



# COMMONWEALTH of VIRGINIA

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January 5, 2026

The Honorable L. Louise Lucas, Chair  
Senate Finance and Appropriations  
Committee  
General Assembly Building, Room 1404  
201 North 9th Street  
Richmond, Virginia 23219

The Honorable Luke E. Torian, Chair  
Chair, House Appropriations Committee  
General Assembly Building, Room 1223  
201 North 9<sup>th</sup> Street  
Richmond, Virginia 23219

The Honorable Barbara A. Favola, Chair  
Senate Education and Health Committee  
General Assembly Building, Room 509  
201 North 9th Street  
Richmond, Virginia 23219

The Honorable Sam Rasoul, Chair  
House Education Committee  
General Assembly Building, Room 910  
201 North 9th Street  
Richmond, Virginia 23219

Dear Chairs Lucas, Torian, Favola, and Rasoul:

I am pleased to submit the enclosed report on the 2025 Virginia School Survey on Climate and Working Conditions, as required by [Item 123.G](#), (Chapter 725, 2025 Acts of Assembly). The Appropriation Act provides that the “survey may include questions regarding school leadership, teacher leadership, teacher autonomy, demands on teachers’ time, student conduct management, professional development, instructional practices and support, new teacher support, community engagement and support, and facilities and other resources.”

The Virginia Department of Education in collaboration with the Virginia Department of Criminal Justice Services surveyed licensed Pre-Kindergarten through grade 8 classroom instructors and staff on their perceptions of school climate and working conditions. This report summarizes statewide findings on teacher perceptions of the learning environment, professional support, their relationships with students, and school leadership.

If you require additional information, please contact Tiara Booker-Dwyer, Deputy Superintendent of Student Outcomes and School Quality, at 804-987-9164 or [tiara.booker-dwyer@doe.virginia.gov](mailto:tiara.booker-dwyer@doe.virginia.gov).

Sincerely,

A handwritten signature in black ink, appearing to read "Emily Anne Gullickson". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Emily Anne Gullickson, M.Ed. J.D.  
Superintendent of Public Instruction

EAG/IL/tbd

Enclosure

CC: The Honorable Aimee Rogstad Guidera,  
Virginia Secretary of Education

# **REPORT ON THE 2025 VIRGINIA SCHOOL SURVEY OF CLIMATE AND WORKING CONDITIONS**

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**Summary of State-level Results for Virginia Public Elementary & Middle Schools**

**Item 123.G, (Chapter 725, 2025 Acts of Assembly)**



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## EXECUTIVE SUMMARY

The 2025 Virginia School Survey of Climate and Working Conditions provides a statewide perspective on the experiences of educators in elementary and middle schools and offers timely insight into conditions that influence teaching, learning, and school climate across the Commonwealth. From January to February 2025, the Virginia Department of Criminal Justice Services (DCJS) and the Virginia Department of Education (the Department) jointly administered the 2025 Virginia School Survey of Climate and Working Conditions to classroom instructors and staff in Virginia public schools serving grades Pre-Kindergarten through 8. Over 35,700 licensed educators from all 131 school divisions representing more than 1,300 schools responded to the survey.

The Virginia School Survey of Climate and Working Conditions represents the continued partnership that meets DCJS’s legislative mandate to conduct a secondary school climate survey and the Department’s legislative mandate to conduct a working conditions survey of all licensed school personnel. The Virginia School Survey of Climate and Working Conditions alternates annually between surveying elementary/middle and high school classroom teachers. As a result, year-to-year comparisons should only be made between alternating years (e.g., 2023 and 2025), to ensure consistency in the respondent population and the comparability of results.

**The 2025 survey results indicate that teachers reported positive perceptions of overall climate and working conditions.** The data indicated that there was a seven percent increase in teachers who agreed or strongly agreed that overall, their school was a good place to work and learn since 2023 (up from 69.8 percent to 75 percent). The 2025 results showed promising improvement in retention from the 2023 survey. According to the 2025 survey results, there was a nearly six percent increase of teachers who indicated they intended to continue teaching at their current school (from 77.8 percent to 82.5).

The 2025 teacher survey results reflect continued strengths in key areas of school climate and working conditions, with particularly high ratings for collegiality, physical environment, student-adult relationships, rigorous instruction, engaging with families, and school leadership, indicating that teachers perceived their schools as supportive and effective environments for both teaching and learning. Most indicators remained stable or improved compared to 2023 demonstrating a continued positive trajectory in overall school climate and teacher satisfaction.

While the survey findings are largely positive, a few areas emerged where additional support may be needed. Demands on teachers’ time received the lowest average rating, reflecting ongoing concerns about workload and time management. Measures such as teacher respect, professional growth opportunities, and teacher autonomy received relatively lower scores, highlighting opportunities for continued focus on teacher empowerment and professional learning. The responses for these areas have been made available in the [Technical Appendix](#).

Looking ahead, DCJS and the Department will be co-administering the Virginia School Survey of Climate and Working Conditions during the 2025-2026 school year, focusing on school climate and working conditions among high schools serving grades 9 through 12.

## LEGISLATIVE AUTHORITY FOR SURVEY

[Item 123.G, Chapter 725, 2025 Acts of Assembly](#) directs the Department to develop and administer biennially a survey to individuals holding a license from the Department in each public elementary and secondary school. The Department partnered with DCJS to administer the [Virginia School Survey of Climate and Working Conditions](#). Virginia Polytechnic Institute and State University also supported this effort through a DCJS contract for survey administration.

The 2025 Virginia School Survey of Climate and Working Conditions builds upon the successful administration of consolidated survey requirements since 2021. DCJS and the Department administered three versions of the survey during the 2025 administration cycle:

- student survey for students,
- classroom instructors survey for teachers and teachers' aides in elementary and middle schools, and
- staff survey for other licensed professionals and any interested non-licensed staff in elementary and middle schools.

This report shares survey results from elementary and middle school teachers, consistent with the Department's reporting requirements. Student survey results are published separately on the [Virginia Department of Criminal Justice Services website](#). The Virginia School Survey of Climate and Working Conditions offers insight into teachers' perceptions of school leadership, support, instructional practices, professional development, time and resource demands, and the overall teaching and learning environment. The survey is designed to inform reflection rather than evaluation, supporting schools in identifying areas of strength and opportunity at the building level. The 2025 results also provide schools and divisions with valuable information to monitor progress toward a healthy, supportive, and high-performing learning and work environment.

## SURVEY METHODOLOGY

Between January and February 2025, all public schools serving students in Pre-Kindergarten through grade 8 administered the survey to licensed staff members and students. Surveys were completed online using school-specific access codes, which allowed responses to be associated with the correct school while maintaining individual anonymity. The Department provided each school with its access code, and schools were responsible for distributing access codes to survey respondents.

A review copy of the survey for [classroom instructors](#), [staff](#), and [students](#) is available on [the Department's website](#).

### Communication and Outreach

To promote clear communication and effective outreach, DCJS and the Department provided a communications template for schools and divisions to share with teachers. The template explained the purpose of the survey, assured respondents of the anonymity of their responses, and included detailed instructions for accessing the survey.

During the administration period, DCJS maintained an online survey response tracking system that schools and divisions could access to monitor the number of surveys submitted from their school and the response rates in near real-time. Schools aimed for a response rate of at least 80 percent per respondent group. The survey team sent automated email reminders to designated points of contact at key milestones, at the beginning, midpoint, and end of their survey window, to support participation. For schools that had not yet met the 50 percent response rate threshold, the survey team conducted targeted follow-up. These messages included school-specific response rate data, links to the monitoring dashboard, and reminders to re-share the access instructions. These efforts were part of a broader strategy to promote participation and ensure data quality.

### Sample Size

The school sample consisted of over 1,300 schools serving grades Pre-Kindergarten through 8 across all 131 school divisions. Parents were notified at least 30 days ahead of the survey and could opt their child out of the survey if they chose. Virginia public schools serving students in grades Pre-Kindergarten through 8 received instructions that directed them to invite all licensed teachers to complete the survey. Based on the school reports, 35,732 licensed teachers participated in the survey.

### Reporting

A primary objective of the Virginia School Survey of Climate and Working Conditions is to provide timely, actionable data to schools and divisions to inform local improvement efforts following survey completion. To accomplish this objective, the Department in collaboration with DCJS produced and distributed two reports. First, schools and divisions received a Snapshot Report when participation met a minimum thresholds of at least 10 responses and a 50 percent response rate. The Snapshot Report presented the distribution of responses for each survey item and were designed to quickly provide data back to schools in an easy-to-use format. Second,

Division and School Summary Reports were developed to enable broader analysis and comparison. These reports support comparison across schools within a division, as well as against regional and statewide results. The Division and School Summary Reports highlighted key survey questions and aggregate measures of climate and working conditions (e.g., student engagement, relationships among students, teacher leadership and autonomy, and managing student behavior), providing leaders with a concise view of how schools are performing and where there may be opportunities to improve.

## GLOBAL PERCEPTIONS OF SCHOOL CLIMATE AND WORKING CONDITIONS

The Virginia School Survey of Climate and Working Condition posed several questions to teachers to assess global perceptions of school climate and working conditions. Responses to these items reflect teachers’ overall impressions of their school. Table 1 summarizes responses to a sample global climate and working conditions question by respondent type.

**In response to the prompt, “Overall, my school is a good place to work and learn,” 75 percent of teachers agreed or strongly agreed, an increase of 7 percent from 69.8 percent in 2023.**

*Table 1. Global Climate and Working Conditions: Mean Ratings and Percentages of Response Categories*

Global Climate Measure	Year	Mean	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
<i>Overall, my school is a good place to work and learn.</i>	2025	4.9	3.4	2.9	4.4	14.4	42.0	33.0
	2024	4.7	4.1	4.1	5.9	18.4	42.8	24.6
	2023	4.7	4.7	4.3	5.4	18.0	40.7	29.1
	2022	4.5	5.0	5.2	6.5	19.6	41.4	22.2
	2021	5.0	3.6	1.4	2.5	11.3	40.3	40.9

*Note:* Responses are based on a six-item scale ranging from “1-Strongly Disagree” to “6-Strongly Agree.” As such, mean responses at 4.50 or above are generally considered to be positive. While multiple years of data are displayed, comparisons should be made between alternating years (2023 and 2025) because the Virginia School Survey alternates between high school and elementary/middle school instructors.



## IMPROVEMENT OVER TIME IN WORKING CONDITIONS FOR TEACHERS

The Virginia School Survey of Climate and Working Conditions included several questions to capture respondents perceived changes over time in working conditions. Overall, one in three teachers (33.6 percent) stated that their working conditions had stayed about the same (see Table 2). Encouragingly, a larger share of teachers indicated that working conditions at their schools had improved (31.2 percent) compared with those who felt they had declined (22.1 percent), suggesting a generally positive trend across schools.

Table 2. Perceived Change in Working Conditions by Teachers: Percentages of Response Categories

Perceived Change Measure	Year	Worse		Same		Better			I Do Not Know
		Much Worse	Worse	Slightly Worse	Same	Slightly Better	Better	Much Better	
Over the last year, working conditions in this school have become...	2025	3.5	7.4	11.2	33.6	8.9	14.3	8.0	13.0
	2024	4.7	9.9	13.6	32.9	10.8	12.1	4.3	12.7
	2023	5.4	10.6	13.1	28.9	8.4	11.6	6.2	15.8
	2022	13.2	21.6	20.0	24.3	7.4	9.2	4.4	-
	2021	4.8	-	13.7	36.2	13.7	-	14.1	17.5

Note: The 2021 administration used an abbreviated scale to measure this which used a six-item scale rather than the seven-item scale used in the subsequent administrations. Additionally, 2023 survey added an eighth response option -“I don’t know“- that was not present in the 2021 and 2022 administrations.

## HIGH RETENTION OF TEACHERS

The Virginia School Survey asked questions about teachers’ intentions to remain at their school or in education. In response to a question about their immediate professional plans, **82.5 percent of surveyed teachers intend to continue working at their current school** (see Table 3) and **90.6 percent of teachers indicated they plan to remain in the teaching profession.**

An additional 3.8 percent reported they would continue working in education but pursue a non-teaching position. Of all respondents, 1.8 percent reported they plan to retire, 3.0 percent said they would leave education to work in a non-education field, and one percent said they would leave education for other reasons.

Table 3. Summary of Immediate Professional Plans Reported by Teachers

Immediate Professional Plans	2025 (%)	2024 (%)	2023 (%)	2022 (%)	2021 (%)
Continue teaching at my current school	82.5	81.9	77.8	76.6	83.6
Continue teaching in this division but leave this school	4.7	3.0	5.3	3.1	3.4
Continue teaching in this state but leave this division	2.5	2.8	3.0	3.5	2.7
Continue teaching in a state other than Virginia	0.9	0.9	1.0	1.1	1.2
Continue working in education but pursue a non-teaching position	3.8	3.8	4.6	4.8	3.2
Leave education to retire	1.8	2.4	2.2	2.9	2.1
Leave education to work in a non-education field	3.0	4.2	5.0	6.7	2.7
Leave education for other reasons	0.8	1.0	1.2	1.3	1.1

## SUMMARY OF SURVEY MEASURES FOR TEACHERS

Teachers from schools serving elementary and middle school students provided their insights into a broad range of topics measured in the teacher school climate survey. Table 4 shows each measure reflects a distinct aspect of teachers’ experiences and perceptions within their school environment. The descriptions outlined below define how each measure was represented in the survey items, offering context for interpreting the results that follow.

Table 4. Key Measures and Descriptions in the School Climate Survey

Measures	Descriptions
Teacher Autonomy	The teacher’s perceptions on freedom and professional discretion in instruction, planning and assessment.
Respect	Whether teachers’ decisions feel valued, respected in their position, and whether they see policies improving at their school.
Demand on Teacher’s Time	Whether teachers have the necessary planning and instructional time built into their day.
Teacher Collegiality	The extent to which teachers trust, respect, and support their coworkers.
Physical Environment	The adequacy of the school classrooms and facilities.
Student Engagement	How involved, applied, and interested students were in their classes.
Relationships among Students	The quality of peer relationships, including care,

Measures	Descriptions
	respect, and positive interaction among students.
Relationships between Students and Adults	The respect, care, and communication between students and teachers.
Rigorous Instruction	How teaching encouraged critical thinking, reasoning, and diverse perspectives.
Professional Growth Opportunities	The availability and quality of professional development and support.
Managing Student Behavior	The effectiveness and consistency of behavior policies and procedures.
Engaging with Families	Efforts to build positive partnerships between teachers and the students' families.
School Leadership	Perceptions of the school administration's communication, assessment, and support for teachers' performance.

Table 5 summarizes teachers' average responses across the key measures. **Nine of the thirteen measures in 2025 received average responses near or above the positive benchmark of 4.5, indicating generally favorable perceptions of school climate and working conditions.** *Teacher Collegiality* (4.9), *Physical Environment* (4.9), *Student Engagement* (4.6), *Relationship among Students* (4.5), *Relationships between Students and Adults* (5.1), *Rigorous Instruction* (4.9), *Managing Student behavior* (4.5), *Engaging with Families* (4.9), and *School Leadership* (4.9) all scored at or above the 4.5 threshold. **These areas reflect strong relational and instructional environments as perceived by teachers.**

Again, it is important to compare 2025 data to 2023, as the survey was administered to elementary and middle school teachers in the odd-numbered years. There were minimal differences between the 2025 and 2023 administrations.

Measures related to *Physical Environment*, *Relationships among Students*, and *Managing Student Behavior* also showed slight gains, reflecting ongoing strength in school climate and peer relationships. **The largest improvement was observed in *Demand on Teacher's Time* (up from 3.4 to 3.6), suggesting that teachers felt a more manageable workload in 2025.** However, with the mean response of 3.6, this measure remained the lowest overall, indicating that time demands continue to be a key area of concern. Slightly less positive perceptions and modest declines were also found in the areas of *Teacher Autonomy* (from 4.8 to 4.4), *Respect* (from 4.3 to 4.2), and *Professional Growth Opportunities* (from 4.3 to 4.2), indicating potential opportunities for continued support in teacher decision-making and development. Response percentages for Teacher Autonomy, Respect, Professional Growth Opportunities, and Demands on Teachers Time have been made available in the [Technical Appendix](#).

Table 5. Summary of Teachers’ Mean Response by Survey Measure Overall

Measure	2025	2024	2023	2022	2021
Teacher Autonomy	4.4	5.0	4.8	4.9	4.7
Respect	4.2	4.2	4.3	3.9	4.1
Demand on Teacher’s Time	3.6	3.9	3.4	4.1	4.0
Teacher Collegiality	4.9	4.9	5.0	4.8	NA
Physical Environment	4.9	4.7	4.8	4.7	4.9
Student Engagement	4.6	4.0	4.6	4.0	4.6
Relationships among Students	4.5	4.2	4.4	4.2	4.9
Relationships between Students and Adults	5.1	4.8	5.1	5.0	5.3
Rigorous Instruction	4.9	4.8	5.0	4.7	4.9
Professional Growth Opportunities	4.2	4.2	4.3	3.9	4.4
Managing Student Behavior	4.5	4.2	4.4	4.1	4.7
Engaging with Families	4.9	4.5	4.9	4.5	4.9
School Leadership	4.9	4.7	4.9	4.6	4.9

*Note:* Responses are based on a six-item scale ranging from “1-Strongly Disagree” to “6-Strongly Agree.” As such, mean responses at 4.50 or above are generally considered to be positive.

*Additional Note:* The 2021 Administration did not collect data on Teacher Collegiality.

## NEW TEACHER SUPPORTS

The 2025 survey administration asked teachers in their first three years of teaching whether they received any of four different strategies to support new teachers (Table 6). Respondents were most likely to be formally assigned a mentor (88.1 percent). Fewer had formal time to meet with a mentor (46.6 percent) and had release time to observe other teachers (40.4 percent). Teachers were least likely to have a reduced workload (15.9 percent).

**Compared with 2023, the 2025 survey results show substantial improvements in structured support for new teachers, particularly in mentoring and collaboration opportunities.** The share of teachers who reported being formally assigned a mentor increased markedly – from 64.0 percent in 2023 to 88.1 percent in 2025 – representing a major gain in access to direct mentorship. Similarly, the percentage of teachers indicating they had formal time to meet with their mentor rose from 35.7 percent to 46.6 percent, reflecting stronger support for mentor-mentee engagement. Opportunities for release time to observe other teachers also improved, with 40.4 percent of respondents in 2025 reporting access compared with 35.1 percent in 2023, suggesting greater support for peer learning and professional collaboration.

The only area showing a slight decline was reduced workload, where fewer teachers reported receiving this accommodation (15.9 percent in 2025 compared with 18.1 percent in 2023). This

suggests that while mentoring and professional supports have strengthened, workload adjustments remain less common.

*Table 6. New Teacher Supports Overall*

	2025 (%)	2024 (%)	2023 (%)	2022 (%)	2021 (%)
<b>Formally assigned a mentor</b>					
Yes	88.1	80.8	64.0	87.7	87.8
No	5.7	14.7	24.5	7.1	6.1
Do not know	6.2	4.5	11.4	5.2	6.1
<b>Reduced Workload</b>					
Yes	15.9	13.8	18.1	15.8	14.8
No	62.3	69.1	55.9	64.9	62.4
Do not know	21.8	17.1	26.0	19.3	22.8
<b>Release time to observe other teachers</b>					
Yes	40.4	31.5	35.1	30.9	33.3
No	40.5	56.8	50.0	49.9	43.2
Do not know	19.1	11.7	14.9	19.2	23.5
<b>Formal time to meet with mentor</b>					
Yes	46.6	42.0	35.7	47.6	49.3
No	38.7	49.4	49.9	41.3	36.0
Do not know	14.7	8.6	14.5	11.1	14.7

The 2025 administration also collected information regarding whether elementary and middle school teachers received each working day a lunch break of at least 30 minutes in length that was unencumbered by any teaching or supervisory in accordance with the Va. Code § [22.1-291.1](#). To meet this requirement, teachers were asked to indicate whether they were provided such a break each day. The survey found that 62.4 percent of teachers reported that they were provided an unencumbered break.

## CONCLUSIONS AND NEXT STEPS

Results from the 2025 administration of the Virginia School Survey of Climate and Working Conditions provide a point-in-time estimate of teachers’ perceptions of school climate and working conditions. With participation from 35,732 licensed teachers representing more than 1,300 schools, the survey results offer a meaningful snapshot of current conditions in public schools and highlight areas of both strength and opportunity for improvement.

**Overall, teachers reported broadly positive perceptions of their working environment.** Key strengths include high levels of strong collegial relationships, rigor of instruction, teacher engagement with families, school leadership, and positive relationships between students and

adults. This indicates a strong interpersonal and professional environment in Virginia’s public elementary and middle schools.

Of the teachers who participated in the survey, **82 percent indicated they intended to continue working at their current school.** This was a positive improvement from 2023 and reflects growing stability in Virginia’s teaching workforce.

**New teachers reported markedly stronger support.** Formal mentoring increased substantially, and more teachers had dedicated time to meet with mentors or observe colleagues, pointing significant gains in mentoring and collaborative support for new teachers.

Areas in need of improvement include teacher respect, professional growth opportunities, and teacher autonomy, highlighting the importance of fostering a culture that empowers educators and values their professional empowerment. Also, teachers continued to express concern about the demands on their time, with this mean receiving the lowest average score (3.6). These remain persistent challenges as previous survey administrations have noted. Survey results are intended to inform local conversations about climate and working conditions within schools. Response percentages for Teacher Autonomy, Respect, Professional Growth Opportunities, and Demands on Teachers Time have been made available in the [Technical Appendix](#).

State-level results summarize teachers’ perceptions of their schools across Virginia, while school-level data provides deeper insight into why educators feel as they do and highlights opportunities for improvement. The Department encourages building administrators and division leaders to use local survey results to guide school improvement planning and goal setting. To address statewide concerns around time and workload that surfaced from the survey, the Department will offer training on master schedule development, strategic staffing, and leveraging AI to enhance operational efficiencies and reduce time spent on repetitive or administrative tasks. The Department will continue to use outcomes of the survey to inform supports to school divisions.

## TECHNICAL APPENDIX

### A: Response Percentages

Table 7: Teacher Autonomy Responses

Teacher Autonomy (%)	Mean	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
<i>I am trusted to make sound professional decisions about instruction.</i>	4.7	3.3	5.5	6.7	15.3	40.6	28.7
<i>I am free to be creative in my teaching approach.</i>	4.4	5.0	8.0	9.1	18.3	35.0	24.6
<i>I set the grading and student assessment practices in my classroom.</i>	4.2	5.9	10.4	10.6	19.2	35.0	18.9
<i>I set the grading and student assessment practices in my classroom.</i>	4.1	5.3	11.9	10.6	20.2	35.2	16.9

Table 8: Teacher Respect

Teacher Respect (%)	Mean	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
<i>I contribute to decisions about educational issues at my school.</i>	4.1	5.0	10.7	11.8	27.3	33.6	11.3
<i>My role as an educator is respected.</i>	4.5	4.1	7.0	8.5	17.8	38.8	23.7
<i>Current policies are improving this school.</i>	4.0	6.0	10.8	13.6	26.2	32.3	11.1

Table 9: Demand's On Teacher's Time

<b>Demands on Teacher's Time (%)</b>	<b>Mean</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Slightly Disagree</b>	<b>Slightly Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<i>My scheduled workday includes sufficient planning time.</i>	3.4	17.2	17.7	13.9	17.1	23.8	10.3
<i>My scheduled workday includes sufficient instructional time to meet the needs of my students.</i>	4.1	6.5	11.2	13.1	18.4	36.4	14.4
<i>I spend an unreasonable amount of time per WEEK working (e.g., grading papers, meeting with students) outside of the contracted work hours.</i>	3.1	21.8	19.2	20.4	11.4	18.9	8.4

Table 10: Professional Growth Opportunities

<b>Professional Growth Opportunities (%)</b>	<b>Mean</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Slightly Disagree</b>	<b>Slightly Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<i>I have sufficient resources for my professional development.</i>	4.4	3.2	6.4	10.1	21.9	42.9	15.5
<i>The professional development I receive meets my needs.</i>	4.1	5.4	10.1	13.4	24.2	34.8	12.1



<b>Professional Growth Opportunities (%)</b>	<b>Mean</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Slightly Disagree</b>	<b>Slightly Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<i>Professional development provides ongoing opportunities for me to work with colleagues to refine my practice.</i>	4.2	4.2	8.7	11.7	24.9	37.3	13.3
<i>I receive follow-up after professional development activities to give me additional support.</i>	4.0	4.8	11.2	14.7	24.7	33.1	11.5
<i>Professional development enhances my ability to meet student needs.</i>	4.2	4.7	8.9	12.0	26.2	35.6	12.5