



8th Annual Educator Confidence Report 2022



Message from Jack Lynch



President, Chief Executive Officer, and Director, HMH

Now in its 8th year, HMH's Educator Confidence Report (ECR) continues to give voice to our nation's educators. As we enter what will most likely be known as the "post-pandemic" era, the focus is squarely on recovery for both students and teachers.

This year's findings illustrate first and foremost that educators are struggling with some basic and **immediate needs, which is driving negative sentiment and hindering their ability to support students.**

Needs like improved salary and benefits, support for well-being and adequate funding. These baseline requirements point to ongoing systemic challenges that come as no surprise—but further galvanize us in our work to determine the role technology can and should play in the K-12 classroom. While we know

that this question has no one-size-fits-all answer, the survey also tells us that educators both want and need a classroom that fuses the power of technology with the proven benefit that comes with the social gathering of school communities, what we at HMH call the **high-tech, high-touch classroom.**

As the report's measure of overall confidence, known as the **Educator Confidence Index, now sits at 40 (out of 100)—its lowest in the report's history**—it's clear that focusing on the needs of educators is critical to the outcome of future generations.

Although 3 in 4 educators of the 1,200 who responded from around the country feel negatively about the state of the teaching profession in the U.S., the report reveals three

major themes for achieving success in the future and we have come to think of them as the “3 C’s.” They are **connection, community and customization**. It is a useful framework for understanding the future of learning, what educators need, and how we can support them in that high-tech, high touch classroom that supports learning recovery.

When it comes to technology, educators see strong **connections** between the teacher, student, classroom and home as the top priority. Importantly, survey results showed that educators realize the potential in classroom technology and can visualize how it fits into their workflow. They also need broad support from their **communities** and more consideration for their overall well-being, with 78% of educators stating that their top concern is the mental health of their peers. Educators also believe the future of the classroom is **customized**—for both students and

teachers, with data-driven, personalized edtech solutions making it possible to meet everyone where they are.

Educators agree that learning recovery requires specialized resources to target both academic and emotional needs and that customized learning for every student and tech solutions that connect instruction on one platform have the power to be transformative to education.

As you read the report, the needs of educators and the future they envision for our students is evident. Let us rise to this high-stakes moment when we have the chance to build **the classroom that educators are calling for and students unequivocally need**.

A handwritten signature in black ink that reads "Jack Lynch".

Jack Lynch

“It’s clear that focusing on the needs of educators is critical to the outcome of future generations.”

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Executive Summary

HMH's 8th Annual Educator Confidence Report (ECR) shines a light on how educators feel about the state of education, at a time when learning recovery is at the forefront of everyone's minds. In May and June 2022, we asked over 1,200 educators nationwide about issues that impact them daily, with a focus on technology and what they need right now.

Confidence in the education profession dropped for the second year in a row, with more than 3 in 4 educators feeling somewhat to very negative about the state of the teaching profession in the U.S. today. The pandemic has taken a toll on educators and students, but educators are adapting and moving forward with new changes. Teachers report that the new era of the classroom is a digital-first environment that makes strong connections between the teacher, student, and home; is personalized for all; and is supported by the wider community.





1,201

Educators

(including 1,058 teachers and 143 administrators)



15 Minute Survey

Carried out online via computer and mobile



May 13–June 8

Data was collected over a one-month period



Coast to Coast

Data was weighted to be nationally representative

Educator Confidence Index

and How We Got Here

Educator Confidence Index: A Historic Low

Confidence in the education profession continues to decline and is at its lowest in the report's history.

49.0

2020

42.7

2021

40.0

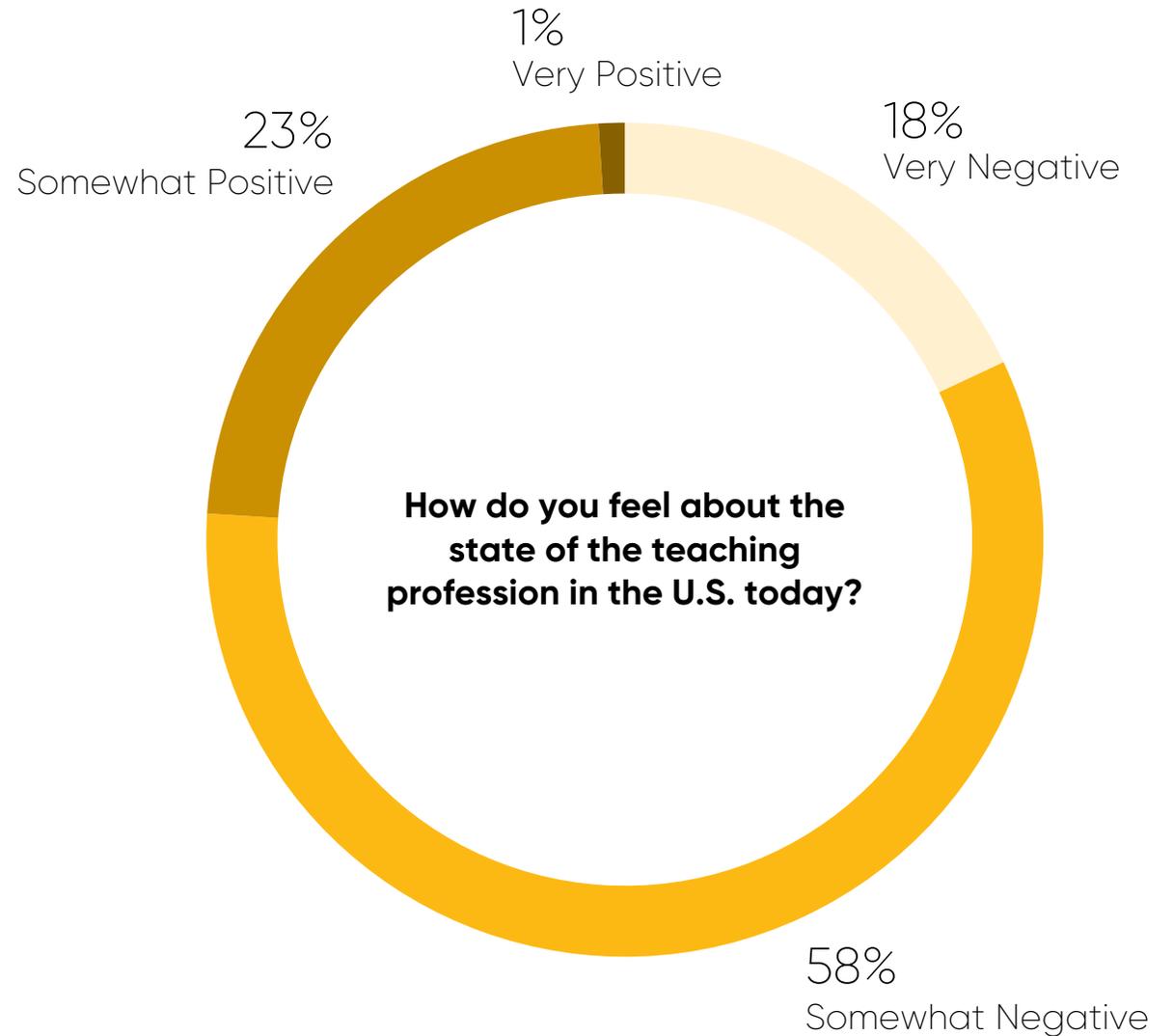
2022

Educators feel negatively about their profession

More than 3 in 4 educators feel somewhat to very negative about the state of the teaching profession in the U.S. today.

Teachers are more likely than administrators to hold a negative perception, with 78% of teachers having negative feelings compared to 66% of administrators.

Overall positivity among educators is down 14% from 2021.



The Great Resignation?

Teacher's confidence is at a historic low, but is a great resignation truly underway in education?



The majority of educators have no plans to leave education

Despite this silver lining, the amount of overall educators (teachers and administrators) who have no interest in leaving is nearly equal to the those who plan to leave in the next five years.

Administrators have slightly more confidence than teachers that they will stay in the education field (37%), while teachers are more open to the possibility of leaving (41% of teachers vs 32% of administrators).

Thinking about the next five years, how would you rate your interest in leaving the education profession to explore other careers?

(among educators overall)

28%

No interest in leaving education

40%

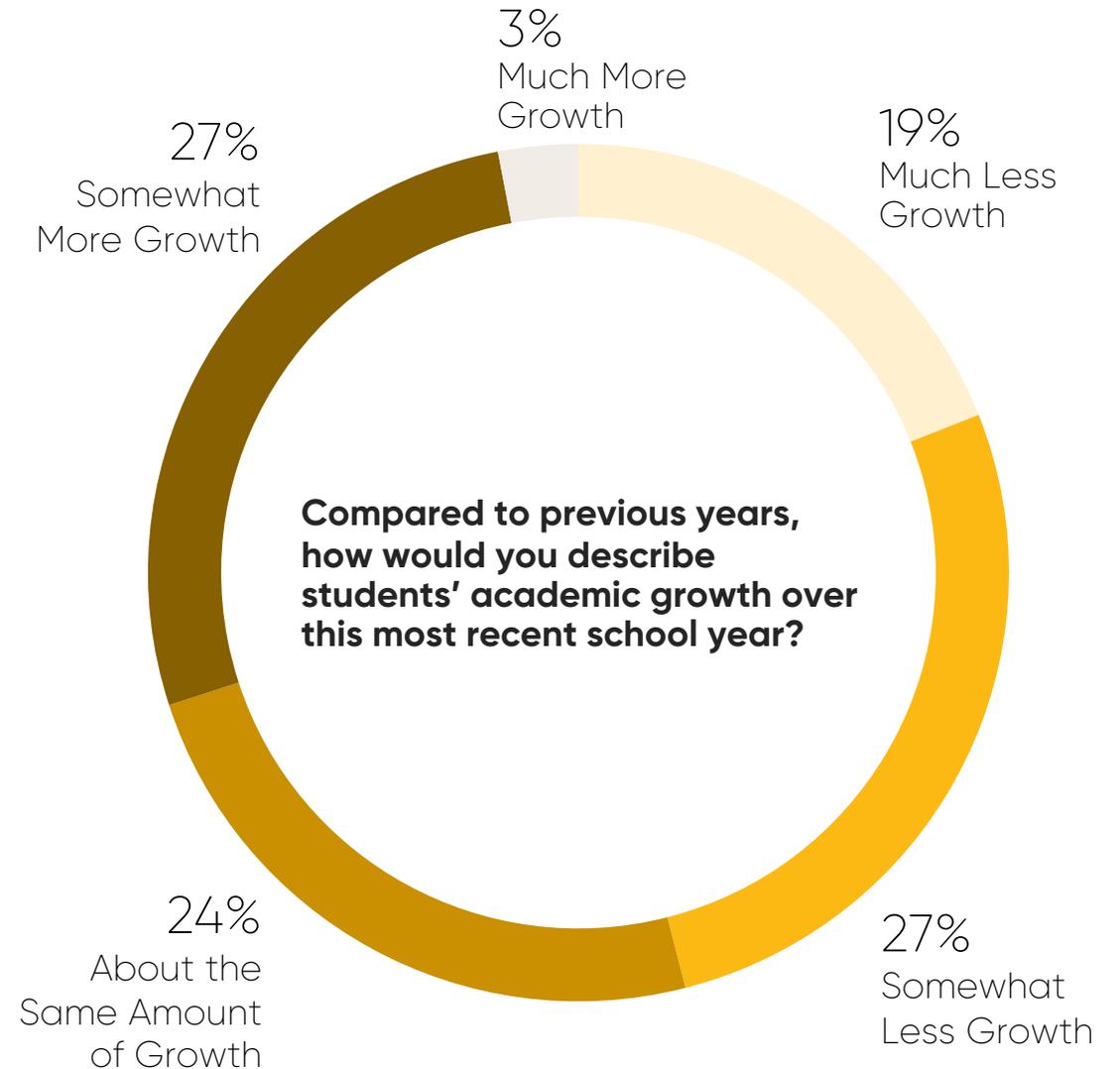
No plans to leave, but haven't ruled it out

32%

Will have left education within the next 5 years

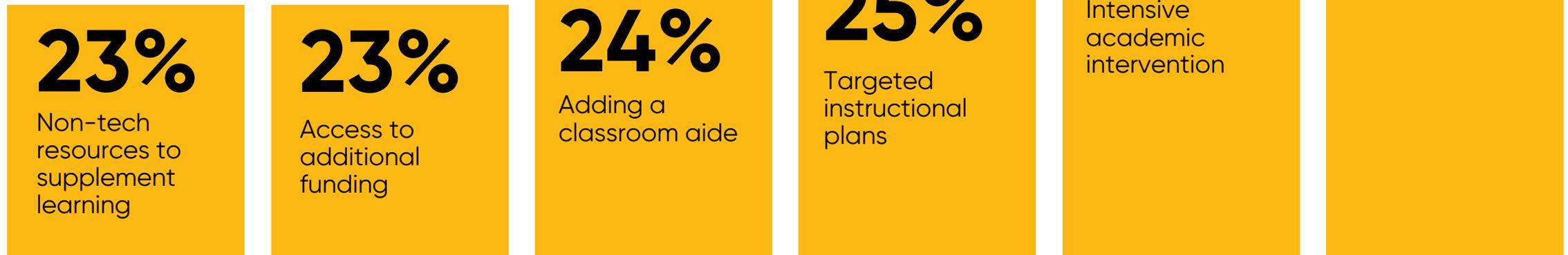
Education Recovery Realities: **Student Growth Didn't Meet Expectations**

Almost half of educators say students showed somewhat less or much less academic growth this year compared to previous years.



Recovery will take time and resources but is still possible if students and teachers get the help they need.

Which of the following measures do you think will be helpful in addressing learning recovery?



This year's report
does more than
identify a well-
known problem.
**It points to
solutions.**



What's Needed

Educator retention hinges on three immediate needs: connection, community, and customization.

Connection

The pandemic has pushed educators to improve on their tech abilities and confidence in using tech in the classroom.

68% of educators report EdTech has become essential to the classroom.

Community

Support, trust, and respect for educators is needed to sustain the profession and educator well-being.

78% of educators say their top concern today is the mental health of their peers.

Customization

Educators see the benefits that tech provides in personalizing the classroom, finding it vital to meet the needs of all learners.

65% of educators say tech solutions that connect instruction—including supplemental work and assessment on one platform—will be transformative to education.





Connection

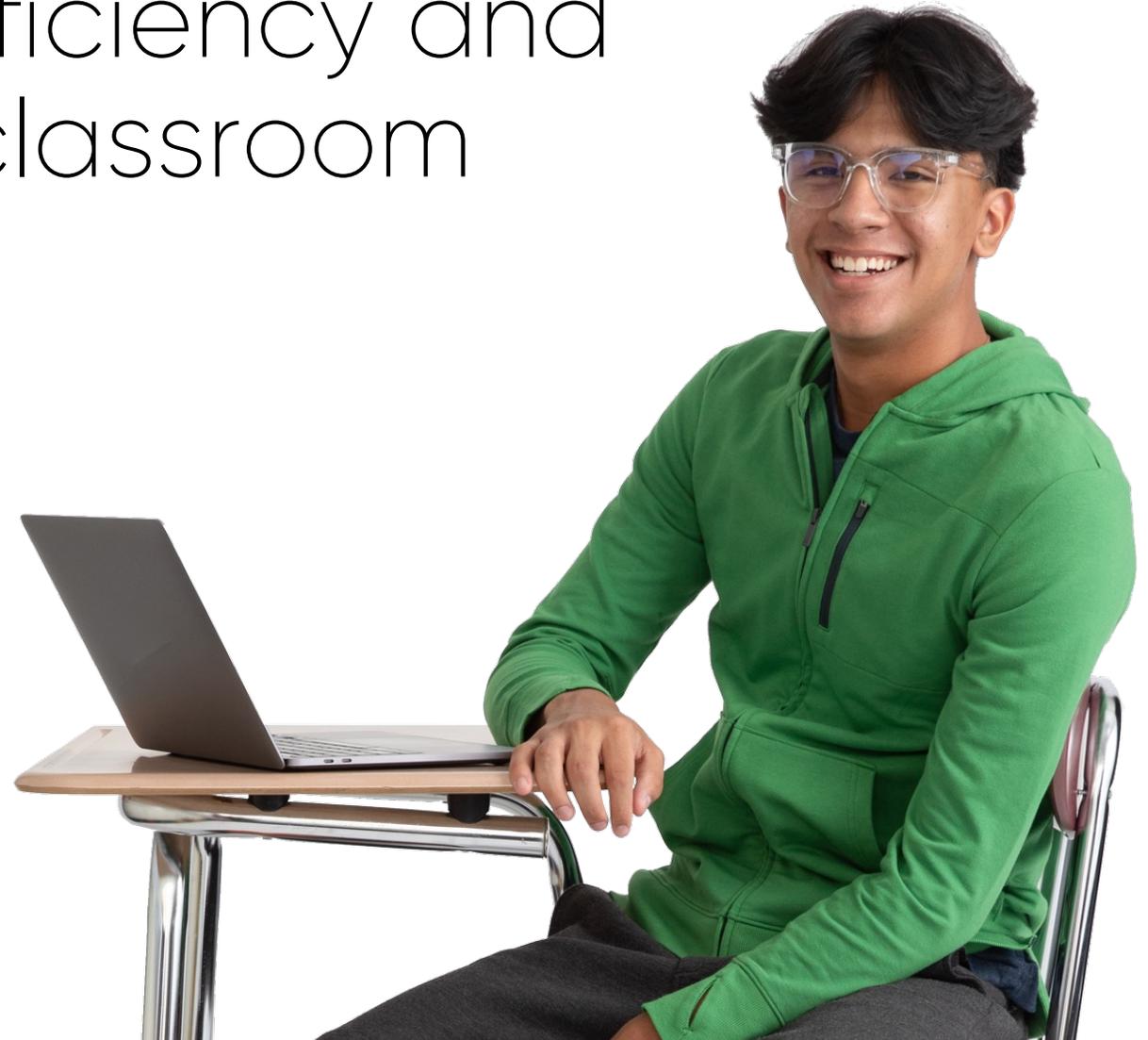
The new era of the classroom is a digital-first environment that makes strong connections between the teacher and student, classroom, and home.

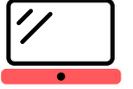


EdTech promotes efficiency and organization in the classroom

Pandemic-era tools that will remain vital to the classroom

1. Tools used to communicate between teachers and parents (63%)
2. Tools that deliver interactive learning opportunities to students (57%)
3. Video conference tools (52%)
4. Online assessments (50%)
5. Interactive white boards (41%)





Overall, educators feel technology is benefitting the educational experience for both themselves and students.

Top 5 Benefits Educators Experience When Using EdTech

1

Improved ability for students to access instructional content anytime/anywhere (53%)

2

Time savings in workflows and processes (45%)

3

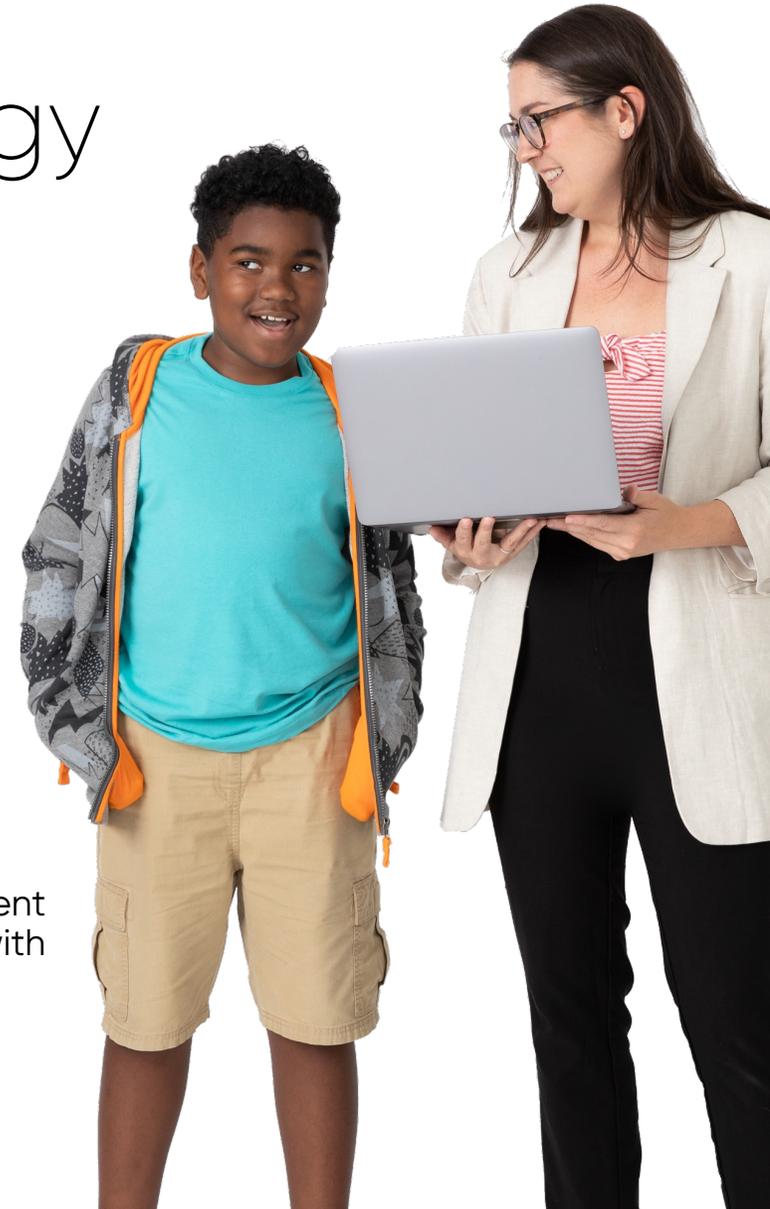
Greater ability to experiment and be innovative in the classroom (42%)

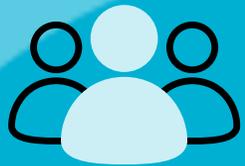
4

Improved ability to deliver differentiated, individualized instruction (39%)

5

Improved student engagement with learning (36%)





Community

Parents, administrators, policymakers, and community members are all needed to support teachers and foster a new generation of educators.



Educator retention hinges on more immediate needs than long-term developments.

Salary and benefits are by far the top way to appeal to new educators, and teachers especially are looking for more support for their well-being and classroom funding.

Immediate Needs

1. Improved salary and benefits
2. Support for educator well-being like mental and physical health
3. Adequate funding for classroom needs like supplies and resources

Long-Term Developments

4. Increased community support and engagement
5. Flexible, high quality, and personalized professional development
6. Access to a cohesive platform for curriculum, intervention, and assessment



Beyond salary, educators need students' caregivers to trust their expertise.

Which of these do you need most from your students' families?

1

Trust in our expertise (40%)

2

Acknowledgement that we are doing our best (23%)

3

Improved lines of communication with caregivers (15%)

4

More caregiver-teacher interaction (10%)



Mental health concerns rise to the top—particularly among fellow educators.

78%

Mental health concerns among fellow educators

71%

Social and emotional needs of students

67%

Mental health concerns among students

41%

Mental health concerns among families





What is most important to educator well-being?

- 1.** More time for myself during the day
- 2.** More personal resources for support
- 3.** More clearly delineated job responsibilities

To prioritize mental health and well-being, educators believe a well-crafted, fully integrated approach to Social and Emotional Learning (SEL) matters.

87%

Believe SEL would have a moderate to significant impact on student achievement





What are positive outcomes for the state of education due to the pandemic?

Educators see a silver lining in more attention being paid to well-being due to the pandemic.



61%

Increased attention being paid to student SEL needs

38%

Learning and implementing new virtual instruction

37%

Increased respect for the role of teachers

35%

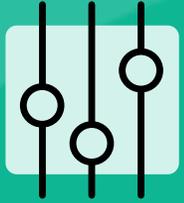
Use of digital platforms/social media to improve student engagement

31%

Increased attention being paid to student inequities

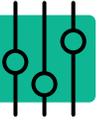
30%

Educators having a greater voice in education issues



Customization

The future of the classroom is personalized for students and teachers, with automated technology supporting differentiated instruction to meet the needs of all students.



Learning recovery is a long-term endeavor that requires specialized resources to target both academic and emotional needs.



Top Measures for Continued Learning Recovery

1

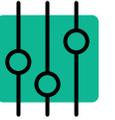
Targeted instructional materials or resources (62%)

2

Supplemental resources (55%)

3

Supporting social and emotional needs of students (52%)



Thinking long-term, educators are excited for more tech that improves teaching workflows and resources to facilitate student learning.

What are you MOST EXCITED to see in the next era of learning?

1

Easy-to-use technology that can be used both in classroom and remotely (63%)

2

Resources to support SEL in the classroom (55%)

3

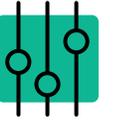
Resources dedicated to solving inequities in education (50%)

Administrators appear more focused than teachers on:

1. Individualized assessments and data-driven insights (+14pp*)
2. Integrated and personalized teaching platforms (+12pp*)

*percentage points





The next era of learning incorporates customized solutions that adapt to every learner's needs.



Which would **MOST TRANSFORM** learning and teaching in the future?

- 1.** Customized learning for every student that zeros in on what a student knows and what they need to learn next (79%)
- 2.** Tech solutions that connect instruction, including supplemental and remediation, and assessment on one platform (65%)
- 3.** Automating activities such as grading, creating, and tracking assignments (61%)
- 4.** Greater investment in closing disparity issues (47%)
- 5.** Advanced professional development offerings (35%)

Looking Forward

The pandemic brought EdTech, inequities in education, and the teacher voice to the forefront.



What are positive outcomes for the state of education due to the pandemic?

- 1.** Use of digital platforms/social media/online communities to improve student engagement (35%)
- 2.** Increased attention being paid to student inequities (31%)
- 3.** Educators having a greater voice in education issues (30%)

Educators are embracing the return to in-person instruction as it promotes engagement and relationship building.

With in-person instruction returning, most educators find it helpful that it allows them:

80%

More face-to-face interaction with students

75%

More student engagement

67%

More face-to-face interaction with other teachers/school staff



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