

We Asked, You Answered

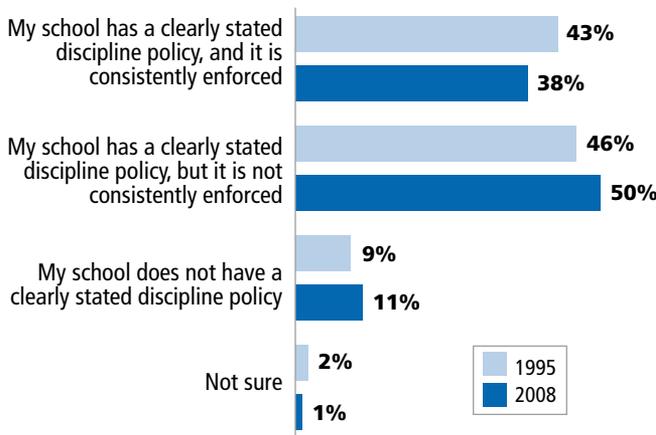
ARE STUDENTS TESTED too much? Are discipline policies consistently implemented? Is No Child Left Behind helping schools improve? These are key questions—and no one can provide more expert answers than teachers. So the AFT has been asking representative samples of its K-12th-grade teachers about these and other important issues for many years. Here we bring you some highlights. Unless otherwise noted, the findings are from early 2008, our most recent survey.

The results confirm that teachers are fed up with too much testing and the effects of No Child Left Behind (NCLB): 71

percent said students in their school are tested too frequently, and 64 percent said NCLB has had a negative effect on public education. Yet there is some good news: the majority of teachers surveyed are satisfied with a couple key aspects of their profession. More than 80 percent reported they were very/fairly satisfied with the quality of teaching in their school. And 71 percent felt very/fairly satisfied with opportunities to update their knowledge of the subject areas they teach and improve their teaching skills. See the charts (below and right) for more noteworthy results.

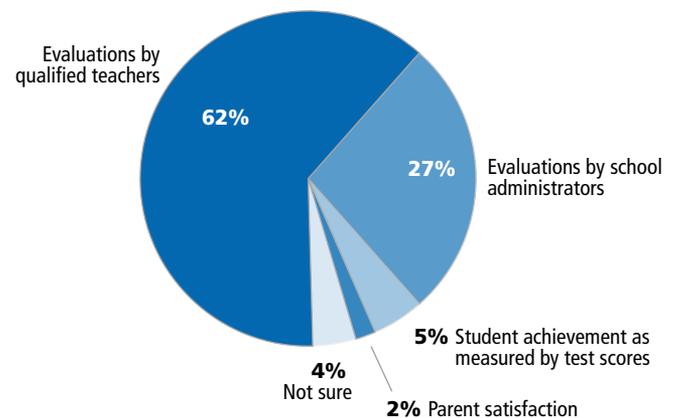
In Too Many Schools, Discipline Policies Are Not Consistently Enforced

Which one of the following statements best describes your school's current student discipline policy?



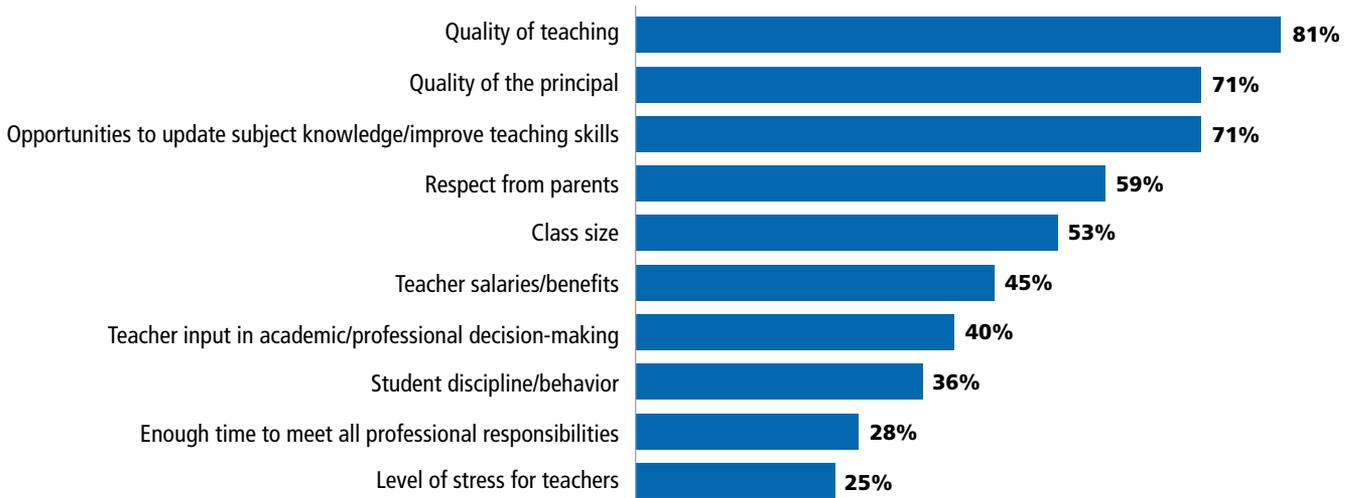
Teachers Prefer to Be Evaluated by Qualified Peers

Which one of the following do you think is the best way to evaluate which teachers are doing a good job and which ones are not?

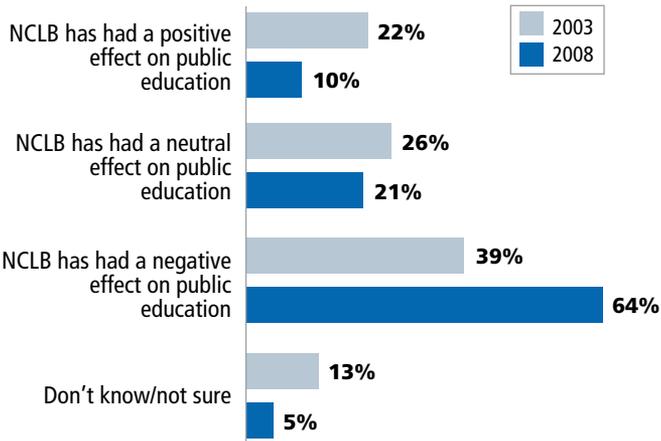


Teachers Are Satisfied with the Quality of Teaching in Their School, but Not with the Level of Stress

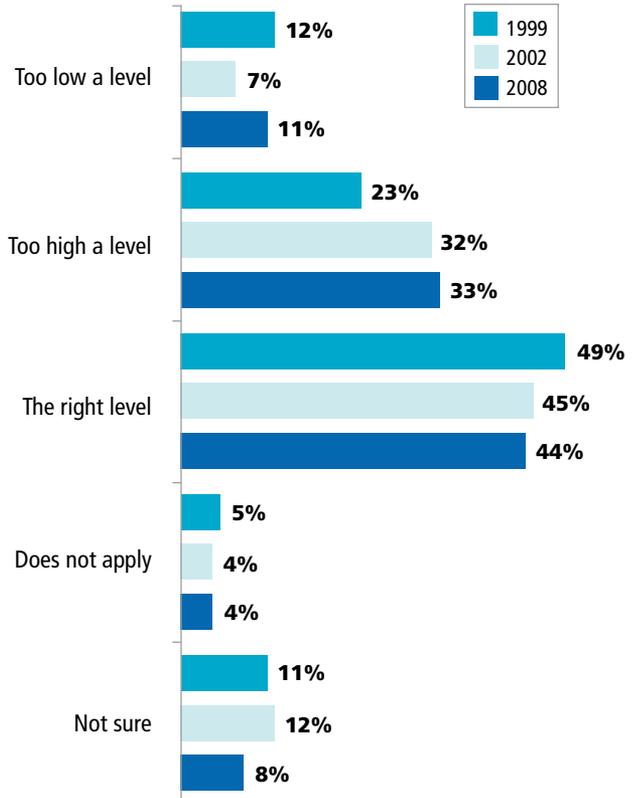
Percentage of teachers very/fairly satisfied with each aspect



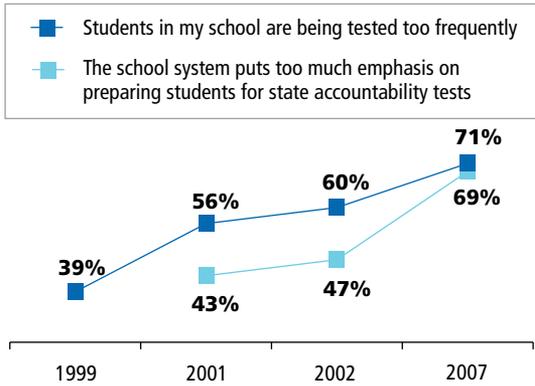
NCLB: Not for the Better



Too Many Standards-Based Tests Are Not at the Right Level



There's Too Much Testing and Too Much Test Prep



Professionalism and Quality Teaching Should Be Top Union Priorities

In general, when your union deals with issues that affect both teaching quality and teachers' rights, which should be the higher priority?

Who should have the main responsibility for working to ensure quality teaching in your district?

