

Teacher Compensation Survey (2017)

Intro/Purpose of Survey

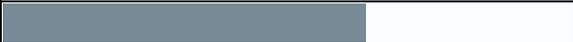
The Human Resources Department conducted a teacher survey in the winter of 2017 that focused on teacher compensation and job satisfaction. The survey received 738 responses, which is over a 60% response rate. This is a summary report of the findings from the survey. For a copy of the complete survey responses visit [the website](#).

Compensation, Time, & Supplemental Income

Teachers were asked how adequately they are compensated for the work that they do. Teachers, who responded to the survey, largely (93.5% of respondents) feel they are not adequately compensated for their work. For those teachers who feel their compensation is inadequate the single largest contributor to that feeling is working too many hours beyond contract hours (90.3%). Teachers spend the plurality of their time planning for instruction (35.4%), followed by communicating with parents, students, and colleagues (20.1%), and grading/reviewing student work (19.5%).

Q2. Do you feel that your compensation is adequate for the work that you do?			
Responses	Responses	%	Percentage of total respondents
Yes	48	6.5%	
No	690	93.5%	
Total Responses	738		

Nearly 71% of respondents perform supplemental work to make additional income. For those teachers, a majority receives stipends (69.2%, combined) or work an outside job (65.1%). Other sources of supplementary income are tutoring, educational consulting/material development, teaching in other educational institutions outside the Division, and operating a private business.

Q5. How do you supplement your basic income (check all that apply)?			
Responses	Responses	%	Percentage of total respondents
Stipends for school-related work (i.e. vertical team)	288	55.2%	
Stipends for coaching/extra duties	197	37.7%	
Outside job (non-educational work)	340	65.1%	
Other (Please specify)	161	30.8%	
Total Responses	986		
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.			

Overall, teachers rated compensation as the most important area, with class size close behind.

Q7. Rank order the following areas in order of importance to you as a teacher in this division (1 = most important, 4 = least important):					
Answer	Rank 1	Rank 2	Rank 3	Rank 4	Weighted Rank (Score)
Compensation	481	172	54	27	1 (2575)
Class Size	191	367	111	65	2 (2152)
Technology Resources and Support	23	92	327	292	3 (1314)
Professional Development	39	103	242	350	4 (1299)
Total Responses					734

Job Satisfaction

Another component of the survey was measuring teachers’ job satisfaction. The majority of respondents feel like they belong in their school (83.3%), are enthusiastic about their work (87.3%), and are satisfied when they do their job well (95.7%). These responses line up with teachers belief that trust is the most important area for them, followed by relationships, professionalism, and autonomy.

Q8. Rank order the following areas in order of importance to you as a teacher in this division (1 = most important, 4 = least important):					
Answer	Rank 1	Rank 2	Rank 3	Rank 4	Weighted Rank (Score)
Trust	275	238	154	59	1 (2181)
Relationships	194	194	193	145	2 (1889)
Professionalism	145	155	221	205	3 (1692)
Autonomy	112	139	158	317	4 (1498)
Total Responses					726

Despite teachers’ enthusiasm, a majority had a neutral or negative response about being recognized for their work (52.7%). While teachers may not feel recognized for their work, they are clear about their job (89.7%) and think others are clear about their job within their school (65.3%). Teachers also feel respected by their peers (86.1%) and their supervisor (83.1%).

Themes:

- Teacher pay needs to be scaled on cost of living in Albemarle/Charlottesville
- The salary caps/years of service caps hurt veteran teachers
- Working outside the Division is difficult because there is limited time and few opportunities for work
- Too few positions where stipends are available and payment for the stipends has decreased/stagnated
- Reduce out of district tuition for teachers who cannot afford to live in the County
- Compensation should be in the form of pay and time

Themes continued:

- Raises in the past few years have not increased take-home pay
- Planning time is inadequate; being eroded by additional meetings
- Student needs are outpacing available time for teachers to work with them; teachers are giving up planning time/lunch to work with high need students
- Teachers' materials budget is too small, especially as it relates to consumables and P-based work
- Too many new initiatives; not enough full implementation of them or they get layered to create more work than teachers can handle
- Teachers are increasingly given too many different preps/additional responsibilities

Responses to "Please describe any items related to your job satisfaction as an ACPS teacher that were not covered in this survey."

Themes:

- Teachers deserve incentives, not just monetary, that recognize the additional work they do outside of the contract hours and expectations
- More teacher input into what is funded (i.e. technology, new initiatives, adopted programs)
- Consider differentiated pay related to the diversity of the school in which teachers work
- Attendance policies for teachers seem to be punitive or demonstrate a lack of respect for their professionalism
- Be careful about adopting strategies that have been tried in the past and not been successful (i.e. multi-age, open classrooms, choice and comfort).
- Students have become more disrespectful with little to no accountability or support from Administration or parents
- Overemphasis on SOL scores
- Communication expectations for teachers are not codified
- Quality of health insurance/care has decreased while costs have increased
- Consider flexibility in the timing of pay periods
- There is a perception that some schools/teachers are favored by central office staff
- Central office is perceived to be overstaffed
- A desire for clearer expectations around part-time teachers
- Honor teacher work days/planning time without encumbrance
- Professional development does not always match the work expectations
- The TPA process is cumbersome and does not always lead to better teaching
- Time being added to the school day