNDING, LESS MANDATES

83% AGREE REGARDLESS OF POLITICAL BELIEFS, THERE IS SOLIDARITY IN EDUCATION

91% REPORT FEELING CAUGHT IN THE CULTURE WAR CROSSFIRE

97% AGREE POLITICIANS AND DECISION-MAKERS SHOULD LISTEN MORE TO STUDENTS, FAMILIES, AND TEACHERS
Teaching is a high calling. Most public school teachers in America agree it’s more than a job—it is a part of their identity. Though initially inspired to join the profession by a purpose-driven motive, the intensity of these motivations appears to diminish over time and with more real-world exposure to the realities of the teaching profession. Many teachers report feeling less motivated now than when they initially became a teacher. For some, this lack of motivation may be causing them to consider leaving the profession entirely.

84% of public school teachers believe higher pay and better benefits would help teachers feel more motivated to stay in the profession. 7% of respondents say they are motivated to teach because it pays well.

88% of charter teachers understand why other teachers have left the profession.

There’s something special about the experience of charter school teachers.

- 83% report job satisfaction
- 74% teaching is the most rewarding job in the world
- 84% by teaching, are fulfilling their true purpose in life
- 34% are as or more motivated than when they started
- 66% are less motivated than when they started
- 75% school’s culture aligns with values on education
- 68% feel valued by school administration
- 67% school administration is receptive to feedback and ideas
- 69% are given the tools to meet student needs
- 97% of district teachers
- 90% of charter teachers

Methodology

The research was conducted online from May 10 to May 30, 2023 in the United States by The Harris Poll on behalf of the National Alliance for Public Charter Schools among 1,211 public school teachers. *U.S. public school teachers refers to district and charter school teachers.