2022 Educator Engagement Survey

Quantitative Data Summary Report

1. Job Preparation and Expectations
2. School Leadership
3. Collaboration
4. Resources and Professional Learning
5. Career Growth
6. Job Satisfaction
7. Mentoring
2022 Educator Engagement Survey

Quantitative Data Summary Report

Utah State Board of Education

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August 2022
EXECUTIVE SUMMARY

In accordance with Utah State Code 53G-11-304 and as authorized by Board Rule R277-325, the Utah State Board of Education began administering an educator engagement survey to Utah educators in the 2019–2020 school year. This survey is administered every other year alternating with the administration of the school climate survey. Information in this report highlights response data from more than 13,000 Utah educators, representing approximately 40% of the state’s active teachers.

This executive summary provides a synthesis of the data presented related to the seven sections of the 2022 administration of the Utah Educator Engagement Survey as well as recommended action steps warranted by the analysis. The sections included in the survey and in this report are:

1. Job Preparation and Expectations
2. School Leadership
3. Collaboration
4. Resources and Professional Learning
5. Career Growth
6. Job Satisfaction
7. Mentoring

The recommendations in this report are not intended to exhaust all potential actions by education leaders and policy makers. However, the recommendations provide concrete options for addressing needs or for illuminating additional areas of need based on the analysis. Additional details, including charts showcasing educator responses can be found in the body of the document following this summary. Readers who desire more comprehensive insight than is provided in this synthesis are encouraged to examine these additional section details.

DEFINITION OF TERMS

Throughout the Utah Educator Engagement Survey, the term educator refers to all general education classroom teachers, preschool teachers, special education teachers, and school-based specialists.

Throughout this report, the terms early career educator, mid-career educator, and late career educator are used to describe educators with three or fewer years of experience, those with four to ten years of experience, and those with ten or more years of experience, respectively.
1—JOB PREPARATION AND EXPECTATIONS

Overall, educators feel at least moderately prepared to deliver academic content, manage classroom procedures, manage interactions with parents, and manage interactions with other professionals at the school. There is disparity among educators based on years of experience teaching and means of preparation for teaching that indicate that teachers with more years of experience and those who are prepared in university preparation programs feel better prepared for such tasks. Educators across all levels of experience and means of preparation express the least degree of preparation for managing student behavior, although most educators still feel reasonably confident in their preparation to manage this aspect of their work. Early career educators express less preparation for each aspect of their work explored here than their mid- and late career counterparts.

Two-thirds of Utah educators expressed that the difficulty of their work during 2021-22 exceeded their expectations. This trend was more likely among teachers who had been employed longer, but among all subgroups of teachers the sentiment of the work being harder than anticipated was expressed by more than half of respondents.

RECOMMENDED ACTION

- Value and provide supports to sustain enrollment in educator preparation programs within institutes of higher education.
- Provide stronger supports to early career educators to assist with feeling prepared to manage the realities of the profession (e.g., apprenticeship experiences prior to initial employment and mentoring following initial employment).
- Increase the focus on and provide strategies and structured protocols for managing student behaviors as part of both preservice and inservice communication and learning opportunities.

2—SCHOOL LEADERSHIP

Generally, Utah educators expressed positive perspectives regarding their principals or immediate supervisors. More than half of responding educators felt that they could almost always easily communicate with their school leaders and similarly high proportions expressed that they were encouraged to be innovative, felt cared for as an individual, and have leaders who understand the demands of the profession. In all cases, more than three-quarters of Utah teachers expressed that this was at least sometimes the case. In all areas addressed in this survey, charter school educators’ perceptions related to leadership are statistically higher than school district educators’ perceptions. This is unlikely to be due to the quality of leadership, as both charter schools and school districts have access to skilled leadership. Instead, this may indicate that in small school environments (such as those typically present in charter schools) leaders are better able to create personal relationships with educators. Important to note, however, is that educators in all environments were
less complimentary regarding receiving feedback from and discussing strengths and weaknesses with school leaders.

**RECOMMENDED ACTION**

- Examine more closely the nature and causes of disparity among educator perceptions of leadership in charter schools compared to school districts.
- Improve the preparation of principals and school leaders to provide actionable feedback to educators regarding their instructional performance.
- Provide professional learning to principals and school leaders to assist in identifying and communicating instructional strengths and weaknesses to educators in ways that foster professional growth rather than punitive action (e.g., through more frequent and less punitive evaluations).

3—COLLABORATION

Just over half of all educators believe their colleagues value working collaboratively, but they are less optimistic regarding the ease of working with other educators across grades and subject areas. This is concerning considering John Hattie’s work suggesting that educators’ collective sense of efficacy has high potential to shape student learning. Although educators are more optimistic about the effectiveness of their collaborative teams, they often feel that workload is allocated ineffectively. Only one-third of educators feel like they have adequate time for collaboration and just less than half feel like their collaboration time is well spent. The analysis suggests higher levels of collaboration and more positive perceptions of value in collaboration among educators in early grades, but improvement can be made at all grade levels. Additionally, charter school educators appear to be more satisfied with their collaborative time and teamwork than school district educators, but there is room for improvement in both environments.

**RECOMMENDED ACTION**

- Provide professional learning to assist school leaders and educators in understanding how to effectively collaborate and the benefits of effective collaboration and collective teacher efficacy.
- Provide dedicated time for effective collaboration.
- Make it easier to collaborate across grades and subject areas.
- Fund efforts to improve cross-grade and cross-subject area collaboration.

4—RESOURCES AND PROFESSIONAL LEARNING

Elementary educators seem to report having less access to needed non-technological and technological resources than their secondary (middle school and high school) counterparts. However, elementary educators also report having to purchase these supplies themselves less frequently than secondary teachers, perhaps because donations of such supplies are often made to elementary schools. In all grade levels, the percentage of educators who feel like they do not have adequate
access to technology is minimal, an indication that the state is succeeding in providing educators with necessary instructional technologies. However, a vast number of educators across all grade levels express that they never receive adequate training to use the technologies they are expected to use. School district educators appear to feel they receive this training more frequently than charter school educators, but less than one-third of educators in both environments feel the training is almost always or sometimes provided.

Elementary educators also express having greater access and encouragement to participate in professional learning opportunities. Similarly, charter school educators are more likely to agree that they have access and are encouraged to attend professional learning than their school district counterparts. Across all grade levels, less than one-fourth of educators say they have enough time to attend professional learning and only about one-third believe that the professional learning they have access to is of high quality.

**RECOMMENDED ACTION**

- Increase professional learning opportunities that ensure educators are provided with adequate training to use the technologies they are tasked with using.
- Elevate the importance of ongoing professional learning and growth as a component of effective teaching.
- Improve the quality of professional learning experiences and make sure educators are aware of available opportunities.

5—CAREER GROWTH

Consistent with results from the 2020 administration of the Utah Educator Engagement Survey, most educators have goals for professional growth and career advancement. However, significantly fewer educators see a pathway to attaining those goals. Most educators report having opportunities to serve in leadership positions, can identify clear teacher leaders, and believe the opportunity for teacher leadership is accessible to them. While these percentages remain relatively stable across elementary, middle, and high school grade levels, preschool educators feel less optimistic about their opportunity for career growth and teacher leadership.

**RECOMMENDED ACTION**

- Create opportunities for teacher leadership and make these opportunities available to all educators.
- Increase visibility of viable teacher leadership opportunities that allow educators to remain classroom teachers.
- Provide transparent pathways for career growth to all educators that build upon educator strengths and encourage teachers to remain in the profession.
6—JOBS SATISFACTION

Educators generally have positive perceptions related to the nature of their work with most finding their work both interesting and rewarding. However, Utah educators largely feel disrespected by students, particularly in middle and high school. This perception seems to recede with experience, as late career educators express greater levels of respect from students. Discouragingly, few educators feel they are adequately recognized for the work they do. Even in relation to recognition from school leadership, where perspectives of adequate recognition are the highest, barely half of Utah educators feel adequately recognized. Overwhelming perceptions of being unrecognized by parents and the community are present across grade levels and levels of teaching experience, suggesting a grim perspective from educators generally. Compared to 2020, the percentage of educators who feel they are compensated fairly has been cut in half, indicating a dramatic decrease in satisfaction with educator salaries. Perceptions related to benefits are slightly higher, but still indicate dissatisfaction among most Utah teachers. Among all educators, morale related to being recognized and compensated for their work is alarmingly low.

RECOMMENDED ACTION

- Counter negative media by creating and supporting initiatives that celebrate and elevate the teaching profession.
- Increase teacher compensation (i.e., salary and benefits) to levels consistent with other professional occupations.
- Increase initiatives that recognize educators for the challenging work they do and that incentivize qualities and actions valued in the broader school community.

7—MENTORING

Early career educators’ perceptions of the impact of mentoring are high and while similar impact is seen across grade levels, charter school educators indicate higher levels of impact from mentoring than school district educators. There is room for concern because only two-thirds of early career educators report being assigned a mentor. This means that one-third of Utah’s early career educators may not be receiving the support that other educators indicate as having high impact.

School-based mentors appear to be able to demonstrate more flexibility in meeting with an early career educator, while district-based mentors appear to be conducting more observations of early career educators. However, regardless of whether a mentor is school- or district-based, educators overwhelmingly agree that the feedback they receive from mentors is extremely valuable.

RECOMMENDED ACTION

- Improve supports for understanding the value of mentoring, preparing mentors for the role, and supporting the growth of early career teachers and teacher mentors.
• Provide funding to schools and districts to pay and elevate the role of teacher mentors.
• Engage schools and districts out of compliance with R277-308 in initiatives to create and support implementation of effective mentoring programs.

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INTRODUCTION

In accordance with Utah State Code 53G-11-304 and as authorized by Board Rule R277-325, the Utah State Board of Education began administering an educator engagement survey to Utah educators in the 2019–2020 school year. This survey is administered every other year alternating with the administration of the school climate survey. Information in this report highlights response data from more than 13,000 Utah educators, representing approximately 40% of the state’s active teachers.

Questions in the survey address six primary areas related to educator engagement:

- job preparation and expectations,
- school leadership,
- collaboration,
- resources and professional learning,
- career growth, and
- job satisfaction.

An additional area of questions related to mentoring are answered by educators who are within their first three years in Utah classrooms. The survey included both multiple choice (closed) and free response (open) questions, resulting in both quantitative and qualitative data. The purpose of this report is to provide a comprehensive overview of key aspects of the analysis of quantitative data in all seven focus areas of the survey. A summary of educator sentiment obtained from the qualitative questions on this survey can be found in the companion Qualitative Data Summary Report. A complete list of all the questions on the survey is available at https://schools.utah.gov/administrativerules/documentsincorporated under Board Rule R277-325.

The engagement survey is distributed to every charter school and school district in the state and these local entities distribute the survey to all active educators in their system. Survey completion is voluntary, and educators may opt to discontinue the survey at any time. Consequently, the number of valid responses received may vary from question to question. To assist the reader in identifying when this occurs, the sample sizes associated with responses obtained from each question are provided throughout the analyses.

DEFINITION OF TERMS

Throughout the Utah Educator Engagement Survey, the term educator refers to all general education classroom teachers, preschool teachers, special education teachers, and school-based specialists. Throughout this report, the terms early career
*educator*, *mid-career educator*, and *late career educator* are used to describe educators with three or fewer years of experience, those with four to ten years of experience, and those with ten or more years of experience, respectively.

**LIMITATIONS**

The analysis presented here does not account for every question asked on the survey, nor does it represent the perspectives of all Utah educators. Additionally, the length and time required to complete the survey may discourage some educators from completing it. Completion of the full survey was not required to accept an educator’s response as valid. Thus, if an educator started but did not complete the survey, data from questions that were completed were included in the analysis.

The instrument used for the 2022 administration differs from the instrument used in 2020. In an attempt to provide a more robust picture of educator perceptions, revisions were made to the survey instrument in 2021. This means that while some questions appeared on both instruments, direct comparisons across administration years are not possible. However, revisions to the instrument account for the more robust analysis represented in this year’s report. Despite the above limitations, the data represent a significant proportion of Utah's active educators and are consequently of value in ascertaining educator perceptions related to the several questions and areas of focus covered by the survey.
Survey questions in this section were designed to assess educator perceptions related to their preparation for engaging in various aspects of their work and assessing the alignment of workload with educator expectations. This section presents aggregate educator responses to eight questions as well as summaries of the responses disaggregated by years of teaching experience and educator training prior to accepting their first education assignment. Throughout the analysis, the term *early career educator* refers to professionals with three or fewer years of experience, *mid-career educator* refers to professionals with four to ten years of experience, and *late career educator* refers to professionals with more than 10 years of experience.

**PRIMARY PREPARATION FOR TEACHING**

Slightly fewer than two-thirds (63.0%) of responding educators indicate having completed a university-based teacher preparation program prior to accepting their first teaching position, while 33.4% indicate having a college degree with some or no formal classroom teaching experience prior to their first position and 3.6% indicate having no college degree.

**PREPARATION TO DELIVER ACADEMIC CONTENT**

An overwhelming majority (82.7%) of Utah educators felt extremely well prepared or moderately prepared to deliver the academic content associated with their current assignment. This sentiment was expressed by 76.6% of early career educators, 82.5% of mid-career educators, and 84.6% of late career educators. Among educators who completed a university-based teacher preparation program, 84.9% expressed this level of preparation, while only 78.8% of those without such training expressed this level of preparation. Among early-career educators, the percentage who expressed this level of preparation was 79.4% for those who completed a university preparation program, compared to 66.4% for those who did not. All reported differences are statistically significant ($p < 0.001$). Detailed summaries are shown in Figures 1.1 through 1.4.
Figure 1.1
Overall Educator Preparation to Deliver Academic Content

Note: This figure shows responses to the question “Typically this year, how prepared have you felt to deliver the academic content associated with your assignment at this school?” “Not applicable” implies that delivering academic content was not part of responding educators’ job responsibilities. N = 13,652.
Figure 1.2
Educator Preparation to Deliver Academic Content by Experience

Note: This figure shows responses to the question “Typically this year, how prepared have you felt to deliver the academic content associated with your assignment at this school?” disaggregated by teaching experience. “Not applicable” implies that delivering academic content was not part of responding educators’ job responsibilities.

Omitted percentages are less than 3%. $N = 13,652$; $n_{>10} = 6904$; $n_{7-10} = 2343$; $n_{4-6} = 2294$; $n_{1-3} = 1558$; $n_{<1} = 553$. 
Note: This figure shows responses to the question “Typically this year, how prepared have you felt to deliver the academic content associated with your assignment at this school?” disaggregated based on whether the educator completed a university-based teacher preparation program. “Not applicable” implies that delivering academic content was not part of responding educators’ job responsibilities.

Omitted percentages are less than 3%. $N = 13,652; n_1 = 8598; n_2 = 2951; n_3 = 1612; n_4 = 491$. 
Note: This figure shows early career educators’ responses to the question “Typically this year, how prepared have you felt to deliver the academic content associated with your assignment at this school?” disaggregated by whether and where the educator completed a preparation program. “Not applicable” implies that delivering academic content was not part of responding educators’ job responsibilities.

Omitted percentages are less than 3%. N = 2111; n_{BYU} = 224; n_{DSU} = 37; n_{SUU} = 93; n_{U of U} = 99; n_{USU} = 277; n_{UVU} = 136; n_{WSU} = 98; n_{WGU} = 184; n_{Westminster College} = 21; n_{Other} = 487; n_{No univ. prep.} = 455.
PREPARATION TO MANAGE CLASSROOM PROCEDURES

A similar majority, 82.0%, of Utah educators felt extremely well prepared or moderately prepared to manage classroom procedures associated with their assignment. This sentiment was expressed by 75.6% of early career educators, 81.1% of mid-career educators, and 83.7% of late career educators. Among educators who completed a university-based teacher preparation program, 84.0% expressed this level of preparation, while only 78.5% of those without such training expressed this level of preparation. Among early-career educators, the percentage who expressed this level of preparation was 78.5% for those who completed a university preparation program, compared to 64.8% for those who did not. All reported differences are statistically significant ($p < 0.001$). Detailed summaries are shown in Figures 1.5 through 1.8.

**Note:** This figure shows responses to the question “Typically this year, how prepared have you felt to manage classroom procedures and protocols associated with your assignment at this school?” “Not applicable” implies that managing classroom procedures was not part of responding educators’ job responsibilities. $N = 13,652$. 

![Figure 1.5 Overall Educator Preparation to Manage Classroom Procedures](image)
Figure 1.6
Educator Preparation to Manage Classroom Procedures by Experience

Note: This figure shows responses to the question “Typically this year, how prepared have you felt to manage classroom procedures and protocols associated with your assignment at this school?” disaggregated by teaching experience. “Not applicable” implies that managing classroom procedures was not part of responding educators’ job responsibilities. Omitted percentages are less than 3%. $N = 13,652; n_{>10} = 6904; n_{7-10} = 2343; n_{4-6} = 2294; n_{1-3} = 1558; n_{<1} = 553.$
Figure 1.7
Educator Preparation to Manage Classroom Procedures by Training

Note: This figure shows responses to the question “Typically this year, how prepared have you felt to manage classroom procedures and protocols associated with your assignment at this school?” disaggregated by whether the educator completed a university-based teacher preparation program. “Not applicable” implies that delivering academic content was not part of responding educators’ job responsibilities.

Omitted percentages are less than 3%. N = 13,652; n₁ = 8598; n₂ = 2951; n₃ = 1612; n₄ = 491.
Note: This figure shows early career educators’ responses to the question “Typically this year, how prepared have you felt to manage classroom procedures and protocols associated with your assignment at this school?” disaggregated by whether and where the educator completed a preparation program. “Not applicable” implies that managing classroom procedures was not part of responding educators’ job responsibilities.

Omitted percentages are less than 3%. $N = 2111; n_{BYU} = 224; n_{DSU} = 37; n_{SUU} = 93; n_{U of U} = 99; n_{USU} = 277; n_{UVU} = 136; n_{WSU} = 98; n_{GU} = 184; n_{Westminster College} = 21; n_{Other} = 487; n_{No univ. prep.} = 455.$
PREPARATION TO MANAGE STUDENT BEHAVIOR

Utah educators indicated that they felt slightly less prepared to manage student behavior with 70.8% expressing feeling extremely well prepared or moderately prepared to do so. This sentiment was expressed by 63.5% of early career educators, 68.1% of mid-career educators, and 74.8% of late career educators. These differences are statistically significant ($p < 0.001$). Among educators who completed a university-based teacher preparation program, 71.7% expressed this level of preparation, while 69.3% of those without such training expressed this level of preparation, a statistically significant difference ($p < 0.01$). Among early-career educators, the percentage who expressed this level of preparation was 64.1% for those who completed a university preparation program, compared to 61.3% for those who did not, a difference that is not statistically significant. Detailed summaries of teacher perception of preparation to manage student behavior are shown in Figures 1.9 through 1.12.

Figure 1.9
Overall Educator Preparation to Manage Student Behavior

Note: This figure shows responses to the question “Typically this year, how prepared have you felt to manage student behavior associated with your assignment at this school?” “Not applicable” implies that managing student behavior was not part of responding educators’ job responsibilities. $N = 13,652$. 
Figure 1.10

Educator Preparation to Manage Student Behavior by Experience

Note: This figure shows responses to the question “Typically this year, how prepared have you felt to manage student behavior associated with your assignment at this school?” disaggregated by teaching experience. “Not applicable” implies that managing student behavior was not part of responding educators’ job responsibilities.

Omitted percentages are less than 3%. $N = 13,652; n_{>10} = 6904; n_{7-10} = 2343; n_{4-6} = 2294; n_{1-3} = 1558; n_{<1} = 553.$
Figure 1.11
Educator Preparation to Manage Student Behavior by Training

Note: This figure shows responses to the question “Typically this year, how prepared have you felt to manage student behavior associated with your assignment at this school?” disaggregated by whether the educator completed a university-based teacher preparation program. “Not applicable” implies that delivering academic content was not part of responding educators’ job responsibilities.

Omitted percentages are less than 3%. $N = 13,652; n_1 = 8598; n_2 = 2951; n_3 = 1612; n_4 = 491.$
Figure 1.12
Educator Preparation to Manage Student Behavior by Program

Note: This figure shows early career educators’ responses to the question “Typically this year, how prepared have you felt to manage student behavior associated with your assignment at this school?” disaggregated by whether and where the educator completed a preparation program. “Not applicable” implies that managing student behaviors was not part of responding educators’ job responsibilities.

Omitted percentages less than 3%. $N = 2111$; $n_{BYU} = 224$; $n_{DSU} = 37$; $n_{SUU} = 93$; $n_{U of U} = 99$; $n_{USU} = 277$; $n_{UVU} = 136$; $n_{WSU} = 98$; $n_{WGU} = 184$; $n_{Westminster College} = 21$; $n_{Other} = 487$; $n_{No univ. prep.} = 455$. 
PREPARATION TO MANAGE INTERACTIONS WITH PARENTS

Utah educators indicate that they feel reasonably prepared to manage interactions with parents with 77.4% expressing feeling extremely well prepared or moderately prepared to do so. This sentiment was expressed by 69.7% of early-career educators, 75.6% of mid-career educators, and 80.8% of late career educators. Among educators who completed a university-based teacher preparation program, 78.7% expressed this level of preparation, compared to 75.0% of those without such training. Among early-career educators, the percentage who expressed this level of preparation was 72.2% for those who completed a university preparation program, compared to 60.9% for those who did not. All differences reported above are statistically significant ($p < 0.001$). Detailed summaries of educator perception of preparation to manage interactions with parents are shown in Figures 1.13 through 1.16.

Figure 1.13
Overall Educator Preparation to Manage Interactions With Parents

![Bar chart showing percentages of educators' preparedness levels.]

Note: This figure shows responses to the question “Typically this year, how prepared have you felt to manage interactions with parents as required by your assignment at this school?” “Not applicable” implies that managing interactions with parents was not part of responding educators’ job responsibilities. $N = 13,463$. 
Figure 1.14  
Educator Preparation to Manage Interactions With Parents by Experience

Note: This figure shows responses to the question “Typically this year, how prepared have you felt to manage interactions with parents as required by your assignment at this school?” disaggregated by teaching experience. “Not applicable” implies that managing interactions with parents was not part of responding educators’ job responsibilities.

Omitted percentages are less than 3%. $N = 13,463; n_{>10} = 6816; n_{7-10} = 2312; n_{4-6} = 2256; n_{1-3} = 1539; n_{<1} = 540.$
Figure 1.15
Educator Preparation to Manage Interactions With Parents by Training

Note: This figure shows responses to the question “Typically this year, how prepared have you felt to manage interactions with parents as required by your assignment at this school?” disaggregated by whether the educator completed a university-based teacher preparation program. “Not applicable” implies that delivering academic content was not part of responding educators’ job responsibilities.

Omitted percentages are less than 3%. $N = 13,463; n_1 = 8483; n_2 = 2916; n_3 = 1583; n_4 = 481.$
Figure 1.16
Educator Preparation to Manage Interactions With Parents by Program

Note: This figure shows early career educators’ responses to the question “Typically this year, how prepared have you felt to manage interactions with parents as required by your assignment at this school?” disaggregated by whether and where the educator completed a preparation program. “Not applicable” implies that managing interactions with parents was not part of responding educators’ job responsibilities.

Omitted percentages are less than 3%. $N = 2079$; $n_{BYU} = 222$; $n_{DSU} = 37$; $n_{SUU} = 93$; $n_{U of U} = 95$; $n_{USU} = 275$; $n_{UVU} = 134$; $n_{WSU} = 98$; $n_{WGU} = 181$; $n_{Westminster College} = 21$; $n_{Other} = 475$; $n_{No univ. prep.} = 448$. 
PREPARATION TO WORK WITH OTHER PROFESSIONALS AT THE SCHOOL

Utah educators indicated a high degree of preparation to work with other professionals at the school with 90.1% expressing feeling extremely well prepared or moderately prepared to do so. This sentiment was expressed by 86.0% of early career educators, 89.4% of mid-career educators, and 92.0% of late career educators. Among early career educators, the percentage who expressed this level of preparation was 86.9% for those who completed a university preparation program compared to 82.4% for those who did not. All reported differences are statistically significant ($p < 0.001$). More detailed summaries of teacher perception of preparation to work with other professionals are shown in Figures 1.17 through 1.19.

**Figure 1.17**

Overall Educator Preparation to Work With Other Professionals at the School

<table>
<thead>
<tr>
<th>Perception</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Extremely well prepared</td>
<td>53.1%</td>
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<tr>
<td>Moderately prepared</td>
<td>37%</td>
</tr>
<tr>
<td>Somewhat prepared</td>
<td>8.2%</td>
</tr>
<tr>
<td>Not at all prepared</td>
<td>1.2%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0.5%</td>
</tr>
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</table>

**Note:** This figure shows responses to the question “Typically this year, how prepared have you felt to work with other professionals at this school?” “Not applicable” implies that working with other professionals at a school was not part of responding educators’ job responsibilities. $N = 13,463$. 
Figure 1.18

Educator Preparation to Work With Others at the School by Experience

Note: This figure shows responses to the question “Typically this year, how prepared have you felt to work with other professionals at this school?” disaggregated by teaching experience. “Not applicable” implies that working with other professionals at a school was not part of responding educators’ job responsibilities.

Omitted percentages are less than 3%. $N = 13,463; n_{>10} = 6816; n_{7-10} = 2312; n_{4-6} = 2256; n_{1-3} = 1539; n_{<1} = 540.$
**Figure 1.19**

*Educator Preparation to Work With Others at the School by Program*

<table>
<thead>
<tr>
<th>Institution</th>
<th>Extremely Well Prepared</th>
<th>Moderately Prepared</th>
<th>Somewhat Prepared</th>
<th>Not at All Prepared</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYU</td>
<td>41.9%</td>
<td>39.6%</td>
<td>15.8%</td>
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<td></td>
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<tr>
<td>DSU</td>
<td>43.2%</td>
<td>40.5%</td>
<td>10.8%</td>
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<td></td>
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<tr>
<td>SUU</td>
<td>47.3%</td>
<td>43.0%</td>
<td>9.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of U</td>
<td>35.8%</td>
<td>41.1%</td>
<td>20.0%</td>
<td>3.2%</td>
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<td>USU</td>
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<td>44.7%</td>
<td>9.8%</td>
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</tr>
<tr>
<td>UVU</td>
<td>43.3%</td>
<td>42.5%</td>
<td>13.4%</td>
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<td></td>
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<tr>
<td>WSU</td>
<td>35.7%</td>
<td>42.9%</td>
<td>18.4%</td>
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<td></td>
</tr>
<tr>
<td>WGU</td>
<td>49.2%</td>
<td>38.1%</td>
<td>12.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westminster College</td>
<td>38.1%</td>
<td>52.4%</td>
<td>4.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other College/Univ.</td>
<td>55.2%</td>
<td>36.4%</td>
<td>6.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No univ. prep. program</td>
<td>40.2%</td>
<td>42.2%</td>
<td>13.6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** This figure shows early career educators’ responses to the question “Typically this year, how prepared have you felt to work with other professionals at this school?” disaggregated by whether and where the educator completed a preparation program. “Not applicable” implies that working with other professionals at a school was not part of responding educators’ job responsibilities.

Omitted percentages are less than 3%. \(N = 2079; n_{BYU} = 222; n_{DSU} = 37; n_{SUU} = 93; n_{U of U} = 95; n_{USU} = 275; n_{UVU} = 134; n_{WSU} = 98; n_{WGU} = 181; n_{Westminster College} = 21; n_{Other} = 475; n_{No univ. prep.} = 448.\)
PREPARATION FOR THE WORK EXPECTED

Overall, 81.2% of educators express feeling extremely well prepared or moderately prepared for the work expected of them. This sentiment was expressed by 77.7% of early career educators, 79.7% of mid-career educators, and 83.3% of late career educators. The difference between early and mid-career educators is not statistically significant, but the difference between these two subgroups and late career educators is significant ($p < 0.001$). Among early career educators, the percentage who expressed this level of preparation was 78.4% for those who completed a university teacher preparation program, compared to 75.2% for those who did not. This difference is not statistically significant. Detailed summaries are shown in Figures 1.20 through 1.22.

**Note:** This figure shows responses to the question “Overall, how prepared would you say you typically feel for the work expected of you in your position at this school?” “Not applicable” implies that an educator was not employed in a school. $N = 13,463$. 

![Figure 1.20](image-url)
Note: This figure shows responses to the question “Overall, how prepared would you say you typically feel for the work expected of you in your position at this school?” disaggregated by teaching experience. “Not applicable” implies that an educator was not employed in a school.

Omitted percentages are less than 3%. $N = 13,463$; $n_{>10} = 6816$; $n_{7-10} = 2312$; $n_{4-6} = 2256$; $n_{1-3} = 1539$; $n_{<1} = 540$. 
Figure 1.22
Educator Preparation for the Work Expected by Program

Note: This figure shows early career educators’ responses to the question “Overall, how prepared would you say you typically feel for the work expected of you in your position at this school?” disaggregated by whether and where the educator completed a preparation program. “Not applicable” implies that an educator was not employed in a school. Omitted percentages are less than 3%. $N = 2079$; $n_{BYU} = 222$; $n_{DSU} = 37$; $n_{SUU} = 93$; $n_{U of U} = 95$; $n_{USU} = 275$; $n_{UVU} = 134$; $n_{WSU} = 98$; $n_{WGU} = 181$; $n_{Westminster College} = 21$; $n_{Other} = 475$; $n_{No univ. prep.} = 448$. 
ALIGNMENT OF WORK WITH EXPECTATIONS

When assessing how the difficulty of their work aligned with their expectations, 67.8% of educators indicated the work had been somewhat harder or far harder this year than they had expected. This sentiment was expressed by 55.4% of early career educators, 67.9% of mid-career educators, and 71.5% of late career educators. Only 28.3% of educators indicated that the difficulty of their work aligned with their expectations, with 38.6% of early career educators, 28.0% of mid-career educators, and 25.4% of late career educators expressing this sentiment. All reported differences are statistically significant ($p < .001$). Detailed summaries are shown in Figure 1.23 and Figure 1.24.

![Figure 1.23](image)

**Overall Alignment of Work to Expectations**

Note: This figure shows responses to the question “Overall, how has the difficulty of your work this year aligned with your expectations?” $N = 13,463$. 

26
Note: This figure shows responses to the question “Overall, how has the difficulty of your work this year aligned with your expectations?” Omitted percentages are less than 3%. $N = 13,463; n_{>10} = 6816; n_{7-10} = 2312; n_{4-6} = 2256; n_{1-3} = 1539; n_{<1} = 540.$
PREPARATION AND EXPECTATIONS SUMMARY

Results from this section of the educator engagement survey suggest that educators overall feel adequately prepared for various aspects of their work. Educators who did not complete a university teacher preparation program felt less prepared to manage all surveyed aspects of instruction than did educators who completed a preparation program. Educator preparation for managing student behavior appears to be the most problematic aspect for all educators and although most educators still feel confident in their preparation to manage this aspect of their work, similar proportions of early career educators feel prepared to manage student behavior regardless of their pre-service preparation. This indicates that despite pre-service preparation, early career educators feel least prepared to manage student behavior compared to other aspects assessed in the survey. Early career educators also express lower preparation for each aspect of their work explored here than their mid- and late career counterparts. Interestingly, however, this trend is reversed in educator perception of alignment of work difficulty to expectations. A larger percentage of more experienced teachers express that the difficulty of their work this year exceeded their expectations. Within all subgroups, most educators feel the nature of their work was harder than expected during the 2021–22 school year.
The survey questions in this section asked educators how frequently they experience seven types of interactions with their principal or immediate supervisor. The data are presented based on educator responses to each of the seven interactions and are disaggregated by school environment (i.e., preschool, elementary, middle school, and high school) as well as by school type (i.e., charter school and school district).

ENCOURAGEMENT TO BE INNOVATIVE

Educators generally feel that their principal or immediate supervisor encourages them to be innovative in their classroom, with 54.8% indicating this to be the case “almost always”. When disaggregated by school environment, 50.0% of preschool, 54.9% of elementary, 56.7% of middle school, and 53.5% of high school educators expressed the same sentiment. Of these differences, only the difference between middle school and high school educators is statistically significant ($p < 0.01$). A higher percentage of charter school educators expressed almost always being encouraged to be innovative compared to school district educators (63.4% compared to 53.7%), a result that is statistically significant ($p < 0.001$). More detailed summaries can be found in Figures 2.1 through 2.3.

**Figure 2.1**
Leader Encouragement for Innovation

Note: This figure shows educator responses to “My principal or immediate supervisor encourages me to be innovative in my classroom.” $N = 13,311$. 
Figure 2.2
Leader Encouragement for Innovation by Grade Level

Note: This figure shows grade level responses to “My principal or immediate supervisor encourages me to be innovative in my classroom.”
Omitted percentages are less than 3%. $N = 13,311$; $n_{high} = 3608$; $n_{middle} = 3017$; $n_{elementary} = 6470$; $n_{preschool} = 216$. 
Figure 2.3
Leader Encouragement for Innovation: Charters v. School Districts

Note: This figure shows educator responses to “My principal or immediate supervisor encourages me to be innovative in my classroom.” $N_{Charter} = 2,457$; $N_{District} = 8,686$
COMMUNICATION REGARDING PERFORMANCE

Significantly fewer educators indicated that their principal or immediate supervisor communicates with them regarding their performance. Overall, just 40.8% of educators said that this was almost always the case. When disaggregated by school environment, 38.9% of preschool, 43.5% of elementary, 40.1% of middle school, and 36.8% of high school educators expressed the same sentiment. The grade level differences are statistically significant between preschool and elementary ($p < 0.01$), elementary and high school ($p < 0.001$) and middle school and high school ($p < 0.01$).

Among charter school educators, 45.7% felt this way compared to 40.4% of school district educators, a difference that is also statistically significant ($p < 0.001$). More detailed summaries can be found in Figures 2.4 through 2.8.

**Figure 2.4**
Leader Communication Regarding Performance

Note: This figure shows educator responses to “My principal or immediate supervisor communicates with me regarding my performance as an educator.” $N = 13,309.$
Figure 2.5
Leader Communication Regarding Performance by Grade Level

Note: This figure shows grade level responses to “My principal or immediate supervisor communicates with me regarding my performance as an educator.”

Omitted percentages are less than 3%. $N = 13,309; n_{high} = 3607; n_{middle} = 3017; n_{elementary} = 6469; n_{preschool} = 216.$
Figure 2.6
Leader Communication Regarding Performance: Charters v. School Districts

Note: This figure shows educator responses to “My principal or immediate supervisor communicates with me regarding my performance as an educator.” $N_{\text{Charter}} = 2,457$; $N_{\text{District}} = 8,686$. 
UNDERSTANDING STRENGTHS AND WEAKNESSES

When asked whether a principal or immediate supervisor helps educators understand their strengths and weaknesses, 38.3% of educators indicated this was almost always the case. The same sentiment was expressed by 36.6% of preschool, 41.1% of elementary, 37.3% of middle school, and 34.9% of high school educators. Here, only the differences between elementary and middle school ($p < 0.01$) and elementary and high school ($p < 0.001$) are statistically significant. Charter school educators agreed with this sentiment at a statistically higher rate ($p < 0.001$) than school district educators (45.3% compared to 37.5% respectively). More detailed summaries can be found in Figures 2.7 through 2.9.

Note: This figure shows educator responses to “My principal or immediate supervisor helps me understand my strengths and weaknesses.”

$N = 13,308.$
Figure 2.8
Leader Communication of Strengths and Weaknesses by Grade Level

Note: This figure shows grade level responses to “My principal or immediate supervisor helps me understand my strengths and weaknesses.”

Omitted percentages are less than 3%. $N = 13,308$; $n_{\text{high}} = 3606$; $n_{\text{middle}} = 3017$; $n_{\text{elementary}} = 6469$; $n_{\text{preschool}} = 216$. 
Figure 2.9
Leader Communication of Strengths and Weaknesses: Charters v. School Districts

Note: This figure shows educator responses to “My principal or immediate supervisor helps me understand my strengths and weaknesses.”

\[ N_{\text{Charter}} = 2,457; N_{\text{District}} = 8,686. \]
EASE OF COMMUNICATION

Educators largely feel that their principal or immediate supervisor is easy to talk to, with 67.8% indicating this to be true almost always. A statistically significant difference ($p < 0.001$) is observed between elementary and middle school educators’ perceptions (66.5% compared to 70.3%), but no other differences are significant. Among preschool educators, 64.7% expressed this sentiment and among high school educators 68.2% felt this way. Although both charter school and school district educators had high percentages of agreement (72.0% compared to 67.4% respectively), a statistically higher ($p < 0.001$) percentage of charter school educators felt this way. More detailed summaries can be found in Figures 2.10 through 2.12.

**Figure 2.10**
Ease of Communicating with Leaders

*Note: This figure shows educator responses to “My principal or immediate supervisor is easy to talk to.” $N = 13,201$.**
Figure 2.11
Ease of Communicating with Leaders by Grade Level

Note: This figure shows grade level responses to “My principal or immediate supervisor is easy to talk to.”
Omitted percentages are less than 3%. $N = 13,201; n_{high} = 3567; n_{middle} = 2990; n_{elementary} = 6429; n_{preschool} = 215.$
Figure 2.12
Ease of Communicating with Leaders:
Charter v. School Districts

Note: This figure shows educator responses to “My principal or immediate supervisor is easy to talk to.” $N_{\text{Charter}} = 2,457; N_{\text{District}} = 8,686.$
EXPRESSING CARE AND CONCERN

A moderate proportion of educators feel that their principal or immediate supervisor expresses care and concern for them as individuals. Overall, 65.3% of educators indicated that this was almost always the case. The highest percentage of educators expressing this sentiment was among middle school teachers (67.1%) compared to elementary (65.1%), high school (64.1%), and preschool (62.8%) educators. The difference between middle school and high school was statistically significant ($p < 0.05$). While 71.0% of charter school educators felt this level of care and concern from school leadership, the percentage was lower (64.6%) in school districts, representing a statistically significant ($p < 0.001$) difference. More details are provided in Figures 2.13 through 2.15.

![Figure 2.13](image)

**Leadership Concern for Educators as Individuals**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost Always</td>
<td>65.3%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>20.4%</td>
</tr>
<tr>
<td>Rarely</td>
<td>8.4%</td>
</tr>
<tr>
<td>Never</td>
<td>4.8%</td>
</tr>
<tr>
<td>Prefer Not to Answer</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

**Note:** This figure shows educator responses to “My principal or immediate supervisor expresses care and concern for me as an individual.”

$N = 13,201$. 
Figure 2.14
Leadership Concern for Educators as Individuals by Grade Level

Note: This figure shows grade level responses to “My principal or immediate supervisor expresses care and concern for me as an individual.”

Omitted percentages are less than 3%. \( N = 13,201; n_{\text{high}} = 3567; n_{\text{middle}} = 2990; n_{\text{elementary}} = 6429; n_{\text{preschool}} = 215. \)
Figure 2.15
Leadership Concern for Educators as Individuals: Charters v. School Districts

Note: This figure shows educator responses to “My principal or immediate supervisor expresses care and concern for me as an individual.”
$N_{\text{Charter}} = 2,457; N_{\text{District}} = 8,686.$
UNDERSTANDING CHALLENGES

When asked whether a principal or immediate supervisor understands the challenges associated with being an educator, 60.8% indicated that such was almost always the case. This percentage was similar across grade levels with 57.7% of preschool, 60.6% of elementary, 62.5% of middle school, and 59.7% of high school educators expressing the sentiment. Only the difference between middle school and high school educators was statistically significant ($p < 0.05$). The difference in responses between charter school and school district educators was statistically significant ($p < 0.001$) with 67.8% of charter school educators and 59.8% of school district educators expressing positive perceptions. More details are provided in Figures 2.16 through 2.18.

![Figure 2.16: Leaders Understand Challenges of Teaching](image)

**Note:** This figure shows educator responses to “My principal or immediate supervisor understands the challenges associated with being an educator.” $N = 13,201$. 
Figure 2.17
Leaders Understand Challenges of Teaching by Grade Level

Note: This figure shows grade level responses to “My principal or immediate supervisor understands the challenges associated with being an educator.”

Omitted percentages are less than 3%. \( N = 13,201; n_{\text{high}} = 3567; n_{\text{middle}} = 2990; n_{\text{elementary}} = 6429; n_{\text{preschool}} = 215.\)
Figure 2.18
Leaders Understand Challenges of Teaching: Charters v. School Districts

Note: This figure shows educator responses to “My principal or immediate supervisor understands the challenges associated with being an educator.” \( N_{\text{Charter}} = 2,457; N_{\text{District}} = 8,686. \)
EFFECTIVE LEADERSHIP

When asked about the effectiveness of school leadership, sentiment remained mostly positive with 59.4% of educators indicating their principal or immediate supervisor almost always demonstrates effective leadership. This sentiment was stable across grade levels with 61.4% of preschool, 59.3% of elementary, 60.0% of middle school, and 59.0% of high school educators expressing this to be the case. These differences are not statistically significant. However, the differences between charter school and school district educators’ responses were statistically significant ($p < 0.001$) with 66.2% of charter school and 58.7% of school district educators indicating a positive view of the effectiveness of school leaders. More details are provided in Figures 2.19 through 2.21.

Figure 2.19
Perceived Effectiveness of Leadership

Note: This figure shows educator responses to “My principal or immediate supervisor demonstrates effective leadership.” $N = 13,201$. 

![Bar chart showing perceived effectiveness of leadership](image-url)
Figure 2.20
Perceived Effectiveness of Leadership by Grade Level

Note: This figure shows grade level responses to “My principal or immediate supervisor demonstrates effective leadership.”

Omitted percentages are less than 3%. $N = 13,201$; $n_{\text{high}} = 3567$; $n_{\text{middle}} = 2990$; $n_{\text{elementary}} = 6429$; $n_{\text{preschool}} = 215$. 
Figure 2.21
Perceived Effectiveness of Leadership: Charters v. School Districts

Note: This figure shows educator responses to “My principal or immediate supervisor demonstrates effective leadership.” $N_{\text{Charter}} = 2,457; N_{\text{District}} = 8,686.$
SCHOOL LEADERSHIP SECTION SUMMARY

Overall, many Utah educators have positive perspectives related to school leadership, with significant proportions of educators expressing that their leaders almost always communicate effectively, are almost always easy to communicate with, almost always express concern for and understand the work educators engage in and the challenges they face, and almost always encourage and support innovation. Based on educator perceptions, the areas needing the most improvement for school leaders include providing feedback about educator strengths and weaknesses and communicating regarding educators’ performance. In all areas addressed in this survey, charter school educators’ perceptions related to leadership are statistically higher than school district educators’ perceptions. It is worth noting that educators’ “almost always” responses were focused on in this analysis. Inasmuch as the reader wishes to consider “sometimes” as demonstration of an acceptable level of school leader engagement in the areas presented, further analysis is warranted.
The survey questions in this section asked educators how frequently they experience seven types of interactions when collaborating with other professionals in their school, including grade or department level teams. The data are presented based on educator responses to each of the seven interactions and are disaggregated by school environment (i.e., preschool, elementary, middle school, and high school) as well as by school type (i.e., charter school and school district).

EDUCATORS VALUE WORKING COLLABORATIVELY

Educators generally feel that other educators in the school value working collaboratively. Among all responding educators 53.5% indicated this to “almost always” be the case. When disaggregated by grade level, 55.0% of preschool, 57.0% of elementary, 53.2% of middle school, and 47.6% of high school educators expressed this sentiment. Differences between high school and all other grade levels are statistically significant (vs. preschool \( p < 0.05 \), vs. elementary \( p < 0.001 \), vs. middle school \( p < 0.001 \)). Additionally, the difference between elementary and middle school is statistically significant \( (p < 0.001) \). Among charter school educators, 59.9% expressed this sentiment, compared to 52.7% of school district educators, a statistically significant difference \( (p < 0.001) \). More detailed summaries can be found in Figures 3.1 through 3.3.

**Note:** This figure shows educator responses to “Educators at this school value working collaboratively.” \( N = 12,698 \).
Figure 3.2
Educators Value Working Collaboratively by Grade Level

Note: This figure shows grade level responses to “Educators at this school value working collaboratively.”
Omitted percentages are less than 3%. $N = 12,698; n_{high} = 3446; n_{middle} = 2882; n_{elementary} = 6161; n_{preschool} = 209.$
Figure 3.3
Educators Value Working Collaboratively: Charters v. School Districts

Note: This figure shows educator responses to “Educators at this school value working collaboratively.” $N_{\text{Charters}} = 2,457; N_{\text{Districts}} = 8686$
EASE OF COLLABORATION ACROSS GRADES

Few educators indicated that collaboration across grades was easy in their school with 38.5% of educators indicating this to be almost always the case. Across grade levels 39.7% of preschool, 38.1% of elementary, 37.6% of middle school, and 39.8% of high school educators expressed the same sentiment. None of these differences are statistically significant. Among charter school educators, 45.1% felt that cross-grade collaboration was almost always easy. This sentiment was expressed by 37.2% of school district educators, a difference that is statistically significant ($p < 0.001$). Further details are provided in Figures 3.4 through 3.6.

Note: This figure shows educator responses to “It is easy to collaborate with educators across grades within this school.” $N = 12,698$. 
Note: This figure shows grade level responses to “It is easy to collaborate with educators across grades within this school.”

Omitted percentages are less than 3%. \( N = 12,698; n_{\text{high}} = 3446; n_{\text{middle}} = 2882; n_{\text{elementary}} = 6161; n_{\text{preschool}} = 209.\)
Figure 3.6
Working Collaboratively Across Grades: Charters v. School Districts

Note: This figure shows educator responses to “It is easy to collaborate with educators across grades within this school.” $N_{\text{Charters}} = 2,457; N_{\text{Districts}} = 8686.$
EASE OF COLLABORATION ACROSS SUBJECT AREAS

Educators expressed similar perceptions related to the ease of collaborating across subject areas. Only 38.1% of educators indicated that this was almost always the case. Disaggregation by grade level reveals higher rates of agreement in lower grades with 39.2% of preschool educators and 41.9% of elementary educators expressing agreement. In middle school and high school these percentages drop to 34.6% and 34.1% respectively. The differences between elementary and secondary (middle and high school combined) are statistically significant ($p < 0.001$), but no other differences are. Differences between charter schools and school districts are again significant ($p < 0.001$) with 47.3% of charter school educators and 36.0% of school district educators indicating ease in collaborating across subject as almost always present. Additional details are provided in Figures 3.7 through 3.9.

**Figure 3.7**

Working Collaboratively Across Subject Areas

Note: This figure shows educator responses to “It is easy to collaborate with educators across subject areas within this school.” $N = 12,698$. 
Figure 3.8
Working Collaboratively Across Subject Areas by Grade Level

Note: This figure shows grade level responses to “It is easy to collaborate with educators across subject areas within this school.”

Omitted percentages are less than 3%. $N = 12,698$; $n_{\text{high}} = 3446$; $n_{\text{middle}} = 2882$; $n_{\text{elementary}} = 6161$; $n_{\text{preschool}} = 209$. 
Figure 3.9
Working Collaboratively Across Subject Areas: Charters v. School Districts

Note: This figure shows educator responses to “It is easy to collaborate with educators across subject areas within this school.” $N_{\text{Charters}} = 2,457$; $N_{\text{Districts}} = 8686$. 
EFFECTIVE TEAMWORK

Educators largely agreed that their teams work effectively together. Overall, 64.2% of educators indicated that such was almost always the case. Preschool (63.6%) and elementary (66.8%) educators expressed larger proportions of agreement than did middle school (62.7%) and high school (60.7%) educators. The difference between elementary and middle school educators was statistically significant ($p < 0.001$) as was the difference between elementary and high school educators ($p < 0.001$). No other differences were statistically significant. Again, a significantly higher proportion of charter school educators (69.4%) felt teams worked together effectively compared to school district educators (63.3%) and this difference is statistically significant ($p < 0.001$). Further details appear in Figures 3.10 through 3.12.

Note: This figure shows educator responses to “My team works effectively together.” $N = 12,698$. 

![Effectiveness of Teams](image-url)
Figure 3.11
Effectiveness of Teams by Grade Level

Note: This figure shows grade level responses to “My team works effectively together.”

Omitted percentages are less than 3%. \( N = 12,698; n_{\text{high}} = 3446; n_{\text{middle}} = 2882; n_{\text{elementary}} = 6161; n_{\text{preschool}} = 209. \)
Figure 3.12
Effectiveness of Teams: Charters v. School Districts

Note: This figure shows educator responses to “My team works effectively together.” $N_{\text{Charters}} = 2,457$; $N_{\text{Districts}} = 8686$. 
EFFECTIVE WORKLOAD ALLOCATION

When asked whether the workload was allocated effectively across the team, 47.4% of educators responded with “almost always.” While elementary and middle school educators expressed similar percentages of agreement with this sentiment (48.3% and 47.7% respectively), only 45.8% of high school and 39.8% of preschool educators felt the workload was effectively allocated almost always. The difference between preschool and high school educators is not statistically significant, but the difference between preschool and elementary as well as preschool and middle school is ($p < 0.05$). The difference between elementary and high school is also statistically significant ($p < 0.05$). Once more, charter school educators indicated higher levels of agreement (51.5%) than school district educators (46.5%) a difference that is statistically significant ($p < 0.001$). More details are provided in Figures 3.13 through 3.15.

Figure 3.13
Effective Allocation of Workload

Note: This figure shows educator responses to “The workload is allocated effectively across my team.” $N = 12,623$. 


Figure 3.14
Effective Allocation of Workload by Grade Level

Note: This figure shows grade level responses to “The workload is allocated effectively across my team.”

Omitted percentages are less than 3%. \( N = 12,623; n_{\text{high}} = 3426; n_{\text{middle}} = 2858; n_{\text{elementary}} = 6133; n_{\text{preschool}} = 206. \)
Figure 3.15
Effective Allocation of Workload: Charters v. School Districts

Note: This figure shows educator responses to “The workload is allocated effectively across my team.” $N_{\text{Charters}} = 2,457; N_{\text{Districts}} = 8686.$
ADEQUATE TIME FOR COLLABORATION AND PLANNING

Slightly more than one-third of Utah educators (36.7%) indicated that they almost always have adequate time to plan with their team. This sentiment was shared by 29.6% of preschool, 34.9% of elementary, 38.4% of middle school, and 38.9% of high school educators. Differences between preschool and middle school and high school were statistically significant ($p < 0.05$) as were differences between elementary and middle school and high school ($p < 0.001$). The difference between charter school (40.5%) and school district (35.8%) educators was again statistically significant ($p < 0.001$). Figures 3.16 through 3.18 contain more details.

Figure 3.16
Adequate Time for Collaboration

Note: This figure shows educator responses to “I have adequate time to collaborate and plan with my team.” $N = 12,623$. 
Figure 3.17
*Adequate Time for Collaboration by Grade Level*

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Almost Always</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>Prefer Not to Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>38.9%</td>
<td>34.7%</td>
<td>17.7%</td>
<td>7.0%</td>
<td></td>
</tr>
<tr>
<td>Middle School</td>
<td>38.4%</td>
<td>34.3%</td>
<td>18.2%</td>
<td>7.4%</td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>34.9%</td>
<td>34.9%</td>
<td>20.7%</td>
<td>7.7%</td>
<td></td>
</tr>
<tr>
<td>Preschool</td>
<td>29.6%</td>
<td>38.3%</td>
<td>22.8%</td>
<td>6.3%</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** This figure shows grade level responses to “I have adequate time to collaborate and plan with my team.”

Omitted percentages are less than 3%. $N = 12,623; n_{high} = 3426; n_{middle} = 2858; n_{elementary} = 6133; n_{preschool} = 206.$
Figure 3.18
Adequate Time for Collaboration: Charters v. School Districts

Note: This figure shows educator responses to “I have adequate time to collaborate and plan with my team.” $N_{	ext{Charters}} = 2,457; N_{	ext{Districts}} = 8686.$
COLLABORATION TIME IS WELL SPENT

Nearly half (47.0%) of Utah educators feel that their collaboration time is well spent. While more than half of preschool educators felt this way (55.3%), percentages among elementary (48.3%), middle school (48.5%), and high school (42.7%) educators were lower. The low percentage among high school educators represents a statistically significant difference from each of the other subgroups ($p < 0.001$). As with other questions in this category, charter school educators had a statistically higher ($p < 0.001$) percentage of agreement (53.4%) compared to school district educators (45.6%). More information about these data appear in Figures 3.19 through 3.21.

Note: This figure shows educator responses to “Time spent collaborating at this school is time well spent.” $N = 12,623$. 
Figure 3.20
Productiveness of Collaboration Time by Grade Level

Note: This figure shows grade level responses to “Time spent collaborating at this school is time well spent.”

Omitted percentages are less than 3%. $N = 12,623; n_{high} = 3426; n_{middle} = 2858; n_{elementary} = 6133; n_{preschool} = 206.$
Note: This figure shows educator responses to “Time spent collaborating at this school is time well spent.” $N_{\text{Charters}} = 2,457; N_{\text{Districts}} = 8686.$
COLLABORATION SECTION SUMMARY

Just over half of all educators believe their colleagues value working collaboratively, but they are less optimistic about the ease of working with others across grades and subject areas. Educators are more optimistic about the effectiveness of their collaborative teams, but often feel the workload is not allocated effectively. Approximately one-third of educators feel like they have adequate time for collaboration and just less than half feel like their collaboration time is well spent. Some trends are apparent indicating higher levels of collaboration and more positive perceptions of value in collaboration among educators in early grades, but improvement can be made at all grade levels. Charter school educators appear to be more satisfied with their collaborative time and teamwork than school district educators, but there is room for improvement in both environments. Inasmuch as effective collaboration is essential to providing quality instruction, low levels of agreement with the quality and ease of collaborating are cause for concern.
The survey questions in this section asked educators about their access to needed resources and professional learning opportunities. The data are presented based on educator responses to each of five questions about resources and four questions related to professional learning and are disaggregated by school environment (i.e., preschool, elementary, middle school, and high school) as well as by school type (i.e., charter school and school district).

ACCESS TO NON-TECHNOLOGICAL SUPPLIES AND TOOLS

Most educators believe they have access to the non-technological supplies and tools they need. Overall, 60.6% of educators indicated this was “almost always” the case. When disaggregated by grade level, 51.2% of preschool, 56.3% of elementary, 65.4% of middle school, and 64.9% of high school educators felt this way. The differences between the responses in lower grades (i.e. preschool and elementary) and the secondary grades (i.e., middle and high school) are statistically significant ($p < 0.001$). Among charter school educators, 63.6% expressed this sentiment, compared to 59.9% of school district educators, a statistically significant difference ($p < 0.001$). More detailed summaries can be found in Figures 4.1 through 4.3.
Figure 4.1
Access to Non-Technological Supplies and Tools

Note: This figure shows educator responses to “The non-technological supplies and tools I need to do my job are provided to me when requested.”
N = 12,346.
Figure 4.2
Access to Non-Technological Supplies and Tools by Grade Level

Note: This figure shows grade level responses to “The non-technological supplies and tools I need to do my job are provided to me when requested.”

Omitted percentages are less than 3%. \(N = 12,346; n_{\text{high}} = 3343; n_{\text{middle}} = 2804; n_{\text{elementary}} = 5998; n_{\text{preschool}} = 201.\)
Figure 4.3
Access to Non-Technological Supplies and Tools:
Charters vs. School Districts

Note: This figure shows school educator responses to “The non-technological supplies and tools I need to do my job are provided to me when requested.” $N_{\text{Charters}} = 2,457$; $N_{\text{Districts}} = 8686$. 
To help ascertain to what degree educators end up purchasing materials that are not provided to them, they were also given the following prompt: “I must purchase the non-technological supplies and tools I need to do my job with personal funds.” Consistent with the data presented above, 34.1% of educators indicated that they must almost always purchase needed non-technological supplies and tools. The need for such purposes seems to be higher in secondary environments. Only 22.9% of preschool and 32.2% of elementary educators indicated they almost always make such purchases compared to 36.0% of middle school and 36.5% of high school educators. The only difference that is not statistically significant is that between middle school and high school educators, an indication that secondary teachers feel they make more of such purchases than preschool and elementary educators. Similarly, it appears that educators in charter schools feel they are required to purchase non-technological tools at a greater rate than school district educators (40.8% compared to 33.0% respectively). Again, this is a statistically significant difference ($p < 0.001$). Further details are provided in Figures 4.4 through 4.6.

**Figure 4.4**

**Purchasing Non-Technological Supplies and Tools**

![Bar chart showing educator responses to purchasing non-technological supplies and tools.](image)

**Note:** This figure shows educator responses to “I must purchase the non-technological supplies and tools I need to do my job with personal funds.” $N = 12,346$. 
Figure 4.5
Purchasing Non-Technological Supplies and Tools by Grade Level

Note: This figure shows grade level responses to “I must purchase the non-technological supplies and tools I need to do my job with personal funds.”

Omitted percentages are less than 3%. $N = 12,346; n_{high} = 3343; n_{middle} = 2804; n_{elementary} = 5998; n_{preschool} = 201.$
Figure 4.6
Purchasing Non-Technological Supplies and Tools: Charters vs. School Districts

Note: This figure shows school educator responses to “I must purchase the non-technological supplies and tools I need to do my job with personal funds.” $N_{\text{Charters}} = 2,457; N_{\text{Districts}} = 8686.$
ACCESS TO TECHNOLOGIES

Questions like those presented above were also asked in relation to technologies. Results were similar with 60.0% of educators indicating they are almost always provided with the technologies needed to do their job. Responses by grade level were comparable to above, except for preschool educators, 44.3% of whom said they had necessary access to technologies. The percentage of educators saying they had access to needed technologies was 57.5% among elementary, 63.0% among middle school, and 63.0% among high school educators. Again, the disparity between preschool/elementary and secondary is evident as the statistical differences appear between preschool/elementary and middle school/high school responses ($p < 0.001$). Charter school educators are statistically more likely to have access to necessary technologies ($p < 0.001$) with 65.2% of charter school educators and 59.0% of school district educators claiming such access. These data are further summarized in Figures 4.7 through 4.9.

**Figure 4.7**

**Access to Technologies**

![Bar chart showing access to technologies]

**Note:** This figure shows educator responses to “The technologies I need to do my job are provided to me as requested.” $N = 12,346$. 
Figure 4.8
Access to Technologies by Grade Level

Note: This figure shows grade level responses to “The technologies I need to do my job are provided to me as requested.”

Omitted percentages are less than 3%. $N = 12,346$; $n_{high} = 3343$; $n_{middle} = 2804$; $n_{elementary} = 5998$; $n_{preschool} = 201$. 
Figure 4.9  
Access to Technologies:  
Charters vs. School Districts

Note: This figure shows school educator responses to “The technologies I need to do my job are provided to me as requested.” $N_{	ext{Charters}} = 2,457; N_{	ext{Districts}} = 8686.$
As above, educators were also asked whether they had to purchase needed technologies with personal funds. Only 12.5% of educators indicated this was almost always the case. Again, the disparity between preschool/elementary and secondary educators is manifest. Overall, secondary educators report having to buy technologies at a lower rate (9.7% for middle school and 9.2% for high school) than their preschool (18.9%) and elementary (15.5%) counterparts. Among both charter school educators and school district educators, the percentage who indicated almost always purchasing technologies was 12.6%. There were disparities among charter school educators and school district educators in the “sometimes” and “never” responses to this question, however. A summary of these data can be found in Figures 4.10 through 4.12.

Figure 4.10
Purchasing Technologies

Note: This figure shows educator responses to “I must purchase the technologies I need to do my job with personal funds.” N = 12,346.
Figure 4.11
Purchasing Technologies by Grade Level

Note: This figure shows grade level responses to “I must purchase the technologies I need to do my job with personal funds.”

Omitted percentages are less than 3%. $N = 12,346; n_{high} = 3343; n_{middle} = 2804; n_{elementary} = 5998; n_{preschool} = 201.$
Figure 4.12
Purchasing Technologies: Charters vs. School Districts

Note: This figure shows school educator responses to “I must purchase the technologies I need to do my job with personal funds.” $N_{\text{charters}} = 2,457$; $N_{\text{districts}} = 8686$. 
TRAINING TO USE TECHNOLOGY

Despite having access to needed technologies, 42.0% of Utah educators say they never receive adequate training on how to use school or district specific technologies. This percentage exceeds one-third of educators in all grade levels with 36.3% of preschool, 39.4% of elementary, 46.0% of middle school, and 43.6% of high school educators indicating the same sentiment. Once again, there is no significant difference between preschool and elementary or between middle school and high school educators, but the differences between preschool/elementary and secondary are statistically significant ($p < 0.05$). The differences are even more stark between charter school educators, where 50.3% say they never receive adequate training, and school district educators, where 39.5% express the same sentiment. More detailed summaries of these data are provided in Figures 4.13 through 4.15.

Figure 4.13
Training to Use Technologies

Note: This figure shows educator responses to “I receive adequate training on how to use school/district specific technologies.” $N = 12,345$. 
Figure 4.14
Training to Use Technologies by Grade Level

Note: This figure shows grade level responses to “I receive adequate training on how to use school/district specific technologies.”

Omitted percentages are less than 3%. $N = 12,345$; $n_{\text{high}} = 3343$; $n_{\text{middle}} = 2803$; $n_{\text{elementary}} = 5998$; $n_{\text{preschool}} = 201$. 
Figure 4.15
Training to Use Technologies: Charters vs. School Districts

Note: This figure shows school educator responses to “I receive adequate training on how to use school/district specific technologies.”

N_{Charters} = 2,457; N_{Districts} = 8686.
ACCESS TO PROFESSIONAL LEARNING

More than half of Utah’s educators (56.6%) express almost always having access to professional learning experiences. A higher percentage of elementary educators feel this way (59.2%) compared to preschool (48.5%), middle school (53.9%), and high school (54.7%) educators. The differences between elementary educators and all other subgroups are statistically significant ($p < 0.01$), but differences among other subgroups are not. Among charter school educators, 60.8% report almost always having access to professional learning experiences, while the percentage among school district educators is 55.8%. This result is statistically significant ($p < 0.001$). Additional information is provided in Figures 4.16 through 4.18.

**Figure 4.16**
Access to Professional Learning

Note: This figure shows educator responses to “I have access to professional learning opportunities to help me be a successful educator.”

$N = 12,279$. 

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Note: This figure shows grade level responses to “I have access to professional learning opportunities to help me be a successful educator.”

Omitted percentages are less than 3%. \( N = 12,279; n_{\text{high}} = 3324; n_{\text{middle}} = 2787; n_{\text{elementary}} = 5968; n_{\text{preschool}} = 200.\)
Figure 4.18
Access to Professional Learning: Charters vs. School Districts

Note: This figure shows school educator responses to “I have access to professional learning opportunities to help me be a successful educator.” \( N_{\text{Charters}} = 2,457; N_{\text{Districts}} = 8686. \)
ENCOURAGEMENT TO ENGAGE IN PROFESSIONAL LEARNING

Most educators (62.3%) are encouraged to participate in professional learning opportunities. This is true across grade level groups, but elementary is again statistically higher than all other subgroups ($p < 0.01$). The percentage of educators indicating almost always being encouraged to participate in professional learning opportunities is 55.5% among preschool, 65.0% among elementary, 59.7% among middle school, and 60.1% among high school educators. Among charter school educators, 68.8% indicate almost always being encouraged to engage in professional learning, while among school district educators the percentage is 61.2%. This represents a statistically significant difference ($p < 0.001$). Further summaries of these data are provided in Figures 4.19 through 4.21.

Figure 4.19
Encouraged to Engage in Professional Learning

Note: This figure shows educator responses to “I am encouraged to take advantage of professional learning opportunities.” $N = 12,279$. 
Figure 4.20
Encouraged to Engage in Professional Learning by Grade Level

Note: This figure shows grade level responses to “I am encouraged to take advantage of professional learning opportunities.”

Omitted percentages are less than 3%. $N = 12,279$; $n_{high} = 3324$; $n_{middle} = 2787$; $n_{elementary} = 5968$; $n_{preschool} = 200$. 
Figure 4.21
Encouraged to Engage in Professional Learning:
Charters vs. School Districts

Note: This figure shows school educator responses to “I am encouraged to
take advantage of professional learning opportunities.” $N_{\text{Charters}} = 2,457$;
$N_{\text{Districts}} = 8686$. 
TIME TO ENGAGE IN PROFESSIONAL LEARNING

Few teachers feel they have adequate time to engage in professional learning, with only 23.1% indicating this is almost always the case. Here, the disparity between elementary (26.5%) and high school (25.9%) educators is statistically significant (p < 0.001) as is the difference between middle school (23.0%) and high school (25.9%) educators (p < 0.01). No other differences are statistically significant. Among preschool educators, 26.5% indicate almost always having adequate time to engage in professional learning opportunities. Charter school educators responded to almost always having time for professional learning at a higher rate (32.8%) than school district educators (20.7%), a statistically significant difference (p < 0.001). More detail regarding educator perception of time for engaging in professional learning is provided in Figures 4.22 through 4.24.

Figure 4.22
Time to Engage in Professional Learning

Note: This figure shows educator responses to “I have adequate time to participate in professional learning opportunities.” N = 12,279.
Figure 4.23
Time to Engage in Professional Learning by Grade Level

Note: This figure shows grade level responses to “I have adequate time to participate in professional learning opportunities.”
Omitted percentages are less than 3%. $N = 12,279$; $n_{high} = 3324$; $n_{middle} = 2787$; $n_{elementary} = 5968$; $n_{preschool} = 200$. 
Figure 4.24
Time to Engage in Professional Learning: Charters vs. School Districts

Note: This figure shows school educator responses to “I have adequate time to participate in professional learning opportunities.” $N_{\text{Charters}} = 2,457$; $N_{\text{Districts}} = 8686$. 

[Bar chart showing responses]
QUALITY OF AVAILABLE PROFESSIONAL LEARNING

Just over one-third (34.2%) of educators feel that the professional learning opportunities available to them are high quality. Here, the disparity between pre-school and other educator subgroups is not significant, nor is the difference between middle school and high school educators. However, the differences between elementary and secondary (middle school and high school) are statistically significant ($p < 0.001$). Among preschool educators, 30.5% report almost always having high quality professional learning available. Among elementary educators this percentage is 36.8%, while it is 31.9% and 31.6% among middle school and high school educators, respectively. Perceptions of quality of professional learning were higher among charter school educators with 43.9% indicating almost always having access to such, while only 32% of school district educators agreed with the sentiment. This difference is statistically significant ($p < 0.001$). Further details are presented in Figures 4.25 through 4.27.

Figure 4.25
Perception of the Quality of Professional Learning

Note: This figure shows educator responses to “The professional learning opportunities available to me are high quality.” $N = 12,279.$
Figure 4.26
Perception of the Quality of Professional Learning by Grade Level

Note: This figure shows grade level responses to “The professional learning opportunities available to me are high quality.”

Omitted percentages are less than 3%. $N = 12,279; n_{\text{high}} = 3324; n_{\text{middle}} = 2787; n_{\text{elementary}} = 5968; n_{\text{preschool}} = 200.$
Figure 4.27
Perception of the Quality of Professional Learning: Charters vs. School Districts

Note: This figure shows school educator responses to “The professional learning opportunities available to me are high quality.” $N_{	ext{Charters}} = 2,457$; $N_{	ext{Districts}} = 8686$. 
RESOURCES AND PROFESSIONAL LEARNING SECTION SUMMARY

Regarding having access to and training to use necessary resources, preschool and elementary educators seem to report having less access to both non-technological and technological resources than their secondary (middle school and high school) counterparts. However, elementary educators report having to purchase these supplies themselves less frequently than secondary teachers. In all grade levels, the percentage of educators who feel like they do not have adequate access to technology is minimal, an indication that educators largely have the technologies they need to teach. However, a vast number of educators across all grade levels express that they never receive adequate training to use the technologies they are expected to use. School district educators appear to feel they receive this training more frequently than charter school educators, but less than one-third of educators in both environments feel the training is provided almost always or sometimes.

Regarding professional learning opportunities, elementary educators largely express greater access to and encouragement to participate in such opportunities. Similarly, charter school educators are more likely to agree that they have access to and are encouraged to attend professional learning. Across all grade levels, less than one-fourth of educators say they have enough time to attend professional learning and only about one-third believe that the professional learning they have access to is of high quality. In all cases, charter school educator perceptions are higher than that of school district educators, but there is room for increasing educator time to engage in professional learning as well as the quality of available opportunities.
Questions in this section of the survey asked educators about their goals and opportunities for career growth and teacher leadership. Results from five questions are presented in aggregate and are also disaggregated by grade level and years of teaching experience. The terms early career educator, mid-career educator, and late career educator describe educators with three or fewer years of experience, educators with four to ten years of experience, and educators with more than 10 years of experience, respectively.

GOALS AND OPPORTUNITIES FOR CAREER GROWTH AND ADVANCEMENT

Utah educators overwhelmingly indicate having personal goals related to career growth and advancement, with 87.7% responding in the affirmative. This sentiment remains stable across grade levels, where elementary (87.6%), middle school (88.8%), and high school (87.3%) educators indicate similar levels of agreement. Preschool educators indicate a slightly lower level of agreement (83.9%), but the difference between preschool and middle school is the only statistically significant difference ($p < 0.05$). Aspirations for career growth decline slightly across years of teaching experience with 90.2% of early career, 87.7% of mid-career, and 86.9% of late career educators indicating having goals for career growth and advancement. The difference between early career educators and both of their career counterparts is statistically significant ($p < 0.01$). More detailed summaries can be found in Figure 5.1 and Figure 5.2.
Figure 5.1
Personal Goals Related to Career Growth and Advancement by Grade Level

Note: This figure shows responses to “I have personal goals related to my career growth and advancement” disaggregated by grade level. 
$N = 12,191$; $n_{high} = 3303$; $n_{middle} = 2769$; $n_{elementary} = 5920$; $n_{preschool} = 199$. 
Figure 5.2

Personal Goals Related to Career Growth and Advancement by Experience

Note: This figure shows responses to “I have personal goals related to my career growth and advancement” disaggregated by years of teaching experience. N = 12,191; n_{>10} = 6200; n_{7-10} = 2077; n_{4-6} = 2031; n_{1-3} = 1392; n_{<1} = 491.
Although most educators express having personal goals for career growth and advancement, only 58.1% of educators indicate that they see opportunities for such growth. As shown in Figure 5.3, this percentage remains low across all grade level groups. However, none of these differences are statistically significant.

Figure 5.3
Opportunities for Career Growth and Advancement by Grade Level

Note: This figure shows responses to “I see opportunities for my own career growth and advancement in education” disaggregated by grade level. $N = 12,191; n_{high} = 3303; n_{middle} = 2769; n_{elementary} = 5920; n_{preschool} = 199.$
Early career educators appear to be more optimistic about such opportunities, as 77.4% see growth opportunities, but this percentage declines steadily for educators with more years of experience, as shown in Figure 5.4. In all cases, the differences are statistically significant ($p < 0.01$).

**Figure 5.4**

**Opportunities for Career Growth and Advancement by Experience**

Note: This figure shows affirmative responses to “I see opportunities for my own career growth and advancement” disaggregated by years of teaching experience. $N = 12,191$; $n_{<1} = 491$; $n_{1:3} = 1392$; $n_{4:6} = 2031$; $n_{7:10} = 2077$; $n_{>10} = 6200$. 


LEADERSHIP OPPORTUNITIES

When asked about leadership opportunities in their schools, 66.1% of educators indicated that they have opportunities to serve in leadership positions. This percentage was consistent across elementary, middle, and high school educators (66.6%, 66.8%, and 66.1% respectively), but significantly lower among preschool educators at only 43.2%. This sentiment was also shared by fewer early career teachers (55.7%) when compared to mid-career (65.2%) and late career (69.9%) teachers, differences that are all statistically significant ($p < 0.01$).

A clear majority of educators (75%) indicate that there are clear teacher leaders in their school. However, only 65.4% say that teacher leadership is accessible to them. While teachers in elementary, middle, and high schools feel similarly about the availability of such opportunities (66%, 67.5%, and 63.4% respectively), preschool teachers feel much differently, with only 48.8% indicating that teacher leader opportunities are accessible. Similarly, early career educators feel like teacher leader opportunities are more elusive than do mid- and late-career educators (53.0%, 63.8%, and 70.3% respectively). Again, these differences are statistically significant in all cases ($p < 0.001$). Figures 5.5 and 5.6 provide detailed summaries of this disaggregated data.

Figure 5.5
Opportunities to Serve in Leadership Positions by Grade Level

Note: This figure shows affirmative responses to “I have opportunities to serve in leadership positions in my school” disaggregated by grade level. $N = 12,191; n_{\text{preschool}} = 199; n_{\text{elementary}} = 5920; n_{\text{middle}} = 2769; n_{\text{high}} = 3303.$
Figure 5.6
Accessibility of Teacher Leadership Opportunities by Grade Level

Note: This figure shows affirmative responses to “The opportunity to be a teacher leader at my school is accessible to me” disaggregated by grade level. $N = 12,191$; $n_{\text{preschool}} = 199; n_{\text{elementary}} = 5920; n_{\text{middle}} = 2769; n_{\text{high}} = 3303.$

CAREER GROWTH SECTION SUMMARY

Consistent with results from the 2020 administration of the Utah Educator Engagement Survey, most educators have goals for professional growth and career advancement. However, significantly fewer educators see a pathway to attaining those goals. While a higher percentage (58.1%) of educators see opportunities for career growth and advancement in 2022 compared to just 47.9% in 2020, the disparity between the number of educators who have goals for career growth and those who see opportunities for attaining their goals is alarming. Still, most educators have opportunities to serve in leadership positions, can identify clear teacher leaders, and believe the opportunity for teacher leadership is accessible to them. While these percentages remain relatively stable across elementary, middle, and high school grade levels, preschool educators feel less optimistic about their opportunity for career growth and teacher leadership.
This section of the survey gathered teacher perspectives related to satisfaction with their day-to-day work, the degree of respect and recognition they receive, and their perceptions related to the fairness and adequacy of their compensation. Results from eight questions are presented in aggregate and are also disaggregated by grade level and years of teaching experience. The terms early career educator, mid-career educator, and late career educator describe educators with three or fewer years of experience, educators with four to ten years of experience, and educators with more than 10 years of experience, respectively.

**INTEREST AND REWARD OF WORK**

Overall, 85.1% of educators either agreed or strongly agreed with the statement I find my day-to-day work interesting. When disaggregated by grade level, the percentage of agreement remains consistent with 81.9% of preschool, 85.1% of elementary, 84.0% of middle school, and 86.2% of high school educators expressing this sentiment. The only statistically significant difference is between middle and high school level educators ($p < 0.05$). When examined by years of teaching experience, the same data reveal that 88.4% of early career teachers, 84.3% of mid-career teachers, and 84.7% of late career teachers agree or strongly agree that their day-to-day work is interesting. These differences are statistically significant among early career educators when compared to their counterparts ($p < 0.001$). Detailed breakdowns of this data are provided in Figure 6.1 and Figure 6.2.
Figure 6.1
Interest in Day-to-Day Work by Grade Level

Note: This figure shows responses to “I find my day-to-day work interesting” disaggregated by grade level. Omitted percentages are less than 3%. \(N = 12,135; n_{\text{preschool}} = 199; \ n_{\text{elementary}} = 5888; \ n_{\text{middle}} = 2757; \ n_{\text{high}} = 3291.\)
Figure 6.2
Interest in Day-to-Day Work by Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
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<tbody>
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<td>&gt;10 Years</td>
<td>36.4%</td>
<td>48.2%</td>
<td>11.7%</td>
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<td></td>
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<tr>
<td>7-10 Years</td>
<td>33.0%</td>
<td>50.0%</td>
<td>13.3%</td>
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<td></td>
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<tr>
<td>4-6 Years</td>
<td>34.9%</td>
<td>50.6%</td>
<td>10.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-3 Years</td>
<td>38.7%</td>
<td>48.6%</td>
<td>9.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;1 Year</td>
<td>46.7%</td>
<td>44.7%</td>
<td>6.7%</td>
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<td></td>
</tr>
</tbody>
</table>

Note: This figure shows responses to “I find my day-to-day work interesting” disaggregated by grade level. Omitted percentages are less than 3%. N = 12,135; n_{>10} = 6172; n_{7-10} = 2066; n_{4-6} = 2023; n_{1-3} = 1384; n_{<1} = 490.
When asked whether they found their day-to-day work to be rewarding, a slightly lower percentage of teachers (80.4%) agreed or strongly agreed with the sentiment. A statistically significant difference in this sentiment is evident in the responses of middle school educators (76.7%) compared to preschool, elementary, and high school educators (81.9%, 81.3%, and 81.7% respectively), but no other significant differences were found. Similarly, a statistically higher percentage of early career educators expressed agreement with this sentiment (83.5%) when compared with mid-career (79.8%) and late career (79.8%) educators. Detailed summaries of these data are provided in Figure 6.3 and Figure 6.4.

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**Figure 6.3**

Finding Day-to-Day Work Rewarding by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>High School</td>
<td>11.8%</td>
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<tr>
<td>Middle School</td>
<td>14.9%</td>
<td>48.8%</td>
<td>14.9%</td>
<td>6.7%</td>
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</tr>
<tr>
<td>Elementary</td>
<td>12.5%</td>
<td>46.9%</td>
<td>12.5%</td>
<td>4.8%</td>
<td></td>
</tr>
<tr>
<td>Preschool</td>
<td>14.1%</td>
<td>37.7%</td>
<td>14.1%</td>
<td>2.5%</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** This figure shows responses to “I find my day-to-day work rewarding” disaggregated by grade level. Omitted percentages are less than 3%. 
N = 12,135; n_{preschool} = 199; n_{elementary} = 5888; n_{middle} = 2757; n_{high} = 3291.
Figure 6.4
Finding Day-to-Day Work Rewarding by Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;10 Years</td>
<td>32.9%</td>
<td>47.0%</td>
<td>13.3%</td>
<td>5.3%</td>
<td></td>
</tr>
<tr>
<td>7-10 Years</td>
<td>29.6%</td>
<td>48.5%</td>
<td>14.4%</td>
<td>5.8%</td>
<td></td>
</tr>
<tr>
<td>4-6 Years</td>
<td>32.4%</td>
<td>49.1%</td>
<td>11.7%</td>
<td>5.1%</td>
<td></td>
</tr>
<tr>
<td>1-3 Years</td>
<td>34.8%</td>
<td>47.5%</td>
<td>11.8%</td>
<td>5.1%</td>
<td></td>
</tr>
<tr>
<td>&lt;1 Year</td>
<td>44.7%</td>
<td>42.4%</td>
<td>9.6%</td>
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<td></td>
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</tbody>
</table>

Note: This figure shows responses to “I find my day-to-day work rewarding” disaggregated by experience. Omitted percentages are less than 3%. N = 12,135; n>10 = 6172; n7-10 = 2066; n4-6 = 2023; n1-3 = 1384; n<1 = 490.
STUDENT RESPECT OF EDUCATORS

When asked whether students at the school generally respect their teachers, only 65.1% of educators agreed or strongly agreed. Agreement was lowest among middle school educators (55.1%) and highest among preschool educators (74.9%). Elementary and high school educators expressed comparable perceptions with 69.1% of elementary and 65.9% of high school educators expressing agreement. The middle school response represents a statistically significant difference when compared to all other grade levels ($p < 0.001$). Additionally, when compared to middle school and high school, elementary and preschool differences are statistically significant ($p < 0.01$). The percentage of late career educators expressing this sentiment (67.2%) is statistically higher than the percentages of early career (63.1%) and mid-career (63.0%) educators who agree. Summaries of these data are provided in Figures 6.5 and 6.6.

Figure 6.5
Student Respect of Teachers
by Grade Level

Note: This figure shows responses to “Students at this school generally respect their teachers” disaggregated by grade level. Omitted percentages are less than 3%. $N = 12,135$; $n_{\text{preschool}} = 199$; $n_{\text{elementary}} = 5888$; $n_{\text{middle}} = 2757$; $n_{\text{high}} = 3291$. 
Figure 6.6
Student Respect of Teachers by Experience

Note: This figure shows responses to “Students at this school generally respect their teachers” disaggregated by experience. \( N = 12,135; n_{>10} = 6172; n_{7-10} = 2066; n_{4-6} = 2023; n_{1-3} = 1384; n_{<1} = 490. \)
EDUCATOR RECOGNITION

Three questions sought information regarding educator perceptions of being adequately recognized for the work they do. The questions asked whether educators felt adequately recognized by parents, the community, and school leadership. Only 41.1% of educators agreed or strongly agreed that they were adequately recognized by parents, while 23.4% felt adequately recognized by the community and 56.0% felt adequately recognized by school leadership.

With regards to feeling adequately recognized by parents, the percentage of educators expressing agreement or strong agreement declines from 58.3% among preschool educators to 47.8% among elementary, 33.3% among middle school, and 34.6% among high school educators. All differences are statistically significant ($p < 0.001$) except for the difference between middle school and high school teachers’ sentiments. Early career educators express a higher level of agreement (43.6%) than their mid-career (38.6%) and late career (41.9%) counterparts. Differences between mid-career educators and the other two subgroups are statistically significant ($p < 0.001$).

Sentiment related to being adequately recognized by the community suggest that only 27.1% of preschool, 24.4% of elementary, 21.3% of middle school, and 23.3% of high school educators agree or strongly agree. The only statistically significant difference is between elementary and middle school educators ($p < 0.01$). Results disaggregated by years of teaching experience mirror those above with 24.6% of early career, 20.0% of mid-career, and 25.3% of late career educators feeling adequately recognized by the community. As with recognition from parents, the only statistically significant difference is between mid-career educators and their early and late career counterparts.

The highest percentage of agreement in feeling adequately recognized for the work educators do comes in response to receiving that recognition from school leadership. However, still only about half of educators at each grade level express agreement or strong agreement with receiving adequate recognition (51.8% for preschool, 55.2% for elementary, 58.4% for middle school, and 55.9% for high school). The only difference that is statistically significant is between elementary and middle school educators ($p < 0.01$). Early career educators express a higher degree of agreement (62.3%) than do mid- (56.0%) and late career educators (54.2%) and the differences between early career educators and their counterparts are statistically significant ($p < 0.001$). Figures 6.7 through 6.12 provide detailed summaries of this data.
Figure 6.7
Recognition from Parents by Grade Level

Note: This figure shows responses to “I am adequately recognized by parents for the work that I do” disaggregated by grade level. Omitted percentages are less than 3%. $N = 12,135$; $n_{\text{preschool}} = 199$; $n_{\text{elementary}} = 5888$; $n_{\text{middle}} = 2757$; $n_{\text{high}} = 3291$. 
Figure 6.8
Recognition from Parents by Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>&gt;10 Years</td>
<td>10.1%</td>
<td>31.8%</td>
<td>28.1%</td>
<td>22.1%</td>
<td>7.8%</td>
</tr>
<tr>
<td>7-10 Years</td>
<td>8.5%</td>
<td>29.9%</td>
<td>27.4%</td>
<td>24.1%</td>
<td>10.1%</td>
</tr>
<tr>
<td>4-6 Years</td>
<td>10.0%</td>
<td>28.8%</td>
<td>28.5%</td>
<td>23.6%</td>
<td>9.0%</td>
</tr>
<tr>
<td>1-3 Years</td>
<td>11.0%</td>
<td>32.1%</td>
<td>32.6%</td>
<td>18.2%</td>
<td>6.1%</td>
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<tr>
<td>&lt;1 Year</td>
<td>10.8%</td>
<td>34.3%</td>
<td>35.1%</td>
<td>14.3%</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

Note: This figure shows responses to “I am adequately recognized by parents for the work that I do” disaggregated by teaching experience. 
N = 12,135; n_{>10} = 6172; n_{7-10} = 2066; n_{4-6} = 2023; n_{1-3} = 1384; n_{<1} = 490.
Note: This figure shows responses to “I am adequately recognized by the community for the work that I do” disaggregated by grade level. 
\( N = 12,135; n_{\text{preschool}} = 199; n_{\text{elementary}} = 5888; n_{\text{middle}} = 2757; n_{\text{high}} = 3291.\)
Note: This figure shows responses to “I am adequately recognized by the community for the work that I do” disaggregated by teaching experience. 
$N = 12,135$; $n_{>10} = 6172$; $n_{7-10} = 2066$; $n_{4-6} = 2023$; $n_{1-3} = 1384$; $n_{<1} = 490$. 
Figure 6.11
Recognition from School Leadership by Grade Level

Note: This figure shows responses to “I am adequately recognized by school leadership for the work that I do” disaggregated by grade level. $N = 12,135; n_{\text{preschool}} = 199; n_{\text{elementary}} = 5888; n_{\text{middle}} = 2757; n_{\text{high}} = 3291$. 
**Figure 6.12**  
Recognition from School Leadership by Experience

<table>
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<tr>
<th>Experience</th>
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<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<td>&gt;10 Years</td>
<td>18.4%</td>
<td>35.8%</td>
<td>23.4%</td>
<td>15.7%</td>
<td>6.7%</td>
</tr>
<tr>
<td>7-10 Years</td>
<td>18.3%</td>
<td>36.6%</td>
<td>22.7%</td>
<td>15.5%</td>
<td>6.9%</td>
</tr>
<tr>
<td>4-6 Years</td>
<td>20.5%</td>
<td>36.6%</td>
<td>22.8%</td>
<td>14.4%</td>
<td>5.7%</td>
</tr>
<tr>
<td>1-3 Years</td>
<td>23.5%</td>
<td>37.7%</td>
<td>22.4%</td>
<td>12.4%</td>
<td>4.0%</td>
</tr>
<tr>
<td>&lt;1 Year</td>
<td>25.7%</td>
<td>39.6%</td>
<td>23.5%</td>
<td>9.0%</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** This figure shows responses to “I am adequately recognized by school leadership for the work that I do” disaggregated by teaching experience. Omitted percentages are less than 3%. $N = 12,135$; $n_{>10} = 6172$; $n_{7-10} = 2066$; $n_{4-6} = 2023$; $n_{1-3} = 1384$; $n_{<1} = 490$. 
COMPENSATION AND BENEFITS

When asked whether they were paid fairly for the work they do, only 27.4% of educators agreed or strongly agreed. This sentiment was highest among preschool educators (32.2%) and lowest among elementary (26.0%) and middle school (26.2%) educators. Among high school educators, agreement was 30.5%. Differences between elementary educators and their high school counterparts as well as those between middle and high school educators were statistically significant ($p < 0.001$). Mid-career educators seem to be least satisfied with their pay, with only 21.5% expressing agreement or strong agreement that they were paid fairly for the work they do. Among early career educators the percentage is 28.6% and among late career educators it is 30.9%. While the difference between early and late career educators is not significant, differences between mid-career educators and their counterparts are both significant ($p < 0.001$). The difference in perception of pay is also statistically significant among males and females ($p < 0.001$) with a smaller percentage of females expressing agreement with being paid fairly (31.0% for males and 27.0% for females). Detailed summaries of these data are provided in Figures 6.13 through 6.15.

![Figure 6.13](image)

**Figure 6.13**  
*Fairness of Compensation by Grade Level*

**Note:** This figure shows responses to “I am paid fairly for the work that I do” disaggregated by grade level. $N = 12,093$; $n_{\text{preschool}} = 199$; $n_{\text{elementary}} = 5866$; $n_{\text{middle}} = 2748$; $n_{\text{high}} = 3280$. 


Figure 6.14
Fairness of Compensation by Experience

Note: This figure shows responses to “I am paid fairly for the work that I do” disaggregated by teaching experience. $N = 12,093; n_{>10} = 6152; n_{7-10} = 2056; n_{4-6} = 2014; n_{1-3} = 1381; n_{<1} = 490.$
Figure 6.15
Fairness of Compensation by Sex

Note: This figure shows responses to “I am paid fairly for the work that I do” disaggregated by sex. $N = 11719$; $n_{\text{male}} = 2244$; $n_{\text{female}} = 8725$; $n_{\text{prefer not to say}} = 750$. 
A larger percentage of educators expressed satisfaction with their benefits package. Asked whether their benefits package was sufficient for their needs, 44.3% of educators agreed or strongly agreed. This percentage is highest among preschool educators (50.8%), with lower but statistically similar percentages among elementary (44.6%), middle school (42.4%) and high school (45.0%) educators. Differences among early, mid-, and late career educators are all statistically significant ($p < 0.05$) with 48.4% of early, 41.0% of mid-, and 45.2% of late career educators feeling positively about their benefits packages. A statistically significant difference ($p < 0.01$) in perception among males and females is observable with 42.6% of males and 45.8% of females indicating sufficient benefits for their needs. Detailed summaries are provided in Figures 6.16 through 6.18.

**Figure 6.16**  
**Sufficiency of Benefits Package by Grade Level**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>8.8%</td>
<td>36.2%</td>
<td>21.9%</td>
<td>22.1%</td>
<td>11.1%</td>
</tr>
<tr>
<td>Middle School/Junior High</td>
<td>6.7%</td>
<td>35.7%</td>
<td>25.3%</td>
<td>20.8%</td>
<td>11.5%</td>
</tr>
<tr>
<td>Elementary</td>
<td>7.5%</td>
<td>37.0%</td>
<td>23.9%</td>
<td>21.3%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Preschool</td>
<td>11.1%</td>
<td>39.7%</td>
<td>24.6%</td>
<td>12.6%</td>
<td>12.1%</td>
</tr>
</tbody>
</table>

**Note:** This figure shows responses to “My benefits package is sufficient for my needs” disaggregated by grade level. $N = 12,093$; $n_{	ext{preschool}} = 199$; $n_{	ext{elementary}} = 5866$; $n_{	ext{middle}} = 2748$; $n_{	ext{high}} = 3280$. 
Figure 6.17
Sufficiency of Benefits Package by Experience

Note: This figure shows responses to “My benefits package is sufficient for my needs” disaggregated by teaching experience. $N = 12,093; n_{>10} = 6152; n_{7-10} = 2056; n_{4-6} = 2014; n_{1-3} = 1381; n_{<1} = 490.$
Note: This figure shows responses to “My benefits package is sufficient for my needs” disaggregated by sex. $N = 11719$; $n_{\text{male}} = 2244$; $n_{\text{female}} = 8725$; $n_{\text{prefer not to say}} = 750$. 
JOB SATISFACTION SECTION SUMMARY

The results summarized above indicate that educators have generally positive perceptions related to the nature of their work. Most educators find their work both interesting and rewarding. However, Utah educators largely feel disrespected by students, particularly in middle and high school. This perception seems to recede with experience, as late career educators express greater levels of respect from students. Discouragingly, few educators feel they are adequately recognized for the work they do. Even among school leadership, where this recognition is the highest, barely half of Utah educators feel adequately recognized. Overwhelming perceptions of being unrecognized by parents and the community are present across grade levels and levels of teaching experience, suggesting a grim perspective from educators generally. Compared to 2020, the percentage of educators who feel they are fairly compensated has been cut in half, indicating a dramatic decrease in satisfaction with educator salaries. Perceptions related to benefits are slightly higher, but still indicate dissatisfaction among most Utah teachers. Interestingly, males appear to have more favorable perspectives related to pay while females appear to hold more positive views about the adequacy of their benefits packages. Still, among all educators, morale related to being recognized and compensated for their work is alarmingly low.
Using survey flow logic, educators who indicated that they were in their first three years of teaching (i.e., early career educators) were routed to a series of questions related to mentoring. As outlined in R277-308, educators new to the profession are to be provided with a trained mentor to assist them in acclimating to the profession and to support the development and improvement of instructional practice. Despite this long-standing mandate, there has been little information available regarding early career educators’ mentoring experiences. Approximately 2,350 educators were routed through the mentoring questions as part of the educator engagement survey, representing approximately 29% of the early career teachers in Utah. This section summarizes results associated with 10 questions and is presented in aggregate as well as disaggregated by grade level and school environment (i.e., charter school or school district).

**ACCESS TO A FORMAL MENTOR**

Despite the mandate established within R277-308, only 67.4% of early career educators report having been assigned a formal mentor. However, just over one-half of early career educators in charter schools (56.9%) report having a formal mentor assigned to them while 73.1% of school district educators reported having a mentor. Percentages are higher among middle (71.1%) and high school (71.9%) educators than among preschool (61.5%) and elementary (63.3%) educators. The difference between elementary educators and secondary (middle school and high school) educators is statistically significant ($p < 0.001$).

When asked to describe the role of the formal mentor, 43.7% of educators indicated that their mentor was another teacher with classroom responsibilities while 15.6% indicated the mentor held a role dedicated only to mentoring. District-based mentors were reported by 12.1% of educators and 16.6% indicated they had both a school-based and district-based mentor. This data is summarized in Figure 7.1 and Figure 7.2.
Figure 7.1
Early Career Educator Assignment of a Formal Mentor

_Note:_ This figure shows responses to “Do you have a formal mentor assigned to work with you as a new educator?” _N_ = 2350; _n_{high} = 609; _n_{middle} = 578; _n_{elementary} = 1124; _n_{preschool} = 39.
Figure 7.2
The Role of a Formal Mentor

Note: This figure shows responses to “Which of the following best describes your formal mentor?” $N = 1585$. 
SUPPORT RECEIVED FROM FORMAL MENTORS

Mentors may provide various types of support to early career educators and the support provided may differ based upon the role of a mentor (e.g., school-based or district-based). Only 43.2% of early career teachers reported receiving physical support (e.g., help arranging the classroom, setting up learning centers, grading) from their school-based mentors while 28.7% reported receiving this support from district-based mentors. Institutional support (e.g., finding or accessing school resources, introduction to other school staff) was reported as being provided by 84.9% of school-based mentors and 63.1% of district-based mentors. Emotional support (e.g., a listening ear, a shoulder to cry on) was reported as being provided by 85.6% of school-based mentors and 78.1% of district mentors. Instructional support (e.g., goal setting, guidance that promoted reflection on and improvement of instructional practice) was provided by 86.9% of school-based mentors and 76.0% of district-based mentors. A summary of this data is provided in Figure 7.3.

Note: This figure shows responses to “Which of the following supports do or have you received from the formal mentor at your school or district?” \( N_{\text{school-based}} = 1180; N_{\text{district-based}} = 526. \)
The degree of engagement between early career educators and their formal mentors varies from school to school. In their interactions with school-based mentors, 41.5% of early career educators indicated meeting with their formal mentor daily or at least once a week and 35.2% reported meeting at least once a month or once a quarter/semester/trimester. With district-based mentors, only 14.7% of early career educators met daily or at least once a week and 63.2% met at least once a month or once a quarter/semester/trimester. A summary of this data is provided in Figure 7.4.

**Note:** This figure shows responses to “How frequently do you typically meet with the formal mentor from your school/district?” $N_{\text{district-based}} = 441$; $N_{\text{school-based}} = 1168$. 
As per Administrative Rule R277-308, mentors should also be observing the teaching of early career educators. Only 8.6% of early career educators reported that school-based mentors provided observations daily or at least once a week, while 40.2% reported observations occurring at least once a month or once a quarter/semester/trimester. Fewer educators reported daily or weekly observations from a district-based mentor (2.7%) and more reported being observed at least monthly or once a quarter/semester/trimester (57.7%). A summary of this data is provided in Figure 7.5.

![Figure 7.5](image)

**Figure 7.5**  
**Frequency of Observation from School and District-Based Mentors**

Note: This figure shows responses to “How frequently does the formal mentor at your school/district typically observe your classroom teaching?”

$N_{\text{district-based}} = 437; N_{\text{school-based}} = 1168.$

Results related to receiving feedback from mentors was identical among both subgroups of educators (i.e., those with school-based mentors versus district-based mentors) with 92.4% indicating having received feedback from the mentor following observation. Among educators with school-based mentors, 93.8% reported that this
feedback was good or excellent. Educators with district-based mentors agreed, with 94.0% reporting receiving good or excellent feedback from their mentor.

**RATING THE IMPACT OF MENTORING**

Early career educators were asked to rate the impact of mentoring on supporting their transition into teaching and on improving their instructional practice. More than half of early career educators (52.4%) indicated that mentoring had an extremely positive impact on their transition into the teaching profession. When disaggregated by grade level, only 37.5% of preschool educators indicated mentoring as having had an extremely positive impact on transitioning into teaching, whereas among elementary, middle, and high school educators, the percentage was much higher (55.3%, 50.5%, and 50.5% respectively). None of these differences are statistically significant. Further disaggregation of this data reveals that charter school educators were much more likely (63.2%) to indicate that mentoring has an extremely positive impact on their transition to the profession than school district educators (51.0%) and this result is statistically significant ($p < 0.001$). These data are summarized in Figures 7.6 through 7.8.

---

**Figure 7.6**

Impact of Mentoring on Transition to the Profession

<table>
<thead>
<tr>
<th>Impact</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely positive</td>
<td>29.1%</td>
</tr>
<tr>
<td>Somewhat positive</td>
<td>14.3%</td>
</tr>
<tr>
<td>Neither positive nor negative</td>
<td>3.1%</td>
</tr>
<tr>
<td>Somewhat negative</td>
<td>1.1%</td>
</tr>
<tr>
<td>Extremely negative</td>
<td>52.4%</td>
</tr>
</tbody>
</table>

**Note:** This figure shows responses to “How would you rate the impact of mentoring on supporting your transition into the teaching profession?” $N = 1515$. 
Figure 7.7
Impact of Mentoring on Transition to the Profession by Grade Level

Note: This figure shows responses to “How would you rate the impact of mentoring on supporting your transition into the teaching profession?” Omitted percentages are less than 3%. $N = 1515$; $n_{\text{high}} = 422$; $n_{\text{middle}} = 400$; $n_{\text{elementary}} = 669$; $n_{\text{preschool}} = 24.$
Figure 7.8
Impact of Mentoring on Transition to the Profession:
Charters vs. School Districts

Note: This figure shows responses to “How would you rate the impact of mentoring on supporting your transition into the teaching profession?”
N = 1179; n_{Charters} = 326; n{Districts} = 853.
Early career educators indicated slightly lower rates of perceived impact of mentoring on their instructional practice with 47.3% of early career educators indicating an extremely positive impact. When disaggregated by grade level, 50.0% of preschool, 49.3% of elementary, 46.3% of middle school, and 44.8% of high school educators shared this sentiment. None of these differences are statistically significant. Among charter school educators 56.4% indicated that mentoring had an extremely positive impact on their instructional practice, while 45.4% of school district educators felt this way, a statistically significant difference ($p < 0.001$). These data are further summarized in Figures 7.9 through 7.11.

**Figure 7.9**  
**Impact of Mentoring on Instructional Practice**

![Bar chart showing percentages of educators' responses to the impact of mentoring on instructional practice.](image)

**Note:** This figure shows responses to “How would you rate the impact of mentoring on improving your instructional practice?” $N = 1515$. 
**Figure 7.10**  
**Impact of Mentoring on Instructional Practice by Grade Level**

![Bar chart showing the impact of mentoring on instructional practice by grade level.](chart)

**Note:** This figure shows responses to “How would you rate the impact of mentoring on improving your instructional practice?”

Omitted percentages are less than 3%. $N = 1515$; $n_{high} = 422$; $n_{middle} = 400$; $n_{elementary} = 669$; $n_{preschool} = 24$.  

---

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Figure 7.11
Impact of Mentoring on Instructional Practice: Charters vs. School Districts

Note: This figure shows responses to “How would you rate the impact of mentoring on improving your instructional practice?” $N = 1179$; $n_{\text{Charters}} = 326$; $n_{\text{Districts}} = 853$. 
MENTORING SECTION SUMMARY

The data presented in this section suggest that early career educators’ perceptions of the impact of mentoring is high and while similar impact is seen across grade levels, charter school educators indicate higher levels of impact from mentoring than school district educators. There is room for concern because only two-thirds of early career educators report being assigned a mentor. This means that one-third of Utah’s early career educators are either unaware of having been assigned a mentor, or are not receiving the support that other educators are indicating as having positive impact.

School-based mentors appear to be able to demonstrate more flexibility in meeting with an early career educator, while district-based mentors appear to be conducting more observations of early career educators. However, regardless of whether a mentor is school- or district-based, educators overwhelmingly agree that the feedback they receive from mentors in these instances is extremely valuable.

For further information, please contact:
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