

# DATA POINTS



## 84% OF TEACHERS REPORT MENTAL OR PHYSICAL HEALTH CHALLENGES

51% of current and former teachers said a lack of respect for “professionalism, knowledge, and investment in teaching” was the main factor influencing their desire to leave the classroom. Nearly 1,000 U.S. educators responded to researcher Betina Hseih’s 75-question survey asking about their mental and physical health. She shared the survey results on Twitter, noting that 84% of respondents “reported personally experiencing mental/physical health challenges because of their work in teaching.” Hseih, a teacher education professor at California State University at Long Beach, studies how identities shape teaching and learning, what draws people to the profession, and what influences their career trajectories. In the Twitter thread, Hseih says education is experiencing a crisis of humanization and we have to stop blaming teachers for their humanity: “A broken system breaks people.”

[bit.ly/3KpmczR](https://bit.ly/3KpmczR)

## 1,140 HOURS MORE LEARNING TIME IN NEW MEXICO

New Mexico has added 1,140 hours of learning time to the state’s public schools, plus an additional 60 hours of professional learning time for elementary school teachers and 30 hours for middle and high school teachers. Gov. Michelle Lujan signed HB 130 into law in March to help address pandemic learning loss. The bill gives districts flexibility in how and when to use the extra hours. Rep. G. Andrés Romeo, D-Albuquerque, a high school history teacher, said the added hours are “not just about opening up seat time

but creating enrichment time for students to reinforce lessons they need to learn in class and providing more time within the school day for mental and social health.” The law goes into effect next school year.

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## 1 IN 4 SUPERINTENDENTS LEFT IN THE PAST YEAR

One in four superintendents left their jobs in the past year, and 95% of them said the job has become more difficult in the last decade, Hanover Research reported in its *2023 Trends in K-12 Education* report. The report notes that leaders can feel pressured to take quick action when their communities are eager for progress after the past few tumultuous years, but districts need a clearly defined strategic plan. As new people fill the vacated leadership positions, there is “a unique opportunity for incoming leaders to work with their school boards and community members to reimagine districtwide plans in ways that not only align with the current landscape but are also better suited for navigating the road ahead,” the authors write.

The study also reported that 93% of educators experience burnout. Despite this fact, many teachers say they would like to continue teaching, especially those from marginalized groups. School districts that support positive school climates and provide quality professional learning “can

help improve the likelihood of hiring and retaining high-quality, diverse teachers while easing the stress of these ongoing problems.” The report names social and emotional professional learning as one specific example that can deliver long-term benefits.

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## 55% OF SUPERINTENDENTS LACK EVALUATION SPECIFICS

55% of superintendents reported that their employment contracts don’t specify a process, indicators, or measure for their evaluations and performance reviews, according to a survey of over 2,400 superintendents by AASA, The School Superintendents Association. Also noteworthy is the number of responding superintendents who are fairly new to their jobs — 61% indicated they have been in their current positions for five or fewer years. The superintendent evaluation process differs from that of teachers, which are required annually in at least 22 states and are often articulated in detail. This lack of specificity can leave district leaders with less direction and blurry expectations. Having clear goals can align a superintendent’s focus with that of the district, including the school board and the wider community.

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