VOICES FROM THE VIRTUAL CLASSROOM

A Survey of America's Teachers on COVID-19-Related Education Issues

EDUCATORS FOR EXCELLENCE | 10 YEARS

2020

We want to thank the teachers who participated in this survey. Their insight into distance learning and the issues affecting them and their students were crucial to making this report relevant during this pivotal moment.

VIRTUAL VOICES FROM THE CLASSROOM

A Survey of America's Teachers on COVID-19-Related Education Issues

2020

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EDUCATORS FOR EXCELLENCE

Dear Reader,

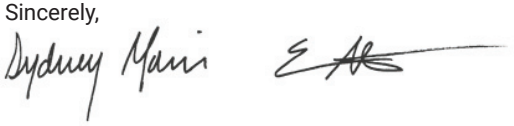
Since we founded Educators for Excellence (E4E) ten years ago, our mission has always been to ensure that teachers have a leading voice in the policies that impact their students and profession. Now, during the COVID-19 pandemic, educators have stepped up to lead in incredible ways, all while navigating the largest disruption to education in generations. As teachers rise to meet unexpected challenges, and persist to reach and teach students with compassion and care, listening to their perspectives is more important than ever.

During this time of mass disruption, as critical education policy decisions are being made, we need to know what teachers think about distance learning, student needs, safely reopening schools, and more. That's why we decided to conduct a new nationally representative survey of public school teachers. After we released our *Voices from the Classroom* surveys in August 2018 and January 2020, we were heartened to see that decision-makers at every level of the education system used the findings to better understand teachers' opinions and inform policy. And most importantly, E4E's members used the data to shape our local and national advocacy campaigns that have led to real change for students and teachers. Now, *Voices from the (Virtual) Classroom* builds on these findings and provides critical context during a time of unique struggle, but also unique opportunity. Now, more than ever, we need to leverage the expertise and experience of educators on the front lines to reshape our education system to better serve all students.

The pandemic has made it much harder to ignore a harsh truth: across the country, schools have long been rife with inequities and challenges that make it difficult to provide all students with the education they deserve. *Voices from the (Virtual) Classroom* shows that these inequities have only been exacerbated by the pandemic, as students from vulnerable populations face disproportionate impact. When schools do reopen, teachers will be reunited with many students who have suffered significant trauma and learning loss. And at the same time, almost half of our nation's 13,000 school districts may be forced to make the deepest budget cuts in a generation. But if educators raise our voices to articulate a vision for change, the coronavirus pandemic could catalyze a reinvention of public education that lifts up both the outcomes for students and the teaching profession.

We are incredibly grateful to the teachers across the country who participated in this survey, sharing crucial insights from their virtual classrooms. Their perspectives paint a picture of what is working, what isn't, what is needed now — and what priorities should be when we return to school buildings. *Voices from the (Virtual) Classroom* sends a clear message: teachers want to be part of innovative solutions to support their students during and after this crisis. As decision-makers consider their next steps, we hope they will listen to teachers and take action, not only to move forward from the pandemic, but also to transform education for generations.

Sincerely,



Sydney Morris and Evan Stone
Co-Founders and Co-CEOs
Educators for Excellence

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Methodology

Overview

The instrument was written and administered by Gotham Research Group, an independent research firm, and conducted online from May 2 through 8, 2020, among a nationally representative sample of 600 full-time, public school teachers. Note that all survey results are presented as percentages and, due to rounding, may not always add to 100%.

Survey Sample

The survey sample is representative of the national population of U.S. district and charter public school teachers and aligns with key demographic variables of gender, region, race, ethnicity, age, years of teaching experience, school type, and subjects taught. Any E4E member participation in the survey is entirely coincidental. The data was weighted by region, age, race, and ethnicity.

Participation and Response Rate

Potential respondents were invited via email to participate in the survey. Respondents were screened to ensure they were U.S. adults over 18 years of age and currently employed full time as pre-K through grade 12 public school classroom teachers in district or charter schools. Survey invites were sent out to 4,583 prescreened education professionals; 2,977 entered the survey, and 600 qualified and completed the full survey, resulting in a response rate of 13%. The margin of error is ±4.0 percentage points for the full survey sample and higher among subgroups.

About Gotham Research Group

Gotham Research Group is a full-service custom research and consulting firm advising nonprofit organizations, corporations, and electoral campaigns on issues of communication, reputation, and strategy. Gotham's academic research on public opinion and survey research methodology has been published in top-tier academic journals, including *Public Opinion Quarterly, American Political Science Review,* and *American Journal of Political Science.*

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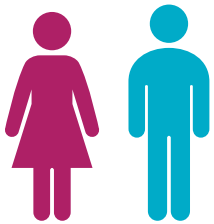
Survey Sample

The national survey sample of 600 full-time teachers is representative of the national population of U.S. district and charter public school teachers. All numbers are percentages. Due to rounding, not all percentages add to 100%.

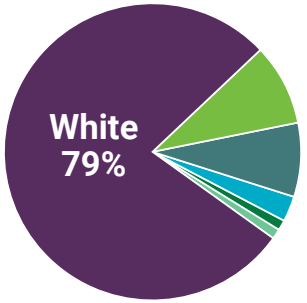
GENDER



76% female

24% male

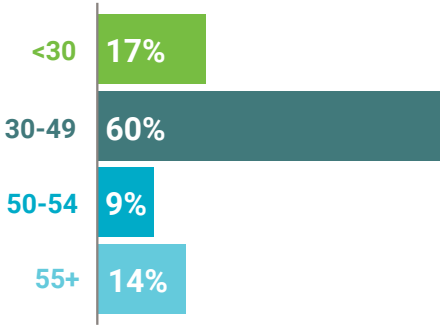
RACE/ETHNICITY



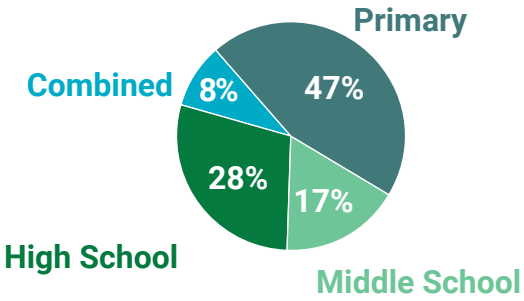
Teachers of Color 22%

- 10% Hispanic/Latino
- 8% African-American/Black
- 3% Asian/Pacific Islander
- 0% Native American or Alaskan Native
- 1% Mixed Racial Background

AGE



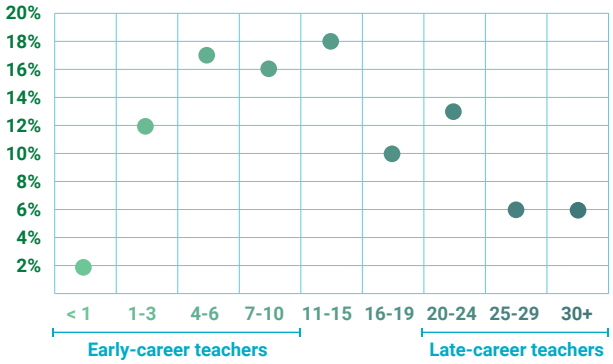
GRADES CURRENTLY TEACHING



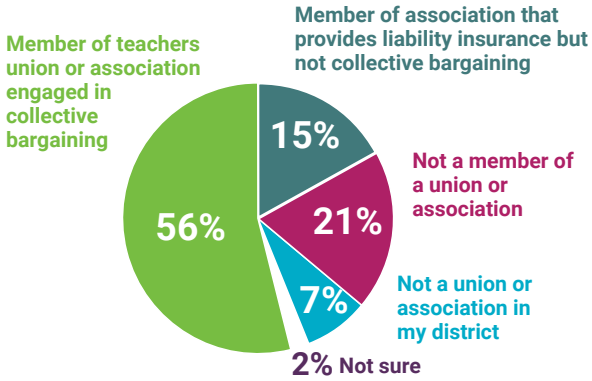
SUBJECTS TEACHING

32% English and/or Reading	9% Art, Music, or Fine Arts
25% Mathematics	7% PE or Health
23% All Subjects	4% Bilingual / ESL
22% Social Studies	4% Other
21% Special Education	3% Computer Science
18% Science	3% Foreign Language
	3% Gifted & Talented

YEARS TEACHING



UNION MEMBERSHIP



SCHOOL TYPE

89% District

11% Charter

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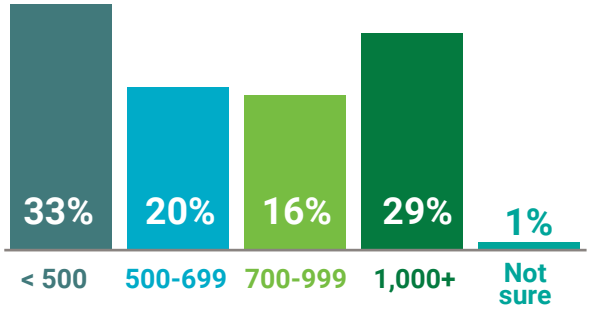
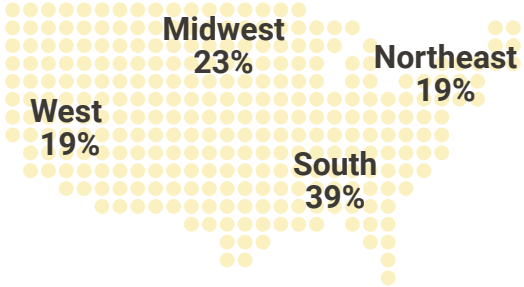
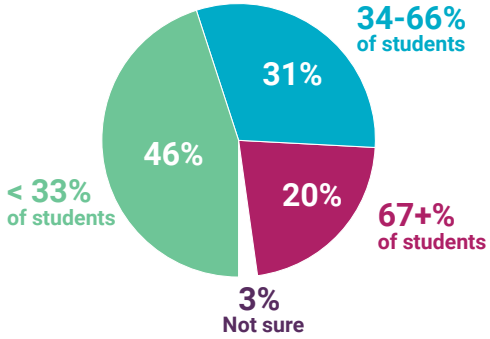
SCHOOL SIZE



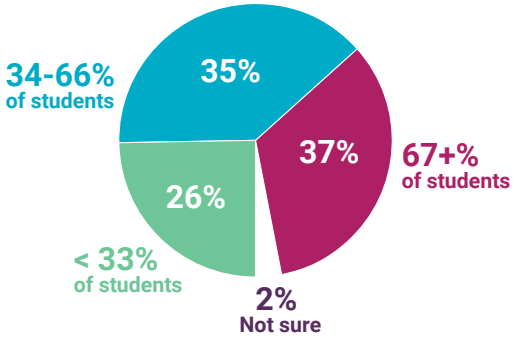
REGION



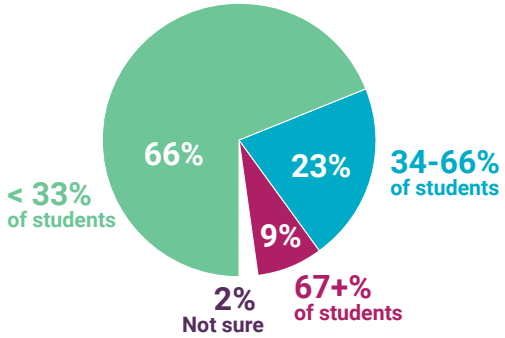
ESTIMATED SCHOOL POPULATION: STUDENTS OF COLOR



ESTIMATED SCHOOL POPULATION: LOW-INCOME STUDENTS



ESTIMATED SCHOOL POPULATION: ENGLISH LEARNER STUDENTS



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VOICES FROM THE CLASSROOM

A SURVEY OF AMERICA'S EDUCATORS

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Questionnaire and Topline Results

All of the following are the topline results from the survey questionnaire. The questions and results are grouped by themes represented in the findings and do not necessarily appear in the order that they were asked.

NOTES

All numbers are percentages.

Due to rounding, not all percentages add to 100%.

For grades teaching, primary indicates pre-k through 5th grade; middle indicates sixth-grade through eighth-grade; and high school indicates ninth-grade through 12th grade.

Asterisks (*) indicate small base sizes (n=<75) and results should be considered directional only. Dashes (-) indicate that less than 1% of respondents provided a particular response.

To view the entire data set, go to **e4e.org/virtualvoices/data**

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Context

Q. 11

How much, if at all, has your life been disrupted by the coronavirus outbreak? Would you say:

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
A lot	72%	71%	72%	75%	71%	67%	67%	71%	70%	74%
Some	26%	26%	22%	23%	26%	29%	31%	29%	27%	23%
Just a little	2%	2%	3%	2%	1%	3%	3%	1%	2%	3%
Not at all	0%	0%	2%	0%	2%	0%	0%	0%	0%	1%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Context

Q. 78

Which of the following people are you currently responsible for taking care of on a regular basis?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
One child under the age of 18	21%	20%	29%	19%	23%	19%	32%	20%	21%	21%
Two children under the age of 18	19%	20%	17%	22%	17%	16%	18%	19%	22%	17%
Three or more children under the age of 18	8%	8%	10%	8%	8%	8%	8%	9%	8%	7%
One or more children over the age of 18	11%	11%	8%	12%	8%	9%	14%	10%	9%	12%
An aging/elderly parent	8%	8%	10%	10%	5%	8%	4%	10%	6%	10%
An aging/elderly relative other than a parent	1%	1%	2%	2%	1%	2%	–	1%	2%	2%
None of the above	41%	42%	32%	38%	44%	45%	34%	40%	42%	39%

Q. 62

Is your school currently closed because of the coronavirus outbreak?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Yes	97%	98%	95%	98%	96%	96%	98%	96%	98%	98%
No	3%	2%	5%	2%	4%	4%	2%	4%	2%	2%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Distance Learning Experience

Q. 12

Since the coronavirus outbreak began, have you, personally, been facilitating distance learning with your students?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Yes – I have been facilitating distance learning with my students	95%	95%	94%	95%	94%	96%	89%	96%	95%	95%
No – I have not been facilitating distance learning with my students, but other teachers in my school/ district have	4%	4%	5%	4%	3%	4%	11%	3%	5%	3%
No – Neither I nor other teachers in my school/ district have been facilitating distance learning	1%	1%	1%	1%	3%	1%	–	1%	–	1%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
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Distance Learning Experience

Q. 13 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

Which of the below best describes how you are currently facilitating distance learning?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Mostly with e-learning tools (e.g., online or on the computer)	80%	80%	83%	72%	89%	89%	83%	88%	78%	77%
With about an equal combination of e-learning and traditional tools	15%	15%	12%	21%	9%	8%	17%	11%	18%	16%
Mostly with traditional tools (e.g., books or worksheets sent to or picked up by families)	5%	5%	5%	7%	2%	3%	–	1%	4%	7%

Q. 14 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

Before the coronavirus outbreak, how much experience did you, personally, have with e-learning (i.e., computer-based or online learning)?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
A great deal of experience	14%	12%	28%	10%	19%	15%	23%	13%	14%	15%
Some experience	39%	39%	39%	33%	46%	47%	25%	43%	38%	36%
Not very much experience	33%	34%	26%	36%	27%	30%	42%	34%	31%	34%
No experience at all	14%	15%	7%	21%	8%	8%	9%	10%	16%	16%

Total (n=568)

Grades teaching
Primary (n=268)
Middle (n=96)
High school (n=161)
Combined (n=43)

School type
District (n=505)
Charter (n=63)

% of Students low-income
0-33% (n=148)
34-66% (n=200)
67%+ (n=209)

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Attendance, Participation, and Engagement

Q. 15 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

Which of the following criteria, if any, do you use when taking attendance for your distance learning classes?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
If students complete assignments	53%	52%	60%	51%	59%	54%	51%	55%	55%	51%
If students log on to online learning platforms	48%	46%	61%	50%	49%	45%	42%	45%	49%	51%
If I am able to communicate with students that day (e.g., phone, email, text)	38%	36%	54%	41%	35%	33%	43%	34%	37%	41%
If students attend class online	35%	34%	44%	38%	27%	37%	37%	42%	34%	32%
I do not take attendance	22%	23%	11%	23%	20%	22%	22%	20%	21%	23%
I use other criteria for attendance (Please specify)	2%	2%	–	2%	2%	2%	2%	3%	1%	2%

Total (n=568)

Grades teaching
Primary (n=268)
Middle (n=96)
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Attendance, Participation, and Engagement

Q. 16 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

Since the coronavirus outbreak, which of the following would say best represents the percentage of students who participate daily in your distance learning program?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
0 to 25%	15%	15%	13%	14%	11%	17%	14%	6%	9%	26%
26 to 50%	17%	18%	9%	18%	19%	15%	13%	10%	15%	23%
51 to 60%	14%	13%	21%	14%	20%	12%	14%	8%	17%	16%
61 to 70%	12%	11%	17%	11%	13%	11%	19%	16%	14%	8%
71 to 80%	19%	19%	16%	19%	17%	19%	20%	21%	25%	11%
81 to 90%	15%	15%	13%	13%	12%	18%	16%	23%	12%	10%
91 to 100%	9%	9%	12%	10%	9%	9%	4%	16%	7%	6%

Total (n=568)

Grades teaching
Primary (n=268)
Middle (n=96)
High school (n=161)
Combined (n=43)

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Attendance, Participation, and Engagement

Q. 17 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

Compared to when students were in classrooms, how have student homework and/or assignment completion rates been during distance learning? Are they:

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Much better than before	2%	2%	8%	3%	3%	2%	–	3%	2%	2%
Somewhat better than before	10%	9%	15%	7%	11%	12%	16%	8%	13%	9%
About the same as before	21%	21%	20%	20%	20%	21%	24%	25%	18%	18%
Somewhat worse than before	40%	39%	45%	44%	36%	38%	33%	47%	43%	32%
Much worse than before	27%	29%	12%	26%	30%	27%	27%	17%	23%	39%

Total (n=568)

Grades teaching
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67%+ (n=209)

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Time Allocation

Q. 19 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

Compared to the period before distance learning, how much time would you say you are spending now on academic instruction?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Much more than before	12%	11%	23%	16%	5%	11%	12%	9%	16%	11%
Somewhat more than before	13%	13%	12%	12%	18%	13%	8%	14%	16%	11%
About the same as before	22%	21%	25%	19%	23%	25%	26%	27%	19%	21%
Somewhat less than before	34%	35%	27%	35%	35%	33%	31%	34%	32%	36%
Much less than before	19%	19%	13%	18%	19%	18%	23%	16%	18%	21%

Q. 20 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

Compared to the period before distance learning, how much time would you say you are spending now on grading and/or providing feedback on student work?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Much more than before	15%	14%	26%	12%	23%	16%	16%	13%	15%	18%
Somewhat more than before	21%	20%	28%	20%	21%	21%	20%	23%	22%	18%
About the same as before	33%	34%	23%	27%	30%	42%	40%	41%	32%	28%
Somewhat less than before	19%	19%	17%	23%	15%	16%	12%	15%	21%	20%
Much less than before	12%	13%	7%	17%	11%	5%	11%	8%	10%	16%

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Grades teaching
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Time Allocation

Q. 21 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

Compared to the period before distance learning, how much time would you say you are spending now on professional development and/or collaborative planning with colleagues?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Much more than before	19%	18%	23%	22%	21%	15%	10%	19%	14%	24%
Somewhat more than before	27%	26%	32%	30%	28%	21%	29%	32%	28%	23%
About the same as before	23%	23%	27%	24%	18%	25%	27%	22%	26%	21%
Somewhat less than before	20%	21%	16%	15%	24%	28%	20%	18%	21%	21%
Much less than before	10%	12%	1%	9%	10%	12%	14%	9%	11%	10%

Q. 22 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

Compared to the period before distance learning, how much time would you say you are spending now on reaching out to students?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Much more than before	40%	39%	51%	40%	51%	37%	34%	40%	36%	45%
Somewhat more than before	30%	30%	24%	26%	29%	35%	32%	28%	33%	28%
About the same as before	18%	19%	13%	22%	6%	21%	15%	23%	17%	16%
Somewhat less than before	8%	8%	7%	8%	11%	5%	14%	6%	10%	8%
Much less than before	3%	3%	5%	4%	3%	1%	5%	3%	4%	3%

Total (n=568)

Grades teaching
Primary (n=268)
Middle (n=96)
High school (n=161)
Combined (n=43)

School type
District (n=505)
Charter (n=63)

% of Students low-income
0-33% (n=148)
34-66% (n=200)
67%+ (n=209)

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Time Allocation

Q. 23 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

Compared to the period before distance learning, how much time would you say you are spending now on reaching out to parents/guardians?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Much more than before	43%	43%	46%	50%	44%	31%	48%	39%	40%	49%
Somewhat more than before	31%	30%	39%	29%	32%	34%	35%	31%	33%	30%
About the same as before	19%	20%	12%	14%	21%	27%	16%	23%	20%	15%
Somewhat less than before	4%	4%	–	5%	–	5%	2%	4%	3%	4%
Much less than before	3%	3%	2%	3%	3%	3%	–	3%	3%	2%

Q. 24 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

Compared to the period before distance learning, how much time would you say you are spending now on social-emotional support for students?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Much more than before	19%	18%	27%	23%	20%	12%	18%	16%	21%	20%
Somewhat more than before	27%	27%	23%	24%	26%	34%	21%	37%	27%	21%
About the same as before	23%	24%	22%	22%	23%	24%	33%	23%	22%	24%
Somewhat less than before	19%	19%	12%	20%	19%	19%	10%	16%	19%	21%
Much less than before	12%	12%	16%	11%	13%	11%	18%	8%	12%	15%

Total (n=568)

Grades teaching
Primary (n=268)
Middle (n=96)
High school (n=161)
Combined (n=43)

School type
District (n=505)
Charter (n=63)

% of Students low-income
0-33% (n=148)
34-66% (n=200)
67%+ (n=209)

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Time Allocation

Q. 25 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

Which one of the following would you prefer to be able to spend MORE time doing, in order to better support your students?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Academic instruction	32%	33%	23%	32%	30%	32%	33%	30%	27%	37%
Social-emotional support for students	31%	32%	29%	31%	34%	32%	27%	35%	33%	28%
Student outreach	23%	23%	23%	23%	22%	22%	32%	23%	22%	23%
Professional development and/or collaborative planning with colleagues	6%	6%	8%	7%	6%	6%	4%	4%	9%	4%
Parent/guardian outreach	5%	4%	12%	6%	5%	5%	–	4%	5%	6%
Grading/providing feedback	3%	2%	5%	2%	3%	4%	3%	3%	3%	2%

Total (n=568)

Grades teaching
Primary (n=268)
Middle (n=96)
High school (n=161)
Combined (n=43)

School type
District (n=505)
Charter (n=63)

% of Students low-income
0-33% (n=148)
34-66% (n=200)
67%+ (n=209)

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Curriculum

Q. 33

Which one of the following do you think should be the focus for distance learning during the coronavirus outbreak?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Teaching new content, but modified greatly from lesson plans developed before the coronavirus outbreak	53%	53%	57%	50%	51%	61%	56%	61%	53%	48%
Reinforcing old content and/ or addressing learning gaps	37%	38%	25%	42%	39%	28%	38%	25%	35%	46%
Teaching new content, as planned before the coronavirus outbreak	10%	9%	18%	9%	11%	12%	6%	13%	11%	6%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Curriculum

Q. 34 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

Which one of the following best describes the curriculum you are currently using for distance learning?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
It is the same curriculum I used before distance learning	45%	46%	44%	45%	46%	47%	42%	46%	42%	49%
It is different than before – it is a curriculum I created, found and/or gathered from my colleagues	27%	29%	11%	21%	27%	33%	41%	28%	27%	26%
It is different than before – it is a standard curriculum I received from my state, district or charter network, or school	23%	20%	44%	28%	24%	17%	13%	23%	25%	22%
It is different than before – it is a standard curriculum I received from my state, district or charter network, or school	4%	5%	–	6%	3%	2%	4%	3%	6%	4%

Total (n=568)

Grades teaching
Primary (n=268)
Middle (n=96)
High school (n=161)
Combined (n=43)

School type
District (n=505)
Charter (n=63)

% of Students low-income
0-33% (n=148)
34-66% (n=200)
67%+ (n=209)

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Curriculum

Q. 35

How accurate a statement do you think the following is about the distance learning curricula being used with your students?

The distance learning curricula are accessible and appropriate for all learners in my classroom.

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter•	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Very accurate	30%	29%	43%	27%	34%	34%	29%	31%	30%	31%
Somewhat accurate	51%	52%	41%	51%	46%	50%	62%	53%	53%	47%
Not very accurate	15%	15%	11%	17%	16%	12%	4%	14%	12%	18%
Not accurate at all	4%	4%	5%	5%	3%	3%	4%	2%	5%	5%

Q. 36

How accurate a statement do you think the following is about the distance learning curricula being used with your students?

The distance learning curricula are aligned to state standards.

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Very accurate	51%	49%	59%	52%	56%	47%	44%	47%	50%	54%
Somewhat accurate	41%	42%	34%	42%	33%	44%	43%	45%	42%	38%
Not very accurate	8%	8%	7%	6%	11%	9%	11%	7%	8%	8%
Not accurate at all	0%	0%	–	–	–	1%	2%	1%	–	0%

Total (n=543)

Grades teaching
Primary (n=251)
Middle (n=93)
High school (n=157)
Combined (n=41)

School type
District (n=480)
Charter (n=63)

% of Students low-income
0-33% (n=144)
34-66% (n=188)
67%+ (n=202)

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Challenges

Q. 26 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

In your opinion, how serious of an obstacle do you think the following has been to the effective implementation of distance learning during the coronavirus outbreak?

My students' lack of access to technological tools (e.g., computers or tablets).

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Very serious	36%	36%	40%	42%	35%	26%	40%	17%	34%	53%
Somewhat serious	39%	39%	38%	40%	33%	38%	40%	40%	43%	31%
Not very serious	17%	17%	18%	12%	22%	24%	15%	27%	16%	12%
Not at all serious	8%	8%	3%	6%	9%	11%	4%	16%	6%	4%

Q. 27 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

In your opinion, how serious of an obstacle do you think the following has been to the effective implementation of distance learning during the coronavirus outbreak?

My students' lack of access to high-speed internet.

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Very serious	34%	33%	38%	39%	26%	28%	43%	16%	30%	52%
Somewhat serious	43%	43%	43%	41%	51%	41%	46%	41%	51%	36%
Not very serious	19%	19%	17%	15%	19%	28%	11%	33%	18%	10%
Not at all serious	4%	4%	2%	5%	4%	4%	–	11%	2%	2%

Total (n=568)

Grades teaching
Primary (n=268)
Middle (n=96)
High school (n=161)
Combined (n=43)

School type
District (n=505)
Charter (n=63)

% of Students low-income
0-33% (n=148)
34-66% (n=200)
67%+ (n=209)

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Challenges

Q. 28 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

In your opinion, how serious of an obstacle do you think the following has been to the effective implementation of distance learning during the coronavirus outbreak?

My students' lack of necessary technology skills.

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Very serious	31%	30%	40%	39%	23%	24%	23%	15%	34%	41%
Somewhat serious	37%	38%	28%	36%	36%	34%	53%	38%	35%	35%
Not very serious	27%	26%	30%	21%	32%	34%	22%	34%	29%	20%
Not at all serious	5%	6%	2%	3%	8%	8%	2%	13%	2%	3%

Q. 29 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

In your opinion, how serious of an obstacle do you think the following has been to the effective implementation of distance learning during the coronavirus outbreak?

Low student engagement.

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Very serious	47%	47%	42%	45%	50%	44%	58%	32%	46%	58%
Somewhat serious	39%	39%	44%	41%	34%	41%	32%	49%	41%	31%
Not very serious	12%	12%	14%	12%	13%	13%	10%	16%	12%	9%
Not at all serious	1%	2%	–	2%	2%	1%	–	3%	0%	1%

Total (n=568)

Grades teaching
Primary (n=268)
Middle (n=96)
High school (n=161)
Combined (n=43)

School type
District (n=505)
Charter (n=63)

% of Students low-income
0-33% (n=148)
34-66% (n=200)
67%+ (n=209)

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Challenges

Q. 30 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

In your opinion, how serious of an obstacle do you think the following has been to the effective implementation of distance learning during the coronavirus outbreak?

The challenge of moving instruction from the classroom to online.

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Very serious	44%	44%	45%	53%	37%	31%	48%	35%	48%	47%
Somewhat serious	43%	43%	45%	38%	46%	49%	48%	48%	38%	43%
Not very serious	12%	12%	8%	9%	14%	17%	4%	15%	13%	8%
Not at all serious	1%	1%	3%	0%	3%	3%	–	1%	1%	2%

Q. 31 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

In your opinion, how serious of an obstacle do you think the following has been to the effective implementation of distance learning during the coronavirus outbreak?

The challenge of balancing child care/family care at home while teaching simultaneously.

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Very serious	37%	36%	47%	47%	32%	25%	27%	32%	34%	44%
Somewhat serious	35%	36%	26%	31%	43%	36%	42%	42%	37%	27%
Not very serious	15%	15%	21%	10%	11%	25%	22%	16%	15%	15%
Not at all serious	13%	13%	6%	12%	14%	13%	10%	10%	13%	13%

Total (n=568)

Grades teaching
Primary (n=268)
Middle (n=96)
High school (n=161)
Combined (n=43)

School type
District (n=505)
Charter (n=63)

% of Students low-income
0-33% (n=148)
34-66% (n=200)
67%+ (n=209)

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Challenges

Q. 32 *[ONLY IF PERSONALLY DISTANCE LEARNING]*

In your opinion, how serious of an obstacle do you think the following has been to the effective implementation of distance learning during the coronavirus outbreak?

The challenge of staying focused on teaching and learning in the midst of a pandemic.

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Very serious	41%	41%	39%	46%	45%	32%	38%	34%	40%	48%
Somewhat serious	46%	46%	47%	42%	42%	55%	49%	52%	46%	41%
Not very serious	12%	11%	15%	11%	12%	12%	11%	13%	13%	10%
Not at all serious	1%	1%	–	1%	1%	1%	2%	1%	1%	1%

Total (n=568)

Grades teaching
Primary (n=268)
Middle (n=96)
High school (n=161)
Combined (n=43)

School type
District (n=505)
Charter (n=63)

% of Students low-income
0-33% (n=148)
34-66% (n=200)
67%+ (n=209)

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Prerequisites for Distance Learning

Q. 37

Approximately how many of your students have the following?

Access to a computer or tablet to use for school work when they need it.

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
All of them	24%	24%	25%	21%	31%	25%	25%	31%	25%	18%
Most of them	35%	34%	43%	35%	35%	35%	39%	43%	36%	28%
Some of them	30%	31%	25%	32%	24%	31%	29%	20%	32%	37%
Only a few of them	9%	9%	7%	11%	6%	7%	7%	4%	5%	15%
None of them	0%	0%	–	–	2%	–	–	–	0%	1%
Not sure	2%	2%	–	1%	2%	2%	–	2%	1%	2%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Prerequisites for Distance Learning

Q. 38

Approximately how many of your students have the following?

The age-appropriate skills to successfully navigate technology for distance learning (e.g., know how to type, use online learning platforms).

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
All of them	10%	9%	21%	8%	10%	17%	4%	13%	11%	9%
Most of them	41%	41%	36%	34%	46%	47%	48%	45%	44%	34%
Some of them	32%	32%	37%	34%	35%	26%	38%	32%	30%	35%
Only a few of them	11%	12%	3%	15%	10%	7%	8%	7%	9%	16%
None of them	3%	3%	3%	7%	–	1%	–	2%	4%	4%
Not sure	2%	2%	–	3%	–	2%	2%	1%	1%	2%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Prerequisites for Distance Learning

Q. 39

Approximately how many of your students have the following?

A quiet place to study and/or attend virtual class.

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
All of them	3%	2%	15%	4%	4%	2%	2%	5%	4%	2%
Most of them	22%	22%	18%	21%	22%	22%	24%	30%	25%	13%
Some of them	46%	45%	54%	46%	44%	47%	42%	45%	48%	46%
Only a few of them	16%	18%	3%	16%	16%	16%	14%	8%	13%	26%
None of them	1%	1%	–	1%	2%	1%	–	–	–	3%
Not sure	12%	12%	10%	11%	13%	11%	18%	12%	11%	10%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Prerequisites for Distance Learning

Q. 40

Approximately how many of your students have the following?

Family members or guardians who are available to assist with their learning as needed.

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
All of them	6%	5%	15%	7%	5%	5%	4%	8%	6%	5%
Most of them	23%	23%	29%	31%	15%	15%	21%	33%	24%	16%
Some of them	49%	49%	51%	42%	59%	53%	56%	46%	57%	44%
Only a few of them	16%	17%	6%	15%	14%	20%	12%	6%	9%	30%
None of them	0%	1%	–	0%	1%	–	2%	1%	1%	–
Not sure	6%	6%	–	4%	5%	7%	6%	7%	3%	5%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Equity and Vulnerable Populations

Q. 41-46 Summary

During the coronavirus outbreak, how often would you say your school is meeting the needs of each of the following?

Percent reporting "Often."

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Students of color	52%	51%	55%	55%	53%	45%	54%	59%	50%	47%
Students from low-income households	46%	45%	46%	45%	49%	40%	61%	42%	43%	50%
Students with learning disabilities	39%	38%	46%	38%	41%	39%	41%	42%	36%	37%
Students with physical disabilities	35%	34%	42%	36%	34%	32%	40%	43%	37%	27%
Students who are not native speakers of English	34%	35%	30%	35%	38%	30%	32%	28%	33%	39%
Homeless students	21%	21%	25%	21%	25%	19%	24%	18%	22%	23%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Equity and Vulnerable Populations

Q. 47

As you may know, the federal government mandates hands-on support for special needs students (e.g. tutoring, therapy, behavioral assistance). Which one of the following do you think the federal government should prioritize during extended school closures?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Issue guidelines for districts to develop temporary substitutes for the obligatory supports, even if they aren't as effective (e.g., virtual sessions with therapists), while schools are closed	65%	68%	45%	66%	65%	64%	62%	75%	58%	65%
Temporarily suspend obligatory supports and upon return to regular schooling make up for lost support hours	15%	15%	15%	15%	18%	13%	16%	8%	19%	17%
Enforce all obligatory supports while schools are closed, even though they may contradict other orders (e.g., in-person therapies and supports continue even under stay-at-home orders)	10%	10%	9%	10%	5%	13%	14%	9%	10%	11%
Waive all obligatory supports while schools are closed, even if that means no supports for special needs students	10%	7%	30%	9%	11%	11%	8%	7%	13%	8%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Student Concerns

Q. 48

Which of the following have your students expressed concerns about because of the coronavirus outbreak?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Social concerns (e.g., missing in-person experiences with friends and family)	69%	69%	63%	71%	70%	64%	73%	68%	71%	68%
Emotional concerns (e.g. feeling anxious or depressed)	62%	61%	71%	60%	62%	66%	65%	65%	63%	61%
Academic concerns (e.g., worried that they are falling behind in their studies)	59%	59%	62%	50%	64%	72%	57%	63%	57%	59%
Life balance concerns (e.g., caring for family members while also keeping up with school)	42%	43%	37%	34%	48%	53%	37%	35%	43%	48%
Financial concerns (e.g., worried about family members' lost jobs, high medical bills, or insufficient income to make ends meet)	37%	37%	38%	34%	30%	47%	38%	33%	35%	44%
Health concerns (e.g., worried about myself or others getting sick)	36%	36%	35%	35%	36%	40%	33%	36%	36%	37%
None of the above	6%	7%	2%	8%	3%	5%	10%	5%	4%	8%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Preparation and Professional Development

Q. 49

Would you say that your teacher preparation program adequately prepared teachers to facilitate online learning?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
No	67%	70%	41%	67%	67%	66%	70%	57%	69%	72%
Yes	33%	30%	59%	33%	33%	34%	30%	43%	31%	28%

Q. 50

Have you received professional development since the start of the coronavirus outbreak?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Yes	64%	64%	64%	69%	64%	60%	51%	66%	62%	68%
No	36%	36%	36%	31%	36%	40%	49%	34%	38%	32%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Preparation and Professional Development

Q. 51 *[ONLY IF Q.50=YES]*

How relevant has the professional development you have received since the start of the coronavirus outbreak been in relation to your distance learning?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle*	High School	Com-bined*	0-33%	34-66%	67%+
Very relevant to what I am doing now	39%	39%	41%	43%	40%	34%	30%	41%	38%	39%
Somewhat relevant to what I am doing now	49%	49%	49%	46%	46%	54%	66%	56%	53%	42%
Not very relevant to what I am doing now	9%	9%	4%	8%	12%	10%	–	2%	7%	14%
Not relevant at all to what I am doing now	3%	2%	5%	3%	2%	2%	4%	1%	2%	4%

Total (n=373)

Grades teaching
Primary (n=189)
Middle (n=62)
High school (n=98)
Combined (n=23)

School type
District (n=331)
Charter (n=43)

% of Students low-income
0-33% (n=97)
34-66% (n=128)
67%+ (n=144)

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Support for Teachers

Q. 52

During the coronavirus outbreak how much support have you received from your colleagues?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
A great deal	62%	62%	65%	65%	68%	57%	47%	68%	56%	65%
Some	29%	29%	28%	27%	23%	32%	42%	25%	34%	24%
Not very much	7%	7%	6%	6%	5%	11%	7%	5%	6%	10%
None at all	2%	2%	1%	2%	4%	1%	4%	2%	4%	0%

Q. 53

During the coronavirus outbreak how much support have you received from your principal?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
A great deal	50%	50%	47%	52%	54%	47%	34%	48%	49%	52%
Some	36%	35%	43%	35%	31%	37%	49%	39%	37%	34%
Not very much	11%	11%	9%	10%	11%	13%	12%	10%	10%	13%
None at all	3%	3%	1%	2%	4%	3%	4%	3%	4%	1%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Support for Teachers

Q. 54

During the coronavirus outbreak how much support have you received from your district or charter network?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
A great deal	27%	27%	25%	31%	28%	21%	19%	28%	24%	29%
Some	50%	50%	52%	52%	43%	49%	54%	53%	51%	47%
Not very much	17%	17%	19%	12%	20%	24%	23%	14%	20%	17%
None at all	6%	6%	4%	5%	8%	6%	4%	5%	5%	7%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Support for Teachers

Q. 55 *[ONLY IF UNION MEMBER]*

During the coronavirus outbreak how much support have you received from your union?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle*	High School	Com-bined*	0-33%	34-66%	67%+
A great deal	25%	24%	39%	26%	29%	23%	23%	22%	28%	26%
Some	42%	43%	27%	41%	42%	39%	53%	41%	40%	44%
Not very much	25%	25%	26%	23%	22%	30%	20%	28%	23%	24%
None at all	8%	8%	8%	9%	6%	8%	3%	8%	9%	6%

Total (n=336)

Grades teaching
Primary (n=149)
Middle (n=59)
High school (n=98)
Combined (n=30)

School type
District (n=301)
Charter (n=34)

% of Students low-income
0-33% (n=80)
34-66% (n=118)
67%+ (n=131)

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Guidance for Teachers

Q. 56

How would you rate the guidance you have received since the coronavirus outbreak on the following?

The amount of instruction/videos/lessons/materials that I should be posting or sending out.

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Excellent	22%	21%	28%	23%	25%	21%	15%	25%	24%	19%
Good	44%	44%	44%	46%	44%	39%	51%	46%	45%	42%
Fair	22%	23%	19%	20%	20%	29%	22%	19%	22%	26%
Poor	6%	6%	6%	6%	4%	9%	4%	5%	4%	9%
I haven't received any guidance on this	5%	6%	2%	5%	7%	3%	8%	5%	5%	4%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Guidance for Teachers

Q. 57

How would you rate the guidance you have received since the coronavirus outbreak on the following?

The hours or schedule I should be working.

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Excellent	26%	26%	30%	25%	32%	23%	27%	28%	22%	27%
Good	44%	45%	40%	47%	40%	44%	38%	46%	50%	39%
Fair	18%	18%	23%	16%	18%	20%	23%	16%	18%	19%
Poor	5%	5%	6%	5%	6%	7%	2%	5%	3%	9%
I haven't received any guidance on this	6%	7%	1%	6%	4%	7%	10%	5%	6%	6%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Guidance for Teachers

Q. 58

How would you rate the guidance you have received since the coronavirus outbreak on the following?

How I should be grading or providing feedback to my students.

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Excellent	21%	22%	21%	22%	22%	20%	25%	24%	22%	19%
Good	43%	42%	53%	44%	44%	44%	31%	45%	45%	39%
Fair	23%	23%	21%	21%	23%	24%	31%	23%	22%	26%
Poor	7%	8%	3%	7%	5%	8%	5%	7%	4%	10%
I haven't received any guidance on this	5%	6%	2%	6%	6%	4%	8%	2%	7%	6%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Guidance for Teachers

Q. 59

How would you rate the guidance you have received since the coronavirus outbreak on the following?

How often and how I should be communicating with students and parents/guardians.

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Excellent	26%	26%	28%	27%	28%	23%	23%	26%	25%	26%
Good	49%	49%	48%	50%	48%	47%	50%	54%	49%	47%
Fair	17%	18%	17%	15%	18%	21%	16%	13%	20%	19%
Poor	3%	3%	3%	4%	3%	3%	–	4%	1%	4%
I haven't received any guidance on this	4%	4%	4%	3%	3%	5%	11%	3%	5%	4%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Grading

Q. 18

Regardless of whether you or your school/district are facilitating distance learning, which of the following best reflects how you think grades during distance learning should be awarded?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
As usual, reflecting the quality of a student's work and/or efforts	21%	22%	21%	16%	22%	31%	19%	24%	18%	22%
Pass/fail unless a student's work during distance learning could improve their grade	17%	18%	17%	16%	22%	14%	28%	17%	20%	16%
Pass/fail for all students	17%	17%	17%	17%	14%	20%	14%	16%	20%	15%
No grades should be given during distance learning	17%	17%	12%	26%	13%	4%	17%	15%	14%	20%
Graded for student feedback and to inform parents/ guardians, but not recorded on their official transcript	16%	15%	24%	18%	11%	16%	12%	19%	15%	16%
Pass/fail unless a student requests otherwise (e.g., for scholarship eligibility)	11%	11%	8%	7%	18%	14%	10%	10%	12%	11%
Incomplete for all students	0%	0%	1%	–	1%	1%	–	1%	–	1%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Evaluations

Q. 60

Generally speaking, which of the following do you think it makes most sense to do, while schools are engaged in distance learning?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Pause formal evaluations, awarding of tenure, and/or bonuses for student performance	72%	74%	51%	73%	75%	65%	80%	66%	72%	76%
Conduct evaluations virtually and continue to award tenure and/ or bonuses for student performance	28%	26%	49%	27%	25%	35%	20%	34%	28%	24%

Q. 61

Do you think teachers should be offered informal feedback (not to be included in formal evaluations) from instructional coaches and/or supervisors to support their distance learning efforts?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Yes	64%	62%	83%	64%	58%	68%	67%	73%	63%	59%
No	36%	38%	17%	36%	42%	32%	33%	27%	37%	41%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Returning to School

Q. 63

Which of the following are you most concerned about when you return to the classroom?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Unrealistic expectations for getting students back on track	45%	48%	29%	50%	42%	41%	37%	44%	38%	53%
Social-emotional health issues	16%	15%	24%	15%	21%	16%	12%	15%	23%	10%
Layoffs or budget cuts	16%	16%	13%	13%	15%	19%	26%	19%	15%	16%
Physical health issues	14%	13%	21%	13%	14%	17%	9%	15%	12%	15%
Receiving adequate professional development to address student need	5%	4%	13%	6%	4%	4%	10%	4%	8%	4%
None of the above	4%	4%	–	3%	4%	3%	6%	3%	4%	3%

Total (n=584)

Grades teaching
Primary (n=277)
Middle (n=98)
High school (n=162)
Combined (n=48)

School type
District (n=520)
Charter (n=64)

% of Students low-income
0-33% (n=149)
34-66% (n=206)
67%+ (n=216)

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Returning to School

Q. 64

Now, which of the following are you most concerned about for your students when they return to the classroom?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Academic decline	39%	39%	39%	42%	32%	37%	40%	42%	36%	38%
Social-emotional health issues	33%	33%	33%	31%	40%	34%	29%	32%	34%	33%
Behavioral issues	19%	19%	17%	20%	22%	15%	20%	14%	18%	23%
Physical health issues	8%	8%	12%	6%	5%	13%	7%	11%	11%	4%
None of the above	1%	2%	–	1%	1%	2%	4%	1%	2%	2%

Total (n=584)

Grades teaching
Primary (n=277)
Middle (n=98)
High school (n=162)
Combined (n=48)

School type
District (n=520)
Charter (n=64)

% of Students low-income
0-33% (n=149)
34-66% (n=206)
67%+ (n=216)

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Returning to School

Q. 65

[WORDING IF Q.62=1 (school currently closed)] Which of the following steps do you think are most important for your district or charter network to take when school reopens?

[WORDING IF Q.62=2 (school NOT currently closed)] Which of the following steps do you think are most important for districts or charter networks that have been closed to take when school reopens?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
1. Additional health and sanitation measures (e.g., regularly disinfecting classrooms, wearing masks)	52%	52%	51%	57%	55%	45%	44%	46%	51%	57%
2. Smaller class sizes with staggered schedules (e.g., students alternate days to attend class)	51%	53%	37%	52%	51%	49%	54%	46%	47%	58%
3. Students returning to school in phases (e.g., youngest students return first)	17%	15%	26%	14%	18%	19%	18%	21%	15%	16%
4. Ongoing distance learning for high-risk students or for students whose parents'/ guardians' request it until the risk of infection is lower	33%	32%	36%	30%	33%	36%	40%	32%	36%	30%
5. An option for high-risk teachers to continue facilitating distance learning rather than returning to the classroom until the risk of infection is lower	23%	23%	28%	22%	22%	26%	25%	23%	23%	24%
6. No large, non-essential events (e.g., sporting events, school assemblies)	21%	21%	20%	22%	16%	23%	15%	28%	23%	14%
None of the above	2%	2%	1%	2%	2%	1%	2%	2%	2%	1%

Total (n=584)

Grades teaching
Primary (n=277)
Middle (n=98)
High school (n=162)
Combined (n=48)

School type
District (n=520)
Charter (n=64)

% of Students low-income
0-33% (n=149)
34-66% (n=206)
67%+ (n=216)

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Returning to School

Q. 66 *[ONLY IF SCHOOL CURRENTLY CLOSED]*

When students do return to the classroom, do you think you will be likely to support or oppose each of the following?

Grouping students primarily by competency level, rather than by previous grade level or age, to better meet students' needs.

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Strongly support	20%	19%	22%	18%	16%	24%	21%	20%	13%	20%
Somewhat support	38%	37%	43%	38%	36%	34%	57%	38%	37%	45%
Somewhat oppose	20%	19%	26%	17%	26%	24%	13%	20%	23%	21%
Strongly oppose	15%	16%	5%	19%	14%	11%	6%	15%	20%	10%
Not sure	8%	8%	4%	9%	8%	7%	4%	8%	7%	4%

Total (n=584)

Grades teaching
Primary (n=277)
Middle (n=98)
High school (n=162)
Combined (n=48)

School type
District (n=520)
Charter (n=64)

% of Students low-income
0-33% (n=149)
34-66% (n=206)
67%+ (n=216)

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Returning to School

Q. 67 *[ONLY IF SCHOOL CURRENTLY CLOSED]*

When students do return to the classroom, do you think you will be likely to support or oppose each of the following?

Having teachers move with their students to the next grade level (also known as "looping").

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Strongly support	16%	16%	23%	17%	19%	16%	12%	18%	14%	18%
Somewhat support	38%	38%	38%	38%	29%	37%	56%	34%	44%	34%
Somewhat oppose	19%	19%	18%	17%	19%	25%	14%	21%	18%	20%
Strongly oppose	17%	17%	14%	19%	28%	6%	16%	17%	15%	19%
Not sure	10%	10%	7%	9%	5%	16%	2%	9%	9%	9%

Total (n=584)

Grades teaching
Primary (n=277)
Middle (n=98)
High school (n=162)
Combined (n=48)

School type
District (n=520)
Charter (n=64)

% of Students low-income
0-33% (n=149)
34-66% (n=206)
67%+ (n=216)

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Returning to School

Q. 68

[WORDING IF Q.62=1(school currently closed)] Which of the following do you think your district or charter network should consider to address potential learning loss when students return to schools?

[WORDING IF Q.62=2(school NOT currently closed)] Which of the following do you think districts or charter networks should consider to address potential learning loss when students return to schools?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
In-school remediation strategies embedded in the regular school day	60%	63%	41%	61%	64%	58%	57%	61%	57%	63%
Tutoring and/or after school programs	56%	56%	53%	59%	55%	55%	40%	57%	54%	57%
Summer school	28%	28%	23%	30%	22%	28%	23%	23%	26%	33%
Year-round school, in which students attend the same number of school days as they traditionally would, but have, for example, a 3-week break quarterly, instead of a long summer break	22%	21%	30%	22%	24%	21%	25%	19%	22%	25%
A shorter summer break in 2020 and/or 2021	19%	17%	35%	20%	18%	18%	23%	19%	22%	17%
Extended school days in the 2020-2021 school year	16%	15%	23%	15%	14%	17%	16%	14%	20%	13%
None of the above	8%	8%	5%	6%	7%	9%	11%	6%	8%	8%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

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Returning to School

Q. 69

Would you likely participate in additional learning opportunities for students (e.g., summer school, tutoring, extended day) to help students catch up academically following the coronavirus outbreak?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Yes - I would likely participate	42%	41%	51%	42%	35%	45%	51%	43%	43%	41%
I might participate, but it would depend primarily on the amount of compensation I would receive	34%	34%	31%	32%	37%	36%	27%	32%	33%	36%
I might participate, but it would depend primarily on factors other than the amount of compensation I would receive	14%	15%	8%	15%	16%	12%	14%	15%	15%	13%
No - I would not likely participate	10%	9%	11%	10%	12%	8%	9%	9%	9%	10%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
0-33% (n=155)
34-66% (n=210)
67%+ (n=220)

State and District Budgets

Q. 70

Which of the following comes closest to your point of view? If the coronavirus outbreak continues to negatively impact the economy, resulting in significantly smaller education budgets as has happened during other economic downturns, any teacher layoffs should be:

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Based on multiple factors, including both performance and seniority	64%	64%	65%	63%	65%	67%	63%	69%	63%	63%
Based on seniority	18%	19%	10%	19%	16%	16%	20%	14%	17%	22%
Based on teacher performance	18%	17%	26%	18%	20%	17%	17%	16%	20%	16%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
District (n=533)
Charter (n=67)

% of Students low-income
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34-66% (n=210)
67%+ (n=220)

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State and District Budgets

Q. 71

What do you think are the best options if layoffs do occur in your district? Please select what you think is the best option. Next, select what you think is the second best option. Finally, select what you think should be the third best option.

Percent reporting top three options.

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
1. Avoid layoffs at schools serving vulnerable student populations	47%	46%	53%	50%	44%	45%	41%	35%	41%	61%
2. Layoff district or network staff before cutting teachers in school	50%	51%	43%	50%	52%	48%	50%	44%	52%	53%
3. Layoff "specials" teachers (e.g., art, music, gym) before classroom teachers	19%	19%	26%	21%	21%	16%	16%	23%	19%	17%
4. Offer "buyouts" to teachers nearing retirement (i.e., offering financial incentives to teachers to retire early), to reduce or eliminate teacher layoffs	78%	79%	66%	78%	79%	78%	74%	78%	75%	80%
5. Temporarily raise retirement or healthcare contributions for teachers and other district or charter network employees to reduce or eliminate teacher layoffs	30%	28%	49%	30%	25%	30%	37%	36%	30%	26%
6. Temporarily freeze teacher salaries	29%	29%	34%	25%	34%	32%	35%	33%	36%	21%
7. Temporarily freeze district or network staff salaries	47%	49%	29%	45%	46%	51%	47%	52%	47%	42%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
High school (n=169)
Combined (n=49)

School type
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Future Closures

Q. 72

In the event of any future extended school closings that require distance learning, what do you think is most important for districts or charter networks to do?

		TYPE OF SCHOOL		GRADES TEACHING				% LOW-INCOME STUDENTS		
	Total	District	Charter*	Primary	Middle	High School	Com-bined*	0-33%	34-66%	67%+
Have a plan in place to provide students with the necessary learning tools they would normally have at school (e.g., books, personal learning devices)	52%	52%	53%	54%	48%	52%	47%	51%	57%	48%
Have high-quality curricular tools for distance learning ready that teachers have received training on	20%	21%	19%	21%	18%	22%	22%	20%	16%	26%
Set clear guidance for teachers' roles during distance learning	17%	17%	17%	16%	16%	18%	14%	20%	15%	16%
Have a plan in place to ensure students have access to physical and mental health supports (e.g., meals, counselors)	11%	11%	12%	10%	18%	8%	17%	10%	12%	10%

Total (n=600)

Grades teaching
Primary (n=281)
Middle (n=102)
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About Educators for Excellence

Our nation's education system is leaving millions of students — including an overwhelming number of students of color and low-income students — unprepared for college, career, and life. Only one in 10 students from low-income households in the United States attains a bachelor's degree by the age of 25. Moreover, just 14% of black adults and 11% of Hispanic adults hold bachelor's degrees, compared with 24% of white adults. The result is an opportunity gap and divide along racial and class lines that threatens the future of our communities, economy, and democracy.

While research shows that classroom teachers are the single most important in-school factor in improving student achievement, their diverse voices are consistently left out of education policy decisions. Even though policymakers at every level of the system are talking about teachers, they rarely are talking with teachers.

Founded by public school teachers in 2010, Educators for Excellence is a growing movement of more than 30,000 educators, united around a common set of values and principles for improving student learning and elevating the teaching profession. With chapters in Boston, Chicago, Connecticut, Los Angeles, Minnesota, and New York, we work together to identify issues that impact our schools, create solutions to these challenges, and advocate for policies and programs that give all students access to a quality education.

Educators for Excellence is a nonprofit and proud to receive financial support from a diverse base of nonprofit, corporate, and family foundations as well as individual donors, including teachers and community members, who believe in the power of teacher-led change.

Our Vision

Educators for Excellence envisions an equitable and excellent education system that provides all students the opportunity to succeed and elevates the teaching profession.

Our Mission

Educators for Excellence ensures that teachers have a leading voice in the policies that impact their students and profession.

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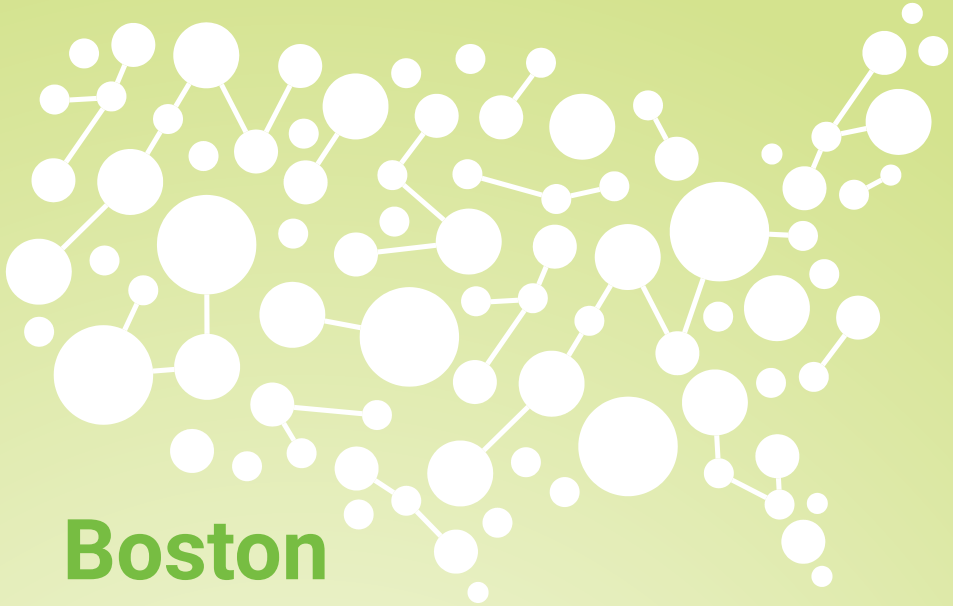

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