Elevating Voices in Education (EVE) Workforce Survey

Legislative Report

September 2025

OREGON
DEPARTMENT OF EDUCATION
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Executive Summary

The Elevating Voices in Education (EVE) Workforce Survey is a new education workforce survey administered by the Oregon Department of Education (ODE) and required by Senate Bill (SB) 283 from the 2023 legislative session. Unlike prior statewide educator workforce surveys, the EVE Workforce Survey focuses on all employees of public K-12 education providers (e.g., part-time, full-time, and contract licensed and classified employees) rather than only licensed administrators and teachers. This comprehensive approach creates a unique opportunity for ODE, the Legislature, and the public to hear the voices of all adults who directly and indirectly support student learning and well-being across Oregon's public education system.

The 2025 EVE Workforce Survey occurred between February 4th and March 31st of 2025. The administration was a pilot survey with participation from 13,726 administrators, staff, and teachers across Oregon (approximately 15.5 percent of Oregon's public K-12 education workforce). Although participation was relatively low and uneven across Oregon, ODE views this level of participation as promising and encouraging given that the EVE Workforce Survey was a pilot survey.

Although one must use caution when interpreting the results from the 2025 EVE Workforce Survey, initial results are promising, valuable, and signal a complex landscape for Oregon's education workforce. On one hand, results suggest that administrators, staff, teachers, and undisclosed roles who participated in the EVE Workforce Survey had a strong sense of belonging and found meaning, fulfillment, and purpose at work. On the other hand, results indicate that EVE Workforce Survey participants from those professional roles experienced a sizeable amount of stress and dissatisfaction at work (especially relating to workload and opportunities to work from home).

ODE staff intend to publish a series of research briefs focusing on particular insights from the EVE Workforce Survey and connections with other Oregon education workforce datasets. The aim is to provide ODE leadership and the Legislature with meaningful and actionable data concerning the perceptions and experiences of Oregon's education workforce in order to improve systemic working conditions.

Introduction

The [Elevating Voices in Education (EVE) Workforce Survey](#) is a voluntary, anonymous, and confidential annual education workforce survey administered by the Oregon Department of Education (ODE) and required by [Section 4 of Senate Bill (SB) 283](#) from the 2023 legislative session and subsequently by [Oregon Revised Statute (ORS) 342.676](#). The purpose of the EVE Workforce Survey is to (a) collect information about the workplace experiences and perceptions of Oregon's public K-12 education workforce, and (b) make this information available to public K-12 education providers[1], Oregon State Legislature, state agency partners[2], education partners[3], and the public at-large (which also includes Oregon's current and prospective K-12 education workforce).

Unlike previous statewide education workforce surveys in Oregon (e.g., [Oregon Statewide Educator Survey \[OSES\]](#) and [Teaching, Empowering, Leading, and Learning \[TELL\] Survey](#)), the EVE Workforce Survey expands the focus beyond licensed teachers and administrators to all employees of public K-12 education providers including part-time, full-time, and contract licensed and classified staff (e.g., instructional support staff, administrative support staff, substitute teachers, custodial and facilities, nutrition and food services, transportation staff, among many others). Given the broader scope, EVE Workforce Survey represents a unique opportunity to hear the voices of adults who directly and indirectly support the learning and well-being of students.

The 2025 EVE Workforce Survey occurred between February 4th and March 31st of 2025. This administration was a pilot survey open to all staff with participation from 13,726 administrators, staff, and teachers across Oregon (approximately 15.5 percent of Oregon's public K-12 education workforce). The remainder of this legislative report discusses the development, administration, and reporting of the 2025 EVE Workforce Survey. This also includes community engagement, instrument development, adoption of administrative rules, feedback from survey participants, and preparing for the 2026 administration of the EVE Workforce Survey. Lastly, Appendices A, B, and C provide resources, figures and tables

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[1] Public K-12 education providers are all public K-12 schools, districts, and education service districts (ESDs). This includes all charter schools, youth corrections education programs (YCEP), juvenile detention education programs (JDEP), the Oregon School for the Deaf (OSD), and all long term care or treatment (LTCT) facilities.

[2] State agency partners include the [Educator Advancement Council (EAC)](#), [Higher Education Coordinating Commission (HECC)](#), [Oregon Employment Department (OED)](#), [Oregon Longitudinal Data Collaborative (OLDC)](#), and the [Teacher Standards and Practices Commission (TSPC)](#).

[3] Examples of education partners include [Coalition of Oregon School Administrators (COSA)](#), [Oregon Education Association (OEA)](#), [Oregon School Boards Association (OSBA)](#), [Oregon School Employees Association (OSEA)](#), and the [Oregon Substitute Teachers Association (OSTA)](#).

describing survey participation, and figures and tables displaying a summary of survey responses by professional role (i.e., administrators, staff, and teachers).

Engagement and Survey Development

Engagement

In the Summer and Fall of 2024, ODE partnered with the Educator Advancement Council (EAC) and Oregon's Kitchen Table (OKT) to gather the perspectives and experiences of administrators, teachers, and staff from schools and districts across Oregon. The aim of this engagement was to understand how the EVE Workforce Survey could be accessible and helpful to members of Oregon's public K-12 education workforce. According to [Community Input on Oregon's New Education Workforce Survey](#), nearly 200 individuals participated in various engagement activities (in-person and virtual, and via interview, survey, and conference presentation interactions). ODE, EAC, and OKT acknowledge that the engagement activities may not have included a full representation of Oregon's large and diverse public K-12 education workforce. Nonetheless, the engagement activities brought together a valuable range of perspectives, experiences, and hopes for ODE to consider with respect to the development, administration, and usage of the pilot and subsequent iterations of the EVE Workforce Survey.

The following are examples of findings from the engagement activities:

- The survey must protect the anonymity, confidentiality, and privacy of participants.
- Reporting survey data at the school and district level may jeopardize the anonymity, confidentiality, and privacy of participants (especially in small and rural schools and districts).
- Survey participation requires considerable time and effort. Survey participation during work hours could be beneficial, and the survey must have a reasonable length so as to respect the time and effort of participants.
- The Legislature, ODE, and school and district leadership must acknowledge and value the responses of survey participants as well as demonstrate how they intend to address the concerns of survey participants.
- Survey participation and responses may have unintended consequences (e.g., retaliation for participants and unnecessary legislative mandates for schools and districts). Actions to address survey findings should focus on system-wide issues rather than individual or local contexts.
- Survey fatigue is a common experience and concern. Some administrators, staff, and teachers participate in several surveys throughout the school year, and there is a

perception that survey participants rarely observe actions, changes, or improvements as a response to their survey participation and feedback.

- Time, access to an internet-enabled device, and language may limit survey accessibility. Providing adequate time, an internet-enabled device or a paper version of the survey and providing the survey in multiple languages should improve the survey experience and encourage participation.
- Adequate, transparent, and timely communication concerning the purpose of the survey, administration, and survey data reporting will encourage participation and develop trust.
- Survey should include items measuring domains such as climate, professional learning, leadership, safety, workplace conditions, students, burnout, workload, well-being, and satisfaction among many others.

Instrument Development

In February 2024, ODE staff began collecting open-source and publicly available surveys and questionnaires in order to develop a pool of potential items. Survey Sources provides a comprehensive list of the surveys and instruments ODE collected and archived. These include previous Oregon education workforce surveys (i.e., OSES and TELL surveys), large-scale international surveys (e.g., Teaching and Learning International Survey), national surveys (e.g., National Teacher and Principal Survey), state and district surveys, and local and regional surveys (e.g., Panorama's Open-Source Teacher and Staff Survey).

ODE staff reviewed the pool of items and identified a subset matching the domains mentioned in OKT's engagement activities and then modified and adapted all items to ensure they had a 6th grade readability and followed contemporary survey development best practices (e.g., five or more response options)[4]. This process resulted in 24 content items covering workplace climate (e.g., leadership, resources, safety, and sense of belonging), professional learning (e.g., priority professional learning activities), well-being (e.g., mental health resources, states of well-being, stress), students and families (e.g., student and family interactions and self-efficacy), organizational equity, and job satisfaction (e.g., meaningful work, satisfaction).

The majority of content items use a multiple choice or Likert format[5]. Some items allow participants to select more than one response option, and a handful of items allow participants to write their response.

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[4] Gehlbach, H. (2015). Seven survey sins. *Journal of Early Adolescence, 35*(5-6), 883-897. https://doi.org/10.1177/0272431615578276
[5] Likert items present participants with a single statement and asks them to select from a structured, ordered set of response options (e.g., *Not true*, *A little true*, *Partially true*, *Mostly true*, or *Very true*).

It's important to note that nearly all content items involve multiple interactions. For instance, the sense of belonging item has six interactions, and asks survey participants to review six statements pertaining to their connection to their workplace and indicate how true each statement is (i.e., not true, a little true, partially true, mostly true, or very true).

ODE staff developed additional items to collect the name of the participant's employer (e.g., district or ESD), employment location (i.e., school, district, or ESD), school name (if applicable), and professional role. ODE staff identified and created several optional demographic items to appear at the end of the survey (e.g., years of experience, racial/ethnic identity, gender identity, sexual orientation, disability status, and primary language). Finally, ODE staff translated all survey items and content to Spanish.

The final survey instrument consists of the following:

- Welcome (page 1)
- Survey instructions (page 2)
- Four items about employer, professional role, etc. (pages 3-4)
- 24 content items from six domains (pages 5-17)
- Seven optional demographic items (pages 18-19)
- Anonymity and confidentiality statement with consent item (page 20)
- Appreciation with optional feedback item (page 21)

ODE staff selected SurveyMonkey as the web-based software to deliver the EVE Workforce Survey to Oregon's public K-12 education workforce. SurveyMonkey has several attractive features including (a) presentation of items in English or Spanish (b) section 508 and WCAG2 compliant, and (c) supports various accessibility tools (e.g., screen magnifiers, screen readers with test-to-speech, and voice recognition software). Moreover, participants can access SurveyMonkey on multiple browsers (e.g., Chrome, Firefox, Safari, and Microsoft Edge) and devices (e.g., Android and Apple).

Adoption of Administrative Rules

On October 17, 2024, the State Board of Education adopted three administrative rules pertaining to the EVE Workforce Survey. These administrative rules are the following:

- 581-020-0705: Provides definitions to terms pertaining to the development, administration, and reporting of the EVE Workforce Survey (e.g., public K-12 education providers, education workforce, licensed educator, classified staff, employment, and under contract).

- [581-020-0710](#): Provides the purpose for the EVE Workforce Survey (e.g., what data the survey will collect and from whom, the confidentiality and anonymity of the survey, and how ODE will use the survey data).
- [581-020-0715](#): Provides the responsibilities of ODE and public K-12 education providers with respect to the development, administration, and reporting of the EVE Workforce Survey. Examples of ODE's responsibilities include survey development, establishment of a survey administration window, establishment of data reporting requirements, consultation with advisory groups and collaboration with the EAC, dissemination of survey information, and the reporting of surveys results. The responsibilities of public K-12 education providers are to encourage and provide opportunities for their respective employees to participate in the survey.

Spring 2025 Survey Administration

The EVE Workforce Survey was available to Oregon's public K-12 education workforce from February 4, 2025 to March 31, 2025[6]. Prior to the start of the survey window, ODE sent several communications via GovDelivery to public K-12 education providers advertising the EVE Workforce Survey and providing survey instructions, links to the survey in English and Spanish, survey FAQs, and an email template providers can use to communicate with their employees regarding the EVE Workforce Survey. To minimize the survey administrative burden, ODE only required public K-12 education providers to (a) forward all EVE Workforce Survey communications to their respective employees and (b) connect their employees to ODE if there are questions about the survey or accessibility needs.

Survey Results and Reporting

13,726 administrators, staff, and teachers across Oregon participated in the EVE Workforce Survey. This represented approximately 15.5 percent of Oregon's public K-12 education workforce in the 2024-25 school year. Although participation was low and uneven across Oregon, ODE views this level of participation as promising and encouraging given that the EVE Workforce Survey was a pilot survey in 2025.

Survey Participation

Appendix B provides for more details about survey participation including tables showing comparisons with prior Oregon education workforce surveys, tables describing participation by demographic identity (i.e., gender identity, sexual orientation, disability status, and primary

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[6] The original survey window ended on March 21, 2025, but ODE extended the window to March 31, 2025 at the request of several districts.

language), and maps and figures displaying participation by district, professional role, experience, employer, and racial/ethnic identity.

Survey Item Response

Appendix C provides tables and figures summarizing responses by professional role for each content item in the EVE Workforce Survey. Please note that, given the low and uneven participation, the item response summaries are not representative of Oregon's public K-12 education workforce. They only represent the administrators, staff, and teachers who had an opportunity to participate in the EVE Workforce Survey. Please use caution when using and interpreting the item response data.

Embargoed Data Preview

On August 15, 2025, ODE provided public K-12 education providers with embargoed access to aggregate and suppressed EVE Workforce Survey participation, item response, and domain score summary data.

Public Data Release

On August 22, 2025, ODE posted all aggregate and suppressed EVE Workforce Survey data summaries on the EVE Workforce Survey webpage as an official public release of the pilot data. This includes all data summaries provided to public K-12 education providers during the embargoed data preview. The aggregate and suppressed EVE Workforce Survey data summaries include participation, item response, and domain score data at the district, ESD, Regional Educator Network (REN)[7], and state levels.

- The participation summary shows levels of EVE Workforce survey participation by district, ESD, REN, and the state of Oregon. These levels are no participation (0%), very limited participation (1-25%), limited participation (26-40%), moderate participation (41-80%), and robust participation (81-100%).
- The item response summary shows, by district, ESD, REN, and the state of Oregon, the percentage of EVE Workforce Survey participants who selected a particular response category. For example, a response summary for *During the last 30 days, how often did you experience stress at work?* would show the percentage of participants who selected *Never*, *Once in a while*, *Sometimes*, *Frequently*, *Almost always*, or *Skip*.
- The domain score summary shows the average score for all employees, administrators, staff, and teachers by district, ESD, REN, and the state of Oregon. Domains are groups of

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[7] Regional Educator Networks (RENs), established by the EAC, are organized to provide localized professional learning and support to Oregon's public educators, including licensed and classified staff. The ten REN regions are aligned to county and ESD boundaries. For more information, visit https://eac.ode.state.or.us/.

items measuring a common construct (e.g., sense of belonging, satisfaction). Domain scores are the sum of points associated with each response category divided by the total number of items in the domain. For example, the satisfaction domain has 14 questions where each question is worth four points. The total points for satisfaction are 56 points (or 14 questions × 4 points). A teacher with a sum of response points of 42 for satisfaction would have a satisfaction domain score of 75 (or 42 ÷ 56 = 0.75 × 100). A teacher with a high satisfaction domain score suggests greater job satisfaction and, conversely, a low score suggests less job satisfaction. The average domain score for a district, ESD, REN, or the state of Oregon is the sum of participant domain scores ÷ the total number of survey participants in the respective institution.

Initial Results

ODE intends to publish a series of research briefs focusing on particular insights from the EVE Workforce Survey. In the meantime, the following are examples of results pertaining to sense of belonging[8], stress, meaningful work[9], and job satisfaction. Please note the results are only representative of the administrators, staff, and teachers who had an opportunity to participate in the EVE Workforce Survey.

- *Sense of belonging*: The majority of administrators, staff, teachers, and undisclosed professional roles selected *Mostly true* or *Very true* with respect to statements representing their connection to their workplace. This suggests a reasonably strong sense of belonging among those individuals who participated in the EVE Workforce Survey.
- *Stress*: The majority of administrators, staff, teachers, and undisclosed professional roles selected *Frequently* or *Almost always* with respect to how often they experience stress at work. This suggests those individuals who participated in the EVE Workforce Survey experienced considerable stress in schools, districts, and ESDs.
- *Meaningful work*: The majority of administrators, staff, teachers, and undisclosed professional roles selected *Mostly true* or *Very true* with respect to statements representing how meaningful their work is. This suggests, despite the stress they experienced, those individuals who participated in the EVE Workforce Survey found meaning, value, and fulfillment in their work.
- *Job satisfaction*: Administrators, staff, teachers, and undisclosed professional roles have different perceptions and experiences with respect to their job satisfaction; however, there are commonalities across these professional roles. For instance, the majority of all

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[8] Sense of belonging represents an individual's feeling of identity, value, inclusion, and acceptance as a member of their workplace community.
[9] Meaningful work refers to an individual's sense of meaning, fulfillment, and purpose they experience at work.

four professional roles selected *Not satisfied*, *A little satisfied*, or *Partially satisfied* concerning their workload and opportunities to work from home. On the other hand, the majority of administrators, staff, teachers, and undisclosed professional roles selected *Mostly satisfied* or *Very satisfied* regarding paid leave, work schedule, and their overall experience at work.

Preparing for the Spring 2026 Survey Administration

The EVE Workforce Survey included an optional feedback question at the very end of the survey. This question invited participants to share how ODE can improve the EVE Workforce Survey for subsequent years. 998 of the 13,726 EVE Workforce Survey participants (or 7.3%) shared feedback and offered valuable suggestions to improve the survey. ODE is currently analyzing the feedback and intends to implement as much of the feedback as possible for the 2026 survey administration and future administrations of the EVE Workforce Survey. Examples of feedback include the following:

- Shorten the length of the survey
- Add response options representing *I don't know*, *Not sure*, or *Not applicable*
- Add more constructed response or open-ended questions
- Concern about the inclusion of employment and demographic items and the protection of anonymity, confidentiality, and privacy
- Hope that ODE, EAC, and the Legislature will use the survey results to make meaningful improvements

Given ODE's experience with the 2025 EVE Workforce Survey and feedback from survey participants and public K-12 education providers, ODE intends to implement the following changes to the EVE Workforce Survey in 2026:

- Survey blueprint with fewer items and more meaningful response options
- Separate the survey into three components (i.e., administrator, staff, and teacher survey) with unique and common items
- Release embargoed and public EVE Workforce Survey data earlier
- Develop of data dashboard with current and longitudinal data visualizations

Appendix A – Resources

Oregon Education Workforce Survey Webpages
- EVE Workforce Survey
- Oregon Statewide Educator Survey (OSES)
- Teaching, Empowering, Leading, and Learning (TELL) Survey

Engagement and Communication
- Community Input on Oregon's New Education Workforce Survey (Oregon's Kitchen Table, October 2024)
- Save the Date Flyer

Instrument Development
- Survey Sources
- Domain Definitions and Sample Items
- Accessibility Features
- Survey Instrument

Survey Administration
- Survey Participant Instructions
- Frequently Asked Questions

Survey Results and Reporting
- Data Reporting and Suppression Rules
- EVE Workforce Survey Participation Summary
- EVE Workforce Survey Item Response Summary
- EVE Workforce Survey Domain Score Summary

Appendix B – Survey Participation

Table B1. Count of Participants by Oregon Education Workforce Survey

Survey Name	Administrators	Staff	Teachers	Total Participants
Elevating Voices in Education (EVE) Workforce Survey 2025	545	6,480	6,564	13,726
Oregon Statewide Educator Survey (OSES) 2023	258	…	7,063	7,321
Teaching, Empowering, Leading and Learning Survey (TELL) 2018	611	1,213	17,726	19,556
Teaching, Empowering, Leading and Learning Survey (TELL) 2016	545	1,070	16,651	18,266
Teaching, Empowering, Leading and Learning Survey (TELL) 2014	824	1,131	17,418	19,373

Table B2. EVE Workforce Survey Participation by Gender Identity

Gender Identity	Count of Survey Participants
Woman	8,160
Man	2,095
Non-Binary	117
Another Gender	17
Gender Expansive	159

Note. Woman and man includes individuals who identify as either cisgender or transgender. Gender expansive includes individuals who identify as another gender, non-binary, and/or transgender. 3,337 individuals did not respond to this question.

Table B3. EVE Workforce Survey Participation by Sexual Orientation

Sexual Orientation	Count of Survey Participants
Straight or Heterosexual	**8,737**
Bisexual	**461**
Queer	**259**
Lesbian	**147**
Gay	**79**
Another Sexual Orientation	**57**
LGBTQ+	**946**

Note. LGBTQ+ includes individuals who identify as another sexual orientation, bisexual, gay, lesbian, or queer. 3,986 individuals did not respond to this question.

Table B4. EVE Workforce Survey Participation by Disability Status

Disability Status	Count of Survey Participants
No	**9,462**
Yes	**1,037**

Note. 3,227 individuals did not respond to this question.

Table B5. EVE Workforce Survey Participation by Primary Language Spoken at Home

Name of Primary Language Spoken at Home	Count of Survey Participants
English	9,815
Multilingual	432
Spanish	149
Another Language Spoken	27
Arabic, Chinese, Chuukese, Korean, Japanese, Russian, Somali, Tribal/Indigenous, Ukrainian, or Vietnamese	21

Note. 3,282 individuals did not respond to this question.

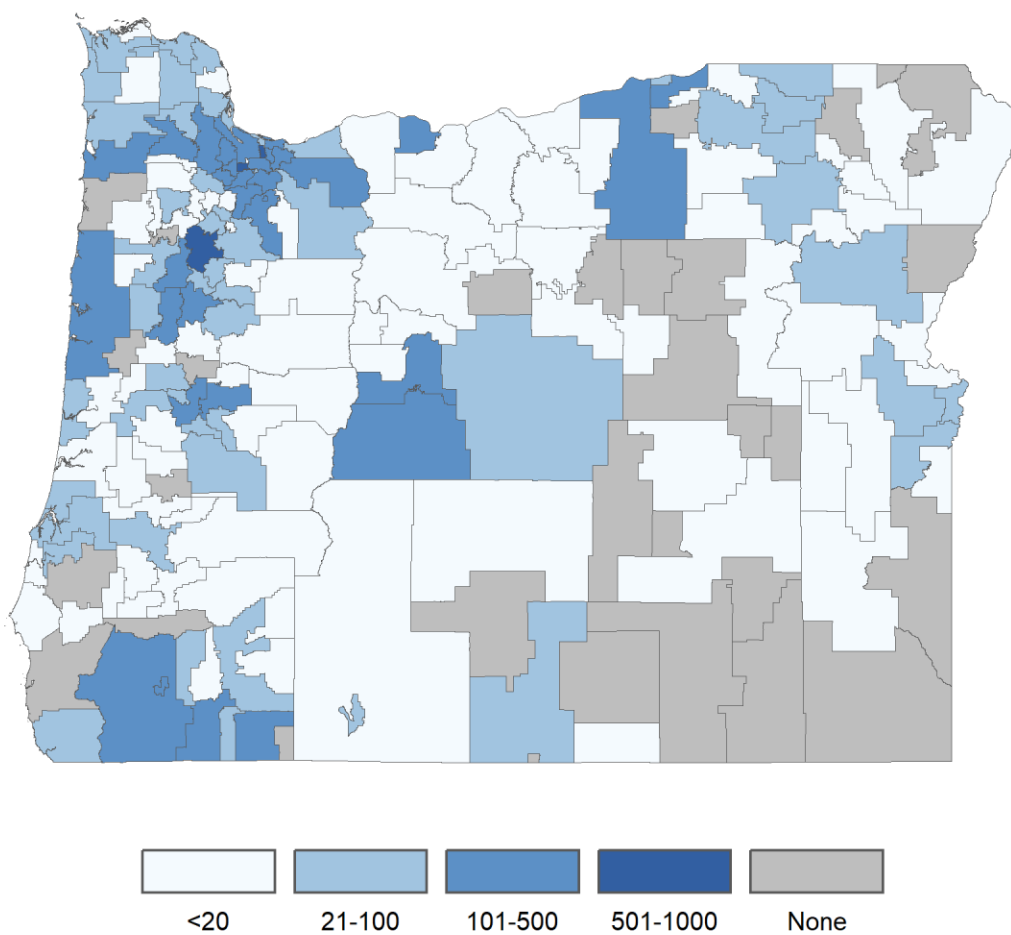## Figure B1. Count of EVE Workforce Survey Participants by District

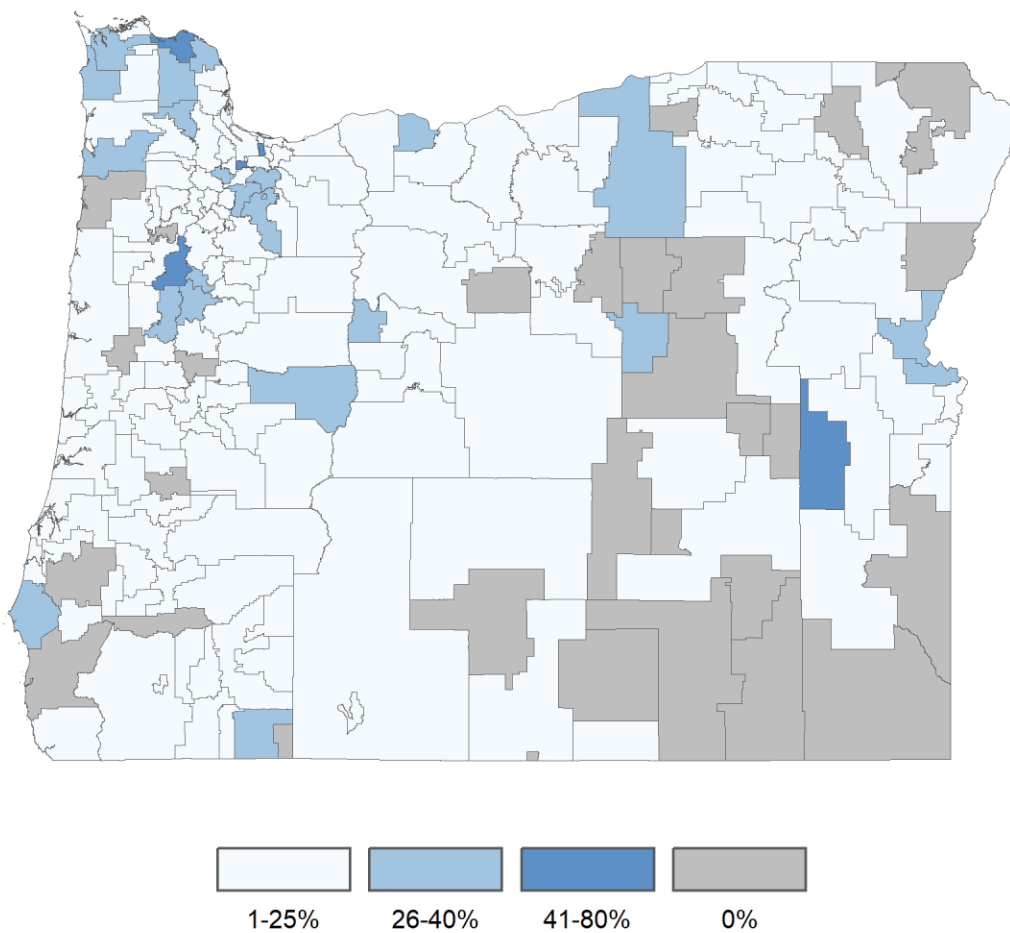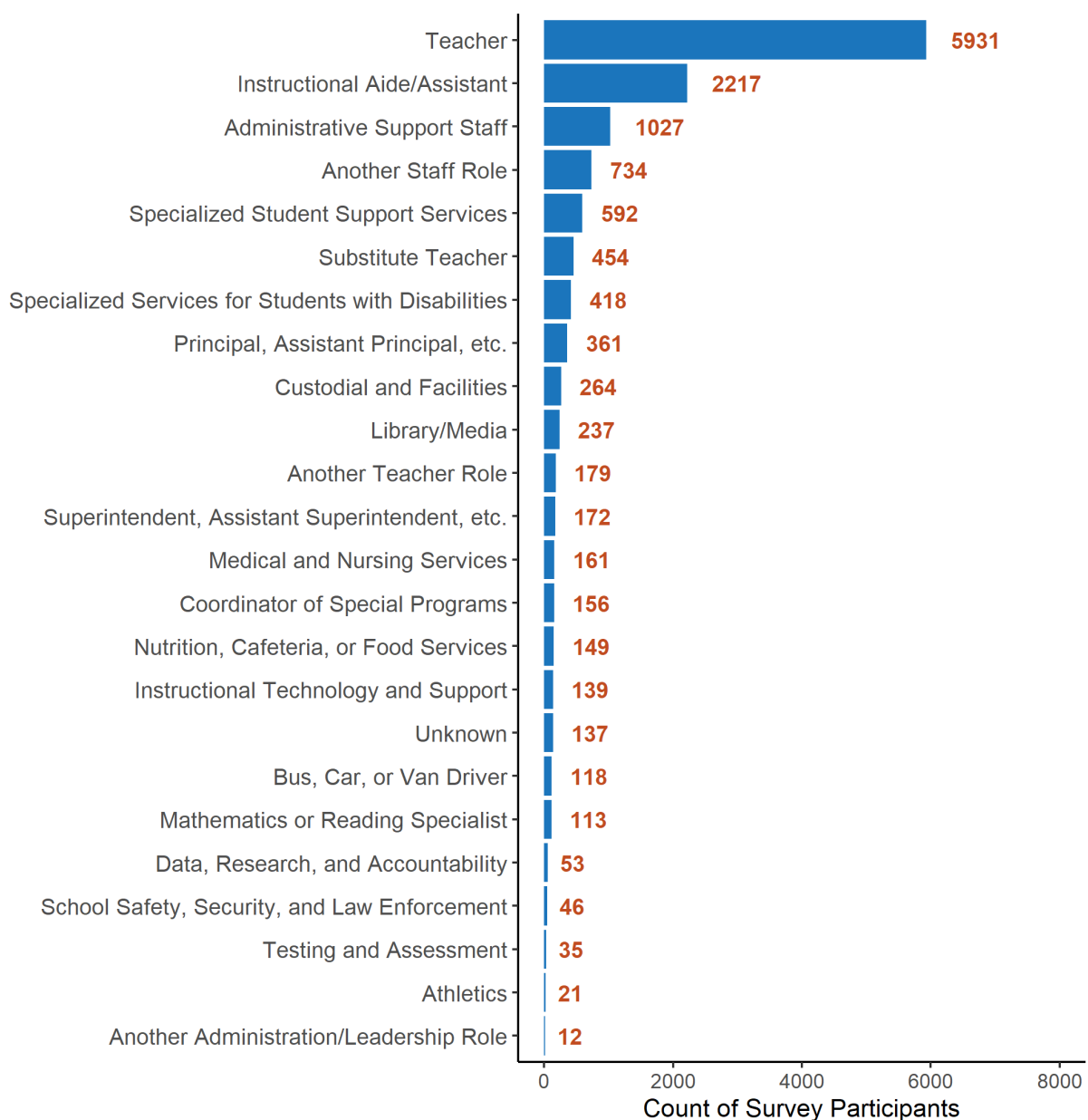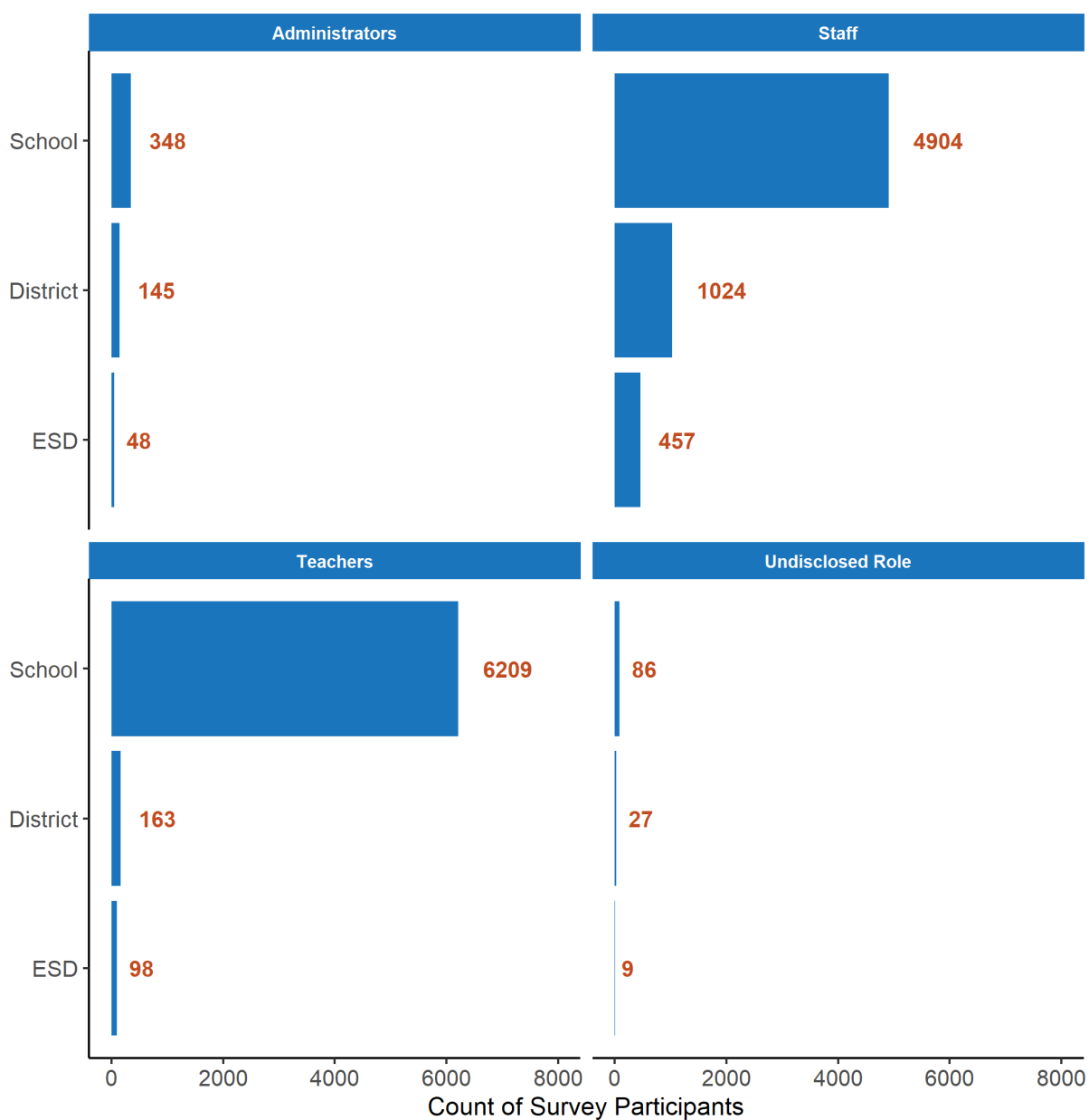**Figure B2. Percent of EVE Workforce Survey Participants by District**

1-25%	26-40%	41-80%	0%

Figure B3. Count of EVE Workforce Survey Participants by Professional Role

| Professional Role	Count
Teacher	5931
Instructional Aide/Assistant	2217
Administrative Support Staff	1027
Another Staff Role	734
Specialized Student Support Services	592
Substitute Teacher	454
Specialized Services for Students with Disabilities	418
Principal, Assistant Principal, etc.	361
Custodial and Facilities	264
Library/Media	237
Another Teacher Role	179
Superintendent, Assistant Superintendent, etc.	172
Medical and Nursing Services	161
Coordinator of Special Programs	156
Nutrition, Cafeteria, or Food Services	149
Instructional Technology and Support	139
Unknown	137
Bus, Car, or Van Driver	118
Mathematics or Reading Specialist	113
Data, Research, and Accountability	53
School Safety, Security, and Law Enforcement	46
Testing and Assessment	35
Athletics	21
Another Administration/Leadership Role	12

Count of Survey Participants

Note. 137 individuals did not respond to this question.

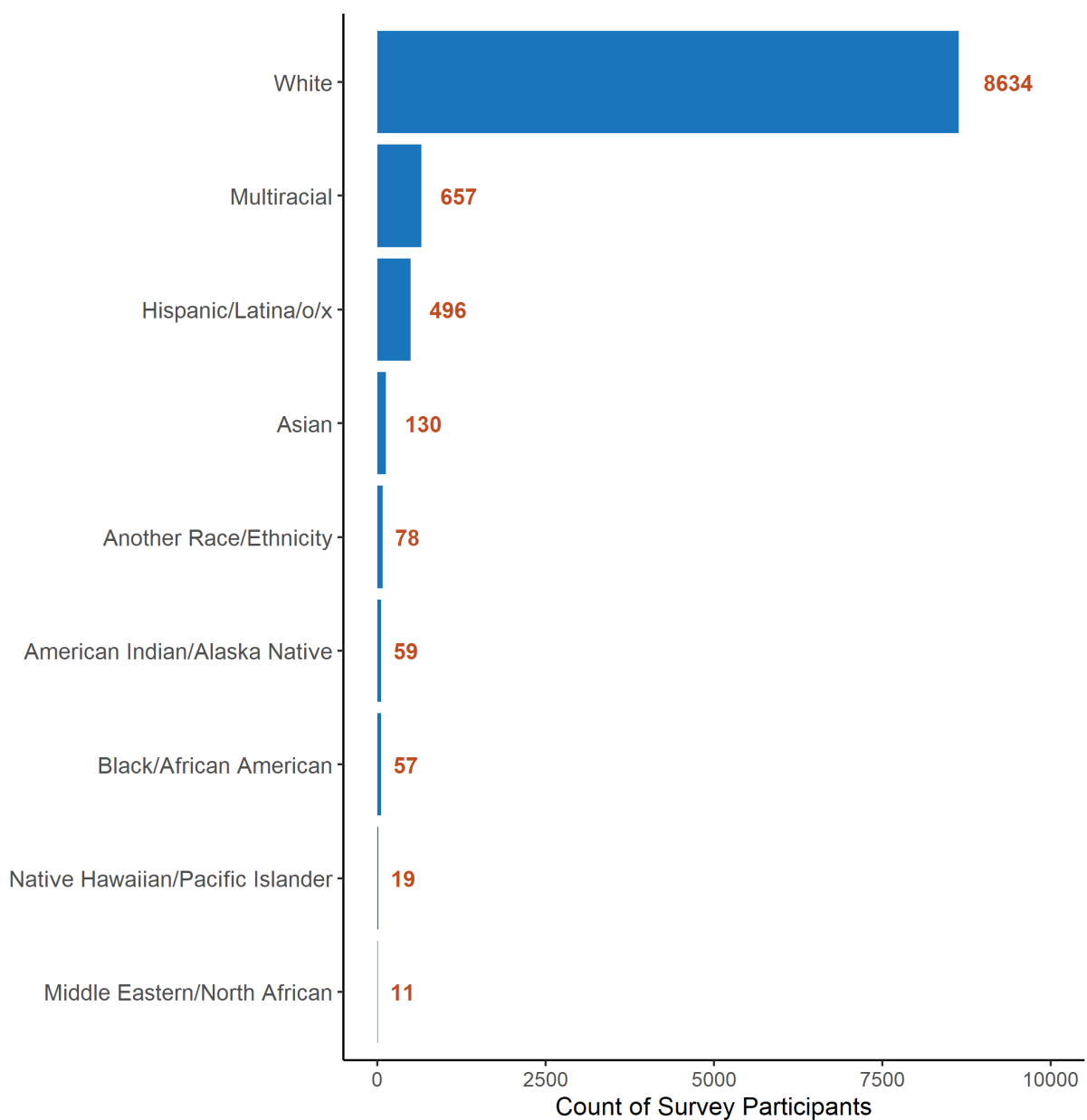## Figure B4. Count of EVE Workforce Survey Participants by Employer and Professional Role

Note. 208 individuals did not respond to this question.

Figure B5. Count of EVE Workforce Survey Participants by Experience and Professional Role
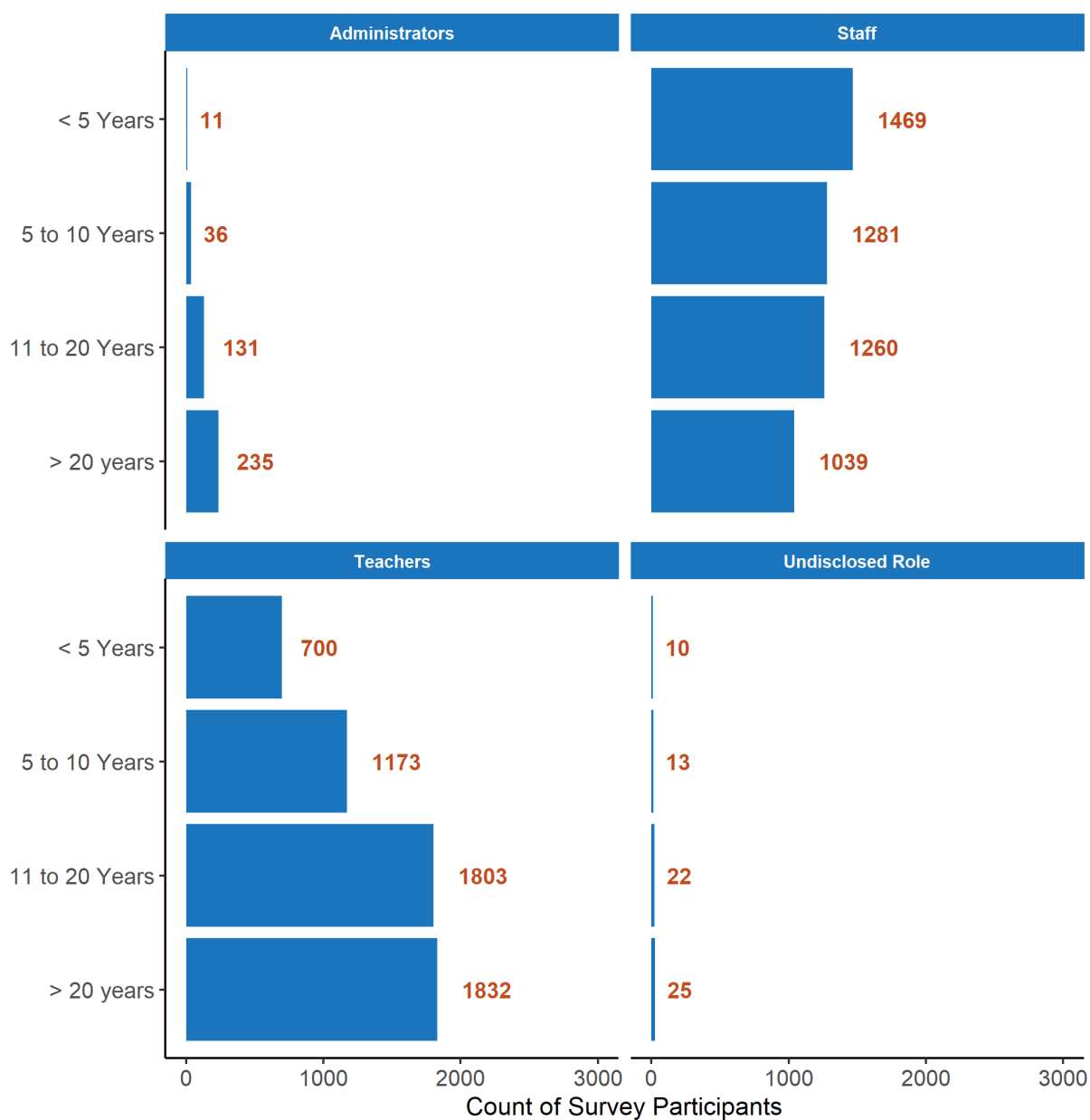
Note. 2,686 individuals did not respond to this question.

Figure B6. Count of EVE Workforce Survey Participants by Racial/Ethnic Identity

Note. 3,585 individuals did not respond to this question.

Appendix C – Survey Item Responses by Professional Role

Note: Approximately 15.5 percent of individuals employed by public education service providers in Oregon participated in the EVE Workforce Survey. Participation was relatively low and uneven, and does not represent Oregon administrators, staff, and teachers. **PLEASE USE CAUTION WHEN USING AND INTERPRETING THE FOLLOWING DATA**.

Figure C1. How true are the following statements about you and your workplace?
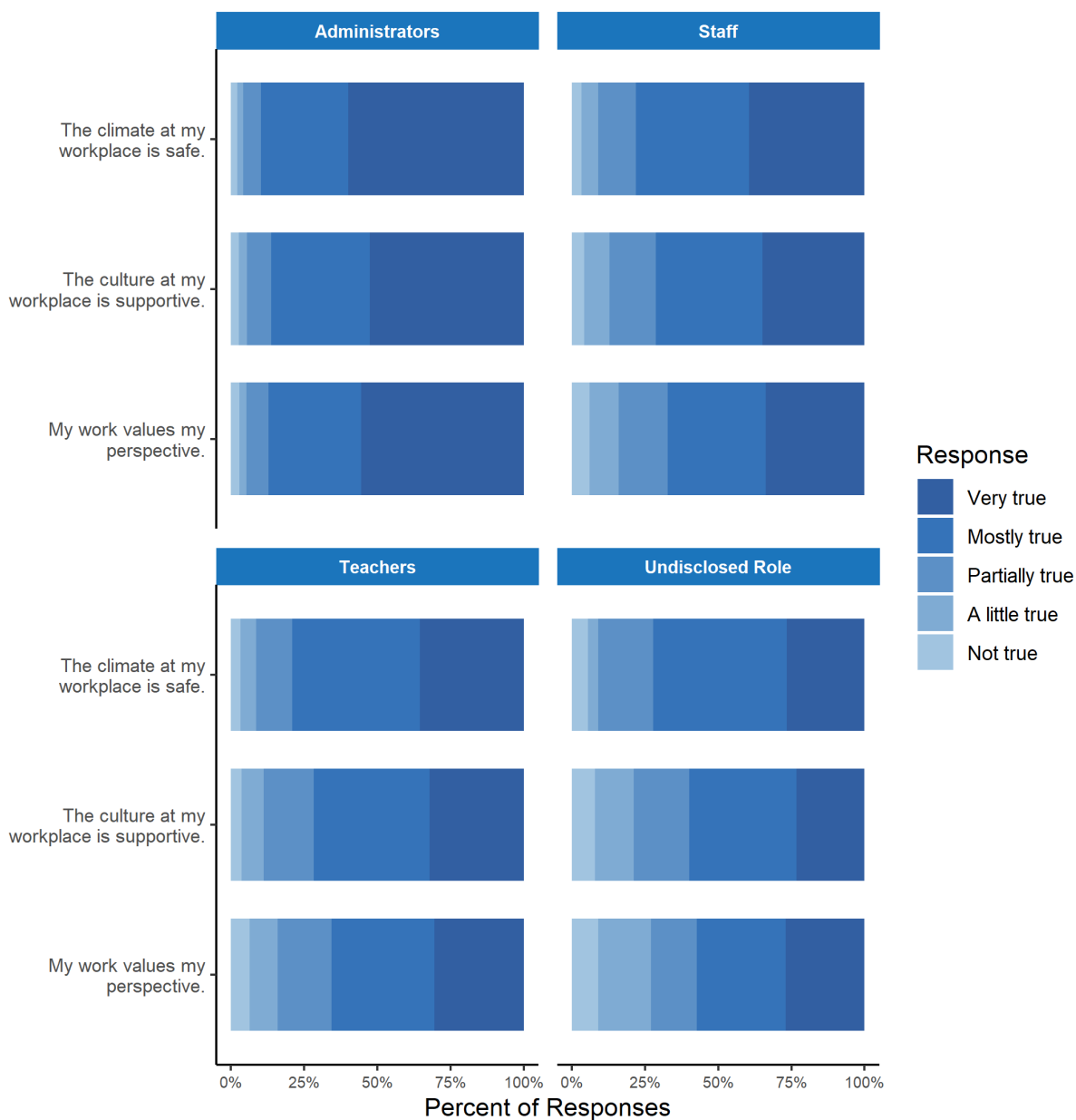
Figure C2. How true are the following statements about your leadership team?
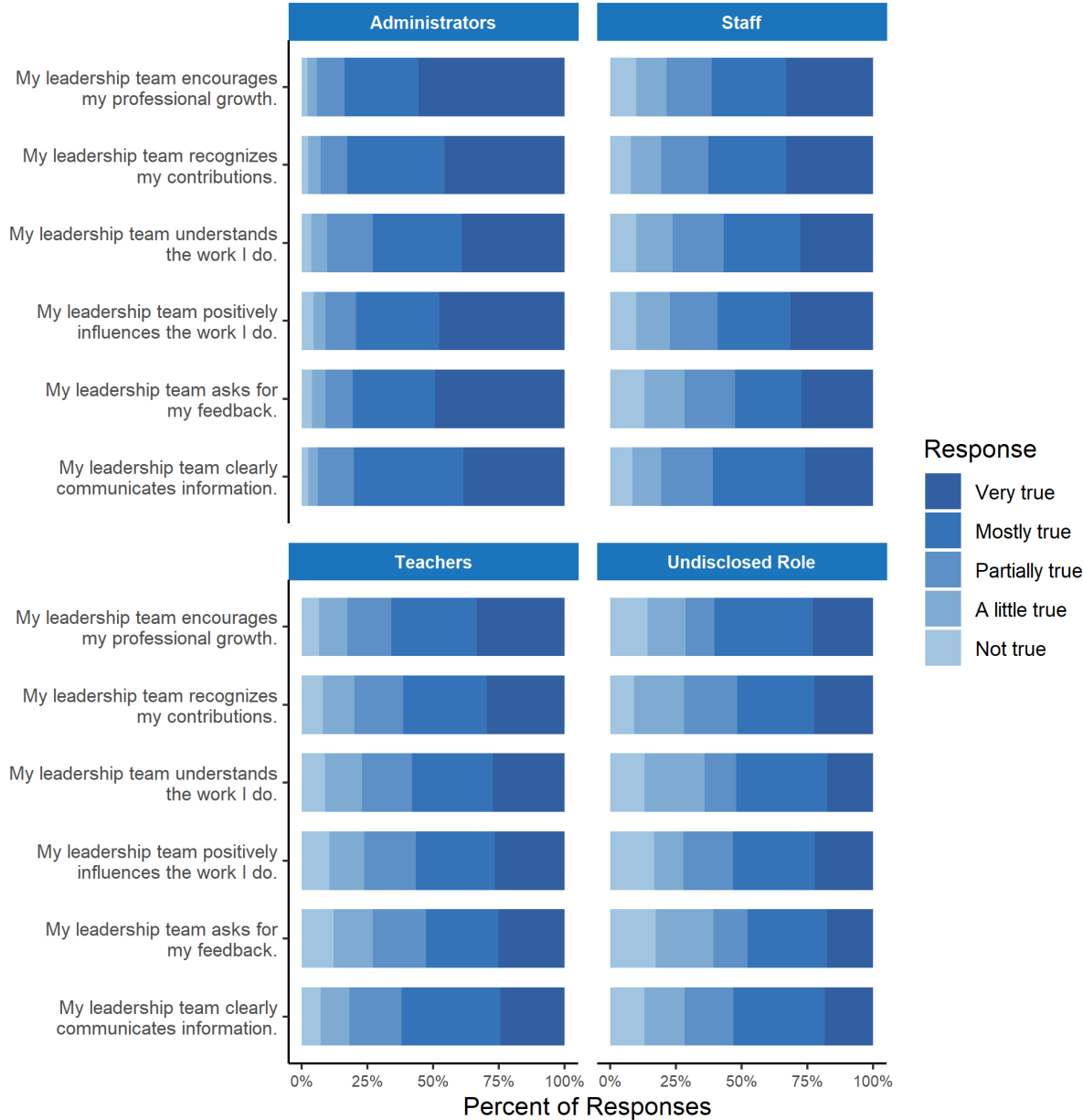
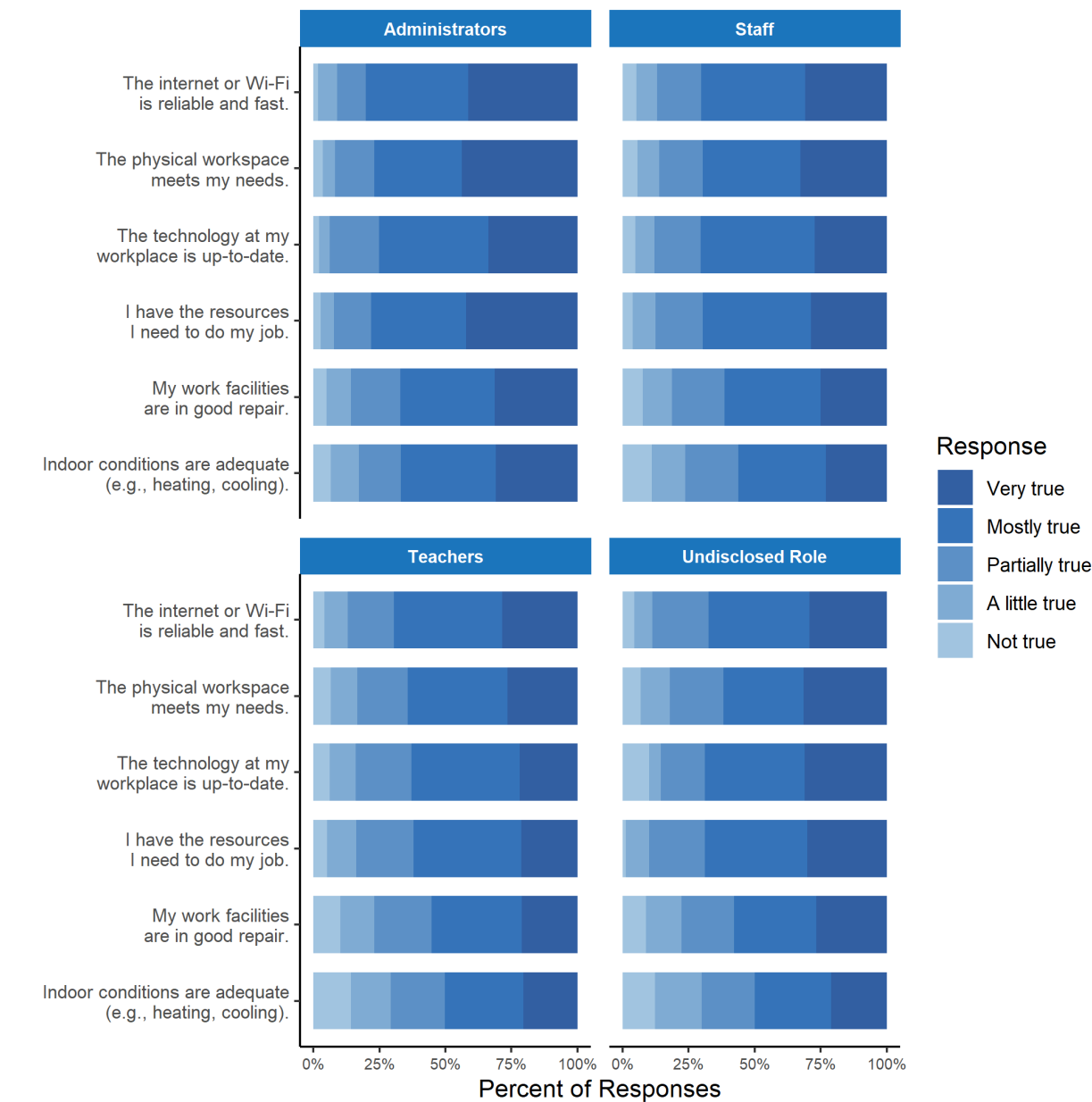**Figure C3. How true are the following statements about the resources at your work?**

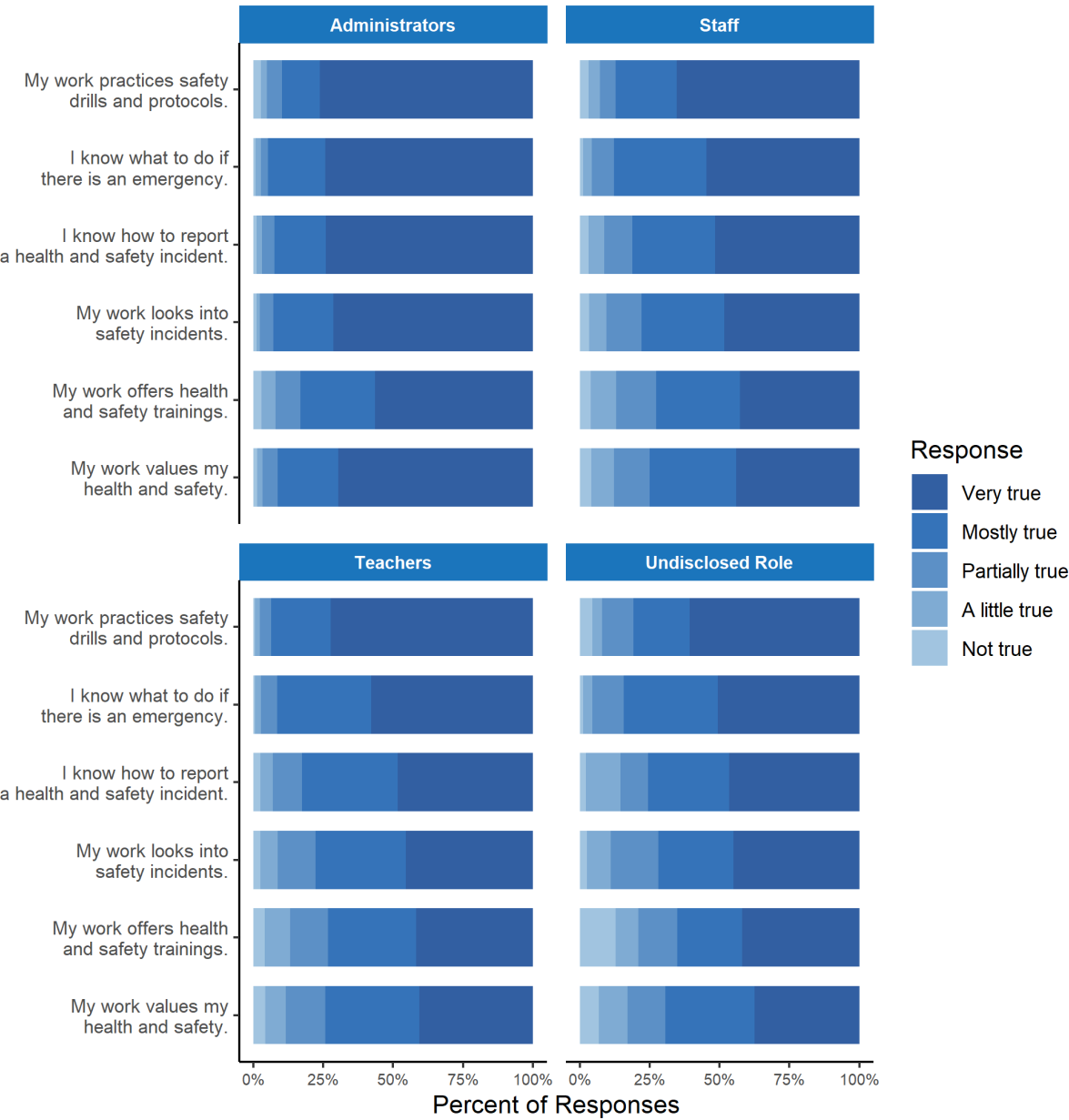**Figure C4. How true are the following statements about the health and safety of your workplace?**

Figure C5. How true are the following statements about your connection to your workplace?

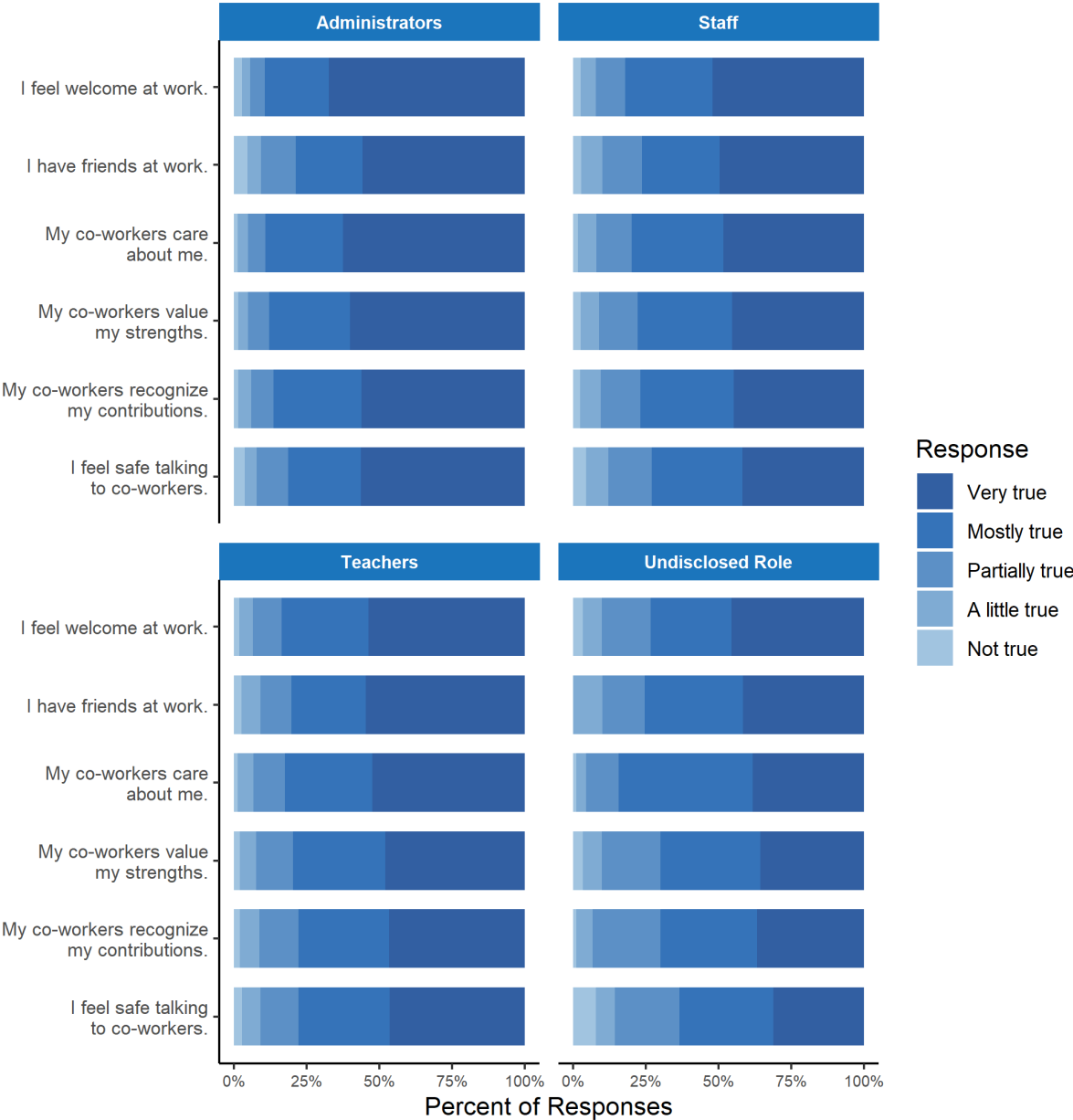### Table C1. How often do you participate in professional learning activities at work?

Professional Role	Never	Once in a while	Sometimes	Frequently	Almost Always
Administrators	1.3%	5.1%	17.3%	37.0%	39.2%
Staff	9.4%	18.8%	25.0%	27.4%	19.4%
Teachers	3.5%	6.3%	15.0%	38.4%	36.8%
Undisclosed Role	9.1%	20.8%	24.7%	23.4%	22.1%

Figure C6. If you said that you've participated in professional learning activities at your work, how would you describe them?
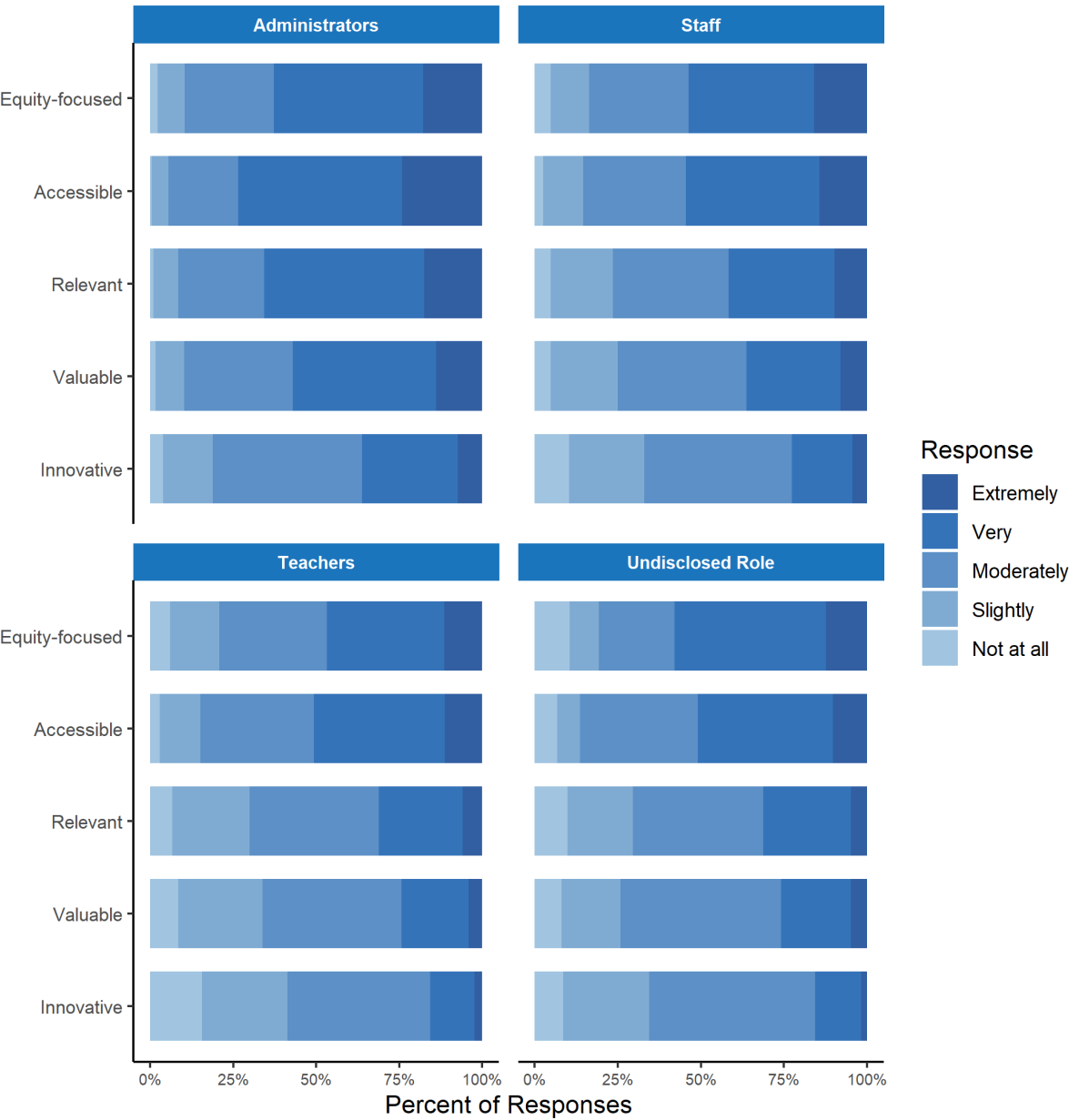
Figure C7. If you said that you've participated in professional learning activities at your work, how often did they provide _____?
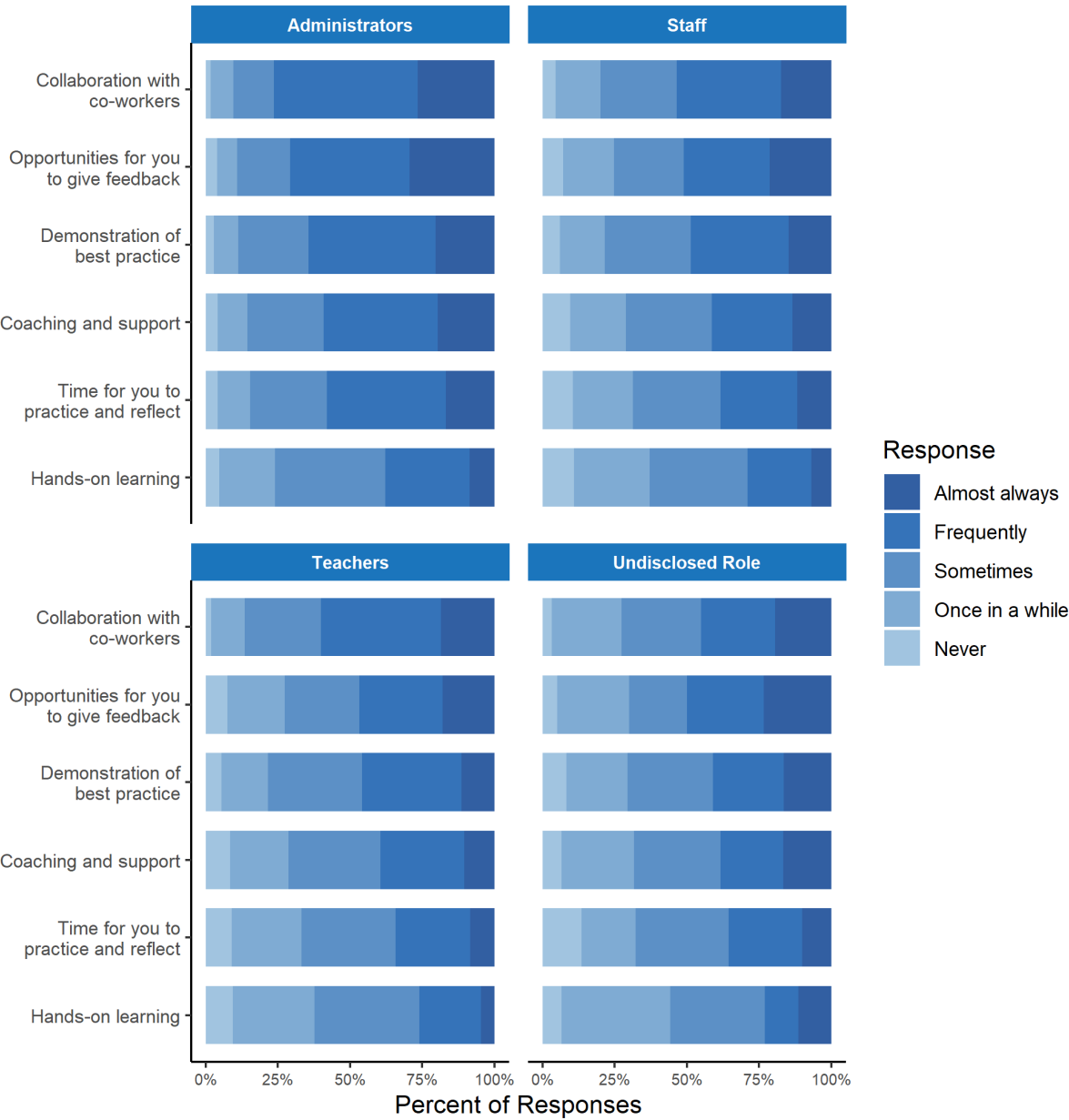
Figure C8. Which of the following professional learning areas related to student and school success are a priority for you right now?
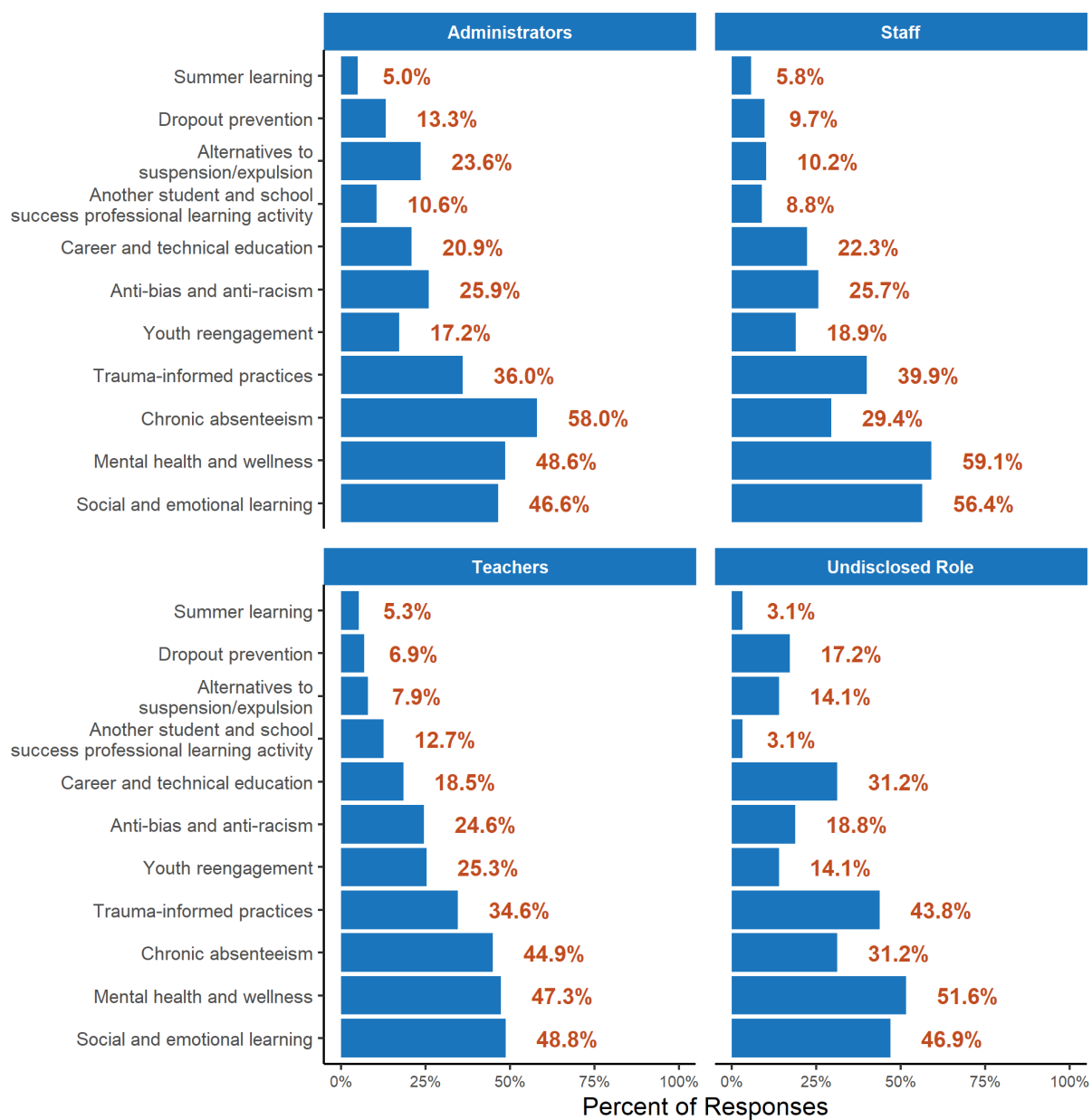

Administrators

Summer learning	5.0%
Dropout prevention	13.3%
Alternatives to suspension/expulsion	23.6%
Another student and school success professional learning activity	10.6%
Career and technical education	20.9%
Anti-bias and anti-racism	25.9%
Youth reengagement	17.2%
Trauma-informed practices	36.0%
Chronic absenteeism	58.0%
Mental health and wellness	48.6%
Social and emotional learning	46.6%

Staff

Summer learning	5.8%
Dropout prevention	9.7%
Alternatives to suspension/expulsion	10.2%
Another student and school success professional learning activity	8.8%
Career and technical education	22.3%
Anti-bias and anti-racism	25.7%
Youth reengagement	18.9%
Trauma-informed practices	39.9%
Chronic absenteeism	29.4%
Mental health and wellness	59.1%
Social and emotional learning	56.4%

Teachers

Summer learning	5.3%
Dropout prevention	6.9%
Alternatives to suspension/expulsion	7.9%
Another student and school success professional learning activity	12.7%
Career and technical education	18.5%
Anti-bias and anti-racism	24.6%
Youth reengagement	25.3%
Trauma-informed practices	34.6%
Chronic absenteeism	44.9%
Mental health and wellness	47.3%
Social and emotional learning	48.8%

Undisclosed Role

Summer learning	3.1%
Dropout prevention	17.2%
Alternatives to suspension/expulsion	14.1%
Another student and school success professional learning activity	3.1%
Career and technical education	31.2%
Anti-bias and anti-racism	18.8%
Youth reengagement	14.1%
Trauma-informed practices	43.8%
Chronic absenteeism	31.2%
Mental health and wellness	51.6%
Social and emotional learning	46.9%

Percent of Responses

Figure C9. Which of the following professional learning areas related to curriculum and instruction are a priority for you right now?
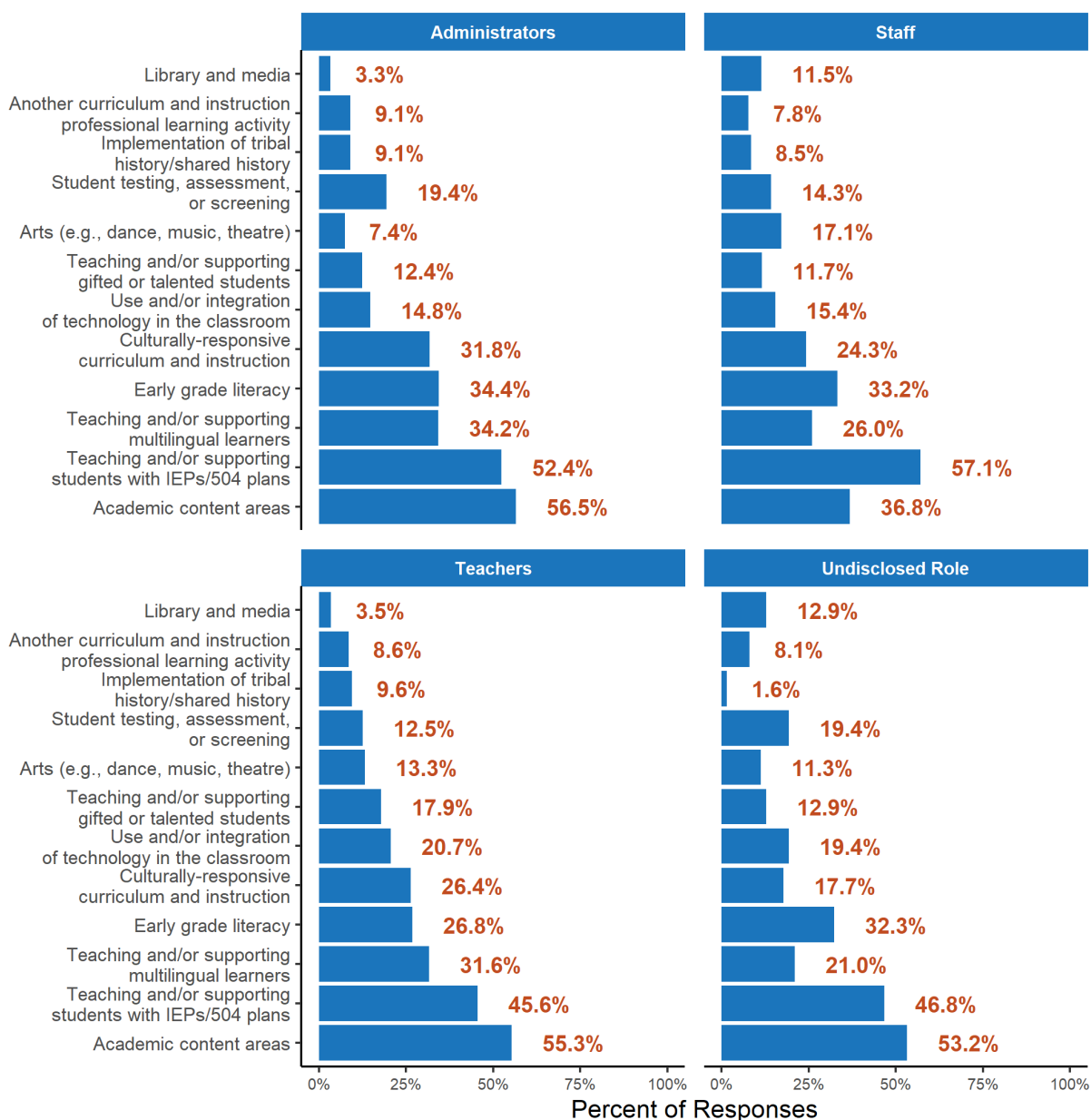

Percent of Responses

Figure C10. Which of the following professional learning areas related to administration and operations are a priority for you right now?
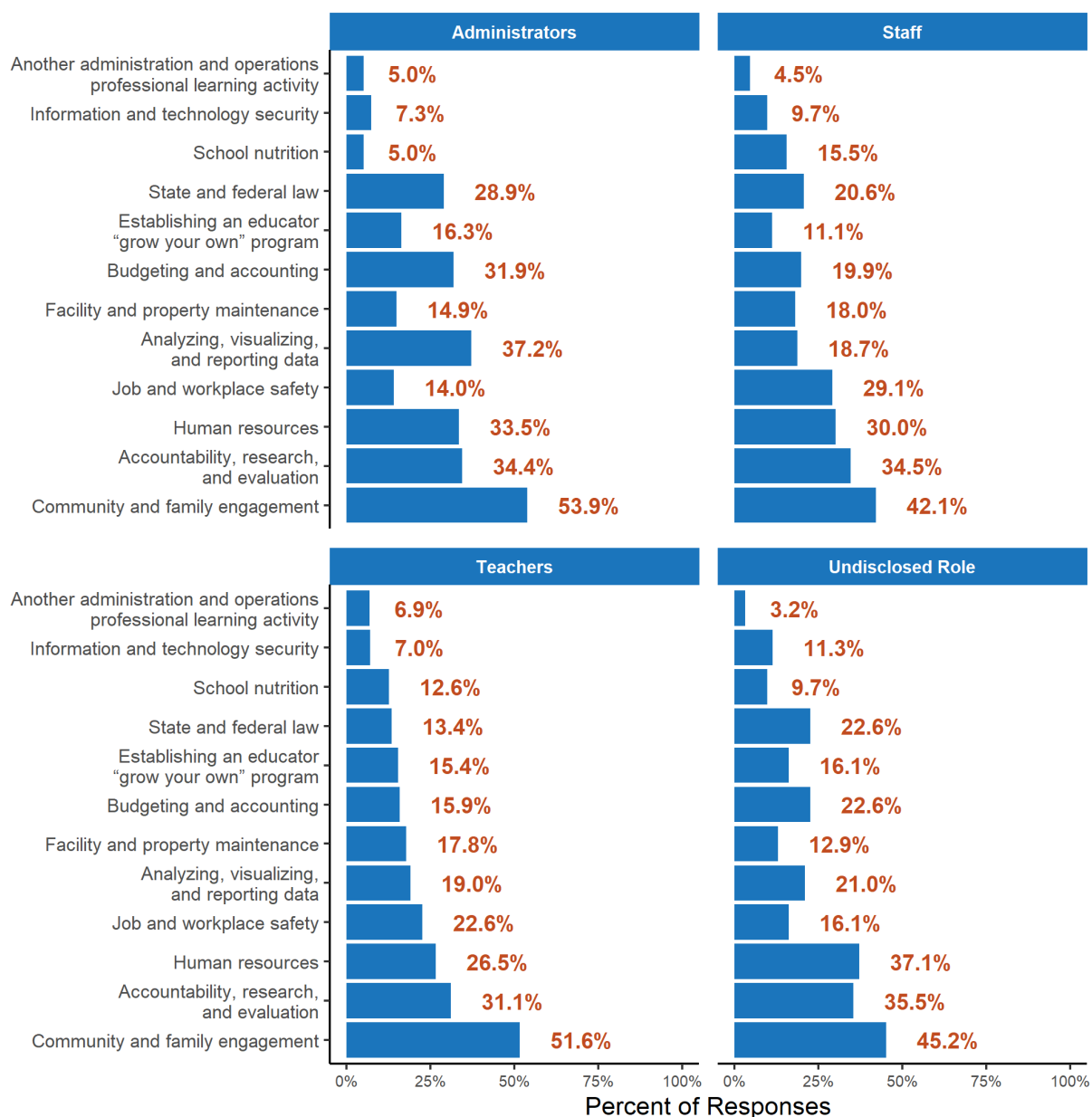
Figure C11. How true are the following statements about the mental health resources available at your work?
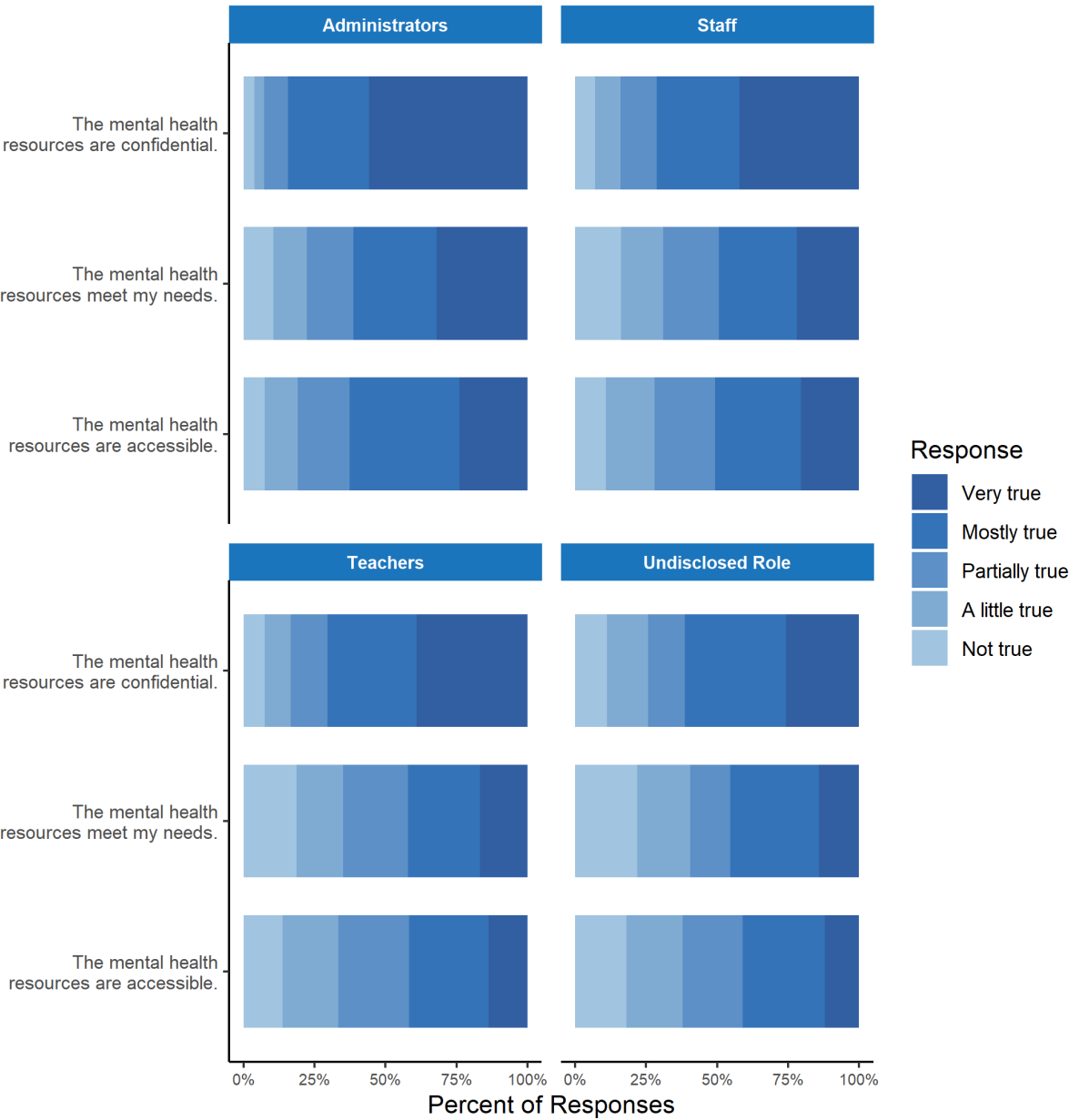
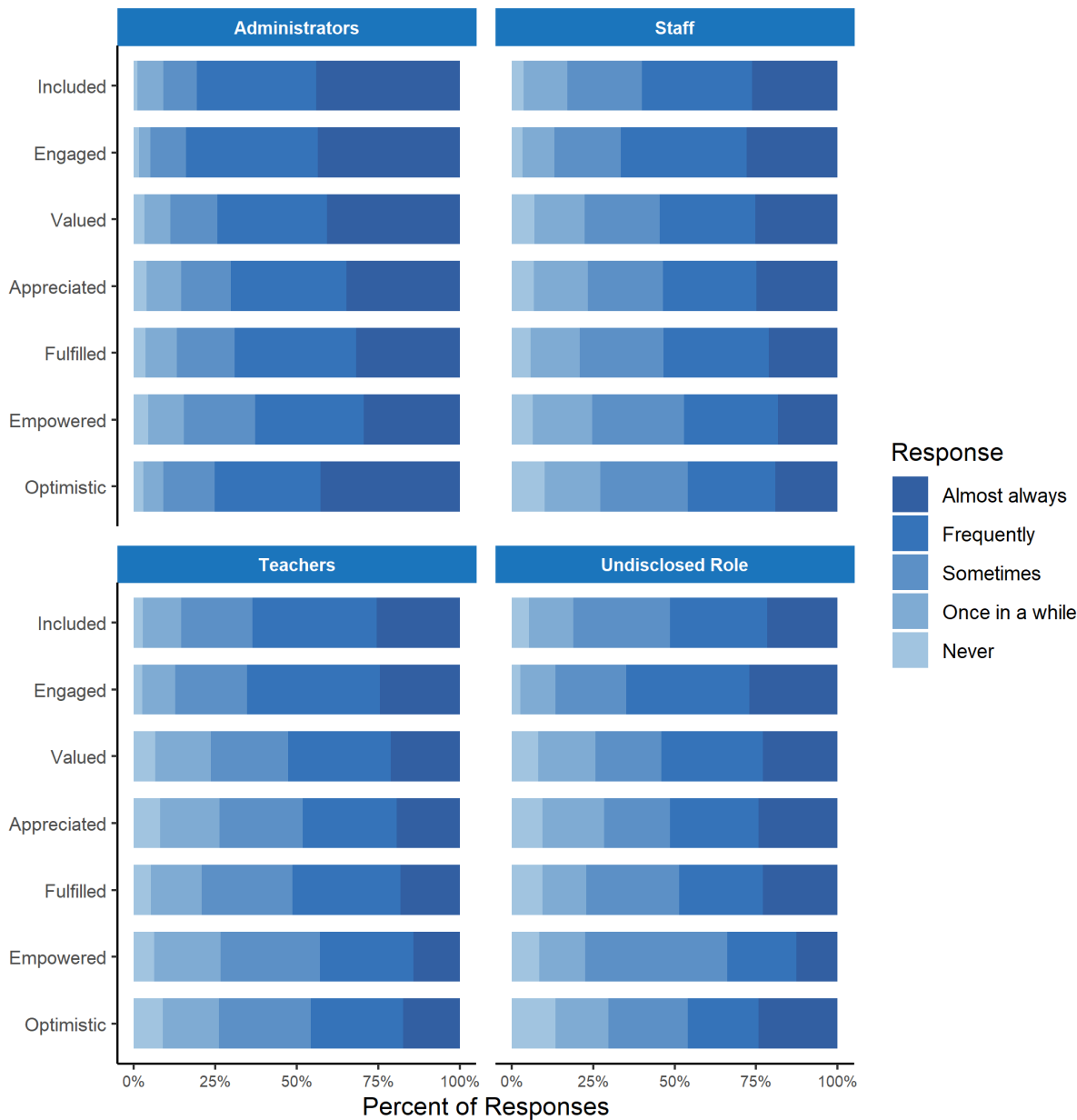**Figure C12. During the last 30 days, how often did you feel _____ at work?**

Table C2. During the last 30 days, how often did you experience stress at work?

Professional Role	Never	Once in a while	Sometimes	Frequently	Almost Always
Administrators	1.1%	5.0%	20.1%	32.5%	41.3%
Staff	3.7%	12.3%	24.3%	32.0%	27.6%
Teachers	1.6%	7.2%	18.2%	33.7%	39.3%
Undisclosed Role	3.8%	10.0%	20.0%	33.8%	32.5%

Figure C13. If you said you've experienced stress at work during the last 30 days, was the stress related to any of the following at work?
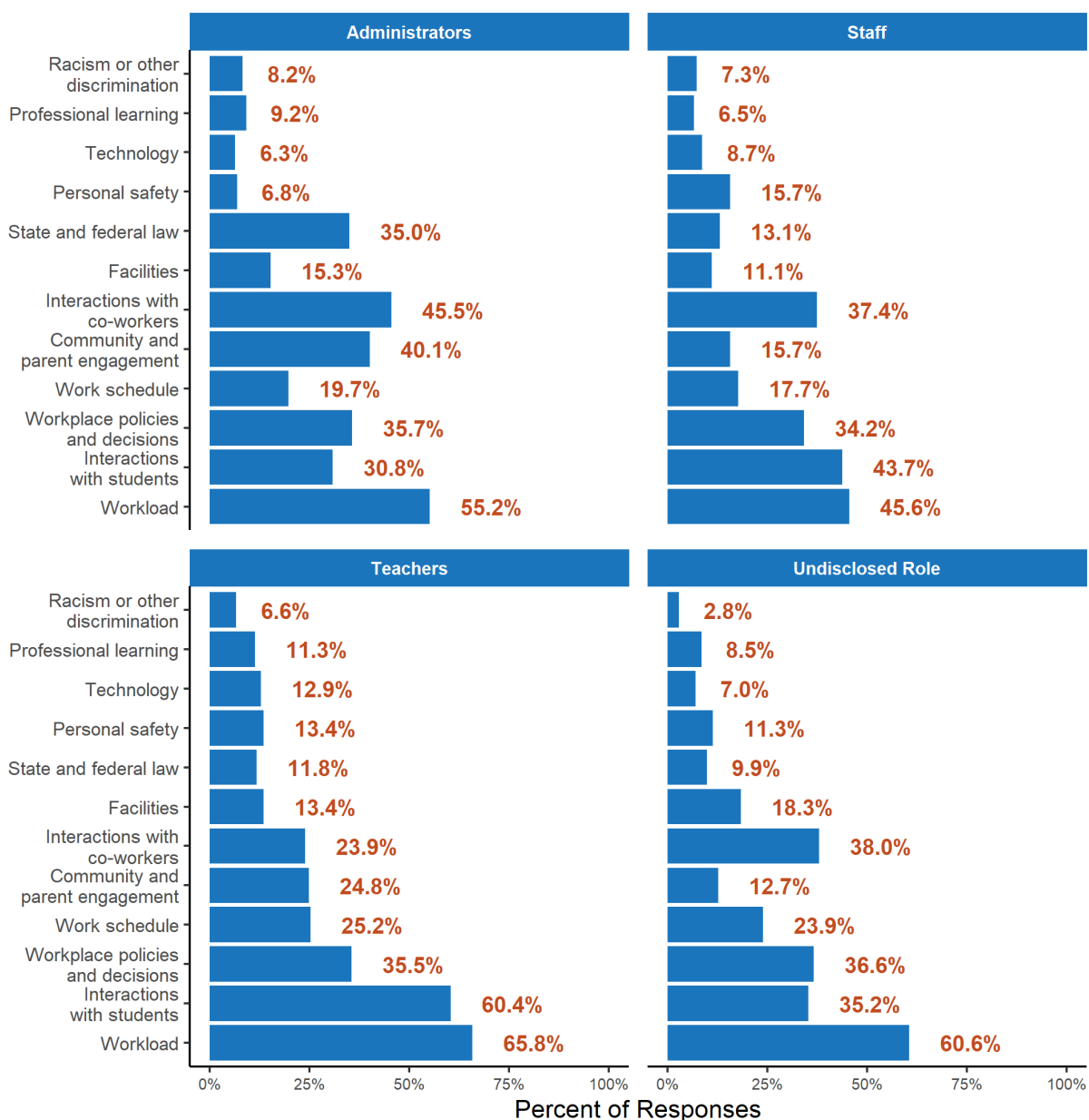
Figure C14. If you said you've experienced stress at work during the last 30 days, was the stress related to any of the following in your personal life?
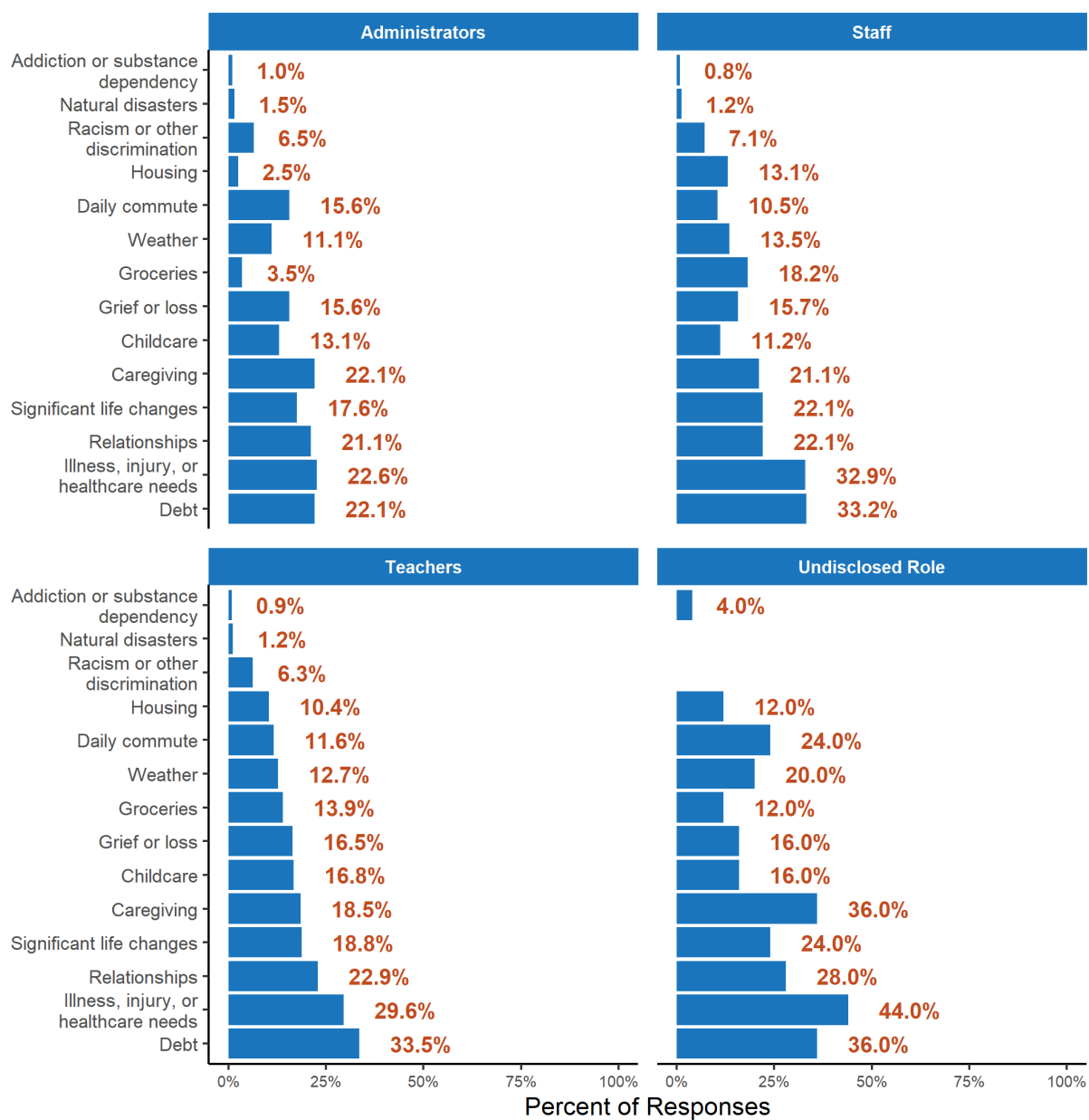
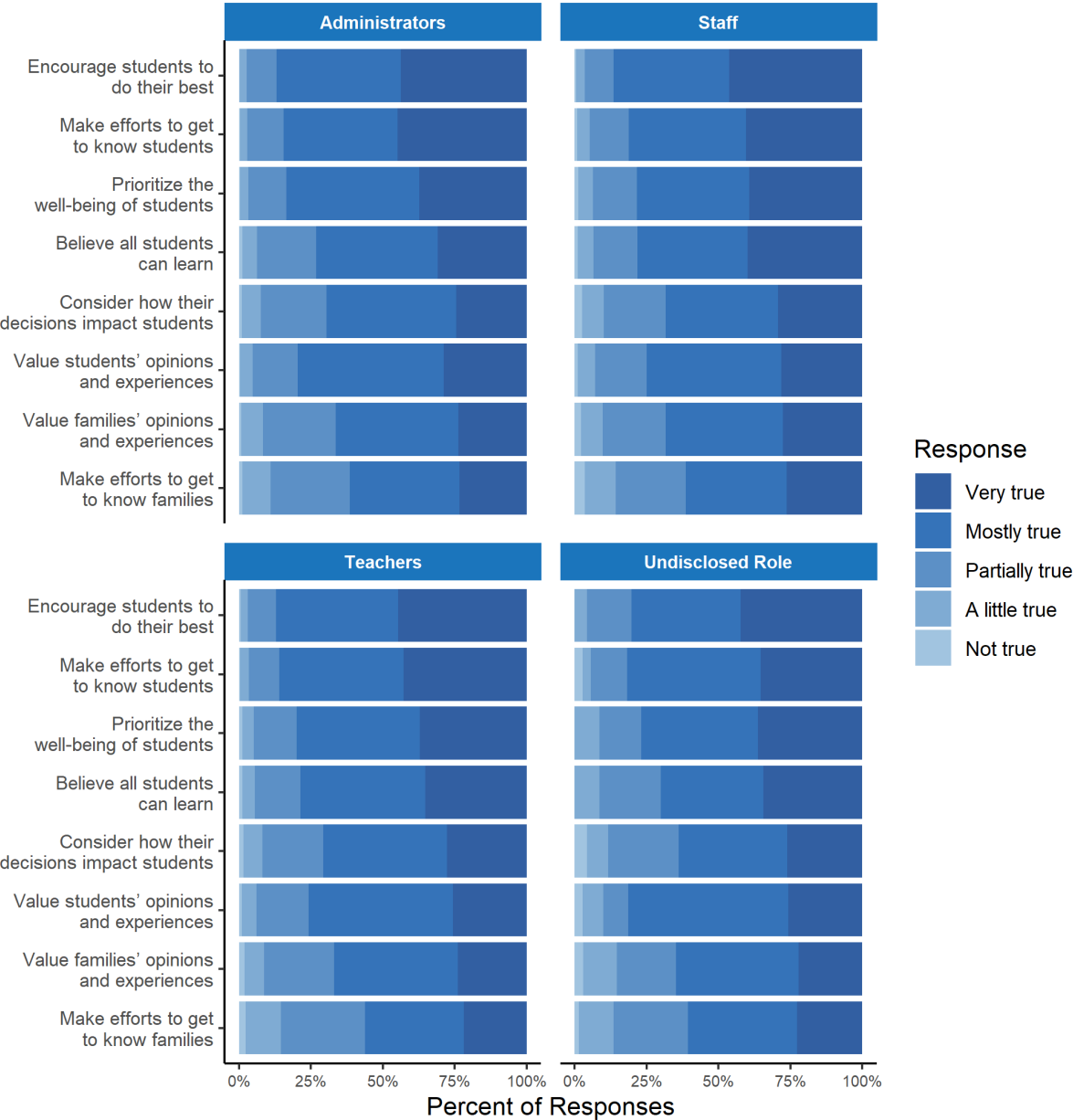## Figure C15. How true are the following statements? Adults at my work _____.
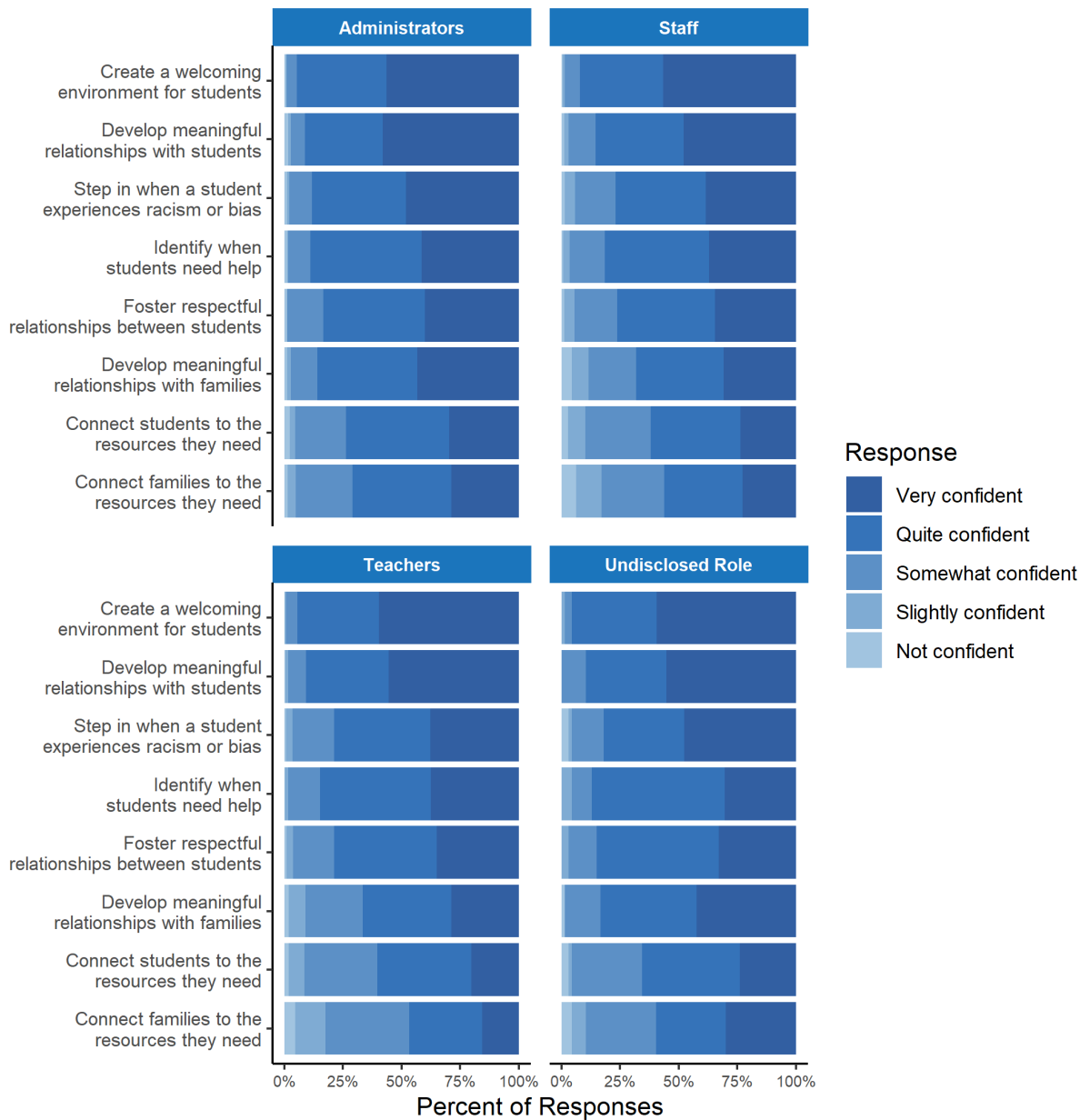
Figure C16. How confident are you that you can _____?

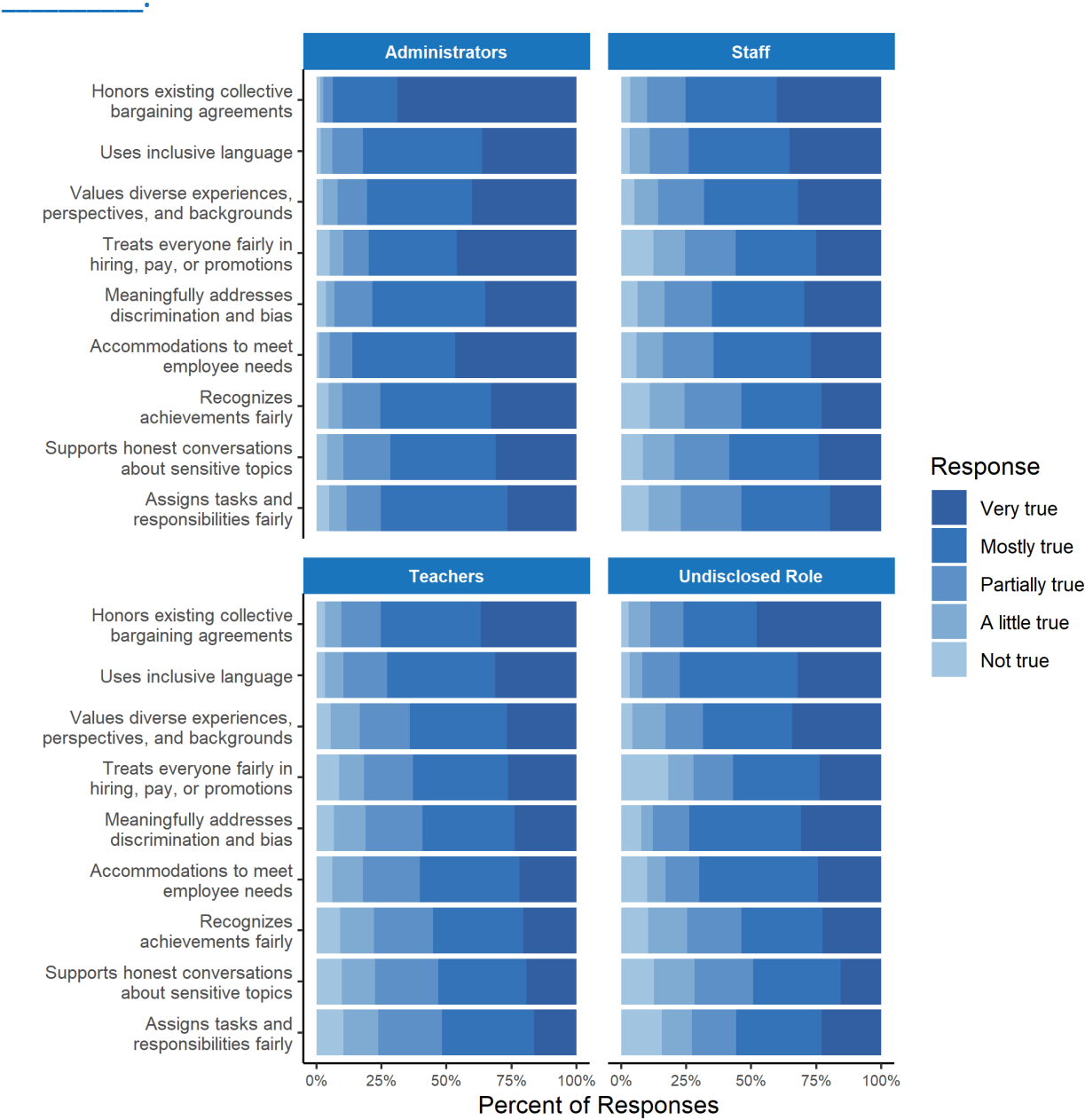**Figure C17. How true are the following statements about your workplace? My workplace _____.**

Table C3. During the last 30 days, how often did you witness discrimination, prejudice, or bias at your workplace?

Professional Role	Never	Once in a while	Sometimes	Frequently	Almost Always
Administrators	46.0%	34.0%	14.2%	4.6%	1.2%
Staff	53.4%	25.0%	13.2%	6.5%	1.8%
Teachers	48.4%	29.0%	15.6%	5.7%	1.4%
Undisclosed Role	50.0%	24.3%	12.9%	10.0%	2.9%

Figure C18. How true are the following statements about you and your workplace?
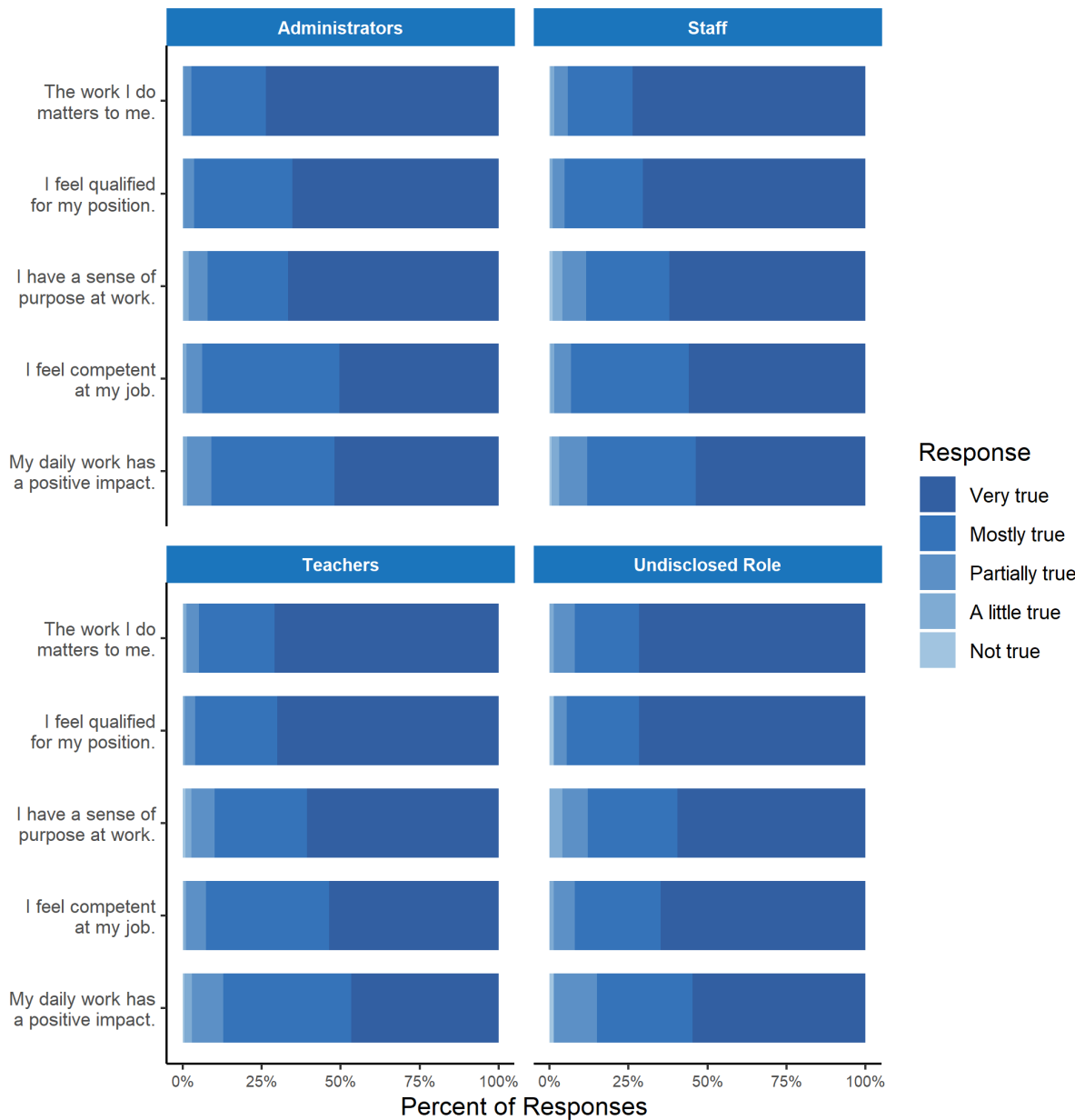
Table C4. During the last 30 days, have you thought about leaving your current job?

Professional Role	Yes	No
Administrators	53.7%	46.3%
Staff	48.8%	51.2%
Teachers	55.6%	44.4%
Undisclosed Role	63.5%	36.5%

Figure C19. If you said YES to thinking about leaving your current job during the last 30 days, are you considering leaving your current job for any of the following opportunities?
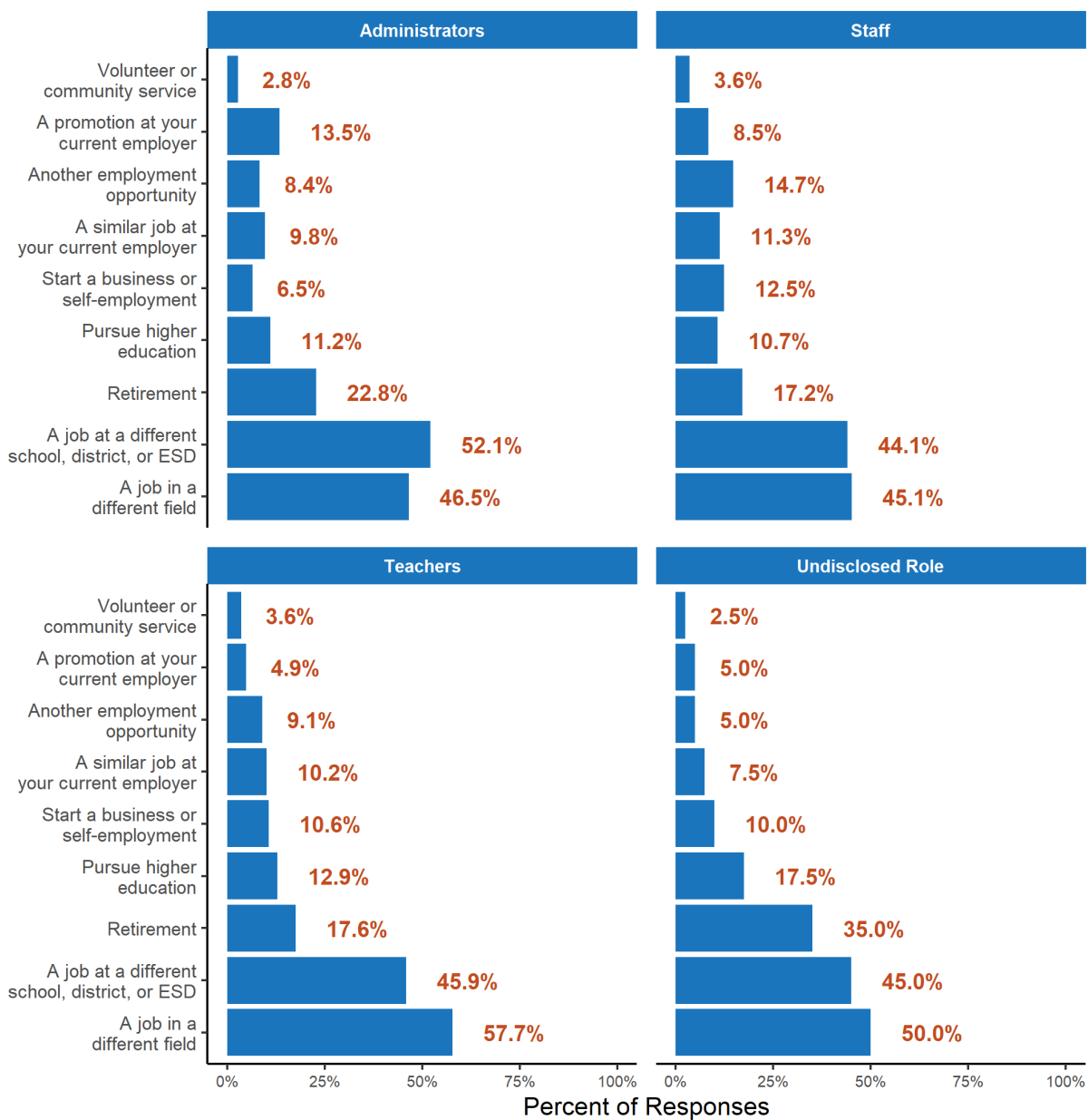
Figure C20. Please indicate the degree to which you are satisfied with the following areas at work.