Status Of the American Public School Teacher 2005–2006

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Status of the American Public School Teacher 2005–2006

NEA RESEARCH
MARCH 2010

Great Public Schools for Every Student

1201 16th Street, N.W.
Washington, D.C. 20036

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First published March 2010

 ISBN: 978-0-8106-3259-2

Item No. 3259-200

A project of NEA Research.

National Education Association
1201 16th Street, N.W.
Washington, DC 20036-3290

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NATIONAL EDUCATION ASSOCIATION

RESEARCH BULLETIN

VOL. XXXV • No. 1 FEBRUARY • 1957

The Status of the American Public-School Teacher

1957 Centennial Theme:
An Educated People Moves Freedom Forward

Published by the RESEARCH DIVISION of the
NATIONAL EDUCATION ASSOCIATION
of the UNITED STATES
1201 Sixteenth Street, N. W., Washington 6, D. C.

Cover from Status 1955–56 volume.

Preface

NEA Research has conducted surveys on the status of the American public school teacher every five years since 1956. As before, the present report profiles the status of teachers for a full school year (in this case, 2005–06) and looks for significant trends comparing data collected in previous *Status* surveys. Each *Status* volume thus provides both current and trend data on topics such as the professional and personal characteristics of teachers, the status of their teaching conditions, their attitudes toward the profession, and their community and civic activities.

This edition of *Status* marks the 50th anniversary of the survey and this publication (see the original cover, opposite).

Note that one chapter in the current report covers some new ground. Chapter 13 provides data regarding the effects of the No Child Left Behind (NCLB) Act, which came into force in 2001.

Although this report does not include data from the 1956 survey because of differences in the sampling methods used for that survey, it does cover data for the 45-year span from 1961 through 2006, thus providing insights about trends in the composition of the teaching profession, the characteristics of teaching service, and the position of teachers in society over the past 45 years. This most recent study should be especially valuable to education associations in collective bargaining, developing legislative programs, and planning services to meet the needs and interests of their members. Others in the education community and all those concerned about the life and work of public school teachers across this nation may also discover much of interest in this developing portrait of teachers, a portrait that also reveals a good deal about the changing nature of the educational system itself.

The past 45 years have seen significant changes in many aspects of our national life, and education has changed in response not only to internal developments but also to shifts in attitudes and values throughout our society and all its institutions. NEA hopes that both the current information and the long-term picture presented in this report will help identify new avenues of opportunity for positive developments in the teaching profession and in public education.

For questions about the data in this publication, contact the Research Department of the National Education Association at 202-822-7400.

March 2010

Acknowledgments

Many people have contributed to the development of this edition of *Status of the American Public School Teacher.*

First, our deepest appreciation goes to all of the teachers who took time from their busy schedules to respond to the survey.

Development of the survey sample involved the cooperation of many individuals. NEA state executives and their appointed contacts were pivotal in providing the information required for sampling. We thank Jewell Gould of the American Federation of Teachers and his staff for the AFT's support for this project. Joanne Walters and Darlene Brooks deserve credit for pulling all of the various pieces of sample together into one unified file.

Kathy Tuck worked diligently to develop the questionnaire in such a manner as to collect data that would facilitate the continuation of trends while also incorporating questions to obtain newer information. Other staff members of the NEA Research Department were instrumental in accomplishing the survey mailings. In particular, Nenette Sanares deserves our gratitude for her continuous assistance and often-expressed willingness to help. Chi Chi Comsti also assisted.

Leah Gandy provided vital sampling, analytical, and programming support required to turn the raw data into meaningful information, as well as proof reading efforts. Melissa Hershcopf provided technical assistance in all phases of the data collection process and prepared tabulations of the survey data. Brooke Whiting contributed to the early work on *Status* and was instrumental in reviewing initial manuscripts. Ronald Henderson reviewed the final manuscript and has provided valuable support for the *Status* surveys over the past two decades. Darrel Drury reviewed the draft and final manuscripts and approved the analysis and presentation.

Thanks to Paul Wolman for his editorial work and direction of the publication process. Finally, many thanks to Hallie Logan Shell, whose hard work on formatting and producing the text and graphics made the final publication a reality.

The report was prepared under the general direction of Leah Gandy of NEA Research.

Introduction and Survey Procedures

A continuing need for comprehensive and timely information about the public school teachers of the United States led the National Education Association (NEA) Research Division in 1956 to develop the first of a series of surveys and subsequent reports covering various aspects of teachers' professional, family, and civic lives. The NEA has conducted this survey, *The Status of the American Public School Teacher*, every five years since 1956, revising the questionnaire each time to gather up-to-date and trend data on matters of importance to the profession.

The topical sections of this volume contain summaries and analyses of the major results of the most recent *Status* survey, conducted in 2005–2006, and compare these results with those of previous *Status* studies. However, this study, and its predecessors since 1961, does not include data from the first *Status* survey, of 1956, because of differences in the sampling methods used in that initial survey. Some data from the second survey, of 1961, are also omitted, in that case because differences in the wording of some questions in that year's survey preclude reliable comparisons with subsequent surveys. Data from 1961 are included in the *Status* tables, however, when they are comparable with data from the surveys of later years.

Each of the first 12 chapters of this report contains important findings for 2005–06 and indications of significant trends that have become evident since 1961. Chapter 13 provides new data with regard to the No Child Left Behind (NCLB) Act. Because NCLB became law only in 2001, no *Status* trend data are available.

Sampling Procedures

The NEA's *Status* research team selected survey participants by means of a two-stage sample design. The first stage involved selecting a sample of public school systems from the U.S. Department of Education's comprehensive file of those systems, as classified into nine strata by student enrollment. Systems were selected from each stratum, with a probability of selection proportionate to the frequency of occurrence of the various-sized systems nationally. The NEA provided its state affiliates with a list of school systems in their state to be included in the sample and asked the affiliates to provide a list of all teachers in each school system selected. When the state affiliates could not provide such rosters of teachers, they made available either a random sample or a systematic sample with a random start. The American Federation of Teachers (AFT) also provided lists of teachers for selected districts, as did several state departments of education.

The second stage of the sampling began once the research team received the various lists of teachers. The team carried out a systematic sampling of teachers with a random start. The methodology of this sampling procedure gives each teacher the same probability of being selected for the sample.

Response Rate and Sampling Variation

For the first time, the NEA took a multimodal approach to administration of the *Status of the American Public School Teacher* survey. Initially, the team sent the questionnaire to 2,969 of the nation's approximately 3,588,000 public school teachers.[1] In the letter that accompanied the mailing, the team gave respondents the option to complete the survey online. After an initial and seven follow-up mailings, as well as online data capture, the research team employed a contractor to make telephone calls to secure additional completed surveys. A total of 1,326 completed questionnaires were obtained via these three methods. Of these questionnaires, 326 were not usable for reasons including inability to locate respondent, respondent on leave, and respondent classified as other than a teacher. Subtraction of the 326 unusable replies from the original total sample of 2,969 produced an adjusted total sample of 2,643. Subtraction of the 326 unusable replies from the 1,326 completed replies yielded 1,000 usable replies, for a response rate of 37.8 percent (1,000 divided by 2,643; see Table A).

[1] The figure for total teachers is for the year 2005 and comes from U.S. Department of Education, *Digest of Education Statistics* (Washington, DC: Government Printing Office, 2007), Table 61.

Table A.
Sample Size and Response Rate

Description	Number
Sample size (number of questionnaires mailed)	2,969
Unusable questionnaires returned	326
Adjusted sample size	2,643
Usable questionnaires returned	1,000
(Response rate)	(37.8%)

The ability to make useful inferences about a population from which a sample is drawn is enhanced by a high response rate and little sampling variation and is impeded by the opposite conditions. The response rate affects the reliability of inferences about the population because one must *assume* that nonrespondents (62.2% of the sample in this survey) have the same characteristics and attitudes as respondents.

Sampling variation refers to the fact that statistics such as means and percentages from any given random sample can be expected to vary by at least some degree from those of any other random sample that one might have selected from the same population. When interpreting the data in this report, one may use the following procedures.[2]

Estimating Population Percentages

Standard errors may vary depending on the number of observations available for the analysis and on the distribution of the particular variable. For example, statistics for a particular region are based on fewer observations than national statistics and thus have a higher standard error. Similarly, if a particular question applied only to a subset of teachers (e.g., only those with teacher aides), then the standard errors are larger. For a simple random sample, the highest standard error (i.e., for an estimate of 50 percent) with 1,000 respondents is 1.6 percent. To estimate the population percentage with 90 percent confidence, the standard error is multiplied by 1.645. For example, 37.2 percent of all teachers said their highest degree was a bachelor's degree. Multiplying the standard error of 1.6 percent by 1.645 equals 2.6 percent. This means that 90 percent of all possible samples selected from the same population will produce an estimate within the range of 37.2 percent plus or minus 2.6 percent (or between 34.6 and 39.8 percent) and that the true value of the parameter lies somewhere within that range.

Comparing Two Percentages

In comparing two sample percentages (for two subgroups in the same classification, such as teachers under 30 years of age and teachers 50 and older), the difference in sample proportions necessary to be considered statistically significant depends on the subgroup sample sizes and the actual value of the two sample proportions. For this survey, Table B shows the minimum differences between two sample percentages required for significance at the 90 percent confidence level according to subgroup size, based on a simple random sample. To illustrate the interpretation of these numbers, consider two subgroups, of 300 and 500, respectively. The table indicates that the smallest percentage difference between the two sample subgroups for that difference to be significant, with 90 percent confidence, is 6.0 percent. In other words, if 52 percent of teachers in a 300-member subgroup answered "yes" to a question, whereas 48 percent of those in a 500-member subgroup gave that answer, the difference of 4 percent is not statistically significant (i.e., the difference could be attributed to chance and not to an actual difference in the two populations).

[2] Although a two-stage sampling procedure was used, rough estimates of sampling variation can be approximated by estimates one would obtain through simple (unrestricted) random sampling. Experience has shown that differences are minor.

Table B.
Minimum Differences Required for Significance (90% Confidence Level) Between Sample Subgroups

Size of one subgroup	Size of other subgroup						
	100	**200**	**300**	**400**	**500**	**600**	**700**
100	11.6	10.1	9.5	9.2	9.0	8.9	8.8
200	10.1	8.2	7.5	7.1	6.9	6.7	6.6
300	9.5	7.5	6.7	6.3	**6.0**	5.8	5.7
400	9.2	7.1	6.3	5.8	5.5	5.3	5.2
500	9.0	6.9	6.0	5.5	5.2	5.0	4.8
600	8.9	6.7	5.8	5.3	5.0	4.7	4.6
700	8.8	6.6	5.7	5.2	4.8	4.6	4.4

Estimating Population Means

Similar confidence intervals for population means can be obtained from the sample means reported in this study by using the standard errors (STD ERR) displayed with the means. For example, suppose that the mean salary of a group (or subgroup) is $43,262 with a standard error of $364. Multiplying this standard error by 1.645 (for the 90% confidence level) provides a precision (or error) of $599. Finally, $599 is subtracted from and added to the sample mean to obtain a range of $42,663 to $43,861. These are the 90 percent confidence limits, meaning that 90 percent of the time, this method would produce an estimate of the mean salary within that interval.

Comparing Two Means

The standard error for comparing differences between two sample means is given by the following formula:[3]

$$\text{STD} = \sqrt{\frac{n_1\,(STDERR_1)^2 + n_2\,(STDERR_2)^2}{n_1 + n_2}}$$

where STD ERR_1 and STD ERR_2

are the respective standard errors for the first sample mean (M1) and the second sample mean (M2).

For example, if one wished to compare a mean salary for males of $50,516 (STD ERR = $892 and sample size of 287) with a mean salary for females of $48,963 (STD ERR = $582 and sample size of 667), use of the formula above would produce the following standard error of mean difference:

$$\text{STD} = \sqrt{\frac{287(892)^2 + 667(582)^2}{287 + 667}}$$

$$= \sqrt{467{,}189}$$

$$= 690$$

The obtained standard error of $690 is then multiplied by 1.645 (for the 90% confidence level) to provide an error of $1,135. Because the difference between the two sample means ($50,516 – $48,963 = $1,553) exceeds $690, one can reject the hypothesis that the difference is attributable to chance variations in the sample. On the other hand, if the difference between the two sample means had been less than $690, then one could state only that there was insufficient evidence to infer that populations from which these samples were drawn had different means.

[3] When using this formula, one assumes that the two sample variances are not significantly different from each other. For a further discussion of the standard error of the difference between two means, see G. Dickhoff, *Statistics for the Social Behavioral Sciences* (Dubuque, IA: William C. Brown, 1992).

Questionnaire

In 2006, an eight-page, 64-item questionnaire went to all teachers in the sample. In addition, the survey instrument was made available for respondents to complete online. Most items were identical or similar to items from previous surveys. Major item additions included questions relating to school reform, specifically, the NCLB. For the complete questionnaire, see Appendix A at the back of this volume.

Analysis of Data

Data are analyzed with reference to the following characteristics of respondents: sex, age, race, school level (elementary, middle or junior high, and senior high); geographic region; and size of school system. Table C shows the composition of the sample with regard to these subgroups. Data for other demographic subgroups are available on request from NEA Research.

Tables showing the historical trends are integrated into the text of the report, as are 2006 frequency and percentage distributions for all teachers and some subgroup comparisons for questions added in this administration of the survey. Detailed tables with the 2006 frequency and percentage distributions for all teachers and subgroup comparisons are displayed in Appendix B, provided online at http://www.nea.org/assets/docs/2005-06StatusAppendixB.pdf. The tables in Appendix B support text references to the 2006 data.

Table C.
Composition of the Sample

Subgroup	Number of teachers	Percentage of total
Sex		
Male	295	30
Female	693	70
Age		
Under 30	87	10
30–39	189	21
40–49	245	27
50 +	383	42
Geographic region [a]		
Northeast	229	23
Southeast	205	21
Middle	272	27
West	294	29
School system size (student enrollment)		
Large (25k +)	281	28
Medium (3k–<25k)	457	46
Small (<3k)	262	26
Level		
Elementary	490	50
Middle or JHS	247	25
Senior high	236	24
Combined secondary	483	50
Race		
Minority	125	13
White	857	87

Note: JHS = junior high school.

[a] Geographic regions and the states they include are as follows:

Northeast: Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

Southeast: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Middle: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, New Mexico, Nevada, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

Related Studies

Previous studies in this series (conducted in 1961, 1966, 1971, 1976, 1981, 1986, 1991, 1996, and 2001) offer comparable data on a number of items. As noted earlier, data from the 1956 study are not included here because of differences in sampling methods. Data from the 1961 study provide comparable data only for subgroups based on sex and age. Each chapter of this report summarizes the 2006 survey data and analyzes it in the context of historical data from previous surveys, where available, and thus supersedes all previous volumes. Note, as well, that some questions from previous studies were not repeated in this iteration of *Status* because of decreasing relevance and our desire to include new questions within a reasonable space. Tables providing detailed results from the 2006 survey are in Appendix B at the online site noted on page 4, above. The Appendix B table numbers correspond to the survey questions (shown in Appendix A), which also are indicated in the report's subchapter titles.

Highlights at a Glance

Professional Preparation

	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Percentages of teachers					
Highest degree held										
Less than bachelor's	15	7	3	1	0	0	1	0	0	1
Bachelor's	62	70	70	62	50	48	46	44	43	37
Master's or 6 years	23	23	27	37	49	51	53	54	56	60
Doctor's	0	0	0	0	0	1	1	2	1	1

Teaching Experience

	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Number of years					
Years of experience										
Mean total years										
All teachers	13	12	11	10	13	15	15	16	15	16
Median total years										
All teachers	11	8	8	8	12	15	15	15	14	15
Males	7	7	8	9	13	17	18	20	15	13
Females	14	10	8	8	11	14	14	14	14	15
Median years in present system										
All teachers	6	5	5	6	9	12	11	11	10	10
Males	5	4	5	7	11	14	15	13	11	9
Females	7	5	5	6	9	11	10	10	10	11
					Percentages of teachers					
Teachers teaching for first year										
All teachers	8	9	9	6	2	3	3	2	3	2
Males	11	8	10	7	1	2	4	3	4	1
Females	7	10	9	5	2	3	3	2	3	2

Note: Percentages may not total 100 because of rounding.

Teaching Assignment: Staffing Patterns

	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Number of teachers					
Size of school staff										
Mean number of classroom teachers										
All teachers	—	39	42	43	39	43	46	49	49	51
Elementary	—	23	25	26	23	24	30	29	33	34
Secondary	—	57	61	60	53	64	63	67	67	67
Mean number of additional personnel in school										
All teachers	—	—	7	7	7	8	9	11	13	NA
Elementary	—	—	4	5	5	5	7	8	10	NA
Secondary	—	—	9	10	9	11	11	14	15	NA
					Percentages of teachers					
School level for teachers										
Elementary	—	53	49	49	49	47	50	48	53	50
Middle/junior high school	—	15	19	20	27	24	20	23	22	25
Senior high school	—	24	26	25	33	30	30	29	25	24
					Percentages of teachers					
Subjects taught by secondary teachers										
Agriculture	3	2	1	1	1	1	0	1	1	0
Art	2	2	4	2	3	2	3	3	3	3
Business education	8	7	6	5	6	7	4	4	2	1
English	19	18	20	20	24	22	25	24	22	28
Foreign language	4	6	5	4	3	4	4	5	5	4
Health, physical education	8	7	8	8	7	6	8	6	4	6
Home economics	5	6	5	3	4	3	3	2	2	0
Industrial arts	6	5	4	4	5	2	2	1	0	0
Mathematics	11	14	14	18	15	19	15	17	18	20
Music	2	5	4	3	4	5	4	4	3	4
Science	12	11	11	13	12	11	13	13	15	15
Social studies	13	15	14	12	11	14	11	13	15	12
Special education	0	0	1	3	2	4	5	2	4	3
Other	0	2	0	0	1	1	1	5	6	0
					Percentages of teachers					
Type of community where school is located										
Urban	—	—	34	27	23	22	25	25	30	28
Suburban	—	—	24	28	26	29	30	28	30	33
Rural or small town	—	—	41	46	51	49	45	47	40	40

Note: Percentages may not total 100 because of rounding.
— = data not available.
*NA = not asked in this administration of *Status*.

Teaching Assignment: Students

	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Number of pupils					
Student loads										
Elementary teachers										
Mean number of students per class	29	28	27	25	25	24	24	24	21	22
Secondary teachers										
Mean number of periods taught per day	5	5	5	5	5	5	5	4	4	4
Mean number of students taught per day	—	132	134	126	118	94	93	97	89	92
Mean number of students per class	27	27	27	25	23	25	26	31	28	31

Teaching Assignment: Hours

	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Number of hours					
Mean number of hours per week spent on all duties										
All teachers	47	47	47	46	46	49	47	49	50	50
Elementary	49	47	46	44	44	47	44	47	49	50
Secondary	46	48	48	48	48	51	50	52	52	52
					Percentages of teachers					
Preparation time per week for elementary teachers										
None	—	—	—	—	25	18	10	8	5	0
Less than 1 hour	—	—	—	—	7	11	8	8	8	10
From 1 to less than 3 hours	—	—	—	—	34	33	36	34	32	32
From 3 to less than 5 hours	—	—	—	—	21	23	31	36	40	42
5 or more hours	—	—	—	—	14	15	15	14	15	17
					Percentages of teachers					
Preparation time per week for secondary teachers										
No preparation periods	—	23	19	19	11	14	6	11	3	3
1–4 preparation periods	—	7	6	11	11	9	9	14	14	19
5 or more preparation periods	—	70	75	70	78	77	85	76	83	79
					Number of days					
Mean number of classroom teaching days per year										
All teachers	—	181	181	180	180	180	180	180	181	181
Elementary	—	181	181	180	180	180	180	180	180	180
Secondary	—	180	181	180	180	180	180	180	181	181
Mean number of nonteaching days										
All teachers	—	5	4	5	6	5	5	6	7	7
Elementary	—	4	4	5	6	4	5	6	7	7
Secondary	—	5	5	5	6	5	5	6	7	7

Note: Percentages may not total 100 because of rounding.
— = data not available.

(continues)

Teaching Assignment: Hours (Continued)

	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Number of minutes					
Mean number of minutes For lunch period										
All teachers	40	38	37	35	33	32	31	31	32	31
Elementary	44	41	39	36	34	32	32	31	32	32
Secondary	35	35	34	33	32	32	31	30	32	31
					Percentages of teachers					
Teachers who eat lunch with students										
All teachers	39	47	31	33	45	42	39	41	41	38
Elementary	51	63	41	43	52	51	46	46	46	41
Secondary	23	29	20	23	37	31	32	36	36	34

Professional Development

	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Percentages of teachers					
Teachers earning college credits in past 3 years										
All teachers	—	—	61	63	56	53	50	50	47	56
Males	—	—	68	65	51	48	47	44	42	62
Females	—	—	57	62	59	55	53	52	49	53
Membership in National Education Association										
All teachers	—	60	59	77	78	77	66	73	68	60
Large systems	—	57	52	65	69	71	56	64	56	44
Medium systems	—	67	64	82	80	79	67	75	74	64
Small systems	—	53	56	78	82	76	73	80	72	69

Attitudes toward the Profession

	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Percentages of teachers					
Willingness to teach again										
Certainly would	50	53	45	38	22	23	29	32	32	38
Probably would	27	25	30	26	25	26	31	31	29	27
Chances about even	13	13	13	18	18	20	19	17	18	16
Probably would not	8	7	9	13	24	22	17	16	16	13
Certainly would not	3	2	4	6	12	9	5	4	6	6

Note: Percentages may not total 100 because of rounding.
— = data not available

Economic Status

	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Dollars					
Mean annual contract salary*										
All teachers	5,264	6,253	9,261	12,005	17,209	24,504	31,790	35,549	43,262	49,482
Males	5,568	6,639	9,854	12,838	18,473	26,478	34,492	38,841	46,326	50,505
Females	5,120	6,077	8,953	11,578	16,558	23,588	30,781	34,386	42,440	48,998
Mean total income (including spouse's, if married)										
All teachers	—	—	15,021	19,957	29,831	43,413	55,491	63,171	77,739	87,630
Males	—	—	14,243	18,674	27,729	41,461	55,211	61,491	77,418	81,930
Females	—	—	15,439	20,642	31,068	44,356	55,608	63,776	77,874	90,242

Personal Life

	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Number of years					
Median age										
All teachers	41	36	35	33	37	40	42	44	46	46
Males	34	33	33	33	38	41	43	46	47	44
Females	46	40	37	33	36	39	42	44	45	46
					Percentages of teachers					
Race										
Black	—	—	8	8	8	7	8	7	6	6
White	—	—	88	91	92	90	87	91	90	87
Other	—	—	4	1	1	3	5	2	5	7
Sex										
Male	31	31	34	33	33	31	28	26	21	30
Female	69	69	66	67	67	69	72	74	79	70
Marital status										
All teachers										
Single	22	22	20	20	19	13	12	12	15	13
Married	68	69	72	71	73	76	76	76	73	73
Widowed, divorced, separated	10	9	9	9	9	11	13	12	12	14
Males										
Single	17	20	15	20	15	9	10	13	17	16
Married	81	78	82	76	81	83	83	79	77	74
Widowed, divorced, separated	2	2	3	4	5	8	7	7	6	10
Females										
Single	25	23	22	20	20	15	13	12	15	12
Married	62	65	67	69	69	72	73	75	72	73
Widowed, divorced, separated	13	12	11	11	10	13	14	13	13	16

*1961 figures include extra pay for extra duties.
Note: Percentages may not total 100 because of rounding.
— = data not available

(continues)

Personal Life (Continued)

	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Percentages of teachers					
Teachers with employed spouses (full or part time)										
All teachers	50	51	54	57	62	65	62	62	65	63
Males	32	36	45	48	59	66	67	60	65	63
Females	57	58	59	62	64	65	62	62	66	64
Married teachers with employed spouses										
All teachers	73	74	76	80	85	87	88	92	91	87
Males	41	46	55	62	73	80	84	89	87	85
Females	93	89	89	90	92	91	90	93	93	88

Community and Civic Life

	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Percentages of teachers					
Political philosophy										
Conservative	—	—	17	17	20	20	18	20	19	23
Tend to be conservative	—	—	44	45	50	45	47	41	37	32
Tend to be liberal	—	—	28	30	24	27	27	31	34	32
Liberal	—	—	12	8	5	7	8	8	10	13
Political affiliation										
Democrat	—	—	43	41	40	43	36	42	45	41
Republican	—	—	34	25	29	29	32	29	28	29
Other	—	—	2	1	0	0	0	0	1	2
No affiliation	—	—	22	34	30	28	31	29	27	29

Notes: Percentages may not total 100 because of rounding.
— = data not available.

Topical Analyses

1. Professional Preparation

Highest Degree Held (Question 8)

2006

In 2006, virtually all teachers held at least a bachelor's degree. In fact, only 1 percent of those responding reported not having a bachelor's degree. The majority (62%) reported holding one or more advanced degrees, including 56 percent with master's degrees, 5 percent who were education specialists or had professional diplomas based on six years of college study, and 1 percent with doctorates.

In 2006, a bachelor's was the highest degree for

- 37 percent of all teachers
- A larger percentage of teachers under 30 years old (53%) than those 30 or older (between 35% and 40%)
- A larger percentage of elementary teachers (41%) than senior high school teachers (30%)
- A larger percentage of teachers in large and medium-sized school systems (40% each) than in small-sized school systems (30%)
- A larger percentage of teachers in the West and Southeast (49% and 41%, respectively) than in the Middle or Northeast regions (30% and 28%, respectively).

In 2006, a master's or six-year diploma was held by

- 60 percent of all teachers
- A larger percentage of teachers over 30 years old (30–39 years, 64%; 40–49, 57%; 50+, 62%) than under 30 (47%)
- A larger percentage of senior high teachers (65%) than elementary teachers (57%)
- A larger percentage of teachers in small school systems (68%) than in large and medium systems (58% each)
- More teachers in the Northeast and Middle regions (70% and 68%, respectively) than in the Southeast or the West (54% and 50%, respectively).

1961–2006

The past 45 years have seen a significant downward trend in the percentage of teachers who have less than a bachelor's degree, from 15 percent in 1961 to less than 1 percent by 1981 (Table 1). There was a negligible increase of teachers with less than a bachelor's degree to 1 percent in 2006. At the same time, the percentage with advanced degrees trended upward, from 23 percent in 1961 to 61 percent in 2006. Since 1986, more than half of all teachers have held an advanced degree.

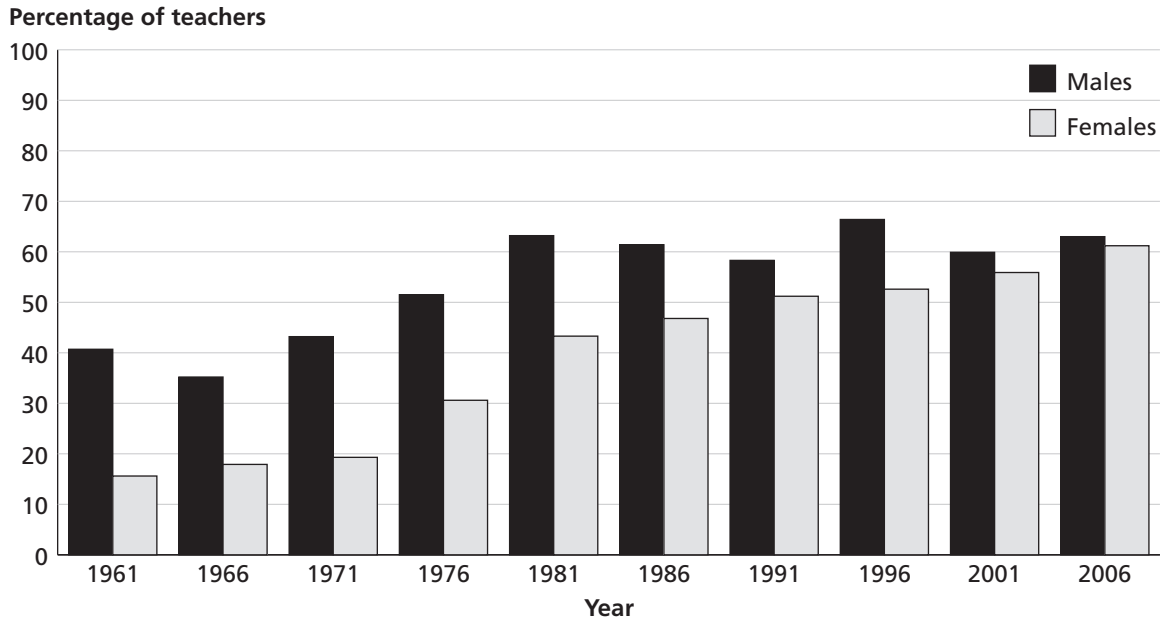
As Figure 1 shows, a larger percentage of males than females have historically held at least a master's degree. The percentage for females increased more rapidly than that for males, narrowing the gap from 25 percentage points in 1961 to 5 percentage points in 1991. The gap increased to 14 percentage points in 1996 but has decreased since then; it was 4 percent in 2001 and only 2 percent in 2006.

Table 1.
Highest College Degree Held by Teachers, 1961–2006 (%)

Degree	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
Less than bachelor's	15	7	3	1	0	0	0	0	0	1
Bachelor's	62	70	70	62	50	48	46	44	43	37
Master's or 6 years	23	23	27	37	49	51	53	55	56	60
Doctor's	0	0	0	0	0	1	1	2	1	1

Note: Percentages may not total 100 because of rounding.

Figure 1.
Teachers Holding Master's Degrees or Higher, by Sex, 1961–2006



Recency of Degrees (Question 9)

1966–2006

The percentage of teachers receiving their highest college degree within the previous five years dropped significantly from a high of 47 percent in 1976 to 29 percent in 1981, and then to a low of 20 percent in 1986. It began to rise, however, in 1991, and again reached 29 percent in 2001. In 2006, it dipped slightly to 26 percent (Table 2).

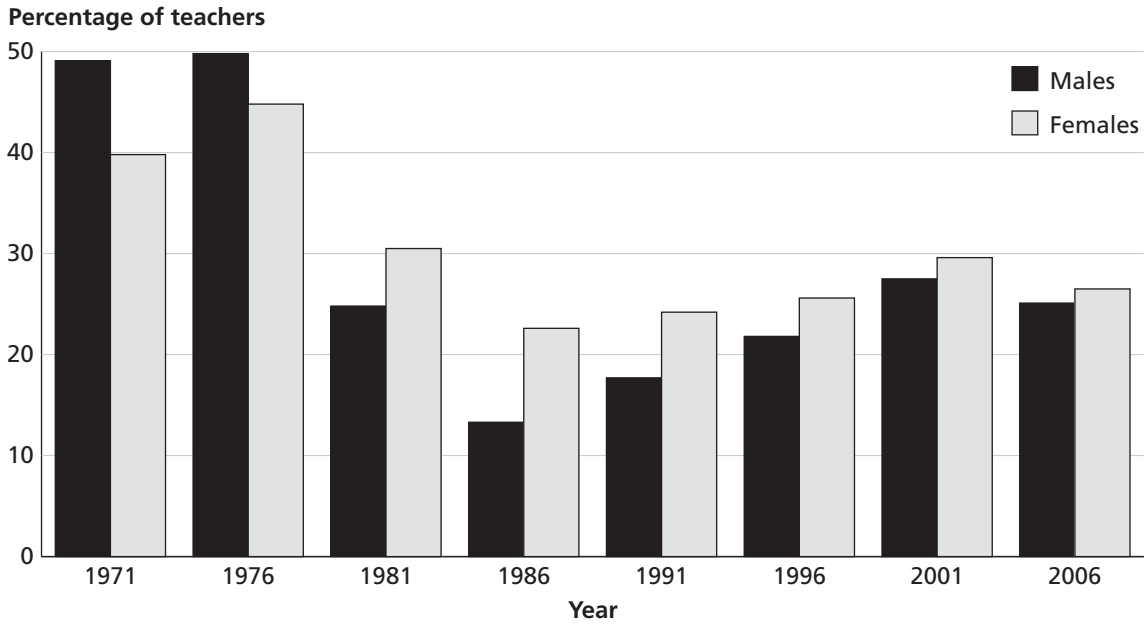
In the 1971 study, men's degrees tended to be more recent than women's. By 1981, however, that tendency had reversed (Figure 2). Since 2001, there has been essentially no difference in the recency of men's and women's degrees.

Table 2.
Recency of Highest College Degree, All Teachers, 1966–2006 (%)

Recency of degree	1966	1971	1976	1981	1986	1991	1996	2001	2006
Within previous 5 years	41	43	47	29	20	22	25	29	26
6–10 years ago	19	19	21	29	21	18	17	17	17
11–20 years ago	18	20	19	29	40	37	29	21	24
20+ years ago	15	15	12	14	19	23	30	32	33
(Less than bachelor's)	7	3	1	0	0	1	0	0	1

Note: Percentages may not total 100 because of rounding.

Figure 2.
Teachers Receiving Their Highest College Degree within the Previous Five Years, by Sex, 1971–2006



Participation in Teacher Preparation Programs (Question 11a)

2006

In 1996, teachers were asked for the first time whether their highest degree was from a teacher preparation program. Nearly four out of five teachers (79%) responded affirmatively. This response increased to 83 percent in 2001 but decreased significantly to 69 percent in 2006.

- Female teachers were more likely to have received their highest degree from a teacher preparation program than were male teachers, but by a smaller margin than in 2001 (86% vs. 72% in 2001; 72% vs. 64% in 2006).
- Teachers in the Middle and Southeast regions (73% each) were more likely than those in the West (63%) to say that their highest degree was from a teacher preparation program.
- Elementary teachers (75%) were more likely than either middle/junior high teachers or senior high teachers (67% and 60%, respectively) to have received their training in a teacher preparation program.
- Whites and minorities were equally likely to have earned their highest degree from a teacher preparation program (70%, whites; 69%, minorities).
- The youngest teachers (80%) were more likely to have received their highest degree from a teacher preparation program than teachers over 30 (between 63% and 72%).

National Board Certification (Questions 15a, 15b, 15c)

2006

In 2001, the survey asked respondents for the first time about National Board Certification (NBC). At that time, 5 percent of teachers had achieved NBC since it was first offered in 1994 to teachers with more than three years of experience. An additional 4 percent were working toward certification. In 2006, the percentage of nationally board certified teachers increased to 7, and an additional 4 percent were pursuing NBC (Table 3).

Although the number of teachers who have achieved NBC overall is small, rendering the identification of trends somewhat unreliable, and there are data from only two survey administrations, the following results appear notable:

- Higher percentages of teachers in the Northeast and Southeast regions report having achieved NBC than do teachers in the Middle or West regions (8% each vs. 5% and 6%, respectively). Although this result is unchanged in the Northeast over 2001 data, it represents a doubling of the number of NBC teachers in the Southeast and a very slight increase in the other two regions.
- Teachers who have achieved NBC were twice as likely to be members of a minority group (13% vs. 6% white).
- More than one-third (36%) of the teachers who have achieved National Board Certification did so before the year 2000. Roughly the same percentage achieved certification in 2000–2001, 2002–2003, and 2004–2005 (19%, 17%, and 19%, respectively). Only half that many teachers (9%) achieved certification between 2006 and the end of data collection for this survey in 2007.
- Teachers who achieved NBC most commonly said that the local school district was the most important source of support for them in seeking certification (46%). Identical percentages (13%) cited their state's education department, local and state education associations, or another source of support. Four percent cited subject-matter organizations, and 11 percent reported receiving no support.
- Teachers from medium-sized school districts (56%), white teachers (52%), those aged 40 to 49 (57%), and ones teaching in elementary schools (45%) were most likely to receive support from their local school districts.

Table 3.
National Board Certification Status, All Teachers and by Region, Age, and School System Size, 2006 (%)

		Region				Age				School system size		
Certification status	All teachers	North-east	South-east	Middle	West	<30	30–39	40–49	50+	Large (25k+)	Medium (3k–<25k)	Small (<3k)
Achieved	7	8	8	5	6	3	9	7	6	8	7	5
Pursuing	4	6	5	2	2	12	4	4	2	4	4	2
Not pursuing	90	86	86	93	92	85	87	89	92	88	89	93

Note: Percentages may not total 100 because of rounding.

2. Teaching Experience

Entry into the Profession (Question 6)

2006

Of all the teachers teaching in 2006, 16 percent began full-time teaching within the past five years. This is a decrease from the 23 percent in this category in 2001. These figures could portend the level of teacher shortages in years to come, as fewer persons choose teaching as a career.

1966–2006

New teachers (those who have started teaching in the past five years) once composed one-third of all teachers (Table 4). Since 1981, however, the rate of entry of new teachers has been much lower and has shown diverging trends. From 32 percent in 1976, the percentage of all teachers starting within the past 5 years fell to 10 percent by 1986. From then until 2001, the percentage of new teachers increased on each survey, reaching 23 percent in 2001. However, the percentage has fallen again, with only 16 percent of the teachers in 2006 having started within the past five years.

Similarly, the percentages of experienced teachers also have fluctuated significantly. The percentage of teachers who entered the profession more than 20 years ago dropped sharply from 1966 (31%) to 1976 (17%), but rose steadily after that to a new high in 1996 (46%). It dropped slightly in 2001 (43%) and again in 2006 (39%). Still, this largest percentage of teachers, almost two in five, comprises the cohort that is (or will soon be) eligible for retirement.

Figure 3 shows the percentages of teachers entering the profession within the previous five years by geographic region. The regional differences are discussed below.

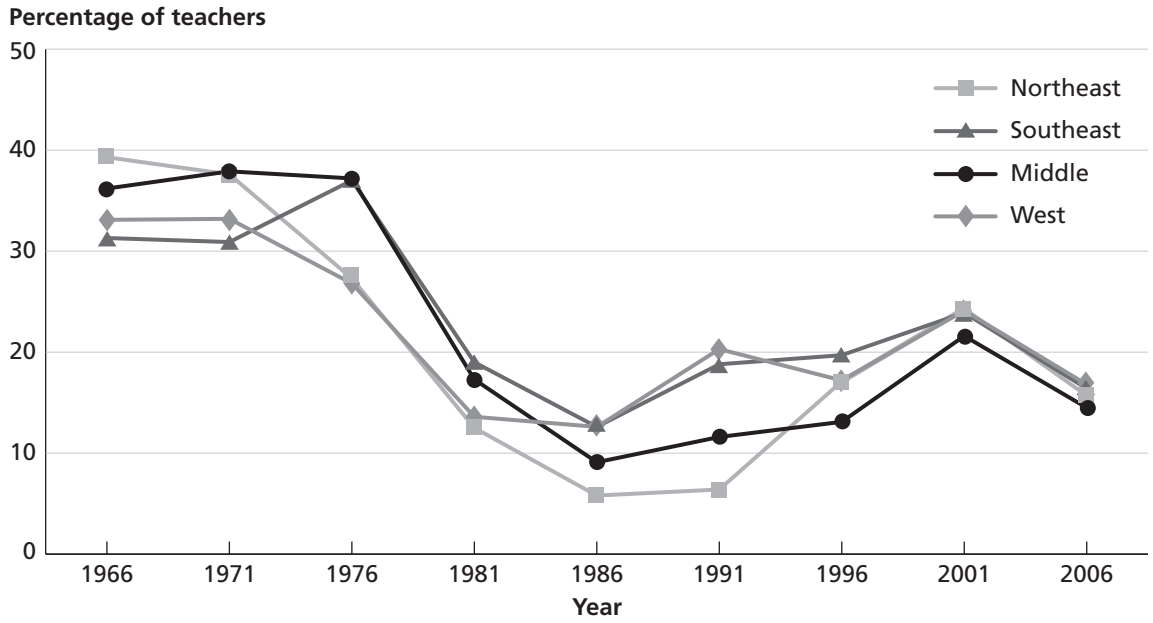
- In the Northeast, the percentage of teachers beginning full-time teaching during the previous five years fell steadily, from 39 percent in 1966 to 6 percent in 1986. It remained close to that level in 1991. The cohort of beginning full-time teachers had increased to 24 percent by 2001 but returned to 1996 levels (16%) by 2006.
- In the Southeast, the percentages were in the low to upper 30s until 1976, when a major decline began. The percentage bottomed out in 1986 (at 13%), rose until the 2001 survey (reaching 24%), but declined again on the 2006 survey (to 16%).
- The percentage of teachers entering the profession within the previous five years in the Middle region also ranged above 35 percent until 1981, when it declined to 17 percent. The decline continued until 1991 and 1996, when the percentages entering rose slightly over each of these periods. In 2001, the proportion rose more sharply, by 9 percentage points, but most of that gain was lost by 2006, when the proportion declined again to 15 percent.
- The West has also experienced a similar new-teacher pattern, except that the decline there was evident by 1976. Since 1986, though, the West has alternated between increases and decreases, concluding with a decrease in new teachers from 2001 to 2006 (from 24% to 17%).

Table 4.
Recency of Entry of Full-Time Teachers, 1966–2006 (%)

Entry time	1966	1971	1976	1981	1986	1991	1996	2001	2006
Within past 5 years	35	35	32	17	10	15	17	23	16
6–10 years ago	17	18	24	24	15	13	14	15	19
11–20 years ago	17	22	27	34	43	33	24	19	26
> 20 years ago	31	24	17	25	32	40	46	43	39

Note: Percentages may not total 100 because of rounding.

Figure 3.
Teachers Entering the Profession within the Previous Five Years, by Geographic Region, 1966–2006



Total Years of Teaching Experience (Question 7)

2006

On the 2006 survey, half of all teachers (50%) had 15 or more years of full-time teaching experience, 44 percent taught between 3 and 14 years, and 6 percent reported 2 years or less of full-time teaching experience. The mean number of years of full-time teaching experience in 2006 was 16.1.

1961–2006

The average number of years of full-time teaching experience for all teachers from 1961 to 2006 has ranged from 10 to 16 years (Table 5). The teaching force, which has maintained about the same level of experience since 1986, is as experienced as it has ever been during the 45 years of the survey.

- The percentage of teachers with less than five years of full-time teaching experience was fairly stable from 1961 to 1976, ranging between 27 and 33 percent. However, more recently this group has formed a much smaller proportion of the workforce (between 14 and 10 percent from 1981 through 1996). This cohort's representation in the workforce rose to 19 percent in 2001 but fell back to 14 percent in 2006.
- Teachers with 20 or more years of full-time teaching experience composed 28 percent of the workforce in 1961. This proportion declined steadily until it reached a low of 14 percent in 1976. Then, it began to increase to its all-time high of 38 percent in 1996 and 2001. It dipped slightly in 2006 (36%).
- The percentage of male teachers having 20 or more years of full-time teaching experience increased dramatically from the 10 to 13 percent range during 1961–1976 to more than double that in 1981 (28%). Increases of between 7 and 9 percent were reported in each survey cycle from 1981 until a high of 52 percent in this category was reached in 1996. However, this number declined to 45 percent in 2001 and dropped even more precipitously in 2006 to 34 percent (Table 6). The percentage of female teachers with 20 or more years of full-time teaching showed a downward trend from 1961 to 1976 (from 34% to 15%). However, it began a steady rise in 1981. The rate of increase began to level off after 1991 but still reached unprecedented high levels in 2001 and 2006 (36% and 37%, respectively).
- Although the percentage of elementary teachers with 20 or more years of full-time teaching experience

Table 5.
Years of Full-Time Teaching Experience, 1961–2006

Years of full-time teaching	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Percentages of teachers					
1	8	9	9	6	2	3	3	2	3	2
2	6	9	8	6	4	2	4	4	6	4
3–4	13	14	16	16	8	5	7	8	10	8
5–9	19	22	24	29	26	18	16	17	19	21
10–14	15	14	16	17	23	22	17	17	13	16
15–19	10	10	10	13	15	23	18	14	11	14
20+	28	21	18	14	22	28	35	38	38	36
					Number of years					
Mean	13	12	11	10	13	15	15	16	15	16
Median	11	8	8	8	12	15	15	15	14	15

Note: Percentages may not total 100 because of rounding.

Table 6.
Teachers with 20 or More Years of Full-Time Teaching Experience, by Selected Subgroups, 1961–2006 (%)

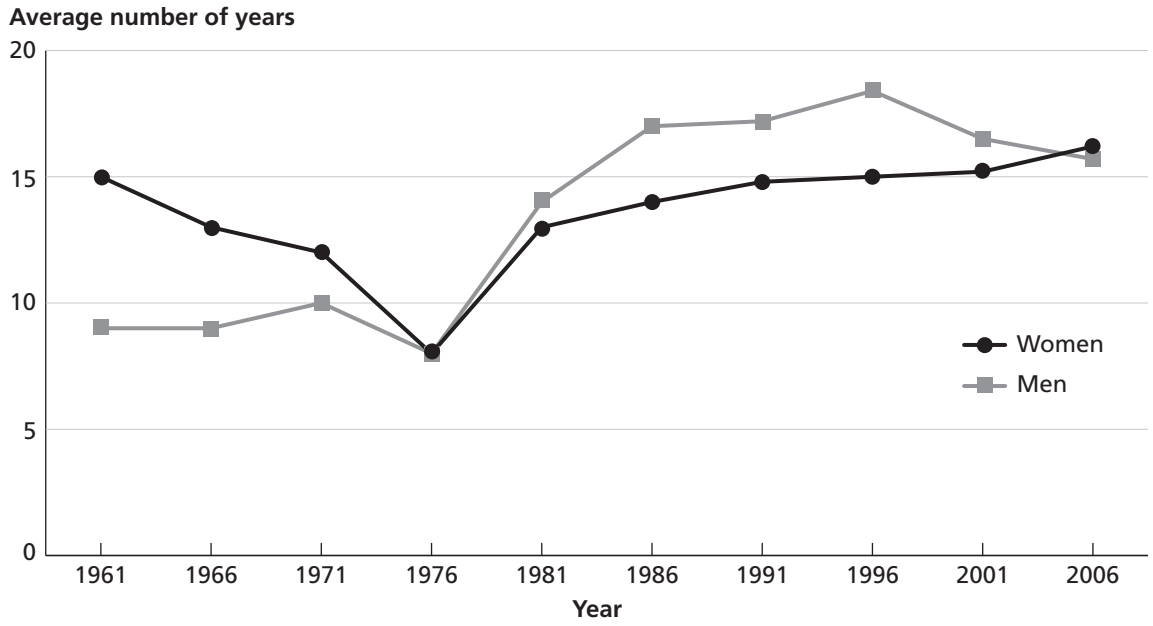
Subgroup	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
Males	13	10	12	12	28	36	45	52	45	34
Females	34	27	22	15	19	24	31	33	36	37
Elementary	32	27	23	18	22	25	33	34	36	36
All secondary	22	16	14	11	22	30	36	41	40	37

Note: Percentages may not total 100 because of rounding.

exceeded that of secondary teachers from 1961 through 1976, the percentages were equal in 1981. Since then, the percentage of secondary teachers has exceeded that of elementary teachers in this category, although the percentages were nearly identical in 2006 (37% and 36%, respectively).

- The gap between average years of teaching experience for males and females narrowed considerably between 1961 and 1976. In 1981, for the first time, the teaching experience of males exceeded that of females. This trend continued through 2001, with the gap widening and narrowing in alternate survey cycles. In 2006, both male and female teachers averaged 16 years of full-time experience (Figure 4).
- Teachers in small school systems, ones from the Northeast and West regions, those teaching at the senior high school level, and ones of minority ethnicity averaged 17 years of experience. Teachers from the Southeast averaged 15 years.

Figure 4.
Teachers' Average Years of Teaching Experience, by Sex, 1961–2006



Years of Teaching in Present System (Question 7)

2006

In 2006, 10 percent of all teachers had been teaching full time in their present school systems for 2 years or less, 53 percent had been teaching full-time in their present systems from 3 to 14 years, and 39 percent had been teaching full time in their present systems for 15 years or more. The mean number of years of full-time teaching experience in the teachers' present system in 2006 was 13.0.

1966–2006

The percentages of teachers who had been in their current system for 20 years or more began to rise in 1981, and that trend continued up to 2001, reaching a high of 27 percent. Slightly fewer than that (25%) reported teaching for as many years in their current system in 2006 (Table 7).

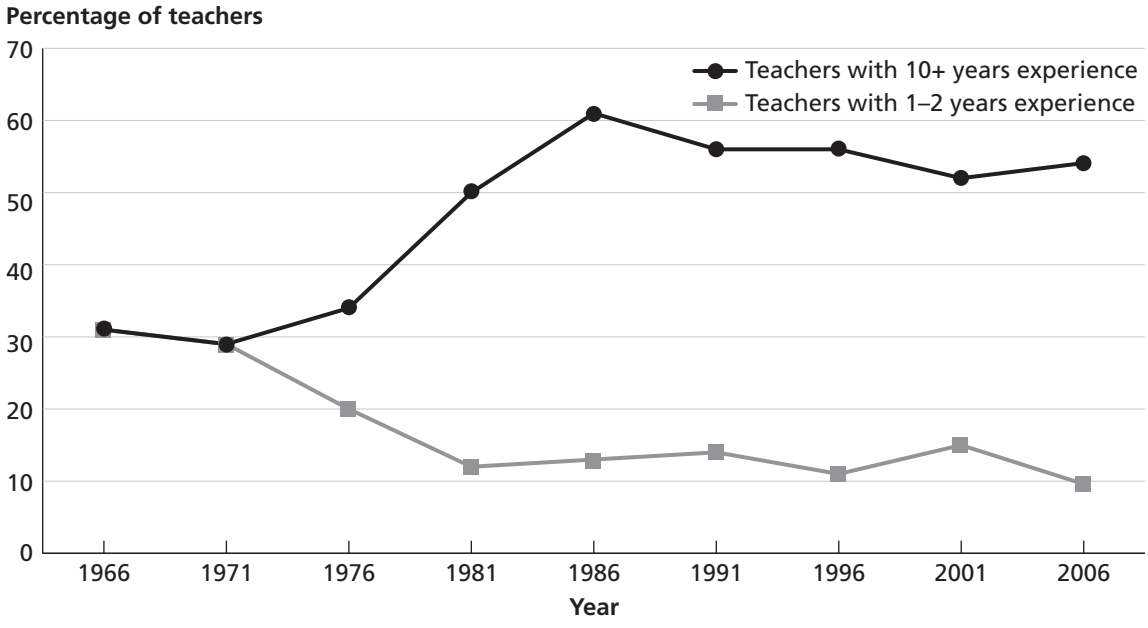
The cohort of all teachers who taught full time in their present systems for 2 years or less decreased from a high of 31 percent in 1966 to an all-time low of 10 percent in 2006. In contrast, the proportion of all teachers with 10 or more years of service within their present systems increased from the 29 to 34 percent range in 1966–1976 to a high of 61 percent in 1986. It has since stayed in the 52 to 57 percent range, with 55 percent in this group in 2006. These figures indicate stability in the teacher workforce inasmuch as, for the past 25 years, half or more of the teachers have remained with their school system for more than 10 years (Figure 5).

Table 7.
Years of Full-Time Teaching Experience in Present School System, 1966–2006

Years full time in present system	1966	1971	1976	1981	1986	1991	1996	2001	2006
				Percentages of teachers					
1	18	17	10	5	7	6	4	8	4
2	13	12	10	7	6	8	7	7	6
3–4	17	19	17	11	7	11	11	13	11
5–9	22	23	30	27	20	19	22	19	26
10–14	13	13	17	25	21	16	17	14	16
15–19	7	7	9	12	22	15	13	11	14
20+	11	9	8	13	18	25	26	27	25
				Number of years					
Mean	8	8	8	11	12	12	13	13	13
Median	5	5	6	9	12	11	11	10	10

Note: Percentages may not total 100 because of rounding.

Figure 5.
Prevalence of Teachers' Teaching 1–2 Years and 10+ Years in Present System, 1966–2006



From 1966 to 1981, all but one subgroup (small systems in 1971) trended downward in the percentages of teachers in their first two years of teaching in their present systems. At the same time, a mostly upward trend was evident in the percentages of teachers with 5 to 19 years in the same system (Table 8). From 1986 to 2001, the percentages of teachers in their first two years of teaching in their present system seemed to stabilize or increase slightly for most subgroups, but, across the board, there was a decrease from 2001 to 2006. The percentages of teachers with 5 to 19 years of service dropped in all subgroups in 1986, dropped more noticeably in 1991, and remained significantly below their 1986 levels through 2001. However, in all but one subgroup (large school systems), the 2006 survey shows an increase in these percentages to or above 1996 levels, especially among males and teachers in small systems. Those groups showed increases of 22 and 19 percentage points, respectively, from their 2001 figures.

Activities Last Year and Next Year (Question 59)

2006

Nine-tenths (90%) of all teachers in 2006 taught full time in their present school system the previous year (2004–2005), and 2 percent taught full time in another school system during that school year.

In the 2006–2007 school year, 94 percent of all teachers were teaching full time, either in the same school system, as in 2005–2006 (92%), or in another school system (2%).

1966–2006

Activities of teachers for the previous and following school years reported in the 1966–2006 surveys indicate the relative stability of the teaching force (Table 9).

Table 8.
Teacher Subgroups in Present Systems for Selected Ranges of Years of Experience in Same System, 1966–2006 (%)

Subgroup and year ranges	1966	1971	1976	1981	1986	1991	1996	2001	2006
Elementary									
1–2	27	27	18	12	13	14	10	15	8
5–19	44	43	54	65	64	48	55	48	57
Secondary									
1–2	34	29	21	11	12	14	12	16	11
5–19	39	45	55	64	62	51	50	41	52
Males									
1–2	31	25	16	8	10	13	11	14	10
5–19	44	48	60	66	60	44	43	35	57
Females									
1–2	30	30	21	13	14	14	11	16	9
5–19	41	42	53	65	64	52	55	47	55
Large systems (25k+)									
1–2	23	22	15	9	10	12	12	18	10
5–19	50	47	64	67	59	48	54	47	52
Medium systems (3k–<25k)									
1–2	32	28	16	11	12	14	12	14	9
5–19	41	45	57	66	63	54	50	47	56
Small systems (<3k)									
1–2	34	36	29	14	16	15	9	14	10
5–19	36	38	45	62	65	46	54	37	56

Table 9.
Activities for Previous and Following School Years, All Teachers, 1966–2006 (%)

Activity	1966	1971	1976	1981	1986	1991	1996	2001	2006
				Previous year					
Full-time teaching	87	88	91	95	95	93	96	94	92
Same system	81	84	88	93	92	90	94	91	90
Another system	7	4	3	2	2	3	2	3	2
Attending college full time	9	7	5	1	1	2	1	2	1
Military service	0	0	0	0	0	0	0	0	0
Nonteaching position	1	1	1	1	1	1	0	1	1
Homemaking/childrearing	2	2	2	1	2	1	1	1	1
Unemployed, seeking work	0	0	0	0	0	0	0	0	1
Retired	0	0	0	0	0	0	0	0	0
Other	1	1	1	2	2	3	2	3	1
				Following year					
Full-time teaching	91	89	91	89	93	93	94	94	94
Same system	86	85	87	87	90	92	91	92	92
Another system	6	5	4	2	3	2	2	2	2
Attending college full time	2	1	1	1	0	0	0	0	0
Military service	0	0	0	0	0	0	0	0	0
Nonteaching position	2	2	2	2	2	1	1	0	0
Homemaking/childrearing	3	3	2	2	1	1	1	1	1
Unemployed, seeking work	0	0	1	1	1	1	0	0	0
Retired	2	2	2	2	1	2	2	2	1
Other	1	1	1	2	2	3	3	2	1

Note: In 1991, the homemaking category included parental care. Percentages may not total 100 because of rounding.

Although the percentages have always been close (6 points or less), in 1981, for the first time, a larger percentage of teachers were teaching full time during the previous school year (95%) than planned to teach during the following school year (89%). This pattern was seen also in 1986 and 1996. In 1991 and 2001, both percentages were equal, and in 2006, the pattern reverted to what had been seen before 1981.

Comparing the previous and next school year's teacher activities at the five-year intervals between 1966 and 1996 reveals a steady decline in general teacher mobility. Those who had been teaching in another system in the previous school year represented 7 percent of the workforce in 1966. They decreased to 3 percent in 1976 and have been only 2 or 3 percent ever since. Since 1981, teachers' plans for the next school year have shown a similar pattern of low levels of mobility (remaining between 2% and 3%).

Number of Other States in Which Teachers Have Taught (Question 2)

2006

Another measure of teacher mobility emerges from the question, first asked in the 1986 survey, "In how many other states have you been a teacher?" In 1996, 72 percent had not taught in other states, 19 percent had taught in one other, 6 percent in two others, and 3 percent in three or more other states. That pattern has held relatively stable since then. In 2006, the percentages were 74, 19, 6, and 2, respectively.

In 2006, teachers were more likely to have taught at some time in another state if they were in large school systems, successively older age groups, the Southeast region, or teaching at the elementary or senior high school level.

3. Teaching Assignment: Staffing Patterns

Size of Classroom Teaching Staff (Question 5)

2006

In 2006, teachers were in schools with a mean of 51 classroom teachers, a slight increase over the 2001 figure (49).

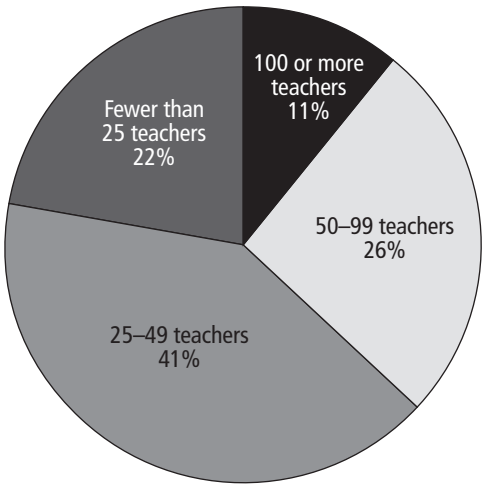
Figure 6 illustrates the distribution of teachers in schools of various sizes, as measured by the size of the teaching staff.

- By region, the means ranged from a high of 62 in the Northeast to a low of 42 in the Middle.
- Elementary schools had a mean of 34 teachers; middle or junior high schools, 54; and senior high schools, 81.
- On average, males taught in larger schools than females (means of 60 vs. 47 classroom teachers).

1961–2006

The percentage of teachers who reported a classroom staff of fewer than 25 per building decreased from 48 percent in 1961 to an all-time low of 22 percent in 2006 (Table 10).

Figure 6.
Distribution of Teachers, by Size of School Teaching Staff, 2006



Note: Percentages may not total 100 because of rounding.

The segment of the teaching workforce that reported 100 or more colleagues increased from 4 percent in 1961 to 8 percent in 1971. After a slight decrease to 6 percent in 1981, the segment has been growing steadily and reached 11 percent in 2006.

Table 10.
Number of Classroom Teachers in Schools, 1961–2006

Number of teachers	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Percentages of teachers					
Fewer than 25	48	44	37	37	39	36	27	26	26	22
25–49	33	33	34	33	36	34	39	39	38	41
50–99	15	17	21	22	19	22	25	26	26	26
100+	4	7	8	8	6	8	9	10	10	11
					Number of classroom teachers					
Mean	—	39	42	43	39	43	46	49	49	51
Median	—	27	31	31	30	32	35	36	36	40

Note: Percentages may not total 100 because of rounding.
— = data not available.

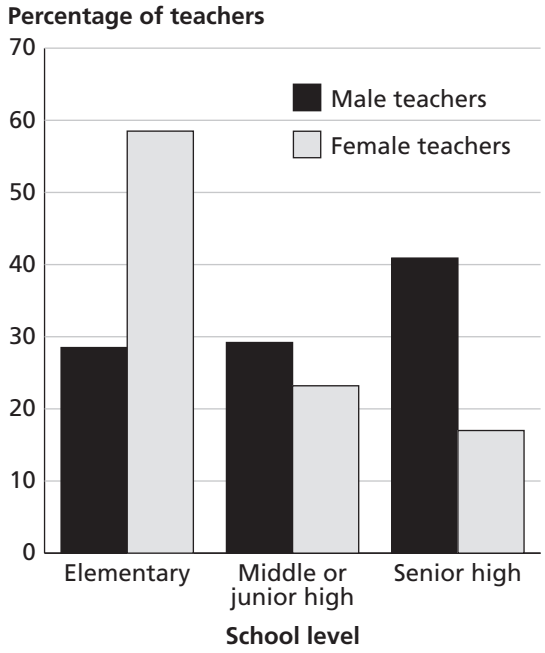
School Level Taught (Questions 17, 18b)

2006

Half (50%) of the respondents classified themselves as elementary teachers (including preschool); one-fourth (25%) said they were middle or junior high school teachers; and about another quarter (24%) responded that they were senior high teachers. About four-fifths (81%) of the respondents said they were regular classroom teachers; 10 percent said they were special education teachers; 3 percent said they served as instructional specialists or resource teachers; 2 percent were ESL or bilingual teachers; and less than 1 percent were substitute teachers. Three percent worked in some other capacity in the schools.

A much larger proportion of the female teacher workforce than of the male teacher workforce worked at the elementary level (59% vs. 29%). Conversely, a much higher proportion of male teachers than of female teachers worked at the senior high level (41% vs. 17%; Figure 7).

Figure 7.
Distribution of Teachers, by Sex and School Level, 2006



Note: Percentages may not total 100 because of rounding.

1966–2006

In the 40 years for which data are available, teachers who taught solely at the elementary level consistently made up the largest portion of teachers, ranging from 47 percent to 53 percent of the total teaching workforce (Table 11). In 2006, 50 percent of the teachers taught at the elementary level.

- The group of teachers at the middle and junior high level remained relatively stable in 1971 and 1976, at close to 20 percent, increased in 1981 to 27 percent, but returned to the levels of the 1970s by 1991 (20%). This group's representation increased slightly in 1996 to 23 percent, remained close to that level in 2001 at 22 percent, but showed a slight increase once again in 2006 to 25 percent.
- The proportion of the workforce self-reporting as senior high school teachers has fluctuated between 24 percent and 33 percent over the past 40 years but has been on a steady decline since reaching that high in 1981. In 2006, this segment returned to its 1966 low of 24 percent. (Note that the figures for 1981 shown in Table 11 are not comparable with those for other years, as that year's survey allowed respondents to place themselves into more than one category.)
- In 1996, substantially larger percentages of minority teachers than white teachers classified themselves as special education teachers (20% vs. 8%). This differential disappeared in 2001 (both groups reported 11%) but reappeared in 2006 (15% vs. 10%).
- The percentage of males teaching at the elementary level has increased by 25 percent since 2001 (29% in 2006 vs. 23% in 2001).

Table 11.
School Levels, All Teachers, 1966–2006 (%)

Level	1966	1971	1976	1981	1986	1991	1996	2001	2006
Elementary	53	49	49	49	47	50	48	53	50
Middle school/junior high	15	19	20	27	24	20	23	22	25
Senior high	24	26	25	33	30	30	29	25	24
Elem./secondary combination	2	1	1	—	—	—	—	—	—

Note: Percentages may not total 100 because of rounding or omission of a junior-senior high combination row.
In 1981, teachers could choose more than one category, so figures for that year are not comparable with those for other years.
— = data not available.

Grades Taught (Question 18a)

2006

In 2006, 52 percent of all teachers taught in one grade or in a combination of grades from prekindergarten (PK) through grade 6; 15 percent taught in grades 7–9, single or combination; 7 percent taught in grades 10–12; 8 percent reported teaching in an elementary and junior high combination; 16 percent taught in a junior high/senior high combination; and 1 percent taught in an elementary, junior high, and/or senior high combination (Table 12).

- Females were twice as likely as males (61% vs. 31%) to teach prekindergarten through grade 6; whereas males were more likely to teach at all other levels except the PK/elementary/junior high combination, where they were equally likely to teach (8%, each). However, because females composed more than two-thirds of the respondents, they outnumbered males in most situations: for example, they were 81 percent of the teachers in grades PK through 6, 63 percent in grades 7–9, and 48 percent in grades 10–12. (See detailed tables in Appendix B.)
- Teachers in the Southeast and West (60% and 57%, respectively) were more likely than those in the other two regions (Northeast, 45%; Middle region, 47%) to teach PK through grade 6 combinations.

Table 12.
Grade Levels Taught by All Teachers and by Sex, 2006 (%)

Level	All teachers	Males	Females
Prekindergarten (PK)–6	52	31	61
Grades 7–9	15	18	14
Grades 10–12	7	12	5
PK/elementary/junior high combination	8	8	8
PK/elementary/senior high combination	0	0	0
Junior high/senior high combination	16	28	11
PK/elementary/junior high/senior high combination	1	2	1
(Number responding)	(984)	(291)	(682)

Note: Percentages may not total 100 because of rounding.

Subjects Taught
(Questions 22a, 22b)

1961–2006

The relative apportionment of teachers among departmentalized subject areas has remained generally stable over the past 35 years. Among departmentalized elementary school teachers, the largest subject-area groupings have been English (39% in 2006), math (22%), and music (10%). The largest groupings among departmentalized secondary teachers have consistently been in English (28% in 2006), mathematics (20%), science (15%), and social studies (12%). Table 13 shows these statistics broken into elementary and secondary groupings. Except for elementary teachers in 1991, the percentages teaching English and math are higher than they have ever been, perhaps reflecting the increased emphasis on these subjects because of the testing requirements of the NCLB Act. The 39 percent teaching English at the elementary level in 2006 is only slightly lower than the 1991 high of 42 percent.

Table 13.
Subjects Taught by Departmentalized Elementary (1976–2006) and Secondary Teachers (1961–2006) (%)

Subject	1976	1981	1986	1991	1996	2001	2006
	Elementary						
Art	5	8	5	5	5	8	7
Computer science [a]	—	—	—	—	4	1	1
Drivers education	0	1	0	0	0	0	0
English	32	29	32	42	36	36	39
Foreign language	0	2	0	1	1	0	1
Health, physical ed.	11	10	16	12	6	12	8
Industrial arts	1	0	0	0	0	0	0
Mathematics	15	16	11	5	16	11	22
Music	7	16	9	15	12	12	10
Science	8	7	5	4	10	10	8
Social studies	8	6	5	5	6	4	1
Special education	13	5	14	11	4	3	1
Vocational education	1	0	0	0	0	0	0
Other	0	0	5	0	0	4	1
(Number responding)	(131)	(83)	(44)	(76)	(81)	(109)	(96)

(continues)

Table 13 (Continued).
Subjects Taught by Departmentalized Elementary (1976–2006) and Secondary Teachers (1961–2006) (%)

	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Secondary					
Agriculture	3	2	1	1	1	1	0	1	1	0
Art	2	2	4	2	3	2	2	3	3	3
Business education	8	7	6	5	6	7	4	4	2	1
Computer science [a]	—	—	—	—	—	—	—	2	3	3
Drivers education	0	—	1	1	1	1	0	1	0	0
English	19	18	20	20	24	22	22	24	22	28
Foreign language	4	6	5	4	3	4	4	5	5	4
Health, physical education	8	7	8	8	7	6	7	6	4	6
Home economics	5	6	5	3	4	3	4	2	2	0
Industrial arts [b]	6	5	4	4	5	2	3	1	0	0
Mathematics	11	14	14	18	15	19	16	17	18	20
Music	2	5	4	3	4	5	3	4	3	4
Science	12	11	11	13	12	11	15	13	15	15
Social studies	13	15	14	12	11	14	12	13	15	12
Special education	0	0	1	3	2	4	4	2	4	3
Vocational education	—	—	2	3	1	2	3	1	1	0
Other	1	2	1	0	1	1	1	5	3	0
(Number responding)	(778)	(1,088)	(707)	(670)	(619)	(463)	(487)	(581)	(593)	(377)

Note: Elementary teachers were not tabulated separately in 1961, 1966, and 1971.
Percentages for each subject may not total 100 because of rounding or omission of some subject areas.
[a] First appeared in 1996.
[b] Includes vocational education in 1961.
— = data not available.

Misassignment of Teachers (Question 20)

2006

In 2006, 81 percent of all respondents reported that they spent *none* of their teaching time in grades or subjects outside their major fields of college preparation; 7 percent reported spending less than 50 percent of their teaching time teaching grades or subjects for which they were academically unprepared. Another 4 percent reported spending between 50 and 99 percent of their time on such activities, and 7 percent reported spending 100 percent of their time outside their field of preparation (Table 14).

- White teachers were slightly more likely than minority teachers to be working in grades or subject areas that were the same as their fields of college preparation (82% vs. 78%, respectively).
- Teachers in the West region were much less likely than their counterparts in the other regions to be assigned in the grades or subjects of their fields of college preparation (74% vs. 86%, Middle, or 84%, Northeast and Southeast).

1961–2006

Misassignment of teachers is much less prevalent in 2006 than it was in 1961, as more teachers have reported spending no time teaching outside of their field of college preparation (see Table 14).

The proportion of teachers who were not assigned *outside* their field of college preparation at first showed an upward trend, rising from 69 percent in 1961 to 84 percent in 1981. The trend leveled out until 1996 and showed a very slight downward trend in 2001. The proportion was unchanged in 2006.

Table 15 shows the generally increasing assignment of teachers *within* their fields of college preparation, with the data broken out by subgroups of school level, sex, system size, and geographic region. Data for some subgroups are not available for 1961.

Table 14.
Teaching Time Spent Outside of College Preparation Area, All Teachers, 1961–2006 (%)

Percentage of time	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
None	69	70	77	81	84	83	84	83	81	81
< 50	17	13	7	7	6	7	6	7	7	7
50–99	8	8	7	6	5	5	5	5	5	4
100	7	8	8	6	5	5	5	5	6	7

Note: Percentages may not total 100 because of rounding.

Table 15.
Teachers Assigned within Area of College Preparation, by Selected Subgroups, 1961–2006 (%)

Subgroup	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
Elementary	74	75	78	86	89	89	89	87	86	84
Secondary	62	66	76	77	80	78	78	79	77	80
Males	61	61	69	74	80	78	77	78	75	80
Females	72	76	81	85	86	85	86	84	83	82
School system size (number of students enrolled)										
Large (25k+)	—	71	75	82	86	80	84	82	79	82
Medium (3k–<25k)	—	72	79	82	83	84	84	82	83	81
Small (<3k)	—	66	77	79	84	83	84	84	81	82
Northeast	—	73	85	84	88	87	89	83	84	84
Southeast	—	76	81	87	89	85	88	88	86	84
Middle	—	72	76	83	83	85	82	85	85	86
West	—	64	68	72	78	77	78	74	70	74

Note: Percentages may not total 100 because of rounding.
— = data not available.

- The percentages of teachers assigned within areas of college preparation have increased at both the elementary and secondary levels. For elementary teachers, the greatest shift occurred between 1971 and 1981, with the percentage of those properly assigned rising from 78 percent to 89 percent and remaining at that level until 1991. It has declined in the surveys since then (87% in 1996, 86% in 2001, 84% in 2006). For secondary teachers, the greatest change, an increase from 62 percent to 80 percent, occurred between 1961 and 1981. Since then, it has remained in the 78 to 80 percent range. Secondary teachers were less likely to be properly assigned than elementary teachers throughout the 40-year period.
- Throughout the duration of the study, female teachers have been more frequently assigned to the field of their college preparation than male teachers, but in 2006, the margin separating them was the smallest it has ever been (82% vs. 80%).

The 2001 and 2006 surveys included an additional measure of misassignment, asking teachers what percentage of total teaching time each week they spent teaching grades or subjects that were different from those of their teaching license. Measured in this way, the level of misassignment appears even smaller. Most of the teachers (90%) reported in 2001 and 2006 that they spent *no* time teaching in grades or subjects outside their teaching license. In 2006, 3 percent reported teaching less than 25 percent of their time outside the areas of their teaching license. Another 3 percent reported teaching grades or subjects that were different from those of their license between 25 percent and 99 percent of their time, and 4 percent reported spending 100 percent of their instructional time outside the field of their teaching license (Table 16).

- White teachers were slightly more likely than minority teachers to say that they spent *no* teaching time in grades or subjects different from those of their teaching licenses (91% vs. 86%). In 2001, the differences had been larger (91% vs. 81%).
- In 2006, there was very little difference by region (88% to 91%) among teachers who spent *no* teaching time in grades or subjects that are different from those of their teaching licenses. In 2001, the differences had been larger (90% to 93% for teachers in the Southeast, Middle, and Northeast regions vs. 84% for those in the West).

Table 16.
Teaching Time Spent Outside of Grade or Subject of Teaching License, All Teachers and by Race and Region, 2006 (%)

		Race		Region			
Percentage of time	All teachers	Minority	White	Northeast	Southeast	Middle	West
None	90	86	91	91	89	91	88
Less than 25	3	4	3	2	4	3	4
25–74	2	6	2	3	1	3	2
75–99	1	0	1	2	0	0	1
100	4	4	4	3	6	3	5

Note: Percentages may not total 100 because of rounding.

Teacher Aides
(Questions 29a, 29b)

2006

In 2006, 34 percent of all teachers received some assistance from a teacher aide, although in most cases the aides also assisted other teachers.

- By school level, 45 percent of the elementary teachers, 28 percent of the middle or junior high teachers, and 19 percent of the senior high teachers had teacher aide assistance.
- More female than male teachers reported having the assistance of an aide (37% vs. 28%). This difference could be explained by a greater percentage of women teaching at the elementary level, which is also the level at which most aides work.
- More teachers in medium-sized and small school districts (37%, each) reported having the services of a classroom aide than did those in large school districts (29%).

1971–2006

The percentage of teachers having some assistance from teacher aides increased between 1971, when these data were first collected, and 1976 (from 29% to 33%) but dropped to its original levels in the 1980s (28% in 1981 and 29% in 1986). In 1991, it rose to 31 percent, and since then it has fluctuated between 32 and 35 percent (34% in 2006; Table 17).

Except for 1971, the percentage of teachers having an exclusive aide has always been in the narrow range of between 8 and 10 percent. (It was only 5 percent in 1971.) The percentage of teachers sharing an aide declined from a high of 24 percent in 1971 to 18 percent in 1981, then rose gradually to near 1971 levels by 1996 (23%). 2001 saw a decrease to 20 percent, but there was a rebound in 2006 to 22 percent.

Table 18 shows the types of assistance that teachers who had aides received most frequently. Overall, though more teachers report having or sharing an aide in 2006 than in 2001, smaller percentages report receiving assistance from those aides than in 2001 in all areas.

In all survey years before 1996, teachers received secretarial help most frequently from their aides (between 62% and 75%). In 1996, however, larger proportions of teachers reported having had help with instruction and with assistance in the classroom environment (69% and 62%, respectively) than with secretarial help (57%). This pattern continued in 2001 and 2006, with the largest proportion of the teachers saying they received help with instruction, the next largest saying they received assistance in the classroom environment, followed by those reporting having had secretarial assistance (66%, 58%, and 43%, respectively, in 2006).

- Responses in 2006 indicate that teachers at all levels most frequently received help with instruction and assistance with the classroom environment. Middle or junior high school and senior high teachers were

much less likely than their elementary counterparts to receive help with instruction (59% and 51%, respectively, vs. 72%), and likewise for assistance with the classroom environment (48% and 53%, respectively, vs. 64%). There was a sizable decrease in the percentage of senior high school teachers reporting receiving secretarial assistance (from 67% in 2001 to 44% in 2006).

- Similarly, one-fourth fewer teachers at the middle or junior high school level reported receiving assistance with the classroom environment in 2006 (48% vs. 64% in 2001).
- In 2006, the largest proportion of teachers receiving help grading papers was at the senior high level, followed by teachers at the elementary level and the middle or junior high levels (44%, 32%, and 22%, respectively). Only half as many teachers at the middle/junior high level reported receiving assistance with grading papers (22%) in 2006 than did in 2001 (45%).
- In 1981, 30 percent of senior high teachers with aides received assistance with instruction from them. By 2001, this percentage increased to 57 percent, but it decreased somewhat to 51 percent in 2006. The percentage of senior high teachers receiving assistance with grading papers increased from 38 percent in 1981 to 61 percent in 1986 but decreased to 43 percent in 2001. It was still near that level in 2006 (44%). Teacher aides' assistance with classroom environment at the senior high level increased steadily from 1986, when it was 29 percent, to 55 percent in 1991, 57 percent in 1996, and 64 percent in 2001. In 2006, the percentage decreased to slightly below 1991 levels (53% vs. 55% in 1991). This was a sizable decline from 2001 levels, however.
- In 2006, *Assistance with language translation* was added as an area of assistance from classroom aides. Fifteen percent of all teachers reported help from their aides in this area. A quarter of teachers at the middle or junior high school level received this type of assistance from their aides, but only 40 percent of senior high teachers did so.

Table 17.
Teachers' Aide Assistance, 1971–2006 (%)

Level of assistance	1971	1976	1981	1986	1991	1996	2001	2006
Have own teacher aide	5	9	9	8	10	9	9	10
Share teacher aide	24	23	18	19	20	23	20	22
Both of above	1	2	1	1	1	3	3	3
Total having assistance	29	33	28	29	31	35	32	34

Note: Percentages may not total 100 because of rounding.

Table 18.
Types of Assistance Received from Teacher Aides, All Teachers with Aides, and by Level, 1971–2006 (%)

Type of assistance	1971	1976	1981	1986	1991	1996	2001	2006
All teachers with aides								
Instructional assistance	—	—	53	60	60	69	72	66
Small group discussion	34	59	—	—	—	—	—	—
Individualized instruction	33	59	—	—	—	—	—	—
Lunch duty assistance	39	29	35	31	32	38	43	36
Playground duty assistance	34	30	39	34	35	38	37	33
Secretarial assistance	69	70	73	75	62	57	53	43
Assistance with grading papers	—	—	54	56	48	45	39	31
Grading objective papers	40	50	—	—	—	—	—	—
Grading theme or essay papers	6	5	—	—	—	—	—	—
Preparation of instructional resources	27	30	30	30	39	38	39	32
Use of instructional resources	20	23	26	23	—	—	—	—
Assistance with classroom environment	32	40	54	55	55	62	66	58
Assistance with language translations[a]	—	—	—	—	—	—	—	15
Other	4	6	—	—	—	—	—	15
(Number responding)	(432)	(456)	(367)	(368)	(377)	(453)	(468)	(341)
Elementary school (including preschool) teachers with aides								
Instructional assistance	—	—	60	67	64	75	78	72
Small group discussion	41	70	—	—	—	—	—	—
Individualized instruction	39	69	—	—	—	—	—	—
Lunch duty assistance	46	35	41	39	37	46	53	46
Playground duty assistance	43	41	50	44	45	53	51	48
Secretarial assistance	63	67	71	73	60	55	53	48
Assistance with grading papers	—	—	58	59	47	45	37	32
Grading objective papers	42	52	—	—	—	—	—	—
Grading theme or essay papers	6	5	—	—	—	—	—	—
Preparation of instructional resources	28	33	29	31	42	43	42	38
Use of instructional resources	21	27	25	23	—	—	—	—
Assistance with classroom environment	36	44	59	63	56	64	67	64
Assistance with language translations[a]	—	—	—	—	—	—	—	14
Other	4	5	—	—	—	—	—	13
(Number responding)	(323)	(313)	(260)	(261)	(263)	(301)	(321)	(219)

(continues)

Table 18 (Continued).
Types of Assistance Received from Teacher Aides, All Teachers with Aides, and by Level, 1971–2006 (%)

Type of assistance	1971	1976	1981	1986	1991	1996	2001	2006
Middle or junior high school teachers with aides								
Instructional assistance	—	—	45	44	61	62	61	59
Small group discussion	—	—	—	—	—	—	—	—
Individualized instruction	—	—	—	—	—	—	—	—
Lunch duty assistance	—	—	27	16	27	30	22	19
Playground duty assistance	—	—	17	16	16	17	11	7
Secretarial assistance	—	—	78	74	57	53	41	33
Assistance with grading papers	—	—	52	42	65	42	45	22
Grading objective papers	—	—	—	—	—	—	—	—
Grading theme or essay papers	—	—	—	—	—	—	—	—
Preparation of instructional resources	—	—	35	32	27	30	28	19
Use of instructional resources	—	—	27	24	—	—	—	—
Assistance with classroom environment	—	—	45	38	57	63	64	48
Assistance with language translations[a]	—	—	—	—	—	—	—	25
Other	—	—	—	—	—	—	—	17
(Number responding)	—	—	(82)	(50)	(48)	(81)	(77)	(69)
Senior high school teachers with aides								
Instructional assistance	—	—	30	43	40	53	57	51
Small group discussion	—	—	—	—	—	—	—	—
Individualized instruction	—	—	—	—	—	—	—	—
Lunch duty assistance	—	—	11	8	11	11	16	16
Playground duty assistance	—	—	5	4	2	1	2	2
Secretarial assistance	—	—	87	84	78	70	67	44
Assistance with grading papers	—	—	38	61	42	50	43	44
Grading objective papers	—	—	—	—	—	—	—	—
Grading theme or essay papers	—	—	—	—	—	—	—	—
Preparation of instructional resources	—	—	32	18	35	27	36	22
Use of instructional resources	—	—	28	16	—	—	—	—
Assistance with classroom environment	—	—	41	29	55	57	64	53
Assistance with language translation[a]	—	—	—	—	—	—	—	4
Other	—	—	—	—	—	—	—	20
(Number responding)	—	—	(37)	(51)	(55)	(70)	(61)	(45)

Note: Percentages add to more than 100 because respondents could choose multiple answers. Secondary teachers were not tabulated separately in 1971 and 1976.
[a] Added to survey in 2006
— = data not available.

4. Teaching Assignment: Students

School Size (Question 4)

2006

In 2006, teachers taught in schools with an average of 818 students, a slight (2.6%) increase over 2001. A plurality of teachers taught in schools with 501 to 1,000 students (41%) and almost as many (37%) taught in schools with 500 students or fewer. The remainder taught in schools of more than 1,000 students (22%; Table 19).

- Teachers in the Northeast reported working in schools averaging 902 students. Schools in the West averaged 851 students; in the Southeast, 845 students; and in the Middle region, 693 students. The figure for the West represents a dramatic increase over 2001 (774).
- Males reported working in schools with greater numbers of students than did females (averaging 973 and 757 students, respectively).
- The largest differences in school size are seen across the various levels. Senior high school teachers reported working in schools averaging 1,391 students. Middle or junior high schools were next largest, with 817 students, and elementary schools were smallest, averaging 552 students. Whereas teachers in high schools reported a rather dramatic increase over 2001 figures in the number of students in their schools (up to 1,391 from 1,258), teachers at both middle or junior high schools and elementary schools reported slight decreases (from 828 to 817, and from 566 to 552, respectively).
- Teachers in large school systems worked in schools averaging a total of 1,011 students; those in medium-sized systems were in schools averaging 847 students; and teachers in small systems worked in schools averaging 558 students. All of these are increases over 2001 figures.
- Teachers under 30 years of age tend to teach in larger schools (averaging 916 students). Teachers 50 or more and between 30 and 39 taught in schools with student bodies of similar size (averages of 837 and 827, respectively), whereas teachers 40 to 49 tended to teach in schools with smaller numbers of students (775, on average).

When we consider which size-category of schools teachers at the elementary, middle, and high school levels are teaching in, we find slightly more than half (51%) of elementary teachers working in schools of 500 students or fewer. The same percentage of middle/junior high school teachers were working in schools of intermediate size (51%). However, we find nearly three-fifths (57%) of high school teachers working in the largest category of schools (greater than 1,000 students; see Table 19.)

Table 19.
School Size, All Teachers and Selected Subgroups, 2006

	Percentages of teachers in schools of varying size			Number of students	
Group/subgroup	**≤ 500**	**501–1,000**	**>1,000**	**Mean**	**Median**
All teachers	37	41	22	818	650
		Region			
Northeast	31	42	28	902	733
Southeast	29	49	22	845	700
Middle	48	36	16	693	550
West	37	40	24	851	650
		Sex			
Males	31	37	33	973	800
Females	39	43	18	757	615
		Race			
Minority	36	38	26	831	740
White	37	41	22	819	650
		Level			
Elementary	51	43	5	552	500
Middle/JHS	26	51	23	817	800
Senior HS	18	25	57	1,391	1,200
		School system size (number of students enrolled)			
Large (25k+)	25	43	32	1,011	800
Medium (3k–<25k)	33	42	25	847	673
Small (<3k)	56	38	6	558	480

Note: Percentages may not total 100 because of rounding.

Student Load
(Questions 21a, 22c)

2006

For teachers in nondepartmentalized elementary grades in 2006, the mean number of students per classroom was 22, up one from 2001 (21).

In 2006, the mean number of students that departmentalized teachers faced in the classroom each day was virtually unchanged from 2001, after a long-term decline. In 1986, this figure was 97; in 2001 and 2006 it was 86 and 87, respectively. Between 2001 and 2006, the average student loads diminished slightly in large and small school systems (from 89 and 82 students per day, respectively, to 87 and 80, respectively). The loads actually increased a bit in medium school systems (from 88 in 2001 to 91 in 2006). (See Table 23 below.)

1961–2006

The average class size for nondepartmentalized elementary teachers declined from 29 students in 1961 to 22 in 2006 (Table 20). Accompanying this decline was a corresponding increase in the proportion of teachers having fewer than 25 students per class, from 22 percent in 1961 to a high of 73 percent in 2001. There was a slight decrease in the proportion of elementary teachers with the smallest class sizes in 2006 to 70 percent.

From 1966 to 2006, the mean number of students in nondepartmentalized classrooms showed a general downward trend in systems of all sizes, from a range of 26 to 30 students to between 21 and 23 students (Table 21).

Table 20.
Class Size, Nondepartmentalized Elementary Teachers, 1961–2006

Class size	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Percentages of teachers					
<25	22	23	28	39	43	51	55	60	73	70
25–29	27	33	36	39	37	28	30	28	17	18
30–34	31	31	27	21	14	14	12	9	7	9
35+	19	13	8	2	6	7	3	3	3	3
					Number of students					
Mean	29	28	27	25	25	24	23	24	21	22
Median	30	29	27	26	25	24	24	23	21	21

Note: Percentages may not total 100 because of rounding.

Table 21.
Class Size, Nondepartmentalized Elementary Teachers, by School System Size, 1966–2006
(number of students enrolled)

System size (students enrolled)	1966	1971	1976	1981	1986	1991	1996	2001	2006
Large (25k+)									
Mean	30	29	27	26	25	23	24	22	22
Median	31	29	28	26	26	25	24	22	22
Medium (3k–<25k)									
Mean	29	27	25	25	24	24	24	22	23
Median	29	27	25	26	24	24	24	22	22
Small (<3k)									
Mean	26	26	24	25	22	22	22	20	21
Median	27	26	25	24	22	22	22	20	21

Although teachers in large systems consistently carried a heavier student load than those in medium and small systems through 1986, by 1981, the average student load in large systems was comparable with that in other systems. Student loads in small systems have always been the lowest; however, the margin of difference has shrunk considerably. This trend has continued through 2006.

The 20 years from 1961 to 1981 saw a slow but marked decrease in class size for secondary and departmentalized elementary teachers, with the mean number of students falling from 27 in 1961 to 23 in 1981 (Table 22). After 1981, the number of students per class began to rise again, reaching 31 in 1996, before falling slightly to 28 in 2001 and remaining about the same in 2006 (29).

- The 40-year trend in the average number of students taught per day for secondary and departmentalized elementary teachers decreased from 132 in 1966 to 93 in 1991. After very little movement from 1991 to 1996, the mean number of students taught per day declined again to 86 per day in 2001 and remained at about that level in 2006 (87; Table 23).
- The percentage of teachers reporting contact with fewer than 100 students per day took a dramatic uptick between 1981, when one-quarter of teachers taught fewer than 100 students per day, and 1986, when 45 percent of teachers said they had that few daily student contacts. That percentage continued to increase gradually (reaching 51% in 1996) until another, albeit more modest, spike was seen in 2001, to 58 percent. That percentage remained unchanged in 2006.

Table 22.
Class Size, Departmentalized Teachers (Secondary or Elementary), 1961–2006

Class size	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Percentages of teachers					
<20	18	21	16	22	29	39	43	32	41	37
20–24	21	19	22	21	25	20	20	20	20	21
25–29	28	29	31	29	29	20	18	19	15	18
30–34	24	21	23	19	11	10	8	11	9	9
35+	10	11	8	9	6	12	11	18	15	16
					Number of students					
Mean	27	27	27	25	23	26	26	31	28	29
Median	27	27	26	25	24	22	21	24	21	23

Note: Percentages may not total 100 because of rounding.

Table 23.
Students Taught per Day, Departmentalized Teachers (Secondary or Elementary), 1966–2006

Students/day	1966	1971	1976	1981	1986	1991	1996	2001	2006
				Percentages of teachers					
<100	22	15	22	25	45	49	51	58	58
100–124	20	24	23	25	19	19	16	17	18
125–149	23	27	23	29	17	17	16	10	11
150–174	19	21	19	15	13	9	11	8	9
175–199	8	5	8	5	3	3	3	3	2
200+	9	7	4	2	4	3	4	4	3
				Number of students					
Mean	132	134	127	118	97	93	94	86	87
Median	130	130	125	123	105	100	97	80	85

Note: Percentages may not total 100 because of rounding.

- Departmentalized teachers taught declining average numbers of students per day from 1966 to 1981 in all systems, regardless of their size (Table 24). However, 1986 brought about a particularly striking change because, numerically, the decreases in the five-year period between 1981 and 1986 equaled or exceeded the total decreases in the 15-year period from 1966 to 1981 in all system sizes. Decreases continued in the large and medium-sized systems in 1991; small systems experienced a slight increase. In 1996, the largest categories of school systems saw minor increases in the averages for those systems, whereas the averages for small systems began to decline once again. In 2001, large and medium-sized school districts saw sizable decreases in average students taught per day; the figure for small systems dipped slightly, as well. In this most recent survey, medium-sized systems actually increased somewhat in average students taught daily (91), whereas large and small systems continued to decline in average daily students (87 and 80, respectively).

  Over the first five administrations of the *Status* survey, there was a marked difference between all three system sizes, with teachers in larger systems showing a higher mean for students taught per day, smaller systems showing the lowest number, and medium-sized systems somewhere in between. Since the 1991 survey, though, large and medium-sized systems have been very close. Before the 2001 survey, they were still substantially different from small systems, which taught fewer students per day; however, that gap narrowed somewhat in 2001. In 2006, the mean number of students taught per day in medium-sized districts rose slightly and, for the first time, surpassed the mean in large districts. Because of this increase in the average number of students taught daily in medium-sized districts, the gap between them and small districts has also increased from 6 more students in 2001 to 11 more in 2006.

Type of Community (Question 3)

2006

In 2006, 28 percent of all teachers described the community around their school as urban (16%, inner core of city; 11%, other part of city); 33 percent described it as suburban; and 40 percent characterized it as small town or rural (24% and 16%, respectively).

- Employment in suburban communities was more common for teachers in the Northeast and Middle regions (39 and 35%, respectively) than it was for those in the Southeast (27%). Teachers in the Southeast most commonly reported teaching in a small town or rural area (46%). Teachers in the West were most likely to report teaching in an urban area (33%), whereas those in the Northeast were least likely to do so (22%).
- Teachers from large systems were more likely than not to describe their locations as urban (60%), and teachers from small systems were highly likely to say that they were in small town or rural areas (79%). Teachers in medium-sized systems were most likely to report their location as suburban (42%).

Table 24.
Students Taught per Day, Secondary and Departmentalized Elementary Teachers, by School System Size, 1966–2006 (number of students)

System size	1966	1971	1976	1981	1986	1991	1996	2001	2006
Large (25k+)									
Mean	144	141	135	126	108	96	98	89	87
Median	145	140	140	125	125	100	100	84	85
Medium (3k–<25k)									
Mean	137	137	128	120	97	95	96	88	91
Median	132	135	125	125	105	100	100	81	90
Small (<3k)									
Mean	122	125	118	110	85	88	85	82	80
Median	120	120	118	110	82	90	83	80	80

- Minority teachers (58%) were much more likely than white teachers (23%) to report that their school was in an urban area: 42 percent of minority teachers reported working in schools in core urban areas; a much smaller proportion of white teachers, only 13 percent, said the same. There was only a small difference between minority and white teachers whose schools were located in cities but outside the urban core (16% and 11%, respectively), and essentially no difference with regard to rural areas (14% and 16%, respectively). White teachers were much more likely than their minority colleagues to report their schools as located in suburbs (35% vs. 15%) and small towns (25% vs. 13%).
- The youngest teachers were more likely to be found in suburban areas (42%), as opposed to between 30 and 37 percent of teachers in the other age groups. Teachers 30 and older were more likely to be found teaching in rural or small town areas (between 39% and 43%) than teachers less than 30 (25%).

1971–2006

An almost identical percentage of the teaching force worked in urban schools in 2006 as in 1976, and a larger percentage worked in suburban schools. The segment of teachers employed in urban communities decreased from 34 percent in 1971 to 22 percent in 1986; increased in 1991 (25%) and again in 2001 (30%); and declined only slightly in 2006 (28%). Over the same time frame, the group of teachers reporting employment in rural or small-town areas increased from 41 percent in 1971 to 51 percent by 1981, but fell to 40 percent in 2001 and remained at that level in 2006—roughly the same as in 1971. The cohort of teachers in suburban communities has fluctuated over the past 35 years from 24 percent in 1971 to a high of 33 percent in 2006 (Table 25).

Table 25.
Types of Communities in Which Schools Are Located, All Teachers, 1971–2006 (%)

Community type	1971	1976	1981	1986	1991	1996	2001	2006
Urban	34	27	23	22	25	25	30	28
Suburban	24	28	26	29	30	28	30	33
Small town/rural	41	46	51	49	45	47	40	40

Note: Percentages may not total 100 because of rounding.

5. Teaching Assignment: Hours

Weekly Workload (Questions 23, 25, 26a, and 26b)

The questions relating to a teacher's workload varied considerably throughout the 50-year span of this survey.

In 1961, teachers reported weekly workload by length of the required school day, and they listed time spent in various categories of assigned activities other than scheduled classroom teaching. These data are *not* included in most of the overall examinations of trends, however, because they do not contain subgroup breakdowns that are comparable with the later versions of the *Status* questionnaire. [4]

In 1966, teachers responded to questions about weekly workload in two categories: length of required school day and time spent on noncompensated activities, such as lesson preparation and paper grading. Because it is again not possible here to distinguish instruction-related activities from noninstructional ones, data from this administration of the survey are *not* included in most of the trend discussions.

In the 1971 and 1976 surveys, questions relating to weekly workload covered only three elements: length of required school day, time spent on other compensated duties, and time spent on noncompensated activities. The survey considered lesson preparation and paper grading as noncompensated activities. Data from these surveys *are* included in the trend analyses.

Between 1981 and 2006, the survey considered four components in interpreting the weekly workload of public school teachers. The first two focused mainly on instruction. One was length of the required school day. The other was hours spent after the required workday on instruction-related activities, such as lesson preparation and paper grading. The second two related to noninstructional activities. One was additional hours spent after the required school day on *compensated* noninstructional activities, such as coaching. The other was time spent in addition to required hours on *noncompensated* noninstructional activities, such as bus duty and club advising.

Required Workweek

2006

The average length of the required school day for all teachers in 2006 was 7.4 hours (7 hours, 24 minutes). Thus, the average school workweek for all teachers was 37 hours.

- Teachers in the Northeast averaged a workweek of 36 hours (a school day of 7.2 hours). This is slightly less than teachers in the other three regions worked. Teachers in those regions all indicated workweeks of 37.5 hours, or a workday of 7.5 hours.
- Teachers in small school systems averaged slightly longer required workdays of 7.6 hours (7 hours, 36 minutes) than did those in large or medium systems (7.4 hours, each).

1961–2006

The average length of teachers' required school week has remained relatively stable over the course of the *Status* survey at 36 or 37 hours (Table 26).

- After maintaining a relatively stable rate from 1961 through 1981 (between 15% and 17%), the group of teachers having a required workweek of less than 35 hours fell to 10 percent. It rebounded over the next three survey administrations to 15 percent by 2001 but again declined in 2006 to 10 percent.
- The proportion of teachers having a required workweek of 35.0 to 37.5 hours dropped from 41 percent in 1981 to 36 percent in 1986 and dropped even further to 29 percent by 1996. After a modest rebound in 2001 to 33 percent, the percentage fell slightly in 2006 to 31 percent.
- In the same period, the percentage of teachers working from 37.5 to 39.9 hours has fluctuated but risen overall. Starting at 30 percent in 1966, it rose to 41 percent in 1996, slipped to 35 percent in 2001, and was about the same in 2006, at 36 percent.
- Between 1986 and 2001, the cohort of teachers with a 40-hour workweek had been relatively stable (at 16% to 17%), but that cohort rose in 2006 (to 22%).

[4] For example, perhaps in keeping with the long prevalence of K–8 elementary education, the 1961 survey included data from grades 6, 7, and 8 within the elementary school category). In addition, rather than distinguishing between compensated versus noncompensated instructional and noninstructional activities, as the later surveys do, the 1961 survey collected data in a "miscellaneous activities" category.

Table 26.
Required Hours per Week, All Teachers, 1961–2006

Hours/week	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Percentages of teachers					
<35	15	17	16	17	15	10	12	13	15	10
35.0–39.9	72	69	72	70	74	73	72	70	68	68
(35.0–37.49)	—	(39)	(38)	(40)	(41)	(36)	(36)	(29)	(33)	(31)
(37.5–39.9)	—	(30)	(34)	(30)	(32)	(38)	(36)	(41)	(35)	(36)
40+	14	15	11	13	11	17	16	17	17	22
					Number of hours					
Mean	37	37	37	36	37	36	36	36	37	37
Median	38	37	36	36	36	37	37	37	38	38

Note: Percentages may not total 100 because of rounding.
— = data not available.

The size of school systems and their geographic location typically have been important factors in relation to length of the required school week (Table 27).

- On all previous surveys, the length of the required school week was inversely related to the size of the school district. Thus, teachers in larger systems were up to twice as likely as teachers in medium or small systems to have shorter workdays. As of the 2006 survey, however, this had changed. Some 14 percent of teachers in both large and small systems reported workweeks of fewer than 35 hours, whereas 11 percent in medium-sized systems did so.
- At the other end of the school-week-length spectrum, we see the opposite correlation. That is, teachers in small school systems were more likely to have workweeks of 40 or more hours from 1966 until 1991. In 1996, the percentages of teachers working longer weeks were quite similar between medium and small systems (21% and 19%, respectively), whereas it was much smaller in large systems (10%). By 2001, it was identical (19%, each). In the 2006 survey, large and medium school systems were most similar in percentage of teachers working longer weeks (22% in large districts and 19% in medium), but small systems once again were highest in this area (28%). These figures represent dramatic increases over 2001 among teachers in both large and small school systems who work 40 or more hours each week (up 10 and 9 percentage points, respectively).
- In every survey administration, larger percentages of teachers in the Northeast have been far more likely to report required workweeks of less than 35 hours than have teachers in other geographic regions. Although percentages in the other regions have never exceeded 14 percent, in the Northeast, 20 percent of teachers had this work schedule in 1986 and 2006, and between 31 percent and 41 percent were in this group in all other survey years. Except in 1966, the Southeast has had the lowest percentage of teachers reporting a shorter workweek.
- Teachers in the Middle region were most likely to report workweeks of 40 hours or more from 1966 through 1976. For the next three survey administrations (1981, 1986, and 1991), teachers in the West were atop this category. These two regions exchanged the two top places in 1996, but in both 2001 and 2006, the West once again had the most teachers working the longest weeks.

Table 27.
Selected Workweek Hours, Teacher Subgroups, by System Size (numbers of students) and Region, 1966–2006

Subgroup	1966	1971	1976	1981	1986	1991	1996	2001	2006
Fewer than 35 hours									
Large systems (25k+)	27	26	27	23	17	16	21	22	14
Medium systems (3k–<25k)	13	13	15	14	8	11	9	13	11
Small systems (<3k)	14	12	13	11	6	10	11	11	14
Northeast	34	31	41	36	20	32	41	38	20
Southeast	14	11	10	6	3	4	6	4	3
Middle	12	12	11	13	11	13	11	8	8
West	8	12	10	8	7	6	10	8	9
40 or more hours									
Large systems (25k+)	7	7	4	4	6	10	10	12	22
Medium systems (3k–<25k)	13	10	13	10	20	14	21	19	19
Small systems (<3k)	23	19	20	19	22	24	19	19	28
Northeast	3	3	3	4	1	0	3	3	5
Southeast	10	8	5	3	6	10	14	11	17
Middle	26	21	23	14	23	19	27	22	26
West	17	10	16	20	28	29	17	30	37

Instruction-related Activities

2006

In 2006, teachers spent an average of 10 hours weekly *after* the required workday on instruction-related activities such as lesson preparation and paper grading.

- Teachers in the Northeast spent the least amount of time of all subgroups (8.7 after-work hours per week). This was a full hour less than did those in the Middle region (9.7 hours), and almost two hours less than teachers in the West (10.5 hours).
- Middle or junior high school teachers reported the second lowest amount of time spent on instruction-related activities (8.8 hours). This was an hour less than their colleagues in elementary schools (9.8 hours) and more than an hour less than their senior high school colleagues worked (10.1 hours).
- Teachers aged 30–39 years spent about an hour less time on instruction-related activities (9.1 hours) than the overall average, which was also less than teachers in the other age groups spent (under 30, 9.8 hours; 40–49, 9.7 hours; and 50 and over, 9.6 hours).
- Male teachers also spent about an hour less on these activities than did the average teacher (9.1 hours) and than did female teachers (9.8 hours).

1976–2006

The length of time teachers spent after the required day on instruction-related activities alternated between 9 and 8 hours in successive survey cycles between 1976 and 1996. In both 2001 and 2006, the average was 10 hours. From 1976 to 1981, the time spent on these duties dropped in every subgroup to all-time lows: by an hour or more for teachers in medium-sized systems, in all regions except the West, for male and elementary school teachers, and for teachers aged 30–39. However, in the next survey cycle (1986), this trend reversed. Every subgroup reported spending *increased* time on instruction-related activities, with most subgroups (13 of 18) reporting increases of more than an hour. The largest increase was among

minority teachers (up from 7.4 hours to 9.7 hours). Only junior high school teachers and ones under 30 did not significantly increase the amount of time they spent on these after-school instructional activities.

Another general increase in time spent in this area took place in 1996, when all subgroups except male teachers reported increases. Yet another such increase took place in 2001, when all subgroups reported more time spent on instruction-related activities, except ones teaching at the junior high level (these maintained the same number of hours spent) and minority teachers (who reported a full hour decline in the amount of time spent). The 2006 survey yielded another mixed bag of increases and decreases. Overall, the amount of time teachers spend on instruction-related activities after the normal workweek has generally increased.

- For the most part, teachers in small school systems have reported spending the least time (by at least half an hour) on instruction-related activities after the required workweek in every survey cycle. The exceptions were in 1976 and 1981, when teachers in medium systems were very close to or tied with those in small systems. However, in 2006, teachers in all school systems reported spending about the same amount of time on these activities (9.7, 9.6, and 9.5 hours in large, medium, and small systems, respectively).
- In 1976, in all regions, teachers' reports of time spent on after-school instructional activities fell within about a half-hour span. Teachers in the Northeast were highest at 8.9 hours; teachers in the West logged the fewest hours, 8.5. Since then, however, teachers in the West have generally reported the greatest amount of time spent on instruction-related activities. In 2001, these teachers just barely fell behind those in the Northeast (10.1 hours vs. 10.2 hours, respectively), but the West region teachers were again highest reporting in 2006. Teachers in the Northeast reported a 1.5-hour drop for time spent on these activities between 2001 and 2006 (from 10.2 hours to 8.7 hours).
- The survey did not report data by racial category in 1971 or 1976. Starting in 1981 it did so, and the lead in time spent on instruction-related activities alternated in each cycle between white and minority teachers until 2001. In 2006, for the first time, the same group of teachers reported the highest number of hours for two cycles in a row (whites, 9.7 hours; minorities, 9.1 hours).
- By age, the oldest teachers reported the most time spent weekly on instruction-related activities; the exceptions occurred in 1991, when teachers aged 40–49 reported a narrow margin over their older colleagues (8.9 hours vs. 8.7 hours), and in 2006, when the youngest teachers reported this same amount of difference in time spent (9.8 hours vs. 9.6 hours). In addition, the oldest and youngest teachers have put in similar numbers of hours on instruction-related activities after school. In only two survey cycles were there more than one- or two-tenths of an hour difference in the average hours these groups spent.
- Female teachers reported spending more time on instruction-related activities than did males in all of the years for which data on these activities are available (except in 1991, when they reported equal times). The largest disparities were in 1996, when women reported spending 9.7 hours after their normal hours on these activities, whereas men spent only 8.4 hours. Again in 2001, women averaged an additional hour over their male counterparts (10.2 hours vs. 9.1 hours). This gap narrowed slightly in 2006 (9.8 hours vs. 9.1 hours, respectively).
- In all survey years except 1996 and 2001, teachers at the senior high level reported the most after-workweek hours spent on instruction-related activities. In 1996, teachers at all levels reported spending an average of 9.4 hours on these activities, and in 2001, elementary school teachers spent the most time in this area (10.3 hours vs. 9.4 for junior high or middle school teachers and 9.7 hours for senior high school teachers).

Compensated Noninstructional Activities

2006

In 2006, teachers who reported involvement in compensated noninstructional activities after the required school day (e.g., coaching) spent an average of 5.2 hours per week on such duties. Within subgroups, teachers spent significantly varying amounts of time per week on compensated activities:

- Teachers in senior high school spent much more time on compensated noninstructional activities (7.3 hours) than did middle or junior high school teachers (5 hours) and elementary teachers (3.9 hours).
- Males reported spending far more time than did females (6.6 hours vs. 4.5 hours).

- Teachers under age 30 spent more time (6.9 hours) than did those ages 30–39 (5.4 hours) and 40–49 and 50 and above (5.1 hours, each).
- Minority teachers spent 2 hours per week more than did their white counterparts on compensated noninstructional activities (7.1 hours vs. 5.0 hours).
- By region, teachers in the Southeast spent the most time on compensated noninstructional activities (5.8 hours). There was very little difference in time spent on these activities among teachers in the other regions (West, 5.2 hours; Northeast, 5.1 hours; and Middle, 5.0 hours).

1976–2006

Since 1971, *Status of the American Public School Teacher* has reported comparative data on compensated hours that teachers expended after the required workday on noninstructional activities, such as coaching. The proportion of all teachers reporting compensated hours decreased between 1971 and 1991 (from 41% to 30%). This proportion rose slightly in 1996 (to 34%), stayed near that level in 2001 (33%), but rose again in 2006, returning to near-1971 levels (39%).

Of the teachers being compensated for noninstructional activities performed after the required workday, the average number of after-school hours spent in these activities increased dramatically from a low of 6 per week in 1971 to a high of 10 in 1976 (Table 28). Most of that increase disappeared over the next 5 years, as the average declined to 7 hours in 1981 and remained at that level in 1986. After a 1-hour decline to 6 hours in 1991, the number of hours expended after the required workday on noninstructional activities stabilized through 2001 but took another 1-hour dip to 5 hours in 2006.

Overall, the survey has recorded significant declines in the amounts of time spent after the required workday on noninstructional activities by teacher subgroup, even activities for which teachers receive compensation. These declines might reasonably be construed as the result of budgetary constraints, the increasing emphasis in recent years on testing for core academic skills, or both.

- Historically, teachers in small school systems have reported spending more time on compensated noninstructional activities than teachers in larger systems (except in 1986, when teachers in small and medium-sized school systems reported the same amount of time: 7.2 hours, each). In 1996, small-system teachers reported working up to 2.2 hours longer than others did (7.2 hours vs. 5.0 among teachers in large systems and 5.1 hours among those in medium systems). The average for teachers in all regions has declined, however, by at least 4.0 hours between 1976 and 2006: from 9.9 hours to 5.5 hours in small systems, from 9.6 hours to 5.0 hours in medium systems, and from 9.3 hours to 5.3 hours in large systems.
- Each of the regions has reported the highest amount of hours spent on noninstructional activities after the required workday at one time or another since 1975. In that year, all-time highs of between 9.0 and 11.0 hours were reported in all regions. Although the amount of hours has varied from region to region and within region over the course of the *Status* survey, hours reported in 2006 were the lowest they have ever been in all regions except the Southeast, whose figure was just one-half hour longer than the all-time low for that region of 5.3 hours, reported in 2001. The total decline across all regions has ranged from about 4.0 hours in the Northeast and Middle regions (from 9.1 hours to 5.1 hours and from 8.9 hours to 5.0 hours, respectively) to more than 5.0 hours in the West and Southeast regions (from 10.4 hours to 5.2 hours and from 10.9 hours to 5.8 hours, respectively).
- Minority and white teachers reported spending about the same amount of time on compensated noninstructional activities in 1991 and 2001 (6.3 hours and 6.0 hours for minority teachers; 6.4 hours and 5.8 hours for white teachers, respectively). In all other years, however, the differences were much greater. Most often, minority teachers reported spending more time on these activities than did their nonminority counterparts; 2.0 hours more in 2006 (7.1 hours for minority teachers vs. 5.0 hours for white teachers). The decline in hours spent has not been as dramatic when viewed by race as that seen for other subgroups. Among white teachers, an overall decline of 2.0 hours took place (from 7.0 hours in 1981 to 5.0 hours in 2006). Among minority teachers, the decline has been even smaller (from 7.8 hours in 1981 to 7.1 hours in 2006). (Data were not reported by racial category in 1976.)
- Male teachers have always reported spending greater amounts of time on after-school noninstructional activities than have female teachers, usually about 3.0 or 4.0 hours more. In 1991, however, the gap was more than 5.0 hours (9.2 vs. 4.0). That gap has narrowed greatly since then, with only 2.1 hours separating the sexes in the last survey. However, the

Table 28.
Compensated Hours Teachers Expended per Week on Noninstructional Activities, 1971–2006

Hours	1971	1976	1981	1986	1991	1996	2001	2006
				Percentages of teachers				
<4	26	30	41	45	51	52	50	82
4–6	38	20	21	19	18	17	19	7
7–9	13	5	5	4	6	4	6	1
10–12	15	22	14	12	10	12	11	8
13–30	8	23	18	19	16	15	13	2
				Number responding				
Number	(634)	(336)	(300)	(339)	(406)	(456)	(490)	(370)
				Number of hours				
Mean	6	10	7	7	6	6	6	5
Median	5	7	5	5	4	3	4	3

Note: Percentages may not total 100 because of rounding.

same overall decrease in time spent on these activities applies within this subgroup, as well. Whereas male teachers reported spending 11 hours a week in this area in 1976, by 2006 they reported only 6.6 hours. Similarly, female teachers were reporting 7.4 hours in 1976 but only 4.5 hours in 2006.

- In all but two survey years, the youngest teachers reported the most time spent after the required workweek on compensated noninstructional activities. In those years (1981 and 1996), teachers aged 30–39 reported the most hours, but teachers under 30 were second highest (7.9 vs. 6.7 hours, respectively, in 1981; and 7.6 vs. 7.0 hours, respectively, in 1996). Here, too, time spent in this sphere of activity declined substantially for most age groups, with teachers 30–39 reporting the greatest declines (from 9.8 hours in 1975 to 5.4 in 2006). The oldest teachers reported a similar decrease, from 9.1 hours to 5.1 hours over that same time span. The youngest teachers reported 10.3 hours on these activities in 1976 and were down to 6.9 hours by 2006, but even at that level, they remained the leaders in time spent after school on these activities. Teachers 40–49 reported the smallest drop in time spent, declining only 2 hours between their 1976 and 2006 levels (7.1 hours vs. 5.1 hours).
- By school level, senior high school teachers have always reported spending between 3.0 and almost 5.0 hours *more* per week on compensated noninstructional activities than their elementary school counterparts have. Middle and junior high school teachers have been in between. This gap was widest in 1981, 1996, and 2001. In those years, senior high teachers reported 9.1, 7.7, and 8.4 hours, respectively, on compensated noninstructional activities, whereas elementary teachers spent 4.2, 3.2, and 3.8 hours, respectively. By 2006, teachers at all levels were spending less time than they had previously. Time that elementary teachers spent declined significantly from 1976 to 1981 (from 7.3 hours to 4.2 hours). Their time spent has fluctuated to some extent ever since but it was still near its 1981 level in 2006 (3.9 hours). Hours that middle or junior high school teachers spent have alternated up and down over the course of the *Status* survey but were at their lowest ever in 2006 (5.0 hours). Time that senior high school teachers spent on compensated noninstructional activities has declined from a 1981 high of 9.1 hours to a low of 7.3 hours in 2006. (In 1976, data were reported for elementary and secondary levels only.)

Noncompensated Noninstructional Activities

2006

In 2006, teachers averaged 3.8 hours each week on noncompensated noninstructional activities such as bus duty and club advising, an increase over the 3 hours reported in 2001. Senior high school teachers spent the most time on these activities—5.1 hours a week vs. 3.7 and 3.0 hours, respectively, for elementary and middle or junior high school teachers.

In 2006, 99 percent of all teachers spent some time each week on noncompensated school-related activities such as bus duty, club advising, or grading papers after the required workday. These teachers averaged 12.7 hours weekly on these activities, more than a full hour longer than in 2001 (11.6 hours). Almost three-fifths of all teachers (58%) reported spending 10 hours or more each week on such activities.

Teachers 40 and older spent more time than did ones under 40 (40–49, 11.2 hours; 50 and older, 11.5 hours; vs. under 30, 13.0 hours; 30–39, 13.1 hours). Female teachers spent more time than did males (13.1 hours vs. 11.6 hours), and elementary and senior high school teachers spent more time on these activities than did middle school teachers (13.2 hours and 13.3 hours, respectively, vs. 11.2 hours). Teachers from large systems spent an hour more each week than did those from small systems (13.3 hours vs. 12.3 hours), and teachers from the West and Southeast regions (14.1 hours and 13.1 hours, respectively) spent more time than did those from the Northeast (11.3 hours) and Middle (11.9 hours) regions.

1996–2006

Table 29 provides comparative information on the noncompensated hours teachers expended after their required workdays on noninstructional activities, such as grading papers, preparing lessons, and doing bus duty, over the 1966–2006 period. Between 1966 and 1971, teachers spent a decreasing average number of hours on these activities (from 11 hours in 1966 to 8 hours in 1971). From 1971 to 1986, however, the average number of hours that teachers spent on such activities increased steadily (11 hours), dropped slightly in 1991, then rose again in 1996 and 2001 to its high of 12 hours. The year 2006 saw a return to the 1991 level of 10 hours.

Table 30 provides data on the number of noncompensated hours elementary and secondary teachers expended each week on noninstructional activities between 1966 and 2006. From 1971 through 1996, half or more of all elementary school teachers spent *fewer* than 10 hours on these activities. In the two most recent surveys, 54 percent reported spending 10 or *more* hours each week. After remaining stable from 1971 to 1981, at about 45 percent, the percentage of secondary teachers who spent 10 or more hours each week on noncompensated noninstructional activities has fluctuated in a narrow range, between 50 and 55 percent.

Total Time Spent on All Teaching Duties

2006

In 2006, teachers spent a mean of 52 hours weekly on all teaching duties:

- Senior high school teachers spent the most time (54 hours), 2.5 hours or more than did elementary teachers (51.5 hours) and almost 3 hours more than middle school or junior high school teachers (51.1 hours).
- Teachers aged 30 to 39 reported spending the fewest hours per week on all teaching duties (50.7), whereas those in all other age groups reported spending similaramounts of time (52.2 hours, under 30; 52.6 hours, 40 to 49; and 52.3 hours, 50 and older).
- Teachers in the West spent 3.3 more hours than did those in the Northeast and about 1 hour more than teachers in the Middle and Southeast regions (53.3 hours vs. 50.0, 52.0, and 52.4 hours, respectively) each week on all teaching duties.
- Minority teachers spent a full hour *less* per week on all teaching duties than did their nonminority counterparts (51.2 vs. 52.2).
- Teachers in the smallest school systems spent almost two hours more per week onall teaching duties than did ones in larger systems (53.2 hours vs. 51.5 for teachers in large systems and 51.6 for those in medium systems).

1961–2006

After remaining stable at 47 hours over the first three administrations of *Status,* the mean number of hours per week teachers expended on all teaching duties declined by one hour each week from 1971 to 1976 (to 46 hours) and stayed at that level through 1981. Then, in 1986, a significant increase in the amount of time teachers spent on all duties each week was reported, up three hours to 49. After returning briefly to pre-1986 levels in 1991 (47 hours), the amount of time teachers spent each week on

Table 29.
Noncompensated Hours Expended per Week on School-Related Activities, All Teachers, 1966–2006

Hours	1966	1971	1976	1981	1986	1991	1996	2001	2006
				Percentages of teachers					
<4	8	16	17	23	14	16	14	13	16
4–6	21	29	30	22	19	20	18	16	18
7–9	16	14	12	14	17	14	16	13	12
10–12	27	24	26	20	21	21	19	20	25
13–15	13	10	8	10	12	10	12	12	11
16+	15	7	8	11	18	18	22	25	18
				Number responding					
Number	(2,109)	(1,271)	(1,203)	(1,292)	(1,071)	(1,286)	(1,325)	(1,447)	(975)
				Number of hours					
Mean	11	8	9	9	11	10	11	12	10
Median	10	8	7	8	10	9	10	10	10

Note: Percentages may not total 100 because of rounding.

Table 30.
Noncompensated Hours Expended per Week on School-Related Activities, Elementary and Secondary Teachers, 1966–2006

Hours	1966	1971	1976	1981	1986	1991	1996	2001	2006
				Percentages of teachers					
<4	8	17	17	25	15	17	16	16	14
4–6	22	32	31	24	20	22	19	18	18
7–9	18	14	13	15	19	14	15	12	14
10–12	26	21	25	18	21	20	19	24	23
13–15	12	8	7	9	10	10	12	14	10
16+	14	7	7	8	16	17	20	17	21
Elementary teachers				**Number of hours**					
Mean	10	8	8	8	10	10	11	10	10
Median	10	7	7	7	9	8	10	10	10
				Percentages of teachers					
<4	7	16	16	20	13	14	12	17	19
4–6	21	27	28	22	17	19	18	21	18
7–9	14	13	12	14	15	15	16	12	9
10–12	27	26	27	21	22	22	18	25	27
13–15	14	12	10	10	13	10	13	12	12
16+	17	7	8	13	20	20	23	13	15
Secondary teachers				**Number of hours**					
Mean	11	8	9	9	11	11	12	10	9
Median	10	8	8	8	10	10	10	9	10

Note: Percentages may not total 100 because of rounding.

all of their duties again began to increase, reaching an all-time high in 2006 of 52 hours. The percentage of teachers spending 50 or more hours each week on all teaching duties has trended steadily upward since 1976. In 2006, more than half of all teachers (52%) were in this category (Table 31).

Between 1981 and 1986, teachers in all but one subgroup reported substantial increases in time spent on all teaching duties; between 2 and almost 4 hours (middle and junior high school teachers reported only a 1-hour increase over this period.). Half of all subgroups gave up most if not all of this increase between 1986 and 1991. However, since 1991, every subgroup has gradually increased the amount of time spent on all teaching duties until, in 2006, each subgroup reported an all-time high. (Teachers ages 30 to 39 reached their peak time spent in 2001 and remained at that level in 2006.)

- From 1966 through 1986, teachers in small school systems spent the most time on their teaching duties. Then, from 1991 through 2001, teachers from medium-sized systems reported the highest number of hours spent on all teaching activity. In 2006, teachers in small school systems once again reported the most time spent (53.2 hours). Teachers in large systems have lagged behind their colleagues in this area by as much as 3.0 hours (in 1991). Hours reported in 2006 were very similar between teachers in large- and medium-sized systems (51.5 hours and 51.6 hours, respectively).
- In six of the nine survey years, teachers in the West have reported the most hours expended for their total workweek. In the other survey years, teachers in the Middle region worked the longest weeks. In every year, teachers in the Northeast reported the fewest hours spent per week on all teaching duties, often by large margins. The gap between most and least time spent each week on all teaching duties by region was never less than 2.0 hours (1971 and 2001) and has been as many as almost 6.0 hours (51.0 hours vs. 45.3 hours in 1996).
- Since 1981, when *Status* first reported data by racial category, whites and minorities have alternated reporting the most time spent on all teaching duties. However, the data reveal very little difference in the teaching-duty time these groups spent in 1981 and 1986 (0.4 and 0.3 hours' difference, respectively). The largest gap between the times that white and minority teachers spent was in 1991, when white teachers reported a full 2.0 hours more than did minority teachers. Only about an hour's difference has separated the two groups in the three most recent

Table 31.
Total Number of Hours per Week Teachers Expended on All Teaching Duties, 1961–2006

Total hours	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Percentages of teachers					
<35	—	1	1	4	4	2	7	4	1	2
35–39	—	10	9	17	17	10	13	8	8	6
40–44	—	29	29	30	28	24	23	23	21	19
45–49	—	30	29	24	24	27	20	21	23	22
50–54	—	17	19	11	13	17	15	19	19	19
55–59	—	7	8	6	7	9	11	10	12	13
60+	—	5	5	8	7	11	11	15	15	20
					Number of hours					
Mean	47	47	47	46	46	49	47	49	50	52
Median	—	47	46	45	45	47	46	48	49	50

Note: Percentages may not total 100 because of rounding.
— = data not available.

surveys (0.9 hours in 1996, 0.8 hours in 2001, and 1.0 hour in 2006).

- The youngest teachers reported spending the most time on all teaching duties in all but two cycles. Moreover, in cycles when the youngest teachers were not the highest reporting group (1986 and 2006), their duty hours hardly differed from those of the highest-reporting cohort. In 1976 and 1996, the differences between the longest-working age group and the shortest were significant (3.2 and 3.7 hours' difference, respectively).
- When these data were first collected in 1966, female teachers reported spending more total teaching time than did their male counterparts. Ever since then, however, males have reported spending the most time on all teaching duties. The difference was small at first (0.6 hours in 1966 and 1.1 hours in 1971). However, the gap grew to almost 6.0 hours by 1991 (51.0 hours vs. 45.2 hours). In survey years since then, the difference has declined and had completely disappeared by 2006 (when each group reported 52.0 hours).
- Senior high school teachers have always reported spending the most time on all teaching duties each week, with middle and junior high school teachers reporting the second-most time for all survey years except the most recent. Differences between the highest and lowest amounts of time spent by level have varied from as little as about 3.0 hours in 2006 (a high of 54 hours and a low of 51.1 hours) to as many as 7 hours in 1991 (a high of 51.2 hours and a low of 44.0 hours).

Class Periods—Secondary Teachers (Questions 22d, 22e)

The survey explored some additional measures of the workweek for secondary teachers—length of class periods in schools and total number of periods taught per week.

2006

In 2006, middle or junior high teachers taught an average of 22 class periods per week. The average length of the periods was 57 minutes. The mean for senior high school teachers was 18 class periods per week, with an average length of 65 minutes per period.

1961–2006

After declining slightly in 1966 to 53 minutes from its 1961 high of 55 minutes, the average length of class periods at the secondary level remained fairly stable for the next 25 years. In 1996, the average rose to 57 minutes. It increased further in 2001 to 59 minutes and stayed at that level in 2006 (Table 32).

After remaining at 5 percent from at least 1961 (the first reported administration of the *Status* survey), until 1991, the proportion of teachers having an average class length of 65 or more minutes has increased dramatically. From 2 percent in 1991, it rose to 15 percent in 1996, 22 percent in 2001, and 25 percent in 2006.

The mean number of periods that secondary teachers taught per week remained stable at 26 from 1961 to 1981 (Table 33). Over those 20 years, the trend was for fewer teachers to teach 20 to 24 periods and for more teachers to teach 25 to 29 periods. A marked change took place in 1986, when the percentages in both of these groups dropped significantly, and the percentage of secondary teachers teaching fewer than 20 periods per week *rose* (from 2% in 1981 to 16% in 1986). This trend has continued with substantial increases (from 18% in 1991 to 33% in 2001, to 38% in 2006) in the percentage of teachers who teach fewer than 20 periods a week. The percentage of teachers who teach between 20 and 29 periods per week, conversely, has continued to decline steadily from 57 percent in 1986 to 46 percent in 1996, and to 39 percent in 2006.

From its 1961 high of 32 percent, the percentage of teachers teaching 30 or more periods dropped to 27 percent by 1966. It remained fairly stable over the next 20 years, at between 25 percent and 28 percent. After reaching 31 percent in 1991, the percentage of teachers reporting teaching 30 or more periods dropped to about a fourth of teachers (24%) in 2001 and 2006.

In conjunction with the decreasing number of classes taught in that same time span, this trend may reflect the implementation of flexible "block" scheduling.

Table 32.
Length of Class Periods, Secondary Teachers, 1961–2006

Minutes	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Percentages of teachers					
<45	7	11	9	11	9	5	10	8	12	14
45–49	20	17	18	18	20	19	21	17	19	19
50–54	23	17	22	19	22	25	27	26	21	17
55–59	21	28	28	28	26	30	23	23	15	13
60–64	25	24	21	22	22	18	18	11	10	11
65+	5	3	2	3	1	3	2	15	22	25
					Number of minutes					
Mean	55	53	53	53	52	53	52	57	59	59
Median	55	55	55	55	54	55	52	54	53	54

Note: Percentages may not total 100 because of rounding.

Table 33.
Number of Periods Taught per Week, Secondary Teachers, 1961–2006

Periods taught	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Percentages of teachers					
<20	4	4	1	2	2	16	18	31	33	38
20–24	19	17	16	13	12	9	9	8	9	13
25–29	45	52	58	58	58	48	43	38	34	26
30+	32	27	25	27	28	27	31	22	24	24
					Number of periods					
Mean	26	26	26	26	26	23	23	21	21	21
Median	28	25	25	25	25	25	25	25	25	23

Note: Percentages may not total 100 because of rounding.

Preparation Periods—Elementary and Secondary Teachers (Questions 21c, 22f)

2006

In 2006, teachers in self-contained settings had an average of 3 hours and 15 minutes per week for preparation. The percentage with no preparation time at all in their schedules fell from 5 percent in 2001 to 0 percent in 2006.

- Nondepartmentalized teachers in middle or junior high schools in 2006 had an average of three hours and 45 minutes of preparation time per week. At the elementary and senior high levels, teachers in self-contained settings averaged three hours and 14 minutes per week of preparation time.
- In departmentalized settings, junior high/middle school teachers and high school teachers both averaged about five preparations periods per week.
- The youngest teachers reported the most preparation periods per week (6).

1961–2006

Since 1961, more secondary teachers have tended to have preparation periods (Table 34). The percentage of secondary teachers having no preparation time (i.e., unassigned class periods) decreased from 21 percent in 1961 to 6 percent in 1991. It rose to 11 percent in 1996 but declined to 3 percent in 2001 and remained at that level in 2006. The proportion of teachers having five unassigned periods increased notably from 1976 to 1981 (from 56% to 67%). It remained steady at 67 to 68 percent for three survey cycles (1981 through 1991), dropped to 63 and 64 percent in 1996 and 2001 but rebounded to 67 percent in 2006.

Contract Year (Questions 24, 41)

2006

The mean number of scheduled teaching days for all teachers in the 2005–2006 school year was 181.

The mean number of days scheduled for activities other than teaching (such as orientation and in-service) for all teachers in the 2005–2006 school year was 7.

- The average number of such nonteaching days was considerably larger in 2005–2006 for teachers in the Southeast (10 per year) than it was for teachers in the West or Middle regions (6 days, each), or in the Northeast (5 days per year).
- Teachers at the senior high school level reported 1 more nonteaching day per year in their contracts than did elementary school teachers, and 2 more days than middle school and junior high school teachers (8 days vs. 7 and 6 days, respectively).

In 1986, for the first time, the *Status of the American Public School Teacher* survey asked teachers the length in months of the teaching contract in effect for them that year. In 2006, almost three-fourths (73%) had a contract for a 9- or 10-month year. Another fifth (22%) were under contract for 12 months.

1966–2006

The mean number of scheduled teaching days remained at 180 from 1976 to 1996 but matched its 1966–1971 high of 181 in 2001, and remained there in 2006. The median has been 180 for every survey (Table 35).

The proportion of teachers teaching 179 or fewer days per year decreased from 27 percent of the workforce in 1966 to 19 percent by 2001. It remained at that level in 2006. In addition, the proportion of teachers teaching 182 or more days per year decreased from 27 percent in 1966 to 21 percent in 1991 but has since returned to 1996 levels. That is, 26 percent of teachers in 2001 and 2006 reported teaching 182 days or more. Forty-six percent of teachers reported teaching either 180 or 181 days in 1966; since then, the percentage has been between 54 and 57 percent (55% in 2006).

The longitudinal data for nonteaching days in contract show a trend toward more nonteaching days. For example, in 1986, 33 percent of teachers reported 2 or fewer nonteaching days in their contract; in 2001, this figure was down to 11 percent, and it was only slightly higher than that in 2006 (15%; Table 36). In that time, the percentage of teachers reporting no nonteaching days has gone from 19 to 5. Conversely, there has been a rise on the other end of the spectrum over time. That is, in 1986, only 17 percent of teachers reported having 9 or more nonteaching days in their contract. In 2001 and 2006, in contrast, 31 percent of teachers recorded having 9 or more nonteaching days. This matched the all-time high of 1976.

Table 34.
Number of Unassigned Class Periods per Week, Secondary Teachers, 1961–2006

Periods unassigned	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Percentages of teachers					
None	21	23	19	19	11	14	6	11	3	3
1–4	10	7	6	11	11	9	9	14	14	19
5	58	53	59	56	67	67	68	63	64	67
6–9	5	6	5	6	5	3	5	3	4	3
10	5	9	10	7	6	6	11	8	15	7
11+	2	1	1	1	1	1	1	1	1	1
					Number of periods					
Mean	4	4	5	4	5	5	5	5	5	5
Median	5	5	5	5	5	5	5	5	5	5

Note: Percentages may not total 100 because of rounding.

Table 35.
Number of Annual Teaching Days, All Teachers, 1966–2006

Teaching days	1966	1971	1976	1981	1986	1991	1996	2001	2006
				Percentages of teachers					
<176	10	9	9	14	13	16	13	11	12
176–177	9	6	10	6	5	4	5	5	4
178–179	8	6	4	4	4	4	4	3	3
180–181	46	54	56	55	55	55	57	54	55
182–183	9	8	6	7	8	7	8	9	8
184+	18	17	15	14	15	14	14	17	18
				Number of days					
Mean	181	181	180	180	180	180	180	181	181
Median	180	180	180	180	180	180	180	180	180

Note: Percentages may not total 100 because of rounding.

Table 36.
Number of Nonteaching Days in Contract, All Teachers, 1966–2006 (%)

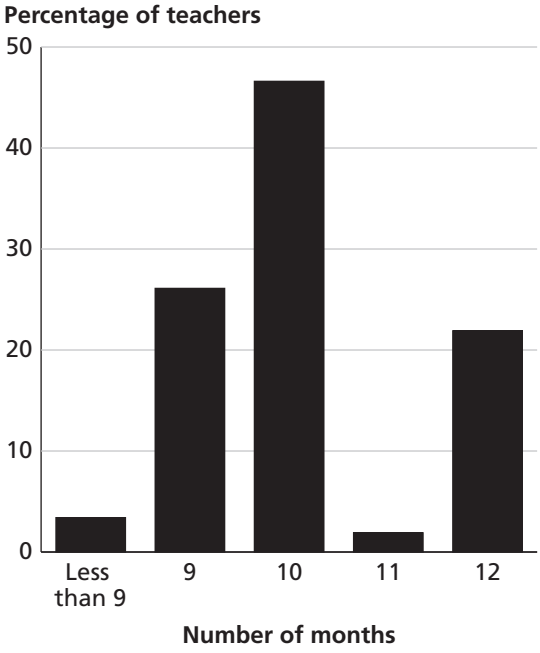
Nonteaching days	1966	1971	1976	1981	1986	1991	1996	2001	2006
				Percentages of teachers					
None	—	—	—	4	19	18	17	3	5
1–2	18	17	15	18	14	10	10	8	10
3–4	27	19	26	25	19	18	14	21	17
5–6	27	30	21	21	24	25	24	25	24
7–8	6	5	7	7	8	7	9	12	13
9–10	12	18	19	14	11	13	17	19	17
11+	10	11	12	12	6	8	10	12	14
				Number responding					
Number	(1,522)	(933)	(985)	(973)	(1,279)	(1,336)	(1,310)	(1,205)	(878)

Note: Data in the "None" category are omitted for 1966 to 1976 because of inconsistent methods of analysis used in those years.
Percentages may not total 100 because of rounding.
— = data not available.

In 1986, when teachers were first asked the length in months of their teaching contract, the vast majority had a contract for a 9- or 10-month year. A respectable minority were under contract for 12 months. That has held true for all survey cycles since then. The overall trend, however, has been for more 10- and 12-month contracts and fewer 9-month contracts. From a high of 42 percent in 1986, 35 percent of teachers reported being under contract for 9 months in 1996, and only 26 percent had such contracts by 2006. Conversely, 15 percent of respondents in 1986 reported being under contract for 12 months, whereas that figure was 22 percent in 2006. Ten-month contracts are up as well, from 41 percent in 1986 to 47 percent in 2006 (Figure 8).

- Teachers under age 50 (under 30, 26%; 30–39, 24%; 40–49, 23%) were slightly more likely to have a 12-month contract than were those ages 50 or more (20%).
- A plurality of teachers in the Middle region (44%) had 9-month contracts; in all other regions, a plurality or majority had 10-month contracts (West, 45%; Southeast, 58%; Northeast, 66%). More than a fourth (27%) in the Middle region had 12-month contracts.

Figure 8.
Length of Teaching Contracts, 2005–2006



- White teachers were more likely than minority teachers to be under 12-month contract (23% vs. 15%).
- Male teachers were slightly more likely to have 12-month contracts than were females (25% vs. 21%).
- Teachers in large school systems were more likely to have 10-month contracts than were those in medium or small systems (56% vs. 46% and 39%, respectively).

Lunch Periods (Questions 27, 28)

2006

The average length of lunch periods for all teachers in 2006 was 31 minutes. Small differences occurred in the subgroups by geographic region. Lunch periods were shortest in the Southeast, at an average of 27 minutes. Other regions averaged between 32 and 33 minutes.

In 2006, 10 percent of all teachers said that they were always required to supervise pupils during their lunch periods: 28 percent reported sometimes having to perform this duty, and 62 percent reported never having to do so.

The percentage of teachers in the Southeast (21%) who were always required to supervise pupils during their lunch periods was far greater than that in other regions (7% in the West, 9% in the Northeast, and 6% in the Middle). Two-thirds (67%) of teachers in the Middle region and almost three-fourths (73%) of those in the Northeast say they are never required to supervise pupils during lunch.

1961–2006

After dropping from 40 minutes in 1961 to 30 minutes in 1966, the median length of teachers' lunch periods has remained constant at 30 minutes, with far fewer teachers at the highest ranges of 50–59 and 60+ minutes than in 1961 (Table 37). Since 1961, the most frequently reported range for lunch periods has been 30–39 minutes. The percentage of teachers with lunch periods in the 30–39 minute range increased from 29 percent in 1961 to 49 percent in 2006. The proportion of teachers with fewer than 30 minutes for lunch increased steadily until 1996, when it reached its high of 32 percent. Since then, however, this figure has declined (26% in 2001 and 27% in 2006).

- The difference between the average lengths of lunch periods for elementary and secondary teachers has decreased steadily from 9 minutes in 1961 to 2 minutes in 1981. There has been either one minute or no difference in the 25 years since then (Table 38).
- In 1996, there was a maximum of difference between average lengths of lunch periods for teachers in large, medium, and small systems. Since then, however, there has been only 1 or 2 minutes' difference.

Table 37.
Length of Lunch Period, All Teachers, 1961–2006

Minutes	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Percentages of teachers					
<30	21	23	22	24	26	28	29	32	26	27
30–39	29	33	36	41	44	47	44	47	46	49
40–49	21	21	24	21	20	19	20	15	23	21
50–59	11	10	9	7	5	3	5	4	4	3
60+	18	13	9	7	5	3	3	2	1	1
					Number of minutes					
Mean	40	38	37	35	33	32	31	31	32	31
Median	40	30	30	30	30	30	30	30	30	30

Note: Percentages may not total 100 because of rounding.

- The trend for teachers in the Southeast to have shorter lunch periods than teachers in other geographic regions has been constant from 1966 to 2006, and, except for 1966, it has remained below 30 minutes. In 2006, it was 27 minutes, whereas in the other three regions it was either 32 or 33 minutes.
- Lunch periods of teachers in most subgroups generally decreased from 1961 to 1981 (Table 38; Figure 9). They seemed to stabilize from 1986 onward, with no more than 2 or 3 minutes difference from survey to survey in any subgroup.

Survey questions on teachers eating with pupils have varied over the 50 -year period, reflecting changing practices (Table 39).

Table 38.
Mean Length of Lunch Periods, Selected Teacher Subgroups, 1961–2006 (minutes)

Subgroup	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
Elementary	44	41	39	36	34	32	32	31	32	32
Secondary	35	35	34	33	32	32	31	30	32	31
Large systems (25k+)	—	39	38	36	34	32	31	32	33	32
Medium systems (3k–<25k)	—	36	36	34	33	32	32	30	32	32
Small systems (< 3k)	—	39	36	35	34	31	32	30	31	31
Northeast	—	40	38	36	33	32	35	33	34	33
Southeast	—	31	29	29	29	27	26	28	27	27
Middle	—	39	38	36	34	33	31	31	32	32
West	—	40	39	37	36	34	34	33	34	33

— = data not available.

Figure 9.
Lunch Periods for Teachers in Selected Subgroups, Mean Length, 1961–2006

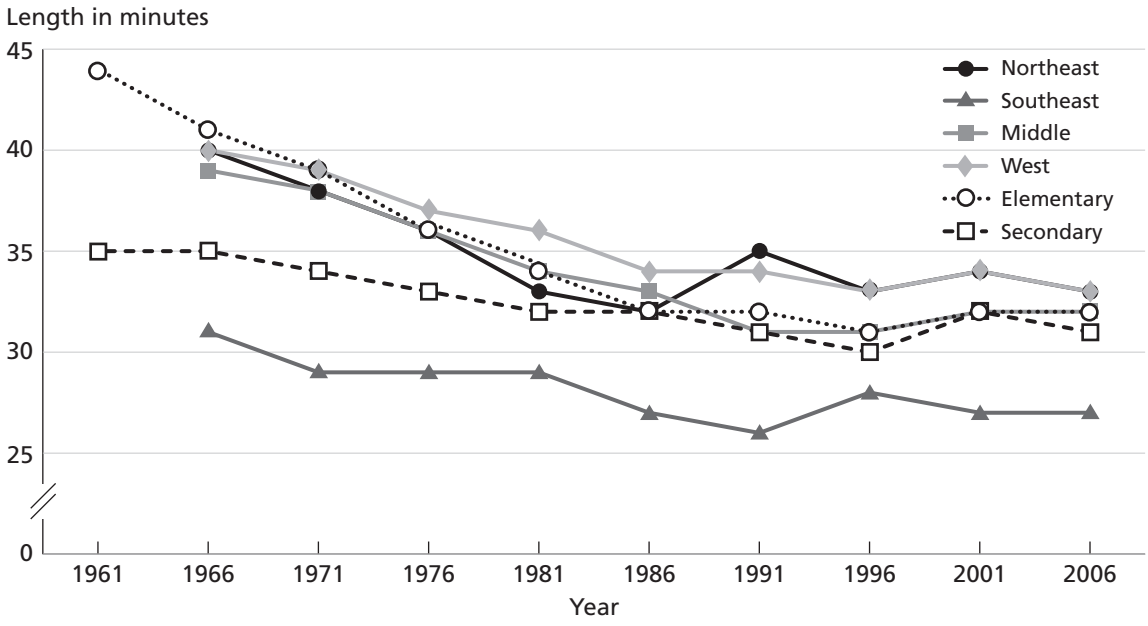


Table 39.
Teachers Required to Supervise Pupils During Lunch, All Teachers and by Level, 1961–2006 (%)

Group/subgroup	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
All teachers	39	47	31	33	45	42	39	41	41	38
Elementary	51	63	41	43	52	51	46	46	46	41
Middle or junior high	—	—	—	—	41	38	36	37	39	37
Senior high	—	—	—	—	34	29	30	35	34	31
Secondary	23	29	20	22	37	31	32	36	36	34

Note: Percentages for 1961–1966 include teachers eating with pupils by requirement, custom, or preference. Data for 1971–1976 include only teachers eating with pupils by requirement or custom. From 1981 on, the percentages include teachers who always or sometimes were required to eat lunch with pupils.
— = data not available.

In 1961, 39 percent of all teachers reported eating lunch with students. This percentage increased to 47 in 1966. The percentage dropped to 31 in 1971 but increased sharply to 45 in 1981, perhaps because of a change in the wording of the survey question. It has fluctuated between 38 and 42 percent since then.

During the entire history of this survey, greater percentages of elementary school teachers have supervised students during lunch—by choice, custom, or requirement—than have teachers at other levels; however, the disparity between teachers at all levels was the smallest it has ever been in 2006.

6. Instructional Resources

Purchase of Resources (Question 31)

2006

In 2006, almost all teachers surveyed (97%) indicated that they had spent some of their own money to meet the needs of their students. Teachers spent an average of $477.

- On average, teachers in large and medium school systems spent more ($542 and $489, respectively) than did teachers in small systems ($387).
- White teachers spent a little more than minority teachers ($482 vs. $452).
- Teachers in the West ($547) spent more than did teachers in the Southeast ($463), Middle ($455), and Northeast regions ($423).
- Teachers in their 30s and ones aged 50 or more spent similar amounts ($466 and $455, respectively), which was less than teachers under 30 ($514) and those ages 40–49 ($540).
- Female teachers spent more than their male colleagues did ($499 vs. $430).
- Elementary teachers spent 19 percent more than did secondary teachers ($552 vs. $463), and 41 percent more than did middle school and junior high teachers ($391).

1996–2006

When the *Status* survey first posed this question in 1996, about 6 percent of teachers responded that they spent *none* of their own money on school supplies and other resources to meet their students' needs. By 2001, only half that many (3%) were not digging into their own pockets for their students. That percentage was the same in 2006. Of teachers who *did* use their own funds to supplement school resources, the average amount they spent was $408 in 1996; $443 in 2001 (up 8% over 1996); and $477 in 2006 (another 8% increase).

- In 1996, teachers in medium-sized school systems outspent their counterparts in other-sized systems ($445 vs. $432 in large systems and $325 in small systems), but, since then, teachers in large school systems have spent the most. Teachers in the smallest systems, however, have increased their spending over 2001 levels by 20 percent (to $387 from $323).
- In 1996 and 2001, minority teachers outspent white teachers by modest amounts ($454 and $470, in the respective years, vs. $400 and $434). Both groups increased their out-of-pocket spending between 1996 and 2001. However, white teachers outpaced their minority counterparts, narrowing the gap between them. In 2006, this short trend reversed. White teachers outspent minority teachers because of an 11 percent increase in spending on their part (to $482), accompanied by an 18 percent decrease in spending by minority teachers (to $452).
- No real pattern exists in teachers' out-of-pocket spending by age. Different age groups have spent more than their colleagues have in each survey. The oldest teachers did spend the least in 2001 ($404) and 2006 ($455), compared with the other groups (between $453 and $490 in 2001 and between $466 and $540 in 2006). The difference between the highest and lowest amounts spent in 1996 ($164) nearly halved by 2001 ($86) and was about the same in 2006 ($85).
- Teachers at the elementary school level have always outspent their secondary school colleagues; however, the gap in the spending levels decreased significantly between 1996 and 2001 (from $502 vs. $323, respectively in 1996 to $498 vs. $386 in 2001). The gap closed further between 2001 and 2006 ($552 vs. $463).
- The situation is very similar between female and male teachers. Female teachers have spent more than male teachers in each survey administration, but the gap narrowed considerably between 1996 and 2001 (from $446 vs. $295 to $461 vs. $374, respectively). Male teachers' spending increased about 15 percent between 2001 and 2006 (to $430), whereas female teachers' spending increased by only about 8 percent (to $499). This difference further narrowed the gap between the sexes in out-of-pocket spending on classroom resources.
- Teachers in the West have outspent those in the other regions in the 1996, 2001, and 2006 survey cycles ($477, $539, and $547). The ranking of spending in the three other regions has been inconsistent. In 1966, teachers in the Southeast reported spending

the second-highest amount ($432) on additional resources for their students, followed by teachers in the Northeast ($353) and those in the Middle region ($344). Teachers in all other regions increased their spending between 1996 and 2001, but those in the Southeast actually decreased their out-of-pocket spending by 17 percent to $357. In this same period, teachers in the Northeast increased their spending by almost 30 percent (to $457). Still, by 2006, teachers in the Southeast were back in second place, spending $463, compared with the $455 teachers in the Middle region spent and the $423 their colleagues in the Northeast spent.

Accessibility of Resources (Question 30)

The 2006 survey asked respondents about the availability of instructional resources in their classroom, as well as various sources of support. Only the first six items listed below were repeated from the 2001 survey. The latest study included questions about these and nine other resources and supports:

1. Computer(s)
2. Web/Internet access
3. Email access
4. Specialized instructional software
5. Hypermedia and multimedia software (e.g., with audio, animation, multi-dimension)
6. Distance-learning capability (e.g., via Internet, cable, satellite TV)
7. Up-to-date materials for students (e.g., books, supplies)
8. Materials for classroom activities
9. Resource and planning guides for instruction
10. Support for professional growth from principal or district administration
11. Classroom support from principal when needed
12. Classroom support from other teachers when needed
13. Classroom support from parents of students
14. Technical support in using technology for instruction
15. Support from other licensed school professionals (e.g., student counselors, psychologists, social workers, developmental specialists, or health-care professionals).

2006

The vast majority of the teachers had the following resources or support accessible to them at their work site: personal computers (97%), Web/Internet access (96%), email access (94%), up-to-date materials for students (77%), materials for classroom activities (85%), resources and planning guides for instruction (78%), a principal or district administration's support for professional growth (80%), classroom support from the principal (72%), classroom support from other teachers (82%), technical support in using technology for instruction (72%), and support from other licensed professionals (82%). Fewer teachers, but still more than half, had access to specialized instructional software (61%) and classroom support from parents of their students (51%). Smaller percentages had access to hypermedia or multimedia software (41%) and distance learning capability (25%).

- Teachers in small school systems were significantly more likely than teachers in large and medium systems to have access to distance learning at their work sites (33% vs. 20% and 23%) and somewhat more likely to have access to hypermedia/multimedia (46% vs. 38% and 41%).
- Teachers in large systems reported that they were *less* likely than the other two subgroups to receive support in the following ways: support for professional growth from their principal or district administration (74% vs. 82% each), classroom support from their principal (66% vs. 73% and 75%), classroom support from their students' parents (41% vs. 53% and 57%), and support from other licensed school professionals (76% vs. 84% each).
- Teachers in the Southeast and Middle regions were more likely than their counterparts in the Northeast and West regions to have specialized instructional software (Southeast, 70%; Middle, 64%; West, 56%; and Northeast, 57%) and more likely than those in the West to have access to hypermedia and multimedia software (Southeast, 48%; Middle, 45%; and West, 35%).
- White teachers were more likely than minority teachers to have access to specialized instructional software (63% vs. 52%).

2001–2006

The content of the survey question on teaching resources changed somewhat since 2001. In 2006, teachers were

asked which resources and support they had *access* to, whereas in 2001 they were asked which resources were readily *available*. Teachers might consider themselves to have access to a resource but still not consider it readily available; thus, the results for 2006 may overstate the degree to which resources and support changed (Table 40).

- Two areas that already had high availability in 2001 nevertheless showed notable growth in 2006: Web/Internet access (86% vs. 96%) and email access (85% vs. 94%). These increases helped to diminish differences in resources between white and minority teachers: white teachers had greater access to both in 2001 (87% vs. 76%, Web/Internet access; 86% vs. 79%, email access). By 2006, both white and minority teachers had greater access to Web/Internet and e-mail (96% vs. 97%, Web/Internet access, and 94% vs. 90% e-mail). The data reveal, as well that differences in access by race decreased markedly between 2001 and 2006, dropping from an 11 percent gap to 3 percent for access to Web/Internet and from 7 percent to 4 percent for e-mail.
- Hypermedia and multimedia was the one category to show a decline, from 56 percent in 2001 to 41 percent in 2006; this change might reflect a change in instructional strategy or a change in the wording of the questionnaire. (The 2006 questionnaire asked about hypermedia *and* multimedia software, whereas the 2001 questionnaire asked about hypermedia *or* multimedia software. Some teachers may have considered the 2006 wording more restrictive, requiring the teacher to have access to both rather than to either one of the two. The 2006 questionnaire also included an additional explanatory phrase to help define the category: "e.g., with audio, animation, multi-dimension." This change may also have reduced teachers' likelihood of saying the resources were accessible.)

Table 40.
Teachers Who Have Selected Resources Accessible at School, All Teachers and Selected Subgroups, 2001–2006 (%)

	Personal computer		Web/ Internet access		Email access		Specialized instructional software		Hypermedia and multimedia software[1]		Distance learning capability[2]	
Group/subgroup	**2001**	**2006**	**2001**	**2006**	**2001**	**2006**	**2001**	**2006**	**2001**	**2006**	**2001**	**2006**
All teachers	94	97	86	96	85	94	60	61	56	41	19	25
Males	93	98	88	97	86	96	57	69	58	52	23	26
Females	94	96	85	95	85	92	61	58	56	37	18	24
Elementary	96	97	85	95	85	94	63	62	57	40	17	26
Secondary	92	97	87	97	85	93	57	61	56	43	21	23
Large systems (25k+)	91	95	80	92	78	90	52	60	51	38	13	20
Medium systems (3k–<25k)	95	98	88	98	88	96	65	61	59	41	20	23
Small systems (<3k)	95	97	89	96	89	94	60	64	56	46	24	33
Northeast	91	96	83	96	78	90	55	57	51	41	17	23
Southeast	94	98	85	98	84	96	67	70	60	48	19	30
Middle	94	98	89	98	90	97	60	64	58	45	25	29
West	96	96	87	92	88	92	59	56	57	35	16	18
Minority	90	97	76	93	79	90	54	52	50	36	20	24
White	94	97	87	96	86	94	61	63	57	42	20	25

[1] The survey question in 2006 asked about hypermedia *and* multimedia software, whereas the questionnaire for 2001 asked about hypermedia *or* multimedia software.

[2] For 2001, this category was labeled distance learning/videoconferencing.

7. Professional Development

Professional Growth Activities (Question 33)

2006

Of all professional growth activities queried by the survey, teachers were most likely to participate in district-sponsored programs during the 2005–2006 school year (77%). Most teachers also received feedback about their work from their principal (62%) and formally collaborated with other teachers on curriculum and instruction issues (58%). Other activities were work on curriculum committees (38%), system-sponsored professional development during the summer (37%), attendance at state or local conferences or meetings on education (33%), committee work on special assignments other than curriculum (29%), and professional growth activities sponsored by professional associations (27%).

- The smaller the school system, the more likely its teachers were to have worked on a curriculum committee (51% in small systems, 39% in medium systems, and 26% in large systems). Teachers in small school systems were also more likely to have attended state or local conferences or meetings on education (41% vs. 30% for those from larger systems).
- Teachers in the Northeast were more likely than those in other regions to have engaged in professional development sponsored by professional associations (35% vs. 22% to 27%).
- Teachers in the Southeast were more likely than those in the other regions to have participated in district-sponsored professional development during the summer (47% vs. 30% to 39%) and to have received feedback about their work from their principal (68% vs. 56% to 64%), whereas teachers in the Middle region were more likely to have worked on a curriculum committee (46% vs. 32% to 40%) and to have taken college courses in education during the summer (29% vs. 10% to 16%).
- White teachers were more likely than minority teachers to have worked on a curriculum committee (40% vs. 28%) or to have engaged in formal collaboration with other teachers on curriculum and instruction issues (59% vs. 50%).
- Teachers under 30 were much more likely than their counterparts to have taken college courses in education during both the school year (45% vs. 12% to 25%) and the summer (35%, vs. 12% to 20%). They were also much more likely than teachers 50 and older to have received feedback about their work from their principals (72% vs. 57%). Teachers 50 and older were more likely than those under 30 to have taken part in professional development sponsored by professional associations (31% vs. 21%) and to have worked on a curriculum committee (42% vs. 26%).
- Females were more likely than males to have worked on a curriculum committee (41% vs. 33%) and to have participated in district-sponsored professional development during the summer (40% vs. 30%).
- Elementary school teachers were more likely to have received feedback from their principals about their work (68% vs. 55% to 57%) and more likely than high school teachers to have attended district-sponsored professional development during the summer (42% vs. 27%). High school teachers were more likely than elementary school teachers to have engaged in professional development sponsored by a professional association (33% vs. 23%).

1971–2006

Since 1971, there has been a long-term increase in the percentage of teachers participating in district-sponsored professional development during the school year, and since 1991, a similar increase has occurred among teachers participating in district-sponsored professional development during the summer. In 1971, 59 percent of teachers participated in district-sponsored professional development during the school year, and in 1991, 24 percent did so during the summer; in 2006 the respective percentages were 77 percent and 37 percent. By contrast, in 1971, 40 percent and 30 percent of teachers, respectively, took college courses in education during the school year and the summer. In 2006, about half that many (21% and 18%, respectively) did so. In addition, in 1971, 26 percent and 22 percent of teachers took college courses outside of education during either the school year or the summer; however, those percentages have fallen dramatically. In 2006, 4 percent and 3 percent of teachers, respectively, did so (Table 41).

The proportion of teachers participating in curriculum committees has fluctuated from 1971 through 2006, with the highest percentages in 1976 and 1996 (45% and 43%, respectively) and the lowest percentage in 1986 (31%). Teacher participation in other committees tended to increase and decrease in the same years as work on curriculum committees. However, the changes appeared over a wider range, increasing from 35 percent in 1971 to 51 percent in 1996 and then decreasing to 29 percent in 2006.

The proportion of all teachers participating in professional growth activities sponsored by professional associations increased from 25 percent in 1971 to 35 percent in 1991. However, it has decreased steadily since then to its current low of 27 percent (2006).

Table 41.
Participation in Professional Growth Activities, All Teachers, 1971–2006 (%)

Activity	1971	1976	1981	1986	1991	1996	2001	2006
System-sponsored professional development during school year	59	68	67	73	74	77	77	77
System-sponsored professional development during summer	21	22	13	15	24	27	35	37
College courses in education during school year	40	45	21	21	21	26	25	21
College courses in education during the summer	30	34	13	12	14	16	19	18
College courses in subjects other than education during school year	26	26	13	9	7	8	6	4
College courses in subjects other than education during the summer	22	16	6	4	5	4	4	3
Professional development sponsored by professional association(s)	25	23	27	32	35	30	31	27
Work on curriculum committee	41	45	34	31	36	43	40	38
Committee work or special assignment other than curriculum	35	39	33	34	46	51	44	29
Other educational travel	26	23	15	10	9	16	15	13
Sabbatical leave	—	—	—	—	—	0	0	1

— = data not available.

Professional Development Activities (Questions 32, 34a, 34b)

According to the 2006 survey, teachers devoted an average of six days during the 2005–2006 school year to professional development experiences that aimed at improving their instructional capabilities (Table 42). Their typical experience lasted an average of five hours a day. On average, teachers reported more days of professional development if they were in large districts, in the Southeast region, were under 30 years old, or were female.

Table 42.
Participation in Professional Development Designed to Improve Instruction, All Teachers and Selected Subgroups, During the 2005–2006 School Year

		Race		Sex		Level		
Number of days	All teachers	Minority	White	Males	Females	Elementary	Middle/ junior high school	Senior high school
				Percentages of teachers				
None	6	7	6	9	5	3	9	11
1–3	34	32	34	34	34	31	37	36
4–5	24	21	24	29	22	25	18	27
6–10	28	32	27	24	29	30	30	17
11+	9	9	9	5	10	11	6	8
				Number of days				
Mean	6	6	6	5	6	6	5	5
Median	5	5	5	4	5	5	4	4

Note: Percentages may not total 100 because of rounding.

The survey asked teachers about content areas on which their professional development activities focused during the 2005–2006 school year. The survey asked about the following areas:

- Strategies to improve your instruction
- School safety and security
- Student health and safety
- Parental involvement in the schools
- Classroom management
- Technology in the classroom
- Your grade level/subject-matter area
- Teaching students of different racial/ethnic backgrounds
- Managing student diversity in the classroom
- Curriculum development
- Alignment of curriculum across levels (elementary to middle school and middle school to high school)
- Assessing and monitoring students' class work
- The use of data to support decisions about school improvement
- Techniques for standardizing testing
- Teaching English language learners
- Academic freedom and responsibility.

Overall, 87 percent of teachers participated in professional development. Male teachers were far more likely than female teachers not to have had any professional development or in-service training (33% vs. 5%), as were the youngest teachers (29% vs. 7% of teachers age 50 and older). Almost three-fourths of all teachers received training on strategies to improve instruction (Table 43). Half to three-fifths of teachers reported professional development activity concentrated on curriculum development, technology in the classroom, teachers' grade level/subject-matter area, and school safety and security.

Table 43.
Participation in Professional Development Activities, All Teachers and Selected Subgroups, by Areas of Concentration, During the 2005–2006 School Year (%)

		Race		Sex		Age				Level			School system size		
Areas of concentration	Total	Minority	White	Males	Females	< 30	30–39	40–49	50+	Elementary	Middle/ JHS	Sr. high school	Large (25k+)	Medium (3k–<25k)	Small (<3k)
Strategies to improve your instruction	71	73	71	54	78	58	65	67	77	75	66	67	67	73	72
School safety and security	53	54	53	43	57	42	48	50	57	54	48	56	48	54	56
Student health and safety	40	47	39	33	43	29	33	39	46	43	40	36	38	40	43
Parental involvement in the schools	21	34	19	18	22	15	18	17	26	22	20	20	20	22	19
Classroom management	33	39	32	29	34	27	23	27	41	33	31	33	34	33	31
Technology in the classroom	60	58	61	47	66	47	56	56	67	59	61	62	57	60	64
Your grade level/subject-matter area	54	54	54	38	61	51	49	51	59	60	50	45	54	56	50
Teaching students of different racial/ethnic backgrounds	22	25	22	16	25	18	14	22	29	23	23	20	27	24	15
Managing student diversity in the classroom	26	33	26	20	29	19	17	25	34	28	25	23	25	28	24
Curriculum development	60	62	60	44	68	49	58	56	65	64	57	55	58	59	65
Alignment of curriculum across levels (elementary to middle school; middle school to high school)	41	43	41	31	45	32	39	42	42	41	43	40	36	40	49
Assessing, monitoring students' class work	39	47	38	28	44	27	31	37	48	44	36	31	40	42	34
Use of data to support decisions about school improvement	45	46	45	33	51	33	42	45	50	49	42	43	44	47	43
Techniques for standardizing testing	30	38	29	25	33	28	28	25	34	31	29	29	32	31	27
Teaching English language learners	18	27	17	13	20	12	13	17	23	21	17	13	22	21	9
Academic freedom and responsibility	10	12	10	9	10	6	10	8	13	9	12	10	8	11	9

Note: Percentages may not total 100 because of rounding.

- Larger percentages of teachers age 50 or more reported participating in every area of professional development than ones in the other age groups. They concentrated on strategies to improve instruction (77%), technology in the classroom (67%) and curriculum development (65%).
- Minority teachers were more likely than white teachers to have participated in professional development activities that concentrated on assessing and monitoring students' work (47% vs. 38%); parental involvement in the schools (34% vs. 19%); techniques for standardizing testing (38% vs. 29%); and teaching English language learners (27% vs. 17%).
- Female teachers were more likely than the males to have participated in every area of professional development or in-service training, especially strategies to improve instruction (78% vs. 54%); curriculum development (68% vs. 44%); technology in the classroom (66% vs. 47%); their grade level or subject matter area (61% vs. 38%); the use of data to support decisions about school improvement (51% vs. 33%); and school safety and security (57% vs. 43%).
- Elementary teachers were more likely than senior high school teachers to have had professional development experiences related to their grade level/subject-matter area (60% vs. 45%); assessing and monitoring students' work (44% vs. 31%); and curriculum development (64% vs. 55%).
- Teachers in the Southeast were more likely than teachers in the other regions to have had professional development experiences related to technology in the classroom (70% vs. a range of 53% to 62% in the other regions); school safety and security (61%, as opposed to between 48% and 52%); and parental involvement in the schools (32% vs. between 16% and 19%). Teachers in the Northeast were less likely to have trained in the use of data to support decisions about school improvement (36% vs. between 47% and 49% for the other regions), whereas teachers in the West were more likely than their colleagues in other regions to have participated in professional development to teach English language learners (35% vs. 9% to 13% elsewhere). Teachers in the Middle region trained in alignment of curriculum across levels to a greater degree than did their counterparts in the Northeast and Southeast regions (48% vs. 35% and 37%, respectively).
- Teachers in large systems were more likely than those in small systems to have participated in professional development activities that concentrated on teaching English language learners (22% vs. 9%), and teaching students of different racial/ethnic backgrounds (27% vs. 15%); whereas those in small systems were more likely than teachers in larger systems to have had professional development or in-service training in alignment of curriculum across levels (49% vs. 36% or 40%).

College Study for Credit (Question 37)

2006

In 2006, 56 percent of all teachers reported earning some college credit in the previous three years.

- The likelihood that a teacher earned college credits was inversely proportionate to his or her age. That is, the younger the teacher, the greater the likelihood of reporting earning college credits (80% for teachers younger than 30 vs. 41% for those 50 or older).
- Teachers in the Middle region (70%) were much more likely to report earning college credits than those in the other regions, and teachers in the Southeast (37%) were much less likely to do so. Teachers in the West and Northeast earned college credits in similar proportions (54% and 56%, respectively).

Of the teachers who reported earning college credits, close to half reported earning fewer than 10 semester hours or fewer than 15 quarter hours (44%). Another 28 percent earned between 10 and 21 semester hours or between 15 and 32 quarter hours. The remaining 28 percent earned 22 or more semester or 33 or more quarter hours.

- Younger and minority-group teachers were more likely than their counterparts to report earning 22 or more semester or 33 or more quarter hours of college credit.
- Senior high school teachers and ones aged 50 or older were the least likely to report earning college credits at that level.

1971–2006

After declining steadily from 63 percent (1976) to 46 percent (2001), the percentage of all teachers earning college credit increased substantially to 56 percent in 2006 (Table 44).

Table 44.
Teachers Earning College Credit for Previous Three Years, All Teachers and Selected Subgroups, 1971–2006 (%)

Group/subgroup	1971	1976	1981	1986	1991	1996	2001	2006
All teachers	62	63	56	53	50	50	46	56
Males	68	65	51	48	47	44	41	62
Females	57	62	59	55	53	52	48	53
Elementary	58	64	56	53	50	53	44	53
Secondary	64	63	56	54	51	48	49	59
Under 30	64	69	70	64	58	64	61	80
30–39	66	67	60	58	55	63	53	71
40–49	62	59	51	52	54	49	50	62
50+	48	46	43	41	37	36	34	41
Large systems (25k+)	68	64	55	51	49	49	47	50
Medium systems (3k–<25k)	59	64	55	52	53	48	44	61
Small systems (<3k)	56	62	58	57	49	55	49	52
Northeast	68	59	49	46	44	48	42	56
Southeast	61	63	57	53	46	42	34	37
Middle	55	56	54	51	53	57	57	70
West	71	75	63	60	58	53	49	54

Every subgroup shown in Table 44 showed an increase in the proportion taking college courses for credit from 2001 to 2006, with the size of the increase ranging from 3 percentage points for those in large and small school systems and in the Southeast region to 21 points among males. The groups showing the largest increases were males, teachers under 40, and teachers in medium-sized school systems. There were also sizable increases in the Northeast and Middle regions.

Professional Organization Membership (Question 55)

2006

In 2006, 60 percent of teachers were members of the National Education Association (NEA; Table 45).

- Teachers from medium and small school systems (64% and 69%, respectively) were more likely to be members of the NEA than were teachers in large systems (44%).
- More teachers in the Middle and Northeast (71% and 65%, respectively) regions were likely to be members than were those from the Southeast and West (45% and 55%, respectively).
- Teachers 30 and over (30–39, 61%; 40–49, 58%; 50+, 64%) were more likely to be members of the NEA than those under 30 (52%).
- More teachers at the elementary and middle school/junior high levels reported NEA membership (61% and 62%, respectively) than did senior high school teachers (52%).

In 2006, 15 percent of all teachers said they were members of the American Federation of Teachers (AFT).

- Teachers in large school systems (27%) were more likely to be AFT members than those in small and medium-sized school systems (10% and 12%, respectively).
- Minority teachers were disproportionately more likely to be members of the AFT than white teachers (30% vs. 13%).
- A greater proportion of teachers in the Northeast reported membership in the AFT (26%) than did teachers in other geographic regions (ranging from 10% to 15%).

In 2006, 23 percent of all teachers held membership in subject-matter or professional special-interest associations.

- More senior high teachers (32%) and middle school/junior high teachers (29%) held such memberships than did elementary teachers (15%).
- Teachers in the West region (18%) and those 30 to 39 (16%) were least likely to hold this type of membership, within their respective subgroups.

In 1986, the survey asked teachers for the first time about their membership in the National Association of Professional Educators (NAPE). In 2006, 3 percent of the teachers reported such membership.

1966–2006

Professional Organization Membership for All Teachers

For all four types of professional organizations examined, teachers' membership either declined or at best remained stable in 2006. Membership in subject-matter or professional special-interest organizations dropped the most, from its high of 48 percent in 1991 and 1996 to 40 percent in 2001, and to 23 percent in 2006 (see Table 45). NEA participation showed the next-largest drop, from 73 percent in 1996 to 68 percent in 2001, and to 60 percent in 2006. AFT participation dropped slightly from a high of 17 percent in 2001 to 15 percent in 2006, identical to its 1966 level.

The various organizations showed different patterns of change. NEA, which had the largest participation, showed an increase of 18 percentage points from 1971 to 1976, followed by stability for 10 years, and then an uneven decline. Membership in subject-matter organizations changed little from 1966 to 1981, followed by a general increase to 48 percent by 1991 and 1996, and then a decline to its lowest point in 2006. AFT membership showed a temporary surge in 1976, a consistent pattern of increases from 1986 to 2001, and a slight decrease in 2006. NAPE membership remained at either 3 or 4 percent for the entire period for which data are available.

Professional Organization Membership by School System Size

Overall, membership in the NEA increased in the various-sized school systems from 1971 to 1986 (see Table 45). It dropped drastically in large and medium systems in 1991 but rose again in 1996 to 64 percent in the large systems, 75 percent in the medium-sized systems, and 80 percent in the small systems. Since then, it has declined, ending at 44 percent for large systems, 64 percent for medium systems, and 69 percent for small systems. The net result has been that small systems have shifted from having the lowest NEA membership in 1966 to the highest in 2006.

From 1966 through 1981, membership in the AFT was consistently highest among teachers in large systems and lowest among teachers in small systems. From 1986 to 1991, there were small increases in membership in the AFT in all school systems. However, teachers' affiliations with the AFT in small systems more than doubled between 1996 and 2001 (from 6% to 15%), but then declined in 2006 (to 10%). AFT membership in large systems rose consistently and dramatically between 1991 and 2001 to the highest level ever (28%) and fell off only marginally in 2006 (to 27%). AFT membership in large systems thus was more than twice what it was in the other systems (12% in medium-sized systems and 10% in small systems).

From 1966 through 1996, teachers in small systems were less likely to belong to subject-matter or professional special-interest associations compared with teachers in the larger systems. From 1966 through 1981, more teachers in large systems held these memberships. From 1986 until 2001, larger percentages of teachers in medium-sized systems were members of these organizations. In 2006, small systems actually had the greatest proportion of teachers who were members, although the difference was very small (25% in small systems vs. 23% each in the others).

Professional Organization Membership by Region

Except for a large drop in NEA participation in the Southeast from 1966 to 1971 (from 69% to 51%), all four regions showed roughly similar patterns of growth and loss (Figure 10). However, the relative positions of the four regions changed over the period since 1966. The Southeast started with the highest proportion of NEA members in 1966 and ended in 2006 as the region with the lowest proportion. Similarly, the West started with the second highest percentage in 1966 (though with only a small difference compared with the Middle region) and ended with the second lowest in 2006. The general trend was one of increases from 1966 to 1981 or 1986, by which time only 5 percentage points separated the highest from lowest percentages of membership in the regions (from 75% to 80%). This was followed by a significant decline in 1991 (between 14 and 17 percentage points) in all regions except the West, which remained stable. There was an upsurge in 1996 everywhere but in the Northeast and a decrease in 2001, again, everywhere except the Northeast. The 2006 survey saw a continued decline in the percentage of NEA membership across all regions. All other regions declined between 2001 and 2006 by a modest 5 percentage points, but membership in the West region plummeted by 17 percentage points.

Table 45.
Membership in Professional Organizations, All Teachers and Selected Subgroups, 1966–2006 (%)

Organization	All Teachers									Northeast									Under 30								
	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06
National Education Association	60	59	77	78	77	66	73	68	60	53	51	80	78	84	69	64	70	65	57	50	74	72	73	59	68	61	52
American Federation of Teachers	8	8	13	10	9	12	15	17	15	13	16	30	16	15	31	39	31	26	7	10	13	10	6	4	12	8	14
Subject-matter or professional special-interest association	38	36	36	37	43	48	48	40	23	38	36	38	37	42	48	50	40	28	39	28	34	34	32	36	37	29	23
National Association of Professional Educators	—	—	—	—	3	3	4	4	3	—	—	—	—	3	3	3	6	2	—	—	—	—	4	3	5	2	1

	Large school systems(25K+)									Southeast									30–39								
	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06
National Education Association	57	52	65	69	71	56	64	56	44	69	51	75	75	74	60	64	50	45	59	60	76	78	79	64	70	66	61
American Federation of Teachers	19	18	22	22	19	20	25	28	27	4	2	6	7	6	9	10	11	10	9	8	13	10	5	10	13	15	8
Subject-matter or professional special-interest association	43	40	44	34	46	49	49	39	23	37	32	30	34	45	48	49	38	24	40	40	34	34	43	49	48	35	16
National Association of Professional Educators	—	—	—	—	3	4	5	7	4	—	—	—	—	4	4	7	5	4	—	—	—	—	2	3	4	3	3

	Medium school systems (3K– <25K)									Middle									40–49								
	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06
National Education Association	67	63	82	80	79	67	75	74	64	58	60	74	77	74	74	81	76	71	64	62	78	81	73	68	75	69	58
American Federation of Teachers	6	5	11	8	7	10	13	11	12	10	8	10	9	10	8	13	14	15	10	9	11	12	12	14	13	16	15
Subject-matter or professional special-interest association	38	37	35	39	46	51	50	42	23	38	39	37	37	42	48	51	42	24	41	47	44	42	44	50	51	41	23
National Association of Professional Educators	—	—	—	—	3	4	5	2	3	—	—	—	—	2	3	2	3	3	—	—	—	—	2	3	4	5	3

Note: – = data not available.

(continues)

Table 45 (Continued).
Membership in Professional Organizations, All Teachers and Selected Subgroups, 1966–2006 (%)

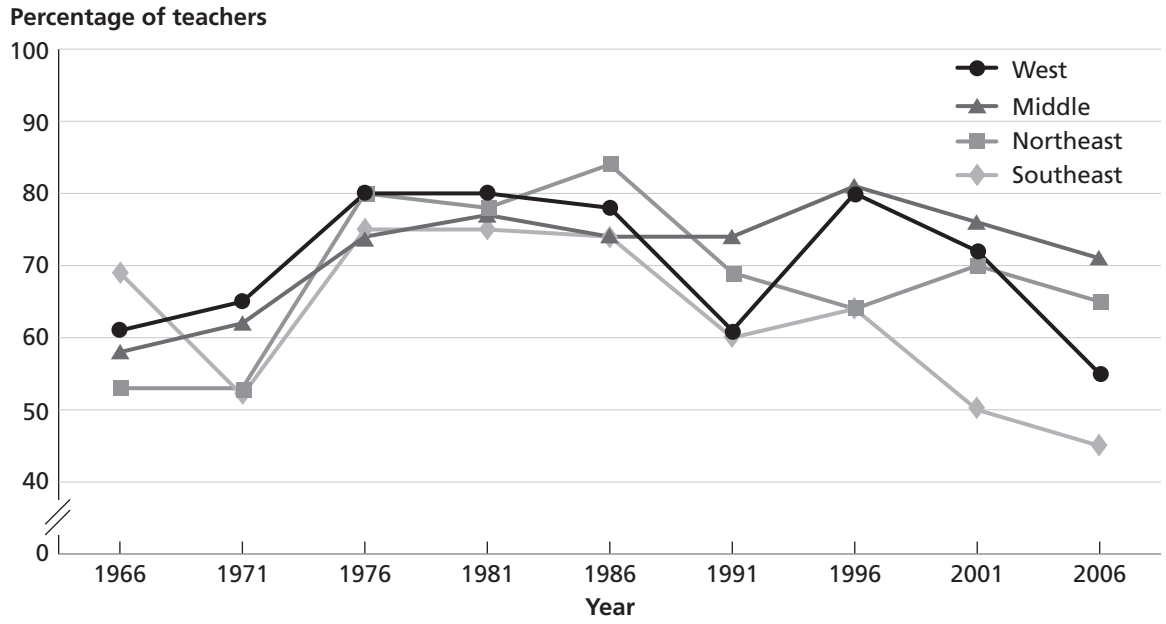
Organization	Small school systems (1–<3K)									West									50+								
	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06
National Education Association	53	55	78	82	76	73	80	72	69	61	64	80	80	78	61	80	72	55	63	68	87	80	79	70	76	71	64
American Federation of Teachers	3	3	8	3	5	8	6	15	10	3	5	7	8	7	6	9	12	11	6	5	12	8	13	16	18	22	19
Subject-matter or professional special-interest association	32	31	29	35	38	44	45	39	25	37	36	37	39	45	49	43	39	18	31	37	33	41	50	52	49	48	28
National Association of Professional Educators	—	—	—	—	1	2	3	4	2	—	—	—	—	2	3	5	4	4	—	—	—	—	3	4	5	5	4

	Males									Elementary school (including preschool)								
	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06
National Education Association	52	56	77	77	75	69	75	69	55	64	61	80	79	78	65	75	69	61
American Federation of Teachers	11	12	15	10	12	14	14	18	18	6	6	12	11	8	12	15	17	12
Subject-matter or professional special-interest association	47	44	40	45	48	50	56	43	22	21	22	24	24	31	39	37	28	15
National Association of Professional Educators	—	—	—	—	3	3	3	2	2	—	—	—	—	3	3	5	5	3

	Females									Secondary								
	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06
National Education Association	64	58	77	79	77	66	73	68	62	55	54	74	77	74	67	71	68	57
American Federation of Teachers	6	6	12	10	8	12	15	17	15	10	10	14	9	11	12	14	17	19
Subject-matter or professional special-interest association	33	32	33	33	41	48	48	40	24	56	52	46	50	55	58	59	54	30
National Association of Professional Educators	—	—	—	—	2	3	5	5	4	—	—	—	—	3	3	4	3	3

Note: – = data not available.

Figure 10.
National Education Association Membership, by Geographic Region, 1966–2006



Since 1966, the AFT has had higher membership percentages in the Northeast, rising to a peak of 39 percent in 1996 but declining to 31 percent in 2001. The other three regions all followed a pattern of slow but generally consistent increases, moving from a range of 3 to 10 percent in 1966 to a range of 10 to 15 percent in 2006.

Between 1966 and 2001, percentages of teachers reporting memberships in subject-matter or professional special-interest associations have remained remarkably similar in all regions. In the 15 years between 1981 and 1996, such memberships increased in all regions except the West to a new high of approximately 50 percent. The West started to experience a decrease in such memberships in 1996, which the other regions shared in later years. By 2006, membership levels were roughly half of what they had been in 1991 or 1996.

Professional Organization Membership by Sex

In 1966, the proportion of female teachers who reported NEA membership was significantly higher than that of male teachers. Slightly more than half of the male teachers (52%) reported membership in the NEA, whereas almost two-thirds of female teachers belonged (64%). However, by the next administration of the survey (1971), an increase in the percentage of male teacher members, accompanied by a decrease in the percentage of females, reduced the membership disparity to just 2 percentage points (56% of male teachers vs. 58% of female teachers). Membership by both males and females increased significantly by the 1976 survey to 77 percent for each. Over the next 15 years, membership levels for both groups remained similar, with no more than 3 percentage points separating them. By 1991, however, a statistically significant drop occurred in the percentages of both women and men reporting NEA membership. Although these memberships rebounded in 1996, they dropped again both in 2001 and in 2006, and in this latter year, they have reached the second-lowest levels since this study began (62% for female teachers and 55% for males).

Until 1991, a higher percentage of men have consistently held memberships in subject-matter or professional special-interest associations than have their female counterparts. However, in 1991, female teachers reported these memberships in almost equal numbers with their male counterparts (48% vs. 50%). In 1996, the gap again increased to 10 percentage points (46% females vs. 56% males), but, since then, there has been almost no difference between males and females. These memberships for both sexes saw a dramatic decline between 2001 and 2006 (from 43% to 22% among men and from 40% to 24% among women).

Males and females have shared similar rates of membership in the AFT over the entire period, 1966 to 2006.

Professional Organization Membership by School Level

Elementary and secondary teachers shared highly similar patterns with regard to membership in the NEA, both increasing to their highest levels in 1976 or 1981 and then showing a long-term decline (despite an upsurge in 1996; Table 45). NEA membership rates among teachers at both levels are essentially back at 1971 levels.

Memberships in subject-matter or professional special-interest associations have been considerably higher for secondary than for elementary teachers from 1966 through 2006. Both groups reached their highest levels of participation in 1991 or 1996, but they have declined to half or less of those levels in 2006.

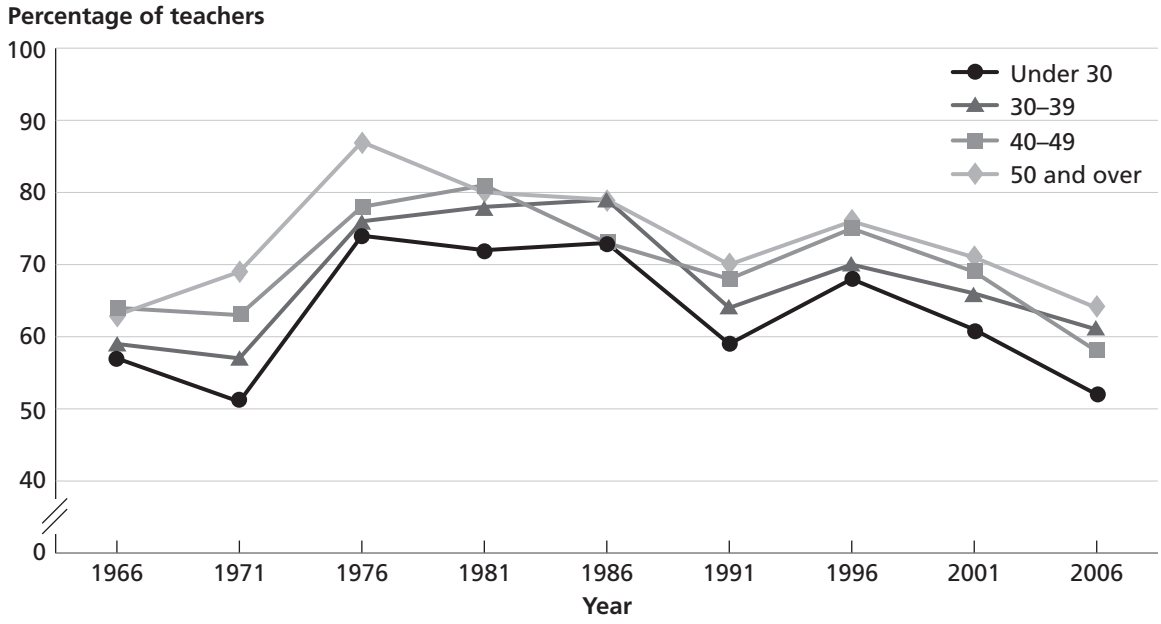
Elementary and secondary teachers showed highly similar rates of membership in the AFT throughout the period 1966 to 2001. In that latter year 7 percent of both groups had membership in the AFT. The year 2006 saw the first real divergence in the respective membership levels, with membership of secondary teachers continuing its steady rise since 1981 (from 9% to 19% in 2006), whereas membership of elementary teachers declined 5 percentage points from 2001 (from 17% to 12%).

Professional Organization Membership by Age

Over the years, the *Status* survey has found a consistent relationship between age and NEA membership, with the oldest teachers generally showing the highest membership rates, and the youngest teachers generally showing the lowest (Figure 11). After increasing across all age groups between 1991 and 1996, NEA membership declined in each age category in 2001 and again in 2006. The largest decrease was among teachers 40 to 49 years of age, from 69 percent in 2001 to 58 percent in 2006.

- Between 1966 and 1981, membership in the AFT showed little difference based on age, although the oldest teachers were generally the least likely to belong. In later years, the age groups appeared to diverge somewhat, although the differences still were not large. Since 1981, the percentage of

Figure 11.
National Education Association Membership, by Age, 1966–2006



membership in the AFT of the oldest teachers increased steadily to a high of 22 percent in 2001 but fell slightly in 2006 to 19 percent. The difference between the oldest and youngest teachers was highest in 1991 (16% vs. 4%) and 2001 (22% vs. 8%) but was smaller again in 2006 (19% vs. 14%).

- Memberships in subject-matter or professional special-interest associations considered in relation to teacher age have fluctuated over the past 40 years, but showed a general upward trend between 1981 and 1991, and then leveled out until 1996. Teachers under 30 often had the lowest membership rates. Since 1996, membership has declined across all age groups, most significantly among teachers aged 30 to 39.

8. Attitudes toward the Profession

Reasons for Becoming a Teacher And for Continuing to Teach (Question 61)

2006

In 2006, the *Status of the American Public School Teacher* survey asked respondents to select, from a list of options, 3 main reasons for having *originally* decided to become a teacher and three main reasons for *remaining* in teaching. Respondents could choose all 3 from the 21 suggested reasons. Or, they could choose 2 and include 1 of their own.

Below, the report discusses reasons that at least 25 percent of the respondents reported in 2006 for having *originally* decided to become a teacher.

- A desire to work with young people (71%) was the most frequently cited reason teachers selected to explain their original choice of occupation. Teachers under age 30 gave this reason with greater frequency (77%) than did teachers 50 or older (68%). Elementary school teachers were more likely to select this reason (79%) than were middle/junior high or senior high school teachers (67% and 61%, respectively).
- The value or significance of education in society (42%) was teachers' next-most-frequent reason. Teachers 30–39 years of age were less likely (34%) to cite this reason than ones in other age groups (43% to 46%). Minority teachers were more likely to have given this response than white teachers (49% vs. 41%).
- Interest in a subject-matter field (39%) was the reason teachers chose third most frequently. Not surprisingly, senior high teachers (62%) selected this reason with much greater frequency than did middle school/junior high teachers and elementary teachers (48% and 22%, respectively). Teachers in the Northeast (48%) selected this reason more often than did teachers anywhere else (35% to 38%). The percentage of males choosing this reason was higher than the percentage of females who did so (46% vs. 36%).
- The influence of a teacher in elementary or secondary school (31%) was the reason teachers chose fourth most frequently. Teachers under 30 gave this reason with greater frequency than did teachers who were 50 or over (36% vs. 29%). Minority teachers were also more likely to choose this reason than white teachers (38% vs. 30%).

Teachers' reasons for *remaining* in teaching were highly similar to their reasons for originally deciding to teach, but at least 25 percent of the respondents chose an additional two reasons.

- As with teachers' original decisions to teach, a desire to work with young people (67%) was the reason teachers most frequently mentioned to explain why they were currently teaching. Teachers under 30 were more likely than those 50 or over to have selected this reason (73% vs. 64%). White teachers were somewhat more likely to give this reason than minority teachers (67% vs. 61%).
- The value or significance of education in society (44%) was teachers' second most frequent reason for staying in teaching, again similar to teachers' original reasons to decide to teach. White teachers were somewhat more likely to give this reason than minority teachers (45% vs. 38%). As was the case with choosing teaching originally, fewer teachers 30–39 years old (36%) selected this reason than the other age groups (43% to 48%).
- Teachers' third most frequent reason for still teaching was their interest in a subject-matter field (36%), which again was the same ranking as for their original decision to teach. Teachers at senior high schools (58%) were more likely to cite this reason than ones at middle/ junior high school levels (44%), who cited this reason more often than teachers in elementary schools (22%). Males chose this reason more often than females (41% vs. 34%).
- The fourth most frequent reason was one that had not been a top factor when first deciding to teach: job security (30%). This reason was least often given by those in the Middle region (24%), compared with other regions (33% each), and by teachers under 30 (18%), compared with older teachers (30% to 32%). Teachers at middle/junior high schools gave this reason more often (37%) than ones at elementary schools (30%) or senior high schools (26%).
- Another major factor that had not been relevant when teachers first decided to teach was having too

much invested to leave (27%). Not surprisingly, the likelihood that a teacher would select this reason for teaching generally increased with age, although fewer teachers aged 50 or more (28%) chose this reason than did those ages 40 to 49 (32%).

- Finally, it is interesting to note that one of the top four factors teachers cited for first deciding to teach was not a major factor for remaining in teaching: the influence of a teacher in elementary or secondary school (10%, compared with 31% when first deciding to teach).

1971–2006

All surveys since 1971 have asked teachers to select, from a list of options, three main reasons for having *originally* decided to become a teacher. Starting in 1981, the survey also asked teachers to select three reasons they are *currently* teaching.

Trend data from 1971 to 2006 (Table 46) include responses about original reasons for becoming a teacher.

With only a few exceptions, the responses in 2006 showed little change from those in 1971. The only response showing a consistent increase in the percentage citing it as a reason for becoming a teacher was the influence of a teacher in elementary or secondary school, which increased from 18 percent in 1971 to 31 percent by 1996, ticked up to 32 percent in 2001, and settled back to 31 percent in 2006. By contrast, there was a steady decline in the percentage who named the opportunity for a lifetime of self-growth (from 21% in 1971 to 8% in 1991). Despite a slight rebound to 11 percent in 1996 and 2001, the percentage returned to 1991 levels in 2006 (8%).

Over the past 35 years, teachers have consistently reported the following reasons for choosing a teaching career:

- Teachers (between 66% and 73%) selected a desire to work with young people most frequently as their reason for choosing their profession in all survey years.
- The value or significance of education in society was always either the second or third most common reason, ranging from a low of 34 percent in 1976 to a high of 44 percent in 2001.
- Interest in a subject-matter field also was always either the second or third most common reason, ranging between 34 percent and 39 percent in all years except 1981, when it reached a high of 44 percent.

None of the remaining items came close in frequency to the top three items, and those shown in Table 46 largely clustered within a similar range.

Table 46.
Principal Reasons Selected by All Teachers for Originally Deciding to Become a Teacher, 1971–2006 (%)

Reason	1971	1976	1981	1986	1991	1996	2001	2006
Desire to work with young people	72	71	70	66	66	68	73	71
Value or significance of education in society	37	34	40	37	37	42	44	42
Interest in subject-matter field	35	38	44	37	34	37	36	39
Influence of teacher in elementary or secondary school	18	21	25	25	27	31	32	31
Never really considered anything else	17	17	20	21	24	19	19	14
Influence of family	21	18	22	23	23	19	20	19
Long summer vacation	14	19	22	21	21	20	21	19
Job security	16	17	21	19	17	18	17	17
Opportunity for a lifetime of self-growth	21	17	13	10	8	11	11	8

- Except for the highest and lowest values, the percentage of teachers who said they never really considered anything else clustered within a tight range of between 17 and 21 percent. The high (24%) was reported in 1991 and the low (14%) in 2006.
- Between 18 percent and 23 percent selected the influence of family as their reason for choosing teaching.
- Job security was a factor for between 16 percent and 21 percent in explaining why they chose teaching.
- In 1971, only 14 percent said they chose teaching for the long summer vacation. This figure increased in 1976 to 19 percent, fluctuated between 20 percent and 22 percent from 1981 to 2001, and returned to 1976 levels in 2006 (19%).

Teachers' needs and priorities changed a little from 1981 to 2006 as they remained in teaching. The top three reasons for starting in teaching were also the top three reasons for staying (Table 47). However, in other ways teachers showed some shifts.

Some factors that had not been highly important reasons for starting teaching showed greater importance for remaining in teaching: these include job security (21% and 17% for starting teaching, to 33% and 30% for remaining in teaching); a need for a second income (5% and 4% for starting teaching, to 18% and 9% for remaining in teaching); and financial rewards (5% and 3% for starting teaching, to 10% and 7% for remaining in teaching).

In contrast, other items showed less importance for staying in teaching than they did for teachers' original decisions to teach: never really considered anything else (20% and 14% for starting teaching, to 11% and 8% for remaining in teaching), the influence of a teacher in elementary or secondary school (25% and 31% for starting teaching, to 6% and 10% for remaining in teaching), and the influence of family (22% and 19% for starting teaching, to 4% and 8% for remaining in teaching).

Table 47.
Reasons Teachers Entered Teaching Compared with Reasons They Continue, 1981 and 2006 (%)

	Initial		Present	
Reason	**1981**	**2006**	**1981**	**2006**
Desire to work with young people	70	71	69	67
Value or significance of education in society	40	42	38	44
Job security	21	17	33	30
Long summer vacation	22	19	37	22
Interest in subject matter field	44	39	39	36
Sense of freedom in my own classroom	—	8	—	13
Need for second income	5	4	18	9
Opportunity for a lifetime of self-growth	13	8	17	11
Never really considered anything else	20	14	11	8
Financial rewards	5	3	10	7
Influence of teacher in elementary or secondary school	25	31	6	10
One of the few professions open to me	—	5	—	3
Need for income after termination of marriage	1	2	3	3
Influence of family	22	19	4	8

Note: The column labeled **Initial** is the percentage giving the listed reasons for entering teaching. The column labeled **Present** is the percentage saying the listed reason explained why they were still teaching.
— = data not available.

Willingness to Teach Again (Question 60)

Since 1961, surveys have asked respondents to select from five options related to willingness to become teachers if they had the choice to make again. Specifically, the options regarding whether they would become teachers again were as follows: certainly would, probably would, chances about even for and against, probably would not, and certainly would not.

2006

The following summary combines two answers—"certainly would" and "probably would"—into a single response to represent those who *would* become teachers again. The summary also combines two other responses—"certainly would not" and "probably would not"—into a single response to represent those who *would not* become teachers again.

Based on this combined-response approach, the survey found that two-thirds of all teachers (66%) said that they would become teachers again. The remainder were split roughly evenly between those who said the chances were about even for and against becoming a teacher again (16%) and those who would not become teachers again (19%; Table 48).

- Teachers in medium-sized and small school systems (68% and 69%, respectively) were more likely to say that they would teach again than were teachers in large systems (58%).
- Teachers in the Northeast and Middle regions (74% and 69%, respectively) were more likely to report willingness to choose teaching again than were those in the West and Southeast (60% and 59%, respectively).

1961–2006

The total percentage of teachers saying they would become teachers again decreased from a high of 78 percent in 1966 to 64 percent by 1976 and then plummeted to 46 percent in 1981. This percentage increased over the next three survey cycles (1986 through 1996) but dropped slightly in 2001 (to 60%). Despite the increase in 2006 to 66 percent, this percentage remained substantially below the highs reached 35 to 45 years ago (see Table 48; Figure 12).

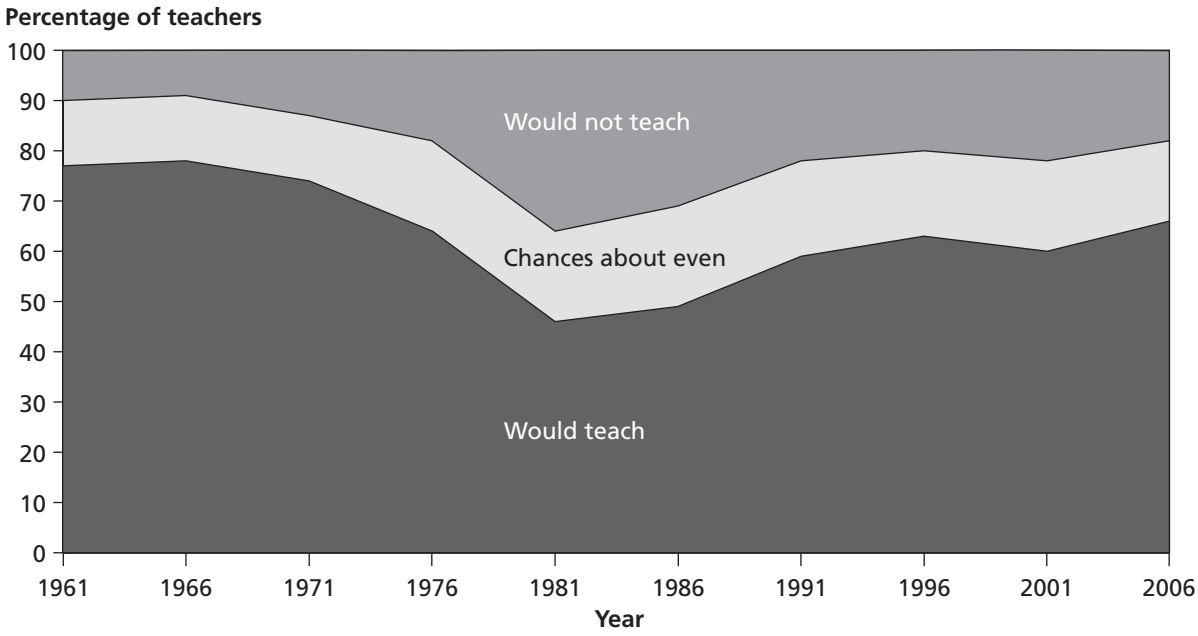
- Historically, both females and elementary school teachers have been more likely than their respective counterparts to say they would become teachers again. In 2006, however, there was essentially no difference between females and males or between elementary and secondary school teachers (Table 49).

Table 48.
Willingness-to-Teach-Again Responses, All Teachers, 1961–2006 (%)

"Teach again" response	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
Certainly/probably would	77	78	74	64	46	49	59	63	60	66
Chances about even	13	13	13	18	18	20	19	17	18	16
Certainly/probably would not	11	9	13	19	36	31	22	20	21	19

Note: Percentages may not total 100 because of rounding.

Figure 12.
Teachers' Willingness to Teach Again, 1961–2006



Note: "Certainly would" and "probably would" are combined into a single category, "would teach," and "certainly would not" and "probably would not" are combined into "would not teach."

- Between 1971 and 1981, all age groups reported huge decreases in the percentages of teachers who would teach again, ranging from a minimum of 23 percentage points among teachers under 30 (falling from 76% to 53%) to as much as 30 percentage points among those 40 to 49 years (falling from 75% to 45%). The decline among teachers 50 and older continued into 1986, falling over this 15-year period by 37 percentage points (from 79% to 42%).
- Before 1981, teachers 50 or older consistently responded in larger percentages than did all other age groups that they would become teachers again. In 1981, however, teachers under 30 reported their likelihood of becoming teachers in percentages identical to those reported by their colleagues aged 50 and over. Since 1986, teachers under 30 have been most likely to report that they would become teachers again.
- Also since 1981, the percentage of teachers 30–39 years of age who would teach again has increased steadily, until in 2006, 69 percent of this cohort reported willingness to teach again. This is the highest percentage for that age group since 1966 (when it was 76%).
- Teachers in small school systems have been more likely to say they would teach again than teachers in large school systems in every survey since 1971. However, except for 1986 (when there was a 20% difference), differences between small and large school systems have ranged between 5 percentage points and 11 percentage points.

Table 49.
Teachers Who Certainly Would or Probably Would Become Teachers Again, Selected Subgroups, 1966–2006 (%)

Subgroup	1966	1971	1976	1981	1986	1991	1996	2001	2006
Males	63	61	52	37	39	49	58	55	64
Females	85	82	69	51	53	63	64	62	66
Elementary	84	80	71	53	55	61	67	63	66
Secondary	71	68	56	40	44	56	59	58	64
Under 30	77	76	65	53	62	69	74	72	70
30–39	76	67	58	41	48	58	65	64	69
40–49	77	75	66	45	50	55	61	60	63
50+	83	79	70	53	42	62	60	54	64
Large systems (25k+)	—	71	61	45	40	55	59	54	58
Medium systems (3k–<25k)	—	75	64	43	47	61	62	64	68
Small systems (<3k)	—	77	66	54	60	60	67	62	69

— = data not available.

Plans to Remain in Teaching (Question 62)

In 2006, the *Status of the American Public School Teacher* survey asked respondents to select one of five options related to how long they planned to remain in teaching. Teachers' choices are discussed below, and subgroup analyses appear for responses that displayed notable differences from the overall teacher population.

2006

A majority of the teachers indicated that they planned to remain in teaching until eligible for retirement (43%) and/or until required to retire (26%). Those who said that they would probably continue teaching unless something better came along made up one-tenth of the respondents (10%). About one-fifth (18%) indicated that they were undecided about how long they would remain in teaching, and a small group (4%) indicated that they had definite plans to leave teaching as soon as possible. These results imply great stability in more than two-thirds of the K–12 teacher workforce (Table 50).

- Teachers under 30 were less likely than those 40 and older to indicate that they planned to remain in teaching until they were eligible for retirement (under 30, 36%; 30–39, 47%; 40–49, 45%; and 50+, 44%). However, rather than saying they would leave teaching, they often responded that they would probably continue unless something better came along (under 30, 23%; 30–39, 14%; 40–49, 11%; and 50+, 3%).
- Minority teachers were less likely than white teachers to indicate plans to remain in teaching until they were eligible for retirement (33% vs. 45%).
- Between 20 percent and 30 percent of teachers in all subgroups said they planned to remain in teaching until required to retire.

For teachers in 2006 who planned to remain in teaching until retirement, the mean number of years before they planned to retire was 14.

1976–2006

The percentage of teachers who said they *would* continue until eligible for retirement dropped significantly from 49 percent in 1976 to 35 percent in 1981, but rebounded to 46 percent in 1986, and has been no more than 3 percentage points different from that level in all subsequent survey years (43% in 2006). However, this overall decline was more than balanced by a decrease in the percentage who were undecided (from 26% in 1976 to 18% in 2006) and an increase in those who would continue until required to retire (from 11% in 1976 to 17% in 1996, and again from 16% in 2001 to 26% in 2006; see Table 50). Thus, the net change has been in the direction of increased stability in the teaching force.

One reason for the shifts may be economic pressures to continue employment. Another may be the aging of the teaching workforce, so that teachers now tend to be closer to retirement than teachers in the past. Of teachers who planned to remain in teaching until retirement, the mean number of years before they planned to retire declined steadily from 1976 to 1996 and has remained unchanged through 2006.

Table 50.
Plans to Remain in Teaching, All Teachers, 1976–2006 (%)

Option	1976	1981	1986	1991	1996	2001	2006
Continue until eligible for retirement	49	35	46	48	46	46	43
Undecided at this time	26	25	20	21	22	22	18
Continue until required to retire	11	14	12	16	17	16	26
Probably continue unless something better comes along	10	19	17	12	9	11	10
Definitely plan to leave teaching as soon as possible	5	8	6	4	5	5	4

Note: Percentages may not total 100 because of rounding.

In 2006, the survey included a question (first asked in 2001) to ascertain reasons teachers *would not* continue in teaching until retirement (Table 51). The largest segment of teachers (26%) selected low salaries from the list of reasons. Though still the largest group, this represented a substantial drop from the result for 2001 (37%). The second-largest group choosing a specific reason cited working conditions (13%); this also reflected a drop, from 20 percent in 2001. (Note, however, that the catchall factor labeled "others" was chosen by 17 percent and therefore was actually the second largest category.) No other single factor garnered more than 10 percent of the responses. The changes in responses from 2001 to 2006 may be attributed in part to changes in the questionnaire. The 2001 questionnaire gave 10 choices of reasons, whereas the 2006 questionnaire provided 15.

Low salaries were more likely to be a reason for leaving teaching in the Southeast (34%) and West (30%) than for those in the Northeast (18%) and Middle regions (17%), and for teachers in large or small districts (30% and 28%, respectively) than ones in medium-sized school districts (21%). Least likely to leave teaching prior to retirement because of low salaries were teachers who were 50 years or older (9% versus 31% to 35% for the other age groups).

Deciding to leave because of working conditions was the most often cited reason among teachers 50 and older (19%) versus younger teachers (8% to 12%). It was more common at medium-sized school systems (16%) than at other systems (11% each) and among minorities (19%) than among white teachers (13%).

Table 51.
Main Factor Teachers Said Would Cause Them to Leave Teaching Before Retirement, All Teachers and Selected Subgroups, 2006 (%)

Group/ subgroup	Low Salary	Teaching/ working conditions	Too many non-teaching duties	Lack of independence	Family-related	Health-related	Student-related	Administration related
All teachers	26	13	8	5	8	5	5	6
Minority	25	19	9	0	0	6	3	9
White	26	13	7	6	9	5	5	5
Males	29	14	9	2	3	2	5	3
Females	23	13	7	6	9	6	5	7
Elementary	28	12	9	8	6	6	3	7
Middle/JHS	22	14	6	2	10	4	8	4
Senior HS	24	17	7	2	7	4	6	6
Large (25k+)	30	11	8	8	3	3	10	5
Medium (3k–<25k)	21	16	9	4	9	4	1	3
Small (<3k)	28	11	5	2	12	7	5	11
Northeast	18	18	6	0	6	15	9	3
Southeast	34	11	13	9	4	4	4	2
Middle	17	16	3	2	10	3	5	9
West	30	11	8	7	10	1	3	7
Under 30	34	11	6	11	9	0	0	3
30–39	35	8	6	0	4	0	13	6
40–49	31	12	4	6	12	0	2	6
50+	9	19	11	0	7	16	5	4

Note: Percentages do not total 100 across factors because only factors selected by 5 percent or more of the respondents are included in the table.

Helps and Hindrances to Teachers (Questions 63, 64)

All surveys have asked teachers to comment on what helped and hindered them the most in their efforts to provide the best service in their teaching positions. Percentages of teachers from 1966 to 2001 who reported one or more factors that had proved most helpful to them were similar—in the 82 to 90 percent range; however, in 2006, this percentage dropped slightly to 78 percent. Fewer teachers responded with factors that they felt hindered them from providing the best services they could (73%).

Table 52 shows the top six factors helping and hindering teachers, ranked by the percentages of teachers mentioning them, for the years from 1966 to 2006. The trends are derived from analyses of the relative ranking of each response for each year.

Following are some salient factors teachers mentioned as *helping* them:

- Up through 2001, teachers have consistently mentioned the administrators/specialists as groups that helped them in providing the best service in their teaching position. This factor received the second most mentions in 2006.
- Another factor that teachers have mentioned in every survey has been their relationship with their teacher colleagues. This response had consistently appeared in about the middle of the list. Since 1996, however, it has been the top-ranked factor.
- The attitudes of pupils and support from parents were highly rated in 1966 and 1971 but dropped sharply in 1976. In 1981, an interested community and good students emerged as a prominent factor. However, cooperation from parents continued to receive a low ranking. Since 1986, neither the positive attitudes of pupils and parents nor an interested community and good students has ranked in the top six comments.
- Adequate materials, staff, and funds ranked fifth in 1966 and 1976, and sixth in 1986, 1991, 1996, and 2001. It was the fourth most-cited factor in 2006. Only in 1971 did it rank as the most frequently mentioned factor helping teachers to provide the best service. It was not among the top six reasons in 1981.
- Over the past 25 years, interest in children and teaching has moved from third place (1976) to first (1981, 1986, and 1991), to second (1996), and back to third (2001), where it remained in 2006. Over the same period, training, education, and knowledge of subject matter moved from first place (1976) to sixth (1981), to second (1986 and 1991), down to third (1996), back to second (2001), and finally to fifth place in 2006. School environment and freedom to teach, characterized as independence in the classroom in 1976, has held fifth place in the surveys since 1981; however, it ranked sixth in 2006.

Table 52 also shows factors teachers mentioned most frequently from 1966 to 2006 as *hindering* them, along with their relative ranking in percentages of teachers mentioning them. The most noticeable trends during this period are discussed below:

- Since 1976, when it was ranked second, teachers have cited workload as a hindrance to their teaching. In 1981 and 1986, the item "heavy workload and extra responsibilities" was teachers' most frequently cited complaint. Although the major complaint in 1991 was about incompetent administrators, heavy workload and extra responsibilities again appeared prominently, as the second most commonly cited hindrance. Moreover, in the three most recent surveys, 1996, 2001 and 2006, workload issues were again the chief hindrance to teachers providing the best service they could.
- From tenth place in the 2001 survey, testing demands or teaching to the test rose dramatically to second place in the rankings of hindrances to effective teaching in 2006.
- Except in the 1991 survey, discipline and negative attitudes of students has ranked second or third in every survey (in 1991, this factor ranked well below the top six on the list). In 2001, it was the fourth-mentioned factor, and in 2006, it was back to third place.
- Teachers' complaints about administration jumped to first place in 1976 from fourth place in 1966 and 1971 and remained in the top three until the 1996 survey, when it returned to fourth place. It was second in 2001, but again ranked fourth in 2006.
- Other responses that have appeared consistently over the past 30 years have been lack of preparation or planning time, and a lack of materials, resources, and facilities or funds. These factors round out the top six mentioned as hindrances to teachers in 2006.

Table 52.
Relative Rankings of Factors that Helped and Hindered Teachers Most in Their Efforts to Provide the Best Service in Their Teaching Positions, 1966–2006

	Helped teachers most								
Rank	**1966**	**1971**	**1976**	**1981**	**1986**	**1991**	**1996**	**2001**	**2006**
1	Help from administrators/ specialists	Good materials, resources, facilities	Training, education, and knowledge of subject matter/ professional development	Interest in children/teaching, other personal characteristics	Interest in children/teaching, other personal characteristics	Interest in children/teaching, other personal characteristics	Cooperative/ competent teacher colleagues/ mentors	Cooperative/ competent teacher colleagues/ mentors	Cooperative/ competent teacher colleagues/ mentors
2	Opportunity for rendering service	Help from administrators/ specialists	Cooperative/ competent teacher colleagues/ mentors	Help from administrators/ specialists	Training, education, and knowledge of subject matter/ professional development	Training, education, and knowledge of subject matter/ professional development	Interest in children/ teaching, other personal characteristics	Training, education, and knowledge of subject matter/ professional development	Help from administrators/ specialists
3	Positive attitude of pupils and parents	Cooperative/ competent teacher colleagues/ mentors	Interest in children/teaching, other personal characteristics	Cooperative/ competent teacher colleagues/ mentors	Cooperative/ competent teacher colleagues/ mentors	Cooperative/ competent teacher colleagues/ mentors	Training, education, and knowledge of subject matter/ professional development	Interest in children/ teaching, other personal characteristics	Interest in children/teaching, other personal characteristics
4	Cooperative/ competent teacher colleagues/ mentors	Positive attitude of pupils and parents	Help from administrators/ specialists	Interested/ good students, community	Help from administrators/ specialists	Help from administrators/ specialists	Help from administrators/ specialists	Help from administrators/ specialists	Good materials, resources, facilities
5	Good materials, resources, facilities	Opportunity for rendering service	Good materials, resources, facilities	School environment/ organization, freedom to teach	School environment/ organization, freedom to teach	School environment/ organization, freedom to teach	School environment/ organization, freedom to teach	School environment/ organization, freedom to teach	Training, education, and knowledge of subject matter/ professional development
6	Pupil progress and ability	Other	School environment/ organization, freedom to teach	Training, education, and knowledge of subject matter/ professional development	Good materials, resources, facilities	Good materials, resources, facilities	Good materials, resources, facilities	Good materials, resources, facilities	School environment/ organization, freedom to teach

(continues)

Table 52 (Continued).
Relative Rankings of Factors that Helped and Hindered Teachers Most in Their Efforts to Provide the Best Service in Their Teaching Positions, 1966–2006

	Hindered teachers most								
Rank	**1966**	**1971**	**1976**	**1981**	**1986**	**1991**	**1996**	**2001**	**2006**
1	Lack of time to teach, classroom interruptions	Lack of materials, resources, and facilities	Incompetent/ uncooperative administrators; discipline/ negative attitudes of students	Heavy workload, extra responsibilities, paperwork, meetings	Heavy workload, extra responsibilities, paperwork, meetings	Incompetent / uncooperative administrators	Heavy workload, extra responsibilities, paperwork, meetings	Heavy workload, extra responsibilities, paperwork, meetings	Heavy workload, extra responsibilities, paperwork, meetings
2	Lack of materials, resources, and facilities	Lack of time to teach, classroom interruptions	Heavy workload	Discipline and negative attitudes of students	Incompetent / uncooperative administrators	Heavy workload, extra responsibilities, paperwork, meetings	Discipline and negative attitudes of students	Incompetent/ uncooperative administrators	Testing demands/ teaching to the test
3	Discipline and negative attitudes of students	Discipline and negative attitudes of students	Lack of materials, resources, and facilities	Incompetent / uncooperative administrators	Discipline and negative attitudes of students	Lack of materials, resources, and facilities	Negative attitudes of public, parents, and state legislators	Negative attitudes of public, parents, and state legislators	Discipline and negative attitudes of students
4	Incompetent / uncooperative administrators	Incompetent / uncooperative administrators	Lack of preparation/ planning time	Negative attitudes of public, parents	Negative attitudes of public, parents	Lack of funds/ decent salary	Incompetent / uncooperative administrators	Discipline and negative attitudes of students	Incompetent / uncooperative administrators/ lack of support from admins.
5	Poor preparation of students; unsatisfactory remuneration	Other	Extra responsibilities	Lack of funds/ decent salary	Lack of funds/ decent salary	Negative attitudes of public, parents	Lack of materials, resources, and facilities	Lack of materials, resources, and facilities	Lack of preparation/ planning time
6	Insufficient preparation for the field in which teaching	Lack of teacher cooperation/ unprofessional teachers	Negative attitudes of public, parents	Lack of time to teach, classroom interruptions	Class size	Class size	Lack of funds/ decent salary	Lack of funds/ decent salary	Lack of materials, resources, and facilities

9. Economic Status

Annual Contract Salary (Question 42)

2006

The mean annual contract salary (before deductions) for all teachers for the school year 2005–2006 was $49,482, not including supplemental pay for extra duties.

1961–2006

The *Status* survey analysis used the Consumer Price Index–All Urban Consumers (CPI–U) in conjunction with reported mean contract salaries to derive adjusted salaries. By definition, the CPI–U is a measure of the prices of goods and services typically purchased by urban consumers. This index allows adjustment of the reported dollar figures to account for changes in the cost of living (i.e., adjusted for inflation or deflation), yielding a measure of those dollars' purchasing power at any given time.

Table 53 shows teachers' average contract salaries at every five-year administration of the survey for *Status of the American Public School Teacher*. They appear to rise consistently and substantially, starting at $5,264 in 1961 and ending at $49,482 in 2006 (for convenience, the second calendar year of the school years—e.g., 1961 for 1960–61—is used in discussion). However, taking inflation into account yields a very different picture—one that shows a much less substantial increase in salaries. An examination of the percentage change in teachers' *inflation-adjusted* salaries indicates that teachers' purchasing power increased 10 percent between 1961 and 1966. Their purchasing power then registered an even larger increase, of 19 percent, in 1971, compared with 1966. These two periods accounted for the largest consecutive percentage increase in teachers' purchasing power.

Teachers' inflation-adjusted salaries then declined by 7 and 9 percent, respectively, in 1976 and 1981. Between 1981 and 1986, however, teachers' adjusted salaries rose by 15 percent. Teachers' gains in purchasing power slowed to 5 percent in 1991, declined by 3 percent in 1996, increased by 7 percent between 1996 and 2001, and increased again in 2006, but by less than half of 1 percent. The net trend is positive over the 45-year span of the survey, with the average inflation-adjusted salary gaining 40 percent, which is equivalent to 0.75 percent compounded per year.

Table 53.
Mean Annual Contract Salary, Unadjusted and Adjusted, All Teachers, School Years 1960–61 through 2005–06

	Mean annual contract salary ($)		Change in adjusted salary (%)	
School year	Unadjusted	Adjusted by CPI–U	From prior period	Since 1961
1960–61	5,264	17,664		
1965–66	6,253	19,480	10.28	10.28
1970–71	9,261	23,153	18.86	31.07
1975–76	12,005	21,437	–7.41	21.36
1980–81	17,209	19,533	–8.88	10.58
1985–86	24,504	22,440	14.88	27.04
1990–91	31,790	23,583	5.09	33.51
1995–96	35,549	22,905	–2.87	29.67
2000–01	43,262	24,595	7.38	39.24
2005–06	49,482	24,704	0.44	39.86

Note: CPI–U = Consumer Price Index–All Urban Consumers (1982–84 = 100). CPI–U data are from the U.S. Bureau of Labor Statistics Web site, http://data.bls.gov/servlet/SurveyOutputServlet. Data extracted March 3, 2009. All changes from prior publications are attributable to adjustments made by the bureau. 1961 figures include extra pay for extra duties.

Analyzing mean annual contract salaries illustrates differences between different subgroups of teachers (Table 54).

- Male teachers have reported larger mean annual contract salaries than females in all survey years, although the wage differential in 2006 was the smallest since 1976. Salary differences between men and women may reflect factors in addition to sex. Teachers reported data on one of these factors—degrees held. Larger percentages of male teachers than females have held advanced degrees (e.g., master's degree, education specialist's degree, professional diploma, and doctoral degree) in all survey years. Because teachers with advanced degrees have reported larger mean contract salaries than those without advanced degrees, the male–female salary differentials stem, in part, from the traditionally higher salaries paid to teachers with advanced education.
- Secondary teachers have reported higher average salaries than elementary teachers in all survey years, as well. After decreasing by more than $100 from 1961 to 1966, the gap between contract salaries reported by these two groups of teachers increased steadily. In 1986, the difference was more than triple what it had been in 1981 ($1,523, up from $487). The reported differential decreased by about a third in 1991 (to $1,034), but then almost doubled in 1996 (to $1,997). The gap then decreased by about 20 percent from 1996 to 2001, but increased in 2006 to the largest it has been since the inception of *Status* ($2,013).
- Since 1966, progressively older teachers have, for the most part, reported higher average salaries. Two exceptions were in 1966 and 1971, when teachers 40–49 reported slightly higher mean salaries than teachers older than 49.
- From 1966 through 1991, teachers in larger school systems reported higher mean annual contract salaries than those in medium-sized systems, and salaries in medium-sized systems exceeded those in small systems. However, in 1996 and 2001, teachers' average salary in medium systems exceeded that of teachers in large systems, whose average exceeded that of teachers in small systems. In 2006, the mean contract salaries of teachers in large and medium systems was virtually identical, still exceeding that of teachers in small systems. The difference between salaries paid in large and small systems increased steadily from $1,367 in 1966 to $5,215 by 1986. The gap was reduced by more than $1,800 between 1986 and 1991 but increased again by $1,600 between 1991 and 1996. A more modest decrease in the gap was reported in 2001 (approximately $850). In 2006, salaries among the three various-sized systems were the most similar they had been since 1971. Only $1,573 separated the highest and lowest salaries.
- In all years from 1966 to 2006, except 1981, teachers in the Northeast reported the highest mean annual contract salary. In 1981, teachers in the West region reported the highest average. Except for that year, teachers in the West reported the second highest salaries from 1966 through 1991. Since 1996, however, teachers in the Middle region have reported higher mean annual contract salaries than those in the West. Teacher salaries in the Southeast region have lagged behind those of teachers in all other regions in ever-increasing amounts during the entire 50-year history of *Status* (except in 2001, when the gap narrowed slightly). By 2006, the mean annual contract salary for teachers in the Southeast was only 85 percent of what teachers in the West and Middle regions were paid and less than three-fourths that of teachers in the Northeast (72%).

Table 54.
Mean Annual Contract Salaries, All Teachers and Selected Subgroups, 1961–2006 ($)

Group/ subgroup	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
All teachers	5,264	6,253	9,261	12,005	17,209	24,504	31,790	35,549	43,262	49,482
Males	5,568	6,636	9,854	12,838	18,473	26,478	34,492	38,841	46,326	50,505
Females	5,120	6,077	8,953	11,578	16,558	23,588	30,781	34,386	42,440	48,998
Elementary	5,090	6,119	9,092	11,803	16,873	23,789	31,231	34,522	42,488	48,447
Secondary	5,489	6,399	9,449	12,196	17,360	25,312	32,265	36,519	44,175	50,460
Bachelor's or less	—	5,937	8,603	10,976	15,720	21,778	27,280	30,475	36,225	44,138
Master's or higher	—	7,511	10,999	13,702	18,788	27,036	35,849	39,575	48,630	52,710
Under 30	—	5,390	7,907	9,851	13,195	17,561	22,625	25,911	31,484	36,522
30–39	—	6,576	9,732	12,567	16,917	22,582	27,985	31,853	37,611	42,907
40–49	—	6,797	10,327	13,767	19,002	26,678	33,391	36,051	44,577	49,744
50+	—	6,722	10,180	14,021	19,624	28,230	37,971	41,908	50,303	55,094
Large systems (25k+)	—	7,033	9,843	13,404	18,628	26,389	33,180	36,582	42,923	49,899
Medium systems (3k–<25k)	—	6,304	9,444	12,072	17,582	25,536	32,337	37,095	44,990	49,896
Small systems (<3k)	—	5,666	8,347	10,678	15,490	21,174	29,830	32,141	40,882	48,326
Northeast	—	6,860	10,337	13,387	18,020	26,267	39,337	42,773	50,414	57,936
Southeast	—	5,183	7,783	10,081	14,799	21,601	27,561	30,988	36,842	41,597
Middle	—	6,178	9,295	11,765	17,247	24,725	30,722	36,463	42,288	49,082
West	—	6,683	9,418	12,748	18,185	25,276	30,763	36,194	42,008	48,746

— = data not available.

A comparison of the percentage change in the salaries of teacher subgroups in every five-year period with corresponding changes in the CPI–U shows that during 1961–71, teachers' salaries in all subgroups increased more rapidly than the CPI–U, yielding a gain in purchasing power (Table 55). The purchasing power for teachers over 40, in medium-sized systems, and in all regions but the West increased at twice the rate of the CPI–U. Teachers lost considerable buying power during 1971–81, a period in which the percentage change for the CPI–U was larger than the percentage change in all subgroups. Teachers in the West lost purchasing power in 1986–91, but all other subgroups gained, with teachers in the Northeast and ones in small systems far outpacing the CPI–U. Teachers in the Middle and West regions gained purchasing power in 1991–96, but all other subgroups lost it or just broke even. In 1996–2001, all subgroups gained, with teachers in small school systems gaining at double the rate of the CPI–U. In 2005–06, teachers' contract salaries overall kept pace with inflation. Some of the groups whose gains exceeded the inflation rate of 14 percent the most (by more than 3 percentage points) were those with a bachelor's degree or less (22%) and those teaching in small systems (18%). By contrast, males (9%), those with a master's degree or higher (8%), teachers in medium-sized systems (11%), teachers 40 and older (40-49, 12%; 50 and older, 10%), and teachers in the Southeast (13%) lost purchasing power.

Table 55.
Increases in Mean Annual Contract Salaries, All Teachers and Selected Subgroups, 1961–2006 (%)

Group/subgroup	1961–66	1966–71	1971–76	1976–81	1981–86	1986–91	1991–96	1996–2001	2001–06
All teachers	19	48	30	43	42	30	12	22	14
Males	19	48	30	44	43	30	13	19	9
Females	19	47	29	43	43	31	12	23	15
Elementary	20	49	30	43	41	31	11	23	14
Secondary	17	48	29	42	46	28	13	21	14
Bachelor's or less	—	45	28	43	39	25	12	19	22
Master's or higher	—	46	25	37	44	33	10	23	8
Under 30	—	47	25	34	33	29	15	22	16
30–39	—	48	29	35	34	24	14	18	14
40–49	—	52	33	38	40	25	8	24	12
50+	—	51	38	40	44	35	10	20	10
Large systems (25k+)	—	40	36	39	42	26	10	17	16
Medium systems (3k–<25k)	—	50	28	46	45	27	15	21	11
Small systems (<3k)	—	47	28	45	37	41	8	27	18
Northeast	—	51	30	35	46	50	9	18	15
Southeast	—	50	30	47	46	28	12	19	13
Middle	—	51	27	47	43	24	19	16	16
West	—	41	35	43	39	22	18	16	16
% change in CPI–U	8	25	40	57	24	23	15	13	14

Note: CPI–U = Consumer Price Index – All Urban Consumers (1982–84 = 100). CPI–U data are from the Bureau of Labor Statistics Web site, http://data.bls.gov/servlet/SurveyOutputServlet. Data extracted March 3, 2009. All changes from prior publications are attributable to adjustments made by the bureau.
— = data not available.

Salary Supplements (Question 45)

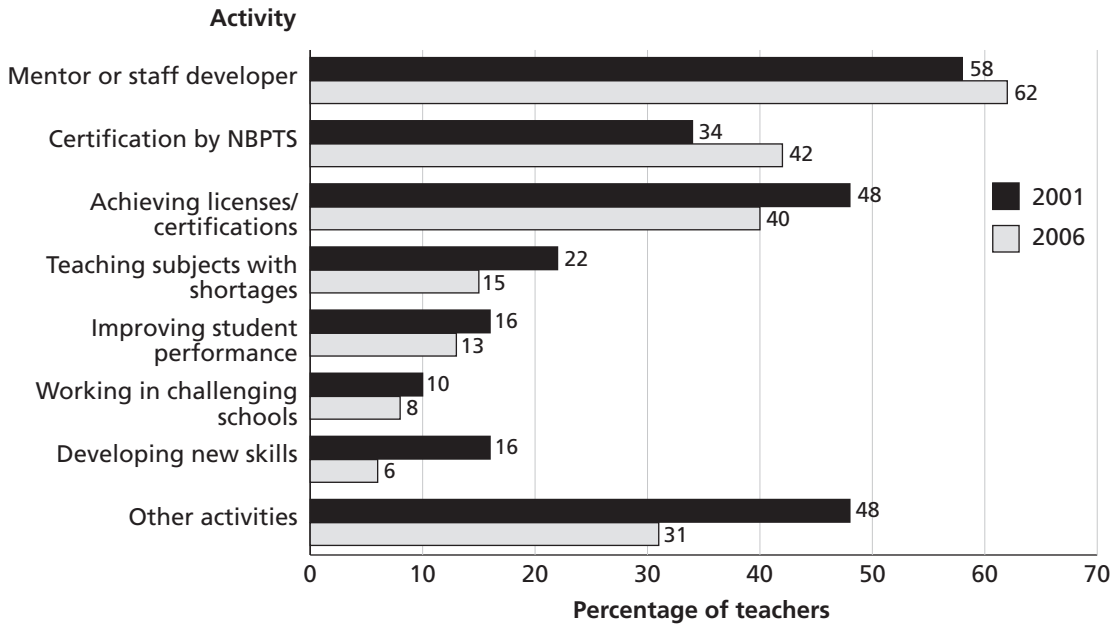
2006

In 2001, teachers were first asked if they could earn extra money beyond their regular salary in their district for the following activities:

- Serving as a mentor or staff developer
- Teaching in a subject area where there is a teacher shortage
- Working in a school that presents more challenges to staff than other schools in the district
- Improving student performance
- Being certified by the National Board of Professional Teaching Standards (NBPTS)
- Achieving additional teaching licenses or certifications
- Developing new skills/knowledge in nonuniversity settings
- Participating in other activities that allow teachers to earn additional pay.

More than three-fifths (62%) reported that in 2006 teachers in their schools could earn extra funds for serving as a mentor or staff developer (Figure 13). Two-fifths (42%) reported being able to earn additional monies for certification by the NBPTS. A similar percentage (40%) reported the capability to earn additional income by qualifying for additional teaching licenses or certifications. Less than one-fifth of the teachers reported being able to earn additional funds for teaching in a subject area where there is a teacher shortage and for improving student performance (15% and 13%, respectively). Less than one-tenth reported the potential to earn extra money for working in a school that presents more challenges to staff than other schools in the district (8%) or developing new skills and knowledge in a nonuniversity setting, such as learning computer skills (6%). Finally, 31 percent reported being able to earn additional pay for participating in other activities than those listed above.

Figure 13.
Percentages of Teachers Who Can Earn Extra Money for Various Activities, 2001 and 2006



Note: Percentages may not total 100 because of rounding.

- Teachers more likely to report the ability to earn additional funds for serving as a mentor or staff developer concentrated in groups as follows:
  - In medium and small school systems more than in large ones (67% and 61%, respectively vs. 54%)
  - In elementary schools more than senior high schools (65% vs. 57%)
  - In the Northeast and Middle regions versus the West and Southeast (68% and 69%, respectively, vs. 59% and 51%, respectively)
  - Among white compared with minority teachers (63% vs. 54%)
  - Among teachers younger than 30 compared with those 30 and older (71% vs. 30–39, 59%; 40–49, 61%; and 50+, 62%).
- Teachers who were 30 or older, compared with those under 30 (a range between 29% and 32%, vs. 23%), as well as females more than males (33% vs. 24%), were more likely to mention other school-related activities for which they could earn additional pay.
- Teachers were more likely to report being able to earn extra pay by attaining additional teaching licenses or certifications if they were under 30 than if they were any older (50% vs. 33% to 42% for the other age groups); females rather than males (43% vs. 35%); and elementary rather than secondary teachers (46% vs. 35% at middle/junior high schools and 33% at senior high schools).
- A teacher in the Southeast (79%) was more than twice as likely to be able to receive additional pay for National Board Certification as those in the West, Northeast, and Middle regions (37%, 26%, and 33%, respectively). Teachers in large school systems (55%) could earn additional money for National Board Certification to a larger extent than could those in medium and small systems (41% and 30%, respectively).
- Teachers in large school systems were more likely to be able to earn extra pay for teaching in a subject area where there was a teaching shortage (23%) than those in medium-sized or small school systems (12% and 10%, respectively). Also, minority teachers were more likely than white teachers to have the potential to receive such pay (27% vs. 13%).
- Teachers in the large school systems were far more likely to be paid more for working in a school that presents more challenges (20%) than those in medium-sized or small school systems (3% and 1%, respectively). Similarly, three times as many minority teachers said that teachers in their schools could receive such pay as did white teachers (18% vs. 6%).
- Minority teachers were more than twice as likely as white teachers to report being able to earn extra pay for improving student performance (29% vs. 11%).

Additional Income
(Question 43)

2006

Beginning in summer 2005 and ending in the last school month of 2006, more than three-fifths (62%) of all teachers earned supplemental income. During this period, the mean amount of additional income for those reporting it was $5,038.

- The mean additional income that males and senior high school teachers reported ($6,312 and $6,361, respectively) was considerably higher than for their female and elementary counterparts ($4,367 and $4,151, respectively).
- The mean additional income earned by teachers in large school systems ($6,250) was higher than that earned by those in medium or small systems ($4,073 and $5,400, respectively).
- In summer 2005, a larger percentage of teachers earned additional income from within their school systems than outside (Table 56). The mean income from outside employment was roughly double that from school system employment, however ($3,663 vs. $1,868).
- About half (49%) of all teachers reported earning additional pay during the 2005–2006 school year, and more than one-third (37%) reported additional pay from stipends for additional duties.
- Teachers in the Middle region earned more additional income ($5,703) than did their counterparts in the Northeast, Southeast, or West regions ($4,895, $4,777 and $4,680, respectively).

Table 56.
Additional Income, All Teachers, 2005–2006

Income source	Percentage receiving income	Mean income ($)
Summer 2005 employment		
School system employment	24	1,868
Outside employment	17	3,663
Total summer employment	37	3,094
School year 2005–2006 employment		
Stipends for additional duties (e.g., coaching, department or grade-level chair)	37	1,756
Performance-based or incentive pay (e.g., merit pay, stipends for teaching in critical shortage areas, incentives for National Board Certification)	6	2,137
Outside employment	14	4,229
Total school year employment	49	3,194
Summer 2005 through end of 2005–2006 school year		
Total employment	62	5,038

1966–2006

It is important to note that the survey question about additional pay within the school system changed significantly beginning in 1986. The original survey question asked specifically about income from sources such as federal programs, dividends, rents, and interest. The 1986 and later surveys did not ask about income from these sources. Therefore, the figures for 1986 and subsequent surveys do not reflect income sources fully comparable with those of the previous surveys.

Since 1996, one-fourth or more of teachers reported earning additional income from within the school system during the summer, and more than one-third of teachers reported such income during the school year. Both sets of statistics were considerably higher than in previous years (Table 57).

- From 1966 through 1986, summer employment was more often outside than inside the school system. By 1991, teachers were almost as likely to report summer employment within the school system as outside it, and in later years, they were more likely to be employed inside the school system. The percentage of teachers reporting outside summer employment remained relatively stable from 1966 to 2006, staying between 16 and 20 percent over all of those years. By contrast, summer employment within the school system was relatively stable over 1966 through 1991 but was much higher in later years. There was a sizable increase in within-system employment from 16 percent in 1991 to 25 percent in 1996; a more modest increase, to 28 percent, between 1996 and 2001; and a slight drop to 24 percent in 2006.
- During the school year, teachers were more likely to earn additional income within their school systems. Since 1971, there has been a steady pattern of increased employment within the system, so that the percentage more than doubled by 2006. Since 1996, employment in the school system during the school year has been more than 20 percentage points higher than employment outside of it. Outside employment also more than doubled from 1971 to 2006, but this trend was less consistent and started from a lower base.

Table 57.
Teachers Reporting Additional Income from Selected Sources, 1966–2006 (%)

Income source	1966	1971	1976	1981	1986	1991	1996	2001	2006
Previous summer employment									
School system employment	12	15	13	10	14	16	25	28	24
Outside employment	18	18	16	18	20	17	18	19	17
School-year employment									
Additional pay within the school system	17	14	19	20	26	27	35	37	37
Outside employment	10	6	8	11	14	12	13	13	14

The mean annual income reported from all additional sources increased from 1966 through 1996, decreased slightly in 2001, and then saw a significant increase in 2006 (Table 58).

However, taking the effect of inflation on teachers' additional income into account yields a different picture (Table 59). An examination of the percentage change in the purchasing power of teachers' inflation-adjusted additional income reveals a general decline from a high of $3,708 in 1971 to a low of $2,006 in 2001, followed by an increase to $2,515 in 2006. Purchasing power declined in five of the five-year periods and increased in three. The most recent survey showed the largest percentage change, with a 25 percent increase in purchasing power of additional income compared with 2001. However, overall, teachers lost considerable purchasing power (28%) over the last 40 years.

Table 58.
Mean Additional Income from Selected Sources, All Teachers, 1966–2006 ($)

Income source	1966	1971	1976	1981	1986	1991	1996	2001	2006
Previous summer employment									
School system employment	608	886	1,003	1,114	1,290	1,557	1,577	1,859	1,868
Outside employment	817	938	1,502	1,629	2,762	821	2,442	2,977	3,663
School-year employment									
Additional pay within the school system (e.g., coaching, publications)	392	597	712	1,081	1,201	1,587	1,733	1,639	1,756
Outside employment	—	1,274	1,662	1,603	3,695	3,676	3,480	3,393	4,229
School-year and previous summer									
All other additional income	1,124	1,483	1,953	2,462	3,276	3,573	3,636	3,528	5,038

Note: Before 1986, the "All other" category included nonsalary income such as dividends, rents, and interest.
— = data not available.

Table 59.
Average Additional Income, Unadjusted and Adjusted, 1966–2006

School year	Average additional income ($)		Change in CPI–U adjusted salary (%)	
	Unadjusted	Adjusted by CPI–U	From prior period	Since 1966
1965–66	1,124	3,502	—	—
1970–71	1,483	3,708	5.88	5.85
1975–76	1,953	3,488	–5.93	–0.40
1980–81	2,462	2,795	–19.87	–20.19
1985–86	3,276	3,000	7.33	–14.33
1990–91	3,573	2,651	–11.63	–24.30
1995–96	3,636	2,343	–11.62	–33.10
2000–01	3,528	2,006	–14.38	–42.72
2005–06	5,038	2,515	25.37	–28.18

Note: CPI–U = Consumer Price Index – All Urban Consumers, (1982–84 = 100). CPI data are from the Bureau of Labor Statistics (BLS) website, http://data.bls.gov/servlet/SurveyOutputServlet. Data extracted March 3, 2009. All changes from prior publications are attributable to adjustments made by the Bureau.
— = data not available.

Total Household Income (Questions 44, 47)

2006

Teachers' reported mean annual household income (AHI) in 2006 was $87,630. This figure includes all income reported for teachers *and* for the spouses of married teachers.

In 2006, 62 percent of all teachers reported earning more than half of their total household income. Subgroups most likely to report earning more than half of the household income were males (74% vs. 56% for females); and senior high school teachers (76% vs. 55% for elementary school teachers and 61% for middle/junior high school teachers); and teachers 50 and older (65% vs. 55% for 30 to 39 year olds).

1971–2006

Unadjusted figures for teachers' mean annual household incomes do not reveal changes in purchasing power. They are useful, however, in comparing the incomes of various teacher subgroups (Table 60).

- Female teachers have reported higher household incomes than male teachers in every administration of the *Status* survey, although in 1991 and 2001, the household income for the two groups came close to parity, when just $397 and $456, respectively, separated the two incomes. The salary gap was much greater in 1996 ($2,285), and then widened to its largest ever—more than $8,300—in 2006.
- Elementary teachers' household incomes exceeded those of secondary teachers from 1971 through 1986. Since then, the lead has alternated with each survey, showing higher incomes for secondary teachers in 1991 and 2001, and higher incomes for elementary school teachers in 1996 and 2006. Interestingly, in 1971, 1981, and 1991, there was less than $500 difference between these two groups. In the other years, the salary gap ranged from $1,082 in 1976 to $2,474 in 1996. Thereafter, the gap decreased and was $1,106 by 2006.
- In four of the eight years for which annual household income data are available, the oldest teachers reported the highest AHIs, and teachers aged 40 to 49 reported the highest AHIs in the other four years. Perhaps not surprisingly, the youngest teachers have always reported the lowest AHIs. The differences, however, between AHIs reported by teachers in the various age groups are sometimes rather startling. For example, when these data were first reported in 1971, the difference between the highest and lowest reported AHIs was about $5,400. That gap widened by increasing amounts in each successive survey to $8,400 in 1976, $11,800 in 1981, $15,700 in 1986, $19,700 in 1991, $27,900 in 1996, and peaked in 2001 at $35,100 (figures are rounded to nearest hundred dollars). The gap narrowed somewhat between 2001 and 2006 but was still substantial ($30,100).
- Also of interest is the fact that beginning in 1991, sizable differences between the AHIs reported by the in-between age groups started to appear. In that year, the incomes of teachers over 40 years of age were separated by only $29; whereas there was an $8,200 gap between the household incomes of teachers under 30 and those between 30 and 39 years old. Also, the difference between the AHIs of 30 to 39 year olds and 40 to 49 year olds was in excess of $11,400. By 1996, the gap between the two youngest groups was almost $17,500, and the gap from there to the older groups was an additional $10,400. In 2001, there were large gaps between each of the teacher age groups: $17,700 between teachers under 30 and those 30–39; $10,700 between teachers 30 to 39 and those 40–49; and $6,700 between teachers 40–49 and those 50 and older. Despite the narrowing of the gap from highest to lowest AHI in 2006, the discrepancy between the age groups reporting the lowest AHIs was even more stark: $19,900 between teachers under 30 and those 40–49 (the sequence of highest salaries changed in 2006), and there was still more than $9,300 difference between incomes reported by the two highest-reporting groups (teachers 30–39 and those 50 and older).
- Teachers in large and medium systems consistently reported higher mean total household incomes than did teachers in smaller systems. Since 1996, teachers in medium systems have reported the highest mean total household income. The gap between the highest and lowest household incomes increased steadily from 1971 through 2001, with large systems outpacing the smallest ones by about $10,000 by 1991. However, this gap narrowed considerably in 2006 to about $4,350.
- In all survey years except 1981, teachers in the Northeast reported the highest total household income. (In that year, teachers in the West had the

Table 60.
Mean Total Annual Household Income, All Teachers and Selected Subgroups, 1971–2006 ($)

Group/subgroup	1971	1976	1981	1986	1991	1996	2001	2006
All teachers	15,021	19,957	29,831	43,413	55,491	63,171	77, 739	87,630
Males	14,243	18,674	27,729	41,461	55,211	61,491	77,418	81,930
Females	15,439	20,642	31,068	44,356	55,608	63,776	77,874	90,242
Elementary	15,259	20,534	30,107	44,433	55,219	64,584	77,061	88,068
Secondary	14,767	19,452	29,636	42,416	55,709	62,110	78,558	86,962
Under 30	12,405	16,096	21,508	32,217	41,041	40,979	53,583	64,756
30–39	16,336	20,576	30,659	41,183	49,269	58,462	71,240	85,531
40–49	17,769	24,526	32,591	47,945	60,704	68,832	81,929	84,693
50+	15,873	22,888	33,311	46,667	60,675	68,857	88,662	94,871
Large (25k+)	15,629	21,350	31,537	44,886	59,329	63,877	76,714	87,381
Medium (3k–<25k)	15,513	20,575	30,635	45,563	57,951	66,820	82,031	89,313
Small (<3k)	13,523	17,698	27,074	38,581	49,399	56,788	71,890	84,962
Northeast	15,836	20,982	29,325	44,456	61,855	71,006	86,757	96,572
Southeast	13,603	18,718	27,585	43,517	53,486	57,403	71,698	74,393
Middle	14,805	19,259	29,451	42,162	52,862	65,189	76,190	89,241
West	15,708	20,917	32,047	43,993	55,805	63,905	75,024	88,423

highest incomes, and those in the Northeast were third highest.) In all other survey years through 1991, incomes in the West followed those in the Northeast. More recently, in 1996 through 2006, household incomes of teachers in the Middle region exceeded those of their colleagues in the West. Teachers in the Southeast have reported the lowest mean total household income for every survey year except 1986 and 1991. (In those years, teachers in the Middle region were lowest.) However, the amount of increase in household incomes from 2001 to 2006 was the lowest in the Southeast. It was much smaller than in the other regions (approximately $3,000 vs. $10,000 to $13,000) and also much smaller than increases within the Southeast over other survey years. In addition, in each survey cycle since 1986, the gap between the highest and lowest reported household incomes increased, sometimes dramatically—for example, from 1986 to 1991, by more than 390 percent, and from 2001 to 2006, by almost 150 percent.

The percentage of total household income provided by teachers' annual contract salaries decreased from 62 percent in 1971 to 56 percent in 1986 and has remained at that level since then (Table 61).

- In all survey years, male teachers reported providing a larger percentage of total household income than did females; however, a majority of female teachers reported providing more than half of their total annual household income.
- The percentage of total household income that secondary teachers provided, although exceeding the percentage that elementary school teachers provided in all surveys, has never outpaced it by more than 6 percent and did so by only 2 percent in 2006.

- In general, there has been little difference by age group in the proportions of teachers' annual household incomes supplied by their contract salaries. From 1971 through 1986, only 5 or 6 percentage points separated the highest and lowest percentages, which ranged between 55 percent and 64 percent, regardless of age group. Slight increases were seen in the differences from highest percentage to lowest in 1991 and 1996, up 8 and 11 percentage points, respectively. The difference returned to 6 percentage points in 2001 but rose again in 2006 to 9 percentage points.
- Differences between system-size and geographic-region subgroups in terms of percentage of total household income are unremarkable, with one exception. Teachers in the Southeast reported providing a smaller percentage of household income in every survey year from 1971 through 2001. However, in 2006, teachers in the Southeast were close to parity with teachers in all other regions. In general, there has been an overall narrowing of the gap between all regions over the course of the survey, and by 2006, only 5 percentage points separated the highest and lowest.

Table 61.
Percentage of Mean Total Annual Household Income Provided by Annual Contract Salaries, All Teachers and Selected Subgroups, 1971–2006

Group/subgroup	1971	1976	1981	1986	1991	1996	2001	2006
All teachers	62	60	58	56	57	56	56	56
Males	69	69	67	64	63	63	60	62
Females	58	56	53	53	55	54	54	54
Elementary	60	58	56	54	57	54	55	55
Secondary	64	63	59	60	58	59	56	58
Under 30	64	61	61	55	55	63	59	56
30–39	60	61	55	55	57	55	53	50
40–49	58	56	58	56	55	52	54	59
50+	64	61	59	61	63	61	57	58
Large (25k+)	63	63	59	59	56	57	56	57
Medium (3k–<25k)	61	59	57	56	56	56	55	56
Small (<3k)	62	60	57	55	60	57	57	57
Northeast	65	64	61	59	64	60	58	60
Southeast	57	54	54	50	52	54	51	56
Middle	63	61	59	59	58	56	56	55
West	60	61	57	58	55	57	56	55

Note: These percentages are calculated by dividing the mean annual contract salary by the mean total annual household income.

10. Personal Life

Age
(Question 50)

2006

The mean age for all teachers in 2006 was 46. Male teachers were slightly younger, on average, than female teachers (44 vs. 46), as were white teachers compared with minority teachers (45 vs. 47).

1961–2006

The mean age for all teachers trended downward from 1961 through 1976, from 42 in the former year to 36 in the latter. This trend reversed in 1981, when the mean age rose to 39. Increasing gradually, the mean age reached 43 in 1996, stabilized until 2001, and saw its largest gain since 1981 in 2006 (up to 46; Table 62).

- Between 1981 and 1996, the aging of the teacher workforce was most apparent in the increasing percentage of teachers aged 40 or more and the decreasing percentage under 40 (Figure 14). In 2006, the largest increase was in teachers nearing retirement age, those 50 or more, which jumped from 26 percent in 1996 to 37 percent in 2001 and 42 percent in 2006. Concomitantly, 2001 saw a sharp drop in teachers in the 40–49 group to 25 percent (from 41% in 1996); the percentage remained similar in 2006 (27%).
- Before 1981, the mean age for male teachers was lower than that for female teachers (Table 63). However, after a continuing downward trend in the mean ages for females, the mean ages of men exceeded those of females in 1981 (at 40 and 39, respectively). This one-year difference remained constant as the ages of both groups increased by at least a year in each survey after 1981, to 45 for males and 44 for females in 1996. The mean age for both groups fell by one year in 2001 (to 44 for males and 43 for females). In 2006, females again were older, with a mean age of 46, whereas male teachers remained at their 2001 mean age of 44.
- In 1961, elementary teachers had a 5-year mean age advantage over their secondary colleagues (44 vs. 39). Their advantage continued but decreased and, reflecting a downward trend in the mean age for both groups, the mean ages for elementary and secondary teachers had nearly converged by 1976 (37 vs. 36). Their mean ages were equal from 1981 through 1991. In 1996, for the first time, the mean age of secondary teachers exceeded that of elementary teachers (44 vs. 43). These means were unchanged in 2001, but the positions reversed in 2006, after elementary teachers' mean age increased by 3 years, and secondary teachers' mean age increased by only 1 year (46 vs. 45). Elementary teachers had a 5-year age advantage over their secondary colleagues in 1961 (44 vs. 39), but that gap narrowed steadily with successive administrations of *Status*.

Table 62.
Ages, All Teachers, 1961–2006

Age	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Percentages of teachers					
<30	—	34	37	37	19	11	11	11	14	10
30–39	—	23	23	28	38	38	27	22	24	21
40–49	—	18	18	19	23	30	39	41	25	27
50+	—	26	22	16	19	21	23	26	37	42
					Number of years					
Mean	42	39	38	36	39	41	42	43	43	46
Median	41	36	35	33	37	40	42	44	46	46

— = data not available.

Figure 14.
Age Distribution, All Teachers, 1966–2006

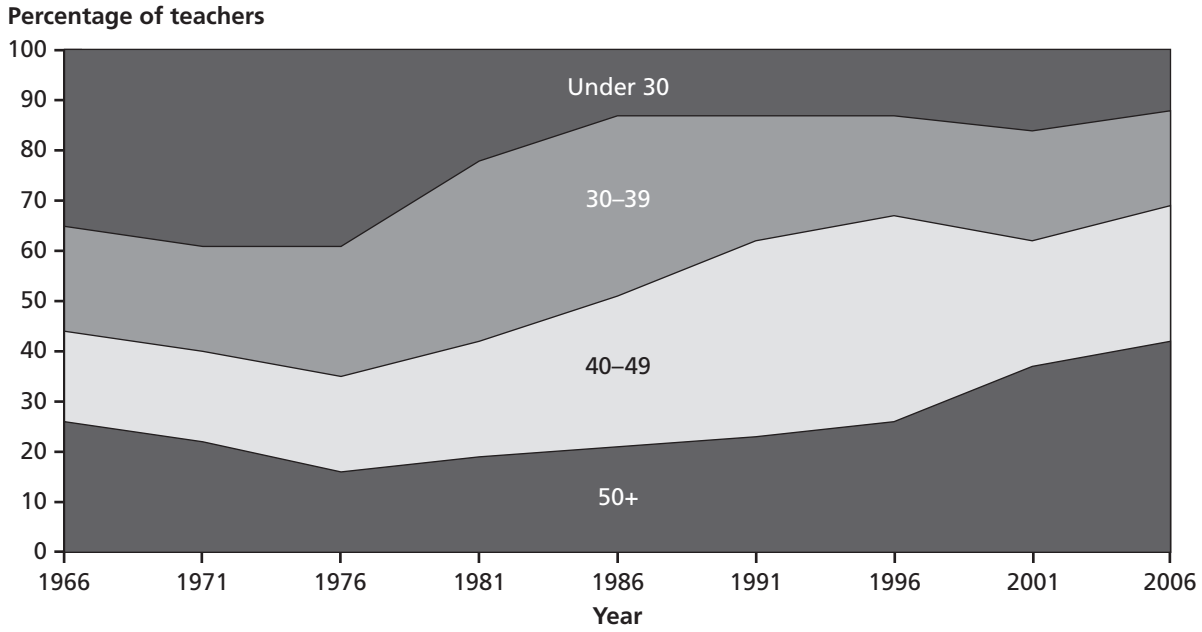


Table 63.
Ages (Mean and Median), Selected Teacher Subgroups, 1961–2006

Subgroup	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
Males										
Mean	36	35	36	36	40	42	43	45	44	44
Median	34	33	33	33	38	41	43	46	47	44
Females										
Mean	44	41	39	37	39	41	42	44	43	46
Median	46	40	37	33	36	39	42	44	45	47
Elementary										
Mean	44	41	39	37	39	41	42	43	43	46
Median	45	40	37	34	37	39	42	44	44	47
Secondary										
Mean	39	36	36	36	39	41	42	44	44	45
Median	36	33	33	33	37	41	42	45	47	46

Race and Ethnic Group (Questions 51, 52)

2006

In the 2001 administration of the *Status of the American Public School Teacher* survey, racial categories were altered to match those of the 2000 U.S. Census. Thus, the Asian/Pacific Islander category was divided into (1) Asian and (2) Native Hawaiian or Other Pacific Islander. In addition, respondents were allowed to check all the racial categories they felt applied to them. The latter change makes it possible for an individual to specify a multiracial background.

- In 2006, 87 percent of all teachers were Caucasian/white, 6 percent black/African-American, 1 percent Asian, 1 percent American Indian/Alaska Native, 3 percent multiracial, and 3 percent other. Of the respondents who indicated they were multiracial, the largest group selected both Caucasian/white and American Indian/Alaska Native. Four percent of all teachers reported being of Hispanic origin.
- Large school districts were more diverse, in that black/African-American teachers and Asian teachers were more than three times as prevalent there (14%) as in medium or small systems (4% and 1%, respectively). All other racial categories also were more prevalent in large systems, though some multiracial categories were more common in middle-sized and/or small systems. Teachers of Hispanic origin were more likely to be in large school systems (7%), followed by medium and small systems (4% and 2%, respectively).

1971–2006

It is important to note that the survey has phrased the question about teachers' race in three different ways over this period, so the data are not strictly comparable. However, they appear to indicate that black/African-American representation has decreased since 1991, when it was 8 percent. It was 6 percent in 2001 and 7 percent in 2006, including teachers who identified themselves as multiracial with black/African-American as an element of their background (Table 64).[1]

[1] Almost 6 percent of teachers selected black/African-American and no other racial category to describe their race in 2006. Teachers who selected black in combination with another racial category bring the total classified as black to 7 percent. Those who selected the other races—Asian, American Indian/Alaska Native, and other, even in combination with Caucasian/white—were classified as other. For a detailed breakdown of the responses, see Table 52 of Appendix B, available on the Internet: http://www.nea.org/assets/docs/2005-06StatusAppendixB.pdf.

Table 64.
Race, All Teachers, 1971–2006 (%)

Race	1971	1976	1981	1986	1991	1996	2001	2006
Black	8	8	8	7	8	7	6	7
White	88	91	92	90	87	91	90	87
Other	4	1	1	3	5	2	5	7

Note: Percentages may not total 100 because of rounding. Teachers who selected black in addition to other races were classified as black. Those who selected the other races—Asian, American Indian and Alaska Native (AIAN), and other—even in combination with Caucasian/white, were classified as other.

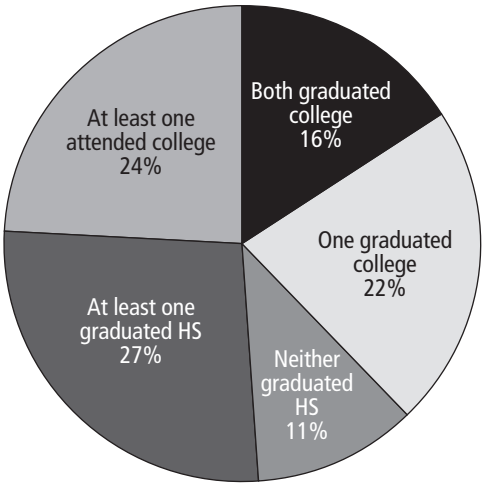
Family Background (Question 54)

2006

The question on family background in 2006 requested information from teachers about the educational attainment of their parents. Figure 15 summarizes the educational background of both parents combined. Roughly two-fifths (38%) of teachers had at least one parent who was a college graduate, and one-fourth (24%) had at least one parent who attended college. Another fourth (27%) had at least one parent who graduated from high school, and one-tenth (11%) had parents who both had not graduated from high school.

- Older teachers tended to have parents with less education than younger teachers. Among younger teachers, those under 30 and those 30–39, a majority indicated that their fathers had at least some college education (69% and 60%, respectively). In contrast, fewer teachers who were 40–49 or those who were 50 or more had fathers with at least some college (56% and 40%, respectively). Among teachers under 30, a clear majority said their mothers had at least some college education (72%). As with their fathers, teachers' mothers were less likely to have attended college as the teachers' age cohort increased (30–39, 58%; 40–49, 47%; 50+, 37%).
- Males and females were roughly equally likely to have parents with at least some college education. Of the males, 53 percent had fathers and 47 percent had mothers with this level of education. Of the females, 51 percent had fathers and 47 percent had mothers who had at least some college education. These are all increases over 2001 figures.
- White teachers were more likely to have both parents with at least some college education than were minority teachers (father, 53%, mother, 47% vs. father, 38%, mother, 42%).
- Teachers from the West were more likely than those from other regions to have parents with at least some college education (fathers, 57%; mothers, 54%). The pattern was mixed for other regions. For example, the Northeast was the second most likely for teachers' fathers to have at least some college education (51%) but the least likely for teachers' mothers to have that level of education (41%). Between the Middle and the Southeast, teachers' parents had almost the same percentages of college education (47% for fathers and 46% for mothers in the Middle; 48% for fathers and 46% for mothers in the Southeast).

Figure 15.
Educational Background of Both Parents Combined, 2006



1971–2006

The most significant change in mothers' educational attainment between 1971 and 2006 was in the segment of teachers whose mothers were high school graduates (Table 65). This group increased from 30 percent in 1971 to 43 percent in 1996. It declined slightly in 2001, to 41 percent, and then further in 2006, to 37 percent. Corresponding decreases are evident in the percentage of teachers whose mothers completed elementary school or less and who had some high school but did not graduate. Although the percentage of teachers whose mothers were college graduates has increased in general, it has remained low throughout each of the survey periods (from 8% in 1961 to 13% in 1991 and 2001). On the other hand, the percentage pursuing graduate work has tripled (from 4% in 1971 to 12% in 2006).

Table 65.
Educational Attainment of Mother, All Teachers, 1971–2006 (%)

Educational level	1971	1976	1981	1986	1991	1996	2001	2006
Elementary school completed or less	25	19	20	14	13	9	7	7
Some high school but did not graduate	19	18	16	15	14	12	10	9
High school graduate	30	34	37	40	39	43	41	37
Some college, but did not graduate	15	16	15	16	16	17	19	13
College graduate (4 years)	8	8	8	9	13	11	13	11
Graduate work after college graduation	4	5	5	6	7	8	10	12

Note: Percentages may not total 100 because of rounding.

Sex
(Question 49)

2006

In 2006, 30 percent of all teachers were male and 70 percent female. Differences appear among all subgroups.

- A smaller percentage of the teachers in the Southeast and West were male (24% and 27%, respectively) than in the Northeast (36%) and Middle (33%) regions.
- The proportion of males among senior high teachers was three times that at the elementary level (51% vs. 17%). Middle schools were in between (35%).
- Minority teachers were more likely to be male than were white teachers (34% vs. 29%).
- A slightly lower proportion of male teachers were in medium-sized systems (28%) than in large and small systems (32%, each).
- There are fewer males among the oldest teachers (26%), as opposed to the other age groups (between 31% and 36%).

1961–2006

The proportion of male teachers responding to this survey had declined steadily from its 1971 high of 34 percent, to a low in 2001 of 21 percent. In 2006, however, the percentage of males increased significantly to 30 percent (Table 66).

- The proportion of teachers under age 30 who were males decreased from 36 percent in 1966 to 17 percent in 1986. It rose in 1991 to 22 percent; maintained a similar level, 23 percent, in 1996; and dropped to 18 percent in 2001. In 2006, it nearly doubled, to 35 percent, approaching the 1966 high of 36 percent. In fact, the proportion of male teachers in all age groups under 50 increased significantly over 2001 levels.
- The proportion of elementary teachers who were males has remained substantially smaller than that of secondary teachers from the beginning of the survey in 1961 to the present survey, 2006. However, the proportion of males at the elementary level did increase from 12 percent in 1961 to 18 percent in 1981. For 15 years, it declined steadily so that by 1996, at 9 percent, it was below its 1961 level. However, in 2006 it returned essentially to its prior peak (17%).
- The Southeast has had smaller percentages of male teachers than have all other regions in every survey year. The percentage grew substantially in 2006 (up from 14% in 2001 to 24%), so that it approached that in the West (27%).
- The distribution of teachers by sex was unaffected by the size of the school system until 1996, when the percentage who were males in the large systems dropped noticeably below that of the medium and small school systems. This pattern continued in 2001, when males were 14 percent of the teachers in large school systems, in contrast to their 23 percent representation in medium systems and their 25 percent in small systems. In 2006, the percentage of males more than doubled in large systems, so that differences based on size have returned to pre-1996 levels.

Table 66.
Males and Females, All Teachers and Selected Subgroups, 1961–2006 (%)

Group/subgroup	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
					Males					
All teachers	31	31	34	33	33	31	28	26	21	30
Under 30	—	36	36	29	23	17	22	23	18	35
30–39	—	46	45	44	36	28	24	20	22	36
40–49	—	33	37	32	38	38	30	25	17	31
50+	—	13	20	25	32	33	33	32	24	26
Elementary	12	10	16	13	18	14	12	9	9	17
Secondary	57	54	55	52	47	50	44	41	35	43
Large systems (25k+)	—	30	34	30	32	29	26	20	14	32
Medium systems (3k–<25k)	—	30	34	34	34	33	29	27	23	28
Small systems (<3k)	—	33	36	34	33	29	28	28	25	32
Northeast	—	35	33	39	38	36	30	27	25	36
Southeast	—	22	24	21	24	21	20	17	14	24
Middle	—	31	38	36	34	33	30	30	21	33
West	—	35	40	34	36	34	31	29	22	27
					Females					
All teachers	69	69	66	67	67	69	72	74	79	70
Under 30	—	64	64	71	77	84	78	77	82	66
30–39	—	54	55	56	64	72	76	80	78	64
40–49	—	67	63	69	62	62	70	75	83	69
50+	—	88	80	75	68	68	67	68	76	74
Elementary	88	90	84	87	82	86	88	91	91	83
Secondary	43	46	46	48	53	50	56	59	65	57
Large systems (25k+)	—	70	66	70	68	71	74	80	86	69
Medium systems (3k–<25k)	—	70	66	66	66	67	71	73	77	72
Small systems (<3k)	—	67	64	66	67	71	72	72	75	68
Northeast	—	65	67	61	62	64	71	73	75	64
Southeast	—	78	76	79	76	79	80	83	86	77
Middle	—	69	63	64	66	67	70	70	79	68
West	—	65	60	66	64	66	69	71	78	73

Note: Percentages may not total 100 because of rounding.
— = data not available.

Marital Status, Spouses, and Children (Questions 46, 53)

2006

In 2006, 73 percent of all teachers described themselves as married; 13 percent as single; and 14 percent as widowed, divorced, or separated.

- As might be expected, the youngest teachers were most likely to describe themselves as single (46%), and older teachers were the least likely to do so (6%).
- Minority teachers were much less likely to indicate that they were married than white teachers (62% vs. 75%). Minority teachers also were more likely than white teachers to indicate their status was widowed, divorced, or separated (22% vs. 13%).
- Male teachers in 2006 were less likely to describe themselves as widowed, divorced, or separated than were female teachers (10% vs. 16%).
- Teachers in large systems (65%) were less likely to indicate their status as married than were those in medium and small systems (77% and 76%, respectively).
- Equal percentages of teachers in the Northeast, Southeast, and West reported themselves as married (72% each). Slightly more teachers in the Middle region were married (76%).

Overall, 88 percent of the spouses of married teachers in 2006 had full- or part-time employment.

- Female teachers more frequently reported that their spouses had full-time employment than did male teachers (85% vs. 67%).
- Teachers in the Middle region and the West (83% and 82%, respectively) were more likely than those in the Southeast and Northeast to report that their spouses were employed full time (78% and 74%, respectively).
- Of the married teachers with full-time-employed spouses in 2006, about one-quarter (23%) reported that their spouses' employment was in the teaching profession. Marriage to another teacher was more prevalent among males than females (41% vs. 16%). It was also more prevalent among secondary than elementary teachers (29% among high school teachers and 27% among middle/junior high school teachers vs. 18% among elementary teachers).

For the first time in 1996, instead of asking teachers how many children they had, the survey asked, "How many school-age children (grades 1–12) are there in your household who are currently enrolled in school?" Slightly more than a third of the teachers (36%) reported having school-aged children in their households in 2006 (Table 67). More specifically, 18 percent reported having one child, 15 percent reported two, 3 percent reported three, and 1 percent had four or more. The 64 percent who did not have any school-aged children in the household in 2001 and 2006 was an increase over the 1996 value (56%).

- The presence or absence of school-aged children in the household relates to teachers' ages. Teachers under 30 followed by those 50 and over reported the absence of school-age children in their households at high rates (95% and 79%, respectively). Contrast that with the same figures for the two middle-aged groups, 30–39 and 40–49 (65% and 30%, respectively).
- Teachers in the Southeast and Northeast were slightly more likely to have no school-aged children in the household (66% and 67%, respectively) than teachers in the Middle and West regions (61% and 62%, respectively).

The vast majority, 95 percent, of all of the teachers in the sample had no children in private schools. However, among the teachers with school-age children (36% of all teachers), 8 percent had one child in private school, and 3 percent had two or more. The sample's number of teachers with children in private schools is too small to reveal reliable subgroup differences.

1961–2006

The overall percentage of single teachers has declined between 1961 and 2006 (from 22% to 13%). This has been primarily because of a decrease in the percentage of single female teachers (from 25% to 12%; Table 68). The percentage of married teachers increased from 68 percent in 1961 to 76 percent in 1986. It remained at that level until 2001, when it showed a slight decline to 73 percent. It was again 73 percent in 2006.

The percentages of female teachers with spouses employed full time have historically been up to three times larger than the percentages of males with spouses employed full time. However, the percentages of male teachers with full-time-employed spouses increased rapidly through 1996 (from 28% to 74%), narrowing the gap to only

Table 67.
Number of School-Aged Children in the Household and Enrolled in Private School, All, Male, and Female Teachers, 1996–2006

	All teachers			Males			Females		
Number of children	1996	2001	2006	1996	2001	2006	1996	2001	2006
Percentages of teachers with school-aged children in household									
None	56	64	64	61	60	61	55	66	65
One	19	17	18	19	16	17	19	17	18
Two	19	14	15	14	18	16	21	13	14
Three	5	4	3	4	6	4	5	3	3
Four	1	1	1	2	0	1	1	1	1
Percentages of teachers with school-aged children enrolled in private school									
None	89	88	89	91	92	89	88	86	89
One	7	8	8	8	6	7	7	9	8
Two	3	3	3	0	2	4	4	4	3
Three	1	1	0	1	0	0	0	1	0
Four	0	0	1	1	0	1	0	0	0

Note: Percentages may not total 100 because of rounding.

14 percentage points' difference. It has since declined to 72 percent in 2001 and 67 percent in 2006 (Table 69).

- When full- and part-time employment of spouses are considered together, employment of wives of male teachers has increased dramatically, from 40 percent in 1961 to 88 percent in 1996. It has since declined slightly, to 84 percent, by 2006.
- For married female teachers, the percentages with employed spouses have remained relatively stable, in the 89–93 percent range.

Between 1966 and 1986, the percentages of full-time-employed spouses of married teachers who also work as teachers remained between 30 and 35 percent. A declining trend began in 1991 (29%) and continued through 2006 (23%; Table 70).

The percentage of male teachers whose full-time-employed spouses are teachers has historically been much larger than the percentage of female teachers whose spouses are also teachers. However, this high level for males decreased from 66 percent in 1966 to 47 percent in 1986. Since then, it rose in 1991, decreased in 1996, increased again in 2001, and declined dramatically to its lowest point in 2006 (55%, 50%, 58%, and 41%, in the respective years). The percentages of female teachers whose spouses were teachers remained between 20 and 25 percent through 1996. Since that time, however, it has declined to its all-time low of 16 percent in 2006.

Table 68.
Marital Status, All Teachers and Selected Subgroups, 1961–2006 (%)

Marital status	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
All teachers										
Single, never married	22	22	20	20	19	13	12	12	15	13
Married	68	69	72	71	73	76	76	76	73	73
Widowed, divorced, separated	10	9	9	9	9	11	13	12	12	14
Male teachers										
Single, never married	17	20	15	20	15	9	10	13	17	16
Married	81	78	82	76	81	83	83	79	77	74
Widowed, divorced, separated	2	2	3	4	5	8	7	7	6	10
Female teachers										
Single, never married	25	23	22	20	20	15	13	12	15	12
Married	62	65	67	69	69	72	73	75	72	73
Widowed, divorced, separated	13	12	11	11	10	13	14	13	13	16

Note: Percentages may not total 100 because of rounding.

Table 69.
Employment Status, Spouses of Married Teachers, by Sex, 1961–2006 (%)

Employment status	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006
Full time										
Males	28	34	40	47	51	59	67	74	72	67
Females	84	83	85	86	89	87	85	88	88	85
Part time										
Males	12	12	15	15	22	21	17	14	15	17
Females	8	6	4	4	3	4	5	5	4	5
Not employed										
Males	60	54	45	38	27	20	16	11	13	15
Females	8	11	11	10	8	9	10	7	7	11

Note: Percentages may not total 100 because of rounding.

Table 70.
Employment in Teaching of Full-Time-Employed Spouses of Married Teachers, All Teachers and by Sex, 1966–2006 (%)

Group/subgroup	1966	1971	1976	1981	1986	1991	1996	2001	2006
				Teacher					
All	32	35	30	31	31	29	27	25	23
Males	66	64	63	54	47	55	50	58	41
Females	24	25	20	23	25	20	21	17	16
				Nonteacher					
All	68	66	70	69	69	71	73	75	77
Males	34	36	37	46	53	45	50	42	59
Females	76	74	80	77	75	80	80	83	84

Note: Percentages may not total 100 because of rounding.

Summer Activities (Question 58)

The survey asked teachers to select, from a list of eight options (one option was added in this survey administration), any activities in which they had participated during the previous summer.

2006

The activities in which teachers engaged during the summer of 2005 included the following:

- *Traveled (45%).* Teachers age 50 and over, those in large school systems, and ones teaching in the West region were the most likely to have traveled during summer 2005 (49% each). Female teachers (47%) were more likely to have traveled during summer 2005 than males (38%).
- *Did not study, travel, or work for pay (27%).* Teachers aged 30 and over were more likely than those under 30 not to have studied, traveled, or worked for pay in summer 2005. Specifically, the several groups over 30 ranged from 24 to 31 percent, compared with the group under 30, at 13 percent. Teachers in the Southeast (37%) were more likely to give this response than those in the other regions (between 24% and 26%). White teachers also were more likely than minority teachers to say they did not study, travel or work for pay (29% vs. 20%).
- *Attended summer school (14%).* Teachers under 30 (20%) were more likely to report that they attended summer school than were teachers 50 and over (10%). Teachers in the Middle region (21%) were much more likely to have attended summer school in 2005 than were those in other regions (12% in the Northeast and West, and 9% in the Southeast).
- *Employed outside education (15%).* Male teachers were twice as likely to have been employed outside education during the summer of 2005 than were female teachers (24% vs. 12%). Similarly, middle/junior high and senior high teachers (17% and 21%, respectively) were more likely to have worked at jobs outside education than were elementary teachers (12%). Teachers under 30 (37%) were far more likely to have worked outside education during summer 2005 than were those 30 or more (30–39, 17%; 40–49, 16%; and 50+, 9%). Teachers in small school systems were more likely to be employed outside education than those in large or medium-sized systems (21% vs. 13% and 14%, respectively).
- *Taught summer school in my school system (15%).* Teachers in large school systems were more likely to have taught summer school in their own system than were teachers in small school systems (20% vs. 10%). Teachers in medium-sized systems were in between (15%). More minority than white teachers gave this response (22% vs. 14%). Teachers in the West (18%) also were slightly more likely than those

in the Middle region (15%) to teach summer school in their own system. Teachers in the Northeast and Southeast were lower (13% each).

1971–2006

Between 1971 and 1986, the percentage of teachers teaching summer school decreased (Table 71). In 1991, however, that percentage rose, and by 2006, at 15 percent, it was slightly higher than its previous high of 14 percent in 1971. The percentage attending summer school also trended downward from 1971 to 1986, but rebounded in 1991 and 1996 to near-1971 levels. Since then, it decreased to a new low of 14 percent in 2006. Teachers' travel also changed: after remaining fairly stable from 1971 through 1986, the percentage traveling increased first to 40 percent in 1991 and ultimately to 45 percent in 2006. The percentage who did not work, study, or travel increased as well, from 22 percent in 1971 to 38 percent in 1986, but it has since decreased to 27 percent in 2006.

Although trending downward over most of the course of this study, the percentage of teachers who were employed outside of education has always ranged between a high of 21 percent and its current low of 15 percent. Always at very low levels (fewer than 1 in 10), the percentage of teachers who worked in education over the summer but outside of their school system had been increasing steadily until 2001. It peaked at 8 percent then, but dropped to 5 percent in 2006.

Table 71.
Previous Summer Activities, All Teachers, 1971–2006 (%)

Activity	1971	1976	1981	1986	1991	1996	2001	2006
Traveled	35	33	29	33	40	40	40	45
Did not work, study, or travel	22	28	34	38	32	34	30	27
Attended summer school	24	24	16	17	22	22	19	14
Employed outside education	19	17	21	18	17	16	16	15
Taught summer school in my school system	14	10	7	6	9	13	13	15
Other employment in my school system	6	5	4	5	7	8	8	6
Employed in education but outside my school system	2	3	3	4	6	6	8	5

Note: Percentages total more than 100 because respondents could choose multiple answers.

11. Community and Civic Life

Location of Residence (Question 48)

2006

In 2006, 51 percent of all teachers lived within the boundaries of the *school systems* in which they taught.

- Teachers in large school systems were more likely to live within the boundaries of their school systems (58%) than were teachers in small or medium school systems (47% and 48%, respectively).
- There were wide disparities between teachers in the various regions living where they teach. Teachers in the Southeast (70%) were most likely to be living within the boundaries of the school systems in which they taught, followed by those in the West (56%), the Middle (44%), and the Northeast (36%).
- Minority teachers were slightly more likely to live within the attendance boundaries of the schools in which they taught than were white teachers (55% vs. 50%).
- Half of the teachers between 30 and 49 lived within the boundaries of the school systems in which they taught (50%, each), whereas older teachers were more likely to do so (56%), and younger teachers were less likely (40%).

In 2006, 31 percent of teachers lived within the attendance areas of the *school buildings* in which they taught.

- Teachers in the Western and Middle regions were equally likely to live in their school buildings' attendance area (30% and 31%, respectively). Those in the Southeast were most likely to live close to their schools (37%), whereas teachers in the Northeast were least likely (25%).
- Teachers in successively smaller school systems were more likely to live in the attendance areas of their school buildings. About one-fifth (19%) of teachers in large school systems lived within the attendance area of the school buildings in which they taught, whereas about one-third (29%) in medium-sized systems did so. Almost half (48%) of the teachers in small systems lived in the attendance areas of their school buildings.
- Senior high school teachers were more likely than elementary teachers to live within the attendance area of the school buildings in which they taught (40% vs. 25%). Middle/junior high teachers fell in between those two groups (33%).

1966–2006

From a high of 62 percent in 1966, the percentage of all teachers living within their *school systems' boundaries* declined to 57 percent by 1976. In 1981, it rebounded to 61 percent but has declined steadily since then until, in 2006, it reached its all-time low of 51 percent. The percentage of teachers living within their *school buildings' attendance areas* increased steadily from 1971, reaching a high of 37 percent in 1991. Since then, percentages have declined to a low of 31 percent in 2006 (Table 72).

- With one exception, no significant differences emerged between the degree to which male and female teachers resided within their school systems' or buildings' boundaries. In 1976, a much greater proportion of male teachers reported living within the attendance area of their school buildings (44%) than did female teachers (30%). Overall, the percentages living within their school systems' boundaries have declined over the course of the Status survey; from 60 percent to 48 percent for males and from 63 percent to 52 percent for females. Among male teachers, after an initial increase, the proportion who reported living within the school building attendance area showed a very similar decline, from 39 percent in 1971 to 28 percent in 2006. In addition, in 2006, for the first time, more female teachers lived closer to their schools than did males.
- For elementary teachers, residence within the school system was largely stable until 1991 but has declined since then. For secondary teachers, the decline began 10 years earlier. Residence within building-attendance areas remained relatively stable over time for elementary teachers, at either 27 percent or 28 percent from 1971 to 1996, and dropped only slightly to 25 percent in 2001 and 2006. This was also true among secondary teachers. Until 1991, between 41 percent and 45 percent lived within their buildings' attendance area. From there, it declined to 38 percent in 1996, rebounded slightly to 40 percent in 2001, but dropped again to its current low (36%) in 2006. The percentage of secondary teachers living within school attendance areas has historically been

Table 72.
Residence within School System Area and School Building Attendance Areas, All Teachers and Selected Subgroups, 1966–2006 (%)

Group/subgroup	1966	1971	1976	1981	1986	1991	1996	2001	2006
				Within school system area					
All teachers	62	60	57	61	60	60	58	53	51
Males	60	60	59	64	60	57	55	53	48
Females	63	60	56	59	60	60	59	53	52
Elementary	62	59	56	61	60	61	58	54	52
Secondary	62	61	57	61	59	58	57	52	51
Under 30	54	54	54	55	58	51	48	53	40
30–39	61	60	52	59	52	58	57	52	50
40–49	65	64	61	63	62	63	61	50	50
50+	72	67	67	68	70	61	57	55	56
Large systems (25k+)	63	64	61	62	63	65	60	59	58
Medium systems (3k–<25k)	61	60	53	60	59	59	58	52	48
Small systems (<3k)	62	56	59	61	59	56	55	47	47
Northeast	51	48	41	50	53	49	39	43	36
Southeast	77	72	66	70	69	69	71	68	70
Middle	58	60	61	58	56	60	51	46	44
West	65	61	57	65	62	58	59	59	56
				Within school building attendance area					
All teachers	—	34	35	36	36	37	33	32	31
Males	—	39	44	41	41	43	38	37	28
Females	—	32	30	34	33	34	32	31	32
Elementary	—	28	27	28	27	28	28	25	25
Secondary	—	41	42	44	44	45	38	40	36
Under 30	—	28	30	32	32	29	22	31	18
30–39	—	32	34	35	30	36	34	32	27
40–49	—	38	38	37	37	40	37	33	36
50+	—	45	43	42	46	37	31	32	32
Large systems (25k+)	—	17	15	17	17	17	13	19	19
Medium systems (3k–<25k)	—	36	33	34	34	36	34	30	29
Small systems (<3k)	—	50	55	57	55	55	52	49	48
Northeast	—	24	27	29	32	34	25	26	25
Southeast	—	43	36	37	32	36	41	39	37
Middle	—	37	42	42	41	46	37	31	31
West	—	33	33	36	36	29	25	34	30

— = data not available.

larger than the percentage of elementary teachers reporting such residence, between 10 and 17 percentage points higher. In 2006, more than one-third of secondary teachers lived near their schools, and one-fourth of elementary teachers did so.

- Older teachers tended to reside within school systems and building attendance areas in greater percentages than their younger colleagues did until 1991. In that year and in 1996, teachers aged 40 to 49 reported greater percentages living within these areas. In addition, in 1996, teachers 30 to 39 were more likely than the oldest teachers to live within *building* attendance areas and equally likely to live within system attendance areas. In 2001, this pattern largely disappeared in connection with teachers living within school system and building attendance areas, but it reemerged in 2006.
- In all survey years, teachers in the Southeast reported residence within the school system in greater percentages than did their counterparts in other regions. Teachers in the Northeast have been least likely to reside within the system. The patterns were less strong with regard to living within the school building attendance area. In general, teachers in the Northeast tended to be the least likely to live in the area, and teachers in the Southeast and Middle regions were more likely to do so.
- When the *Status* survey started, there was virtually no difference according to size of system between the percentages of teachers living within the boundaries of their school systems. Although the overall trend has been one of a more-or-less steady decline in these percentages, the decrease among teachers in medium and small districts has been greater than that among those in the larger systems (from 63% to 58% in large systems vs. from 61% to 48% in medium systems and 62% to 47% in the smallest systems). The last two survey administrations have shown the greatest differences, with teachers in the large systems being more likely than those in small systems to live within their school systems' area (59% in 2001 and 58% in 2006 for large systems vs. 47% in each year for teachers in small systems). However, a marked pattern exists in trends of living within school building attendance area. An inverse relationship exists between size of system and likelihood of living within the building attendance area; that is, the smaller the system, the greater the likelihood. About half or more of teachers in small systems have reported living close to the schools in which they teach over the entire course of this survey (between 48% and 57%). About one-third of teachers in medium systems (29% to 36%) and less than one-fifth of teachers in large systems (13% to 19%) have done so.

Participation in Community and Civic Organizations (Question 55)

2006

In 2006, three-fourths of teachers belonged to a church, synagogue, or other formal religious group (75%). Parent–teacher associations (PTAs) were next in attracting teachers as members (44%). Almost one-fifth belonged to business, professional, or civic–social groups (19%), and a somewhat smaller proportion were members of a hobby club (16%).

- Teachers in the Southeast were more likely than those in the other regions to be members of religious groups (82% vs. 70% to 77%). Teachers in the Southeast were also the most likely to be members of PTAs (59%), followed by teachers in the West (49%), and those in the Northeast and Middle regions (36% and 32%, respectively). These same teachers were also more likely to belong to business, professional, or civic–social groups (24% vs. 15% to 18%), but less likely to be members of a hobby club (13% vs. 16% to 18%).
- Teachers in small and medium school systems were more likely to be members of religious groups (81% and 77%, respectively) than those in large systems (66%). Teachers in large and medium school systems were more likely to be members of PTAs (46% and 49%, respectively) than were teachers in small systems (32%).
- The margin of difference between male and female teacher membership in religious groups was at its smallest in 2006 (72% vs. 76%). Female teachers were also more likely than male teachers to be members of PTAs (47% vs. 36%).
- Teachers over 40 were more likely to be members of PTAs (40–49, 47%; 50 or more, 49%) than younger teachers (under 30, 34%; 30–39, 36%). Older teachers were also more likely to belong to business, professional, or civic–social groups (40–49, 20%; 50 or more, 22%; under 30, 16%; 30–39, 13%). Teachers between 40 and 49 were the most likely to be

members of youth-serving groups such as Scouts (20% vs. 9% for all other age groups).
- Elementary school teachers were the most likely to be members of PTAs (56%), followed by middle/junior high school teachers (38%) and senior high school teachers (25%).
- White teachers (17%) were more likely to be members of hobby clubs than were minority teachers (9%).

1966–2006

With only a few exceptions, teachers' membership in community and civic organizations has shown a long-term decline (Figure 16; Table 73):

- Only membership in religious organizations continues to involve a majority across all years, yet even those memberships declined from 86 percent in 1966 to 78 percent in 1971. They have remained at that general level ever since (75% in 2006).
- Membership in PTAs dropped from 78 percent in 1966 to 57 percent in 1981. Then, over the next three survey cycles, these memberships increased to 64 percent by 1996. In 2001, PTA membership returned to the former low of 57 percent, and by 2006, it had plumbed a new low, 44 percent.
- Membership in business, professional, or civic groups declined steadily, from 47 percent in 1966 to 32 percent in 1991, and it bottomed at 19 percent in 2006.
- For most of the years, participation in hobby clubs proved an exception by showing a general pattern of increases (from 18% in 1966 to 29% in 2001), but it declined dramatically in 2006 (to 16%), its previous low (1971).
- Teachers in all regions reported peaks of membership in religious organizations in 1966, and all have reported a cumulative 10 percent or 11 percent decline in such memberships since (83% to 73% in the Northeast, 92% to 82% in the Southeast, 87% to 77% in the Middle, and 81% to 70% in the West). Whereas the other regions registered most of that decline between 1966 and 1971, the decline in the Southeast has been more gradual.
- The percentage of teachers in the various sized school systems also showed the same pattern of sizable decreases between 1966 and 1971, but the cumulative losses were about the same in medium systems (9%; from 86% to 77%), less in small systems (5%, from 86% to 81%), but much larger in large systems (down 18%, from 84% to 66%).

Figure 16.
Membership in Community and Civic Organizations, 1966–2006

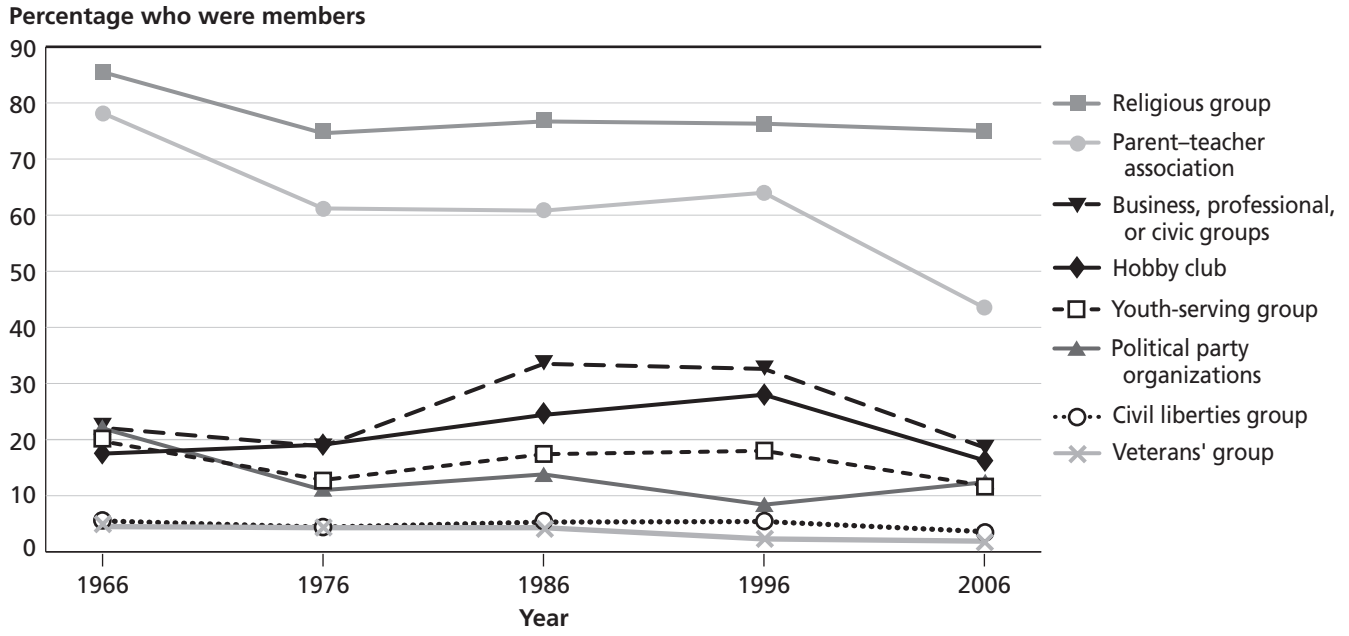


Table 73.
Membership in Community and Civic Organizations, All Teachers and Selected Subgroups, 1966–2006 (%)

	All teachers									Region: Northeast									Region: Southeast									Region: Middle									Region: West								
Organizations	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06
Religious	86	78	75	78	77	76	76	77	75	83	74	67	78	76	79	68	74	73	92	91	84	87	81	82	85	85	82	87	79	76	79	82	77	81	81	77	81	71	72	69	69	68	66	71	70
Youth-serving	20	16	13	14	17	18	18	15	12	19	12	13	14	16	15	13	16	10	24	17	17	14	17	19	20	18	11	18	17	10	13	20	18	19	12	13	19	17	12	16	17	19	17	17	13
Business	47	39	36	35	34	32	33	23	19	43	32	28	29	28	31	26	18	18	53	43	42	42	41	37	39	30	24	46	43	38	36	34	30	35	24	18	46	37	33	31	31	31	25	22	15
Civil liberties	6	4	4	4	5	6	5	4	4	7	5	5	4	7	8	8	6	3	7	7	8	8	11	7	8	5	5	5	3	4	1	3	3	3	3	4	2	4	3	3	2	4	4	4	3
Veterans	5	5	4	5	4	3	2	3	2	5	4	5	5	4	1	2	2	2	4	4	4	4	3	2	2	3	3	5	4	5	7	6	4	4	3	2	4	6	4	5	4	3	1	3	2
Political party	22	13	11	12	14	7	8	9	12	29	13	14	13	13	10	8	7	12	16	13	10	15	15	5	8	10	10	20	10	8	6	11	6	8	6	12	23	15	14	14	16	7	9	13	14
PTA	78	66	61	57	61	62	64	57	44	71	60	54	58	61	65	55	53	36	89	78	73	72	74	74	76	78	59	75	59	52	43	54	46	55	46	32	80	73	67	58	58	64	64	57	49
Hobby	18	16	19	22	24	25	28	29	16	18	13	23	25	29	30	24	27	16	21	19	16	21	26	22	25	32	13	16	16	18	22	24	26	29	29	18	16	17	20	19	21	23	33	28	17

	School system size: Large (25k +)									School system size: Medium (3k – <25k)									School system size: Small (<3k)									Level: Elementary									Level: Secondary								
	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06
Religious	84	76	69	77	78	75	72	74	66	86	79	75	77	75	74	77	79	77	86	80	78	79	79	80	78	79	81	88	81	80	79	79	79	79	80	76	82	76	70	76	74	73	73	75	75
Youth-serving	21	16	12	11	18	19	20	16	10	20	16	13	14	16	17	18	16	12	19	15	12	18	21	18	17	15	13	17	14	11	14	16	18	16	14	12	23	18	14	15	19	17	21	17	12
Business	46	41	42	37	35	33	35	23	19	47	37	33	32	32	32	30	24	18	47	40	34	36	35	31	34	22	19	47	40	38	34	33	28	31	21	17	46	38	34	35	34	37	34	26	20
Civil liberties	12	9	9	9	10	10	12	8	5	4	4	4	3	5	5	4	3	4	2	0	1	0	1	2	2	2	1	5	4	5	4	5	6	4	3	2	6	5	4	4	6	5	7	5	6
Veterans	4	5	3	6	4	3	1	3	2	3	4	4	4	5	3	2	2	2	6	5	6	6	4	2	4	4	1	2	2	2	3	5	3	1	2	1	7	1	6	7	5	3	4	4	2
Political party	21	14	13	13	17	6	10	11	13	23	13	10	11	13	8	7	8	13	21	11	10	11	13	6	9	7	10	17	12	9	9	10	7	7	6	10	28	14	13	14	17	6	10	12	15
PTA	83	76	74	69	75	74	73	63	46	81	69	63	60	62	64	65	58	49	71	52	46	41	47	47	53	49	32	86	78	75	72	75	73	77	69	56	70	53	48	43	47	50	52	44	32
Hobby	19	17	17	20	25	27	31	26	12	18	17	22	22	26	24	28	32	18	16	15	16	21	22	25	26	26	18	16	15	20	20	26	22	27	28	16	20	18	19	24	22	27	29	29	17

Note: To save space, the years in the table are shortened (i.e., 66 for 1966, 01 for 2001).
Religious group includes church, synagogue, or other religious group. Youth-serving groups include, for example, the boy and girl scouts. Business organizations include business, professional and civic-social groups. Civil liberties groups include, for example, the American Civil Liberties Union (ACLU), National Association for the Advancement of Colored People (NAACP), and the National Organization for Women (NOW). PTA indicates parent-teacher organizations. Hobby clubs include, for example, music and gardening groups.

(continues)

Table 73 (Continued).
Membership in Community and Civic Organizations, All Teachers and Selected Subgroups, 1966-2006 (%)

	Sex																	
	Males									Females								
Organization	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06
Religious	80	74	65	73	72	70	69	73	72	88	81	80	80	79	78	79	79	76
Youth-serving	24	20	15	19	21	18	19	18	14	18	14	12	12	16	18	18	15	11
Business	42	39	28	30	29	33	29	16	16	49	39	39	37	36	32	34	25	20
Civil liberties	6	4	4	4	4	5	6	4	3	5	5	5	4	6	6	5	4	4
Veterans	11	12	11	13	10	7	6	10	4	2	1	1	1	2	1	1	1	1
Political party	31	13	12	14	18	4	11	12	12	18	12	10	10	12	8	8	8	13
PTA	70	56	50	46	49	51	47	40	36	82	72	67	63	66	67	70	61	47
Hobby	17	18	17	20	24	29	30	31	13	18	16	20	22	25	24	27	28	18

	Age																	
	Under 30									30–39								
Organization	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06
Religious	83	74	69	73	72	80	73	72	73	86	75	70	73	77	74	78	77	80
Youth-serving	15	11	9	11	12	13	8	4	9	25	21	14	15	20	16	17	14	9
Business	33	24	26	23	29	23	20	18	16	47	38	29	37	29	28	26	22	13
Civil liberties	4	2	2	1	3	4	4	3	1	9	7	5	4	5	2	5	2	1
Veterans	1	1	2	0	1	0	1	0	0	7	3	3	4	3	1	1	2	1
Political party	24	12	9	8	8	4	6	7	7	27	12	10	10	13	5	6	7	11
PTA	75	59	54	54	48	59	57	34	34	81	68	61	57	61	58	66	56	36
Hobby	18	17	19	24	16	26	26	26	12	19	17	19	24	24	25	28	25	14

	Age																	
	40–49									50+								
Organization	66	71	76	81	86	91	96	01	06	66	71	76	81	86	91	96	01	06
Religious	87	84	82	81	74	74	75	77	77	89	85	86	87	82	79	77	80	73
Youth-serving	27	24	21	20	21	23	22	21	20	16	13	9	9	11	12	17	17	9
Business	58	50	46	40	33	37	35	23	20	57	57	55	48	44	34	38	27	22
Civil liberties	8	6	5	6	6	6	4	5	5	3	3	7	4	6	8	9	6	5
Veterans	11	10	6	6	2	3	3	2	2	3	7	10	12	13	5	4	5	3
Political party	22	12	14	15	13	9	8	8	13	16	14	14	11	18	7	12	11	15
PTA	82	76	70	60	64	65	69	64	47	79	70	66	56	61	61	59	61	49
Hobby	19	16	21	20	23	25	27	31	15	15	15	19	17	30	24	30	31	17

Note: To save space, the years in the table are shortened (i.e., 66 for 1966, 01 for 2001).
Religious group includes church, synagogue, or other religious group. Youth-serving groups include, for example, the boy and girl scouts. Business organizations include business, professional and civic-social groups. Civil liberties groups include, for example, the American Civil Liberties Union (ACLU), National Association for the Advancement of Colored People (NAACP), and the National Organization for Women (NOW). PTA indicates parent-teacher organizations. Hobby clubs include, for example, music and gardening groups.

Membership in all of the other organizations has declined drastically over the course of *Status*. For example, among teachers under 30 years of age, only half as many reported membership in business, professional, or civic groups in 2006 as were members in 1966 (16% vs. 33%). Similarly, whereas three-fourths (75%) reported PTA membership in 1966, only about one-third did so in 2006 (34%). Membership in youth-serving groups declined by 40 percent over the course of this survey, and membership in hobby clubs declined by one-third. Similar patterns of loss of membership can be seen across the other subgroups.

Political Views (Questions 56, 57)

Political Philosophy

2006

In 2006, 55 percent of all teachers described their political philosophies as conservative or tending to be conservative (23% and 32%, respectively). Conversely, 45 percent of the 2006 teachers classified their political philosophies as tending to be liberal or liberal (32% and 13%, respectively). Less than half of the respondents in the under age 30 subgroup classified themselves as conservative or tending to be conservative (45%; Table 74). The only other subgroup with less than half of the teachers responding in this way was teachers in the Northeast (49%).

- Teachers in the Southeast were more likely than those in the Middle, West, and Northeast to classify themselves as conservative or tending to be conservative (65% vs. 55%, 54%, and 49%, respectively). Similar percentages of teachers in small systems were also more likely to identify themselves as conservative or tending to be conservative (61% vs. 53% for medium and 54% for large systems).
- Teachers who were 40 to 49 years old were most likely to classify themselves as conservative (63%), whereas teachers under 30 (45%) were the least likely to do so.

1971–2006

A greater percentage of teachers have classified themselves as politically conservative than as politically liberal in every survey since 1971 (Figure 17).

In 1971, 61 percent of all teachers said that their political philosophy was conservative or tended to be conservative. This response increased to a high of 70 percent in 1981, but it gradually declined to a low of 55 percent in 2006. Conversely, in 1971, 40 percent of teachers classified their political philosophies as liberal or tending to be liberal. This figure decreased to 30 percent by 1981, and has risen steadily since then to 45 percent in 2006, an all-time high.

Figure 18 illustrates the relationship between political philosophy and age over time.

Political Affiliation

2006

By political party affiliation, teachers classified themselves as 41 percent Democrats, 29 percent Republicans, and 2 percent other. The remaining 29 percent did not consider themselves as affiliated with any political party (Table 75).

- Teachers in the Southeast (35%) classified themselves as Republicans more than did teachers in the other regions. The largest percentage of teachers in the Northeast identified themselves as Democrats (45%).
- Teachers between 40 and 49 were more likely than those in the other age groups to classify themselves as Republicans. Teachers under 40 were more likely to consider themselves as unaffiliated with any political party (under 30, 36%; 30–39, 33%) than did those who were 40 or older (40–49, 25%; 50+, 28%).
- Teachers who were members of minority groups were much more likely to identify themselves as Democrats (60%) than were white teachers (38%).

1971–2006

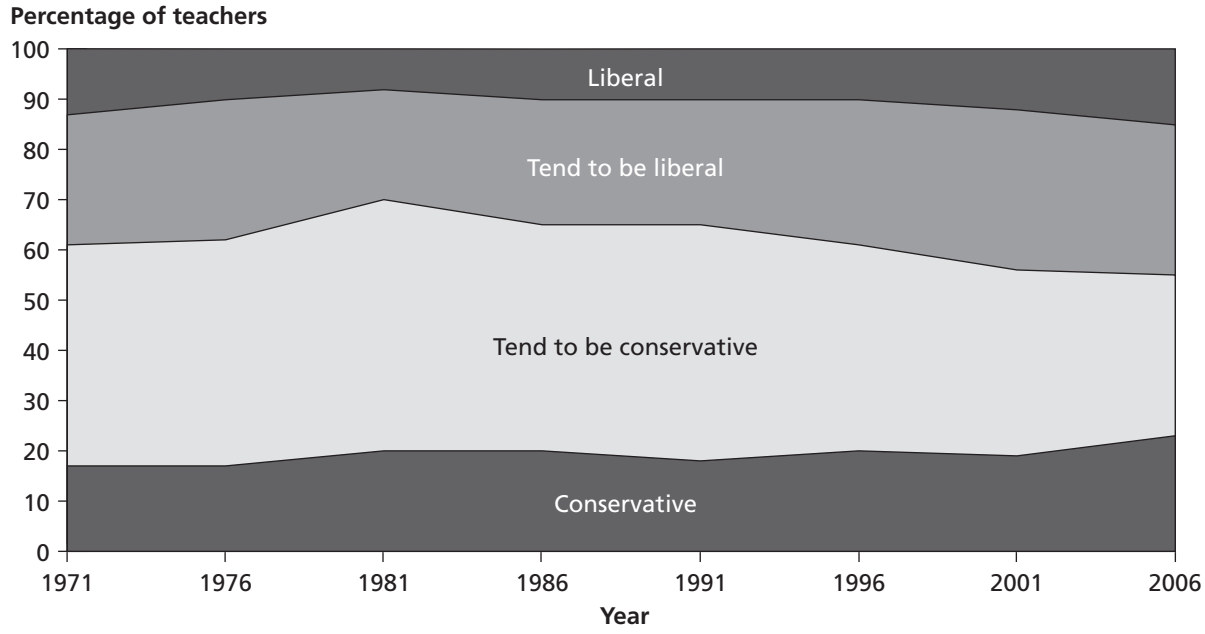
The largest percentage of teachers has identified themselves as Democrats in every survey since 1971. The proportion has changed very little over that period, ranging between 40 percent and 45 percent in every survey cycle except 1991, when the responses were very similar (36% Democrat, 32% Republican, and 31% no party affiliation). In 1971, about one-third identified themselves as Republicans and about one-fifth (22%) claimed no party affiliation. Those proportions reversed in 1976 (25% Republican; 34% no party affiliation). Since then, no more than a single percentage point has separated the two groups.

Table 74.
Political Philosophy, All Teachers and Selected Subgroups, 1971–2006 (%)

Political philosophy	1971	1976	1981	1986	1991	1996	2001	2006
All teachers								
Conservative	17	17	20	20	18	20	19	23
Tend to be conservative	44	45	50	45	47	41	37	32
Tend to be liberal	28	30	24	27	27	31	34	32
Liberal	12	8	6	7	8	8	10	13
Large school systems (25k+)								
Conservative	16	16	19	19	16	17	16	21
Tend to be conservative	37	36	43	38	40	40	35	33
Tend to be liberal	30	36	30	35	34	30	37	33
Liberal	17	12	8	9	10	13	12	14
Medium school systems (3k–<25k)								
Conservative	17	18	20	20	20	22	21	23
Tend to be conservative	44	45	52	48	49	42	38	30
Tend to be liberal	29	30	23	24	24	29	33	32
Liberal	11	8	5	8	7	7	9	14
Small school systems (<3k)								
Conservative	17	17	22	22	18	21	19	25
Tend to be conservative	50	51	53	48	51	40	40	36
Tend to be liberal	25	27	22	26	26	33	32	30
Liberal	8	6	4	4	6	6	9	9
Under age 30								
Conservative	9	14	15	15	12	17	17	13
Tend to be conservative	44	38	48	50	50	38	34	32
Tend to be liberal	32	40	32	32	34	38	32	34
Liberal	15	8	6	4	4	7	16	21
Age 30–39								
Conservative	21	16	16	20	14	19	19	18
Tend to be conservative	42	46	52	44	50	45	38	34
Tend to be liberal	27	30	27	30	27	28	33	36
Liberal	11	9	5	7	9	8	10	12
Age 40–49								
Conservative	18	20	25	23	21	22	20	25
Tend to be conservative	43	53	51	43	45	40	42	38
Tend to be liberal	29	19	17	27	26	31	31	28
Liberal	11	9	7	7	9	7	7	9
Age 50+								
Conservative	25	24	28	21	21	21	19	28
Tend to be conservative	45	46	48	50	46	41	35	29
Tend to be liberal	22	25	20	21	27	29	37	30
Liberal	8	5	4	9	6	9	9	13

Note: Percentages may not total 100 because of rounding.

Figure 17.
Political Philosophy, 1971–2006



- Teachers in large school systems were more likely to be members of the Democratic Party from 1971 through 2001 than were teachers in smaller systems (about half, compared with about one-third to two-fifths). In 2006, however, teachers in large school systems were slightly less likely to be Democratic than ones in medium-sized systems (39% vs. 43%). Moreover, the percentage of teachers in large systems who identified themselves as Democrats dropped precipitously, from 53 percent in 2001 to 39 percent in 2006.
- In 1991, all regions experienced declines in the percentages of teachers claiming membership in the Democratic Party; small ones in the Northeast and West (3 and 5 percentage points, respectively), and larger ones in the Middle and Southeast (9 and 10 percentage points, respectively). That same year generally saw modest increases in the percentages claiming membership in the Republican Party and in those reporting no party affiliation. The trend reversed in 1996, with increases in the percentages reporting Democratic Party membership in each region.
- In 2001, all regions but the Southeast showed increases in the percentage reporting Democratic Party membership (the Southeast showed a decrease). In addition, in that year, teachers in the West surpassed their previous high of 48 percent Democrats, reached in 1976, when 52 percent identified themselves that way. However, that percentage fell to its penultimate low in 2006, 40 percent.
- In 2006, the Middle region showed a 1 percent increase in Democratic Party membership, and the other three regions showed decreases. In the Northeast and Southeast, these were minimal declines; however, the decline was substantial in the West (12 percentage points).
- Historically (1971–1991), teachers in the Middle region were, for the most part, the most likely geographic subgroup to claim Republican Party membership. Teachers in the Southeast have reported the highest Republican Party membership since then.

Figure 18.
Teachers Who Selected "Conservative" or "Tend To Be Conservative," by Age Group, 1971–2006

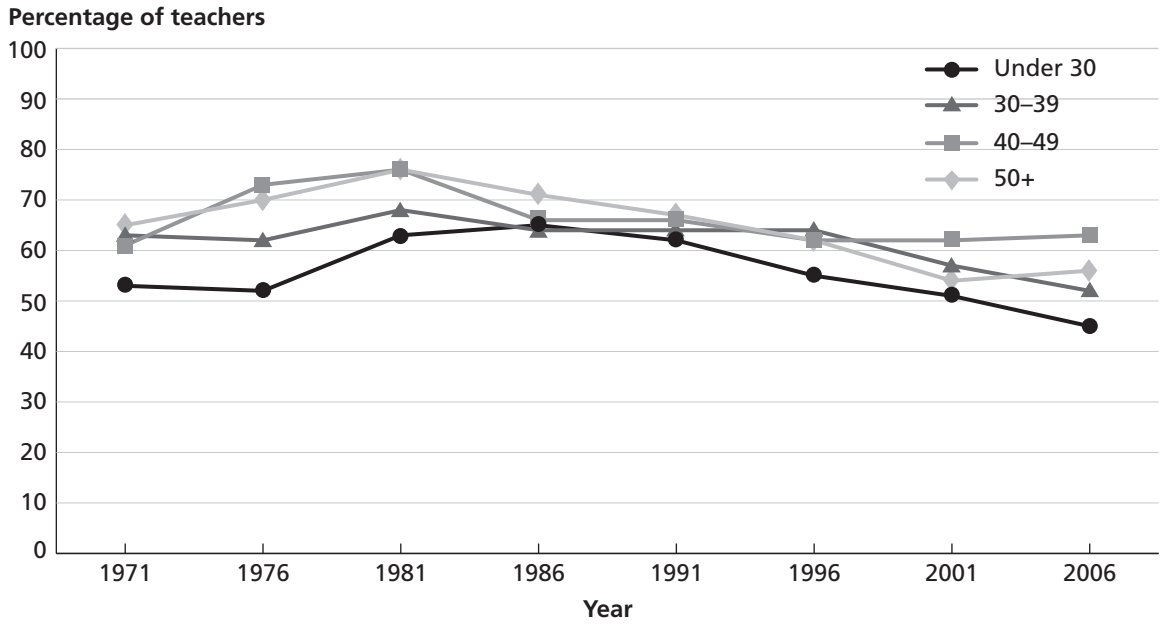


Table 75.
Political Affiliation, All Teachers and Selected Subgroups, 1971–2006 (%)

Political affiliation	1971	1976	1981	1986	1991	1996	2001	2006
All teachers								
Democrat	43	41	40	43	36	42	45	41
Republican	34	25	29	29	32	29	28	29
Other party	2	1	0	0	0	0	1	2
Not affiliated	22	34	30	28	31	29	27	29
Large systems (25k+)								
Democrat	50	50	50	51	48	48	53	39
Republican	26	21	22	26	25	27	25	28
Other party	1	1	1	0	0	0	0	2
Not affiliated	23	28	27	24	27	24	21	31
Medium systems (3k–<25k)								
Democrat	42	40	40	41	31	41	44	43
Republican	35	24	30	30	36	28	29	28
Other party	2	1	0	0	0	0	0	2
Not affiliated	22	35	30	28	33	31	27	27
Small systems (<3k)								
Democrat	38	34	33	31	33	38	37	38
Republican	40	28	34	39	34	32	29	31
Other party	1	1	1	0	0	0	2	0
Not affiliated	20	37	32	33	33	30	32	31
Northeast								
Democrat	40	37	38	44	41	47	48	45
Republican	35	22	31	27	29	21	21	20
Other party	3	2	0	1	1	1	2	3
Not affiliated	21	40	31	29	28	32	29	32
Southeast								
Democrat	59	53	53	51	41	45	40	38
Republican	21	14	24	26	30	32	40	35
Other party	0	0	0	0	0	0	0	2
Not affiliated	20	33	23	23	28	24	21	25
Middle								
Democrat	32	28	30	37	28	36	38	39
Republican	41	32	32	30	35	29	30	29
Other party	1	1	1	0	0	0	0	1
Not affiliated	26	39	37	33	37	35	32	31
West								
Democrat	47	48	42	42	37	43	52	40
Republican	33	27	30	31	32	30	22	31
Other party	2	1	0	0	0	0	2	2
Not affiliated	18	24	28	27	31	26	24	27

Note: Percentages may not total 100 because of rounding.

12. School Reform Components

Use of Students' Standardized Test Scores (Questions 39, 40)

In 1996, the *Status* survey asked teachers for the first time whether the standardized test scores of their students were used to evaluate their performance as teachers.

2006

In 2006, the wording and sequencing of the response options for this question changed. However, the meaning of the question remained the same. The percentage reporting that student test scores were used in their evaluations was 13 percent in 2006. Teachers saying that they were evaluated but that student scores were not used in their evaluation were 38 percent. Another 34 percent said that they were not evaluated, and 15 percent were unsure about whether test scores were used.

The use of standardized tests for evaluating teachers was more prevalent in the following subgroups:

- Among teachers in the Southeast (25%), compared with teachers in all other regions (Northeast, 12%; Middle, 6%; West, 11%).
- Among teachers under 30 (23%) compared with older teachers (30–39, 13%; 40–49, 13%; 50+, 11%).
- Almost half (48%) of teachers in the Middle region reported not being evaluated in the previous year compared with 31 percent in the Northeast and West, and 25 percent in the Southeast.

1996–2006

In 1996, 12 percent of teachers answered that student test scores were used in teacher evaluations. In 2001, that affirmative response increased to 22 percent. However, in 2006, it returned to near its 1996 level, at 13 percent. The proportion saying that scores were not used to evaluate teachers declined from 56 percent in 2001 to 38 percent in 2006. The group reporting not having received a performance appraisal in the previous school year rose significantly, from 3 percent in 2001 to 34 percent in 2006. (This may well result from the phrasing of the question, however. In 2001, respondents were asked about evaluations during the previous *two* school years, whereas in 2006, only the previous year was queried.) The smallest change was among teachers unsure of the use of test scores in evaluations; that response declined only slightly, from 19 percent to 15 percent.

One-fourth of the teachers (24%) said that they used standardized test results to improve instruction a lot, and 39 percent used them some. Another 16 percent used standardized test results to improve instruction a little, whereas 22 percent did not use them at all in this way (Table 76).

Teachers who were more likely to say that they used standardized test results to improve instruction a lot were distributed as follows:

- In the Northeast, Southeast, and West (27%, 26% and 25%, respectively) compared with the Middle region (17%).
- Among minority compared with white teachers (36% vs. 22%).
- Among elementary and middle or junior high school teachers (28% and 22%, respectively) compared with senior high teachers (15%).

Table 76.
Use of Standardized Test Results to Improve Instruction, All Teachers and Selected Subgroups, 2006 (%)

		Race		Region				Level		
Amount of use	All teachers	Minority	White	North-east	South-east	Middle	West	Elementary	Middle/ JHS	Senior HS
A lot	24	36	22	27	26	17	25	28	22	15
Some	39	38	39	35	46	39	38	39	42	38
A little	16	10	17	16	12	20	14	13	17	20
Not at all	22	16	22	22	16	24	23	20	20	27

Note: Percentages may not total 100 because of rounding.

13. No Child Left Behind

In an effort to begin tracking some indicators of progress according to the No Child Left Behind (NCLB) law, the NEA added three questions to the 2006 *Status* survey. Information from those questions is reported in this section.

Teacher Classification under No Child Left Behind (NCLB) (Question 16)

2006

One of the criteria by which schools are now rated under NCLB is whether or not its teachers are "highly qualified," as defined in that law. In 2006, 87 percent of the teachers responding said they were highly qualified, whereas 3 percent said they were not, and 10 percent were not sure.

- Teachers in the 30–39 age group were slightly more likely to be highly qualified than those under 30 (90% vs. 84%).
- Females were slightly more likely to be highly qualified than males (89% vs. 84%).
- Elementary and middle/junior high school teachers (89% each) were more likely to be highly qualified than senior high school teachers (81%).

Teacher Aide Classification under NCLB (Question 29c)

2006

Another new question in 2006 asked teachers if their teacher aide(s) was considered highly qualified under NCLB. Roughly one-third (34%) had at least one teacher aide (who may have been shared with other teachers). Of those, 36 percent said all of their aides were highly qualified, 13 percent said only some were highly qualified, 18 percent said none were highly qualified, and 33 percent were unsure.

- Teachers in the Southeast (48%) were more likely to report that all of their aides were rated as highly qualified than teachers in the other regions (between 30% and 36%).
- Minority teachers were more likely to have all of their aides rated as highly qualified than white teachers (49% vs. 35%).
- Teachers who were at least 50 years old (44%) were most likely to have all highly qualified aides, whereas teachers under 30 (23%) were the least likely.
- Teachers in elementary (37%) and middle/junior high schools (41%) were more likely than teachers in senior high schools (22%) to have all highly qualified aides.
- Teachers in medium-sized school districts (41%) were more likely to report having all highly qualified aides than ones in large (30%) or small (33%) school districts.

School Classification under NCLB (Question 38)

2006

Teachers were also asked how their school was classified under NCLB. Three-fifths (62%) said their school made adequate yearly progress (AYP), 20 percent said their school needed improvement, 1 percent said their school needed supplemental services, and 2 percent said their school needed corrective action. The remaining 16 percent were not sure.

- Teachers in small districts were more likely to report that their school made AYP (73%) than those in medium (63%) or large districts (52%). Correspondingly, teachers in large districts were more likely to report that their school needed improvement (26% vs. 19% in medium districts and 14% in small districts).
- Teachers in the Southeast, although as likely to say their school made AYP, were more likely to report that their school needed improvement (26%) than those in other regions (Northeast, 16%; Middle and West, 19% each).

- White teachers were more likely than minority teachers to say their school made AYP (66% vs. 40%).
- Teachers in elementary schools were more likely to say their school made AYP than were those in senior high schools (66% vs. 55%).
- Teachers 30 and older were more likely to report that their school made AYP than were the youngest teachers (between 61% and 67% vs. 57%).

APPENDIX A

Survey Instrument:
The Status of the American Public School Teacher

**(Appendix B, Tabulation of Question Responses,
formerly included in *Status* volumes,
see http://www.nea.org/assets/docs/2005-06StatusAppendixB.pdf)**

THE STATUS of the AMERICAN PUBLIC SCHOOL TEACHER

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 Sixteenth Street, Northwest, Washington, D.C. 20036

RESEARCH — SCHOOL YEAR 2005–06

Please respond to this survey based on your own experiences during SCHOOL YEAR 2005–06. Your responses will be treated confidentially and no individual will be identified in any report of the data.

MARKING INSTRUCTIONS

- Make marks which fill the oval completely.

CORRECT ●

INCORRECT ∅ ⊗ ⊖ ⊙

This survey is intended for public school classroom teachers only. Are you a classroom teacher for half or more of the regular school day?

○ YES (Please COMPLETE and return this questionnaire) ○ NO (Please return your INCOMPLETE questionnaire)

WRITE AND FILL IN OVALS.

1. Indicate the school, city, state, and zip code in which you were employed during SCHOOL YEAR 2005–06.

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX *(PRINT CLEARLY)*

Name of school: _____

City: _____ State: _____

Zip Code: use space provided.

ZIP CODE

2. In how many other states have you been a teacher? — NUMBER OF STATES

○ None

3. How would you describe the location of your school?
- ○ Inner core of city
- ○ Other part of city
- ○ Suburban
- ○ Small town (NOT suburban)
- ○ Rural

4. How many students were enrolled in your school in 2005–06? — NUMBER OF STUDENTS

5. How many classroom teachers were in your school in 2005–06? (Include yourself and all persons whose work load is half or more classroom teaching.) — NUMBER OF TEACHERS

6. In what calendar year did you **BEGIN** your first full time teaching position? — 19/20 YEAR

○ Never employed in a full time teaching position. *(Skip to question 8.)*

7. How many years of **FULL TIME TEACHING** experience have you completed?

TOTAL YEARS OF EXPERIENCE

TOTAL YEARS IN PRESENT SCHOOL DISTRICT

8. What is the **HIGHEST COLLEGE DEGREE** you hold? (Do not report honorary degrees.) *Mark ONE.*
- ○ None *(Skip to question 12.)*
- ○ Two-year college diploma, degree, or certificate
- ○ Bachelor's degree
- ○ Master's degree
- ○ Education specialist or professional diploma based on 6 years of college study
- ○ Doctor's degree

9. In what **YEAR** did you receive your highest college degree? — 19/20 YEAR

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PLEASE DO NOT MARK IN THIS AREA

SERIAL #

10. **What is the major field of your highest college degree?**

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

11a. **Was your HIGHEST DEGREE in an area of study that was designated as a teacher preparation program?**
- ○ Yes *(Skip to question 11c.)*
- ○ No

b. **Were any of your college degrees in an area designated as a teacher preparation program?**
- ○ Yes
- ○ No

c. **Did you participate in a teacher preparation program outside of college?**
- ○ Yes
- ○ No

12. **How did you prepare to become a teacher?** ***Mark ALL that apply.***
- ○ Bachelor's program
- ○ 5th year program (post-baccalaureate teaching certificate only—not an alternate route)
- ○ Master's program
- ○ Alternate route to certification (e.g., Teach for America, state-sponsored alternative)
- ○ Other

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

13. **What is the subject(s) or grade level(s) of your teacher preparation?**

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

14a. **What type of teaching certificate do you currently hold?**
- ○ Regular or standard state certificate
- ○ Probationary certificate
- ○ Provisional certificate or temporary certificate
- ○ Waiver or emergency certificate
- ○ Other

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

b. **In addition to your teaching certificate, do you hold a certificate "endorsement" in an area of specialty (e.g., ESL, special education, reading, math)?**
- ○ Yes
- ○ No

15a. **What best describes your national certification status?** ***Mark ONE.***
- ○ I have achieved certification by the National Board for Professional Teaching Standards. **19/20**

  In what calendar year were you certified? →

  YEAR: ⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨
- ○ I am currently working toward National Board certification but have not achieved it. *(Skip to question 16.)*
- ○ I am not working toward National Board certification. *(Skip to question 16.)*

b. **If certified by the National Board, what organization was the MOST important source of support for you in seeking certification? (Support includes help with the certification fee, video/portfolio preparation, release time, etc.)** ***Mark ONE.***
- ○ Local school district
- ○ State department of education
- ○ Local/state education association
- ○ National association for teachers
- ○ Subject matter organization
- ○ Other

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

- ○ I have received NO support in achieving National Board certification.

16. **Under the No Child Left Behind Law (NCLB) are you considered "highly qualified"?**
- ○ Yes
- ○ No
- ○ Not sure

17. **What BEST described your job asignment in school year 2005–06?** ***Mark ONE.***
- ○ Regular full time classroom teacher
- ○ Regular part time classroom teacher
- ○ Substitute teacher
- ○ Instructional specialist or resource teacher
- ○ Special education teacher (full time or part time)
- ○ ESL/Bilingual teacher (full time or part time)
- ○ Other

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

18a. **What grade(s) did you teach in school year 2005–06?** ***Mark ALL that apply.***

PK K ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

- ○ Special Education
- ○ English as Second Language (ESL)

b. **Which of the following best described the level of your assignment in 2005–06?** ***Mark ONE.***
- ○ Pre-school
- ○ Elementary school
- ○ Middle or junior high school
- ○ Senior high school
- ○ Other

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

c. **What percent of the students you taught in 2005–06 were designated as English Language Learners (ELL)?** →

PERCENT: ⓪⓪⓪ ①①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨ **%**

19. **What grade level(s) OR subject(s) were you licensed to teach in 2005–06?**

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

- ○ Do not have a teaching license

20. What percentage of your total teaching each week was spent in teaching grades or subjects that are DIFFERENT FROM...

YOUR MAJOR FIELD OF COLLEGE PREPARATION?

PERCENT %

YOUR TEACHING LICENSE?

○ Do not have a teaching license

PERCENT %

21a. If you taught in a self-contained setting in school year 2005–06 (i.e., taught the same students all day), either at the elementary or secondary level, how many students were enrolled in your class? → NUMBER OF STUDENTS

○ Did not teach in a self-contained setting *(Skip to question 22a.)*

b. What percentage of the students who began the school year in your class in 2005–06 were still in your class at the end of the school year? → PERCENT %

c. How many minutes did you have each WEEK for preparation (i.e., when you are not assigned any students)? → MINUTES

22a. If you taught in a departmentalized setting in 2005–06, either at the elementary or secondary level, in which subject area (English, mathematics, etc.) did you teach the GREATEST PORTION of your time in 2005–06?

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

○ Did not teach in a departmentalized setting *(Skip to question 23.)*

b. Did you teach any advanced placement classes during 2005–06?

○ No

○ Yes

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

c. What was the average number of STUDENTS you taught a DAY? (Exclude study halls and homeroom periods.) → STUDENTS

d. What was the average length of the class periods in your school? (Include passing time.) → MINUTES

e. How many class periods did you teach a WEEK? (Exclude study halls and homeroom periods.) → PERIODS

f. How many preparation periods did you have in your own schedule EACH WEEK? → PERIODS

23. What was the **EXACT LENGTH** of your required school day in 2005–06 (including lunch)? (e.g., If you were required to be on duty by 8:15 A.M. and permitted to leave school at 3:30 P.M., your school day was 7 hours and 15 mintes.) → HOURS & MINS.

24. How many days were scheduled for your regular SCHOOL YEAR in 2005–06? (Exclude summer school.)

TEACHING DAYS

OTHER DAYS OF CONTRACT (e.g., in-service, orientation)

25. How much time a WEEK did you spend after the required work day—evenings and weekends—on instruction-related activities (e.g., lesson preparation, grading papers)? → HOURS & MINS.

26. On average, how much time a WEEK (in ADDITION to your REQUIRED work week) did you spend on compensated (e.g., coaching) and noncompensated (e.g., bus duty, club advising) noninstructional activities?

COMPENSATED

○ None

HOURS	&	MINS.
0 0		0 0
1 1		1 1
2 2		2 2
3 3		3 3
4 4		4 4
5 5		5 5
6 6		6
7 7		7
8 8		8
9 9		9

NONCOMPENSATED

○ None

HOURS	&	MINS.
0 0		0 0
1 1		1 1
2 2		2 2
3 3		3 3
4 4		4 4
5 5		5 5
6 6		6
7 7		7
8 8		8
9 9		9

27. What was the average length of your lunch period? → MINUTES

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

28. To what extent was your lunch period "duty-free"?

○ *Always* required to supervise students
○ *Sometimes* required to supervise students
○ *Never* required to supervise students

29a. Did you have one or more teacher aides assisting you during school year 2005–06? *Mark ONE.*

○ Yes, I had a teacher aide assigned to assist me alone.
○ Yes, I had a teacher aide who also assisted other teachers.
○ Yes, both of the above.
○ No, I did not have a teacher aide. *(Skip to question 30.)*

b. If yes, please mark below ALL the kinds of assistance performed by the aide(s).

○ Help with instruction
○ Help with lunch duty
○ Help with playground duty
○ Secretarial help (typing, filing, copying, recording grades, etc.)
○ Help with grading papers
○ Preparation of instructional resources (slides, transparencies, etc.)
○ Assistance with classroom environment (prepare room, monitor students, prepare bulletin boards, etc.)
○ Assistance with language translations
○ Other

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

c. Was your teacher aide(s) considered "highly qualified" under the No Child Left Behind (NCLB) law?

○ Yes, all were "highly qualified"
○ Only some were "highly qualified"
○ None were "highly qualified"
○ Not sure

30. Listed below are a variety of RESOURCES and SUPPORT used for classroom instruction. Indicate those you had access to at school during school year 2005–06. *Mark ALL that apply.*

○ Computers
○ Web/Internet access
○ Email access
○ Specialized instructional software
○ Hypermedia and multimedia software (e.g., with audio, animation, multi-dimension)
○ Distance-learning capability (e.g., via internet, cable, satellite TV)
○ Up-to-date materials for students (e.g., books, supplies)
○ Materials for classroom activities
○ Resource and planning guides for instruction
○ Support for your professional growth from your principal or district administration
○ Classroom support from your principal when needed
○ Classroom support from other teachers when needed
○ Classroom support from parents of your students
○ Technical support in using technology for instruction
○ Support from other licensed school professionals (e.g., student counselors, psychologists, social workers, developmental specialists, or health-care professionals)

31. During the 2005–06 school year, approximately how much of your own money did you spend to meet the needs of your students? → $

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

32. Which of the following areas were covered in the professional development and in-service training you participated in during school year 2005-06? *Mark ALL that apply.*

○ Did not participate in professional development or in-service training *(Skip to question 36.)*

○ Strategies to improve your instruction
○ School safety and security
○ Student health and safety
○ Parental involvement in the schools
○ Classroom management
○ Technology in the classroom
○ Your grade level/subject matter area
○ Teaching students of different racial/ethnic backgrounds
○ Managing student diversity in the classroom
○ Curriculum development
○ Alignment of curriculum across levels (elementary school to middle school and middle school to high school)
○ Assessing and monitoring students' class work
○ The use of data to support decisions about school improvement
○ Techniques for standardized testing
○ Teaching English Language Learners
○ Academic freedom and responsibility

33. **During school year 2005–06, which of the following did you experience? *Mark ALL that apply.***
- ○ Sabbatical leave
- ○ Educational travel
- ○ District-sponsored professional development during the school year
- ○ District-sponsored professional development during the summer
- ○ Professional development sponsored by professional association(s)
- ○ College courses in EDUCATION during the school year
- ○ College courses in EDUCATION during the summer
- ○ College courses in fields OTHER THAN EDUCATION during the school year
- ○ College courses in fields OTHER THAN EDUCATION during the summer
- ○ Preparation for National Board Certification
- ○ Exchange teaching in this country
- ○ Exchange teaching in a foreign country
- ○ State or local conferences or meetings on education
- ○ National conferences or meetings on education
- ○ International conferences or meetings on education
- ○ Work on a curriculum committee
- ○ Committee work on a special assignment, other than curriculum
- ○ Feedback about your work from your principal
- ○ Formal collaboration with other teachers on curriculum and instruction issues
- ○ Formal collaboration with another teacher assigned to assist you
- ○ Formal evaluation of your teaching and management skills by your peers
- ○ Formal evaluation of your peers' teaching and management skills by you
- ○ Individual or collaborative research on education

34a. **How often in 2005–06 did you have professional development experiences in your teaching field designed to help you improve instruction?** → NUMBER OF DAYS

b. **How long did the average professional development experience last?** → AVERAGE NO. OF HOURS ATTENDED PER DAY

35. **As a result of completing your professional development and in-service activities in 2005–06, which of the following did you receive? *Mark ALL that apply.***
- ○ Credit towards re-certification
- ○ Advanced certification
- ○ Increase in salary or other pay
- ○ Greater recognition
- ○ Improved evaluations
- ○ Other

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

36. **Which do you feel you need more training in? *Mark ALL that apply.***
- ○ Implementing a variety of teaching methods
- ○ Integrating technology into your classroom instruction
- ○ Implementing the state or district curriculum
- ○ Using student assessment techniques
- ○ Balancing testing with meeting curriculum needs
- ○ Teaching students from diverse cultural backgrounds
- ○ Teaching students with limited English skills
- ○ Teaching students with learning disabilities
- ○ Communicating effectively with parents

37. **How many college credits have you earned in the past three years? (Include only those you have earned SINCE COLLEGE GRADUATION.)** SEMESTER HOURS / QUARTER HOURS

- ○ None

38. **How was your school classified under the No Child Left Behind (NCLB) law in 2005-06?**
- ○ Made adequate yearly progress (AYP)
- ○ Needs improvement
- ○ Needs supplemental services
- ○ Needs corrective action
- ○ Not sure

39. **Were your students' standardized test scores used to evaluate your performance as a teacher in 2005–06? *Mark ONE.***
- ○ Yes
- ○ No, but I did receive a performance appraisal in 2005–06
- ○ No, I did NOT receive a performance appraisal in 2005–06
- ○ Not sure

40. **To what extent did you use students' standardized test results to improve instruction?**
- ○ A lot
- ○ Some
- ○ A little
- ○ Not at all

41. **What was the length (in months) of your teaching contract for school year 2005–06?**

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12

42. **What was your ANNUAL contract salary (before deductions) as a teacher for the school year 2005–06? (Do not include extra pay for extra duties or incentive pay.)** → $

43. **Below are sources of ADDITIONAL INCOME beginning with the SUMMER OF 2005 and ending with the LAST SCHOOL MONTH OF 2006. Mark each that applies, and indicate the total amount of income you received from each.**

a. **Employment during SUMMER OF 2005**

○ SCHOOL-RELATED EMPLOYMENT (e.g., summer school teaching, curriculum development, etc.)

$ ___,___

○ OUTSIDE EMPLOYMENT (e.g., sales, camp counselor, etc.)

$ ___,___

b. **Employment during SCHOOL YEAR 2005–06**

○ STIPENDS FOR ADDITIONAL DUTIES (e.g., coaching, department or grade-level chair, etc.)

$ ___,___

○ PERFORMANCE-BASED OR INCENTIVE PAY (e.g., merit pay, stipends for teaching in critical shortage areas, incentive for National Board certification, etc.)

$ ___,___

○ OUTSIDE EMPLOYMENT (e.g., sales, private tutoring)

$ ___,___

44. **What is your TOTAL annual household income? (Include that of your spouse, if married.)**

$ _,___,___

45. **For which of the following could teachers in your school district earn extra money in school beyond their regular salary in 2005–06?** ***Mark ALL that apply.***
- ○ Serving as a mentor or staff developer
- ○ Teaching in a subject area where there is a teacher shortage
- ○ Working in a school that presents more challenges to staff than other schools in the district
- ○ Improving student performance
- ○ Certification by National Board for Professional Teaching Standards
- ○ Achieving additional teaching licenses or certifications
- ○ Developing new skills/knowledge in non-university settings, e.g., learning computer skills
- ○ Other activities that teachers can participate in to earn additional pay

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

46a. **What is your marital status?**
- ○ Single, never married *(Skip to question 47.)*
- ○ Married
- ○ Widowed, divorced or separated *(Skip to question 47.)*

b. **If you are married, is your SPOUSE gainfully employed?** ***Mark ONE.***
- ○ Yes, employed full time
- ○ Yes, employed part time *(Skip to question 47.)*
- ○ No, not gainfully employed at present *(Skip to question 47.)*

c. **Is your SPOUSE employed full time in the teaching profession?**
- ○ Yes
- ○ No

47. **Do you earn more than half of your household income?**
- ○ Yes
- ○ No

48. **Is your residence within the:**

a. **boundaries of the SCHOOL DISTRICT in which you teach?**
○ Yes ○ No

b. **attendance area of the SCHOOL in which you teach?**
○ Yes ○ No

49. **What is your sex?**
- ○ Male
- ○ Female

50. **What is your age?** → AGE __

51. **Are you of Spanish/Hispanic/Latino origin?**
- ○ Yes
- ○ No

52. **To what RACIAL GROUP do you belong?** ***Mark ALL that apply.***
- ○ American Indian/Alaska Native
- ○ Asian
- ○ Black/African American
- ○ Caucasian/White
- ○ Native Hawaiian or other Pacific Islander
- ○ Other

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53a. **How many school-age children (Grades 1–12) were in your household in school year 2005–06 who were enrolled in school?**

NUMBER

b. **How many of these children attended PRIVATE school during the 2005–06 school year?**

NUMBER

54. **What were the educational attainments of your mother and father?** ***Mark ONE in each column.***

	MOTHER	FATHER
Elementary school completed or less	○	○
Some high school but did not graduate	○	○
High school graduate	○	○
Some college but did not graduate	○	○
College graduate from 2-year program	○	○
College graduate from 4-year program	○	○
Graduate work after college graduation	○	○
Not sure	○	○

55. **Some religious, civic, professional, and social organizations are listed below. Please indicate those you belong to.** ***Mark ALL that apply.***

- ○ Church, synagogue, or other formal religious group
- ○ Youth-serving group (e.g., Scouts)
- ○ Business, professional, or civic-social group (e.g., AAUW, Kappa Alpha Psi, Delta Sigma Theta, Masons, Rotary, Urban League)
- ○ Civil liberties group (e.g., ACLU, NAACP, NOW)
- ○ Veterans group
- ○ Political party organization
- ○ Parent-teacher association
- ○ Hobby club (e.g., music, gardening)
- ○ National Education Association
- ○ Subject-matter or professional special-interest association
- ○ American Federation of Teachers
- ○ National Association of Professional Educators (NAPE)

56. **How would you classify your political philosophy?** ***Mark ONE.***

- ○ Conservative
- ○ Tend to be conservative
- ○ Tend to be liberal
- ○ Liberal

57. **How would you classify yourself in regard to your political affiliation?** ***Mark ONE.***

- ○ Democrat
- ○ Republican
- ○ Other political party
- ○ I do not consider myself affiliated with any political party.

58. **Before the start of school year 2005–06, what did you do during the summer of 2005?** ***Mark ALL that apply.***

- ○ Taught summer school in my school district
- ○ Other employment in my school district
- ○ Employed in education but outside of my school district
- ○ Taught part time for an institution of higher education
- ○ Employed OUTSIDE education
- ○ Attended summer school
- ○ Traveled
- ○ Did not study, travel, or work for pay

59. **In comparison to school year 2005–06, what were you doing during the PREVIOUS school year 2004–05 and what are you doing in the CURRENT school year 2006–07?** ***Mark ONE item in EACH column.***

	2004–05	2006–07
Teaching full time in the same school	○	○
Teaching full time in another school in the same school district	○	○
Teaching full time in another school district	○	○
Teaching full time in a private school	○	○
Teaching part time in the same school district	○	○
Teaching part time in another school district	○	○
Teaching part time in an institution of higher education	○	○
Working in a non-teaching occupation	○	○
Attending a college or university full time	○	○
In military service	○	○
Homemaking, child rearing, and/or parental care	○	○
Unemployed and seeking work	○	○
Retired	○	○
Other	○	○

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PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

60. **Suppose you could go back to your college days and START OVER AGAIN; in view of your present knowledge, would you become a teacher?**

- ○ CERTAINLY WOULD become a teacher
- ○ PROBABLY WOULD become a teacher
- ○ CHANCES ABOUT EVEN for and against
- ○ PROBABLY WOULD NOT become a teacher
- ○ CERTAINLY WOULD NOT become a teacher

PLEASE TURN THE PAGE TO CONTINUE

61. **What are the THREE main reasons you ORIGINALLY decided to become a teacher, and what are the THREE main reasons you are PRESENTLY still teaching?** ***Mark THREE in each column.***

	ORIGINAL REASONS	PRESENT REASONS
Value or significance of education in society	○	○
Desire to work with young people	○	○
Interest in a subject-matter field	○	○
Influence of a teacher in elementary or secondary school	○	○
Influence of a teacher or advisor in college	○	○
Influence of family	○	○
Financial rewards	○	○
Long summer vacation	○	○
Job security	○	○
Employment mobility	○	○
Preparation program in college appealed to me	○	○
Wanted a suitable job until marriage	○	○
Wanted a job with draft deferment	○	N/A
Wanted a change from other work	○	○
Need for second income in family	○	○
Never really considered anything else	○	○
Need for income after termination of marriage	○	○
Opportunity of a lifetime for self-growth	○	○
One of the few professions open to me	○	○
Sense of freedom in my own classroom	○	○
Too much invested to leave now	N/A	○
Other	○	○

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PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

62a. **How long do you plan to remain in teaching?** ***Mark ONE.***

- ○ Until required to retire
- ○ Until eligible for retirement
- ○ Will probably continue unless something better comes along
- ○ Definitely plan to leave teaching as soon as I can
- ○ I am undecided at this time

b. **If you plan to remain in teaching until retirement, in how many years do you plan to retire?** →

YEARS

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

c. **If you <u>do not</u> plan to remain in teaching until retirement, what is the MAIN factor that would cause you to leave?** ***Mark ONE.***

- ○ Low salary
- ○ Working conditions directly related to my teaching duties
- ○ Working conditions NOT directly related to my teaching duties
- ○ Too many non-teaching duties
- ○ Inadequate support systems (e.g., lack of time for professional development)
- ○ Inadequate benefits
- ○ Lack of independence in teaching
- ○ Family-related (personal situation)
- ○ Health-related issues
- ○ Student-related issues
- ○ Administration-related issues
- ○ Parent-related issues
- ○ Lack of prestige
- ○ Lack of opportunity for advancement
- ○ Other

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63. **What in your present position as a teacher HINDERS YOU MOST from providing the best service of which you are capable?**

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64. **What in your present position as a teacher HELPS YOU MOST to provide the best service of which you are capable?**

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