



2024 EDUCATOR ENGAGEMENT SURVEY



2024 Educator Engagement Survey Summary Report



250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Sydnee Dickson, Ed.D.
State Superintendent of Public Instruction

Todd Call, MBA
Interim Director of Teaching and Learning

Julie Lundell, M.Ed.
Teacher Retention and Evaluation Specialist
Teaching and Learning

Kristin Campbell
Research Analyst II
Teaching, Learning and Licensing

Jonathan Collins
Research Consultant II
Teaching and Learning

December 2024

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 administered an educator engagement survey to Utah educators in the 2023–2024 school year. This survey is administered every other year alternating with the administration of the school climate survey. The information in this report highlights response data from more than 13,000 Utah educators, representing approximately 30% of the state’s active teachers. This executive summary provides a synthesis of the data presented related to the seven sections of the 2024 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.

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. Educator preparation for managing student behavior appears to be the most problematic aspect for all educators and nearly one in four educators noted they did not feel prepared. Fifteen percent of educators who expressed that the difficulty of their work exceeded expectations fell from 67% in 2021–22 to 50% in 2023–24.

RECOMMENDED ACTION

- Value and provide support to sustain enrollment in educator preparation programs within institutes of higher education.
- Increase the focus on and provide strategies and structured protocols for managing student behaviors as part of both preservice and in-service communication and learning opportunities. Additional support from USBE including potentially seeking new legislative funding.
- Increase professional development regarding communication with parents especially for early career educators.

2. SCHOOL LEADERSHIP

Overall, most 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. This has remained constant since 2021–22. However, there continues to be a significant need for improvement in communication about performance and strengths and weaknesses of the educators. Based on educator perceptions, over 10% of educators felt their immediate supervisor rarely or never showed effective leadership and felt the person did not care for them as individual or understand their challenges.

RECOMMENDED ACTION

- 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.
- Encourage LEAs to identify struggling leaders and provide additional support and guidance.

3. COLLABORATION

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. Just over 40% of educators feel like they have adequate time for collaboration and slightly less than half feel like their collaboration time is well spent. Comparison of results from 2021–22 shows higher levels of collaboration and more positive perceptions of value in collaboration. There has been almost a 5% decrease since 2021–22 of educators feeling they were not given enough time to collaborate. Inasmuch as effective collaboration is essential to providing quality instruction the small improvements are a positive sign.

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

More than 90% of educators feel they usually have access to the non-technology and technology supplies necessary. It should be noted that almost 50% of educators feel they use personal funds to buy technology supplies and almost 82% buy nontechnology supplies.

Educators do not feel they are provided with adequate training in using technology. Almost three quarters of the educators answered they had never or rarely received training. This percentage has increased from 2021–22 when 68% of educators responded that they rarely or never received training. With the increase of opportunities and

reliance on technology in education, this deficiency in training should be addressed by the LEAS with additional support from USBE.

Regarding professional learning opportunities, about 90% of educators reported they had access and encouragement to participate. Although the percentage of educators reporting rarely or never having time to engage in professional learning is still high (30.9%), this a significant drop from 2021–22 when 40.6% of educators reported feeling they rarely or never had the time to engage.

The perceived quality of professional learning is disappointing. Almost 13% reported it was never or rarely high quality. Utilizing this percentage with all classroom teacher and special education teachers in PK–12, suggests over 4,200 educators feel they are rarely or never exposed to high quality professional learning.

RECOMMENDED ACTION

- Increase USBE support of training in technology.
- Encourage LEAs to incorporate technology training into their annual professional development efforts.
- 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 and the 2022 administration of the Utah Educator Engagement Survey, most educators have goals for professional growth and career advancement. Significantly fewer educators see a pathway to attaining those goals. The percentage of educators (62.6%) see opportunities for career growth and advancement has consistently grown compared to 47.9% in 2020, however approximately 20% of educators continue to not see a way to attaining those goals.

RECOMMENDED ACTION

- Increase 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 educators' strengths and encourage teachers to remain in the profession.

6. JOB SATISFACTION

Educators generally have 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 school. Discouragingly, few educators feel they are adequately recognized for the work they do by the community and parents. Recognition from school leadership increased from 2021–22; however, two in five educators do not feel adequately recognized by their leader. 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. The percentage of educators who feel they are fairly compensated has increased regarding both salaries and benefits; however, there are still 40% of educators who feel their salaries are insufficient. As salaries and benefits vary across the state and between charters and districts, further analysis into this may be reasonable.

RECOMMENDED ACTION

- Increase professional development for school leaders to help them recognize and communicate appreciation for educators' contributions.
- Increase initiatives that recognize educators for the challenging work they do and that encourage the development of qualities and actions valued in the broader school community.

7. MENTORING

The impact of mentoring is perceived as extremely or somewhat positive. This perception includes improvement of instructional practice. As a quarter of early career educators report not having a mentor and another 10% being unsure, this failure to have a required mentor is alarming. Educators overwhelmingly agree that the feedback they receive from mentors is extremely valuable.

RECOMMENDED ACTION

- Improve supports for understanding the value of mentoring and preparing mentors for their role in supporting the growth of early career teachers.
- Seek additional funding for LEAs to support the mentoring process.

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** describe educators with three or fewer years of experience.
- **Mid-career educator** describe educators with four to ten years of experience.
- **Late career educator** is used to describe educators with ten or more years of experience.

JOB PREPARATION AND EXPECTATIONS

1

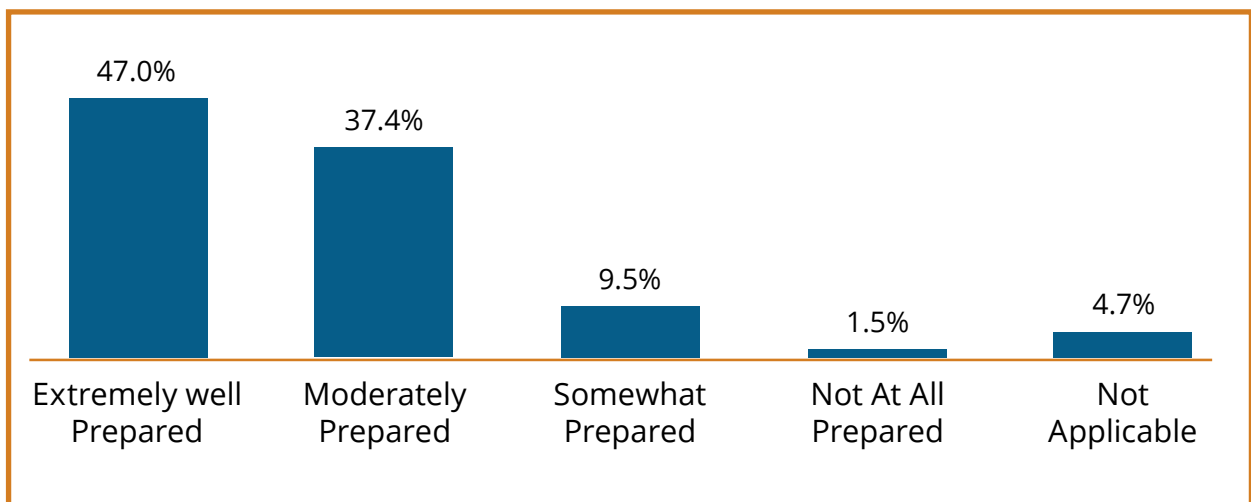
Survey questions in this section were designed to assess educator perceptions related to their preparation for engaging in various aspects of their work and assessing the alignment of workload with educator expectations.

■ PREPARATION TO DELIVER ACADEMIC CONTENT

Overall, educators feel moderately to extremely well prepared to deliver academic content. There is a disparity among educators based on years of teaching with first year educators feeling less prepared to deliver content. Eighty-four percent of educators felt moderately to extremely well prepared to deliver content area. This aligns closely with the percentage (86.5%) of educators fully qualified for their assignments at the end of school year 2023–24.

Figure #1

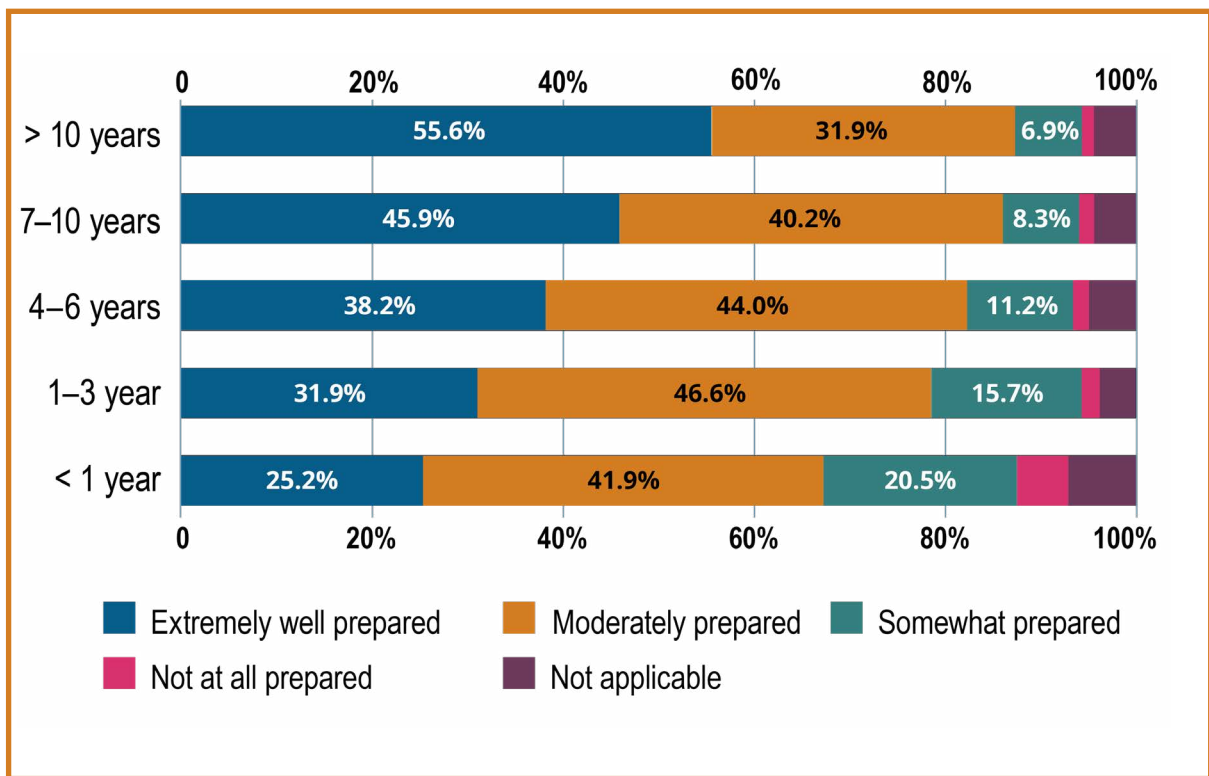
Typically this year, how prepared have you felt to deliver the academic content associated with your assignment at this school?



Only 66% of first year educators felt prepared to deliver academic content. In 2023–24, about 60% of first year teachers had a professional license which aligns closely to the percentage of the first year educators feeling prepared. This perception of the lack of feeling prepared may be a reflection of first year educators not having completed professional license preparation program and inadequate LEA support for new educators lacking a preparation program. Almost 79% of early career educators felt moderately or extremely prepared to teach. Around twenty-five percent of first-year educators who do not have a professional license fail to return to teach for a second year. Ten percent of all educators did not feel at least moderately prepared. The percentages corresponds with the percentage of non-licensed professional licensed teachers in school year 2023–24.

Figure #2

Typically this year, how prepared have you felt to deliver the academic content associated with your assignment at this school?

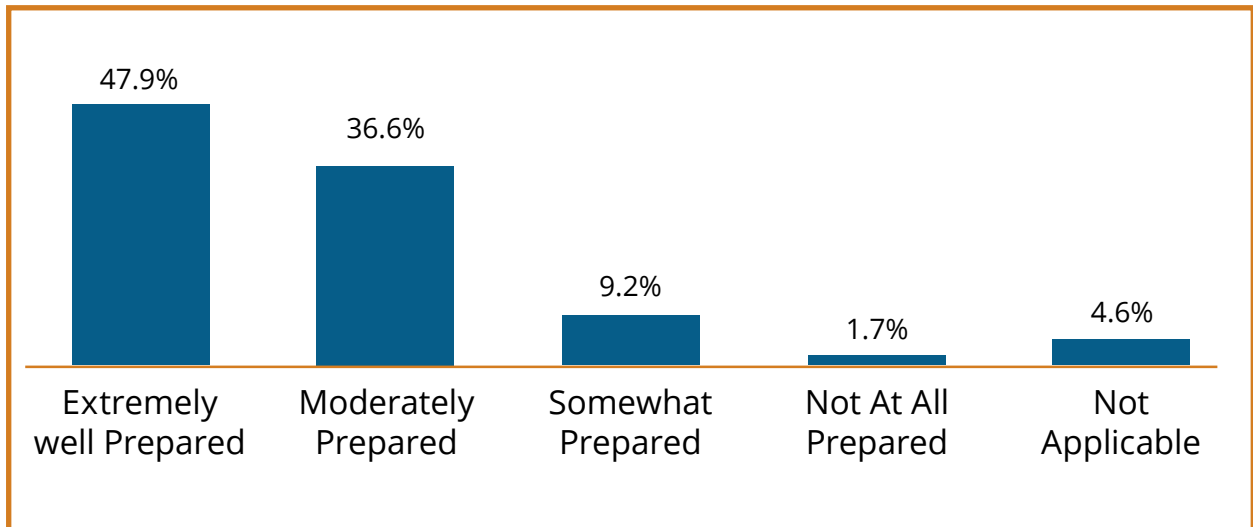


■ PREPARATION TO MANAGE CLASSROOM PROCEDURES

A similar majority, 84.5% of Utah educators felt moderately to extremely well prepared to manage classroom procedures.

Figure #3

Typically this year, how prepared have you felt to manage classroom procedures and protocols associated with your assignment at this school?



Again, mature educators felt moderately to extremely well prepared (greater than 85%) while first year and educators with less than three years' experience felt less prepared, 63% and 80% respectively.



■ PREPRATION TO MANAGE STUDENT BEHAVIOR

There was a small improvement (4%) in Utah educators feeling prepared to manage students behavior since 2021–22 with 74.6% feeling moderately or well prepared to manage student behavior. Educators with one to three years experience again felt less prepared (67.2%), and first year educators felt much less prepared with only 56.8% feeling moderately or well prepared.

Figure #4

Typically this year, how prepared have you felt to manage student behavior associated with your assignment at this school?

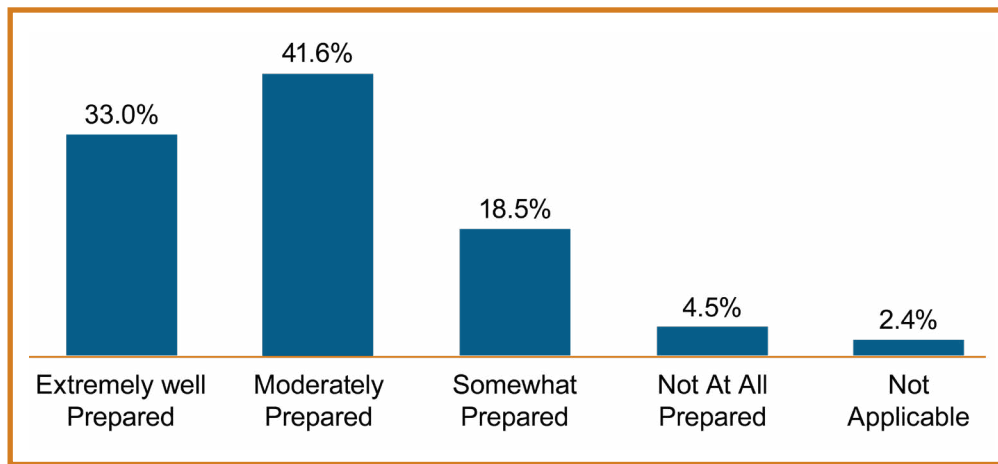
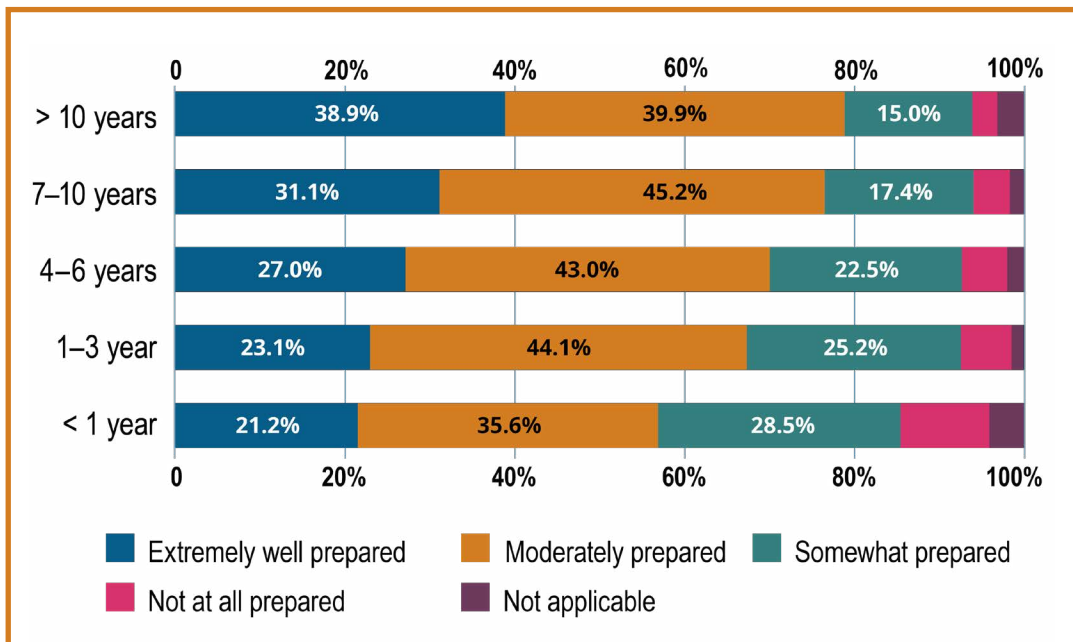


Figure #5

Typically this year, how prepared have you felt to manage student behavior associated with your assignment at this school?



■ PREPERATION TO MANAGE INTERACTIONS WITH PARENTS, OTHER PROFESSIONALS AT THE SCHOOL AND FOR WORK EXPECTED

The percentages of educators feeling prepared to interact with parents and other professionals at the school improved slightly from 2021-22. Preperation for interacting with parents remained the lowest (79.7%). While 90.9% felt prepared for interaction with other professionals and 85.5% felt prepared for the work expected. Mature educators felt more prepared than early year educators.

Figure #6

Typically this year, how well prepared have you felt to manage interactions with parents as required by your assignment at this school?

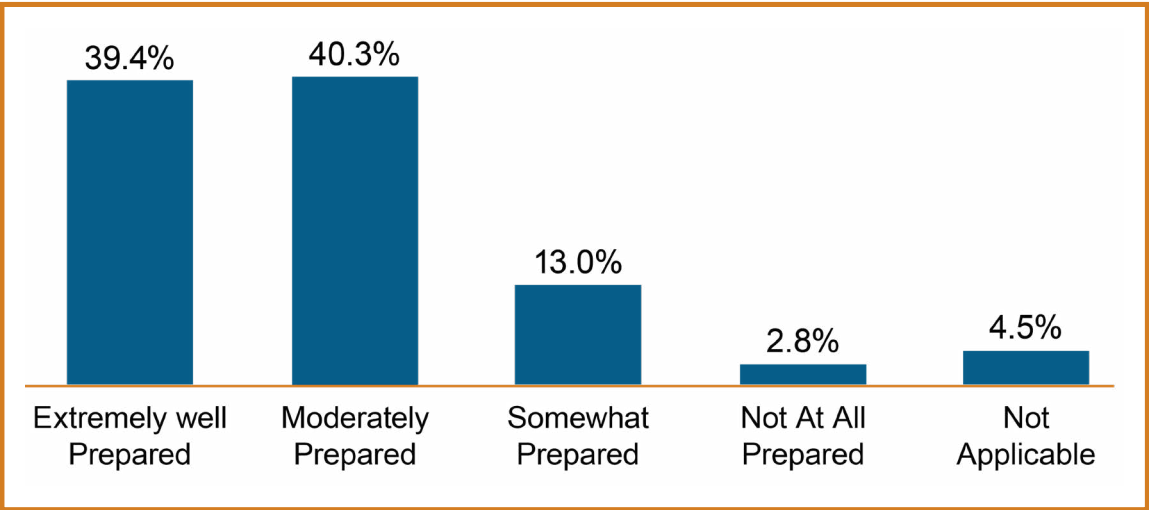


Figure #7

Typically this year, how prepared have you felt to work with other professionals at this school?

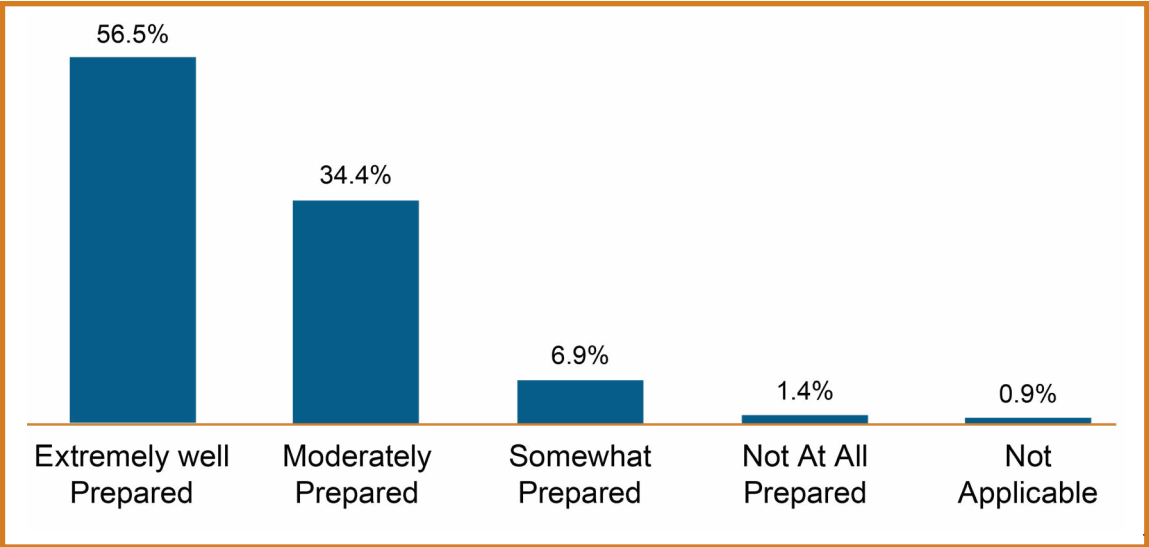
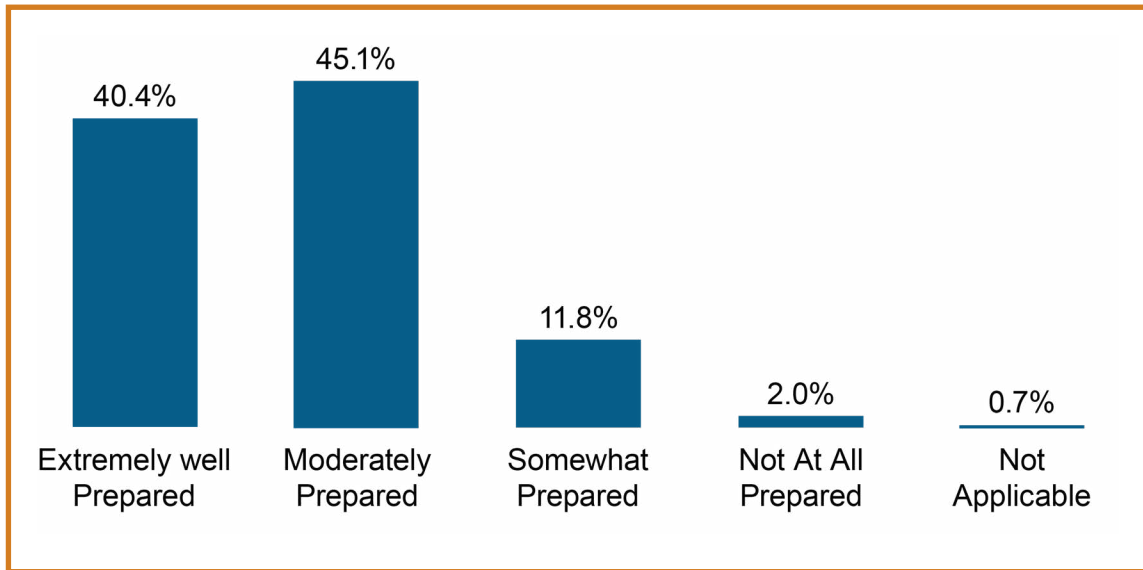


Figure #8

Overall, how prepared would you say you typically feel for the work expected of you in your position at this school?

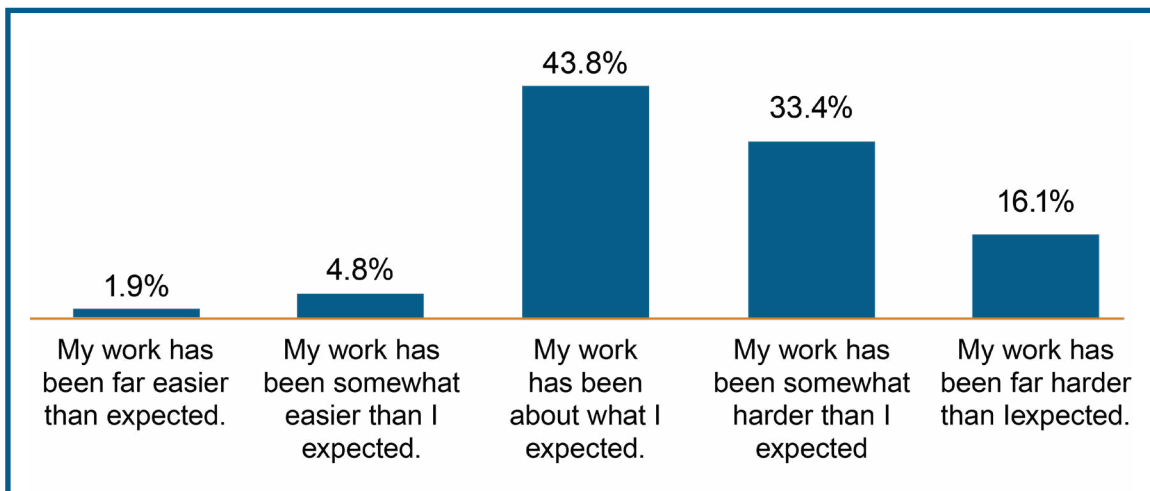


ALIGNMENT OF WORK WITH EXPECTATIONS

When assessing how the difficulty of their work aligned with their expectations, 49.9% of educators indicated the work had been somewhat harder or far harder this year than they had expected. This is a significant drop from 2021–22, where 67.8% of educators assessed the difficulty of the work as more than was expected. The higher rates in 2021–22, may reflect some of the difficulties associated with immediate post-Covid concerns.

Figure #9

Overall, how has the difficulty of your work this year aligned with your expectations?



1

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. Educator preparation for managing student behavior appears to be the most problematic aspect for all educators and 23% of educators noted they did not feel prepared. Fifteen percent of educators did not feel prepared for interaction with parents. Early career educators noted more often feeling less prepared. Most educators still feel confident in their preparation to deliver content, work with other professionals, and manage classroom protocols.

2

SCHOOL LEADERSHIP

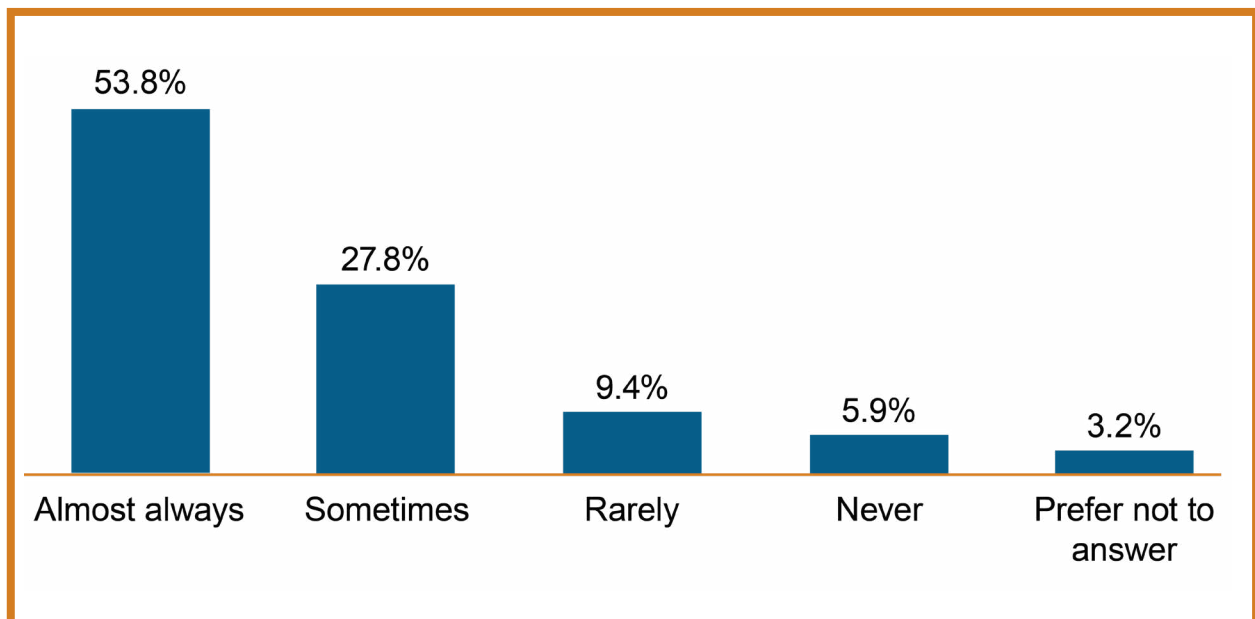
The survey questions in this section asked educators how frequently they interacted with their principal or immediate supervisor. The data are presented based on educator responses to seven interactions. Included in this section are open responses to the question “In what aspects of his/her leadership would you say your principal or immediate supervisor shows great strength?”

■ ENCOURAGEMENT TO BE INNOVATIVE

A little more than half of educators feel their principal or immediate supervisor encouraged them to be innovative in their classroom. This data is similar to the responses in the 2021–22 report.

Figure #10

My principal or immediate supervisor encourages me to be innovative in my classroom.

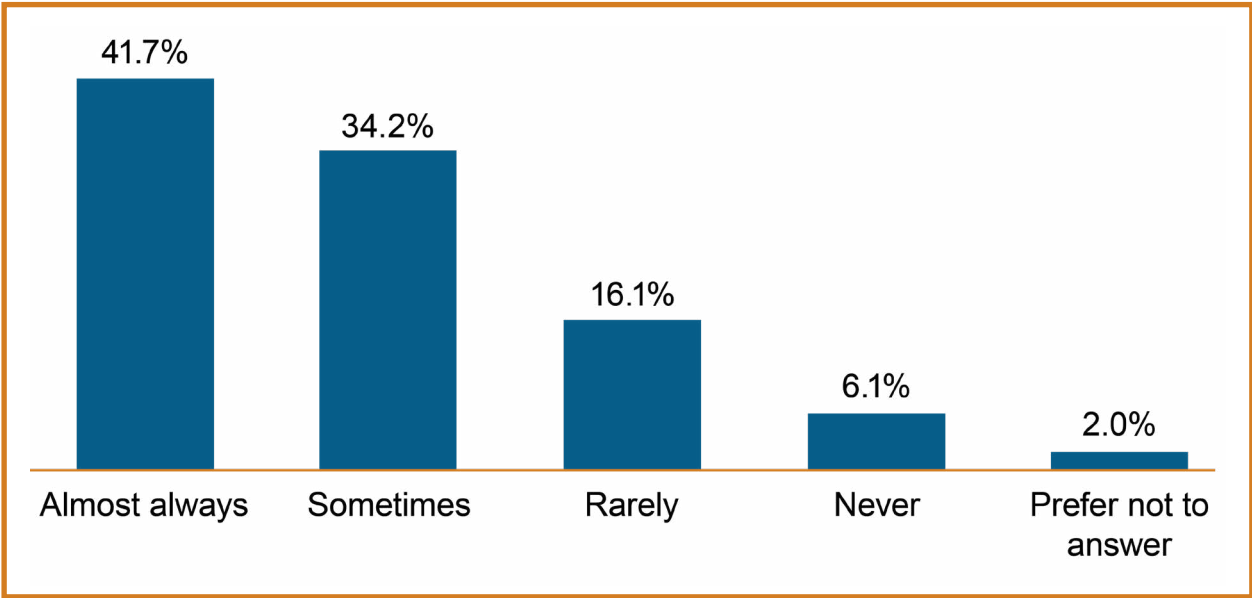


■ **COMMUNICATION REGARDING PERFORMANCE**

Fewer educators indicated they felt their principal or immediate supervisor communicates with them regularly regarding their performance. Slightly less than 25% of educators felt their supervisor rarely or never spoke to them concerning their performance.

Figure #11

My principal or immediate supervisor communicates with me regarding my performance as an educator.



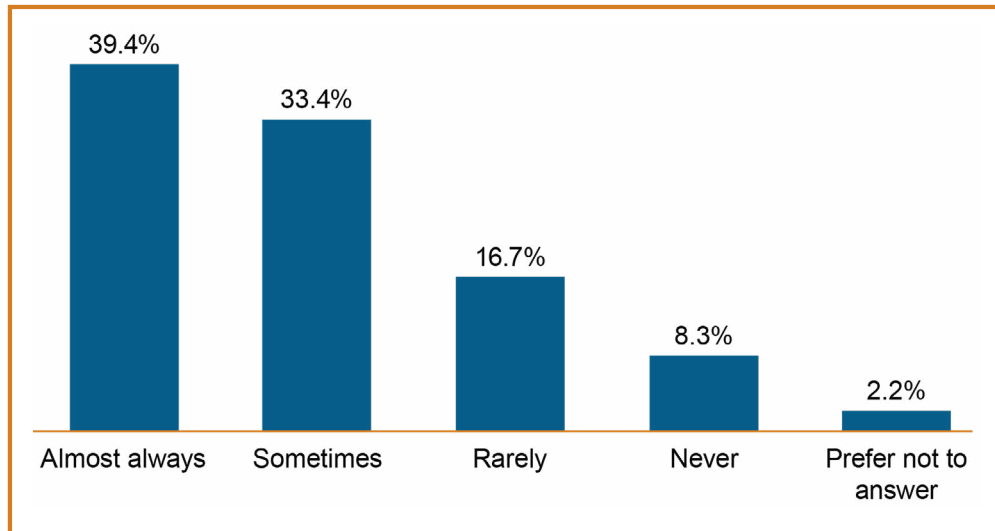
One educator wrote: “My principal has worked in this school for many years before becoming principal and is very aware of the challenges teachers face. He is a counselor by training and has great strength in talking to teachers and students, shows compassion, is present in the school and with the students, is part of the entire team, is great with communication. I feel I can always go to him with problems knowing that he has my back.”

■ **UNDERSTANDING STRENGTHS AND WEAKNESSES**

When asked whether a principal or immediate supervisor helps educators understand their strengths and weaknesses, 39.4% of educators indicated this was almost always the case. It should be noted that 25% felt that their immediate supervisor rarely or never understood their strengths and weaknesses. Over 8% said their principal never spoke to them about it.

Figure #12

My principal or immediate supervisor helps me understand my strengths and weaknesses.

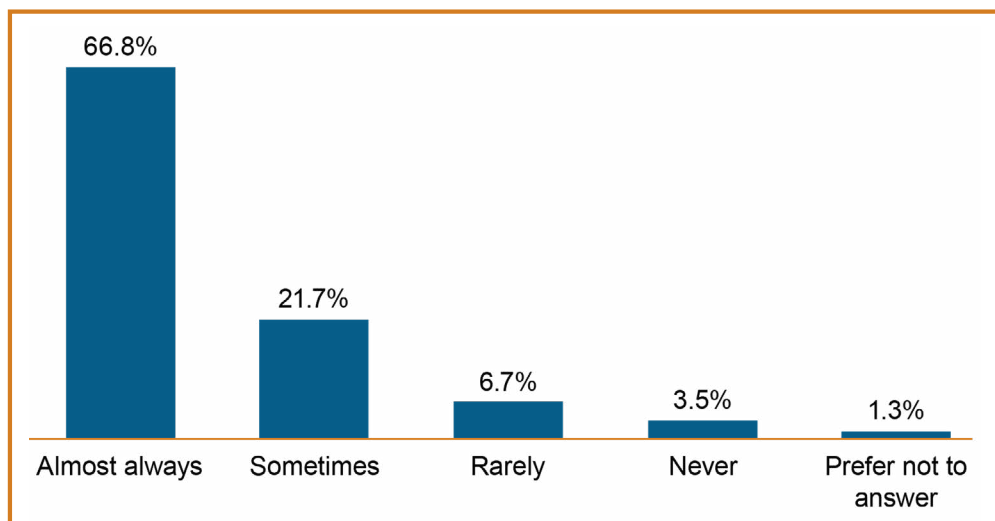


■ EASE OF COMMUNICATION

Educators largely feel that their principal or immediate supervisor is easy to talk to, with 66.8% indicating this to be true almost always. About 10% indicated that they rarely or never communicated with their supervisor. **One teacher wrote:** "I never receive feedback about myself as a teacher. Our school is far too large and even with teacher evaluations and observations split between various assistant principals, I just don't think they have the time available for them to do an appropriate job."

Figure #13

My principal or immediate supervisor is easy to talk to.

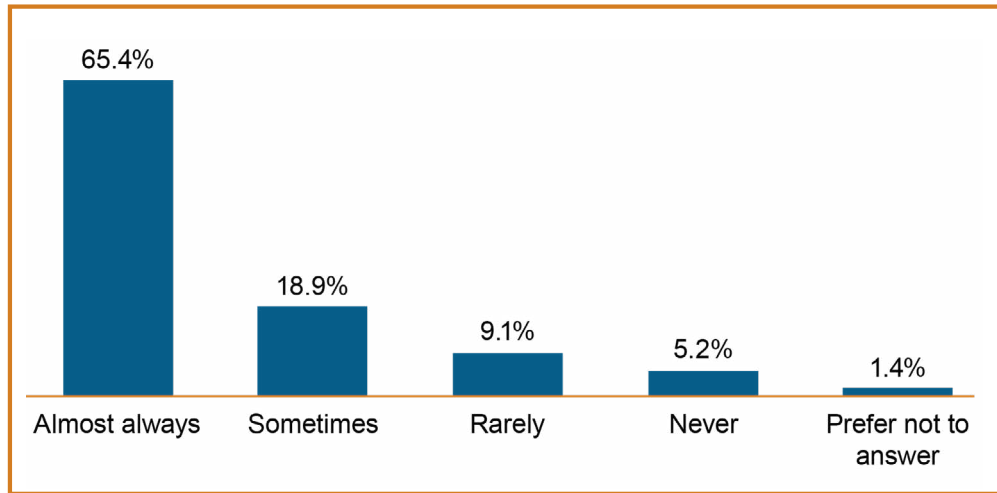


■ EXPRESSING CARE AND CONCERN

Most educators feel their immediate supervisor expresses care and concern for them as an individual.

Figure #14

My principal or immediate supervisor expresses care and concern for me as an individual.

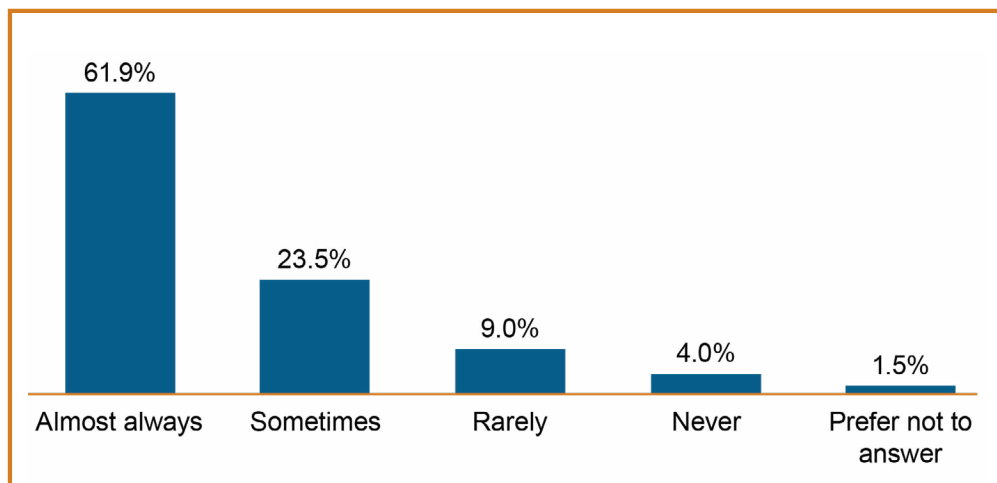


■ UNDERSTANDING CHALLENGES

When asked whether a principal or immediate supervisor understands the challenges associated with being an educator, 61.9% indicated that this was almost always the case.

Figure #15

My principal or immediate supervisor understands the challenges associated with being an educator.



An educator wrote:

“She is very honest about the trials the school is facing. She doesn’t just gloss over the difficult stuff. She is good about supporting teachers regarding student behaviors. She is around and determined to make the school a better environment for staff and students.”

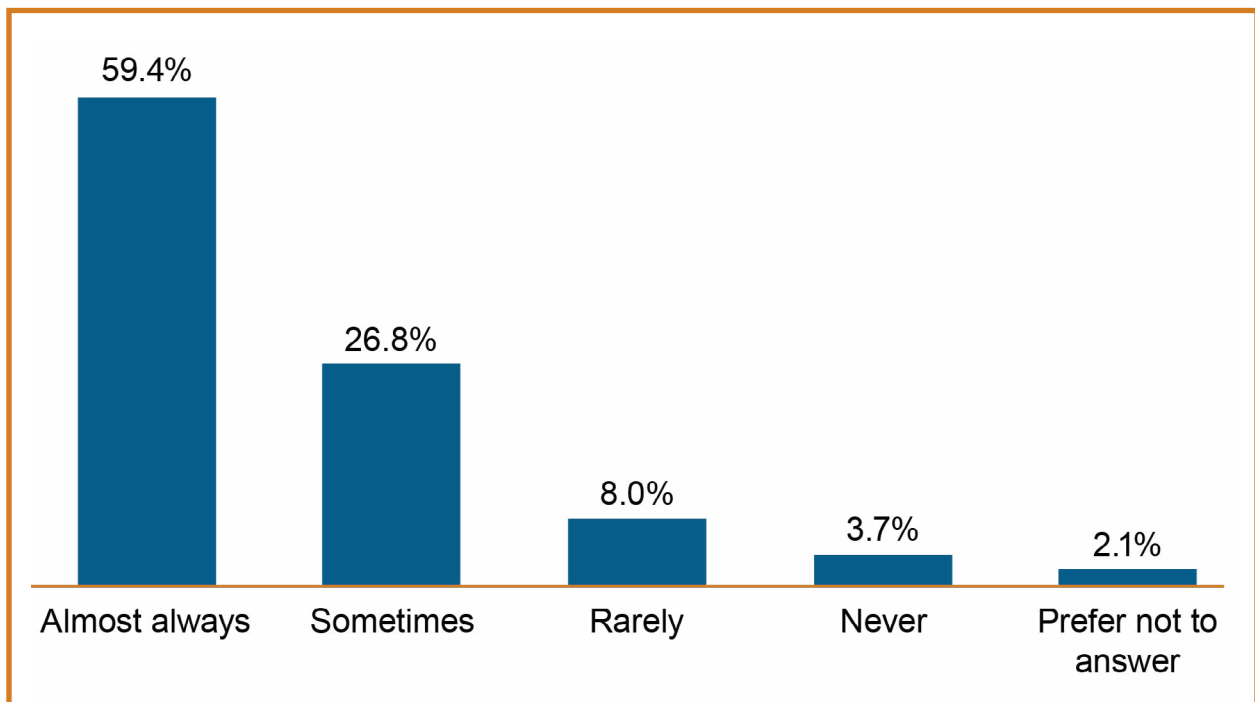
■ **EFFECTIVE LEADERSHIP**

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 was the same percentage as in 2021–22. Thirteen percent felt their supervisor rarely or never demonstrated effective leadership. This is almost 3% increase from 2021–22.

One teacher described ways in which a leader can better demonstrate their effectiveness, stating: “Dealing with students with challenging behaviors in a more effective way, and dealing with staff members, who do not follow the expectations of our school, more effectively.”

Figure #16

My principal or immediate supervisor demonstrates effective leadership.



2

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. This has remained constant since 2021–22.

However, there continues to be a significant need for improvement in communication about performance and strengths and weaknesses of the educators. Based on educator perceptions, over 10% of educators felt their immediate supervisor rarely or never showed effective leadership and felt the person did not care for them as individual or understood their challenges. 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.

3

COLLABORATION

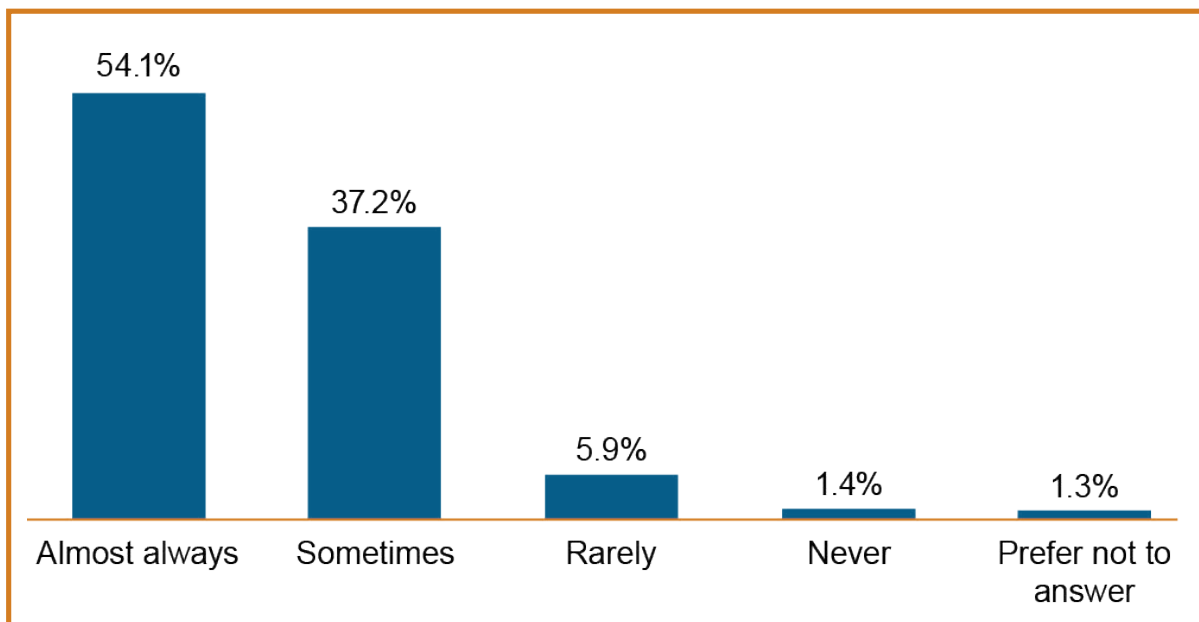
The survey questions in this section asked educators how frequently they experience seven types of interactions when collaborating with other professionals in their school, including grade or department level teams. Responses to the questions “What would you consider to be the greatest benefit you have experienced this year in collaborating with other educators?” and “What would you consider to be the greatest challenge you have experienced this year in collaborating with other educators?” are included in this section.

■ EDUCATORS VALUE WORKING COLLABORATIVELY

Educators generally feel that other educators in the school value working collaboratively. Among all responding educators 54.1% indicated this to “almost always” be the case. **One educator wrote:** Feeling connected and not alone in the process of trying to get a good solid system for students and staff.

Figure #17

Educators at this school value working collaboratively.



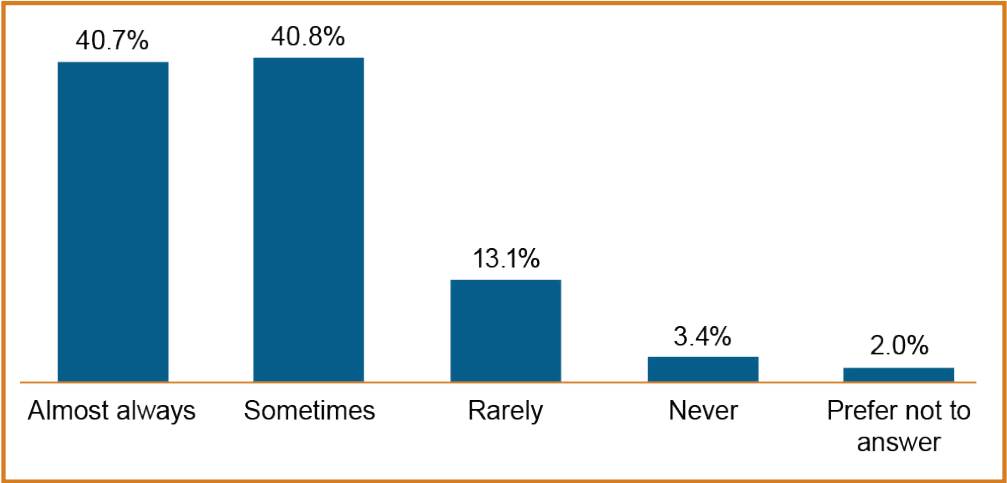
■ **EASE OF COLLABORATION ACROSS GRADES**

Over 81% of educators indicated that collaboration across grades was mostly easy in their school with 40.7% of educators indicating this to be almost always the case. This is an increase from 2021–22 where less than 80% did.

An educator wrote: “Working with the grades above and below me has helped to get ideas for management and instruction.”

Figure #18

It is easy to collaborate with educators across grades within this school.

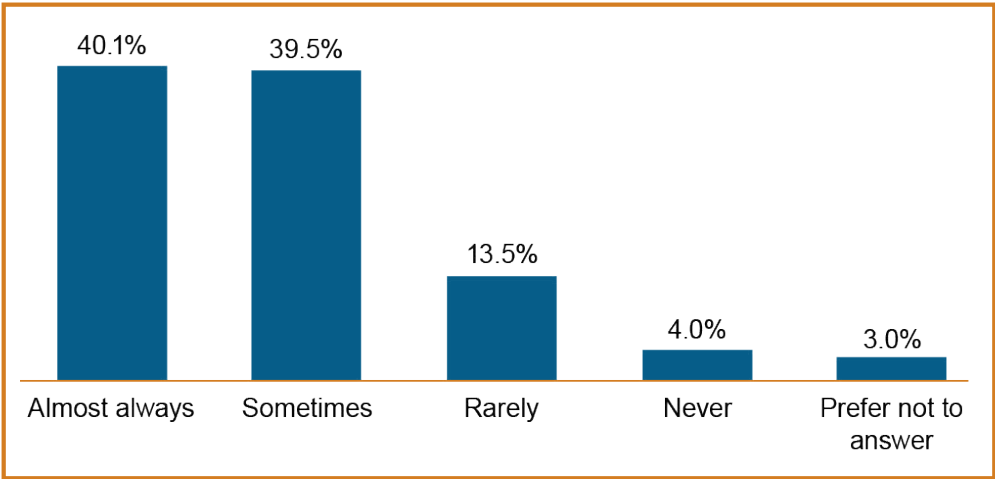


■ **EASE OF COLLABORATION ACROSS SUBJECT AREAS**

Educators expressed similar perceptions related to the ease of collaborating across subject areas. Only 40.1% of educators indicated that this was almost always the case. Again, there was a slight increase from 2021–22.

Figure #19

It is easy to collaborate with educators across subject areas within this school.



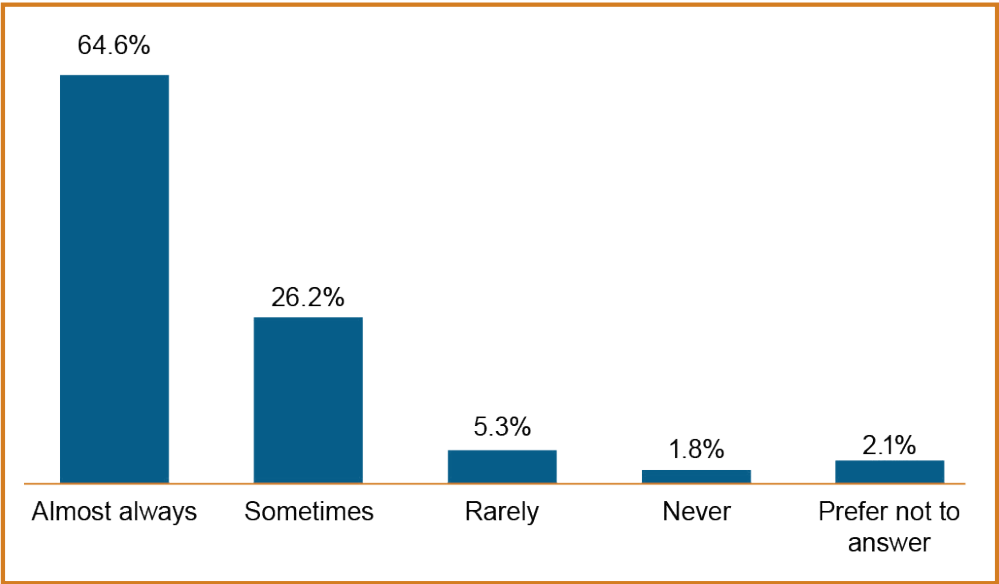
■ **EFFECTIVE TEAMWORK**

Educators largely agree that their teams work effectively together. Overall, 64.6% of educators indicated that such was almost always the case. In answering the questions about challenges to collaboration, common themes were the difficulties in navigating differing opinions and personalities in other teachers, time constraints limiting the opportunity for meaningful collaboration, and resistance to change among some staff.

One educator wrote about the challenge: “Working with the few people that aren’t *all in*. These are the few that don’t like collaboration time and don’t fully understand the purpose of the professional learning community (PLC) model.”

Figure #20

My team works effectively together.

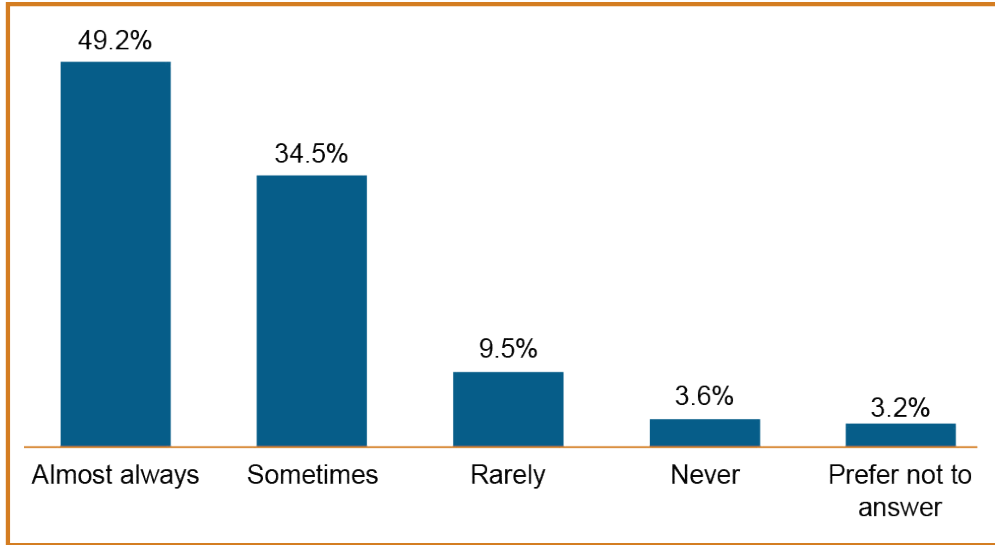


■ **EFFECTIVE WORKLOAD ALLOCATION**

When asked whether the workload was allocated effectively across the team, almost half of educators responded with “almost always.”

Figure #21

The workload is allocated effectively across my team.



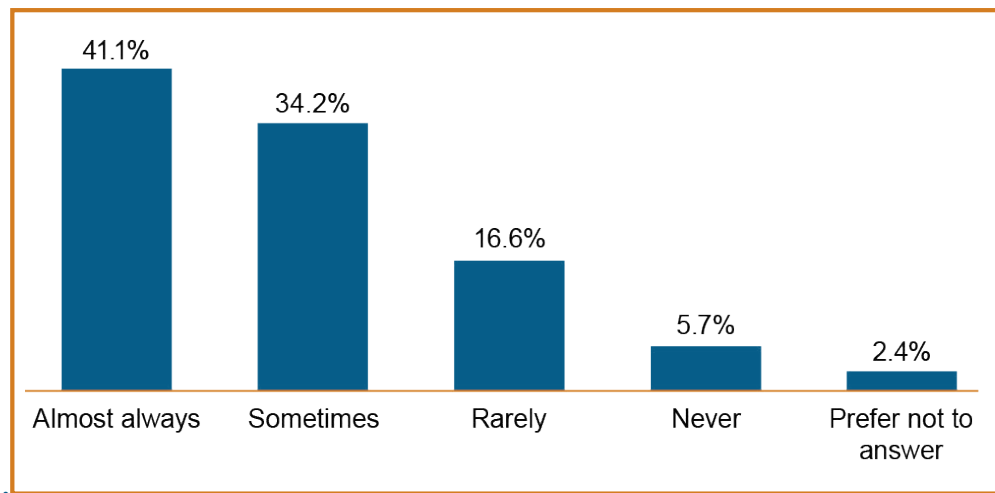
■ ADEQUATE TIME FOR COLLABORATION AND PLANNING

Less than half of Utah educators (41.1%) indicated that they almost always have adequate time to plan with their team. Although 22.3% of educators feel that they rarely or never have adequate time to collaborate and plan with their team, this 4.5% decrease since 2021–22. This theme was expressed in the open-ended question concerning challenges.

One educator expressed their chief challenge in collaboration: “Time. We have scheduled team meetings weekly, but the time goes so fast, and I would love to have more time to collaborate.”

Figure #22

I have adequate time to collaborate and plan with my team.

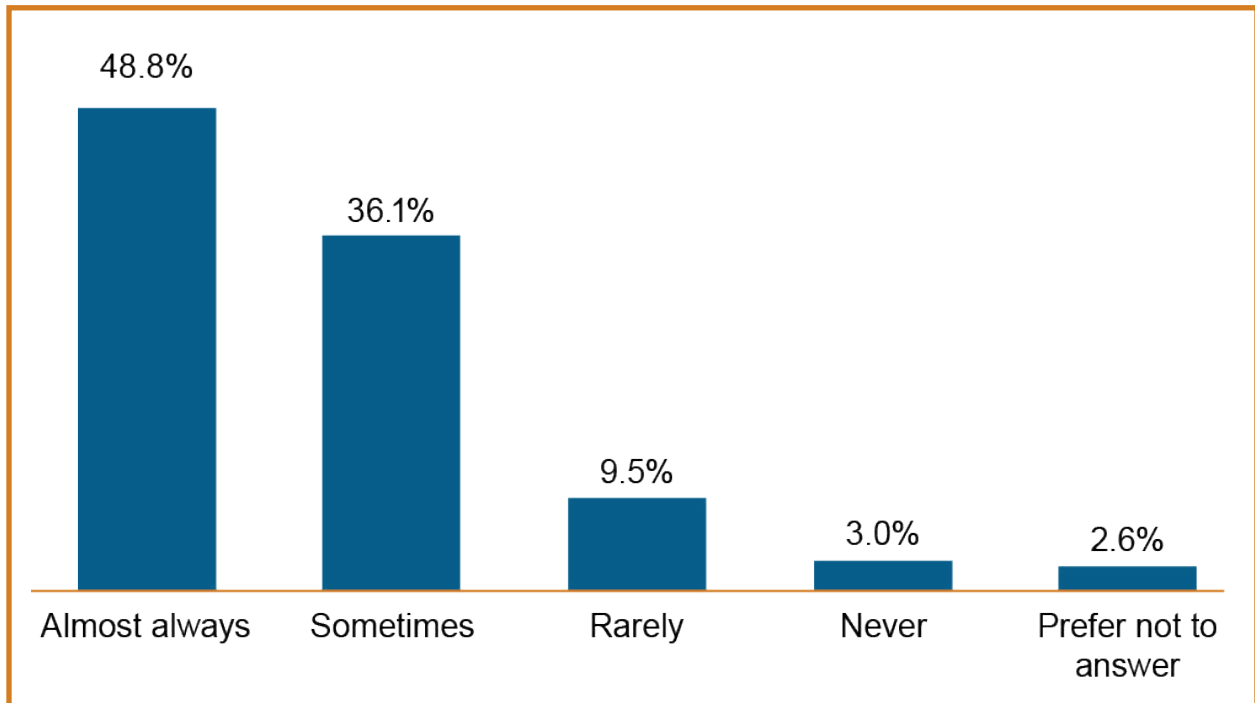


■ COLLABORATION TIME IS WELL SPENT

Nearly half (48.8%) of Utah educators feel that their collaboration time is well spent.

Figure #23

Time spent collaborating at this school is time well spent.



3

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. Over 40% of educators feel like they have adequate time for collaboration and just less than half feel like their collaboration time is well spent. Comparison of results from 2021–22 shows higher levels of collaboration and more positive perceptions of value in collaboration. There has been an almost 5% decrease since 2021–22 of educators feeling they were not given enough time to collaborate. Inasmuch as effective collaboration is essential to providing quality instruction, the slight improvements are a positive sign.

4

RESOURCES AND PROFESSIONAL LEARNING

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.

■ ACCESS TO NON-TECHNOLOGICAL SUPPLIES AND TOOLS

Most educators believe they have access to the non-technological supplies and tools they need. Overall, 62.0% of educators indicated this was “almost always” the case. Over 90% of educators responded that they sometimes or almost always had access to supplies and tools. When disaggregated by grade level, 51.7% of preschool, 56.3% of elementary, 66.3% of middle school, and 69.1% of high school educators felt this way. Beginning in 2024–25, the educator supplies and materials funding was changed to \$500 for elementary and preschool teachers and \$250 for middle and high school teachers. Previously all teachers received about \$250.

Figure #24

The non-technological supplies and tools I need to do my job are provided to me when requested.

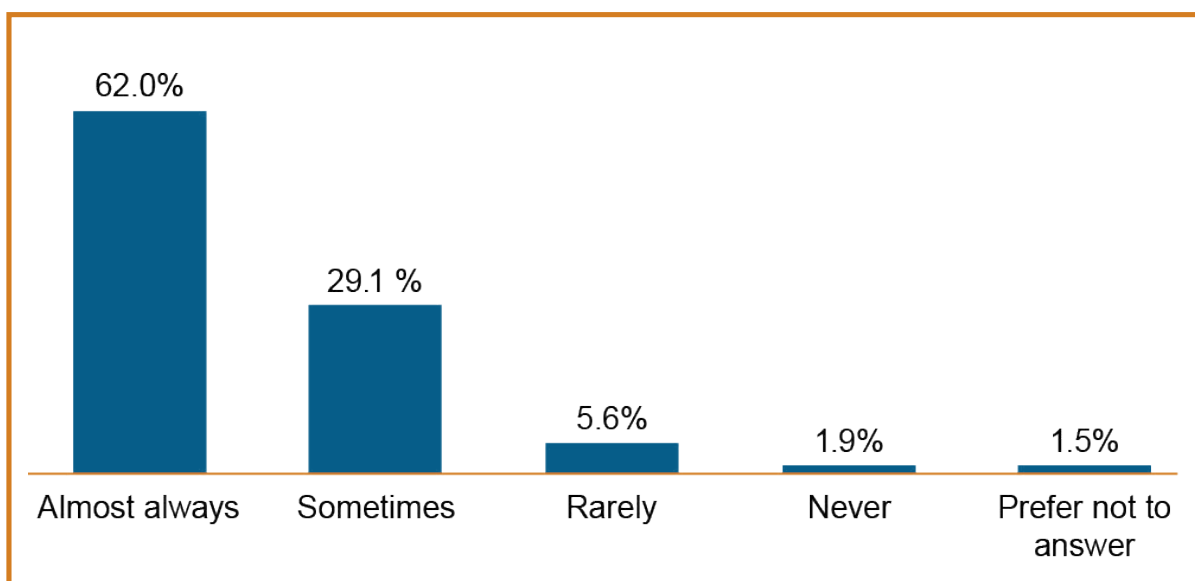
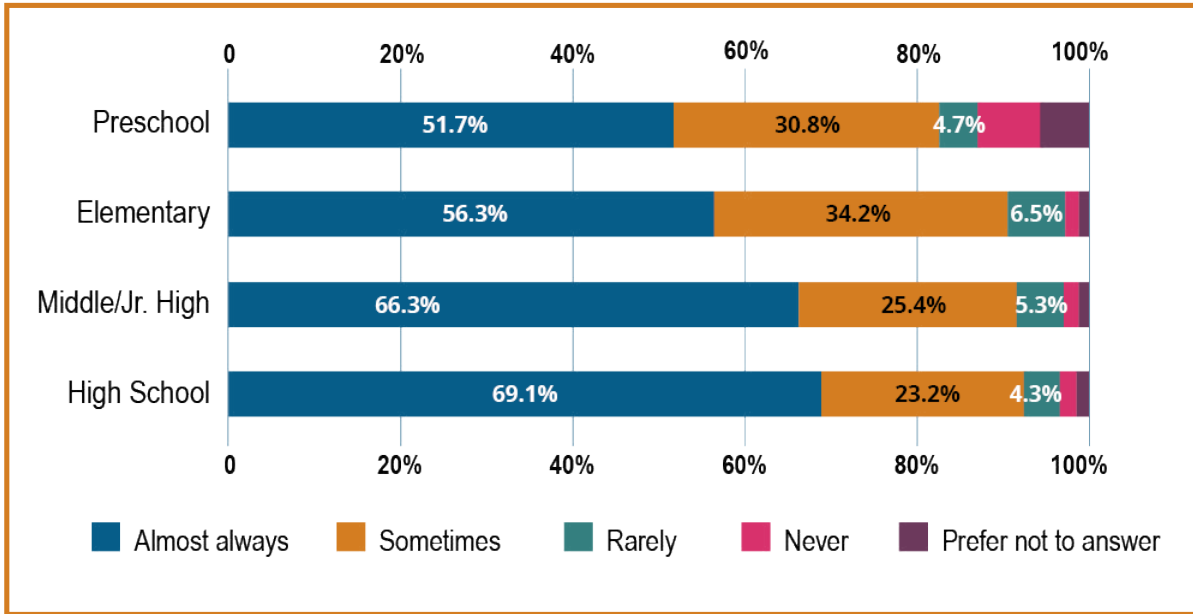


Figure #25

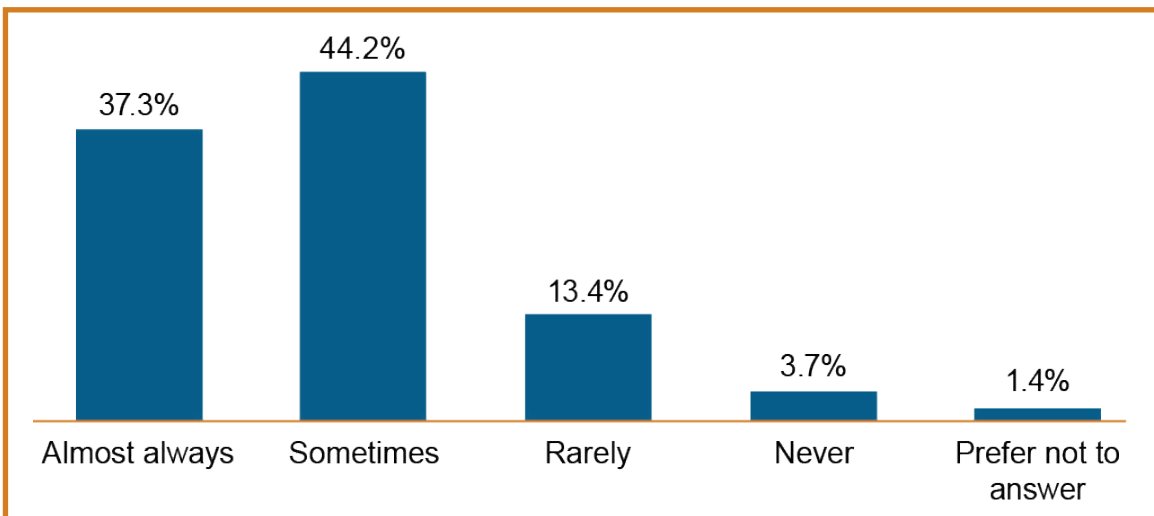
The non-technological supplies and tools I need to do my job are provided to me when requested



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, 37.3% of educators indicated that they must almost always purchase needed non-technological supplies and tools.

Figure #26

I must purchase the non-technological supplies and tools I need to do my job with personal funds.

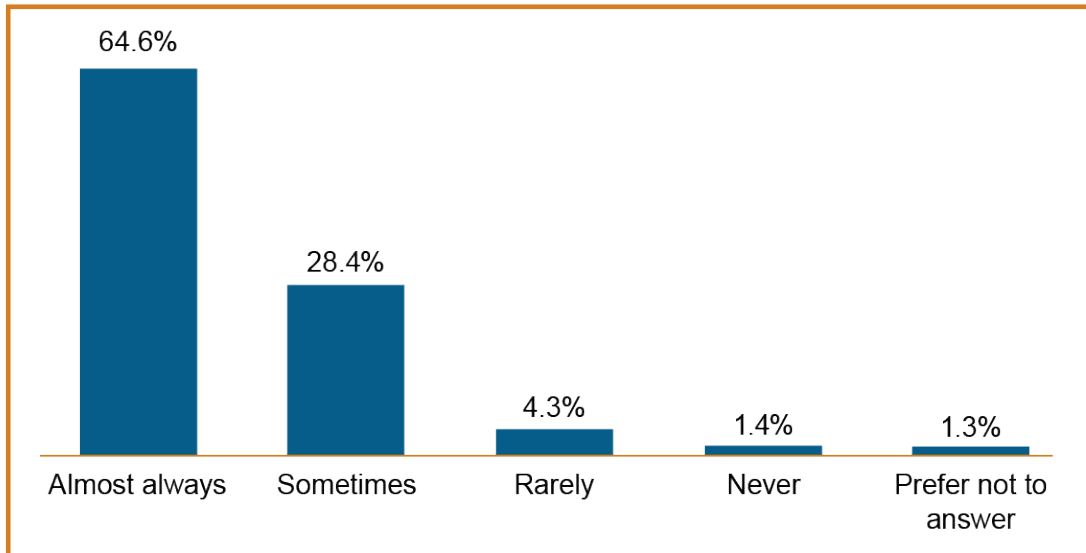


■ ACCESS TO TECHNOLOGIES

Questions like those presented above were also asked in relation to technologies. Results were similar with 64.6% of educators indicating they are almost always provided with the technologies needed to do their job.

Figure #27

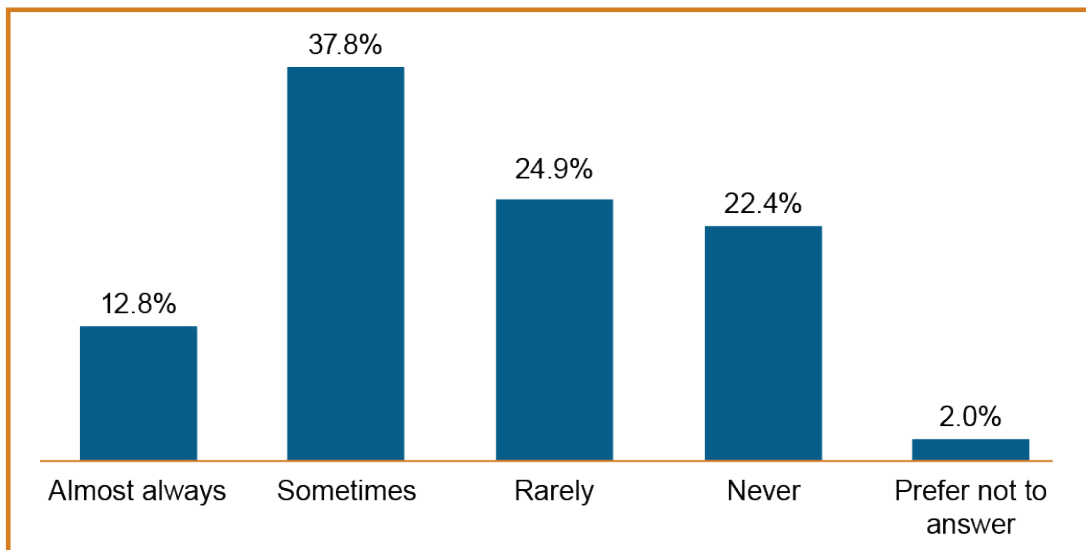
The technologies I need to do my job are provided to me as requested.



As above, educators were also asked whether they had to purchase needed technologies with personal funds. Only 12.8% of educators indicated this was almost always the case.

Figure #28

I must purchase the technologies I need to do my job with personal funds.

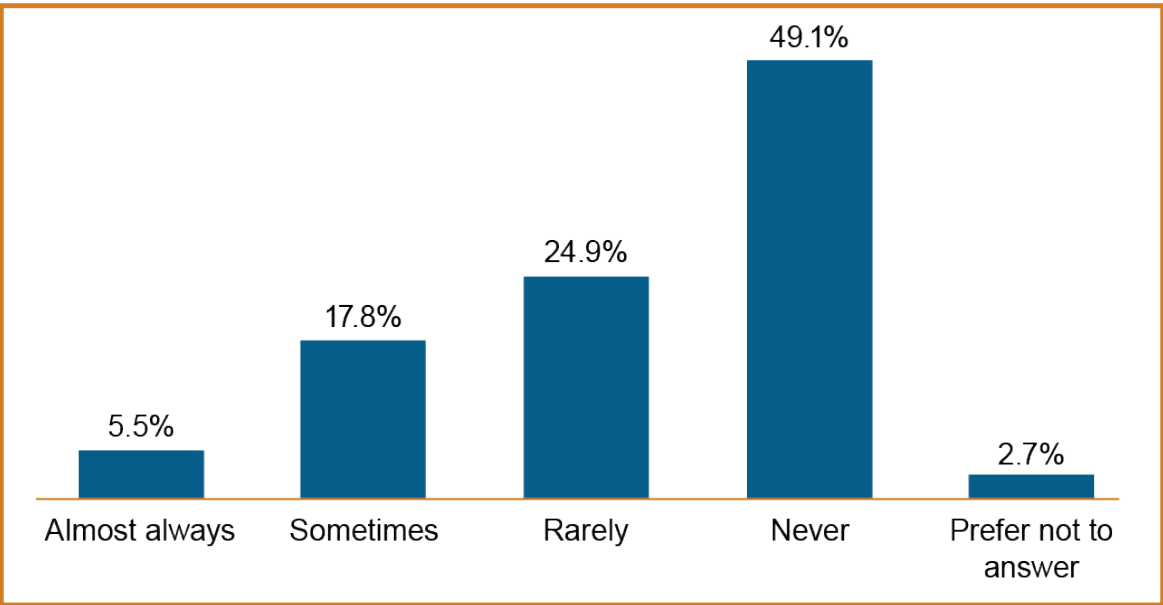


■ **TRAINING TO USE TECHNOLOGY**

Despite having access to needed technologies, almost half of Utah educators say they never receive adequate training on how to use school or district specific technologies. Only 5.5% felt they almost always received the necessary training (7.4% in 2021–22). This trend suggests more educators feel they rarely receive the necessary training in technology use.

Figure #29

I receive adequate training on how to use school/district specific technologies.

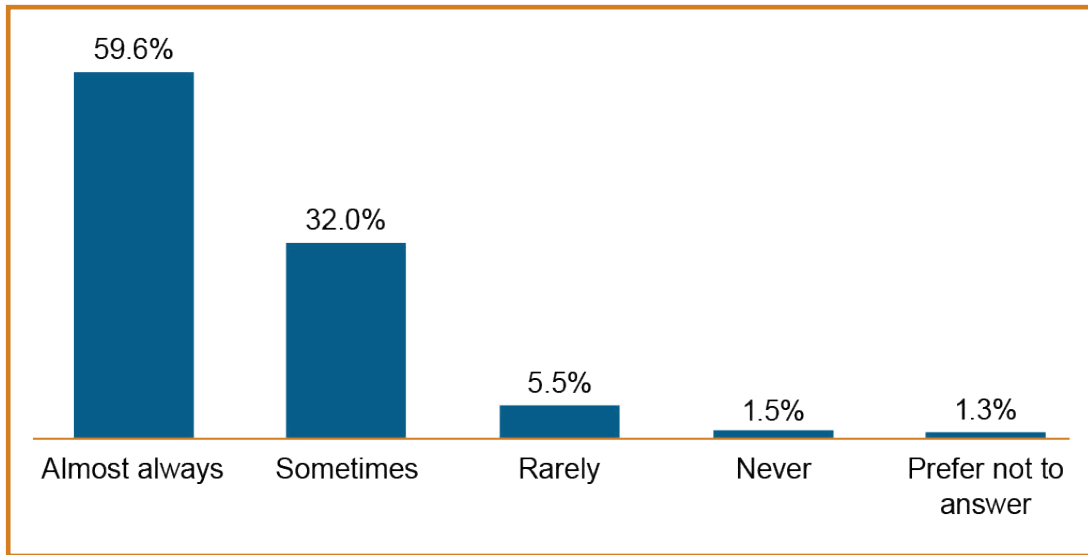


■ **ACCESS TO PROFESSIONAL LEARNING**

Nearly 60% of Utah educators express almost always having access to professional learning experiences. Over 90% feel they almost always have or sometimes have access to professional learning. (See Figure #30 on next page.)

Figure #30

I have access to professional learning opportunities to help me be a successful educator.

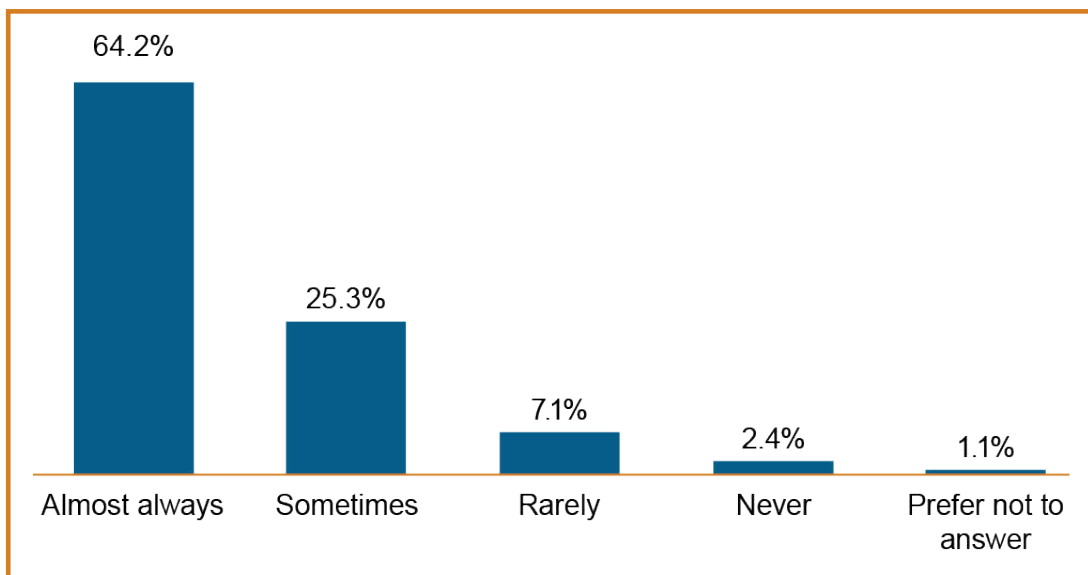


■ **ENCOURAGEMENT TO ENGAGE IN PROFESSIONAL LEARNING**

Most educators (64.2%) are almost always encouraged to participate in professional learning opportunities. Nearly 90% are sometimes or almost always encouraged to participate.

Figure #31

I am encouraged to take advantage of professional learning opportunities.

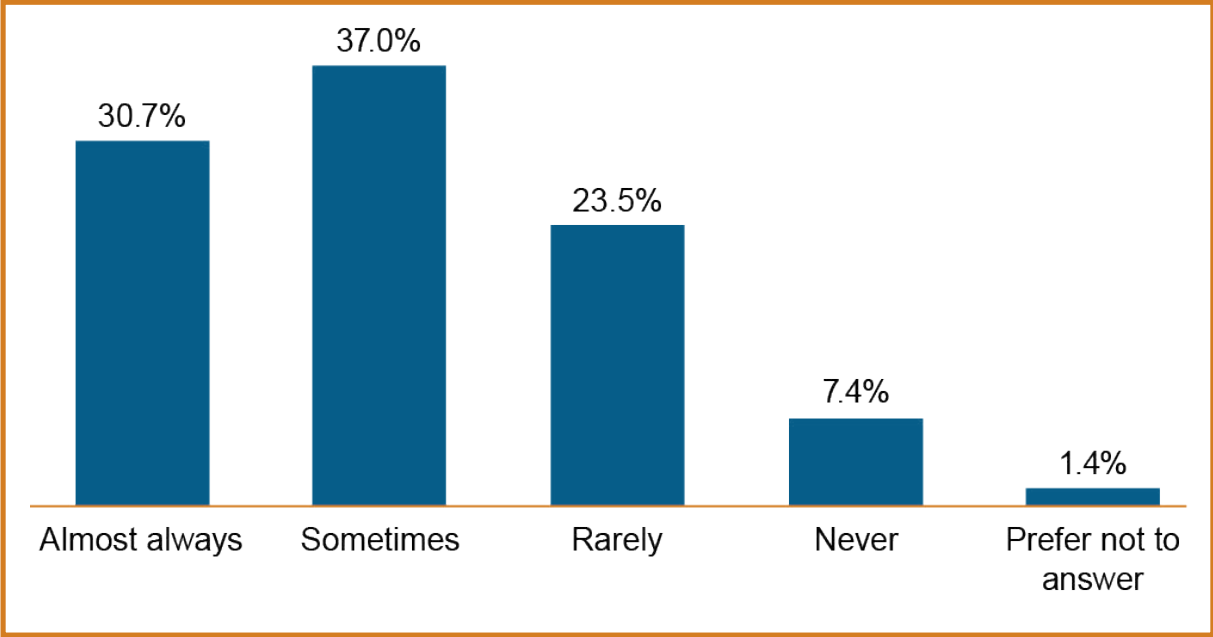


■ **TIME TO ENGAGE IN PROFESSIONAL LEARNING**

There was an increase in teachers who feel they have adequate time to engage in professional learning, from 23.1% in 2021–22 to 30.7% in 2023–24. There was a 10% increase in educators feeling they always or sometimes had adequate time. In the open-ended response to “What barrier(s) have you faced in participating in professional learning opportunities this year?”, time was described as the primary barrier.

Figure #32

I have adequate time to participate in professional learning opportunities.



Educators wrote:

Time—“I don’t have much extra time outside of school—especially when the trainings are in the evenings rather than right after school.”

Time—“Creating sub plans to be gone for a couple of days is really hard. It takes hours to find something that won’t be a waste of time without you there.”

Subs—“Our sub shortage has created a lot of guilt around taking professional days. In-house trainings are also very time consuming.”

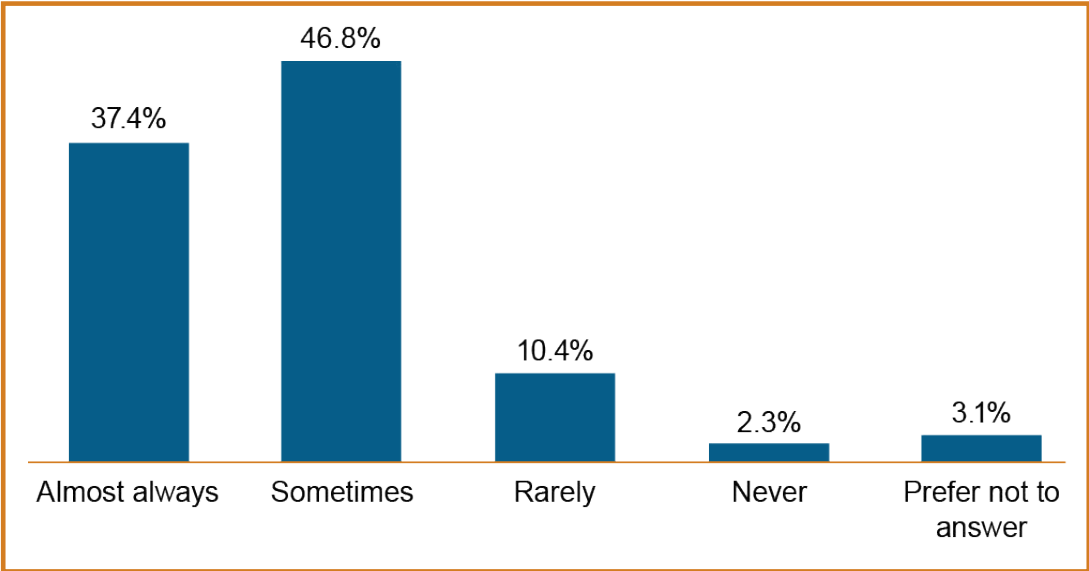
(Continued)

■ **QUALITY OF AVAILABLE PROFESSIONAL LEARNING**

Over one-third (37.4%) of educators feel that the professional learning opportunities available to them are high quality. Twelve point seven percent (12.7%) rarely or never thought the professional learning opportunities were high quality. This is concerning as the LEAs are required to offer 20 hours a year of professional learning to their educators.

Figure #33

The professional learning opportunities available to me are high quality.



4

RESOURCES AND PROFESSIONAL LEARNING SECTION SUMMARY

More than 90% of educators feel they usually have **access to non-technology and technology supplies**. It should be noted that almost 50% of educators feel they use personal funds to buy technology supplies and almost 82% use personal funds to buy nontechnology supplies. It is unknown the impact of the increase to the supplies and materials funding in 2024–25.

Educators do not feel they are provided with **adequate training in using technology**. Almost three quarters of the educators answered they had never or rarely received training. This percentage has increased from 2021–22 when 68% of educators responded that they rarely or never received training. With the increase of opportunities and reliance on technology in education, this is training that should be addressed by the LEAS with support from USBE.

Regarding **professional learning opportunities**, about 90% of educators reported they had access and encouragement to participate. In 2023–24, 90.5% of educators had a professional license. The other 9.5% is divided between Associate and LEA specific license holders. Associate license holders are in a program to receive a license and may be encouraged to finish program requirements rather than attending professional learning. Although the percentage of educators reporting rarely or never having time to engage in professional learning is still high (30.9%), this a significant drop from 2021–22 when 40.6% of educators reported feeling they rarely or never had the time to engage.

The perceived **quality of professional learning** is disappointing. Almost 13% reported it was never or rarely high quality. Utilizing this percentage with all classroom and special education teachers in PK–12, over 4,200 teachers feel they are rarely or never exposed to high quality professional learning.

5

CAREER GROWTH

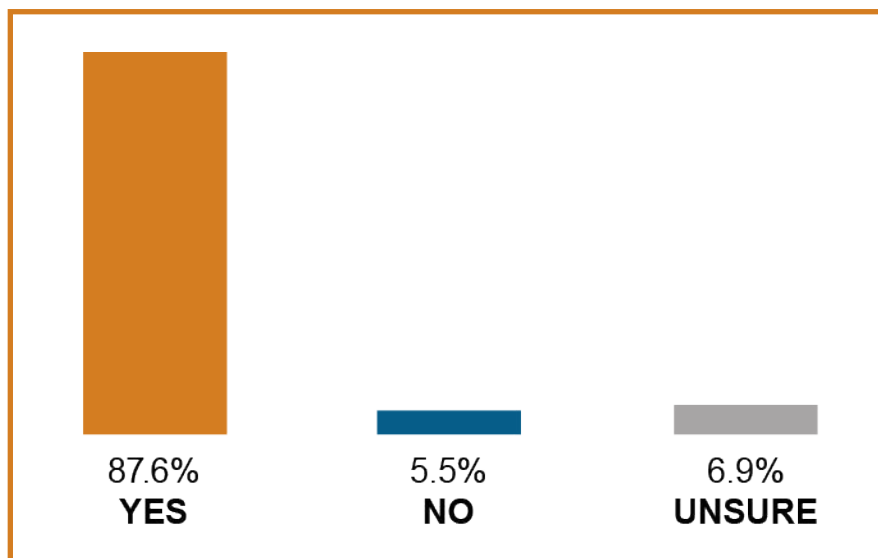
Questions in this section of the survey asked educators about their goals and opportunities for career growth and teacher leadership. Results from five questions are presented in aggregate and are also disaggregated by grade level and years of teaching experience. The terms early career educator, mid-career 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 ten 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 percentage has remained unchanged since 2021–22.

Figure #34

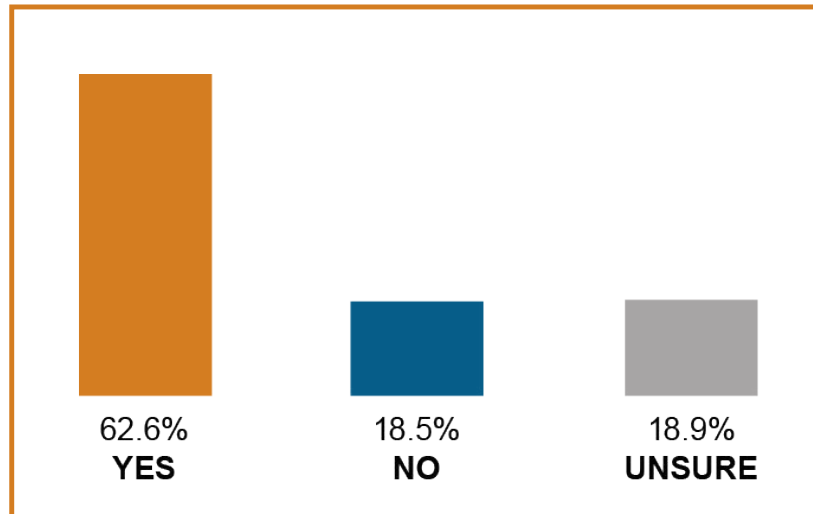
I have personal goals related to my career growth and advancement.



Although most educators express having personal goals for career growth and advancement, only 62.6% of educators indicate that they see opportunities for such growth. This perception of available opportunities has increased about 4.5% since 2021–22. Mid-career educators feel less optimistic about opportunities than early career educators.

Figure #35

I see opportunities for my own career growth and advancement in education.

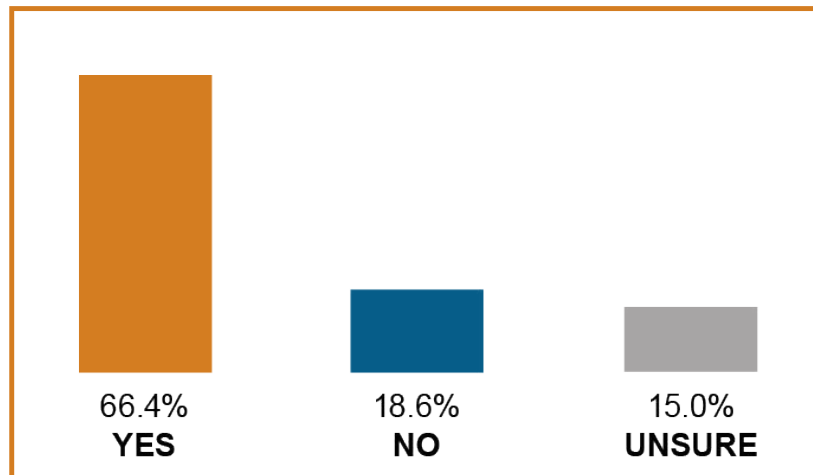


■ LEADERSHIP OPPORTUNITIES

When asked about leadership opportunities in their schools, 66.4% of educators indicated that they have opportunities to serve in leadership positions. About the same percentage of educators who feel they have opportunities for advancement also saw opportunities for leadership.

Figure #36

I have opportunities to serve in leadership positions in my school.



Less than 40% of surveyed educators replied to the question “What could those in leadership positions do to support you in reaching your goals for career growth and advancement?” The responses revealed some common themes, many were along the line of responses received for the questions regarding strong leadership. Many educators expressed the desire for more feedback and more check-ins from school leadership, resources for furthering their professional development, and creating more opportunities for educators to take on leadership roles. Some responses also suggested incorporating teachers into decision-making processes.

Some responses include:

“Support by encouraging and offering answers in a timely manner, as well as resources as needed. Give feedback in a respectful manner, that encourages growth and development but values our skills.”

“Support in self selection of resources for professional development rather than prescribed “whole-school solutions.”

“Teachers could be made aware of advancement opportunities and be told about potential leadership roles.”

“Give more information on what choices are available to us at our school and in the community in general. To ask the teachers questions to involve us in decision making rather than ‘guess’ what the teachers need.”



5

CAREER GROWTH SECTION SUMMARY

Consistent with results from the 2020 and the 2022 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. The percentage of educators (62.6%) who see opportunities for career growth and advancement has consistently grown from compared to 47.9% in 2020; however, approximately 20% of educators continue to not see a way to attain those goals. More support from leadership to attain these goals was a common theme from educators.

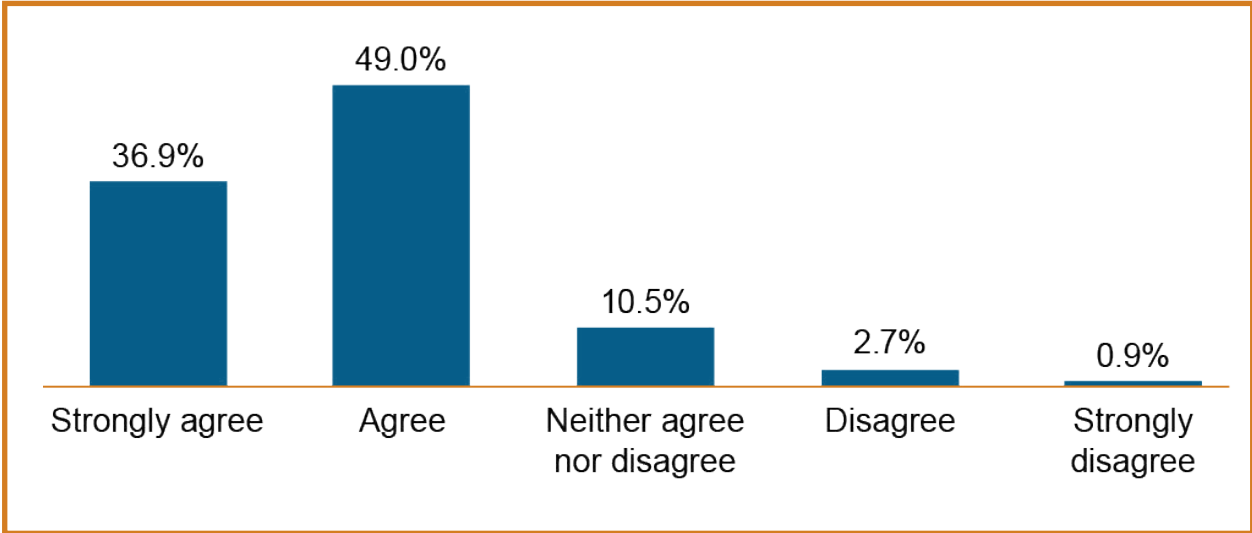
6 JOB SATISFACTION

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. Responses to these questions are included in this section.

■ INTEREST AND REWARD OF WORK

Overall, 85.9% of educators either agreed or strongly agreed with the statement “I find my day-to-day work interesting.” This has remained constant from the 2021–22 survey.

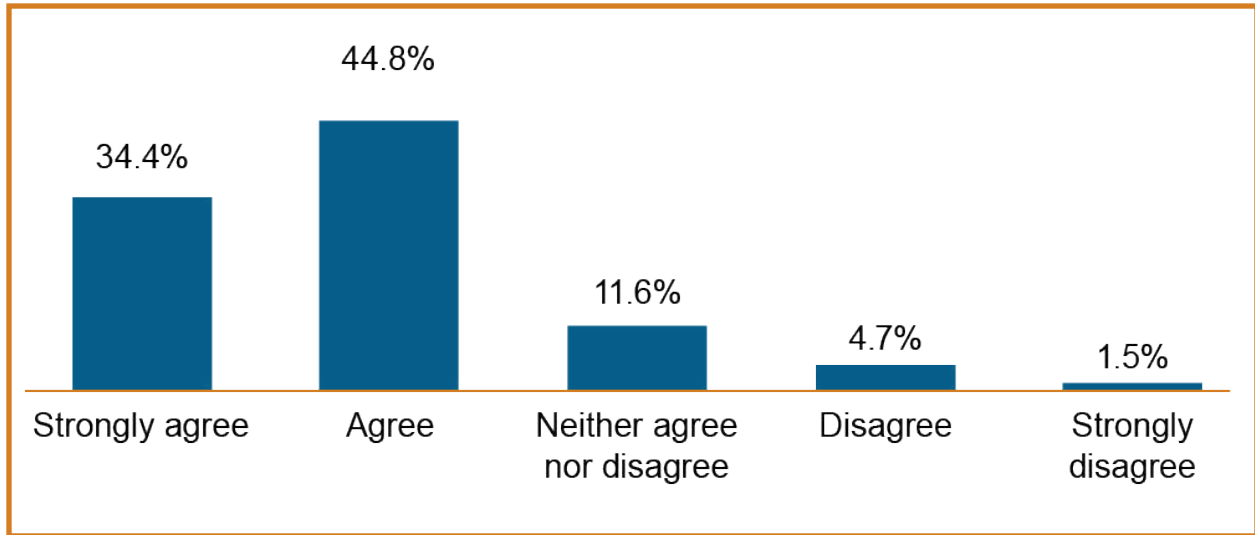
Figure #37
I find my day-to-day work interesting



When asked whether they found their day-to-day work to be rewarding, a slightly lower percentage of teachers (82.2%) agreed or strongly agreed with the sentiment; 6.2% disagreed or strongly disagreed with this.

Figure #38

I find my day-to-day work rewarding.

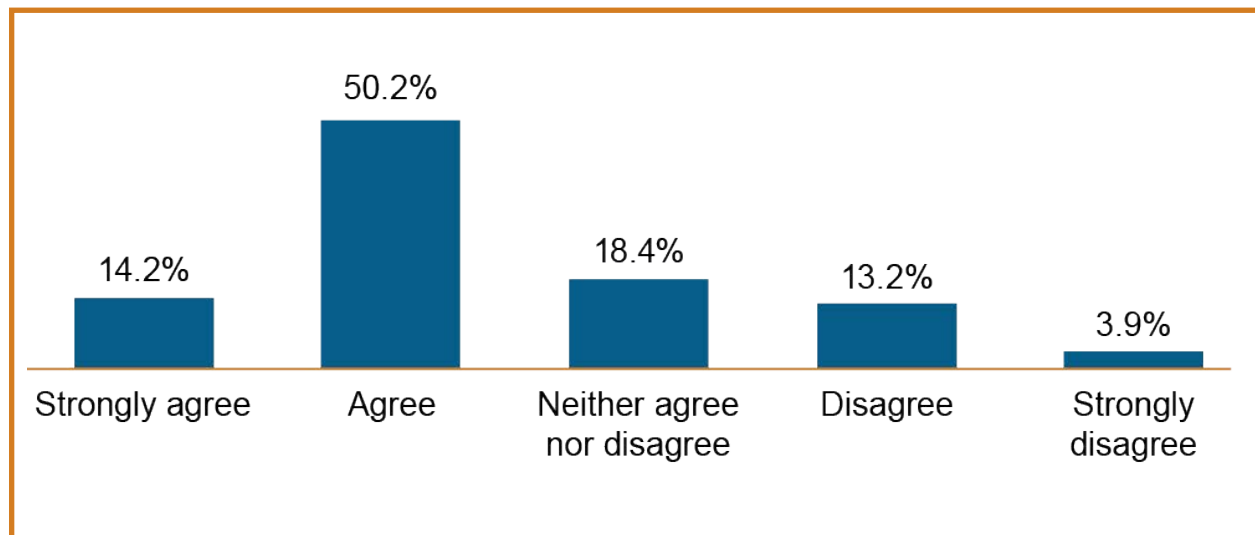


■ **STUDENT RESPECT OF EDUCATORS**

When asked whether students at the school generally respect their teachers, 64.6% of educators agreed or strongly agreed.

Figure #39

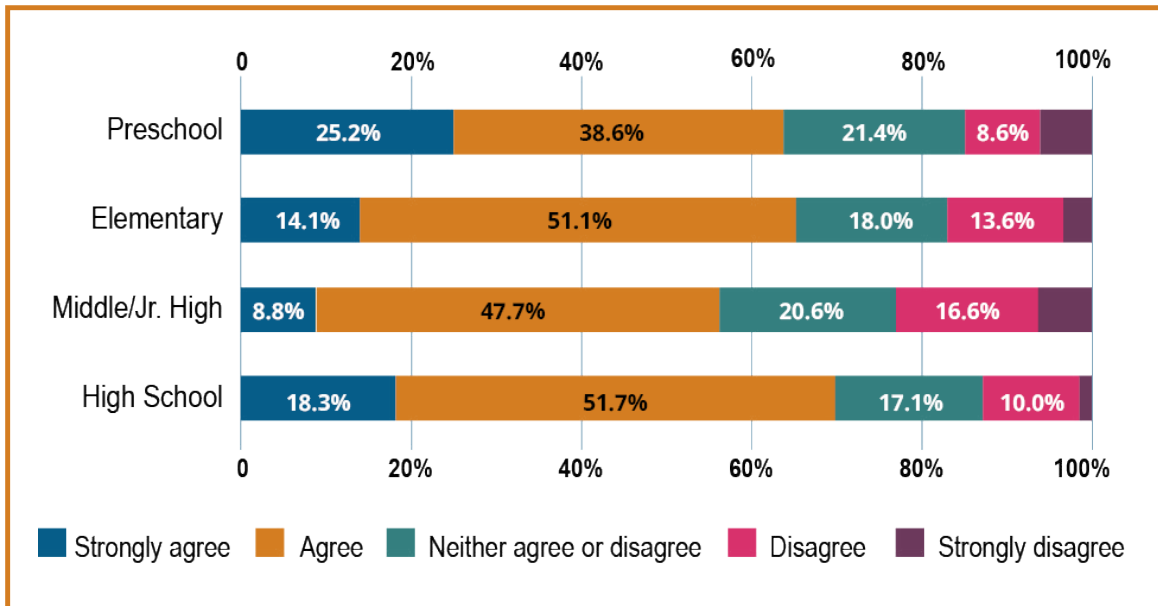
The students at this school generally respect their teachers.



In 2021–22, Preschool, elementary, and high school educators felt more respected (73.8%, 65.2%, and 70.0%) than middle school (56.8%).

Figure #40

The students at this school generally respect their teachers

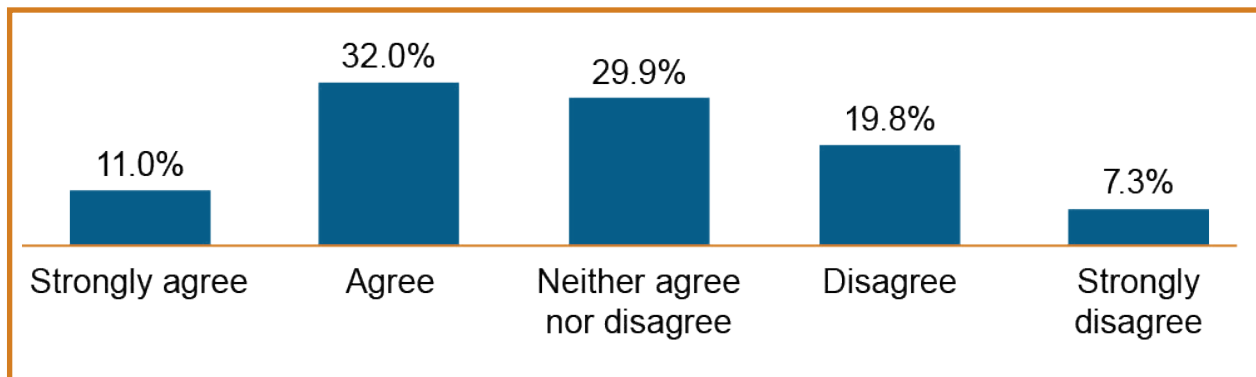


EDUCATOR RECOGNITION

Three questions sought information regarding educators’ 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. Twenty seven percent (27%) felt that they were not recognized adequately. Further analysis into this question may be warranted to see if improvements can be made.

Figure #41

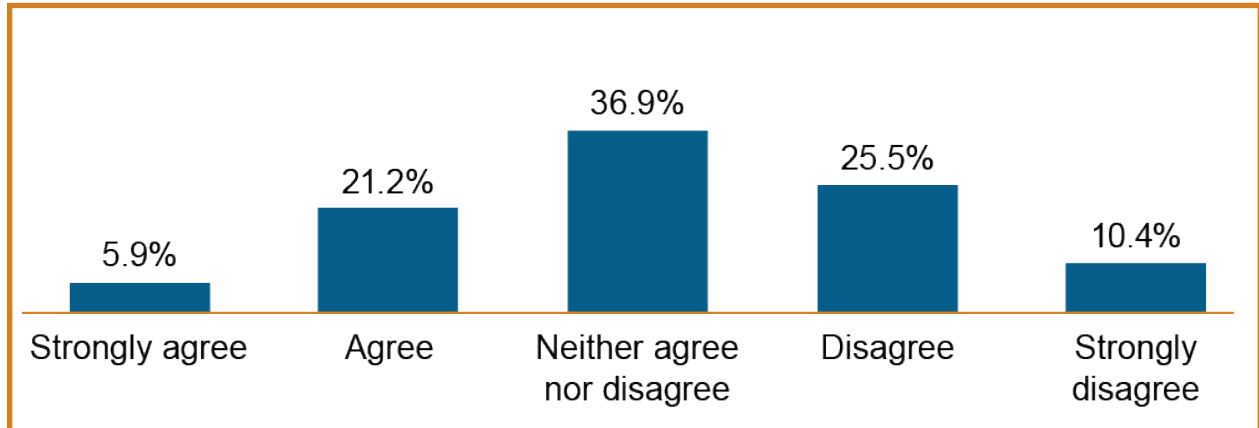
I am adequately recognized by parents for the work that I do.



Fewer educators (27.1%) feel recognized by the community. One third of teachers do not feel adequately recognized by the community.

Figure #42

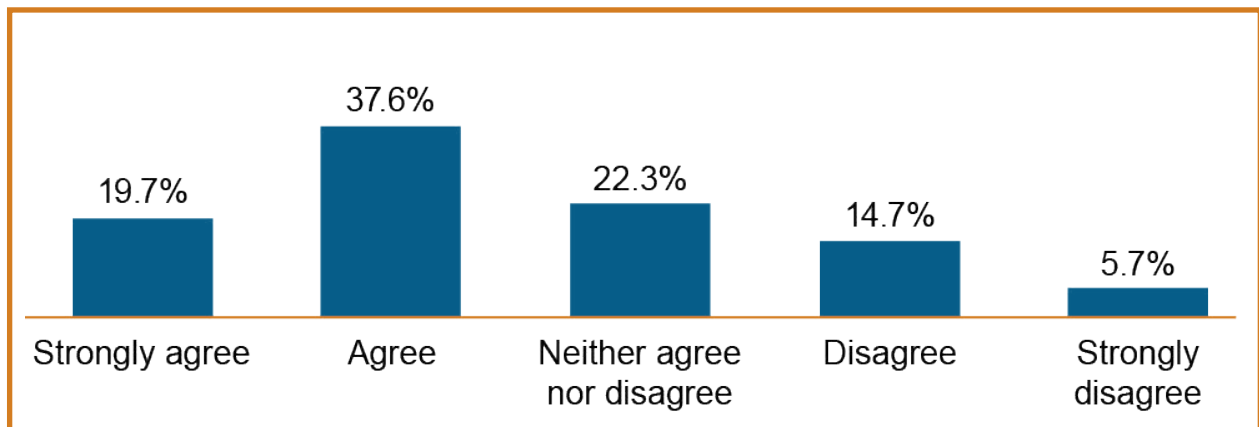
I am adequately recognized by the community for the work that I do.



More than half (57.3%) of educators do feel recognized by school leadership for the work they do. However more than 20% of educators do not.

Figure #43

I am adequately recognized by school leadership for the work that I do.

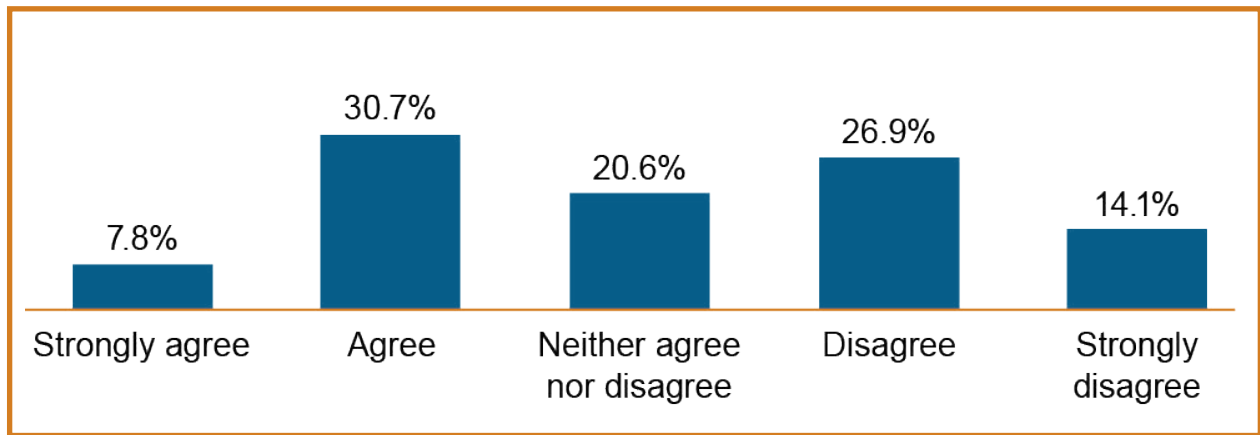


■ COMPENSATION AND BENEFITS

When asked whether they were paid fairly for the work they do, 38.3% of educators agreed or strongly agreed. This is over a 10% increase from SY 2021–22, when only 27.4% agreed. Forty-one percent of respondents disagreed. Salaries vary across districts and charter schools and school locations; school type and educator qualifications could impact how educators answered. (See Figure #44 on next page.)

Figure #44

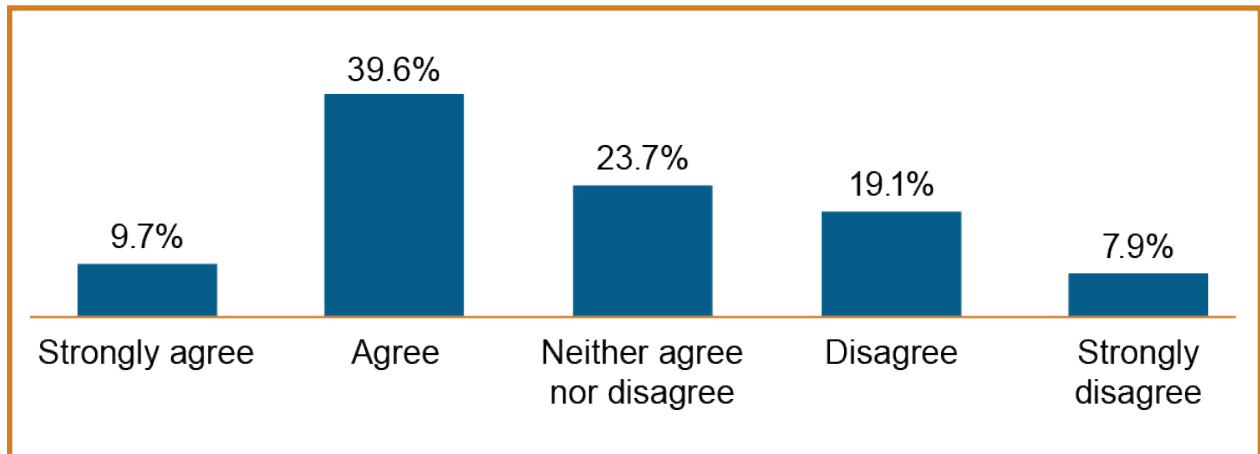
I am paid fairly for the work I do.



Almost half of educators felt their benefits packages were sufficient for their needs. This increased 5% from 2021-22.

Figure #45

My benefits package is sufficient for my needs.



One third of educators responding to the open question concerning job satisfaction mentioned pay:

“Higher pay and less time spent outside of contract hours working in order to accomplish all that is required”

“Higher pay, lower class sizes, more support with students with major behaviors”

6

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 school. Discouragingly, few educators feel they are adequately recognized for the work they do by the community and parents.

One educator wrote: “I think greater recognition of the job that we do. Every year things get harder, mainly because of the changes in society that are reflected at a student/school level. I’m talking about the lack of respect that people in society demonstrate to each other, that is then reflected in a lack of respect that students show to each other and school staff.”

Recognition from school leadership increased from 2021–22; however, two in five educators do not 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. The percentage of educators who feel they are fairly compensated has increased for both salaries and benefits; however, there is still 40% of educators who feel their salaries are insufficient. As salaries and benefits vary across the state and between charters and districts, further analysis of this may be reasonable.

7 MENTORING

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.

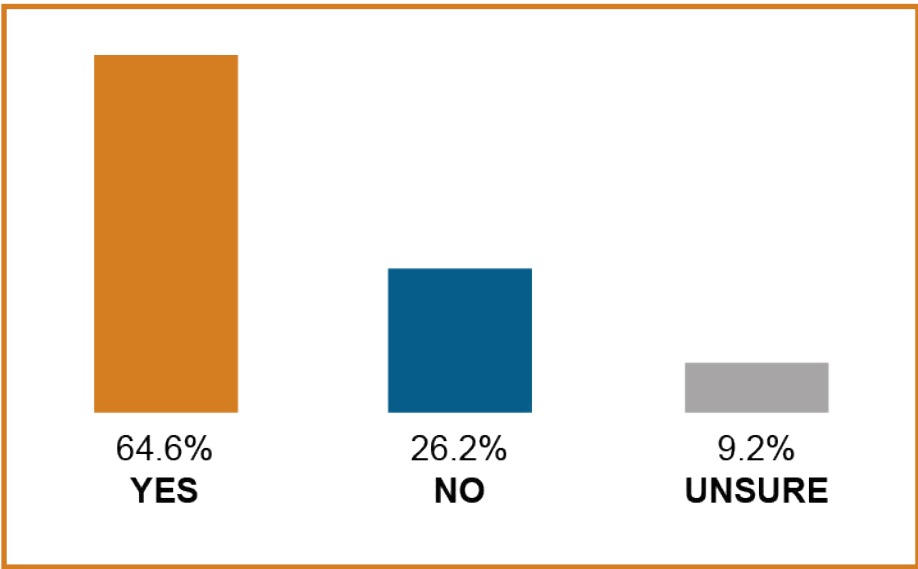
Despite this long-standing mandate, there has been little information available regarding **early career educators' mentoring experiences**. Approximately 2,267 educators were routed through the mentoring questions as part of the educator engagement survey, representing approximately 28% of the early career teachers in Utah. This section summarizes the results associated with the questions.

■ ACCESS TO A FORMAL MENTOR

Despite the mandate established within [R277-308](#), only 64.6% of early career educators report having a formal mentor assigned to them. Over a quarter of early career teachers report not having a mentor.

Figure #46

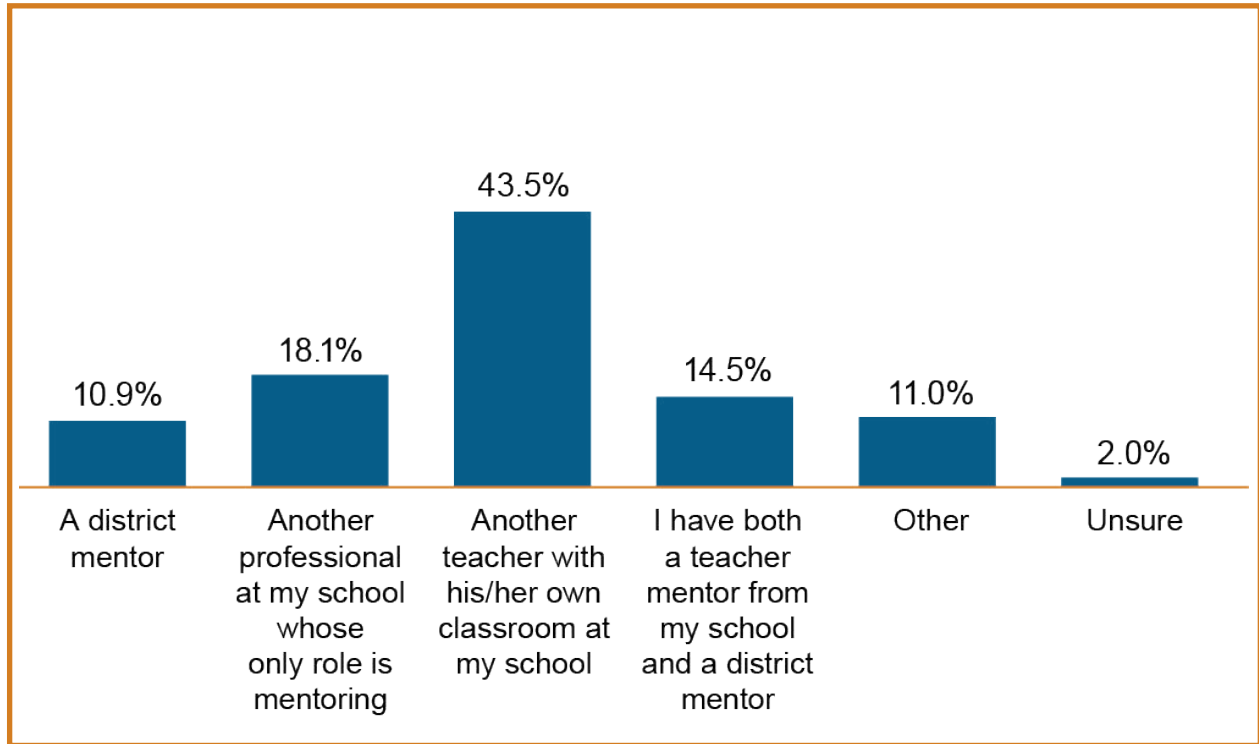
Do you have a formal mentor(s) assigned to work with you as a new educator?



When asked to describe the role of the formal mentor, 43.5% of educators indicated that their mentor was another teacher with classroom responsibilities while 18.1% indicated the mentor held a role dedicated only to mentoring. District-based mentors were reported by 10.9% of educators and 14.5% indicated they had both a school-based and district-based mentor.

Figure #47

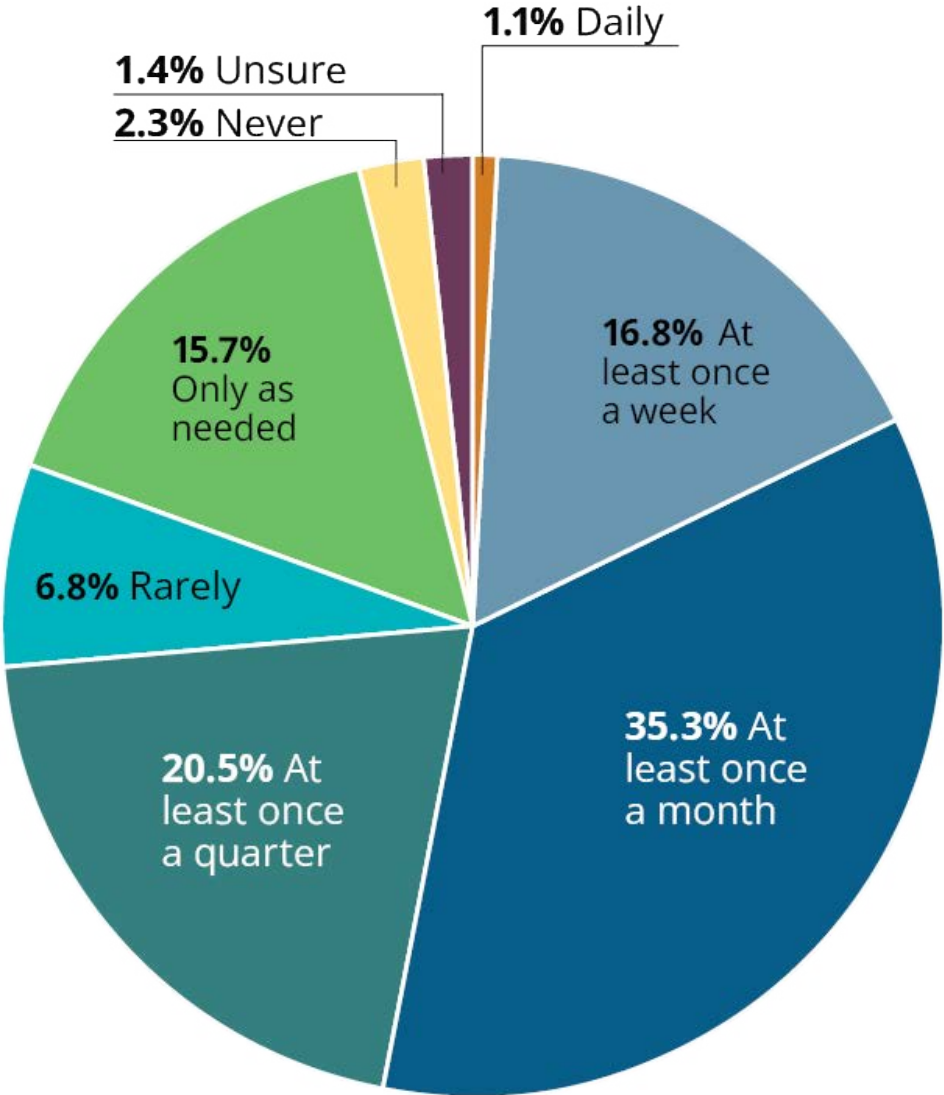
Which of the following best describes your formal mentor?



FREQUENCY OF MEETING WITH AND BEING OBSERVED BY FORMAL MENTOR

The degree of engagement between early career educators and their formal mentors varied. More than half of early career educators meet at least monthly or more with their mentor.

Figure #48
How frequently do you typically meet with the formal mentor from your school?

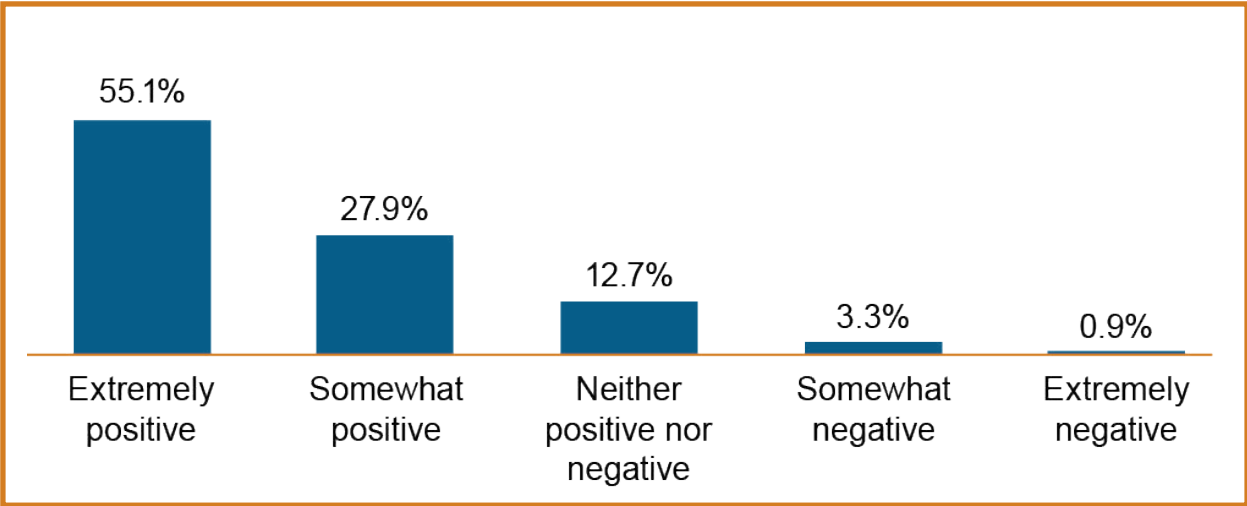


■ RATING THE IMPACT OF MENTORING

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 (55.1%) indicated that mentoring had an extremely positive impact on their transition into the teaching profession.

Figure #49

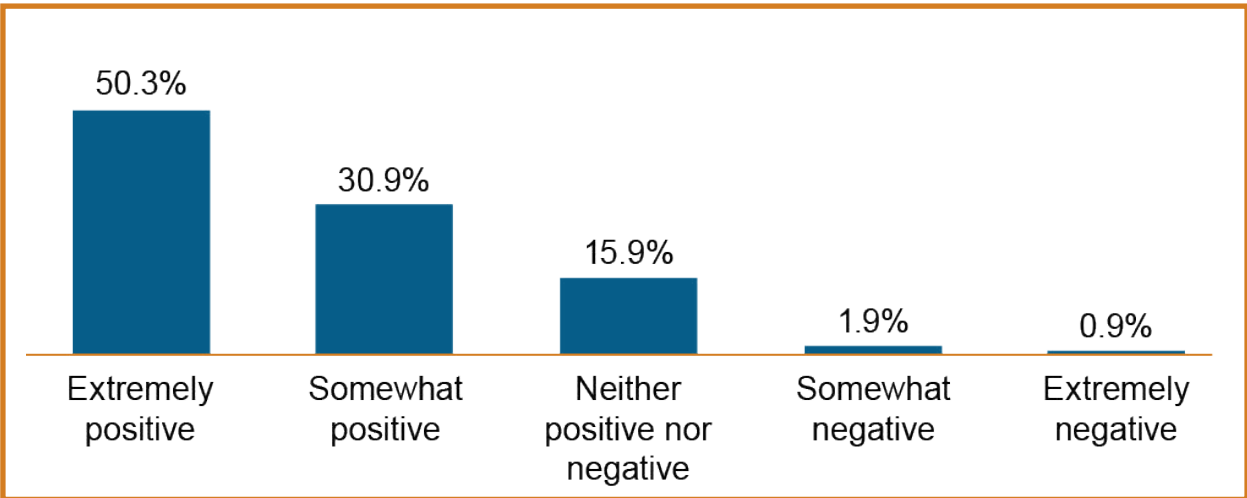
How would you rate the impact of mentoring on supporting your transition into the teaching profession?



Over 80% of early career educators found the impact of mentoring extremely or somewhat positive.

Figure #50

How would you rate the impact of mentoring on improving your instructional practice?



7

MENTORING SECTION SUMMARY

The data in this section suggests that the impact of mentoring is perceived as extremely or somewhat positive. This perception includes improvement of instructional practice. As a quarter of early career educators report that they do not have a mentor and another 10% being unsure, this failure of having a required mentor is unfortunate.

CONCLUSIONS

Perceptions of most areas in the survey show small positive changes from 2021–22:

- Educators mostly feel prepared for all aspects of their position apart from dealing with student behavior.
- Most educators view leadership in positive ways except when being recognized by their leader for the work they do.
- Almost all educators find value in professional development, collaboration, and mentoring.
- Time and the quality of professional development seem to create the most barriers.
- An additional 75% of educators feel they are lacking the necessary professional development in technology use.





250 East 500 South
P.O. Box 144200
Salt Lake City, UT
84114-4200

Sydnee Dickson, Ed.D.
State Superintendent
of Public Instruction