

Social and Emotional Learning in U.S. Schools

Samuel H. Rikoon, Laura S. Hamilton, Margarita Olivera-Aguilar



Supporting Whole-Child Development: Survey Findings From a National Sample of U.S. Teachers

Introduction

Schools across the United States face the urgent task of helping their students overcome the effects of pandemic-related disruptions to education. Although much of the debate among policymakers and in the media has emphasized declines in academic performance (Barnum, 2022), many young people experienced declines in mental health and missed out on both in-school and afterschool opportunities to hone inter- and intrapersonal competencies such as teamwork, leadership, and self-regulation (Center on Reinventing Public Education, 2023). In response to this multifaceted set of challenges, education scholars have advocated for a whole-child approach to education, one that acknowledges how academic, social, and emotional learning are intertwined and critical for later student success (Darling-Hammond et al., 2020; Knudson & Cantor, 2020) and that incorporates instruction that is often described as social and emotional learning, or SEL (Collaborative for Academic, Social, and Emotional Learning [CASEL], n.d.). Although many district leaders indicated they were prioritizing SEL as they emerged from pandemic-related disruptions (Schwartz et al., 2020), educators face several potential barriers including intense pressure to reverse test-score declines and growing partisanship related to multiple aspects of school curriculum including SEL (Abrams, 2023).

This report is one in a series of three brief reports summarizing the results of a nationally representative survey of U.S. teachers. The full series is available at: air.org/cama/resources/wholechildsurvey



Educators, researchers, and curriculum developers have defined SEL in a variety of ways. A particularly prominent definition is one developed by CASEL: “SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions” (CASEL, n.d.). This definition is not universally adopted, however, and in many contexts the competencies described in CASEL’s framework are referred to by other labels such as “soft skills,” “21st-century skills,” “durable

skills,” or “character traits” (Greene, 2019; Pellegrino & Hilton, 2012; Robinson, 2023). Further, social and emotional competencies overlap substantially with those that are often described as “employability skills” (Committee for Children, 2016), those incorporated in state-level “portraits of a graduate” (Atwell & Tucker, 2024), and with the set of competencies involved in effective civic engagement (Hamilton et al., in press; Vinnakota, 2019). Regardless of the phrase used to describe these competencies, research indicates they are vital to academic motivation (Jansen et al., 2022), are associated with academic learning (Cipriano et al., 2023; Corcoran et al., 2018), and are key to supporting student success more broadly. This broader definition is defined as thriving both at school and in life, for example through peer relationships, empathizing with community members, resiliency through challenges, and making well-informed decisions (Cipriano et al., 2023; Durlak et al., 2011). Given the structural and political challenges facing our current society, the value of social and emotional competencies in supporting outcomes *beyond* achievement in core academic subjects may be a key consideration as students face pressures to learn how to manage their emotions, navigate relationships, and make responsible decisions that will foster thriving as they progress through school, work, and community life.

Recent survey data demonstrate that both teachers and school leaders recognize the value of SEL and are supportive of their roles in advancing students’ social and emotional competencies in addition to their academic growth (Atwell & Bridgeland, 2019; Hamilton & Doss, 2020; Rikoon et al., 2023). While parents are also generally supportive of instruction related to these types of competencies, the term “SEL” has become politicized recently (Cineas, 2023; Tyner, 2021), suggesting we should continue to monitor teachers’ perspectives on and perceived capacity to provide instruction supporting students to develop them. If used by states or districts, this type of data could be used to provide indications of the extent to which they are providing students with equitable access to SEL-related learning opportunities, akin to strategies related to civic learning suggested recently by Hamilton and Kaufman (2022).

This report summarizes survey data that shed light on teachers’ views regarding (and their approaches to) some aspects of SEL. We gathered nationally representative survey data from teachers during the 2022–23 school year via the RAND Corporation’s American Teacher Panel (ATP).¹ We received responses from 1,087 K–12 teachers across all grade levels and subject areas, and survey data were weighted to be nationally representative following RAND’s technical and statistical procedures for the ATP (Robbins & Grant, 2020). Exhibit 1 displays a list of the SEL-related items in our survey, which were part of a larger questionnaire on teachers’ practices, beliefs, and school conditions that also included items related to civic learning and culturally responsive education (CRE) and culturally responsive assessment (CRA). Survey experts reviewed the questions, and the team revised them in response to these reviews. Results related to civic learning, CRE, and CRA are shared in the other reports in this series. Because these topics encompass related concepts, some results shared in this report might also be helpful for understanding

¹ RAND American Educator Panels, American Teacher Panel, 2022 Teacher Experience Survey, data file, RAND, Santa Monica, CA [January 4, 2023].

teachers' perspectives on civic learning, CRE, and CRA. The full set of survey questions is provided in an appendix.²

Exhibit 1. SEL-Related Questions Included in 2022 American Teacher Panel Survey

For the first four survey items, both Q1 and Q2 were asked of teachers:

Q1. How important is it that K–12 public schools in the United States help students develop the following skills, attitudes, and other outcomes? *[Not at all important / Somewhat important / Very important / Essential]*

Q2. How confident are you in your ability to teach or support students in developing the following skills, attitudes, and other outcomes? *[Not at all Confident / Somewhat Confident / Very Confident / Extremely Confident / Not applicable to my teaching role]*

- Interest in continuous, lifelong learning (e.g., pursuing new learning opportunities as adults).
- A sense of purpose and meaning in life.
- Development of relationships and social networks that can foster academic and career success.
- Ability to understand and respect perspectives different from their own.

Q3. How much emphasis have you placed (or do you anticipate placing) in your classroom(s) on each of the following topics or activities this school year (2022–23)? *[No emphasis / Slight emphasis / Moderate emphasis / Major emphasis]*

- Engaging in constructive debates with others with whom students disagree.
- Teaching students how to give and receive constructive peer feedback.
- Providing students with strategies to understand, discuss, and address perspectives different from their own.
- Strategies for collaborating effectively.
- Understanding and appreciating people from different social and cultural contexts.
- Promoting a sense of belonging for all students.
- Integrating social and emotional learning into your everyday instruction in other subjects.

Q4. How much emphasis does your school place (or do you anticipate it placing) on each of the following topics or activities this school year (2022–23)? *[No emphasis / Slight emphasis / Moderate emphasis / Major emphasis]*

- Creating a school culture supportive of the development of children's social and emotional competencies.

Q5. Please indicate your level of agreement with the following statements regarding the teaching of social and emotional learning. *[Strongly disagree / Disagree / Agree / Strongly agree / Not applicable to my teaching role]*

- My efforts to promote social and emotional learning (SEL) will improve my students' academic achievement.
- I would like more guidance about how to use SEL lesson plans and/or curricula in my school.

² The briefs and appendix are available at www.air.org/cama/resources/wholechildsurvey.

- Pressure to improve student academic achievement makes it hard to focus on SEL.
- I need more professional development related to supporting students' SEL.

Teachers were also asked the following two questions about SEL standards in their state:

Q6. To your knowledge, has your state adopted any standards related to students' social and emotional learning? *[Yes / No / I don't know]*

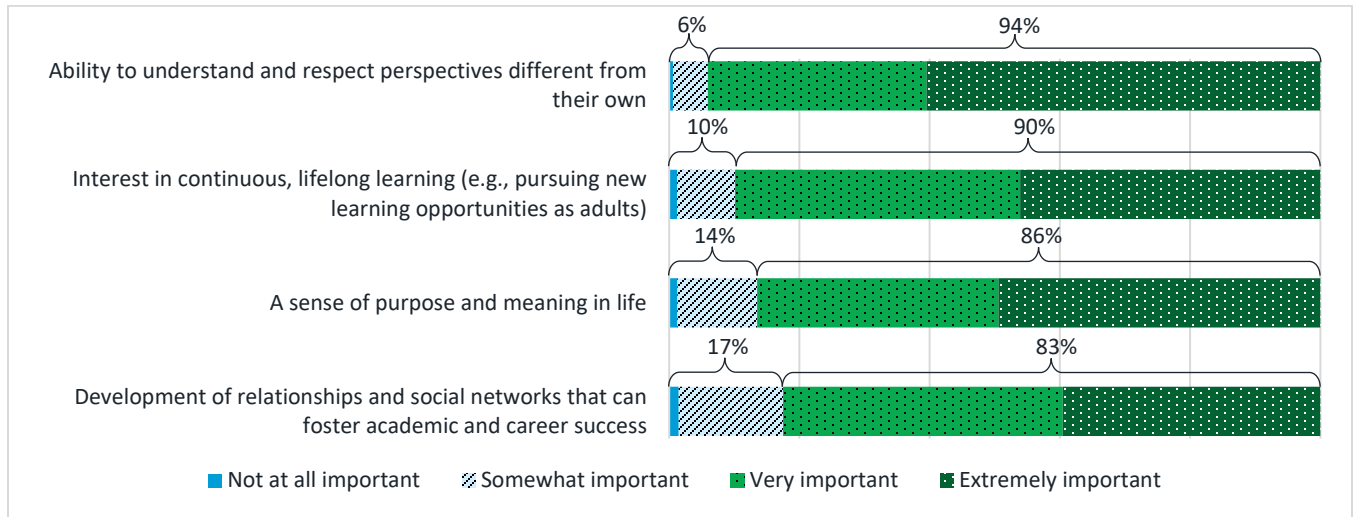
Q7. To what extent does your district and/or school expect you to address your state's standards related to students' social and emotional learning in your teaching? *[Not at all / To some degree, but not extensively / Extensively / I don't know]*

The data demonstrate continued strong commitment among U.S. public school teachers to fostering student social and emotional competencies but also reflect that they continue to face challenges to implementing SEL-related instruction. Below we report primarily on overall response patterns but also discuss response differences between groups of teachers (e.g., by teacher gender and grade level) where those differences were significantly associated with teachers' responses based on a series of logistic regression analyses adjusted for multiple variables. Due to the large number of comparisons conducted, we only highlight results that were statistically significant at $p < .01$ (see Data Analysis Methods box at the end of this report for more details on these analyses).

Teachers agree that SEL-related attitudes and competencies are important for U.S. schools to support but express lower levels of confidence providing SEL-related classroom instruction.

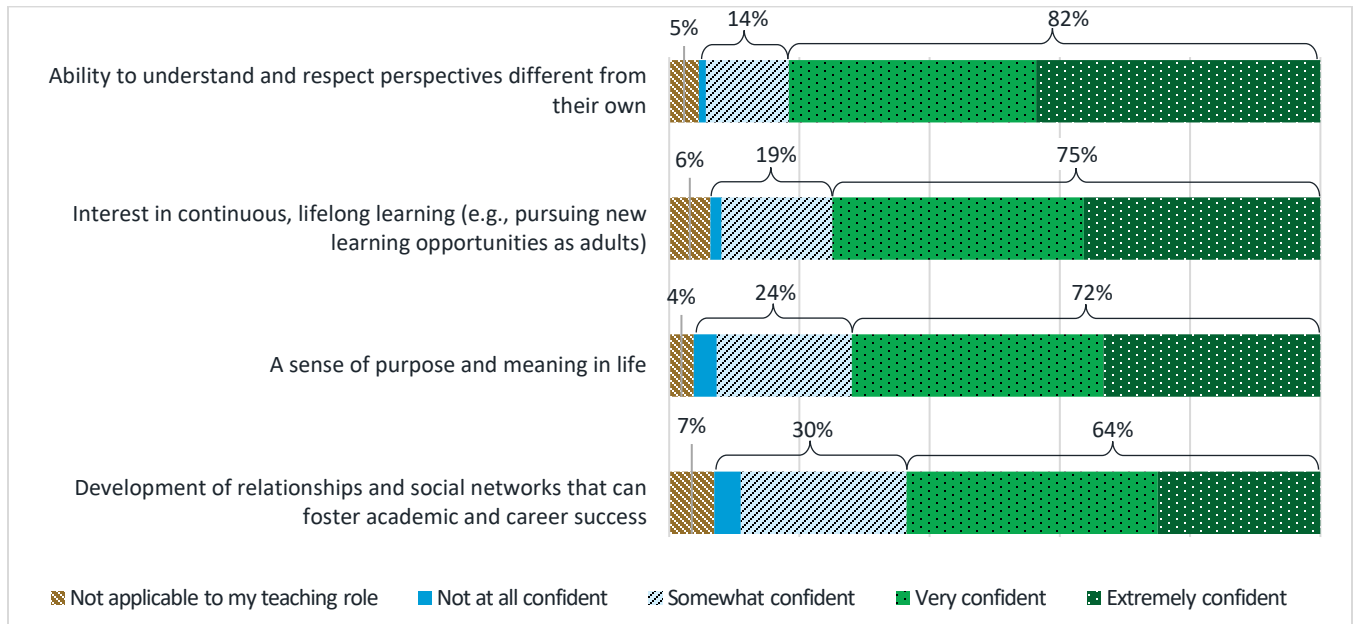
Teachers responded to four survey items with respect to both (a) the importance of K–12 public schools in the U.S. helping students develop a series of SEL-related attitudes or competencies, and (b) their level of confidence in their ability to provide instruction in support of each. In general, we found high levels of teacher support for fostering these specific attitudes and competencies in U.S. schools. Teachers overwhelmingly (83%–95%) rated these competencies as being either very important or essential for schools to support, with markedly lower but still majority proportions (68%–86%) reporting feeling very confident or extremely confident conveying them in their instruction (Exhibit 2). This pattern is consistent with results from the previous ATP survey conducted during the 2021–22 school year (Rikoon et al., 2023).

Exhibit 2a. How important is it that K–12 public schools in the United States help students develop the following skills, attitudes, and other outcomes?



Note. Between 4%–7% of teachers reported the SEL attitudes/competencies shown here were not applicable to their teaching role. This exhibit excludes those responses.

Exhibit 2b. How confident are you in your ability to teach or support students in developing the following skills, attitudes, and other outcomes?



There were substantial gaps that varied in size between teachers’ ratings of SEL competencies as essential or very important for schools to help students develop, and their expression of high levels of confidence (i.e., being extremely or very confident) delivering instruction related to supporting student development in these areas. The largest such gap between importance and confidence levels was 19 percentage points with respect to schools helping students develop relationships and social networks to foster student success. The other three surveyed competencies exhibited smaller gaps: 15

percentage points with respect to conveying an interest in continuous lifelong, learning among students, 14 percentage points with respect to students developing a sense of meaning and purpose in life, and 12 percentage points with respect to students understanding and respecting perspectives different from their own.

One possible explanation for the relatively larger distinction in teacher ratings of importance versus confidence in helping students develop relationships and social networks is that teachers might have viewed these competencies as less related to or outside the scope of competencies they viewed as directly relevant to their daily instruction. An implication of this findings is there may be substantial room for impactful professional development supporting teachers to build their confidence in engaging students in interpersonal classroom activities.

We also observed differences across some groups of teachers in their responses to the survey items shown in Exhibit 2. In comparison to their colleagues identifying as male, teachers identifying as female were 14 percentage points more likely to report that it was very important or essential for U.S. schools to help student develop relationships and social networks fostering academic and career success.³ We also found that teachers from schools where most students received free or reduced-price lunch were more likely (vs. those from schools where most students were from more affluent households) to report it was very important or essential for U.S. schools to help students develop a sense of meaning and purpose.

Teachers place strong emphasis on SEL practices in their classrooms, with the exception of engaging in constructive debates.

Across six of the seven items addressing SEL practices included in our survey, a large majority of teachers reported they would receive moderate or major emphasis in their classroom instruction during the 2022–23 school year (Exhibit 3). The most strongly endorsed of these was promoting a sense of belonging for all students (96%), an encouraging overall result given recent meta-analytic and systematic review research showing strong relationships between teachers’ support and students’ sense of belonging in school (Allen et al., 2022; Allen et al., 2018). Notably, however, teachers from schools in which most students were White were more likely than those teaching in other schools to report placing moderate or major emphasis in their classrooms on promoting a sense of belonging for all students. This result is worthy of future study given recent research suggesting developing a sense of belonging may be of particular importance for students from historically marginalized backgrounds (Graham et al., 2022; Gray et al., 2018).

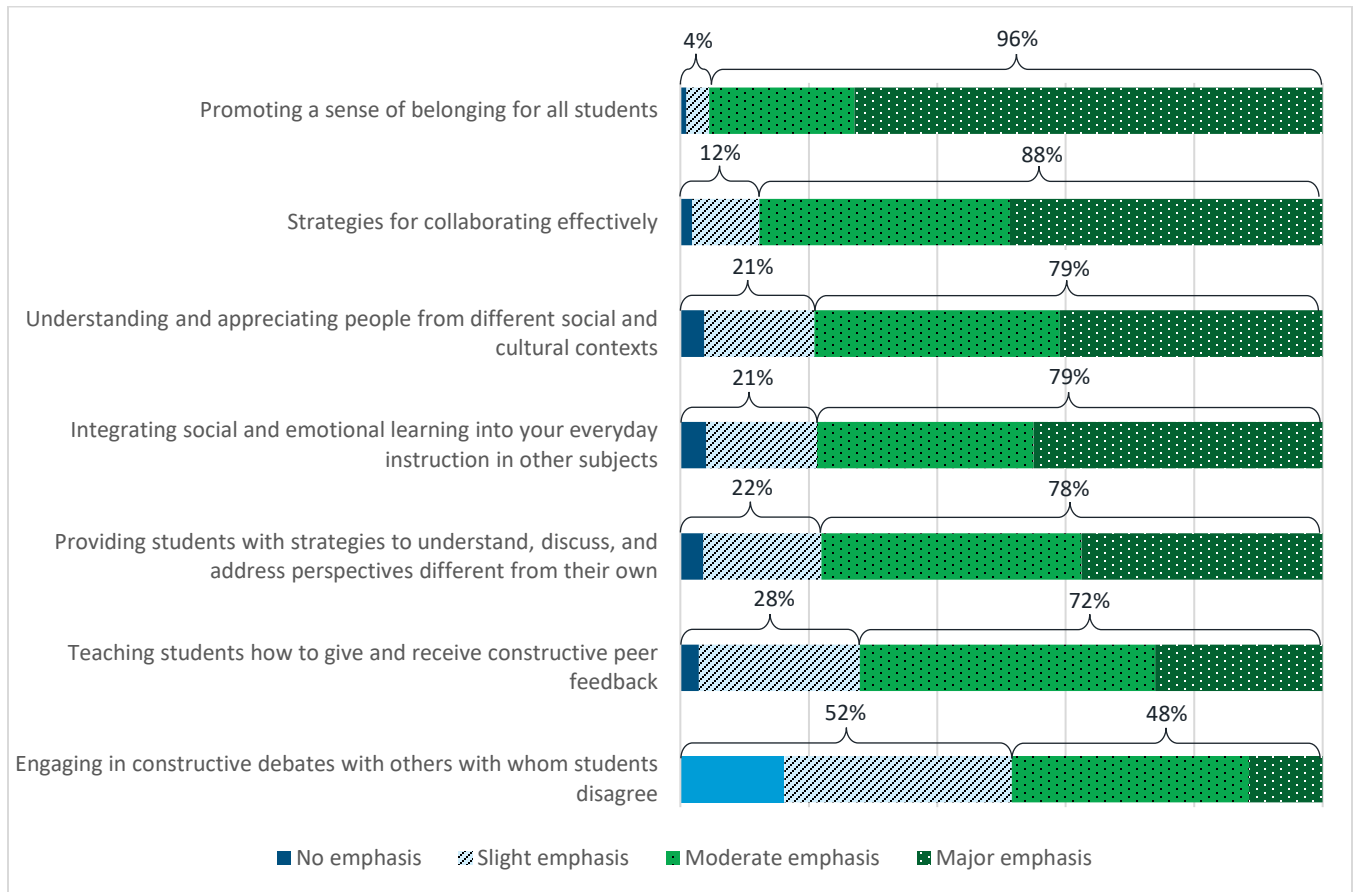
In alignment with emphasizing sense of belonging, just under 80% of U.S. public school teachers reported placing moderate or major emphasis on appreciating people from different social or cultural contexts and providing students with strategies to understand and discuss different perspectives.

³ Only responses indicating “Male” and “Female” were included in our models due to the very small number of teachers (26) selecting less prevalent gender identity responses. One teacher selected “Nonbinary,” two teachers selected “Prefer to self-describe,” and 24 teachers expressed a preference to not report their gender identity.

These types of strategies could be helpful mechanisms for teachers seeking to encourage key social and emotional competencies such as social awareness and relationship skills (CASEL, 2020).

In contrast, just under half (48%) of teachers reported placing moderate or major classroom emphasis on engaging students in constructive debates with others with whom they disagree. This was a marked decrease from the previous school year’s ATP sample, in which 69% of teachers reported the same levels of emphasis in this area (Rikoon et al., 2023).

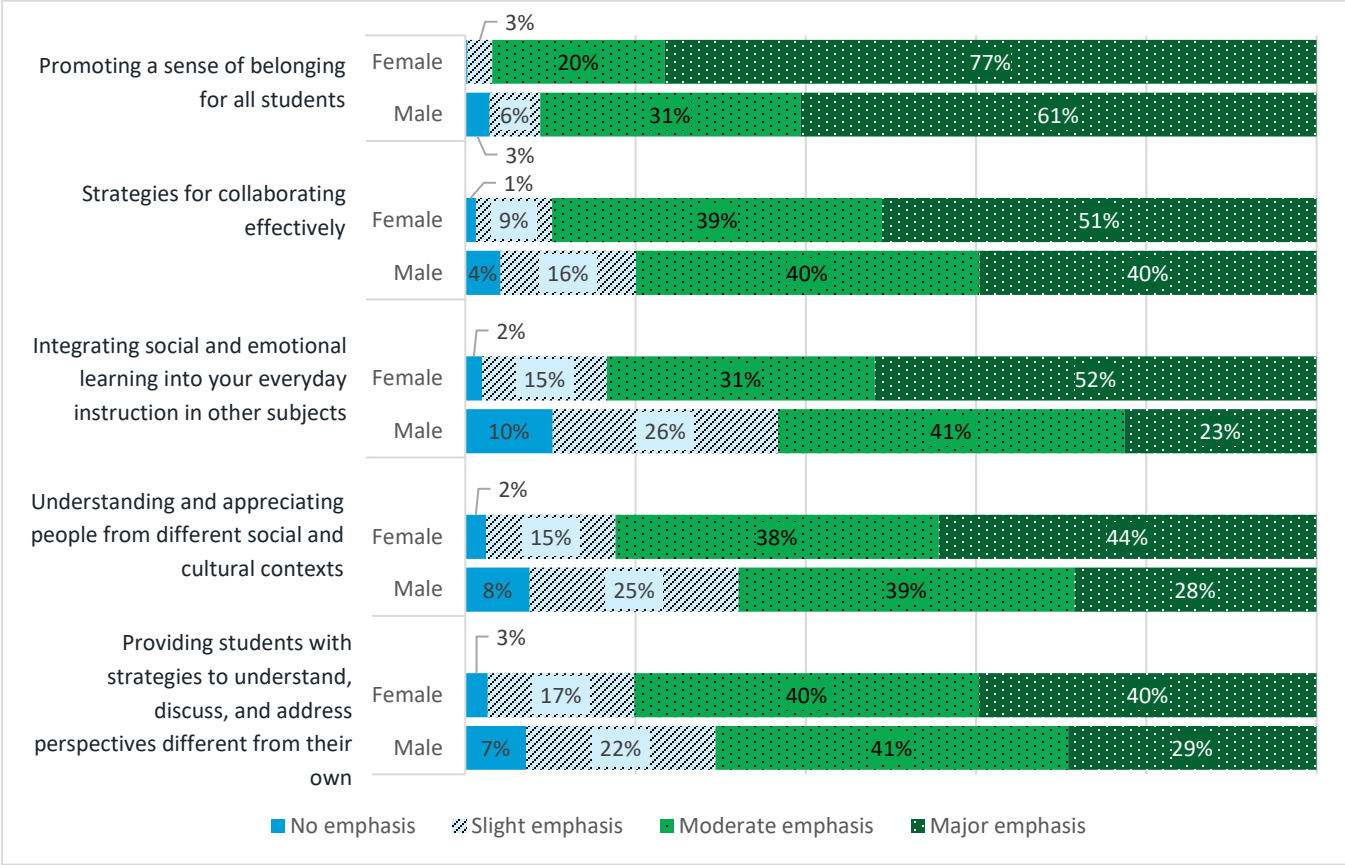
Exhibit 3. Teachers’ Level of Classroom Emphasis on Social and Emotional Practices in U.S. Schools



In terms of differences observed across teacher groups on the items displayed in Exhibit 3, the region where a teacher’s school was located was related to their likelihood of reporting placing moderate or major emphasis on teaching students how to give and receive constructive peer feedback. In comparison to teachers from the South, teachers in the West were less likely to report placing stronger emphasis on this competency in their classrooms. Female teachers were also more likely than male teachers to report placing moderate or major classroom emphasis on promoting a sense of belonging for all students, strategies for effective collaboration, helping their students understand and appreciate people from different social and cultural contexts, integrating SEL into instruction in other subjects, and providing students with strategies to understand perspectives different from their own (Exhibit 4). Our findings of more positive endorsement of SEL by female teachers are consistent with those of

Collie et al. (2015), who developed profiles of teachers’ SEL-related beliefs and found female teachers were significantly more likely than male teachers to be classified into the profile characterized by high levels of comfort with implementing SEL and high levels of perceived school support for SEL.

Exhibit 4. Gender Differences in Teachers’ Classroom Emphasis on Social and Emotional Practices



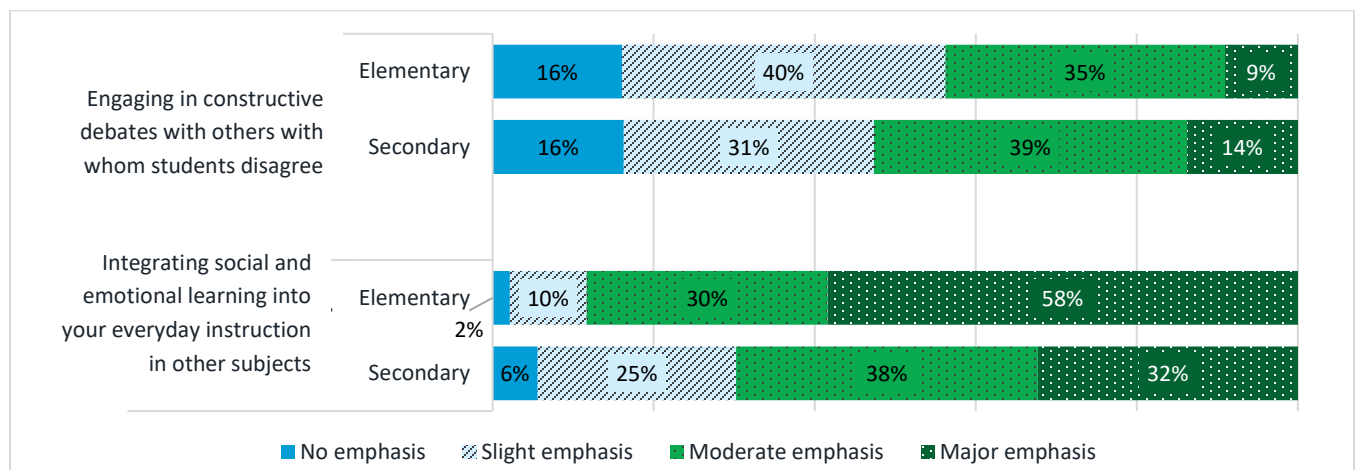
Note. Because of rounding, percentages may not add to 100.

We also found differences by grade level in the extent to which teachers placed classroom emphasis on aspects of SEL or agreed with statements about promoting SEL in their instruction (Exhibit 5). With respect to classroom emphasis, for example, teachers at the elementary level (i.e., Grades K–5) were more likely to report that they would place moderate or major emphasis on integrating SEL into instruction in other (i.e., non-SEL) subject areas in comparison to secondary school teachers (i.e., Grades 6–12).

Secondary school teachers, however, were more likely (53%) than elementary school teachers (44%) to report they would place moderate or strong emphasis in their classroom instruction on engaging students in constructive debates with others with whom they disagreed. This finding makes sense considering the more advanced intellectual development (and thus greater capacity to engage in sustained constructive debate) among students in the secondary grades on average versus those in the elementary grades, and is similar in keeping with the more complex and challenging course material covered at the secondary grade levels (i.e., providing more opportunity for constructive debate) versus

the more foundational knowledge typically covered at the elementary grade levels. This should not diminish the noteworthiness of more than 40% of elementary school teachers reporting exerting considerable emphasis in their classrooms on facilitating constructive debate among their students. Elementary school teachers may also engage students in discussion or conversational activities involving inquiry, problem solving, and decision making without thinking of them explicitly as “debate,” which may have contributed to their lower levels of endorsement on this item versus their secondary school peers.

Exhibit 5. Grade-Level Differences in Teachers’ Classroom Emphasis on Social and Emotional Practices



Note. Because of rounding, percentages may not add to 100.

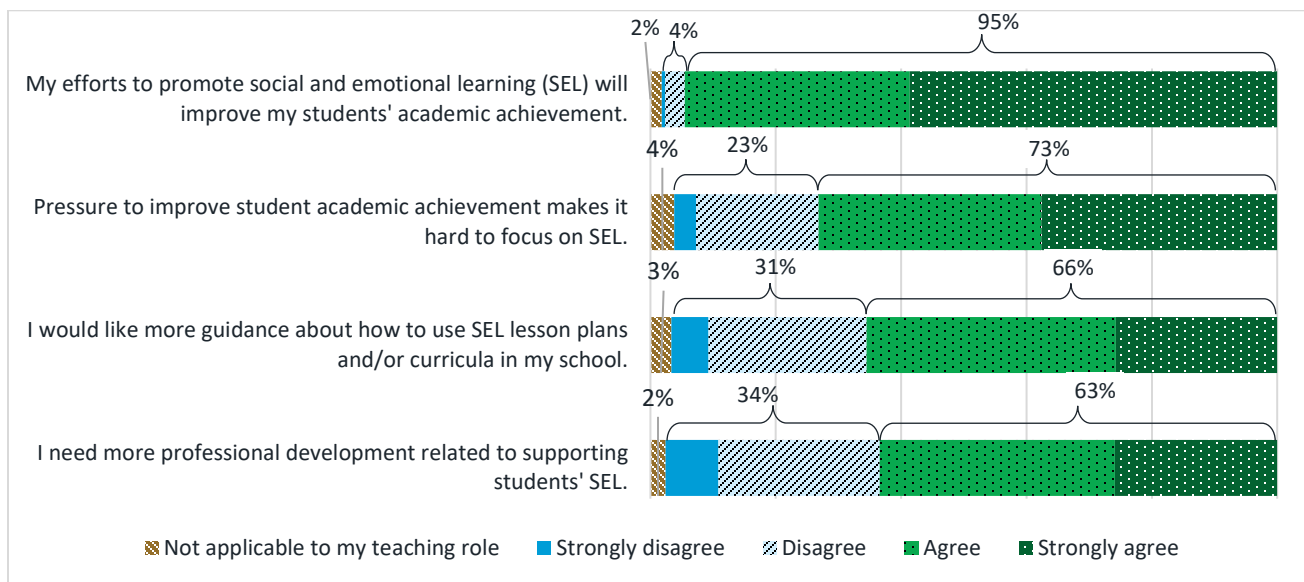
Teachers were also asked how they perceived the level of emphasis placed *by their school* (vs. in their own classroom instruction) on creating a culture supportive of the development of children’s social and emotional competencies. During the 2022–23 school year, 81% of teachers reported their school would place moderate or major emphasis in this area, while 14% reported their school would place only slight emphasis or no emphasis at all (not shown in Exhibit 3), and a small proportion (4%) reported being unaware of the level of emphasis placed on SEL culture by their school. Following the pattern discussed above, female teachers were more likely than male teachers to report moderate or major emphasis on creating a school culture supportive of SEL.

Nearly all teachers believe their SEL-related efforts will help students academically, but most also experience challenges implementing instruction focused on social and emotional competencies.

There was overwhelming agreement (94%) among U.S. public school teachers in our sample that their efforts to promote SEL would improve academic achievement in their classrooms (Exhibit 6). At the same time, however, most teachers also agreed with several statements describing substantial barriers to supporting the development of student social and emotional competencies through their instruction. For example, 73% of teachers felt that pressure to improve student academic achievement

made it hard to focus on SEL, while 66% reported wanting more guidance about how to use SEL lesson plans or curricula, and 63% reported a need for more professional development around supporting students' SEL in general. This pattern of responses was similar to teacher responses to some of the same items included in the ATP survey covering the 2021–22 school year (Rikoon et al., 2023) suggesting that—as schools continue their efforts to mitigate lasting impacts of the COVID-19 pandemic (National Academies of Sciences, Engineering, and Medicine, 2023)—teachers have not experienced substantial relief yet with respect to challenges they experience implementing SEL-related instruction.

Exhibit 6. Teacher Perspectives on a Benefit of and Potential Barriers to SEL-Related Instruction



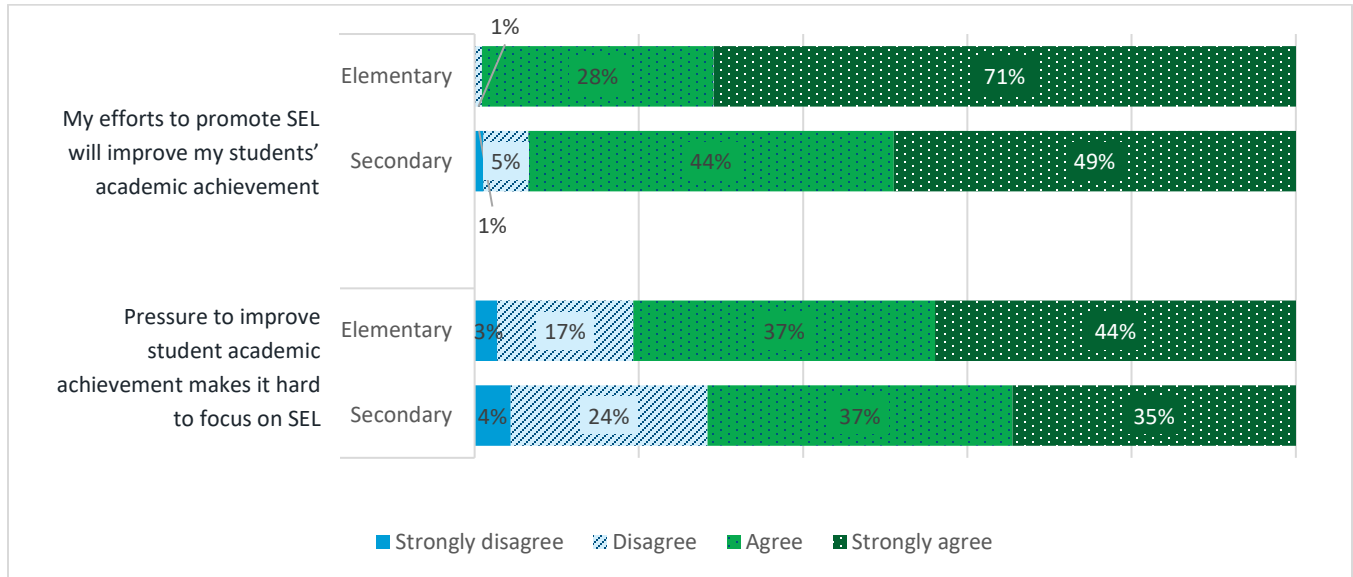
Note. Because of rounding, percentages may not add to 100.

As might be expected, teachers' experience level was associated with the extent to which they expressed agreement with the three survey items describing challenges to promoting social and emotional competencies in their classroom. Across all three items highlighting potential barriers, teachers newer to the field (i.e., those with fewer years of experience) were more likely to express having experienced such challenges in comparison to their more experienced peers. Teachers who identified as Black were also more likely than their peers identifying as White to agree or strongly agree that they needed more guidance about how to use SEL lesson plans or curricula in their school.

We observed grade-level differences as well with respect to teachers reporting on the relationship between focusing on SEL in their classrooms and students' academic achievement (Exhibit 7). When asked about the extent to which they agreed their efforts to promote SEL would improve students' academic achievement, elementary school teachers were more likely to agree or strongly agree in comparison to secondary school teachers. At the same time, elementary school teachers were also more likely to agree or strongly agree than secondary school teachers when asked about whether pressure to improve student academic achievement made it hard to focus on SEL. These grade-level

differences are consistent with findings related to civic learning (Hamilton et al., 2020) and media literacy (Baker et al., 2021).

Exhibit 7. Grade-Level Differences in Teacher Perspectives on a Benefit of and Potential Barrier to SEL-Related Instruction



Half of U.S. teachers report being uninformed about state-level SEL standards.

As of April 2022, 27 states had adopted SEL competency standards (Dermody & Dusenbury, 2022). In answering the question, “To your knowledge, has your state adopted any standards related to students’ social and emotional learning?,” 51% of teachers in U.S. public schools responded I don’t know. This reinforces the idea that the adoption of educational standards at the state level is often insufficient to support educators in becoming aware of or aligning their instruction with such standards (Polikoff, 2021). The remaining 49% of teachers were approximately evenly split between those who responded “Yes” (25%) and those who responded “No” (24%), which is consistent with earlier survey reports in which U.S. teachers were asked about the extent to which their state had implemented SEL standards (Hamilton & Doss, 2020).

We also asked the subset of teachers who responded “Yes” to the question above about the extent to which their district or school expected them to address their state’s standards related to students’ SEL in their teaching. The majority of teachers responded either “To some degree, but not extensively,” (50%) or “Extensively” (43%), with the remainder reporting either they were not expected to address their state’s SEL standards at all in their teaching (3%) or did not know the extent to which this was expected (4%). Teachers who identified as Black were less likely than their peers identifying as White to report their district or school expected them to provide extensive support in their teaching for their state’s SEL standards.

Key Takeaways and Implications

Our primary purpose in gathering and sharing these data from teachers across the U.S. is to help ensure that debates about whether and how schools should promote students' social and emotional development are informed by perspectives of the educators who have primary responsibility for fostering that development in schools. In this final section, we summarize a few key findings and discuss their implications for future SEL-related practice and policy.

Emphasis on SEL continues to be widespread in U.S. schools, but teachers report needing additional supports.

The majority of survey respondents, who included teachers of all grade levels and subject areas, expressed belief in the importance of public schools helping students to develop several SEL-related attitudes and competencies. Additionally, most teachers reported emphasizing collaboration, perspective-taking, and other aspects of SEL in their instruction. These findings suggest that most U.S. students have opportunities to develop these critical competencies at school, despite a contentious national political environment. However, some teachers reported a lack of instructional confidence and challenges affecting their instruction, pointing to opportunities for policymakers, district leaders, and other organizations supporting teachers to provide resources that will help them promote whole-child learning more effectively. For example, leaders could survey teachers or facilitate professional development to create space for deliberate reflection on any needs for SEL-related instructional or confidence-building supports. Findings from such activities could then be used to inform future resource provision.

Our findings raise concerns about whether young people have sufficient opportunities to learn how to engage in constructive debates.

Our findings indicate that nearly all U.S. teachers believe schools should help students understand and respect perspectives different from their own. Yet only half of teachers indicated they placed at least moderate emphasis on engaging students in constructive debates with others with whom they disagree. As we noted earlier, this was the one item for which we observed a notable decline compared with findings from the previous school year (Rikoon et al., 2023). The current data do not allow us to determine the cause of the 21 percentage point decline in teachers' level of classroom emphasis on this key competency. One hypothesis that warrants additional exploration, however, is that teachers' propensity to emphasize such debates is influenced in part by the increased politicization of curricula along with legislation aiming to limit what topics teachers are permitted to cover in their classrooms (Merod, 2022; Woo et al., 2023). A companion report in this series sheds additional light on how teachers are addressing issues related to civic learning and engagement, for example showing that 31% of teachers agreed or strongly agreed with the survey item "I have been directed by my district or school leadership to limit discussions about political or social issues in class" (Hamilton et al., 2024). Given the importance of respectful debate for helping students engage in constructive civic dialogue, in addition to continuing to track teachers' perspectives on this competency, politicization is an area that should be explored in future research and included in future

national surveys. To the extent additional evidence confirms or shows a continuing decline in teachers providing classroom emphasis on students engaging in constructive debates, this could contribute to future community and societal polarization (Kraatz et al, 2022; McAvoy & Hess, 2013; McAvoy & McAvoy, 2021).

Teachers of middle and high school students could benefit from supports for integration of SEL into academic instruction.

We introduced this report by acknowledging the myriad pressures educators faced in response to pandemic-related disruptions to learning. Each public announcement concerning test-score trends has reinforced a sense of urgency around helping young people get back on track academically. Yet we also know that opportunities for young people to develop key social and emotional competencies have been disrupted. Moreover, research indicates that academic learning is hindered when students' social and emotional well-being is threatened. Thus, it is critical to help teachers find ways to integrate SEL practices into their academic instruction, especially in the secondary grades where evidence suggests an integrated approach is most likely to be feasible and effective and for which there are fewer stand-alone SEL curricula (Grant et al., 2017; Yeager, 2017). Our findings that teachers in middle and high school grades were less likely than elementary teachers to (a) emphasize integration of SEL into instruction in other subjects and (b) endorse the idea that addressing SEL would improve academic achievement suggest a need and opportunity to help teachers of these grade levels promote student learning holistically and in ways benefitting rather than detracting from reaching their academic goals.

Conclusion

The past several years have been turbulent for many educators whose efforts to ensure both the academic success and broader well-being of their students have occurred in the context of high levels of political division related to school curricula. In this brief, we summarized data on survey questions intended to gauge teachers' beliefs and approaches to meeting their students' holistic needs. While only one of our 11 survey questions specific to student competencies included the phrase "social and emotional learning," the results provide evidence that teachers are, by and large, supportive of goals and instructional approaches aligned with common conceptualizations of SEL. We did not observe evidence of significant divisions among teachers regarding the importance of schools promoting social and emotional attitudes and competencies, instead finding consensus to a large extent across K–12 teachers nationwide. Our findings are largely corroborative of earlier studies regarding educators' commitment to SEL (Atwell & Bridgeland, 2019; Hamilton & Doss, 2020; Rikoon et al., 2023; Schwartz et al., 2020), and they illustrate the value of monitoring teachers' beliefs, practices, and working conditions in a systematic way over time to inform decisions about the policies and supports teachers need to serve their students effectively. Regardless of how SEL-related competencies are labeled or categorized (Casillas et al., 2023), consistent evidence over time demonstrating high levels of U.S. teacher consensus—on both their importance and pressing needs for related instructional supports—should help move the field toward nonpolitical discussion and policy directed at ensuring teachers have sufficient resources to build capacity and confidence in these domains.

DATA ANALYSIS METHODS

Across the United States, 1,087 public school teachers responded to survey questions about culturally responsive education and assessments, civic learning, and social and emotional learning. These questions were part of a survey fielded by the RAND Corporation to its American Teacher Panel (ATP) between October 27, 2022, and November 21, 2022. Survey respondents were probabilistically sampled, with oversampling of teachers identifying as Black or Hispanic to facilitate reporting of responses for these groups. We used analysis weights calculated by RAND in all our statistical models to obtain results that were nationally representative of public school teachers in the United States. To understand how teachers' response patterns varied across salient demographic groups and both school and teacher characteristics, we estimated a series of logistic regression models in which each survey item (recoded to a binary format—e.g., agreement vs. disagreement) was entered as the dependent variable and the following covariates were entered as independent variables:

- (a) Grade level (elementary [K–5] vs. secondary [Grades 6–12])
- (b) School race/ethnic enrollment (majority White vs. non-White)
- (c) School geographic setting (urban, suburban, town, or rural)
- (d) School's location by region of the country (Midwest, Northeast, South, West)
- (e) School size (more or less than student $N = 450$)
- (f) School poverty level (majority vs. minority of students receiving free or reduced-price lunch)
- (g) Teacher education level (bachelor's degree or less vs. beyond a bachelor's degree)
- (h) Teacher experience (total number of years teaching)
- (i) Teacher gender identity (male vs. female)
- (j) Teacher race/ethnic background (Black, Hispanic, White, multiracial, other)

School demographic variables were gathered from the Common Core of Data maintained by the National Center for Education Statistics and linked to the ATP survey. We reviewed statistical significance test output by the regression models to determine whether survey response patterns were statistically differentiable across demographic or other groups denoted by the covariates listed in this box. In our report, we describe differences among teacher groups only in cases where the p value for a given difference was less than .01.

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