

**RAND American Educator Panels:
2026 Survey on Teachers' Use of Generative AI in Math and Science
Instruction (TAI0426T)
Survey Instrument**

Introduction

The 2026 Survey on Teachers' Use of Generative AI in Math and Science Instruction (TAI0426T) was fielded by the RAND American Educator Panels (AEP) on behalf of the University of Washington AmplifyLearn.AI Center. The survey covered topics related to teachers' use of generative AI tools in math and science instruction, professional learning, district policy, and challenges in GenAI adoption.

The ATP is a nationally representative panel of K–12 public school teachers recruited through probability-based methods from a commercially available list of U.S. public school teachers. Teachers recruited to the ATP have agreed to participate in online surveys several times per school year and receive incentives for completing surveys. Surveys conducted with the ATP are weighted to state and national teacher characteristics to account for differences in sampling and response to ensure they are representative of the U.S. population of public school teachers and the schools in which they serve.

All AEP surveys are conducted online and in English. More information about the panels is available at <https://www.rand.org/education-employment-infrastructure/survey-panels/aep.html>.

Please use the following citation if you use or adapt any items from this survey for your own use:

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survey_intro

Welcome to the 2026 Survey on Teachers' Use of Generative AI in Math and Science Instruction!

Thank you for participating in the American Teacher Panel and providing your perspective on how K–12 math and science teachers are using generative AI (GenAI) tools in their classrooms. Your responses will help us learn about current practices, challenges, and opportunities related to GenAI in STEM instruction.

If you have responded to previous surveys, some items may look familiar. We are trying to understand whether your perceptions have changed over time, so please answer the items again.

If you are unsure about a question, please respond in a manner that most closely reflects your experiences. As a teacher, your careful and honest responses are critical to helping us better understand AI (GenAI) tools in the classroom.

The survey will take approximately 10 minutes to complete. As a thank you for your time, you will receive a \$10 incentive upon completion.

Please note that you must click the next button on the final page of the survey and then you will receive an email with a link where you can redeem your reward.

Tips for taking this survey:

We recommend completing this survey on a desktop or laptop for best viewing (not on a mobile device). Please use only the on screen “Next” and “Back” buttons to navigate the survey rather than using your browser’s back button or hitting Enter. You may find that the system slows down at times. We appreciate your patience in waiting for questions to load.

If you have any questions about the content of this survey, please contact the UW study team at amplifylearn@uw.edu.

If you run into problems or have questions when completing the survey, please contact the American Teacher Panel helpdesk at ATPhelpdesk@rand.org or 1-833-634-1533.

If you have questions about this study or your rights as a research participant, please contact the RAND Human Subjects Protection Committee toll-free at (866) 697-5620 or by email to hspcinfo@rand.org. When you contact the Committee, please reference Study 2021-N0159.

Your Teaching Assignment

Questions in this section address your teaching assignment for the current 2025-26 school year.

grades_taught - Grades taught

UNIVERSE: ALL RESPONDENTS

This school year (2025-26), what grade(s) do you teach?

SELECT ALL THAT APPLY

- ☐ Pre-K (pk)
- ☐ Kindergarten (00)
- ☐ 1st (1)
- ☐ 2nd (2)
- ☐ 3rd (3)
- ☐ 4th (4)
- ☐ 5th (5)
- ☐ 6th (6)
- ☐ 7th (7)
- ☐ 8th (8)
- ☐ 9th (9)
- ☐ 10th (10)
- ☐ 11th (11)
- ☐ 12th (12)
- ☐ Ungraded (13)
- ☐ Other (please specify): (91) _____

Note: Only respondents who were K-12 teachers (grades_taught = pk, 00, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 or 12) continued the survey. All other respondents were screened out from taking the survey (i.e., the survey ended).

main_subject - Main subject(s)

UNIVERSE: ALL RESPONDENTS

This school year (2025-26), in what subject is your MAIN teaching assignment, that is, the subject matter in which you teach the most classes?

- ☐ Elementary Education (including pre-K) (1)
- ☐ Special Education (2)
- ☐ Arts and Music (3)
- ☐ English and Language Arts (including English, language arts, reading, literature, writing, speech, etc.) (4)
- ☐ English as a Second Language (ESL) (5)
- ☐ Foreign Languages (6)
- ☐ Health Education (7)
- ☐ Mathematics (including general mathematics, algebra, geometry, calculus, etc.) (8)

- Computer Science (12)
- Natural Sciences (including general science, biology, chemistry, physics, etc.) (9)
- Social Sciences (including social studies, geography, history, government/civics, etc.) (10)
- Career or Technical Education (11)
- Other (please specify): (91) _____

subject

UNIVERSE: Respondents whose main subject is Arts and Music (main_subject = 3), English and Language Arts (main_subject = 4), English as a Second Language (main_subject = 5), Foreign Languages (main_subject = 6), Health Education (main_subject = 7), Mathematics (main_subject = 8), Natural Sciences (main_subject = 9), Social Sciences (main_subject = 10), Career or Technical Education (main_subject = 11), Computer Science (main_subject = 12), or Other (main_subject = 91)

Please indicate any other subject/s you teach as part of your regular teaching assignment this school year (2025-26):

SELECT ALL THAT APPLY

- N/A – I do not teach other subjects. (NA_99)
- ☐ Special Education (specialeduc)
- ☐ Arts and Music (arts_music)
- ☐ English and Language Arts (including English, language arts, reading, literature, writing, speech, etc.) (ela)
- ☐ English as a Second Language (ESL) (esl)
- ☐ Foreign Languages (foreignlang)
- ☐ Health Education (health)
- ☐ Mathematics (including general mathematics, algebra, geometry, calculus, etc.) (math)
- ☐ Computer Science (computersci)
- ☐ Natural Sciences (including general science, biology, chemistry, physics, etc.) (naturalsci)
- ☐ Social Sciences (including social studies, geography, history, government/civics, etc.) (socialsci)
- ☐ Career or Technical Education (careertechnical)
- ☐ Other (please specify): (other) _____

subjects_elem

UNIVERSE: Respondents whose main subject is Elementary Education (main_subject = 1)

Please indicate what subjects you teach as part of your elementary education teaching assignment this school year (2025-26)?

SELECT ALL THAT APPLY

- ☐ Special Education (specialeduc)
- ☐ Arts and Music (arts_music)
- ☐ English and Language Arts (including English, language arts, reading, literature, writing, speech, etc.) (ela)

- ☐ English as a Second Language (ESL) (esl)
- ☐ Foreign Languages (foreignlang)
- ☐ Health Education (health)
- ☐ Mathematics (including general mathematics, algebra, geometry, calculus, etc.) (math)
- ☐ Computer Science (computersci)
- ☐ Natural Sciences (including general science, biology, chemistry, physics, etc.) (naturalsci)
- ☐ Social Sciences (including social studies, geography, history, government/civics, etc.) (socialsci)
- ☐ Career or Technical Education (careertechnical)
- ☐ Other (please specify): (other) _____

Note: Respondents whose main subject was Elementary Education (main_subject = 1) and did not select that they taught mathematics (subjects_elem = math) or natural sciences (subjects_elem = naturalsci) were screened out from taking the survey (i.e., the survey ended here). Respondents who did not select Elementary Education (main_subject = 1) whose main subject was not mathematics (main_subject = 8) or natural sciences (main_subject = 9) were screened out from taking the survey (i.e., the survey ended).

General Teaching Experience

This section asks general questions about your teaching experience.

q0a

UNIVERSE: ALL RESPONDENTS

In total, how many hours do you estimate you spent working during the most recent complete calendar week across all your classes? Include contracted and non-contracted hours and tasks that took place during weekends, evenings or other out of class hours. A rough estimate is sufficient.

Round to the nearest whole hour.

q0b

UNIVERSE: ALL RESPONDENTS

Approximately how many hours did you spend on the following tasks during the most recent complete calendar week across all your classes? Include tasks that took place during weekends, evenings or other out of class hours. Rough estimates are sufficient. Please assign each hour to only one category, if an activity could fit in more than one choose the category that best describes the primary purpose of the activity.

If you did not perform the task during the most recent complete calendar week, write 0 (zero). Round to the nearest whole hour.

	Hours
Planning and preparing lessons (01)	
Grading student work and writing feedback for students (02)	
Personalizing and/or differentiating learning materials (03)	
Interacting with students outside of class time (04)	
Communicating with families (05)	
General administrative work (including paperwork and other clerical duties) (06)	
Professional Development (including formal training sessions and informal self-learning) (07)	

q0c

UNIVERSE: ALL RESPONDENTS

To what extent do you agree or disagree with the following statements about your teaching practices?

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I can offer varied explanations for complex concepts. (01)					
I create personalized learning experiences. (02)					
I have time for one-on-one student support. (03)					
I can accommodate different learning needs (i.e. for students with disabilities or English language learners). (04)					
I explore real-world applications in my lessons. (05)					

q0d

UNIVERSE: ALL RESPONDENTS

To what extent do you agree or disagree with the following statements about your classroom?

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Students in my classes are actively engaged in learning. (01)					
Students in my classes engage in self-directed learning activities. (02)					
Students in my classes engage in collaborative learning activities. (03)					
Students in my classes have opportunities to work at their own pace. (04)					

Students in my classes have agency to pose their own questions or problems. (05)					
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The survey uses the following definition of GenAI: Generative Artificial Intelligence (GenAI) tools leverage data to detect patterns, generate data, automate tasks, and support decision making. There are many types of GenAI tools that are currently in use to support classroom instruction, including chatbots (e.g., ChatGPT, Google Gemini, Anthropic Claude), intelligent assistant systems (e.g., Colleague AI, MagicSchool, Khanmigo, Education Copilot).

This section asks about your use of GenAI tools in your work as a teacher.

Q1a

UNIVERSE: ALL RESPONDENTS

Which best describes your current use of GenAI tools in teaching?

- ☐ I have never heard of GenAI tools (1)
- ☐ I have heard of GenAI tools but have not used them yet (2)
- ☐ I have heard of GenAI tools but choose not to use them in my teaching (3)
- ☐ I have tried using GenAI tools in my teaching but do not plan to use them more (4)
- ☐ I have tried using GenAI tools in my teaching and plan to use them more often (5)
- ☐ I regularly integrate GenAI into my teaching practice (6)
- ☐ I am an advanced user who helps colleagues implement GenAI tools to improve their efficiency (7)
- ☐ I am an advanced user who helps colleagues implement GenAI tools and explore new ways to enhance student learning experiences (8)

Q1b

UNIVERSE: Respondents who have tried (Q1a = 04), plan to use more (Q1a = 05), regularly use (Q1a = 06), or are advanced users (Q1a = 07 or 08) of GenAI tools in teaching

Which GenAI tools have you used for instructional tasks (lesson planning, teaching, assessment, professional learning, or administrative tasks)?

SELECT ALL THAT APPLY

- ☐ ChatGPT (01)
- ☐ Claude (02)
- ☐ Gemini (03)
- ☐ Microsoft Copilot (04)
- ☐ Colleague AI (05)
- ☐ Khanmigo (06)
- ☐ MagicSchool (07)
- ☐ SchoolAI (08)
- ☐ Brisk (09)
- ☐ Other (Please specify) (91) _____

Q1c

UNIVERSE: Respondents who have tried (Q1a = 04), plan to use more (Q1a = 05), regularly use (Q1a = 06), or are advanced users (Q1a = 07 or 08) of GenAI tools in teaching

On average, how frequently do you use GenAI tools for instructional tasks (lesson planning, teaching, assessment, professional learning, or administrative tasks)?

- Daily (01)
- Weekly (02)
- Monthly (03)
- Rarely (04)
- Never (05)

Q1d

UNIVERSE: Respondents who have tried (Q1a = 04), plan to use more (Q1a = 05), regularly use (Q1a = 06), or are advanced users (Q1a = 07 or 08) of GenAI tools in teaching

How long have you been using GenAI tools?

- I just started (01)
- Less than 6 months (02)
- 6 months to 1 year (03)
- 1 or more years (04)
- 2 or more years (05)

Q1e

UNIVERSE: Respondents who have tried (Q1a = 04), plan to use more (Q1a = 05), regularly use (Q1a = 06), or are advanced users (Q1a = 07 or 08) of GenAI tools in teaching

For which instructional tasks have you used GenAI tools?

SELECT ALL THAT APPLY

- ☐ Instructional planning and preparation (e.g., creating lesson plans, designing learning activities, adjusting content to appropriate grade level, backwards planning units) (01)
- ☐ Supporting classroom instruction during class (e.g., generating problems or examples in the moment with students) (02)
- ☐ Adapting activities and practice problems for students at different levels and learning needs (e.g., create differentiated instruction and materials for highly capable students and students with learning disabilities) (03)
- ☐ Teaching students how to effectively use GenAI as a learning tool (e.g., guiding students on leveraging GenAI for research, problem-solving, brainstorming, or skill development while emphasizing critical thinking and responsible use) (04)
- ☐ Translating learning materials to support English Language Learners (e.g. translating worksheets or instructions, creating glossaries, simplifying text complexity) (05)
- ☐ Creating student assignments and assessments (e.g., generating quizzes/tests, designing rubrics, creating worksheet materials) (06)
- ☐ Assessing student work (e.g., automating or assisting grading of tests and assignments, automating feedback, writing student comments) (07)

- ☐ Automating or assisting administrative tasks (e.g., scheduling, lesson documentation, professional goal articulation, communication with parents/guardians/coworkers) (08)
- ☐ Professional learning (e.g., activities to support your growth as a teacher beyond your regular classroom instructional tasks, researching instructional methods, identifying new teaching strategies, developing formative assessment strategies, learning STEM concepts) (09)
- ☐ Other (Please specify) (91) _____

Q1f

UNIVERSE: Respondents who have tried (Q1a = 04), plan to use more (Q1a = 05), regularly use (Q1a = 06), or are advanced users (Q1a = 07 or 08) of GenAI tools in teaching

How has your use of GenAI tools changed over this school year?

- ☐ I use GenAI tools more frequently and for a wider range of tasks (01)
- ☐ I use GenAI tools more frequently, but for the same types of tasks as before (02)
- ☐ My use has remained about the same this year (03)
- ☐ I use GenAI tools less frequently now than at the beginning of the year (04)

Q1g

UNIVERSE: Respondents who have tried (Q1a = 04), plan to use more (Q1a = 05), regularly use (Q1a = 06), or are advanced users (Q1a = 07 or 08) of GenAI tools in teaching

How has your use of GenAI impacted your classroom teaching and approach to educational content specifically?

SELECT ALL THAT APPLY

- ☐ GenAI helps me create more dynamic visual representations of concepts (01)
- ☐ GenAI helps me create better materials for my students to learn with (02)
- ☐ GenAI enables me to better explain concepts (03)
- ☐ Gen AI helps me better facilitate student problem-solving (04)
- ☐ GenAI helps me connect concepts to real-world applications (05)
- ☐ GenAI helps me facilitates more hands-on learning experiences (06)
- ☐ GenAI helps me make my curriculum more relevant to students (07)
- ☐ GenAI provides me with better questions to ask my students (08)
- ☐ GenAI helps me facilitate more student collaboration (09)
- ☐ GenAI has a limited impact on content delivery (10)
- ☐ Other (Please specify) (91) _____

Q1h

UNIVERSE: Respondents who have tried (Q1a = 04), plan to use more (Q1a = 05), regularly use (Q1a = 06), or are advanced users (Q1a = 07 or 08) of GenAI tools in teaching

In your experience, to what extent have GenAI tools impacted your planning, teaching, assessment, professional learning and/or administrative tasks? Rate each statement:

	Not at all (1)	Somewhat (2)	Moderately (3)	To a great extent (4)
I can complete routine tasks more efficiently (01)				
I have improved my assessment (02)				
I have improved my feedback processes (03)				
I can create instructional materials (04)				
I can improve instructional materials (05)				
I can design more cohesive curriculum progressions (06)				
My instructional strategies are more effective (07)				
I can better align content with curriculum standards (08)				
My lesson planning process has become more systematic (09)				
I can better document and track student progress (10)				

Q1i

UNIVERSE: Respondents who have tried (Q1a = 04), plan to use more (Q1a = 05), regularly use (Q1a = 06), or are advanced users (Q1a = 07 or 08) of GenAI tools in teaching

Which groups of students benefit most from your GenAI use?

SELECT ALL THAT APPLY

- ☐ All students benefit (01)
- ☐ Students receiving special education services or learning support (e.g., IEPs, 504 plans) (02)
- ☐ Multilingual learners (03)
- ☐ Students performing below grade level (04)
- ☐ Students performing at grade level (05)
- ☐ Students performing above grade level (06)
- ☐ Students do not benefit from my GenAI use (07)
- ☐ Other (please specify) (91) _____

This section explores how you have observed students in your classroom engage with GenAI tools, including both positive and negative interactions.

Q3a

UNIVERSE: ALL RESPONDENTS

How negatively or positively do you think use of GenAI has impacted students' learning overall?

- ☐ Very negatively (01)
- ☐ Somewhat negatively (02)
- ☐ Neither negatively nor positively (04)
- ☐ Somewhat positively (06)
- ☐ Very positively (07)

q3b

UNIVERSE: ALL RESPONDENTS

How negatively or positively do you think GenAI has impacted students' learning in each of the following areas?

Rate each statement: Very negatively, Somewhat negatively, Neither negatively nor positively, Somewhat positively, Very positively

	Very negatively (1)	Somewhat negatively (2)	Neither negatively nor positively (3)	Somewhat positively (4)	Very positively (5)
Independent problem-solving (e.g., breaking down problems, attempting tasks before seeking help) (01)					
Conceptual understanding (e.g., grasping key ideas, engaging with explanations and examples) (02)					
Research skills (e.g., gathering information, evaluating sources, refining ideas) (03)					
Self-assessment and revision (e.g., checking their own work, improving drafts, incorporating feedback) (04)					
Homework completion and study habits (05)					
Academic integrity (e.g., original work, proper attribution) (06)					
Peer collaboration (e.g., group discussion, giving and receiving peer feedback) (07)					

Q3c

UNIVERSE: ALL RESPONDENTS

How do you include student GenAI use in your classes?

SELECT ALL THAT APPLY

- ☐ Students are allowed, at least sometimes, to use GenAI tools in my classes (01)
- ☐ I provide students with guidelines on when and how AI use is acceptable for assignments (02)
- ☐ I teach students how to use GenAI tools (03)
- ☐ I have conversations with students about ethical/responsible AI use (e.g., academic integrity, critical evaluation of AI output) (04)
- ☐ I monitor or review students' AI use on assignments (05)
- ☐ I do not include student GenAI use in my classes (06)

This section examines district policies regarding GenAI use and your professional learning experiences with these tools.

Q4a

UNIVERSE: ALL RESPONDENTS

What is your district's current approach to GenAI use in education?

- ☐ No guidelines currently exist (01)
- ☐ Informal guidelines exist but no formal policy (02)
- ☐ Formal policy is under development (03)
- ☐ Has established formal guidelines (04)
- ☐ Other (Please specify): (91) _____

Q4b

UNIVERSE: Respondents whose district has informal guidelines (Q4a = 02), a policy under development (Q4a = 03), established formal guidelines (Q4a = 04), or another approach (Q4a = 05)

Which of the following best describes your district's AI guidelines or policy?

- ☐ Fully encourage GenAI integration into teaching and learning across subjects (01)
- ☐ Allow teacher and student GenAI use with specific restrictions (02)
- ☐ Permit teacher and student GenAI use in specific subjects/grade levels only (03)
- ☐ Permit teacher use only (not student use) (04)
- ☐ Prohibit GenAI use entirely (05)

Q4c

UNIVERSE: ALL RESPONDENTS

Have you received any training on using GenAI tools?

SELECT ALL THAT APPLY

- ☐ No formal training received (01)
- ☐ Yes, through district-provided professional development (02)

- ☐ Yes, from national or local associations' conferences or workshops (03)
- ☐ Yes, through school-based professional learning community (04)
- ☐ Yes, through informal learning from colleagues/mentors (05)
- ☐ Yes, through self-paced learning (webinars, online courses) (06)
- ☐ Yes, through social media (TikTok, Facebook, etc.) (07)
- ☐ Other (please specify): (91) _____

Q4d

UNIVERSE: ALL RESPONDENTS

Select all of the types of professional training you would find helpful to support your GenAI adoption?

SELECT ALL THAT APPLY

Technical Skills:

- ☐ GenAI tool basics and capabilities (01)
- ☐ Integration with existing technology (02)
- ☐ Data privacy and security (03)

Instructional Applications:

- ☐ Lesson planning and materials creation (04)
- ☐ Assessment and feedback strategies (05)
- ☐ Differentiation techniques (06)

Implementation Support:

- ☐ Ethical use guidelines (07)
- ☐ Student guidance and supervision (08)
- ☐ Best practices for STEM instruction (09)

This section asks about your challenges in GenAI adoption or implementation. Note: These challenges may represent either barriers to adoption or ongoing implementation issues you have encountered.

Q5a

UNIVERSE: ALL RESPONDENTS

What challenges do you face in adopting and implementing GenAI for instructional tasks (lesson planning, teaching, assessment, professional learning, or administrative tasks)?

SELECT ALL THAT APPLY

Institutional and Infrastructure Challenges:

- ☐ Lack of district-approved GenAI tools (01)
- ☐ Restrictive district or school policies (02)
- ☐ Unclear district guidelines or policies (03)
- ☐ Limited administrative support and resources (04)
- ☐ Insufficient training opportunities (05)
- ☐ Lack of technology infrastructure and access (06)

- ☐ Limited professional development opportunities (07)
- ☐ Lack of subject-specific colleagues to collaborate with (08)

Technical and Integration Challenges:

- ☐ Technical difficulties with tools (09)
- ☐ Integration with existing curriculum (10)
- ☐ Time required to learn how to use it (11)
- ☐ GenAI output is too low quality (12)

Q5b

UNIVERSE: ALL RESPONDENTS

To what extent do you find the following to be concerns when using or considering GenAI in your teaching?

Rate each statement:

	Not at all (1)	Somewhat (2)	Moderately (3)	To a great extent (4)
Student over-reliance on GenAI (01)				
Impact on teacher-student relationships (02)				
Questions about effectiveness in education (03)				
Balancing GenAI use with traditional teaching methods (04)				
Potential bias and fairness in GenAI outputs (05)				
Content accuracy and reliability (06)				
Assessment authenticity (07)				
Ethical use considerations (08)				
Data privacy and security concerns (09)				
Concerns about replacing human creativity with GenAI processes (10)				
Please describe any other significant concerns you have in adopting and implementing GenAI that were not covered above: (91)				

Q5c

UNIVERSE: ALL RESPONDENTS

How do you think GenAI can improve your experience as a math and/or science teacher?

Q5d

UNIVERSE: ALL RESPONDENTS

How do you think GenAI can enhance math and/or science learning for students in your classroom?

Demographics

The following questions ask about you and your training as a teacher.

total_years_teaching

UNIVERSE: ALL RESPONDENTS

How many years have you served as a teacher across your entire career (including the current school year)?

Please update this as needed below. Please round to the nearest whole number, and do not include student teaching.

ethn

UNIVERSE: ALL RESPONDENTS

With which of the following do you identify?

SELECT ALL THAT APPLY

- ☐ American Indian/Alaska Native (americanindian_alaska)
- ☐ Asian (asian)
- ☐ Black/African American (black_africanamerican)
- ☐ Hispanic/Latino/Spanish Origin (latinx_hispanic)
- ☐ Middle Eastern/North African (mena)
- ☐ Native Hawaiian/Pacific Islander (hawaiian_pacificislander)
- ☐ White (white)
- ☐ Prefer not to state (refused_to_answer)
- ☐ Prefer to self-describe (please specify): (selfdescription) _____

gender

UNIVERSE: ALL RESPONDENTS

Do you identify as:

- ☐ a Man (1)
- ☐ a Woman (2)
- ☐ Non-binary (3)
- ☐ Prefer to self-describe (4) _____

- Prefer not to say (5)

degree

UNIVERSE: ALL RESPONDENTS

What is the highest degree you have earned?

- Do not have a degree (1)
- Associate's degree (2)
- Bachelor's degree (B.A., B.S., etc.) (3)
- Master's degree (M.A., M.A.T., M.B.A., M.S., etc.) (4)
- Educational specialist or professional diploma (at least one year beyond master's level) (5)
- Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.) (6)

Undergrad_major

UNIVERSE: Respondents who have earned an Associate's, Bachelor's, Master's, Educational Specialist, or Doctorate degree (degree = 2, 3, 4, 5, or 6)

In what field was your undergraduate major(s)?

SELECT ALL THAT APPLY

- ☐ Arts (Visual & Performing) (arts)
- ☐ Area and/or Ethnic Studies (ethnstud)
- ☐ Communications and/or Journalism (communications)
- ☐ Computer Science (computersci)
- ☐ Biology, Biological Sciences and/or Medicine (biology)
- ☐ Business (business)
- ☐ Early Childhood Education/Early Childhood Studies (earlychild)
- ☐ Economics (economics)
- ☐ Education (education)
- ☐ Engineering (engineering)
- ☐ English Language & Literature (english)
- ☐ Gender Studies (gender)
- ☐ History (history)
- ☐ International Relations and/or Diplomacy (intlrelations)
- ☐ Languages & Linguistics (languages)
- ☐ Mathematics (math)
- ☐ Natural Sciences (naturalsci)
- ☐ Liberal Arts (liberalarts)
- ☐ Philosophy (philosophy)
- ☐ Physical Education (physeduc)
- ☐ Religion (religion)
- ☐ Social Sciences (socialscience)
- ☐ Technology (technology)
- ☐ Other (please specify): (other) _____

graduate_field

UNIVERSE: Respondents who have earned a Master's, Educational Specialist, or Doctorate degree (degree = 4, 5, or 6)

In what field was your graduate degree(s)?

SELECT ALL THAT APPLY

- ☐ N/A – I do not have a graduate degree. (NA)
- ☐ Arts (Visual & Performing) (arts)
- ☐ Area and/or Ethnic Studies (ethnstud)
- ☐ Communications and/or Journalism (communications)
- ☐ Computer Science (computersci)
- ☐ Biology, Biological Sciences and/or Medicine (biology)
- ☐ Business (business)
- ☐ Early Childhood Education/Early Childhood Studies (earlychild)
- ☐ Economics (economics)
- ☐ Education (education)
- ☐ Engineering (engineering)
- ☐ English Language & Literature (english)
- ☐ Gender Studies (gender)
- ☐ History (history)
- ☐ International Relations and/or Diplomacy (intlrelations)
- ☐ Languages & Linguistics (languages)
- ☐ Mathematics (math)
- ☐ Natural Sciences (naturalsci)
- ☐ Liberal Arts (liberalarts)
- ☐ Philosophy (philosophy)
- ☐ Physical Education (physeduc)
- ☐ Religion (religion)
- ☐ Social Sciences (socialscience)
- ☐ Technology (technology)
- ☐ Other (please specify): (other) _____

teaching_certification

UNIVERSE: ALL RESPONDENTS

Which of the following best describes the teaching certificate you currently hold in the state in which you currently teach?

- ☐ Regular or standard state certificate (0)
- ☐ Other type of certificate (e.g., probationary, provisional, temporary, emergency/waiver) (1)
- ☐ I do not hold any of the above certifications in this state (2)

SE_teaching_certification

UNIVERSE: ALL RESPONDENTS

Does your teaching certification allow you to teach Special Education in your state?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Don't Know (3)

T1

UNIVERSE: ALL RESPONDENTS

In the next school year (2026-27) do you plan to teach in the same school where you teach now?

SELECT ONE

- ☐ Yes (1)
- ☐ No (2)

T2

UNIVERSE: Respondents who do not plan to teach in the same school next year (T1 = 2)

Which of the following best describes your plans for the next school year (2026-27)?

SELECT ONE

- ☐ Stay in teaching (1)
- ☐ Leave teaching but stay in education (2)
- ☐ Take a job outside of education (3)
- ☐ Retire (4)

T3

UNIVERSE: Respondents who do not plan to teach in the same school next year (T1 = 2), and plan to stay in teaching (T2 = 1)

Where do you plan to teach in the next school year?

SELECT ONE

- ☐ In a different school in the same public school district (1)
- ☐ In a different public school district in the same state (2)
- ☐ In a private school in the same state (3)
- ☐ In a public school in a different state (4)
- ☐ In a private school in a different state (5)

T4

UNIVERSE: Respondents who do not plan to teach in the same school next year (T1 = 2), and plan to leave teaching but stay in education (T2 = 2)

Where do you plan to work in the next school year?

SELECT ONE

- ☐ In a different school in the same public school district (1)
- ☐ In a different public school district in the same state (2)
- ☐ In a private school in the same state (3)
- ☐ In a public school in a different state (4)

- In a private school in a different state (5)