Teacher Attrition in Wyoming: Factors to Consider

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May, 2022

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Executive Summary

This paper examined the phenomenon of teacher attrition in Wyoming by casting a survey in March 2022 of public school teachers in the state. Over 700 teachers responded to the survey. The following provides a summary of the findings and recommendations.

- About 12% of the surveyed teachers said they were quitting teaching by the end of the school year.
- 65% of the teachers said that if they could quit, they would but cannot quit due to financial or other reasons.
- Teachers with higher levels of anxiety are more likely to want to quit teaching.
- Teachers with higher levels of depression are more likely to quit teaching.
- Community and professional support correlate with desire to quit with professional support showing stronger effects.
- The majority of teachers do not find assessment useful and as a result of the lack of variability on this, it does not distinguish between teachers who want to quit and those who want to stay.
- Teachers who score higher on items related to wellbeing are less likely to quit teaching.
- Since COVID, teachers have observed longer work hours and more incidents of aggression.
- This study thus recommends focusing on teacher mental health, building community and professional support, rethinking assessment, and seeking ways to address increased workload.

Background

In late 2021, I was asked to participate in a study to examine historic data on teacher turnover (or attrition) in the state of Wyoming. This work is a part of the data collection to inform a project known as the Teacher Educator Corps here at the University of Wyoming, a program where educators mentor younger educators. I scheduled a meeting in November of 2021 with Ken Reynolds and Shelly Hamel at the Wyoming Department of Education (WDE) to discuss ways I could get historical data on teacher turnover. During this conversation, it was communicated to me that the state of teacher satisfaction was such that many of these professionals were quitting their professions within a few weeks' notice. This not only generated concern for the status of teacher attrition in Wyoming, but also prompted me to wonder how prevalent this was in our state. This therefore prompted me to decide to develop a statewide study on these very things through survey research.

At the time, WDE was undergoing a transition of leadership as the Superintendent of Public Instruction, Jillian Balow, decided to resign from her Wyoming position and relocate to Virginia. I needed access to teachers to help develop a survey instrument to measure so I contacted Grady Hutcherson, the president of the Wyoming Education Association (WEA). Mr. Hutcherson who worked with Amanda Turner and Tate Mullen to contact six practicing teachers who sat down with me on Zoom and provided information to use to build a survey instrument for Wyoming Teachers. The conversations with the teachers were confidential and informal, where I took notes on general concepts and ideas to ask teachers. After my conversations with these teachers, I traveled and talked to a few building administrators and other educational professionals. I then wrote a draft of the survey and sent it to people at WEA, school and educational leaders, and the teachers who initially finalized their input. I gathered the input of these stakeholders and the survey underwent three revisions before finalization. The survey was then written onto Qualtrics through the University of Wyoming. Survey link information was then provided to WEA who then emailed their membership and marketed the survey on social media. The development of the survey occurred between January and February of 2022 and the survey was cast in early March of 2022. Analyses began in April.

Data Collection

The Appendix provides a copy of the Likert scale question response counts and percentages. The survey was designed to be anonymous. IP address and global positioning system trackers were disabled and teachers were not asked to identify their schools or districts, only to identify as a practicing teacher in Wyoming. The survey begins with questions about intent to leave the profession, followed by questions about wanting to leave the profession but feeling forced to stay because of financial or other reasons. Teachers are asked about their content areas, identified gender and grade levels, but not asked their school or district. Teachers were asked about intent to retire and if so, reasons for retiring. The survey then sought to measure different dimensions gathered from the literature including anxiety, depression, drug and alcohol abuse, teacher identity, self-efficacy of teaching, feeling supported, student conduct, experiencing aggression or harassment, attitudes about technology, attitudes about assessment, absences and coverage, hours spent on different tasks, and feelings prior and since the COVID-19 pandemic begin. In addition, the survey provided teachers with 10 open-ended questions about those quantitative categories and about the state of teaching in general.

After making sure the data were ready for analyses and only included public school teachers in Wyoming, 679 teachers (approximately 10% of the population of Wyoming teachers)

responded to the survey, with 70% of those completing the survey. Table 1 provides the gender and teacher types who responded to the survey. According to Qualtrics, which calculates survey response time, on average, teachers spent more than one hour taking the survey, though this could be due to pausing or taking breaks.

Table 1
Frequencies and Percentages of Respondent Demographics

Gender Identity	Number	Percent
Female	502	74.59%
Male	156	23.18%
Not Listed or No Answer	15	2.23%
Total	*673*	*100.00%*
Content Area	**Number**	**Percent**
Elective	87	13.08%
English Language Arts	70	10.53%
General Elementary	195	29.32%
Math	83	12.48%
Other	46	6.92%
Science	42	6.32%
Social Studies	53	7.97%
Special Education	89	13.38%
Total	*663*	*100.00%*

Analyses

The analytic approach to the quantitative data consisted of descriptive statistics and frequencies, correlation analyses, group comparisons analyses (e.g. Analysis of Variance), validity and reliability analyses, and structural equation modeling. The results for this report will cover the ways in which different variables derived from the survey items correlate with or differ from each other. Sum scores from survey items were calculated for Teacher Well-Being, Anxiety, Depression, Community Support, Professional Support, and Attitudes towards Assessment. These variables are compared against survey item Q15_4 which asked teachers to rank agreement with, "If I could leave teaching entirely I would, but I feel I have to stay in teaching due to financial or other reasons."

Table 2 provides an overview of the descriptive statistics of the calculated dependent variables as well as their internal consistency reliability coefficients as measured by Cronbach's α and McDonald's ω. Confirmatory factor analysis was used to test construct validity and convergent validity was tested by correlating the variables as shown in Table 3. As shown, all variables except assessment showed moderate correlations with each other and all were statistically significant. The results of the factor analysis indicated strong fit given the Tucker Lewis Index, Comparative Fit Index, and the Root Mean Square of the Approximation.

Table 2

Descriptive Statistics of the Dependent Variables Covered in this Report

	n	mean	sd	median	min	max	α	ω
1. Teach Wellbeing	618	14.96	2.60	15	8	20	.67	.74
2. Depression	611	19.72	5.28	20	8	32	.90	.92
3. Anxiety	619	14.13	3.72	14	5	20	.89	.91
4. Com. Support	601	7.63	2.00	8	3	12	.81	.82
5. Prof. Support	602	7.72	2.10	8	3	12	.70	.74
6. Assessment	494	12.30	2.38	12	5	16	.74	.77

Table 3

Correlations between the Dependent Variables Covered in this Report

	1	2	3	4
1. Teach Wellbeing				
2. Depression	-.42**			
3. Anxiety	-.43**	.74**		
4. Com. Support	.48**	-.30**	-.32**	
5. Prof. Support	.40**	-.31**	-.36**	.39**
6. Assessment	-.12**	.27**	.25**	-.12**

Note. M and *SD* are used to represent mean and standard deviation, respectively.

* Indicates *p* < .05. **Indicates *p* < .01.

Results

The results section begins with an overview of teachers' intent to leave followed by their desire to leave if they were not restrained by financial or other obligations. This section then provides results on teacher mental health, perceptions of community and profession support, attitudes about student learning assessment, teacher well-being scores and their desire to leave the profession entirely. Finally, this section provides a contrast before COVID and now regarding teacher perceptions of building climate, mental health, workload, coverage, substitute, and similar variables.

Teachers' Intent to Leave

Figure 1 shows the results when teachers are asked if they intend to leave their school, district, Wyoming, or teaching all together. As shown, 13% of teachers report an intention to leave the profession and not return in any capacity. Most respondents intend to stay in Wyoming, their schools, and their school districts. Yet over 10% report intent to leave their schools and over 7% report intent to leave Wyoming. These numbers appear comparable to data from the WDE, which indicate attrition rates around 10% per year.

Figure 1
Intent to Leave the State, District, School, or the Profession all Together
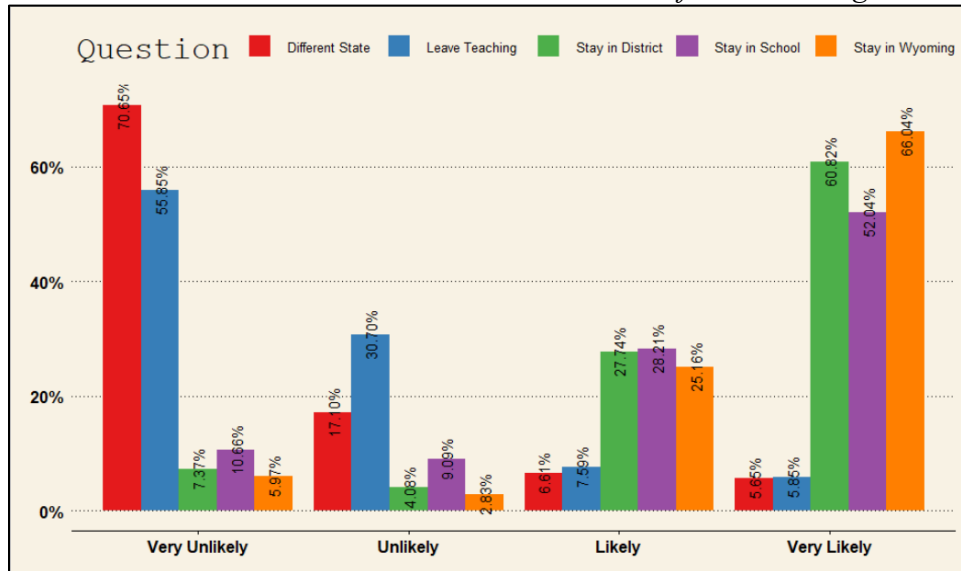
Teachers Who Would Leave the Profession if they Could Afford It

Even though a small proportion of respondents intend to leave, over 65% agreed or strongly agreed to the question, "If I could leave teaching entirely I would, but I feel I have to stay in teaching due to financial or other reasons". Figure 2 shows the responses to this and similar questions regarding the desire to leave their schools, districts, or the state. Teachers report wanting to leave the other categories because many simply wish they could leave the profession all together and it would not make sense, for example, to want to only leave their school if they want to leave entirely.

Figure 2
Response to, "If I could leave (my district, my school, Wyoming, or Teaching Overall), I would, but I feel I have to stay in Wyoming due to financial or other reasons"
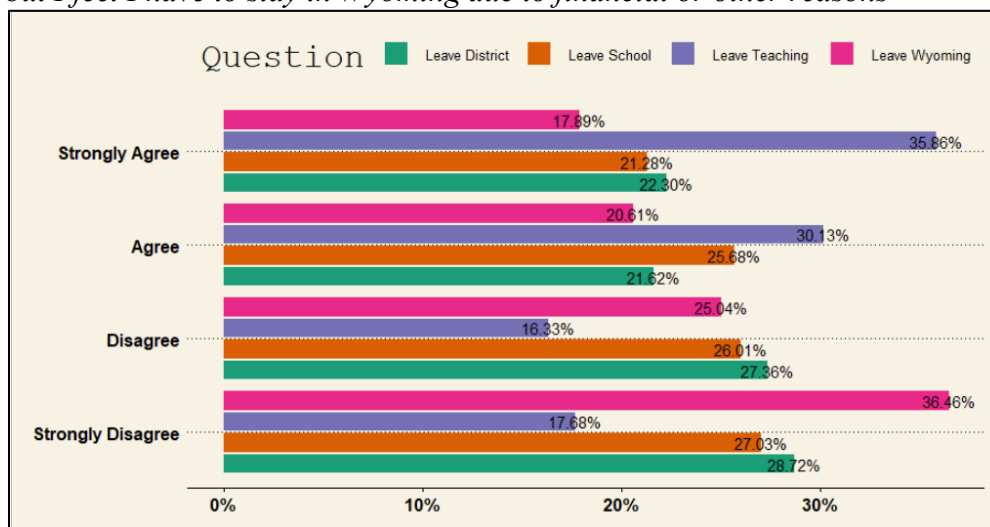
Anxiety, Depression, and Wanting to Leave

The Beck's Depression Inventory- Short Form and the General Anxiety Disorder-7 scales were used to inform a series of questions (Q19_1 to Q20_8 in the appendix) about teacher mental health. Teachers were also asked about substance abuse. The anxiety items were summed to a maximum score of 20 and the depression items were summed to a maximum score of 32. Both scores were normally distributed with a mean of around 14 for anxiety and 20 for depression. To see the relationship between anxiety and depression and teachers' answers to the question about wanting to leave, analysis of variance with a post-hoc pairwise test was use. Results showed statistically significant differences in anxiety and in depression given response to the question about wanting to leave. As shown in Figure 3, teachers with the highest average levels of anxiety also are more likely to strongly agree or agree with the question about wanting to leave teaching all together. The differences in means given each response show medium to large Cohen's *d* effect sizes. For example, the difference between the average depression score for Agree is 1.59 points lower than the Strongly Agree score, or about .30 standard deviations.

Figure 3 shows the proportion of responses to the prompt, "*My mental/emotional health makes me think about quitting teaching.*" Around 63% of responding teachers agreed or strongly agreed with this item. However, when asked if they or their loved ones have concerns about drug or alcohol use, only 8% agreed with alcohol and less than 1% agreed for drugs. Very few strongly agreed on either. National rates show that 13% of the population abuse alcohol.

Figure 3
Anxiety and Depression levels by agreement with," If I could leave teaching entirely I would, but I feel I have to stay in teaching due to financial or other reasons"
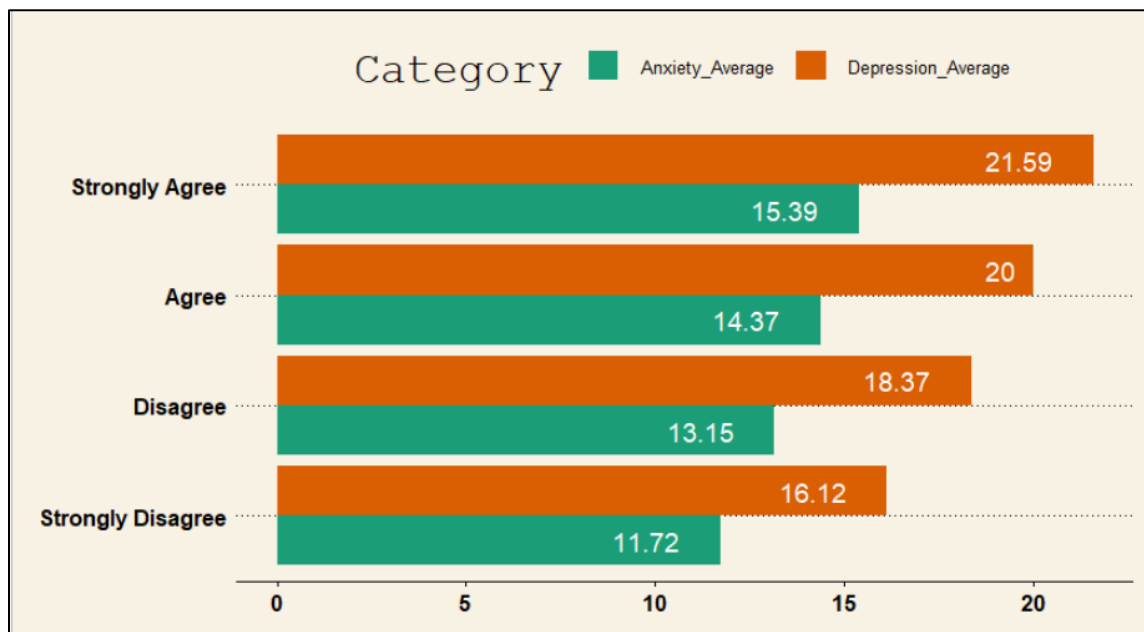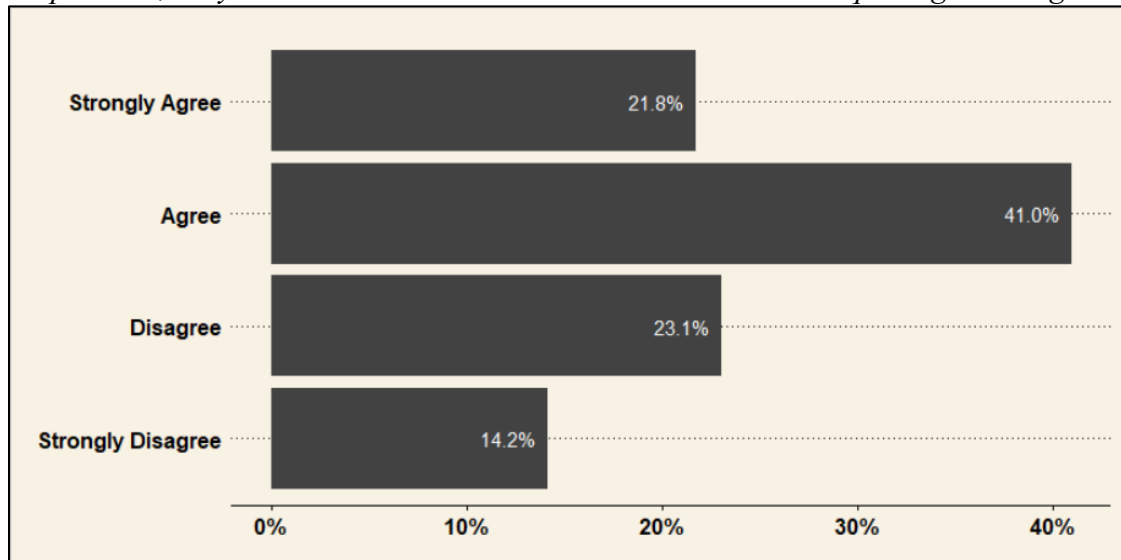
Figure 4
Response to, "My mental/emotional health makes me think about quitting teaching"

Feeling Supported and Wanting to Leave

My meetings with Wyoming teachers resulted in a collection of items related to teachers feeling supported within their schools and outside their schools. An exploratory factor analysis and a confirmatory factor analysis (both generated from separate random samples of all the responses) generated two factors. The first factor, community support, included items Q23_1, Q23_2, Q23_4. The second factor, professional support, included items Q23_3, Q23_8, and Q23_9. Questions about support from entities such as government leaders showed low reliability and validity evidence. Thus, sum scores were calculated on the respective community and professional support items and ANOVA was used to test the difference in average support scores given response to the prompt, "If I could leave teaching entirely I would, but I feel I have to stay in teaching due to financial or other reasons". A statistically significant difference was found overall and between the pairwise response ranks.

As shown in Figure 5, the less community and professional support the teachers feel, the more likely they are to agree or strongly agree with the question. However, the effects are stronger with professional support than with community support, which show strong effect sizes and mean differences between the ranks. Figure 6, which asked teachers to respond to, *"The level of support I get makes me think about quitting teaching"*, shows that about 78% of teachers agree or strongly agree with this statement. Teachers' feelings of support seem to strongly correlate with their general satisfaction and desire to leave the teaching profession in general.

Figure 5
Feelings of community and professional support given response to, "If I could leave teaching entirely I would, but I feel I have to stay in teaching due to financial or other reasons"
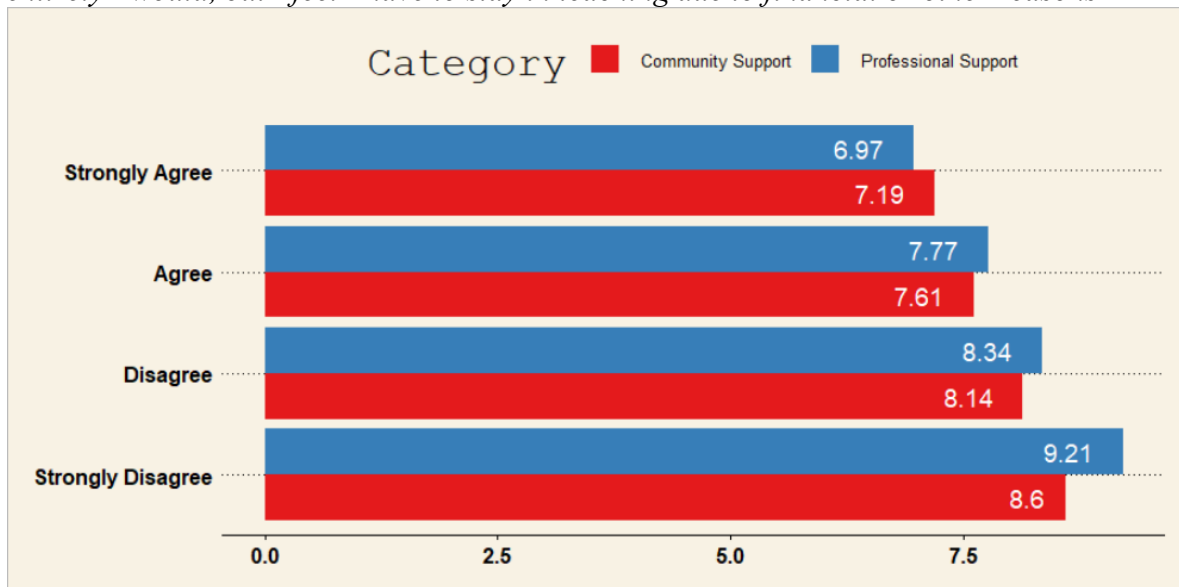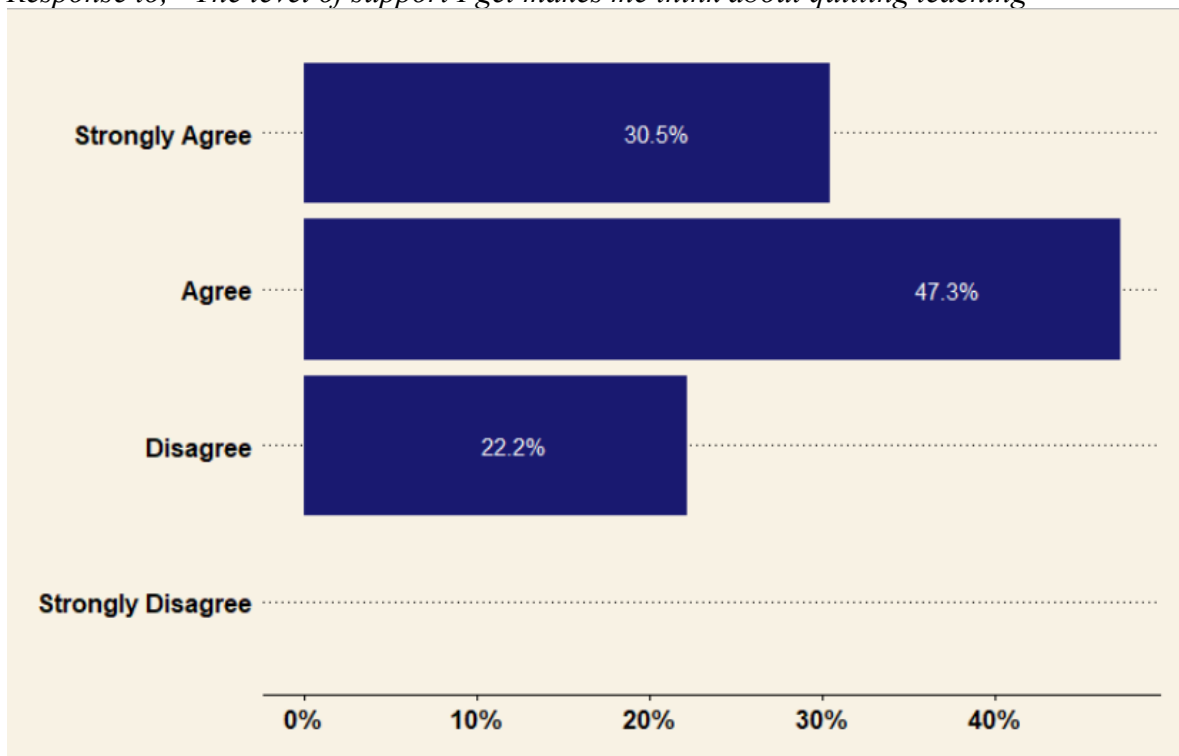

Figure 6
Response to, "The level of support I get makes me think about quitting teaching"

Attitudes towards Assessment and Wanting to Leave

When developing this survey, many conversations with educators centered on assessments of students. Therefore, I developed a series of items to gather their impressions about assessment of students to calculate an assessment dimension. The factor showed evidence of reliability and strong evidence of construct validity in a confirmatory factor analysis. Items Q41_1, Q41_2 , Q41_3 and Q41_4 were summed to calculate teacher impressions of student assessment. Higher values on this scale indicate more negative impressions towards the usefulness and use of student assessment. Figure 7 shows the distribution of these items. As shown, the distribution is negatively skewed meaning that teachers ranked negative impressions towards assessment more than they ranked higher impressions. With the highest possible score of 16, the average score was 12.30 with a standard deviation just above 2 (as shown in Table 2). Figure 7 illustrates that the majority of respondents scored 10 or higher on the assessment measure.

Figure 7
Distribution of Teachers' Attitudes towards Assessment Shows Most Teachers do not Find Assessment Appealing or Valuable

Figure 8 shows the average assessment score by response to, "If I could leave teaching entirely I would, but I feel I have to stay in teaching due to financial or other reasons". Since the distribution of assessment was skewed, no statistically significant difference was found between the different responses to that survey item as the difference in mean between Strongly Disagree and Strongly Agree is only 1.86 points. Figure 9 shows that 50% of respondents agree or disagree with the statement, "Student assessment makes me want to quit teachings." These results illustrate that we cannot distinguish between teachers who want to leave versus teachers who want to stay based off their attitudes towards student assessment. However, we can conclude that most teachers do not hold assessment in a positive light. We can thus propose that for those teachers who want to leave teaching, student assessment is likely a large factor on top of all the other factors presented in this report and factors it did not study.

Figure 8
Attitudes about Assessment Remain Consistent across Agreement with, "If I could leave teaching entirely I would, but I feel I have to stay in teaching due to financial or other reasons"
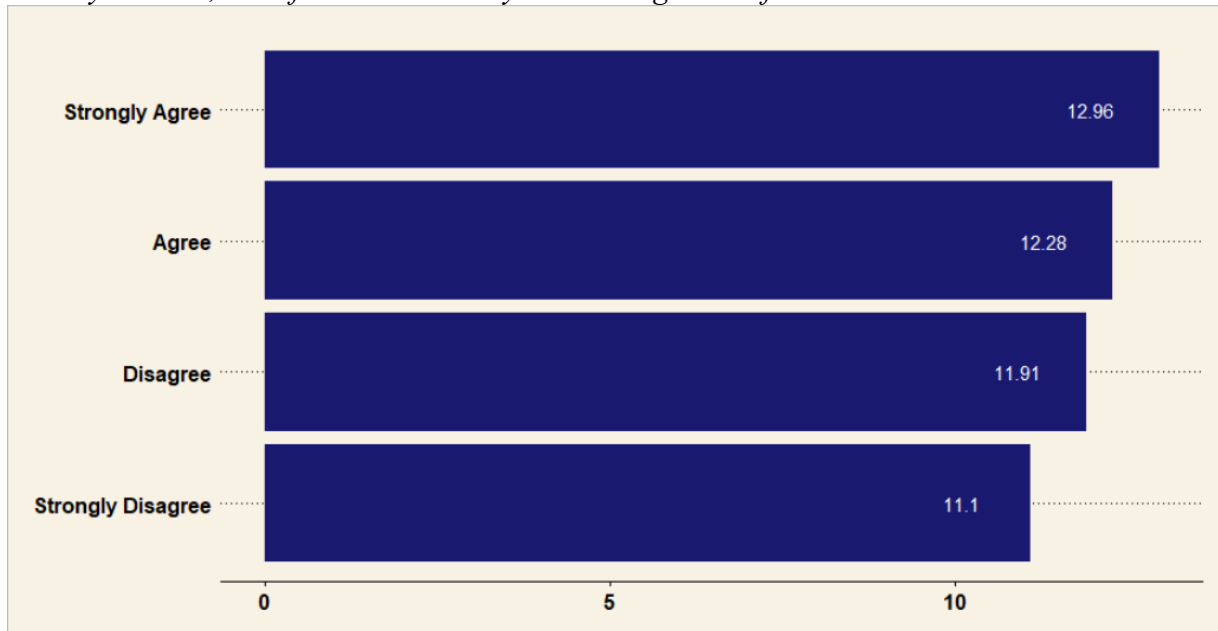
Figure 9
There is a 50/50 Split between Wanting to Leave or not Wanting to Leave due to Assessment
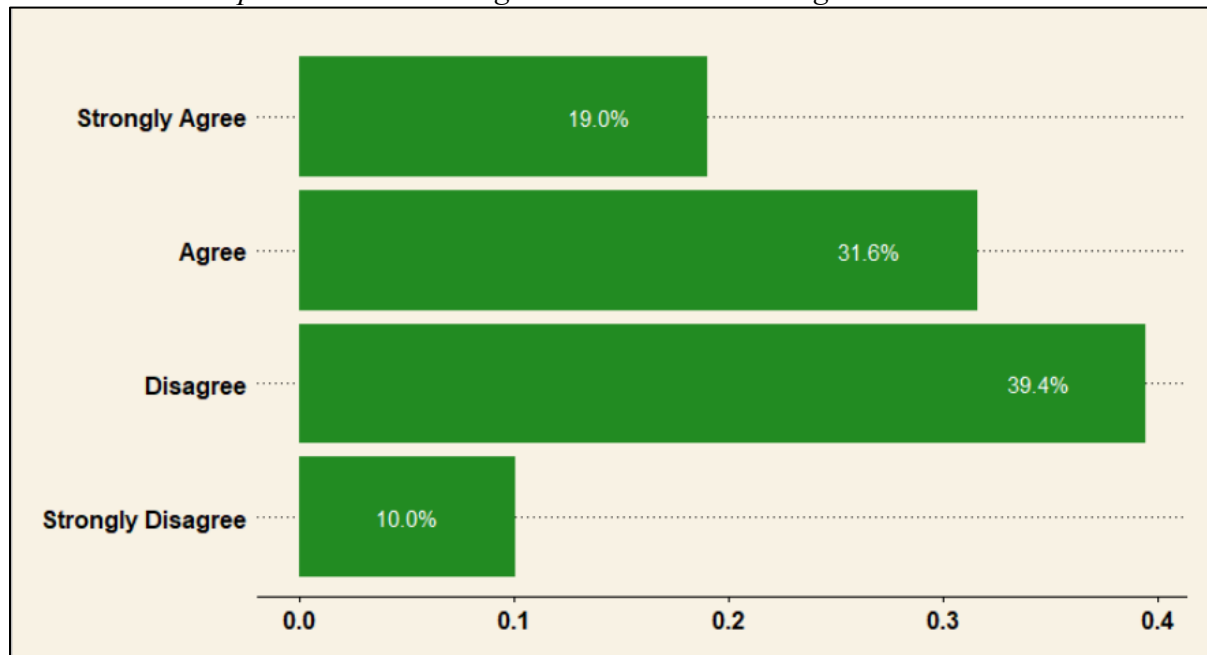
Teacher Wellness and Wanting to Leave

My conversations with teachers lead me to search for a good way to measure teacher wellbeing. I found the Teacher as Practitioner (TAP) instrument developed by Morris and Imms (2018) where several items related to teacher quality and wellness. These items are Q17_1, Q17_2, Q17_3, Q17_4, and Q17_5 on our scale. These items were summed generating a 1 to 20 point scale. The overall average score was about 14. The internal reliability analysis indicated a low level of acceptable internal consistency evidence, b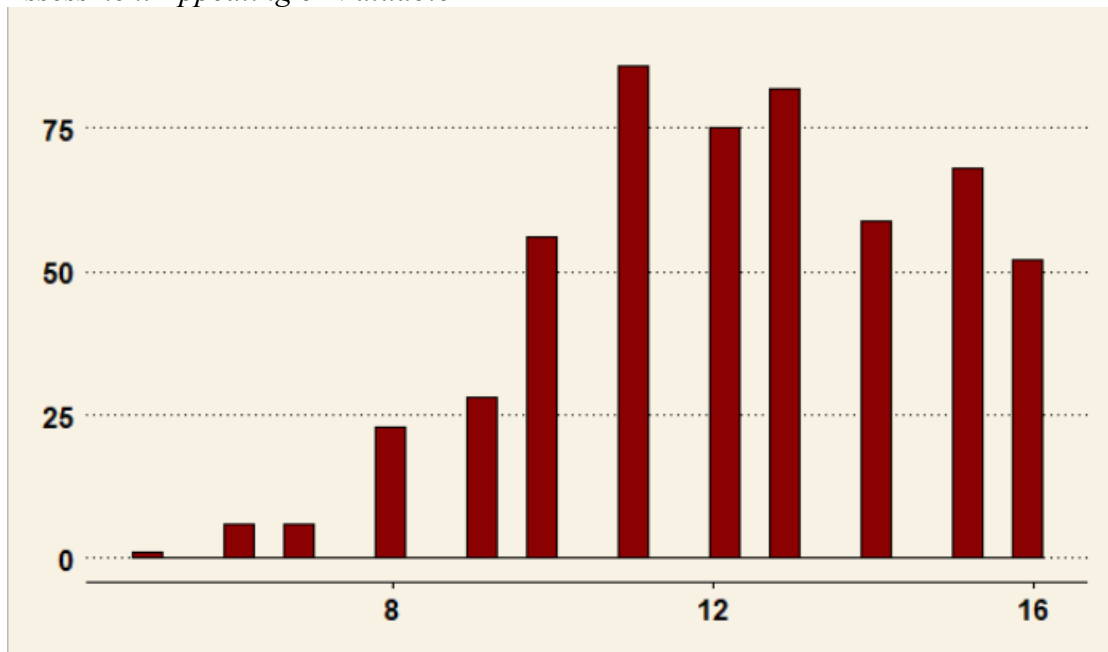ut it loaded well in a confirmatory factor analysis. Figure 10 shows the average teacher wellbeing score by response to, "If I could leave teaching entirely I would, but I feel I have to stay in teaching due to financial or other reasons". As shown, the higher the teachers' average wellbeing score, the less likely they were to want to leave teaching.

Examination of the items in the appendix shows that this makes intuitive sense. The first item asks teachers to agree with, "I am very comfortable identifying myself as a teacher" while the rest of the items ask questions related to personal growth, workload, sharing expertise, continuous improvement, and gaining satisfaction from teaching. Interestingly, this dimension loaded the highest in a structural equation model, followed by professional support and then attitudes about assessment. Thus, this appears to be the strongest predictor of teachers wanting to leave the profession in the survey instrument.

Figure 10
The Higher Teachers Scored on their Perceptions of Wellness, the less Likely they were to agree with, "If I could leave teaching entirely I would, but I feel I have to stay in teaching due to financial or other reasons"
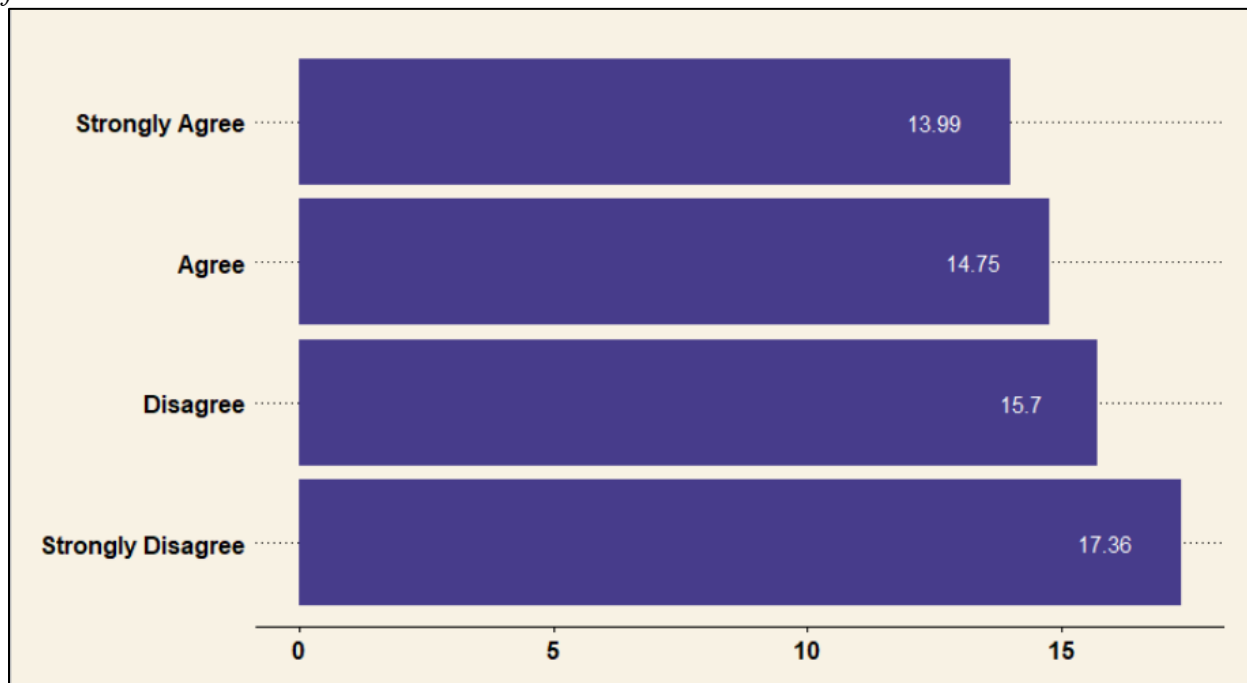
The Effects of COVID

March of 2020 changed every workplace in the world. Schools were not immune to these changes, and everyone is aware that several indicators declined in multiple facets of our society. These include economic, social, and emotional factors. The teachers in our survey overwhelming report a decline in their mental health, the social climate of their schools, student behaviors, and feelings of support. Figure 11, a boxplot (*n*=325), shows those percieved declines are well below the normal range, even when examining quitiles (edges of the boxes).

Figure 11
On a scale from -5 (Very Much Worse) to +5 (Very Much Better), How are Things now Compared to Prior to COVID
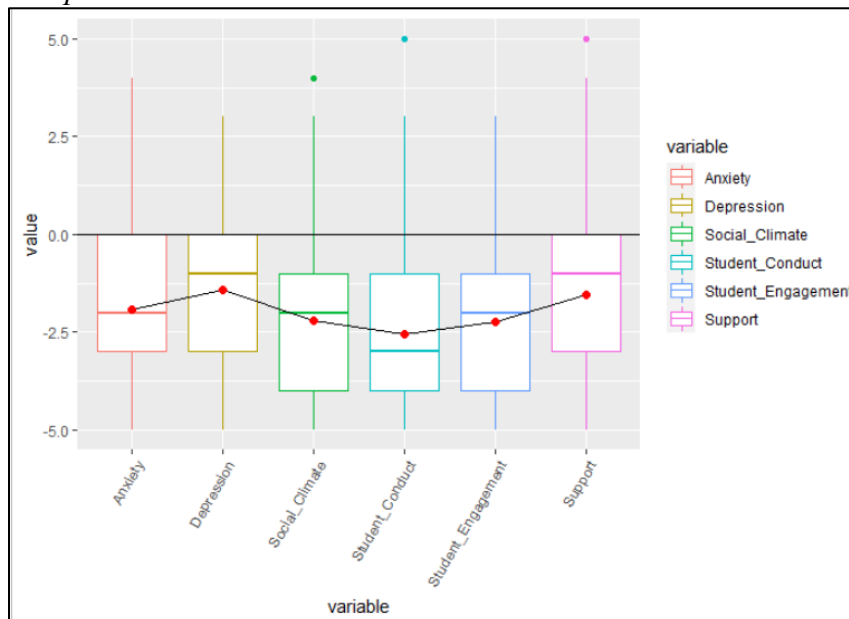
Figure 12 shows the range of reported incidences of various work activities comparing how many times they occurred during an academic quarter prior to COVID and how many times they occurred since COVID (*n*=241). These are self-reported, retrospective numbers, so they should not be taken literally, but rather demonstrate teacher perceptions of the change in time conducting these job duties. Questions Q51_1_1 through Q54_6_2 consist of 31 questions asking teachers to report on the following with their variable name in parentheses:

- Covering for absent teachers (Prior_Cover and Now_Cover)
- Covering for other duties outside one's regular duties (prior_Duty and Now_Duty)
- Giving up a plan period (Prior_Plan, Now_Plan)
- Not finding a substitute teacher when needed (Prior_Sub, Now_Sub)
- Giving up compensation time (Prior_Comp, Now_Comp)
- Curriculum or teaching questioned by an administrator (Prior_QuestionAdmin, Now_QuestionAdmin)
- Curriculum or teaching questioned by a colleague (Prior_QuestionColl, Now_QuestionColl)
- Curriculum or teaching questioned by a parent (Prior_QuestionPar, Now_QuestionPar)

Figure 12 demonstrates a very large range of values. However, at the aggregate, incidences of coverage for colleagues, extra duties, losing plan periods or compensation time, and not finding a substitute teacher appear to have increased in the perception of teachers since COVID. However, the other demensions related to incidences of questioning of curriculum remained very low on average except for a few outliers.

Figure 12
Though answers varied, in general, teachers feel they are covering for absences more and spending more time planning and on other tasks than they were prior to COVID
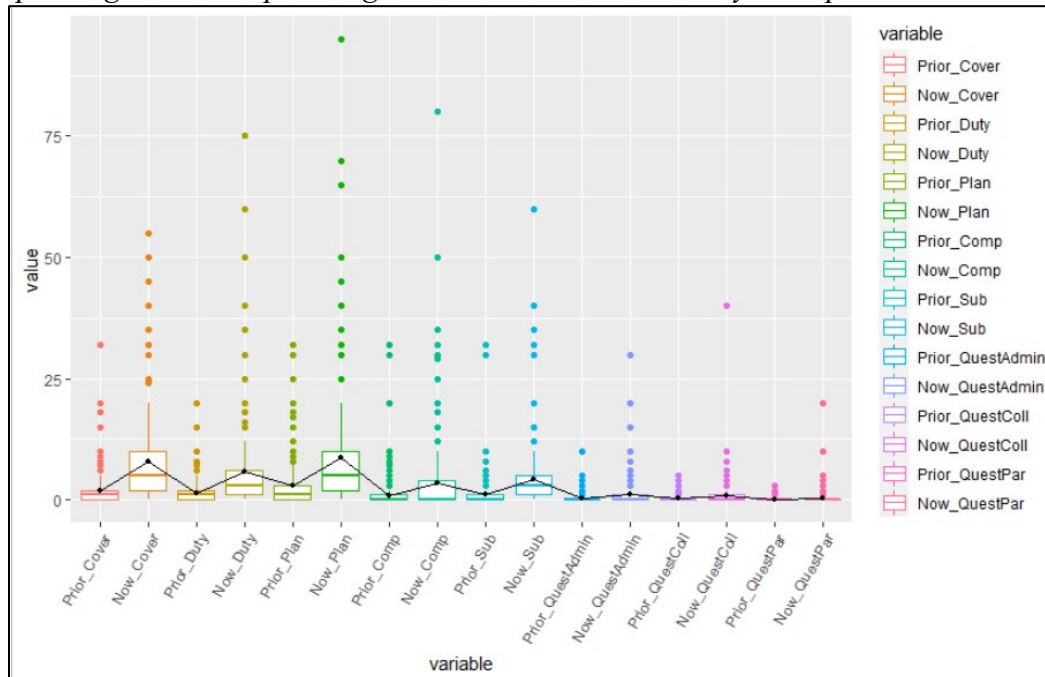
Figure 13 shows teacher weekly work hours for activities such as email and planning (*n*=241). Overall, teachers seem to report more hours for emailing, grading, remote teaching and working on the weekend. Several teachers reported extreme values. For example, one reporting over 80 hours a week on just planning. Therefore, these results are not literal, but reflect teacher perceptions, and the aggregated values as shown do indicate a perceived increase of the mentioned activities. The following were measured with their abbreviations in parentheses:

- Emailing (Prior_Email, Now_Emal)
- Planning and grading time (Prior_Plan_Grade, Now_Plan_Grade)
- Non Professional Learning Community meetings (Prior_Non_PLC, Now_Non_PLC)
- Professional Learning Community meetings (Prior_PLC, Now_PLC)
- Parent communication (Prior_Parent, Now_Parent)
- Remote teaching (Prior_Remote_Teaching, Now_Remote_Teaching)
- Weekend work (Prior_Weekend_Work, Now_Weekend_Work)
- Parent phone calls (Prior_Phone_Parent, Now_Phone_Parent)

Figure 13
Overall, teachers feel they are doing more planning, communicating, and weekend work than they were prior to the pandemic
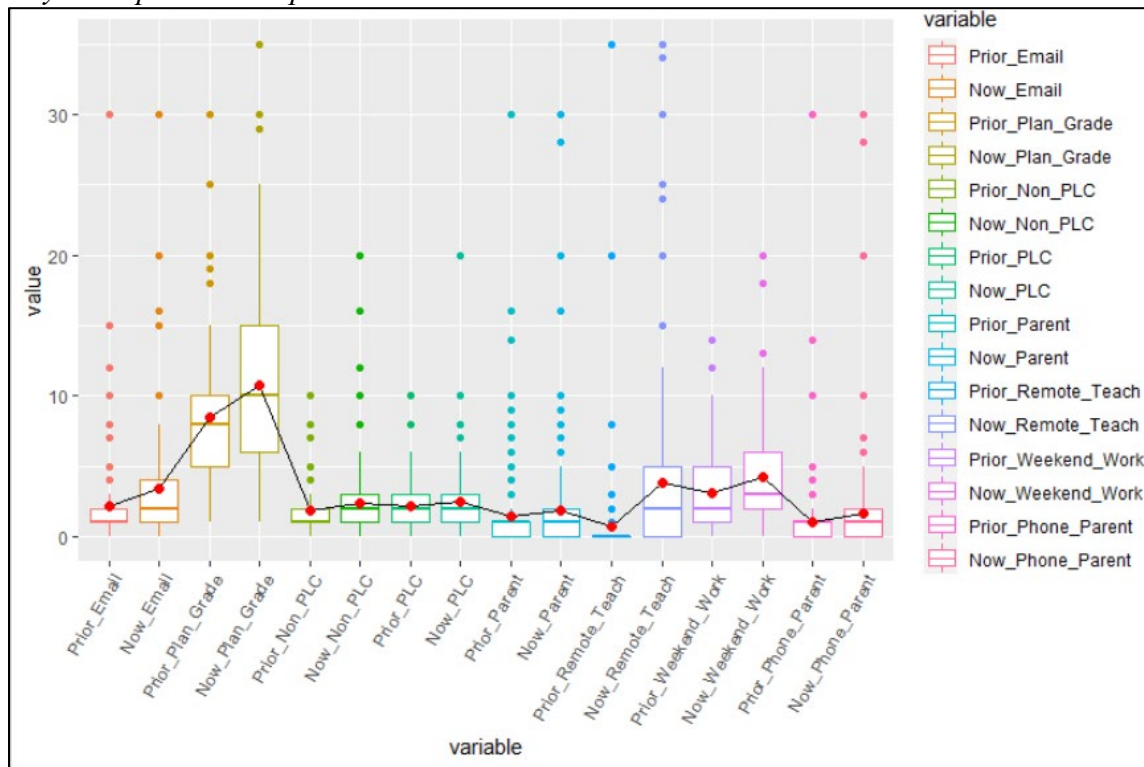
Figure 14 shows the self-reported incidences of aggression and harassment during an academic year prior to COVID and since COVID by gender (*n*=515). Non-binary gender data were excluded for reasons of anonymity. As shown, teachers report increases in physical and verbal attacks and slight increases in self-reported incidences of harassment. Verbal incidences dominate the plot, indicating that verbal aggression is the highest form of aggression in these schools. Teachers who identify as female report more overall incidences and increases in those incidences than their male colleagues.

Figure 15 shows that about 47% of teachers agree with the statement, "Assault or harassment related to me or my school makes me think about leaving teaching." Even one physical or verbal attack, or one incident of harassment has the potential to decrease job satisfaction and draw people from the worksite. This is one area that should be explored with further research and investigation, specifically examining what kinds of behaviors are interpreted as aggressive or harassing and what could be done to reduce these behaviors. This research further examined these incidences by students, colleagues, and others. Future research will dive into those data, but this report examines these in the aggregate.

Figure 14
Teachers report an increase in perceived acts of aggression and harassment since COVID, with a wide range of self-reported values within a year
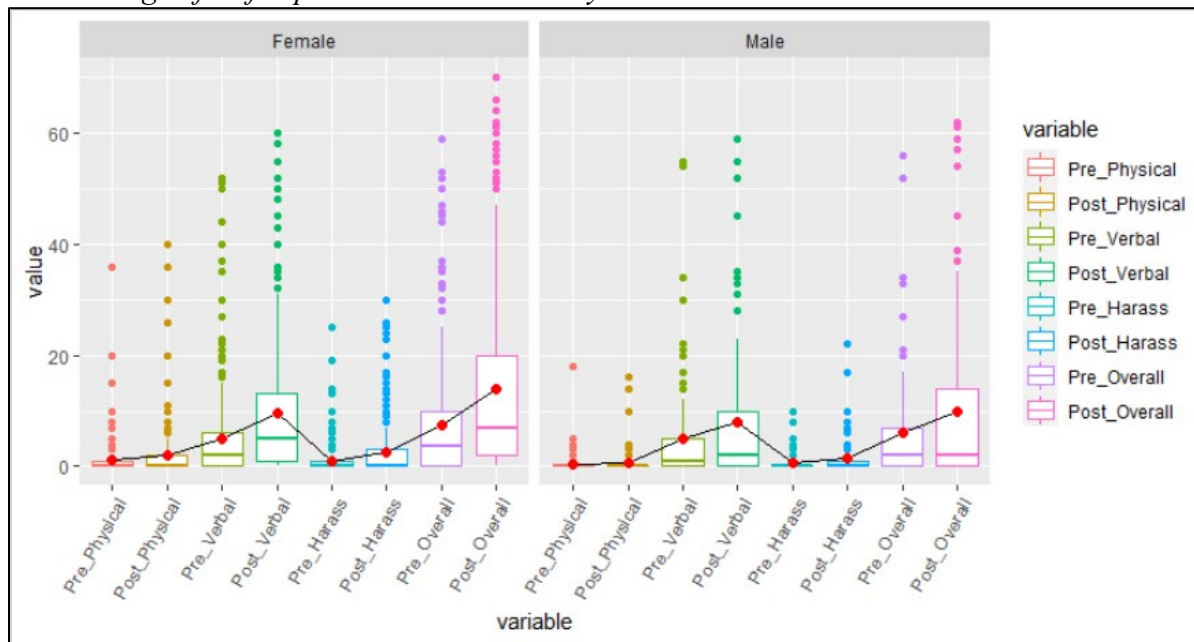
Figure 15
Teacher response to, "Assault or harassment related to me or my school makes me think about leaving teaching"
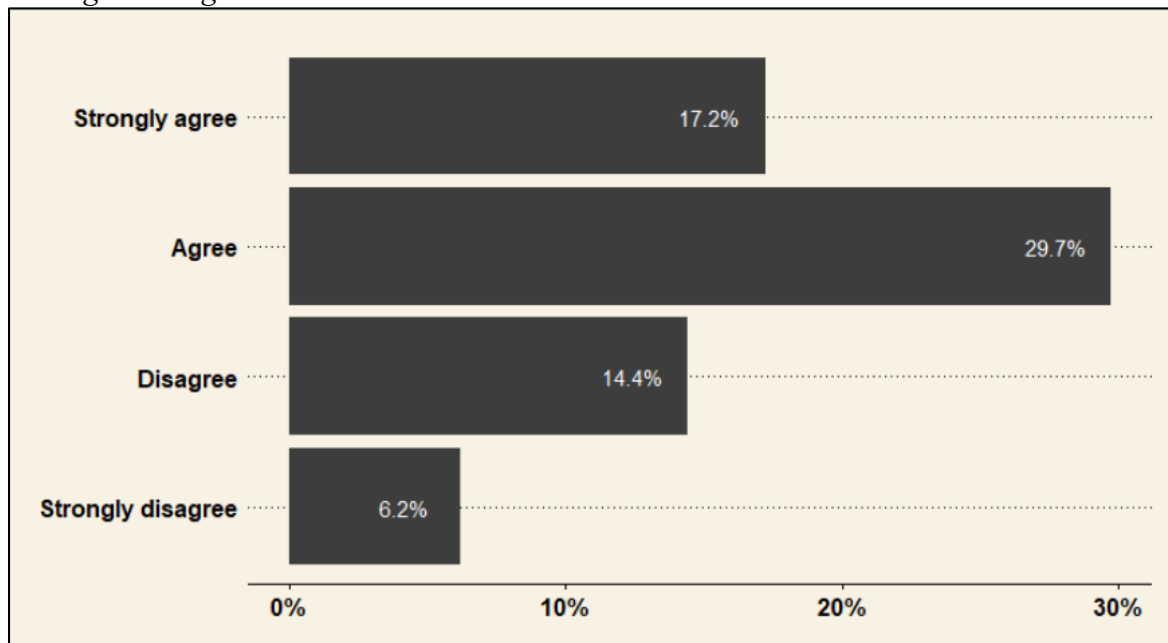
Wyoming Proud

Figure 16 shows, that despite all the challenges and concerns, the sampled teachers are proud to be teaching in the state of Wyoming. Overall, 78% of all teachers agree or strongly agree with, "I am proud to be a teacher in Wyoming."

Figure 16
Around 78% of teachers agree or strongly agree with, "I am proud to be a teacher in Wyoming."
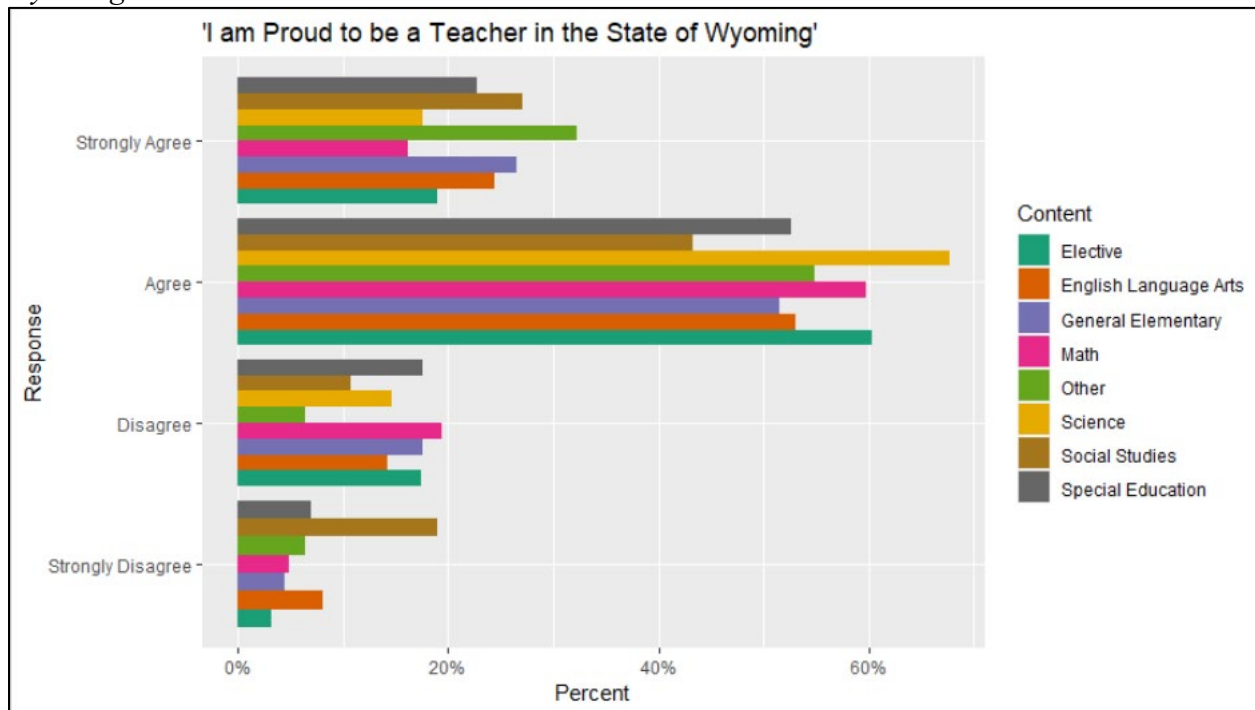
Conclusion

Even though 12% of teachers reported an intent to leave teaching altogether, 65% report a desire to leave but are only staying for financial or other reasons. National examinations of professionals' job satisfaction vary. Some report 50% satisfaction rates while others report that as much as 85% of people do not like the career or job they are in. Therefore, it is difficult to compare the percentage of Wyoming teachers in this study to determine whether their rate is simply a normal rate of dissatisfaction. One might argue that this 65% rate is normal for anyone and we therefore should not worry about it. I disagree.

Even if a rate of 65% is normal for most professionals, we must acknowledge that teachers are unique. First, they care for our children while the economy functions. They provide a generally safe and stable environment to children while their parents or caretakers work. When faced with the choice of either having my own son under the educational watch of one of the 65% of teachers who would leave or one of the 35% of teachers who is generally satisfied with being a teacher, I would choose the latter teacher and so would any reasonable parent or member of society who is concerned with Wyoming's educational climate.

One must wonder about the quality of education students are getting when two-thirds of their teachers are looking for another profession entirely but waiting until they can afford to do

so. This August, thousands of children are going to arrive in classrooms and there is a 65% chance that their teacher may not want to be there, and if they do want to be there, there is a good chance that teacher may very well change their mind as the year progresses. We can safely purport that when teachers begin thinking about leaving the profession entirely, the system as a whole suffers. Nobody wants the services of a disgruntled and burned out professional. When I go to the hospital, I hope my nurse wants to be a nurse. When I go to my lawyer (heaven forbid) I want my lawyer to want to be a lawyer. When my child goes to school, I want that teacher to love teaching and to have a reasonable motivation to stay in the profession.

What can be done about this 65% of teachers? Traditional approaches to teachers have been to place the focus on them. Now is to do the same, only in a different way. Instead of focusing on teachers by telling them what they can do for us and our students, it is time for us to ask them what we can do to help them better enjoy and conduct their crucial job of educating our youth. This survey of Wyoming teachers brings to light four key areas to help teachers feel better about being teachers:

- Mental health support
- Increasing support for teachers in buildings and in the community
- Reexamination of how we assess student learning
- Developing teacher wellness and recalibrating teacher workload

Mental Health Support

Wyoming is often considered to be a rural state since it consists of vast unpopulated areas. The majority of Wyoming families live in suburban communities such as Cheyenne or Casper, and many others live in small remote towns. This presents potential variability of physical and mental health services available to members of those communities, including teachers. Teaching is a challenging job requiring a multitude of interpersonal skills, external pressures, emotional attachment to students and families, as well as collaborative activities. Teachers may often be exposed to tragic events, volatile students and colleagues, unpredictable parents, and pressures to increase student outcomes and performance. A teacher's day is filled with uncountable social interactions with a variety of emotional contexts. One moment may require a teacher to be empathetic and caring for a child in crisis, while another might require them to react to disorderly behaviors. Teaching is a mentally, physically and emotionally taxing endeavor.

Thus, it is not surprising that the results of this study indicate that feelings of anxiety and depression correlate with a desire to leave the profession in general. There is variability of these measures; some teachers experience less of these emotions than other teachers. In addition, certain people may suffer general anxiety disorder or clinical depression. The items on the survey are not meant to diagnose, however. They are meant to see if there is a relationship between the two variables, and there is one. It is reasonable to assume that if teachers had more mental health support, their desire to leave teaching would also decrease.

Therefore, the first recommendation of this report is to expand mental health services to educators in the state of Wyoming. Resources, foci, and attention must be made on teacher mental health support. This does not diminish the need for student mental health support. Both are needed. It is not a zero-sum game. In fact, if the head of the family is supported, so are the children. We cannot claim to improve the mental health of our children or our community without also focusing on the caretakers and stewards. We must examine the effectiveness of employee assistance programs and improve them. We must create a state-wide support system

for schools and districts that cannot afford them. We must recruit and retain counselors, psychologists and psychiatrists throughout our state. Finally, we must allow teachers to take time and seek treatment and support from therapists. It must be done in a way that is safe, effective, compassionate, and helps them cope with the stress and demands of their profession.

Increasing Support for Teachers in Schools and in the Community

The results of this survey indicate that over 80% of teachers have thought about quitting because of their perceptions of support. In addition, feelings of support by other professionals, including colleagues and leaders negatively correlates with wanting to leave the profession. Feelings of support within the community also negatively correlates, but not as high.

What exactly constitutes as support? This is a question I intend to examine with future research, but examination of over 3000 open-ended responses from teachers (which will be published as a separate report) paints a clear picture. In general, teachers feel "talked down to", "disregarded" and "less important" than parents and the community. In their schools many feel voiceless and disempowered. Many teachers often feel like servants instead of viable professionals. They do not feel consulted for decisions. Many feel like the loudest members of the community are often the ones to shape the direction of policy regardless of the facts or the logic. Overall, it seems that teachers do not feel valued.

This issue needs to be prodded further, but I have a couple of recommendations to increase feelings of support for teachers. First, schools should create committees to deal with external concerns from parents or other community members regarding matters such as curriculum. Concerns can be taken to the committees and delegated to its membership for final decisions based on evidence and argument. This could potentially mitigate immediate decisions based on ideological influences that teachers may face.

Second, the results of the amount of time teachers spend on their jobs indicates that very little time is left for planning and other related matters. Schools should work to adopt ways to free up time every day for teachers to work and collaborate outside of mandated professional learning committees (PLCs) or other formal meetings. I get a sense from the responses and my conversations with educators that teachers have very little time to plan, that their days are filled with activities. They take a lot of work home. Most importantly, they have little time to interact with their colleagues in semi-professional, semi-personal ways. I recommend loosening the strings on teachers and allocating them time every day to do whatever they want to do for their job.

Third, I recommend reducing the number of mandated PLCs and other meetings and professional developments and instead giving teachers free time to grade, plan, and interact with their colleagues. Unstructured interaction may not be entirely focused on teaching plans, students, or pedagogy, but it will increase interpersonal relationships within buildings and increase positive feelings associated with teaching. Even an informal conversation about a personal event can result in a collaborative friendship that increases job satisfaction and job performance. The past decades have seen more and more demands placed on teachers. Now is the time to take things away.

Finally, I recommend professional development and training on how to handle contentious issues and emotionally charged interactions. Feelings of community support may very well be related to negative interactions with the community more than they are related to how much the community actually supports them. Therefore, well-researched methods of dealing with the more negative incidences combined with intentional positive ones with the community

may improve overall feelings of support and it would improve the community's feeling about the school.

Rethink Assessment of Student Learning

The results on assessment are clear. Teachers, whether they want to leave or want to stay, do not find assessment of student learning useful. Over 85% of teachers agree or strongly agree that we assess students more than we need to, 80% agree or strongly agree that if they assessed less they would enjoy their jobs more, and 89% do not think assessments are useful for helping students. If the goal of the past 30 years of public education has been to get teachers to buy into assessment, then it is a colossal failure given these responses. These results should lead us to rethink our assessment strategy. It is not a far stretch to assume that most teachers are only assessing students because they are told to assess them. It makes me wonder the extent to which the data are being used to inform decisions.

My background is measurement theory and I believe that assessment is vitally important and I am not going to say that we should throw out all tests. I think that is a very bad idea. However, I do wonder about the validity of the measures we give the students. I have read the results of the factor analyses and item responses theory tests. These measures do indeed show strong construct validity and reliability. I wonder about their predictive validity, or the extent to which they predict future outcomes. For example, how well does the ACT predict college GPA? I can tell you that in my research, ACT does not predict college GPA as well as high school GPA does. The same is true for much research that has emerged in the past few years. In fact, some colleges and Universities are no longer using ACT or SAT to admit students.

I also wonder how much student buy-in predicts performance on state measures such as WY-TOPP. If a student does not care about the test but takes it anyway, is that score valid? Does that score really reflect what that student knows and can do? More importantly, if that student does not meet grade-level expectations, who should be held responsible for that score?

That last question is, in my view, is the key to understanding teacher feelings about assessment. Teachers are the ones who are held accountable for student test scores. Students are not held accountable and neither are parents. Educational leaders certainly are as well, as they feel the pressure to show improvement in their schools, but that pressure trickles down and puddles on the heads of teachers who are faced, year after year, with reminders of expectations of increased scores. If the students do not make the target level, it is the teacher who faces their leadership.

We must not get rid of assessment. We need to reduce and refine it. First, we need to evaluate all the tests are mandated by all the schools, not just Wyoming mandated or federally mandated, but district and school mandated tests. A rough analysis of the amount of time dedicated to those tests would tell us how much instructional time we are losing. Measurement only requires one good try per incident necessary to measure. We do not need to redundantly test students on the same things multiple times. We only need a few tests to provide clear and pointed data to inform instruction. Teachers should be trained in data analysis to inform instruction and they should be afforded the opportunity to analyze their own data and use them to inform their instruction in ways that are meaningful and valid to them as professionals.

Finally, and controversially, the accountability for test scores should be distributed fairly between students, families, teachers, and leaders. This means that the measures we use need to be as valid to make educational decisions for students as they are valid to make decisions for teachers, and that teachers are only held accountable for an equitable proportion of their

students' performance. In other words, we need to invent new ways of evaluating teachers based on their data that go beyond just raw growth models and proficiency measures. We must use sophisticated statistical techniques to control for variables over which teachers have no control (e.g. absences, prior levels, etc.) and that are equitable. Therefore, the teacher in the socially advantaged school with traditionally high test scores is not mischaracterized as a better teacher than the one in a more challenging setting simply because of a test score that correlates with uncountable extraneous variables of which the teacher has no control.

Developing Teacher Wellness and Recalibrating Teacher Workload

There is good news from this survey. Teachers who feel a strong sense of growth and wellness tend to want to stay in teaching. The problem is that concepts like wellness and growth are difficult to define. The survey asked teachers how comfortable they identify themselves as teachers (92% do), how balanced their work and life are (42% say it's balanced), how much teaching allows them to share their expertise (78% say it does), and feeling that they will always need to improve their practice (91% say they will). Even though most teachers score high on three of the four items, high sum scores on all of them equate to lower feelings of wanting to quit. An examination of the items indicates that the work/life balance question pulls teachers to one side or the other. In other words, some teachers scored high on the other three questions, but the work/life question and it was this question that set them apart from wanting to leave.

These results indicate to me that many teachers who say they want to quit still identify as teachers, want to share their expertise, and feel they would want to improve their practice. The problem is that the workload is interfering with the balance of their lives and stirring them away from teaching any further. This is good news because we can do something about this to help them. We can recalibrate their workload.

The results indicate that since COVID perceptions of work duties have increased. We need to think of ways to alleviate these problems. A big part of the problem is teacher attrition itself. Like in the introduction, some teachers are leaving mid-year, requiring their former colleagues to pick up the slack by covering duties, giving up plan periods, and other activities. In addition, there has been an increase in online teaching demands. We need to invent new ways to tackle these problems. I do not have any specific recommendations for this like I did with assessment, mental health, and support, but I do have one recommendation. My recommendation is for each school leader to call together their teachers and form a task-force to solve these problems. I was a teacher for 8 years and I have worked with teachers for 20. Every time I watched a group of teachers tackle a problem in their building, it was addressed and fixed. This is a problem that requires us to hand the power and the ideas to teachers. I even recommend a state-level meeting of multiple committees and multiple schools to share their ideas. In the meantime, improving mental health, support, and assessment practices will slow the flow of teachers leaving.

Final Remarks

Wyoming needs good teachers to stay and recent indicators suggest a problem. This study stemmed from conversations with the Wyoming Department of Education and the Wyoming Education Association to develop and cast a survey on teacher development. I strongly believe that focusing on mental health, community and professional support, assessment strategies, and teacher well-being and workload will help retain more good teachers and strengthen the future of Wyoming's education system. Much is left to study, even in the data I have. I generated this

report quickly to give people things to think about and develop over the summer. I truly believe that if policy makers and leaders do some of these things, teachers will feel better. In the meantime, I will be working to expand this report and will be engaged in several qualitative and quantitative projects. I hope to bring in other states and survey them so we can cast a contrast with other areas. Several colleagues from Counseling, to Leadership, to Teacher Education are willing to do this work as is Dr. Scott L. Thomas, our dean. The University of Wyoming College of Education ready to work on this problem and much, more work is needed to be done and will be done.

References of Scales

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Appendix

Frequency and Percent of Responses to the Likert or Multiple-Choice Items

Question	Description	Response	Count	Percent
Q14_1	Next school year, how likely are you to keep teaching in the school you currently are this year?	Strongly Disagree	68	10.66%
Q14_1	Next school year, how likely are you to keep teaching in the school you currently are this year?	Disagree	58	9.09%
Q14_1	Next school year, how likely are you to keep teaching in the school you currently are this year?	Agree	180	28.21%
Q14_1	Next school year, how likely are you to keep teaching in the school you currently are this year?	Strongly Agree	332	52.04%
Q14_2	Next school year, how likely are you to keep teaching in the school district you currently are this year?	Very Unlikely	47	7.37%
Q14_2	Next school year, how likely are you to keep teaching in the school district you currently are this year?	Unlikely	26	4.08%
Q14_2	Next school year, how likely are you to keep teaching in the school district you currently are this year?	Likely	177	27.74%
Q14_2	Next school year, how likely are you to keep teaching in the school district you currently are this year?	Very Likely	388	60.82%
Q14_3	Next school year, how likely are you to keep teaching in the state of Wyoming?	Very Unlikely	38	5.97%
Q14_3	Next school year, how likely are you to keep teaching in the state of Wyoming?	Unlikely	18	2.83%
Q14_3	Next school year, how likely are you to keep teaching in the state of Wyoming?	Likely	160	25.16%
Q14_3	Next school year, how likely are you to keep teaching in the state of Wyoming?	Very Likely	420	66.04%
Q14_4	Next school year, do how likely are you to keep teaching, just in a different state or country than Wyoming?	Very Unlikely	438	70.65%
Q14_4	Next school year, do how likely are you to keep teaching, just in a different state or country than Wyoming?	Unlikely	106	17.10%
Q14_4	Next school year, do how likely are you to keep teaching, just in a different state or country than Wyoming?	Likely	41	6.61%
Q14_4	Next school year, do how likely are you to keep teaching, just in a different state or country than Wyoming?	Very Likely	35	5.65%
Q14_5	Next school year, how likely are you to leave teaching entirely and not return to any classroom anywhere?	Very Unlikely	353	55.85%
Q14_5	Next school year, how likely are you to leave teaching entirely and not return to any classroom anywhere?	Unlikely	194	30.70%
Q14_5	Next school year, how likely are you to leave teaching entirely and not return to any classroom anywhere?	Likely	48	7.59%
Q14_5	Next school year, how likely are you to leave teaching entirely and not return to any classroom anywhere?	Very Likely	37	5.85%
Q15_1	If I could leave my school to teach in another school I would, but I feel I have to stay in my school due to financial or other reasons.	Strongly Disagree	160	27.03%
Q15_1	If I could leave my school to teach in another school I would, but I feel I have to stay in my school due to financial or other reasons.	Disagree	154	26.01%
Q15_1	If I could leave my school to teach in another school I would, but I feel I have to stay in my school due to financial or other reasons.	Agree	152	25.68%

Question	Description	Response	Count	Percent
Q15_1	If I could leave my school to teach in another school I would, but I feel I have to stay in my school due to financial or other reasons.	Strongly Agree	126	21.28%
Q15_2	If I could leave to teach in a different district I would, but I feel I have to stay in my district due to financial or other reasons.	Strongly Disagree	170	28.72%
Q15_2	If I could leave to teach in a different district I would, but I feel I have to stay in my district due to financial or other reasons.	Disagree	162	27.36%
Q15_2	If I could leave to teach in a different district I would, but I feel I have to stay in my district due to financial or other reasons.	Agree	128	21.62%
Q15_2	If I could leave to teach in a different district I would, but I feel I have to stay in my district due to financial or other reasons.	Strongly Agree	132	22.30%
Q15_3	If I could leave Wyoming to teach in a different state I would, but I feel I have to stay in Wyoming due to financial or other reasons.	Strongly Disagree	214	36.46%
Q15_3	If I could leave Wyoming to teach in a different state I would, but I feel I have to stay in Wyoming due to financial or other reasons.	Disagree	147	25.04%
Q15_3	If I could leave Wyoming to teach in a different state I would, but I feel I have to stay in Wyoming due to financial or other reasons.	Agree	121	20.61%
Q15_3	If I could leave Wyoming to teach in a different state I would, but I feel I have to stay in Wyoming due to financial or other reasons.	Strongly Agree	105	17.89%
Q15_4	If I could leave teaching entirely I would, but I feel I have to stay in teaching due to financial or other reasons.	Strongly Disagree	105	17.68%
Q15_4	If I could leave teaching entirely I would, but I feel I have to stay in teaching due to financial or other reasons.	Disagree	97	16.33%
Q15_4	If I could leave teaching entirely I would, but I feel I have to stay in teaching due to financial or other reasons.	Agree	179	30.13%
Q15_4	If I could leave teaching entirely I would, but I feel I have to stay in teaching due to financial or other reasons.	Strongly Agree	213	35.86%
Q17_1	I am very comfortable identifying myself as a teacher.	Strongly Disagree	14	2.25%
Q17_1	I am very comfortable identifying myself as a teacher.	Disagree	37	5.94%
Q17_1	I am very comfortable identifying myself as a teacher.	Agree	225	36.12%
Q17_1	I am very comfortable identifying myself as a teacher.	Strongly Agree	347	55.70%
Q17_2	Teaching provides me with a balance between my professional life and my family/personal life.	Strongly Disagree	151	24.20%
Q17_2	Teaching provides me with a balance between my professional life and my family/personal life.	Disagree	211	33.81%
Q17_2	Teaching provides me with a balance between my professional life and my family/personal life.	Agree	177	28.37%
Q17_2	Teaching provides me with a balance between my professional life and my family/personal life.	Strongly Agree	85	13.62%
Q17_3	Teaching allows me to share my areas of expertise with others.	Strongly Disagree	27	4.33%
Q17_3	Teaching allows me to share my areas of expertise with others.	Disagree	111	17.79%
Q17_3	Teaching allows me to share my areas of expertise with others.	Agree	334	53.53%
Q17_3	Teaching allows me to share my areas of expertise with others.	Strongly Agree	152	24.36%

Question	Description	Response	Count	Percent
Q17_4	In order to stay in teaching I need to think that I will always be improving my teaching practice.	Strongly Disagree	6	0.96%
Q17_4	In order to stay in teaching I need to think that I will always be improving my teaching practice.	Disagree	47	7.56%
Q17_4	In order to stay in teaching I need to think that I will always be improving my teaching practice.	Agree	296	47.59%
Q17_4	In order to stay in teaching I need to think that I will always be improving my teaching practice.	Strongly Agree	273	43.89%
Q17_5	I get significant satisfaction from my teaching.	Strongly Disagree	26	4.17%
Q17_5	I get significant satisfaction from my teaching.	Disagree	157	25.16%
Q17_5	I get significant satisfaction from my teaching.	Agree	310	49.68%
Q17_5	I get significant satisfaction from my teaching.	Strongly Agree	131	20.99%
Q19_1	I often feel nervous or on edge.	Strongly Disagree	56	8.99%
Q19_1	I often feel nervous or on edge.	Disagree	155	24.88%
Q19_1	I often feel nervous or on edge.	Agree	250	40.13%
Q19_1	I often feel nervous or on edge.	Strongly Agree	162	26.00%
Q19_2	I often worry about work long after the day is over.	Strongly Disagree	33	5.28%
Q19_2	I often worry about work long after the day is over.	Disagree	100	16.00%
Q19_2	I often worry about work long after the day is over.	Agree	250	40.00%
Q19_2	I often worry about work long after the day is over.	Strongly Agree	242	38.72%
Q19_3	I find it difficult to relax.	Strongly Disagree	46	7.40%
Q19_3	I find it difficult to relax.	Disagree	133	21.38%
Q19_3	I find it difficult to relax.	Agree	271	43.57%
Q19_3	I find it difficult to relax.	Strongly Agree	172	27.65%
Q19_4	I am easily annoyed or irritable at home.	Strongly Disagree	45	7.22%
Q19_4	I am easily annoyed or irritable at home.	Disagree	163	26.16%
Q19_4	I am easily annoyed or irritable at home.	Agree	261	41.89%
Q19_4	I am easily annoyed or irritable at home.	Strongly Agree	154	24.72%
Q19_5	I feel afraid something awful might happen.	Strongly Disagree	102	16.35%
Q19_5	I feel afraid something awful might happen.	Disagree	244	39.10%
Q19_5	I feel afraid something awful might happen.	Agree	186	29.81%
Q19_5	I feel afraid something awful might happen.	Strongly Agree	92	14.74%
Q20_1	I have little interest in doing things.	Strongly Disagree	97	15.59%
Q20_1	I have little interest in doing things.	Disagree	252	40.51%
Q20_1	I have little interest in doing things.	Agree	216	34.73%
Q20_1	I have little interest in doing things.	Strongly Agree	57	9.16%

Question	Description	Response	Count	Percent
Q20_2	I feel down, depressed, or hopeless.	Strongly Disagree	119	19.10%
Q20_2	I feel down, depressed, or hopeless.	Disagree	253	40.61%
Q20_2	I feel down, depressed, or hopeless.	Agree	198	31.78%
Q20_2	I feel down, depressed, or hopeless.	Strongly Agree	53	8.51%
Q20_3	I have trouble falling or staying asleep, or I find I sleep too much.	Strongly Disagree	66	10.61%
Q20_3	I have trouble falling or staying asleep, or I find I sleep too much.	Disagree	154	24.76%
Q20_3	I have trouble falling or staying asleep, or I find I sleep too much.	Agree	256	41.16%
Q20_3	I have trouble falling or staying asleep, or I find I sleep too much.	Strongly Agree	146	23.47%
Q20_4	I feel tired and have little energy.	Strongly Disagree	34	5.50%
Q20_4	I feel tired and have little energy.	Disagree	94	15.21%
Q20_4	I feel tired and have little energy.	Agree	330	53.40%
Q20_4	I feel tired and have little energy.	Strongly Agree	160	25.89%
Q20_5	My appetite is low or I eat more than I should.	Strongly Disagree	68	10.93%
Q20_5	My appetite is low or I eat more than I should.	Disagree	185	29.74%
Q20_5	My appetite is low or I eat more than I should.	Agree	255	41.00%
Q20_5	My appetite is low or I eat more than I should.	Strongly Agree	114	18.33%
Q20_6	I feel bad about myself or that I am a failure.	Strongly Disagree	135	21.74%
Q20_6	I feel bad about myself or that I am a failure.	Disagree	260	41.87%
Q20_6	I feel bad about myself or that I am a failure.	Agree	159	25.60%
Q20_6	I feel bad about myself or that I am a failure.	Strongly Agree	67	10.79%
Q20_7	I have trouble concentrating on things.	Strongly Disagree	85	13.67%
Q20_7	I have trouble concentrating on things.	Disagree	213	34.24%
Q20_7	I have trouble concentrating on things.	Agree	235	37.78%
Q20_7	I have trouble concentrating on things.	Strongly Agree	89	14.31%
Q20_8	I often move or speak so slowly that others notice, or I am restless and move around more than usual.	Strongly Disagree	214	34.46%
Q20_8	I often move or speak so slowly that others notice, or I am restless and move around more than usual.	Disagree	304	48.95%
Q20_8	I often move or speak so slowly that others notice, or I am restless and move around more than usual.	Agree	74	11.92%
Q20_8	I often move or speak so slowly that others notice, or I am restless and move around more than usual.	Strongly Agree	29	4.67%
Q20_9	Other people or I have concerns about my alcohol consumption.	Strongly Disagree	420	68.07%
Q20_9	Other people or I have concerns about my alcohol consumption.	Disagree	139	22.53%

Question	Description	Response	Count	Percent
Q20_9	Other people or I have concerns about my alcohol consumption.	Agree	46	7.46%
Q20_9	Other people or I have concerns about my alcohol consumption.	Strongly Agree	12	1.94%
Q20_10	Other people or I have concerns about my use of legal or illegal drugs or narcotics.	Strongly Disagree	516	83.77%
Q20_10	Other people or I have concerns about my use of legal or illegal drugs or narcotics.	Disagree	92	14.94%
Q20_10	Other people or I have concerns about my use of legal or illegal drugs or narcotics.	Agree	4	0.65%
Q20_10	Other people or I have concerns about my use of legal or illegal drugs or narcotics.	Strongly Agree	4	0.65%
Q21	My mental/emotional health makes me think about quitting teaching.	Strongly Disagree	88	14.19%
Q21	My mental/emotional health makes me think about quitting teaching.	Disagree	143	23.06%
Q21	My mental/emotional health makes me think about quitting teaching.	Agree	254	40.97%
Q21	My mental/emotional health makes me think about quitting teaching.	Strongly Agree	135	21.77%
Q23_1	When I teach in person, I feel supported by students.	Strongly Disagree	45	7.44%
Q23_1	When I teach in person, I feel supported by students.	Disagree	157	25.95%
Q23_1	When I teach in person, I feel supported by students.	Agree	314	51.90%
Q23_1	When I teach in person, I feel supported by students.	Strongly Agree	89	14.71%
Q23_2	When I teach in person, I feel supported by my students' parents.	Strongly Disagree	76	12.58%
Q23_2	When I teach in person, I feel supported by my students' parents.	Disagree	188	31.13%
Q23_2	When I teach in person, I feel supported by my students' parents.	Agree	304	50.33%
Q23_2	When I teach in person, I feel supported by my students' parents.	Strongly Agree	36	5.96%
Q23_3	When I teach in person, I feel supported by my colleagues.	Strongly Disagree	18	2.98%
Q23_3	When I teach in person, I feel supported by my colleagues.	Disagree	77	12.73%
Q23_3	When I teach in person, I feel supported by my colleagues.	Agree	360	59.50%
Q23_3	When I teach in person, I feel supported by my colleagues.	Strongly Agree	150	24.79%
Q23_4	When I teach in person, I feel supported by my local community.	Strongly Disagree	77	12.79%
Q23_4	When I teach in person, I feel supported by my local community.	Disagree	241	40.03%
Q23_4	When I teach in person, I feel supported by my local community.	Agree	255	42.36%
Q23_4	When I teach in person, I feel supported by my local community.	Strongly Agree	29	4.82%
Q23_5	When I teach in person, I feel supported by the Wyoming legislators.	Strongly Disagree	264	44.15%
Q23_5	When I teach in person, I feel supported by the Wyoming legislators.	Disagree	227	37.96%

Question	Description	Response	Count	Percent
Q23_5	When I teach in person, I feel supported by the Wyoming legislators.	Agree	95	15.89%
Q23_5	When I teach in person, I feel supported by the Wyoming legislators.	Strongly Agree	12	2.01%
Q23_6	When I teach in person, I feel supported by the Wyoming governor.	Strongly Disagree	175	29.51%
Q23_6	When I teach in person, I feel supported by the Wyoming governor.	Disagree	239	40.30%
Q23_6	When I teach in person, I feel supported by the Wyoming governor.	Agree	162	27.32%
Q23_6	When I teach in person, I feel supported by the Wyoming governor.	Strongly Agree	17	2.87%
Q23_7	When I teach in person, I feel supported by the Wyoming Department of Education.	Strongly Disagree	112	18.73%
Q23_7	When I teach in person, I feel supported by the Wyoming Department of Education.	Disagree	199	33.28%
Q23_7	When I teach in person, I feel supported by the Wyoming Department of Education.	Agree	247	41.30%
Q23_7	When I teach in person, I feel supported by the Wyoming Department of Education.	Strongly Agree	40	6.69%
Q23_8	When I teach in person, I feel supported by my school leadership.	Strongly Disagree	117	19.37%
Q23_8	When I teach in person, I feel supported by my school leadership.	Disagree	139	23.01%
Q23_8	When I teach in person, I feel supported by my school leadership.	Agree	245	40.56%
Q23_8	When I teach in person, I feel supported by my school leadership.	Strongly Agree	103	17.05%
Q23_9	When I teach in person, I feel supported by my district leadership.	Strongly Disagree	195	32.28%
Q23_9	When I teach in person, I feel supported by my district leadership.	Disagree	190	31.46%
Q23_9	When I teach in person, I feel supported by my district leadership.	Agree	180	29.80%
Q23_9	When I teach in person, I feel supported by my district leadership.	Strongly Agree	39	6.46%
Q23_10	When I teach in person, I feel supported by my local school board.	Strongly Disagree	193	32.06%
Q23_10	When I teach in person, I feel supported by my local school board.	Disagree	211	35.05%
Q23_10	When I teach in person, I feel supported by my local school board.	Agree	161	26.74%
Q23_10	When I teach in person, I feel supported by my local school board.	Strongly Agree	37	6.15%
Q24_1	When I teach online, I feel supported by students.	Strongly Disagree	123	27.58%
Q24_1	When I teach online, I feel supported by students.	Disagree	187	41.93%
Q24_1	When I teach online, I feel supported by students.	Agree	127	28.48%
Q24_1	When I teach online, I feel supported by students.	Strongly Agree	9	2.02%
Q24_2	When I teach online, I feel supported by my students' parents.	Strongly Disagree	132	29.86%
Q24_2	When I teach online, I feel supported by my students' parents.	Disagree	197	44.57%

Question	Description	Response	Count	Percent
Q24_2	When I teach online, I feel supported by my students' parents.	Agree	103	23.30%
Q24_2	When I teach online, I feel supported by my students' parents.	Strongly Agree	10	2.26%
Q24_3	When I teach online, I feel supported by my colleagues.	Strongly Disagree	46	10.43%
Q24_3	When I teach online, I feel supported by my colleagues.	Disagree	104	23.58%
Q24_3	When I teach online, I feel supported by my colleagues.	Agree	237	53.74%
Q24_3	When I teach online, I feel supported by my colleagues.	Strongly Agree	54	12.24%
Q24_4	When I teach online, I feel supported by my local community.	Strongly Disagree	126	28.77%
Q24_4	When I teach online, I feel supported by my local community.	Disagree	224	51.14%
Q24_4	When I teach online, I feel supported by my local community.	Agree	82	18.72%
Q24_4	When I teach online, I feel supported by my local community.	Strongly Agree	6	1.37%
Q24_5	When I teach online, I feel supported by the Wyoming legislators.	Strongly Disagree	201	46.31%
Q24_5	When I teach online, I feel supported by the Wyoming legislators.	Disagree	187	43.09%
Q24_5	When I teach online, I feel supported by the Wyoming legislators.	Agree	42	9.68%
Q24_5	When I teach online, I feel supported by the Wyoming legislators.	Strongly Agree	4	0.92%
Q24_6	When I teach online, I feel supported by the Wyoming governor.	Strongly Disagree	163	38.00%
Q24_6	When I teach online, I feel supported by the Wyoming governor.	Disagree	196	45.69%
Q24_6	When I teach online, I feel supported by the Wyoming governor.	Agree	68	15.85%
Q24_6	When I teach online, I feel supported by the Wyoming governor.	Strongly Agree	2	0.47%
Q24_7	When I teach online, I feel supported by the Wyoming Department of Education.	Strongly Disagree	128	29.56%
Q24_7	When I teach online, I feel supported by the Wyoming Department of Education.	Disagree	185	42.73%
Q24_7	When I teach online, I feel supported by the Wyoming Department of Education.	Agree	109	25.17%
Q24_7	When I teach online, I feel supported by the Wyoming Department of Education.	Strongly Agree	11	2.54%
Q24_8	When I teach online, I feel supported by my school leadership.	Strongly Disagree	122	28.05%
Q24_8	When I teach online, I feel supported by my school leadership.	Disagree	110	25.29%
Q24_8	When I teach online, I feel supported by my school leadership.	Agree	162	37.24%
Q24_8	When I teach online, I feel supported by my school leadership.	Strongly Agree	41	9.43%
Q24_9	When I teach online, I feel supported by my district leadership.	Strongly Disagree	154	35.32%
Q24_9	When I teach online, I feel supported by my district leadership.	Disagree	158	36.24%
Q24_9	When I teach online, I feel supported by my district leadership.	Agree	109	25.00%
Q24_9	When I teach online, I feel supported by my district leadership.	Strongly Agree	15	3.44%

Question	Description	Response	Count	Percent
Q24_10	When I teach online, I feel supported by my local school board.	Strongly Disagree	163	37.56%
Q24_10	When I teach online, I feel supported by my local school board.	Disagree	166	38.25%
Q24_10	When I teach online, I feel supported by my local school board.	Agree	97	22.35%
Q24_10	When I teach online, I feel supported by my local school board.	Strongly Agree	8	1.84%
Q25	The level of support I get makes me think about quitting teaching.	Strongly Disagree	39	6.53%
Q25	The level of support I get makes me think about quitting teaching.	Disagree	124	20.77%
Q25	The level of support I get makes me think about quitting teaching.	Agree	264	44.22%
Q25	The level of support I get makes me think about quitting teaching.	Strongly Agree	170	28.48%
Q27_1	In person, my students are generally on task during classroom time.	Strongly Disagree	29	4.91%
Q27_1	In person, my students are generally on task during classroom time.	Disagree	126	21.32%
Q27_1	In person, my students are generally on task during classroom time.	Agree	364	61.59%
Q27_1	In person, my students are generally on task during classroom time.	Strongly Agree	72	12.18%
Q27_2	In person, my students listen to me when I'm talking.	Strongly Disagree	24	4.07%
Q27_2	In person, my students listen to me when I'm talking.	Disagree	128	21.73%
Q27_2	In person, my students listen to me when I'm talking.	Agree	374	63.50%
Q27_2	In person, my students listen to me when I'm talking.	Strongly Agree	63	10.70%
Q27_3	In person, my students follow directions.	Strongly Disagree	17	2.88%
Q27_3	In person, my students follow directions.	Disagree	138	23.39%
Q27_3	In person, my students follow directions.	Agree	379	64.24%
Q27_3	In person, my students follow directions.	Strongly Agree	56	9.49%
Q27_4	In person, my students work well in groups.	Strongly Disagree	47	7.99%
Q27_4	In person, my students work well in groups.	Disagree	179	30.44%
Q27_4	In person, my students work well in groups.	Agree	314	53.40%
Q27_4	In person, my students work well in groups.	Strongly Agree	48	8.16%
Q27_5	In person, my students complete their assignments in a timely manner.	Strongly Disagree	64	10.88%
Q27_5	In person, my students complete their assignments in a timely manner.	Disagree	210	35.71%
Q27_5	In person, my students complete their assignments in a timely manner.	Agree	283	48.13%
Q27_5	In person, my students complete their assignments in a timely manner.	Strongly Agree	31	5.27%
Q27_6	In person, feel like I develop positive relationships with students.	Strongly Disagree	3	0.51%

Question	Description	Response	Count	Percent
Q27_6	In person, feel like I develop positive relationships with students.	Disagree	10	1.69%
Q27_6	In person, feel like I develop positive relationships with students.	Agree	275	46.53%
Q27_6	In person, feel like I develop positive relationships with students.	Strongly Agree	303	51.27%
Q27_7	In person, my students display disruptive behavior.	Strongly Disagree	38	6.45%
Q27_7	In person, my students display disruptive behavior.	Disagree	190	32.26%
Q27_7	In person, my students display disruptive behavior.	Agree	278	47.20%
Q27_7	In person, my students display disruptive behavior.	Strongly Agree	83	14.09%
Q27_8	In person, I am able to connect my students with necessary support services.	Strongly Disagree	19	3.24%
Q27_8	In person, I am able to connect my students with necessary support services.	Disagree	112	19.08%
Q27_8	In person, I am able to connect my students with necessary support services.	Agree	351	59.80%
Q27_8	In person, I am able to connect my students with necessary support services.	Strongly Agree	105	17.89%
Q28_1	Online, my students are generally on task during online time.	Strongly Disagree	140	33.41%
Q28_1	Online, my students are generally on task during online time.	Disagree	205	48.93%
Q28_1	Online, my students are generally on task during online time.	Agree	70	16.71%
Q28_1	Online, my students are generally on task during online time.	Strongly Agree	4	0.95%
Q28_2	Online, my students listen to me when I'm talking.	Strongly Disagree	106	25.60%
Q28_2	Online, my students listen to me when I'm talking.	Disagree	188	45.41%
Q28_2	Online, my students listen to me when I'm talking.	Agree	117	28.26%
Q28_2	Online, my students listen to me when I'm talking.	Strongly Agree	3	0.72%
Q28_3	Online, my students follow directions.	Strongly Disagree	104	25.18%
Q28_3	Online, my students follow directions.	Disagree	194	46.97%
Q28_3	Online, my students follow directions.	Agree	111	26.88%
Q28_3	Online, my students follow directions.	Strongly Agree	4	0.97%
Q28_4	Online, my students work well in groups.	Strongly Disagree	157	39.15%
Q28_4	Online, my students work well in groups.	Disagree	197	49.13%
Q28_4	Online, my students work well in groups.	Agree	43	10.72%
Q28_4	Online, my students work well in groups.	Strongly Agree	4	1.00%
Q28_5	Online, my students complete their assignments in a timely manner.	Strongly Disagree	152	37.16%
Q28_5	Online, my students complete their assignments in a timely manner.	Disagree	193	47.19%
Q28_5	Online, my students complete their assignments in a timely manner.	Agree	64	15.65%

Question	Description	Response	Count	Percent
Q28_5	Online, my students complete their assignments in a timely manner.	Strongly Agree	0	NA
Q28_6	Online, feel like I develop positive relationships with students.	Strongly Disagree	106	25.67%
Q28_6	Online, feel like I develop positive relationships with students.	Disagree	175	42.37%
Q28_6	Online, feel like I develop positive relationships with students.	Agree	120	29.06%
Q28_6	Online, feel like I develop positive relationships with students.	Strongly Agree	12	2.91%
Q28_7	Online, my students display disruptive behavior.	Strongly Disagree	49	12.01%
Q28_7	Online, my students display disruptive behavior.	Disagree	164	40.20%
Q28_7	Online, my students display disruptive behavior.	Agree	160	39.22%
Q28_7	Online, my students display disruptive behavior.	Strongly Agree	35	8.58%
Q28_8	Online, I am able to connect my students with necessary support services.	Strongly Disagree	113	27.49%
Q28_8	Online, I am able to connect my students with necessary support services.	Disagree	228	55.47%
Q28_8	Online, I am able to connect my students with necessary support services.	Agree	63	15.33%
Q28_8	Online, I am able to connect my students with necessary support services.	Strongly Agree	7	1.70%
Q29	My students' conduct makes me think about quitting teaching.	Strongly Disagree	66	11.50%
Q29	My students' conduct makes me think about quitting teaching.	Disagree	199	34.67%
Q29	My students' conduct makes me think about quitting teaching.	Agree	231	40.24%
Q29	My students' conduct makes me think about quitting teaching.	Strongly Agree	78	13.59%
Q30	Has your school implemented social emotional learning (SEL)?	No	113	22.51%
Q30	Has your school implemented social emotional learning (SEL)?	Yes	389	77.49%
Q32_1	The expectations around technology use have increased due to COVID.	Strongly Disagree	14	2.40%
Q32_1	The expectations around technology use have increased due to COVID.	Disagree	34	5.82%
Q32_1	The expectations around technology use have increased due to COVID.	Agree	199	34.08%
Q32_1	The expectations around technology use have increased due to COVID.	Strongly Agree	337	57.71%
Q32_2	I have had adequate training in the use of new technologies since COVID	Strongly Disagree	101	17.26%
Q32_2	I have had adequate training in the use of new technologies since COVID	Disagree	191	32.65%
Q32_2	I have had adequate training in the use of new technologies since COVID	Agree	241	41.20%
Q32_2	I have had adequate training in the use of new technologies since COVID	Strongly Agree	52	8.89%
Q32_3	Additional technology has improved student learning in my classroom.	Strongly Disagree	76	13.17%
Q32_3	Additional technology has improved student learning in my classroom.	Disagree	233	40.38%

Question	Description	Response	Count	Percent
Q32_3	Additional technology has improved student learning in my classroom.	Agree	237	41.07%
Q32_3	Additional technology has improved student learning in my classroom.	Strongly Agree	31	5.37%
Q32_4	I have adequate time to incorporate technology meaningfully in my practice.	Strongly Disagree	141	24.19%
Q32_4	I have adequate time to incorporate technology meaningfully in my practice.	Disagree	276	47.34%
Q32_4	I have adequate time to incorporate technology meaningfully in my practice.	Agree	141	24.19%
Q32_4	I have adequate time to incorporate technology meaningfully in my practice.	Strongly Agree	25	4.29%
Q32_5	I have adequate time to learn new technology.	Strongly Disagree	200	34.31%
Q32_5	I have adequate time to learn new technology.	Disagree	297	50.94%
Q32_5	I have adequate time to learn new technology.	Agree	73	12.52%
Q32_5	I have adequate time to learn new technology.	Strongly Agree	13	2.23%
Q32_6	All of my students are able to use the technology equitably.	Strongly Disagree	108	18.59%
Q32_6	All of my students are able to use the technology equitably.	Disagree	205	35.28%
Q32_6	All of my students are able to use the technology equitably.	Agree	241	41.48%
Q32_6	All of my students are able to use the technology equitably.	Strongly Agree	27	4.65%
Q32_7	Technological demands make me think about quitting teaching.	Strongly Disagree	132	22.84%
Q32_7	Technological demands make me think about quitting teaching.	Disagree	273	47.23%
Q32_7	Technological demands make me think about quitting teaching.	Agree	121	20.93%
Q32_7	Technological demands make me think about quitting teaching.	Strongly Agree	52	9.00%
Q37	If you were assaulted or harassed did you report it?	Strongly Disagree	226	53.30%
Q37	If you were assaulted or harassed did you report it?	Disagree	175	41.27%
Q37	If you were assaulted or harassed did you report it?	Agree	23	5.42%
Q37	If you were assaulted or harassed did you report it?	Strongly Agree	0	NA
Q38	If I was assaulted or harassed as a teacher, I feel my leadership handled it well.	Strongly Disagree	101	26.58%
Q38	If I was assaulted or harassed as a teacher, I feel my leadership handled it well.	Disagree	114	30.00%
Q38	If I was assaulted or harassed as a teacher, I feel my leadership handled it well.	Agree	136	35.79%
Q38	If I was assaulted or harassed as a teacher, I feel my leadership handled it well.	Strongly Agree	29	7.63%
Q39	Assault or harassment related to me or my school makes me think about leaving teaching.	Strongly Disagree	42	9.15%
Q39	Assault or harassment related to me or my school makes me think about leaving teaching.	Disagree	98	21.35%
Q39	Assault or harassment related to me or my school makes me think about leaving teaching.	Agree	202	44.01%

Question	Description	Response	Count	Percent
Q39	Assault or harassment related to me or my school makes me think about leaving teaching.	Strongly Agree	117	25.49%
Q41_1	We assess students more than we need to.	Strongly Disagree	21	3.81%
Q41_1	We assess students more than we need to.	Disagree	57	10.34%
Q41_1	We assess students more than we need to.	Agree	191	34.66%
Q41_1	We assess students more than we need to.	Strongly Agree	282	51.18%
Q41_2	If we assessed students less, I'd enjoy my teaching job more.	Strongly Disagree	10	1.83%
Q41_2	If we assessed students less, I'd enjoy my teaching job more.	Disagree	103	18.83%
Q41_2	If we assessed students less, I'd enjoy my teaching job more.	Agree	247	45.16%
Q41_2	If we assessed students less, I'd enjoy my teaching job more.	Strongly Agree	187	34.19%
Q41_3	Student assessment makes me think about leaving the teaching profession.	Strongly Disagree	55	10.04%
Q41_3	Student assessment makes me think about leaving the teaching profession.	Disagree	216	39.42%
Q41_3	Student assessment makes me think about leaving the teaching profession.	Agree	173	31.57%
Q41_3	Student assessment makes me think about leaving the teaching profession.	Strongly Agree	104	18.98%
Q41_4	All of our assessments are useful for helping students.	Strongly Disagree	205	37.14%
Q41_4	All of our assessments are useful for helping students.	Disagree	283	51.27%
Q41_4	All of our assessments are useful for helping students.	Agree	61	11.05%
Q41_4	All of our assessments are useful for helping students.	Strongly Agree	3	0.54%
Q41_5	My school sticks with initiatives until they are successfully implemented.	Strongly Disagree	156	28.47%
Q41_5	My school sticks with initiatives until they are successfully implemented.	Disagree	263	47.99%
Q41_5	My school sticks with initiatives until they are successfully implemented.	Agree	118	21.53%
Q41_5	My school sticks with initiatives until they are successfully implemented.	Strongly Agree	11	2.01%
Q41_6	We have a manageable amount of initiatives at my school.	Strongly Disagree	141	25.82%
Q41_6	We have a manageable amount of initiatives at my school.	Disagree	245	44.87%
Q41_6	We have a manageable amount of initiatives at my school.	Agree	152	27.84%
Q41_6	We have a manageable amount of initiatives at my school.	Strongly Agree	8	1.47%
Q41_7	My school's initiatives are useful to student learning.	Strongly Disagree	86	15.84%
Q41_7	My school's initiatives are useful to student learning.	Disagree	246	45.30%
Q41_7	My school's initiatives are useful to student learning.	Agree	198	36.46%
Q41_7	My school's initiatives are useful to student learning.	Strongly Agree	13	2.39%
Q41_8	I wish we had less initiatives.	Strongly Disagree	13	2.42%

Question	Description	Response	Count	Percent
Q41_8	I wish we had less initiatives.	Disagree	76	14.15%
Q41_8	I wish we had less initiatives.	Agree	259	48.23%
Q41_8	I wish we had less initiatives.	Strongly Agree	189	35.20%
Q41_9	We are not very good at following through with initiatives.	Strongly Disagree	26	4.79%
Q41_9	We are not very good at following through with initiatives.	Disagree	123	22.65%
Q41_9	We are not very good at following through with initiatives.	Agree	256	47.15%
Q41_9	We are not very good at following through with initiatives.	Strongly Agree	138	25.41%
Q41_10	My school's initiatives make me think about quitting the teaching profession.	Strongly Disagree	67	12.36%
Q41_10	My school's initiatives make me think about quitting the teaching profession.	Disagree	222	40.96%
Q41_10	My school's initiatives make me think about quitting the teaching profession.	Agree	178	32.84%
Q41_10	My school's initiatives make me think about quitting the teaching profession.	Strongly Agree	75	13.84%
Q44_1	In-person, I am able to motivate students who show low interest in school.	Strongly Disagree	19	3.58%
Q44_1	In-person, I am able to motivate students who show low interest in school.	Disagree	89	16.79%
Q44_1	In-person, I am able to motivate students who show low interest in school.	Agree	327	61.70%
Q44_1	In-person, I am able to motivate students who show low interest in school.	Strongly Agree	95	17.92%
Q44_2	In-person, I am able to get students to believe they can do well in school.	Strongly Disagree	3	0.57%
Q44_2	In-person, I am able to get students to believe they can do well in school.	Disagree	62	11.72%
Q44_2	In-person, I am able to get students to believe they can do well in school.	Agree	349	65.97%
Q44_2	In-person, I am able to get students to believe they can do well in school.	Strongly Agree	115	21.74%
Q44_3	In-person, I am able to help my students value their learning.	Strongly Disagree	9	1.70%
Q44_3	In-person, I am able to help my students value their learning.	Disagree	93	17.55%
Q44_3	In-person, I am able to help my students value their learning.	Agree	320	60.38%
Q44_3	In-person, I am able to help my students value their learning.	Strongly Agree	108	20.38%
Q44_4	In-person, I am able to assist families in helping their children do well in school.	Strongly Disagree	18	3.45%
Q44_4	In-person, I am able to assist families in helping their children do well in school.	Disagree	108	20.69%
Q44_4	In-person, I am able to assist families in helping their children do well in school.	Agree	323	61.88%
Q44_4	In-person, I am able to assist families in helping their children do well in school.	Strongly Agree	73	13.98%
Q45_1	I am able to motivate students who show low interest in school.	Strongly Disagree	138	35.94%
Q45_1	I am able to motivate students who show low interest in school.	Disagree	199	51.82%

Question	Description	Response	Count	Percent
Q45_1	I am able to motivate students who show low interest in school.	Agree	41	10.68%
Q45_1	I am able to motivate students who show low interest in school.	Strongly Agree	6	1.56%
Q45_2	Online, I am able to get students to believe they can do well in school.	Strongly Disagree	111	28.98%
Q45_2	Online, I am able to get students to believe they can do well in school.	Disagree	199	51.96%
Q45_2	Online, I am able to get students to believe they can do well in school.	Agree	67	17.49%
Q45_2	Online, I am able to get students to believe they can do well in school.	Strongly Agree	6	1.57%
Q45_3	Online, I am able to help my students value their learning.	Strongly Disagree	114	29.84%
Q45_3	Online, I am able to help my students value their learning.	Disagree	202	52.88%
Q45_3	Online, I am able to help my students value their learning.	Agree	60	15.71%
Q45_3	Online, I am able to help my students value their learning.	Strongly Agree	6	1.57%
Q45_4	Online, I am able to assist families in helping their children do well in school.	Strongly Disagree	115	30.18%
Q45_4	Online, I am able to assist families in helping their children do well in school.	Disagree	189	49.61%
Q45_4	Online, I am able to assist families in helping their children do well in school.	Agree	70	18.37%
Q45_4	Online, I am able to assist families in helping their children do well in school.	Strongly Agree	7	1.84%