

DATA POINTS

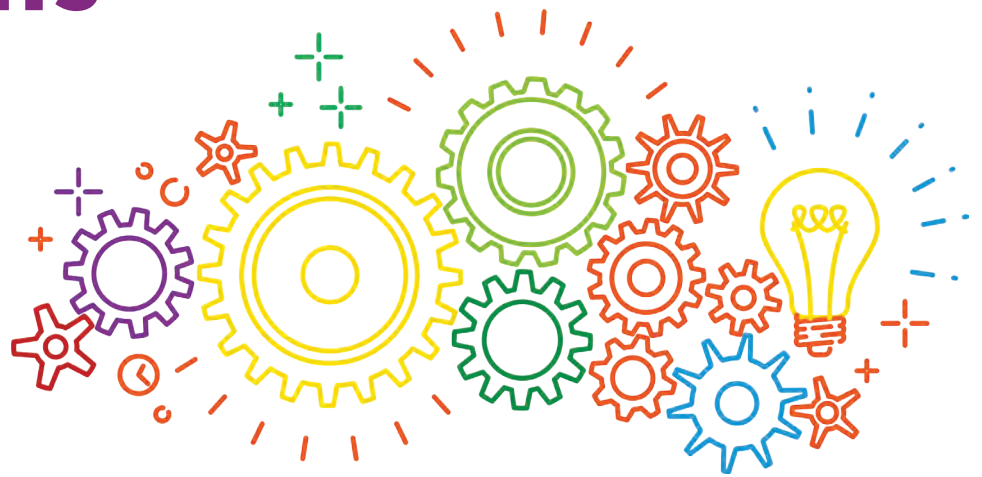
1 BLACK TEACHER CAN BENEFIT WHITE TEACHER PEERS

Studies have shown the positive effects that even just one Black teacher can have on Black student outcomes. But it's not just students who benefit — teachers do, too, revealed data from the IZA Institute of Labor Economics in June. A report from the institute cites a study from North Carolina showing that white teachers who have a same-grade Black colleague can significantly improve student achievement and reduce white teachers' suspension rates of Black students. What's more, knowledge spillover effects appear to change the way white teachers educate Black and Hispanic students. The effects of this peer learning were most notable for novice teachers. While the workforce continues to diversify, study authors suggest the thoughtful assignment of teachers of color and the creation of peer learning opportunities are strategies to positively impact how white teachers can better educate students of color.

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103 HIGH SCHOOL STUDENTS WEIGH IN ON THE TEACHING PROFESSION

Since high school students will soon enter the workforce, their thoughts on the field of education and whether they see themselves in that future workforce are critical to identifying solutions for diversifying the teacher pipeline. A group of 103 high school students of color and Indigenous students from 18 states in the Educators Rising program participated in focus groups run by Teach Plus and the Center for Black Educator Development. A number of key findings emerged from the focus



groups, published in *Seeing Myself: Students of Color on the Pros and Cons of Becoming Teachers*. Student participants said teachers of color are uniquely beneficial because they can relate to them through shared identity and experiences. They also reported representative curriculum matters as does observing teacher agency, which add to the profession's attractiveness. Students said low pay associated with teaching is a strong deterrent to choosing this career.

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20% OF TEACHERS SATISFIED WITH THEIR JOBS

In 2022, 12% of teacher survey respondents said they were very satisfied with their jobs, but this number rose to 20% in 2023. A survey from the Winston School of Education and Social Policy at Merrimack College drew responses from 1,178 U.S.-based public school teachers. The research project, launched in 2022, fills the gap in data collection after the MetLife Survey of the American Teacher ended its long run of collecting U.S. educator views and experiences. The last MetLife survey was administered in 2012, at which point a much higher percentage of teachers (39%) reported they were very satisfied with their jobs.

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7 HOURS MORE WORK FOR TEACHERS EACH WEEK

The improving-but-still-low levels of teacher satisfaction could be partly explained by the fact that teachers feel overworked and underpaid, reporting 53 hours per week for an average work week, compared to 46 average weekly hours by other working adults. Only one-quarter of teachers were satisfied with their total hours worked each week, compared to half of all working adults. Black teachers worked more hours per week and were less satisfied than their white counterparts with base salaries. As a result, Black teachers were more likely to consider leaving their jobs than white teachers. These findings came from the 2023 State of the American Teacher survey, detailed by the RAND Corp. in *All Work and No Pay — Teachers' Perceptions of Their Pay and Hours Worked*. Dissatisfaction with hours, salary, and working conditions all factor into poor well-being, leading teachers to consider finding other work.

Though the report authors list raising teacher pay as the first in a set of recommendations, pay increases alone are not enough to dissuade teachers from leaving. Improvements in hours and working conditions must also follow.

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