

Remote Learning Support Survey

Teacher Perceptions of Fall 2020
Remote Learning Experiences

Independent Analysis Unit
Los Angeles Unified School District

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The views expressed herein are those of the Independent Analysis Unit and do not necessarily reflect those of the District, the Board of Education, or any individual Board Member.

EXECUTIVE SUMMARY

During the fall of 2020, LA. Unified experienced its first full term of school facilities closures due to the COVID-19 pandemic. To understand student and teacher experiences and teacher perceptions of student achievement during this period—as well as to identify some of the supports teachers and students may need as the District reopens its schools for in-person learning, the IAU administered the *Remote Learning Support Survey*. This report summarizes the results of this study.

Methods

We sent the survey questionnaire to a stratified random sample of 4,750 District teachers in January and February 2021. The questionnaire included 30 multiple-choice questions and one open-ended response item. The survey was anonymous to encourage candor, which prevented cross-referencing teachers to their schools' administrative data, including the demographics of student enrollment. To allow for generalizing across school levels, the **sample was stratified into five sub-populations: early childhood, elementary, secondary, and adult, as well as special education. We received 1,309 responses in total and enough responses from each of the groups—except for special education—to adequately represent these sub-populations of teachers.**

Findings

Absent summative assessment data, the IAU wanted to shed light on student academic achievement in the fall. To do so, we asked several questions relating to teachers' perceptions about instruction, student academic achievement, and how teachers had adapted grading practices for online learning. We learned:

- **Half of elementary and secondary school respondents indicated fewer students met or exceeded grade-level standards in the fall 2020 semester compared to the previous year.**
- **Only 17% of all teachers reported they taught nearly all the formal curriculum they usually taught.**
- Teachers adapted grading practices to remote learning in various ways, including by being more lenient.
- **On average, less than a third of teachers reported that 75% or more students completed the distance learning activities they were assigned in a typical week.**
- **Six in ten teachers reported that a barrier their students faced was having difficulty engaging through the computer screen;** Other barriers to online learning included responsibilities at home for the older students and possible problems with Internet connections as well as unmet basic needs; more respondents who taught in high-needs schools reported their students faced these other barriers.

The survey also was intended to shed light on the preparation teachers received and how well-prepared they felt to address the needs of their students during remote learning. In terms of preparation, we found:

- **Most teachers reported they felt adequately prepared or somewhat prepared to meet the needs of most students during remote instruction,** but fewer teachers reported feeling adequately prepared to meet the remote learning needs of students in foster care or experiencing homelessness and of students with moderate to severe disabilities.

- **Most teachers reported completing extensive professional development** related to providing remote instruction during the period of school facilities closures.
- Over half of elementary teachers and 4 in 10 secondary teachers had a fellow educator visit at least once a month; however, half of teachers were not visited at all (11%) or only twice (39%) the entire fall semester.

One purpose of the study was to identify needs teachers have for ongoing support. Findings were:

- **While remote, teachers indicated they continued to need strategies** to address missed hands-on learning opportunities and **to promote student engagement**.
- **When schools reopen, teachers indicated they will need additional planning time and students will need counseling services.**

Discussion

Many teachers believe their students will have unfinished learning and need strategies for acceleration and differentiation in the coming months and years. Planning time, instructional leadership and support from administrators, as well as continued professional development are all needed, according to teachers. But their experiences with remote instruction have also encouraged **many teachers to view educational technology as part of the solution**. Consequently, there will be a long-term need for online course management, digital curricular materials, and Internet connectivity and devices for students, along with the technical support these technologies require—for both teachers and students.

In addition to academic supports, students will need counseling services and resources for social-emotional learning, according to many teachers. The District has acknowledged this need and plans to invest millions in additional counselors and other resources to support both social-emotional and academic recovery.

Recommendations

The L.A. Unified Board of Education can deepen its understanding of conditions teachers and students face as they return to school, ensure resources are allocated appropriately, and advocate for students and teachers. Toward these ends, the IAU suggests the following.

- To support learning recovery, **professional development for teachers to identify and focus on essential grade-level standards, inclusive pedagogy or differentiation, and methods of acceleration is needed.**
- Extra teacher collaborative **planning time** (e.g. grade level teams) **focused on differentiation and acceleration.**
- **Continued support for use of educational technology, including** updated, functioning devices for all students, technical support and training for teachers and **Internet connectivity technical support for all students.**

We also encourage the Board and District leaders to appreciate the need for teachers to continue social-emotional check-ins with students and continue the current level of higher-than-usual communication with families.

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In January and February 2021, the Independent Analysis Unit (IAU) administered the *Remote Learning Support Survey* to a sample of District teachers. The purpose of the survey was to a) understand teacher’s perceptions of student experiences and achievement during the fall semester of the 2020-2021 school year, b) understand teachers’ experiences and needs for support during remote instruction, and c) identify some of the supports teachers and students may need as the District reopens its schools for in-person learning. The questionnaire included 30 multiple-choice questions and one open-ended response item. Responses from the open-ended item were rich with information and will be presented with analysis in another report.

WHO WE SURVEYED

The IAU sent an electronic questionnaire to 4,750 L.A. Unified teachers on January 22. Responses were accepted through February 23. Analysis was completed in mid-March. To try to capture representative experiences and perceptions of different groups of teachers, we randomly selected respondents from five sub-populations: early childhood, elementary, secondary, special education, and adult education teachers. We received 1,332 responses in total and enough responses from each of the groups—except for special education—to adequately represent the sub-populations of teachers. For example, the sampling design called for 39% of the population solicited to be elementary teachers and 38% of the responses came from elementary teachers. Based on these response rates, we can say with 95% confidence that responses from the sample resemble—plus or minus five percentage points—how all teachers

and teachers in each of the sub-populations (except for special education) would have responded.

Respondents’ years of teaching experience skew towards more experienced, with about 30% having taught 10 years or less, 30% having taught between 10-20 years and almost 40% having taught more than 20 years.

Most teachers responded that they worked from home, with eight in ten respondents reporting they worked at home 100% of the time. Only 12% of respondents worked from schools at all, and very few ($n=16$) worked from school 100% of the time.

ABOUT THE SURVEY

The questionnaire for the *Remote Learning and Support Survey* was derived in part from three survey instruments developed by educational services or research organizations in 2020. They were a) the RAND Corporation’s “2020 COVID-19 Distance Learning Survey”—a questionnaire that was used with that organization’s American Educator Panels,¹ b) TNTP’s “COVID-19 Support Survey,”² and c) Panorama for Education’s distance learning survey, “Topics and Questions for Teachers and Staff.”³ All these questionnaires were used for surveys administered to various samples of teachers across the U.S in 2020. Deriving some items of the Remote Learning Support Survey from existing surveys means its results could be compared in part to findings from other surveys. The IAU also developed additional items for the questionnaire based on prior analysis of remote teaching in L.A. Unified and in collaboration with District staff including leaders in the Division of Instruction.

ABOUT THE ANALYSIS

The IAU *Remote Learning Support Survey* was a cross-sectional survey designed to capture the impressions, memories, and opinions of teachers about important issues facing them and their students during remote instruction. As such, all responses about the fall 2020 semester should be viewed as representative of teacher perceptions at a point in time (early spring 2021), and not as measurements of actual circumstances, conditions, or outcomes in the District.

For the presentation and analysis of survey results, respondents were categorized into five groups—early childhood, elementary, secondary, adult education, and special education teachers—based on the grade levels and subjects they taught. Since teachers sometimes teach multiple grade levels and subjects, some respondents fell into multiple groups. Responses to questions were analyzed to see how they varied by group.

Further, to analyze how survey responses differed between schools with more or fewer advantaged students, we used a proxy measure for school socioeconomic status based on asking teachers to characterize their schools.⁴

We begin this report with a key findings section followed by two detailed survey results sections. In the “How Students are Doing” results section, data are presented a) by teaching group and b) by elementary and secondary school level, and if applicable, school socioeconomic status (SES). The second section is “Teacher Needs and Concerns.” We conclude with recommendations.

Respondent characteristics

	Percent
Early Childhood	4%
Elementary School Grades	38%
TK/ Kindergarten	4%
Grade 1	5%
Grade 2	5%
Grade 3	5%
Grade 4	5%
Grade 5	5%
Secondary School Grades	48%
Grade 6	6%
Grade 7	7%
Grade 8	6%
Grade 9	10%
Grade 10	11%
Grade 11	11%
Grade 12	6%
Adult	6%
Ungraded	2%
Special Education (All Grades/ Subjects)	6%
Specific Subjects (Secondary & Other Grades)	
Arts	3%
Career/Technical	1%
Computer Science	1%
English Language Arts	12%
English as a Second Language (ESL/ELD)	5%
Health	2%
Mathematics	8%
Natural Science	7%
Other	6%
Physical Education	4%
Social Science	8%
Social Education	2%
World Languages	7%

Note: School level totals exceed 100% because many respondents taught multiple grade levels: 45% of teachers taught multiple grade levels (most in secondary school grades). Totals for specific subjects are less than 100% because only teachers who taught at least one secondary/ other grade level were asked the question; 17% of teachers taught multiple subjects.

Limitations and Assumptions of this Analysis

Features of the survey design, some of which are common to all self-report surveys, limit the generalizability, accuracy, and reliability of the responses.

Generalizability. The survey was administered to a random sample of teachers, stratified to represent different school levels and special education teachers. Based on the response rates from each subpopulation of teachers, we have confidence that the sample represents the greater L.A. Unified population of teachers at all school levels, except for special education. However, the sample was not designed to account for differences in the composition of the student body at schools where teachers worked; thus, we cannot be sure that the results disaggregated by teacher-reported school characteristics in this report are representative of the greater population of District teachers at schools with different proportions of these characteristics.

Accuracy. Because the survey was anonymous, we could not cross-reference teacher IDs with administrative data. Instead, we asked teachers to report characteristics of their schools. This method, however, probably did not result in completely accurate responses; some teachers probably misclassified their schools' percentages of students from various subpopulations. One of the teacher-reported school characteristics was used to create a proxy measure: more/fewer high-needs students. Consequently, this proxy measure has limited accuracy and should be interpreted as a coarse indication of school socioeconomic status .

In addition, several of the items relied on respondent perceptions and memory to make comparisons between two time periods, the fall 2020 semester (remote) and the fall 2019 semester (in-person). Although reference bias was addressed by asking respondents to compare the fall semester of 2020 to the previous fall, the survey was susceptible to recall bias: respondents may have misremembered key facts.^{5,6,7}

Moreover, we assumed that teachers could report the academic progress of their students and we also assumed most respondents would answer honestly and accurately to the best of their ability.

Reliability. We acknowledge that respondents may have interpreted and answered questions differently from one another.

In sum, we are 95% confident that responses disaggregated by school level (early childhood, elementary, secondary, and adult) represent the opinions, perceptions and remembered experiences of teachers in those groups across the District, but that teacher-reported school demographics have limited reliability and should be interpreted as approximations.

HOW STUDENTS ARE DOING

Observers have worried about missed learning opportunities during the period of COVID-related school closures.⁸⁻¹¹ In the absence of standardized assessment data, the IAU wanted to measure teachers' perceptions about how well their students had fared academically during remote instruction. To this end, we asked teachers to assess how many of their students had mastered grade-level standards and how much of the curriculum they had covered compared to last fall.

District data has shown a marked increase in D's and F's in the fall 2020 semester compared to the previous year.¹² To shed light on this phenomenon, we asked questions to understand if grading practices or student engagement levels may explain the increase in low grades.¹³ We also asked teachers their perceptions of how many students completed the assigned activities and what teachers saw as the biggest barriers that students faced in remote learning.

Q: Compared to last fall, how would you assess students' mastery of grade-level standards in the fall 2020 semester?

A: Fewer students mastered standards.

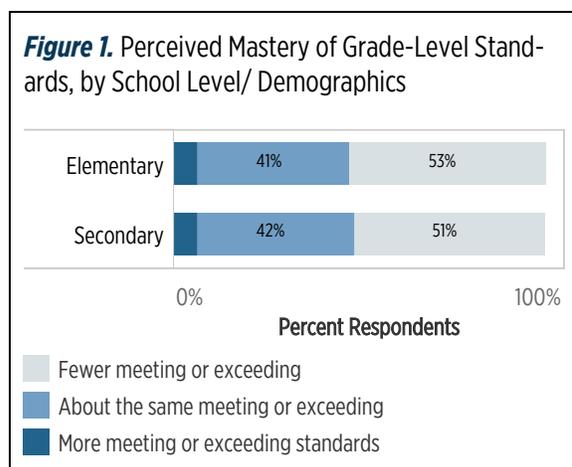
In the absence of standardized test results, we had to rely on teachers' perceptions of their students' progress. We assumed teachers would have an idea about how many of their students mastered standards (e.g., if

there was a summative assessment for that class, the students would receive "met or exceed" marks) so we provided response options that included the phrase "meeting or exceeding standards." Half of elementary and secondary school respondents indicated fewer of their students met or exceeded standards in the fall 2020 semester compared to the previous year (Table 1). Relatively smaller shares of early childhood education, adult, and special education teachers reported that fewer students met standards.

Table 1. Percent of Teachers Reporting they Perceived Fewer Students' Met or Exceeded Standards

Early Childhood	36%
Elementary	53%
Secondary	51%
Adult	44%
Special Education	45%
All Respondents	50%

Figure 1 shows the breakdown of teachers in just secondary and elementary schools who reported that fewer, about the same, or more students met standards.



Q: Thinking about the formal curriculum you would have covered, approximately what proportion was covered through the distance learning materials and activities provided to students in the fall 2020?

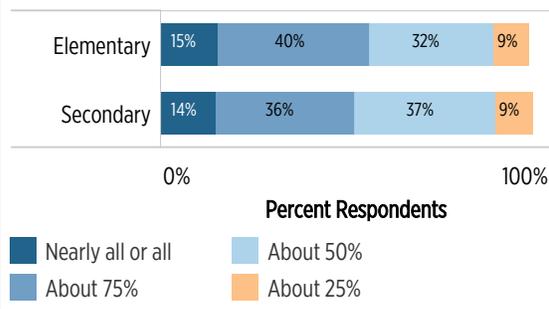
A: Most teachers report they taught less than their usual curriculum.

To give teachers a reference point about their teaching, we asked them to compare what they had taught in the fall of 2020 with what they estimated they would have taught if their school buildings had not closed. Only 17% of all teachers reported they covered “nearly all or all” of the formal curriculum they normally would have covered, though larger shares of early childhood, adult, and special education teachers reported doing so (Table 2). Though we cannot be sure if the usual curriculum would have been what was expected by state standards, overall, nine in 10 elementary and secondary teachers reported covering at least 50% of their usual curriculum (Figure 2).

Table 2. Percent of Teachers Reporting They Covered All or Nearly All of Their Usual Formal Curriculum during Fall 2020 Semester

Early Childhood	34%
Elementary	15%
Secondary	15%
Adult	29%
Special Education	20%
All Respondents	17%

Figure 2. Proportion of Usual Formal Curriculum Covered in Fall 2020, by School Level¹⁴



Q: Compared to last fall, how would you describe your grading scale in the fall 2020 semester?

A: Teachers graded leniently, especially in secondary schools.

Because District data showed an uptick in students earning D’s and F’s during school facilities closures, we wondered whether altered grading practices explained some of the lower grades. First, we wanted to know if teachers graded less leniently than usual. Instead, two-thirds of secondary teachers reported they were more lenient during the fall of 2020 than they had been the previous fall. About half of elementary teachers also reported more leniency. Many fewer early childhood and adult teachers made their grading scales more lenient (Table 3).

Table 3. Percent of Teachers Reporting a More Lenient Grading Scale

Early Childhood	30%
Elementary	56%
Secondary	67%
Adult	35%
Special Education	59%
All Respondents	58%

Q: How do students' academic marks this fall (2020) compare to last fall in each grading category?

A: Most teachers reported giving similar academic marks as last year.

Next we tried to learn what categories of academic activity may have accounted for lower performance, so we asked teachers to say whether their students' performance in different grading categories such as tests or projects was "lower," "about the same," or "higher" than they were the previous fall. We also allowed them to mark "does not count toward grade" and "never included in my academic marks" for each category.

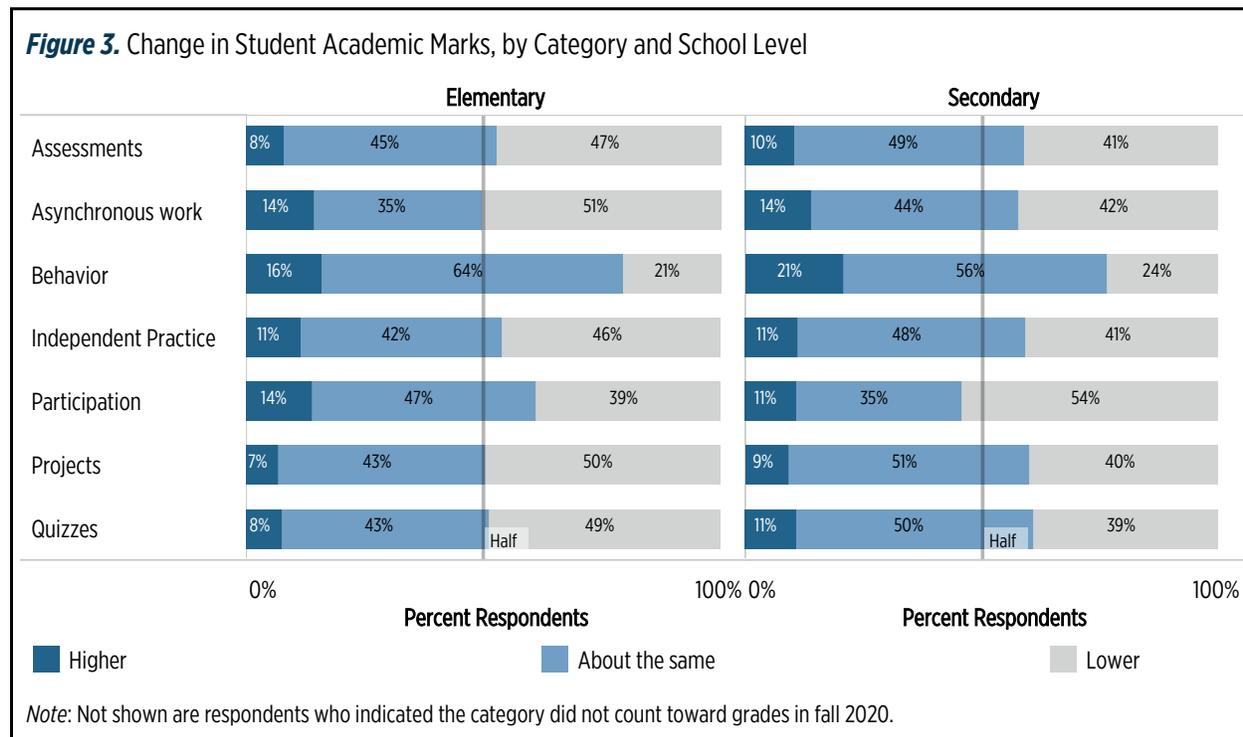
In the fall semester, on average, most teachers (between 55% and 73%) reported giving academic marks that were about the same or higher than the previous year within each grading category that they counted toward their academic marks (Table 4).

Table 4. Average Percent of Teachers Reporting Marks Were the Same or Higher in Grade Categories

Early Childhood	72%
Elementary	55%
Secondary	58%
Adult	73%
Special Education	62%
All Respondents	58%

However, in every category at least 21% of elementary and secondary teachers reported giving lower marks compared to last year (Figure 3). More elementary teachers than secondary teachers reported giving low marks.¹⁵

The grading category with the most change was participation in secondary school: over half of all secondary school teachers who used participation as a category in their academic marks reported giving lower marks in that area. However, the academic mark, per District grading policy for distance learning,



should not include participation. If some teachers included this mark, it may have been against policy. Alternatively, responses to this item may represent participation meaning being in class or submitting work. The survey responses do not provide additional information to clarify what teachers may have meant by their answers here. Overall, no one category stood out as contributing substantially more than others to low student academic marks.

Q: Compared to last fall, how much weight was given to each grading category in fall 2020?

A: On average, teachers reported weighting categories like last year.

Finally, we wondered whether weighting grading categories differently would help explain low grades. However, no clear story emerged. On average, almost 60% of teachers for all different age groups reported giving the same weight to each grade category as they had the previous year (Table 5). No substantial differences were evident between elementary and secondary school teachers.

Q: Per week, how many opportunities were students given to submit assignments/assessments or post to discussions asynchronously?

A: Students had many opportunities to submit work each week.

Low levels of active engagement could be explained by lack of opportunities. We asked teachers how many opportunities they gave students per week to submit work—ranging from “1” to “more than 5”. Three-quarters of elementary teachers and half of secondary

school teachers reported that they gave students more than five opportunities to submit work each week (Table 6).

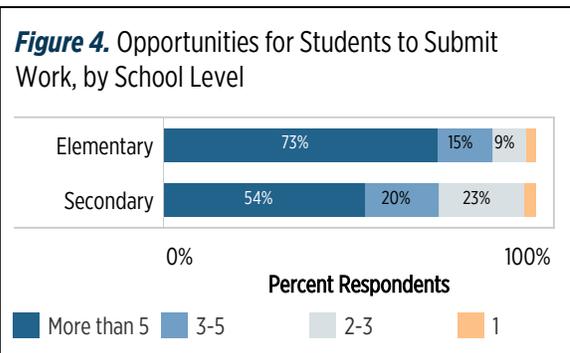
Details are provided in Figure 4. Response options for the range of opportunities to submit work per week are not related to District policies. Neither District policies, nor state statutes (e.g. SB 98) require a fixed number of assignments per week.¹⁶

Table 5. Average Percent of Teachers Reporting Giving Same Weight to Each Grade Category

Early Childhood	58%
Elementary	56%
Secondary	57%
Adult	61%
Special Education	58%
All Respondents	57%

Table 6. Percent of Teachers Reporting Giving Students More than 5 Opportunities to Submit per Week

Early Childhood	50%
Elementary	73%
Secondary	54%
Adult	59%
Special Education	58%
All Respondents	61%



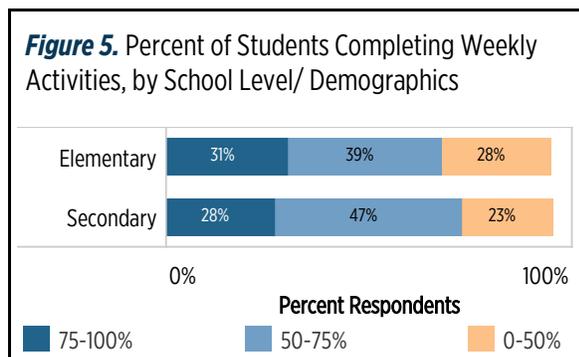
Q: In a typical week, what percentage of students completed the distance learning activities?

A: Less than a third of teachers reported that most students completed activities each week.

When asked what percentage of their students completed the distance learning activities they provided, less than a third (26-33%) reported that most of their students (75-100%) completed weekly activities on average (Table 7). Figure 5 further divides the responses for elementary and secondary school teachers by how many reported their students completed between 50-75% or 0-50% of their activities.

Table 7. Percent of Teachers Reporting 75-100% of Students Completed Activities Each Week

Early Childhood	31%
Elementary	31%
Secondary	28%
Adult	26%
Special Education	33%
All Respondents	29%



Q: What are the biggest barriers to students engaging remotely?

A: Six in ten teachers perceived that their students had difficulty engaging through a computer screen.

When asked to select the top three biggest barriers to their students engaging in remote learning, teachers overall most frequently responded that their students had difficulty engaging remotely through the computer screen. (Table 8). The next most frequently selected barrier was students lacking Internet access (45%).¹⁷

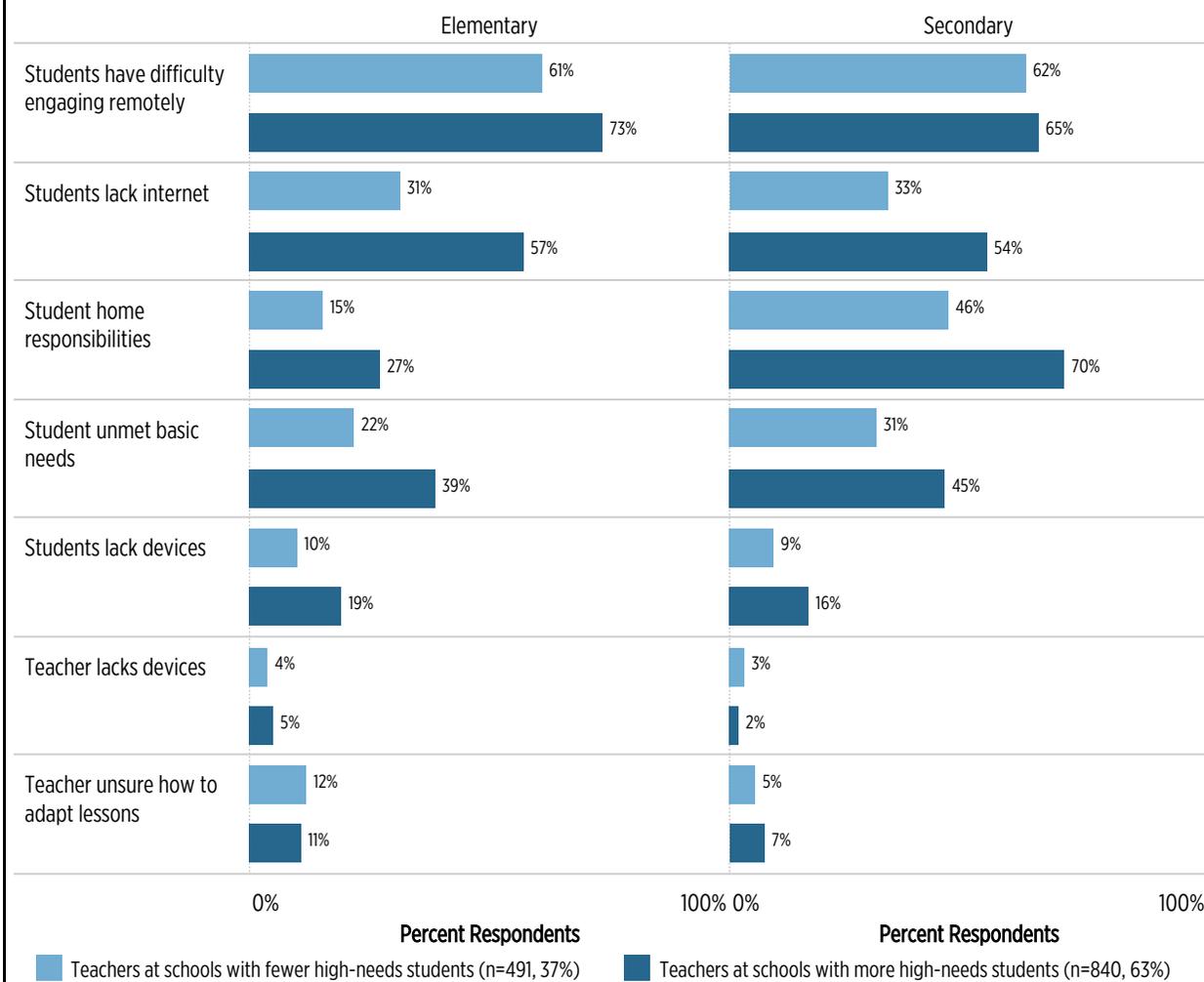
Table 8. Percent of Teachers Reporting Students had Difficulty Engaging Through a Computer Screen

Early Childhood	54%
Elementary	69%
Secondary	64%
Adult	45%
Special Education	59%
All Respondents	62%

Students having responsibilities at home was the third-most cited barrier overall (40%) but was the most-cited barrier among by secondary school teachers at less advantaged schools (Figure 6). Figure 6

Figure 6 also shows differences in several barriers reported by teachers at schools with more/fewer high-needs students. Lack of Internet, home responsibilities, unmet basic needs, and a lack of devices were disproportionately cited as barriers among teachers at schools with more high-needs students. These findings suggest that barriers were not distributed evenly across the District; some problems were probably less acute for students with more family resources, who are concentrated in a portion of District schools.

Figure 6. Teacher Perceptions of Barriers to Engaging in Remote Learning, by School Level



Note. A proxy measure was used to determine the socioeconomic status of schools (more/fewer high-needs students), as described in end note 4.

A Note on Internet Access and Devices

Teachers were asked: “The biggest barriers to my students engaging in remote learning are: (Select up to three)” and two of the options were: “My students lack Internet access (Wi-Fi connectivity);” and “My students lack the necessary devices (e.g., laptop or tablet).”

Some respondents may have interpreted the Internet access option to mean lacked consistent Internet connectivity, which is different than lacked Internet access. Similarly, some respondents may have interpreted lack devices to mean students had periodic issues with their devices.

Reportedly, the district facilitated connectivity (i.e., Wi-Fi hotspots, low-cost Internet services) for all students and provided devices to all TK-12 students, and schools were responsible for connectivity and devices.

However, simply having the capability to access the Internet does not mean students always had strong signals or uninterrupted connectivity. This survey did not collect information on what teachers did in response to noticing problems with connectivity and devices. Further inquiry would help identify the specific nature of students’ problems with Internet access or devices.

Figure 7. Teacher Preparedness, by Student Group¹⁸

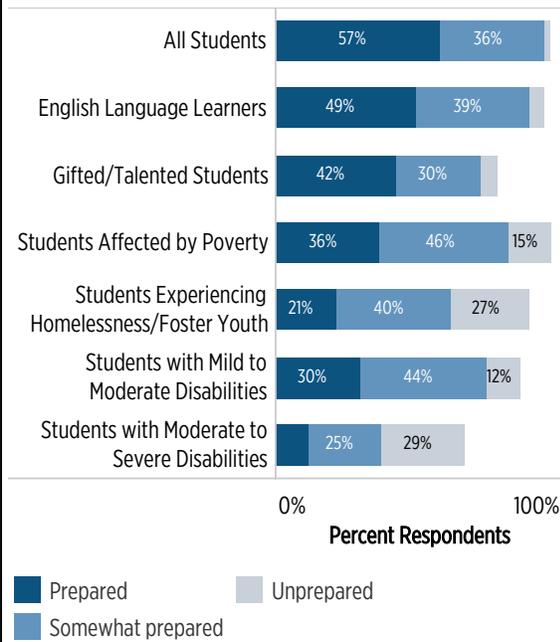


Figure 8. Teachers who Completed PD

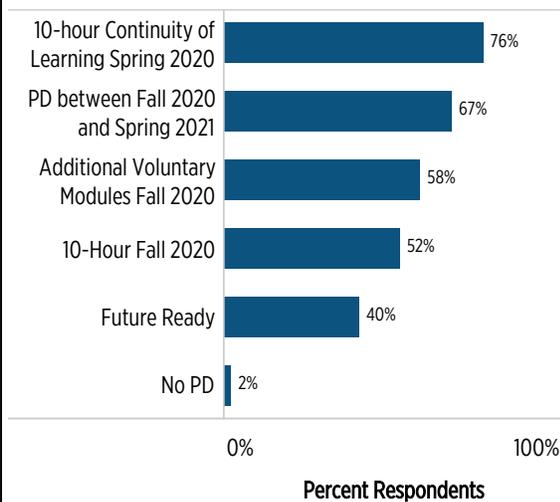
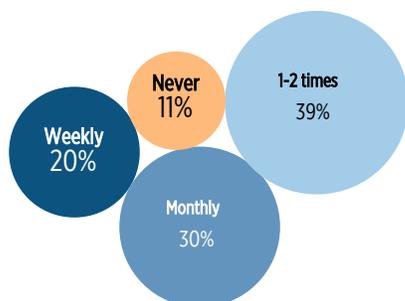


Figure 9. Frequency of Virtual Classroom Visits



TEACHER NEEDS AND CONCERNS

The IAU sought to understand how well teachers were prepared and supported as well as their needs during continued remote learning. In addition, the IAU asked about teachers’ concerns, how they adapted during remote learning, and what support they said they will need when they return to schools.

Q: Did teachers feel adequately prepared to address the learning needs of various student groups during distance learning?

A: Teachers felt adequately prepared to meet the learning needs of many, but not all student groups.

In general, most respondents reported that they felt prepared or somewhat prepared to meet the needs of most groups of students. Particularly strong was the feeling of adequate preparation for the general population of students, English language learners, and gifted and talented students (more than 50% of teachers felt prepared, with over 90% feeling prepared or somewhat prepared to support these groups, Figure 7).

However, teachers’ responses revealed possible needs in several areas. The fewest teachers reported a feeling of adequate preparation to meet the distance-learning needs of students in foster care or experiencing homelessness and of students with disabilities, particularly students with moderate to severe disabilities. Teachers were asked to answer how they felt prepared to teach these groups through remote instruction, so it may be that teachers of these students had difficulty adapting their teaching to meet the specific needs and challenges of these student groups

(e.g., students experiencing homelessness may have lacked reliable internet connections). The questionnaire, however, did not include follow-up questions as to why these teachers felt unprepared.

Q: In which professional development programs did teachers participate?

A: Teachers actively participated in professional development opportunities.

Most teachers completed initial professional development (PD) in the spring, and many completed additional PD before or during the fall semester (Figure 8). Four in 10 respondents said they participated in the 30-hour Future Ready training, which was optional and a large commitment.

Some differences—not shown in the figure—existed between teachers at different school levels. Generally, elementary teachers completed more PD than secondary teachers.

Q: How often have fellow educators (e.g. peer teacher, coach, administrator) visited virtual classrooms since school started in fall 2020?

A: Over half of elementary teachers and 4-in-10 secondary teachers had a fellow educator visit at least once a month.

District leaders acknowledged that teachers, confronted with having to teach in what was for many an unfamiliar environment online, would benefit from instructional support. One way to provide this support was through classroom visits—which in this case had to be virtual—from someone who could observe

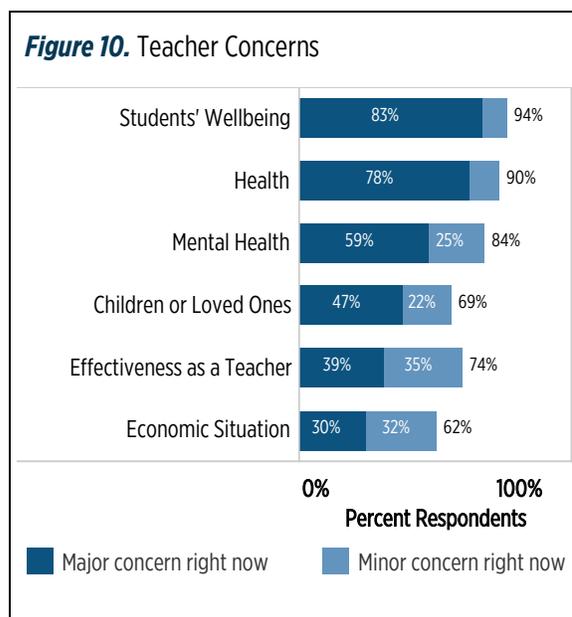
and provide formative feedback. We asked teachers about the frequency of these visits, but the responses did not indicate exactly who visited a teacher’s classroom (e.g., if a supervising administrator). Also, there may have been visits that some considered non-applicable to the question.

With that caveat, on average, almost 9 out of every 10 teachers (89%) say they were visited at least once in their online classrooms during the 2020 fall semester by a fellow educator, with 20% of teachers reporting they were visited weekly (Figure 9). However, half of teachers report not being visited at all (11%) or only twice (39%) the entire semester.

Q: What are teachers’ concerns (major and minor) right now?

A: Teachers’ most frequently cited concern was students’ wellbeing.

When asked in January the extent of their concerns about a list of issues, nine out of 10 teachers reported that the wellbeing of their students was a either a major or minor concern “right now,” and almost as many

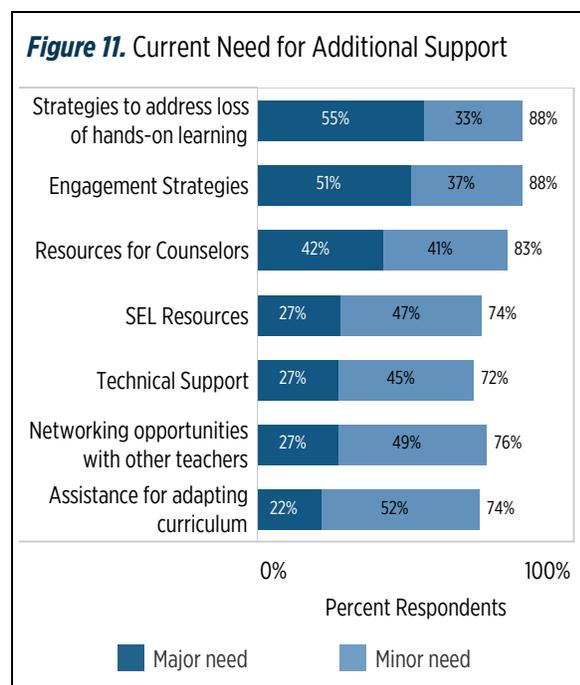


reported that their own health or mental health was a major or minor concern (Figure 10). Also, many teachers indicated children or loved ones, feelings of ineffectiveness as a teacher in the remote learning environment, or their economic situation were concerns overall, but less than half listed these as *major* concerns.

Q: What were teachers' current needs for additional support from school or District leaders?

A: While remote, teachers said they need strategies to address missed hands-on learning opportunities and to promote student engagement.

Almost nine in 10 teachers indicated a current need in January for strategies to address missed hands-on learning opportunities and to keep students engaged remotely (Figure 11). More than half of teachers marked these as *major* needs. Though a large majority of teachers indicated some need in the remaining five areas listed on the survey, most (41-

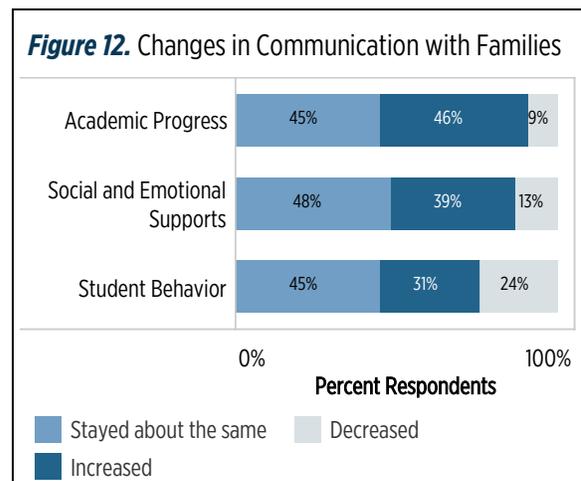


52%) marked these areas as *minor* needs. A variation in the results not shown in Figure 11 was that elementary school teachers reported a greater need for technical support compared to secondary teachers.

Q: Compared to last school year, how has communication with students' families changed?

A: Between 30-40% of teachers increased communication with families.

Almost half (46%) of teachers of all age groups reported that they increased their communication with families about student academic progress (Figure 12). Smaller shares of teachers said they increased communication about social and emotional supports and student behavior.



Q: Have teachers developed strategies for remote teaching that they plan to continue to use?

A: Most teachers developed practices for remote teaching that they plan to continue when schools reopen.

Four in five teachers (82%) said they had developed strategies for remote teaching that

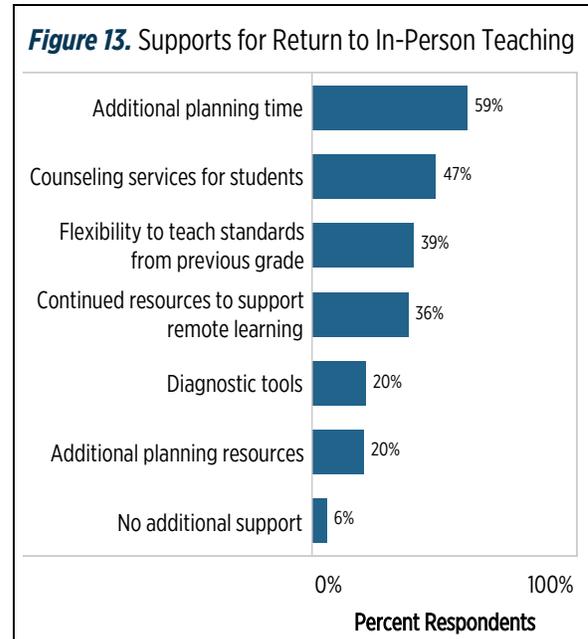
they planned to continue to use after school reopens. In general, teachers reported increased comfort with digital tools and plans to continue to use specific applications like Nearpod and Zoom.¹⁹ For example, some teachers plan to create “help” videos that students can use at home. Teachers also reported plans to continue social-emotional check-ins with students and increased communication with parents. An in-depth analysis of the qualitative data on how teachers plan to alter their instructional practices based on their experiences during remote learning is forthcoming in a separate report.

Q: What supports do teachers imagine they will need as they think about returning to in-person teaching?

A: When schools reopen, teachers imagine they will need additional planning time and believe students will need counseling services.

We asked teachers about what support they thought they might need when they return to

either partial or full in-person teaching. The most common answer was additional planning time (Figure 13). Counseling services for students was the second most common need. About four in 10 respondents indicated they might need flexibility to teach standards from the previous grade²⁰ and continued resources to support remote learning.



KEY FINDINGS

Most teachers perceived their students learned less than usual.

Fifty percent of teachers said fewer of their students met or exceeded standards compared to last fall (page 4). Just over half of teachers said they taught between three-quarters to all their formal curriculum (page 5) and less than a third of teachers reported that students completed all weekly activities. (page 8)

Students had difficulty engaging through computer and some faced different barriers.

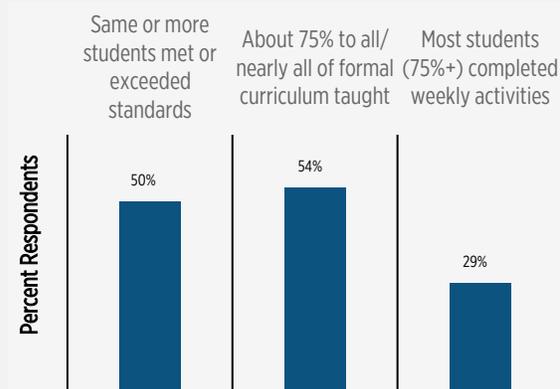
Overall, 6 in 10 teachers reported the biggest barrier their students faced was simply the difficulty of staying engaged through the computer screen. Teachers at schools with more high-needs students also reported in large numbers that their students faced issues with Internet access²¹ or had home responsibilities that were barriers. (page 9)

Teachers recognized that students had difficulty learning online and adapted their instruction.

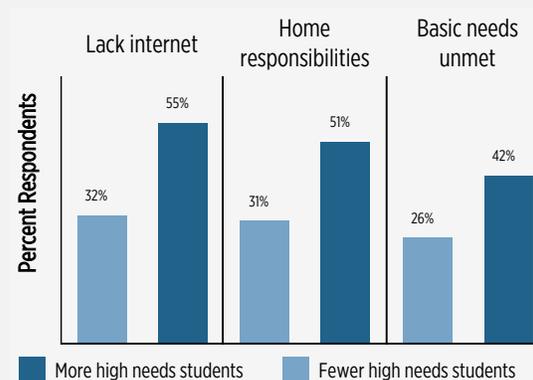
Teachers participated in professional development at high rates, developed new techniques, and graded leniently. However, nearly two-thirds of teachers reported that students had difficulty engaging through a screen. About half of elementary and secondary teachers also reported their students lacked Internet access. (page 10, 5, and 8)

Teachers expressed concern about their effectiveness teaching remotely. While remote, 88% said they needed more engagement strategies and, as schools reopen, 59% say they will need extra planning time. (page 12 and 13)

How teachers perceived students' progress*



Teachers' perception of barriers to engagement*



Teacher challenges, concerns, and needs**



The IAU created a proxy measure for fewer/more high needs students, as described in end note 4.

* Elementary school and secondary school teacher responses only

** All teacher responses

DISCUSSION

In conducting the *Remote Learning Support Survey*, the IAU wanted to understand teachers' perceptions related to several issues. First, in the absence of standardized assessments, we wanted to know about students' academic learning during COVID-related school facilities closures and what factors might have accounted for higher-than-usual numbers of failing grades.

We learned from the survey that **many teachers perceived their students did not master grade-level standards and few teachers believed they taught 100% of the curriculum they would have taught if instruction was in person.**

From District reports, we also know the number of D and F academic marks increased during school facilities closures. In our effort to understand these failing grades, **we found little evidence that teachers' grading practices during the remote semester had unintended negative consequences for students.** Teachers increased leniency and provided plentiful opportunities for submitting work, on average. However, **we also know that less than a third of teachers reported that most of their students completed distance learning activities each week.**

The survey questions did not address other causes for low grades, but **further inquiry could explore the how grades were associated with missed schoolwork and how missed schoolwork was associated with barriers such as having difficulty engaging online, lacking consistent Wi-Fi connectivity, or having to attend to responsibilities at home.** Neither was the survey designed to identify which students were more likely to receive D's or F's, though the IAU acknowledges the long term negative consequences these marks may have on secondary students

in terms of graduation and access to post-secondary opportunities. To understand student performance during remote learning, further study is warranted.

Teachers in large numbers reported students had difficulty engaging in remote learning, which could mean students had trouble staying focused, on-task and active while attending class through a computer screen, or that some students had yet to develop the self-discipline needed to complete school work in the absence of a teacher or other adult asking for it in person. Regardless, those students who faced the greatest barriers at home may have also struggled the most to complete their schoolwork and may have consequently earned lower grades.

Almost half of elementary and secondary teachers (45%) reported lack of Internet access as a barrier, and about 10%-20% of elementary and secondary teachers indicated students lacked devices. Though the district facilitated connectivity (i.e., Wi-Fi hotspots, low-cost Internet services) and provided devices to all TK-12 students, **having the capability to access the Internet does not mean having consistent strong signals or uninterrupted connectivity.** Further inquiry would help identify the specific nature of Internet access or device-related barriers. It may be that higher quality devices or service are needed or additional technology support would be useful in reducing technical barriers for students as they continue to use electronic modalities for learning. These issues do may be less acute at schools with fewer high-needs students, which suggests some families use their own resources to ensure their children access school online.

Teachers have learned from their year-long distance-learning experience. A second purpose of this study was to understand teachers' experiences during the pandemic and

their needs for support in the near and long terms.

We learned that teachers reported participating in large numbers in professional development sessions on how to conduct remote instruction, and they increased their comfort and fluency with digital learning. They report using new digital tools for communicating with parents and checking in with students. **Looking forward, many teachers seem to recognize the need for continued resources to support remote learning.** This support may be needed in part because many students will continue to learn at a distance for some time (e.g. secondary students and those who choose not to return to the classroom). But teachers may also understand that tools honed during remote instruction will be useful to provide differentiation, acceleration, and enrichment opportunities once school is fully in person. Responding to the survey before they knew when and how schools would reopen, **teachers expressed a need for additional strategies to make up for students' lack of hands-on learning experience and wanted more help finding ways for students to engage remotely.**

In addition, **though teachers reported feeling prepared to teach many groups of students, they reporting feeling less adequately prepared to meet the needs of students in foster care, experiencing homelessness, and with moderate to severe disabilities.** This finding does not mean the District failed to provide education, resources, or support for teachers to work with these populations; it just means, regardless of what preparation teachers may have received, they nevertheless felt less than adequately prepared to support these high-needs students. The District may need to assess the adequacy of its plans to allocate resources for these students and to support teachers who work with these students.

Half of teachers reported having zero to two visits in their virtual classrooms from administrators, coaches, or peer educators during the entire fall semester. Though this number is approximate and may not capture all classroom visits, this level of classroom visitation is low if improved academic outcomes depend on school leaders being able to improve instructional delivery. Going forward, **the District may need to increase resources for leadership development.**

Teachers expressed multiple concerns, chief among them the wellbeing of their students. Interestingly, many teachers indicated that feelings of ineffectiveness as a teacher in the remote learning environment ranked as a concern, though a minor one compared to others. This concern can be interpreted as a need for ongoing and even augmented support and resources in the areas of differentiation and acceleration for students with unfinished learning.

Overall, results from this survey point to shifting and varied teacher needs for support as schools reopen. Some teachers will continue to teach online for some time and struggle with barriers to student engagement; other teachers will grapple with remediation, inclusive instruction, differentiation, and acceleration as their students return for in-person learning. To meet these challenges, the District will want to provide conditions for robust, tiered professional development, collaborative planning, and strong instructional leadership.

RECOMMENDATIONS

The District has acknowledged that many students will need differentiated support, extended learning opportunities and continued access to educational technology when schools reopen. In response, the District

plans to invest more than \$1 billion for additional reading teachers, extra staff for tutoring and small-group instruction, state-of-the-art technology and tools and an extended school year. The superintendent also announced a \$140 million expenditure for more teachers and staff to help support students with learning differences and disabilities, including providing extra direct services to students. Teachers' responses to this survey affirm the need for these investments.

Additionally, teachers' concerns about student wellbeing and reports that students will need additional mental health/social-emotional support are consistent with the District's plan to provide \$170 million worth of additional counselors and psychiatric social workers at schools.

Based on findings from this survey, including that teachers were unable to offer the complete curriculum to many students and that students mastered fewer of the standards, we recommend the Board ensures resources are allocated to address accelerated learning and

learning recovery. These resources could be directed to:

- Professional development for teachers to identify and focus on essential grade-level standards, inclusive pedagogy or differentiation, and methods of acceleration. Teachers need to develop expert skills at "catching students up."
- Extra teacher collaborative planning time (e.g. grade level teams) focused on differentiation and acceleration.
- Continued support for use of educational technology, including technical support and training for teachers and Internet connectivity technical support for all students

We also encourage the Board and District leaders to appreciate the need for teachers to continue social-emotional check-ins with students and continue the current level of higher-than-usual communication with families.

ENDNOTES

¹ RAND American Educator Panels, American Teacher Panel, “2020 COVID-19 Distance Learning Survey”, survey questionnaire, RAND Corporation, Santa Monica, CA, April, 2020. www.rand.org/education-and-labor/projects/aep.html

² TNTP COVID-19 Support Survey, New York, NY, 2020. https://tntp.org/assets/set-re-sources/TNTP_COVID-19_Support_Survey_Item_Bank_2019_20.pdf; TNTP stands for The New Teacher Project.

³ Panorama’s Back-to-School Surveys for Distance, Hybrid, or In-Person Learning in 2020-21, “Topics and Questions for Teachers and Staff,” Panorama for Education, Boston, MA, 2020. www.panoramaed.com/distance-learning-surveys

⁴ Because the survey was anonymous, we could not link teachers to schools and disaggregate responses using administrative data. However, because we wanted to understand how the experience of remote learning varied by school socioeconomic status (SES), we created a proxy measure for school SES as follows. Knowing that L.A. Unified schools with more white students also have fewer students living in low-income households, we asked teachers to estimate what percentage of the students at their schools were white (non-Hispanic). Though this measure is used to provide insights in this report, it is limited by potential inaccuracy of teacher estimates. Generalizability of results disaggregated by school SES is also limited because the analytic sample was only stratified by teacher grade span and special education sub-populations, not school SES.

⁵ Reference bias occurs when survey responses are influenced by differing standards of comparison. Recall bias occurs when participants erroneously provide responses that depend on his/her ability to recall past events.

⁶ Althubaiti, Alaa. (May 2016). Information bias in health research: definition, pitfalls, and adjustment methods. *Journal of Multidisciplinary Healthcare*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4862344/>

⁷ West, Martin. (December 2014). The Limitations of Self-Report Measures of Non-cognitive Skills. *Brookings*. Retrieved from <https://www.brookings.edu/research/the-limitations-of-self-report-measures-of-non-cognitive-skills/>

⁸ Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., & Liu, J. (2020). Projecting the potential impact of COVID-19 school closures on academic achievement. *Educational Researcher*, 49(8), 549–565. <https://doi.org/10.3102/0013189X20965918>

⁹ Engzell, P., Frey, A., & Verhagen, M. D. (2020). *Learning inequality during the COVID-19 pandemic*. <https://doi.org/10.31235/osf.io/ve427>

¹⁰ Domingue, B.W., Hough, H. J., Lang, D., and Yeatman, J. (2021). *Changing patterns of growth in oral reading fluency during the COVID-19 pandemic* (PACE Working

Paper). https://edpolicynca.org/sites/default/files/2021-03/wp_dominique_mar21-0.pdf

¹¹ Besecker, M., & Thomas, A. (2020). *COVID-19 learning loss in L.A. Unified: How the crisis affects students and implications for district responses*. Independent Analysis Unit, Los Angeles Unified School District. <http://laschoolboard.org/sites/default/files/IAU%20Report%202020%200512%20-%20COVID-19%20Learning%20Loss.pdf>

¹² *Distance Learning Update*, presented to the Committee of the Whole on November 17, 2020.

<https://boe.lausd.net/sites/default/files/11-17-20COWDistanceLearningUpdate.pdf>

¹³ First, to understand if students were earning lower marks in certain areas like tests or participation, we asked teachers to compare students’ grades within each of their grading categories between the fall 2020 semester and the previous year. Then, to see if teachers were weighting some categories differently as they adjusted to remote instruction, we asked teachers if they altered how categories counted towards students’ final grades. Finally, we asked if teachers had graded more leniently and about the number of opportunities students were given to submit work.

¹⁴ Not shown are respondents who selected “Not sure.”

¹⁵ Not shown in the figure is elementary school teachers who reported working in schools with less than 10% white students enrolled. Over half of these teachers reported giving academic marks that were lower than last year in all categories except for behavior and participation. However, these elementary marks would not help explain the District growth in secondary D’s and F’s.

¹⁶ SB 98 requires daily participation, which can be met through assignment submission, attendance in a virtual class, communication with a teacher or other online activities.

¹⁷ These results raise questions. Since the district facilitated connectivity (i.e., Wi-Fi hotspots, low-cost internet services) and provided devices to all students, no student should have lacked internet or a device. However, in responding to this survey item, teachers may have intended to report that students had problems with weak signals, non-responsive devices, or interrupted connectivity.

¹⁸ Some teachers responded that they did not teach any students in that student group, so their responses were excluded from the calculation of percentages for prepared, somewhat prepared and unprepared. Thus, the total number of teachers responding to each student group varied.

¹⁹ Initial analysis showed teacher plan to continue to use the following applications to augment in-person instruction: Schoology, Nearpod, Zoom, Seesaw, and, to a lesser extent, Jamboard, Padlet, Kami, Kahoot, and Peardeck, as well as others.

²⁰ Teachers were asked “As you think about returning to school, either for partial or full in-person teaching, what support do you imagine you will need? (Select the top three),” and one option was “The flexibility to focus on standards from the students’ previous grade.” While teachers were given this option in the survey and

expressed this potential need, content standards are set by state law, which does not permit teachers to focus on previous-year grade-level standards at the expense of current-year grade-level standards.

²¹ See note 16.

APPENDIX A – RESPONDENTS

Table A1. Respondent Grade Levels Taught

Grade Level	#	%
Pre-K	123	9%
Grade 1	129	10%
Grade 2	133	10%
Grade 3	143	11%
Grade 4	133	10%
Grade 5	139	10%
Grade 6	175	13%
Grade 7	186	14%
Grade 8	177	13%
Grade 9	265	20%
Grade 10	300	23%
Grade 11	288	22%
Grade 12	282	21%
Adult	282	6%
Total^a	2,755	

^a Because many respondents taught more than one grade level, the total here is almost twice the number of distinct survey respondents (1,309).

Table A2. School Level

Subject	#	%
Adult	84	6%
Early childhood (Pre-K/ETK)	123	9%
Elementary	525	39%
Secondary	622	47%
Total^a	1,354	

^a 25 respondents reported teaching in multiple school levels; therefore the total here is larger than the total number of distinct respondents (1,309).

Table A3. Subject Matter Taught

Subject	#	%
Arts	43	6%
Career/Technical	19	1%
Computer Science	16	1%
English Language Arts	183	14%
ESL/ELD	67	5%
Health	25	2%
Mathematics	133	10%
Multiple Subjects	93	7%
Natural Science	99	7%
Other	84	6%
Physical Education	50	4%
Social Science	119	9%
Special Education	138	11%
World Languages	30	2%
Total^a	1,099	

^a Most respondents who reported subject matter were secondary or adult teachers; therefore, the total here is smaller than the total number of distinct respondents (1,309).

APPENDIX B – REMOTE LEARNING SUPPORT SURVEY QUESTIONNAIRE

Introduction

Greetings! You have been selected randomly to participate in the ***Independent Analysis Unit Remote Learning Support Survey***. Thank you for your participation. We recognize that the situation continues to be difficult and appreciate hearing from you. Your participation is completely voluntary but will help the school board better serve your needs and the needs of your students in the coming months.

What is the Independent Analysis Unit? The Independent Analysis Unit (IAU) provides independent fiscal, programmatic and organizational analysis to the L.A. Unified Board of Education.

What is the purpose of the IAU Remote Learning Support Survey? The *IAU Remote Learning Support Survey* collects your feedback so that the District’s elected leaders can understand and respond to your needs and the needs of your students during the ongoing COVID-19 pandemic and school facilities closures. It will also help Board members understand and respond to the needs teachers and students might have when school facilities reopen.

Who will see my responses? Your responses are completely anonymous. They will be combined with other responses to help us understand what is happening in our community right now and how to support teachers and students going forward.

How do I take the survey? Select the “Next” button below to begin. The survey takes approximately 7-10 minutes to complete. Your answers will only be saved when you click “Submit” on the last page. Please respond to each question honestly and feel free to skip any questions or select “N/A” for any questions you don’t feel able to answer.

If you have any questions or concerns, please contact andrew.thomas1@lausd.net. Thank you in advance for helping the L.A. Unified Board of Education understand your experiences and needs.

Grade Level and Subject Matter Taught

The first group of questions help us understand the grade levels and subjects you teach, as well as your years of experience.

1. This school year (2020-21), what grade level(s) did you teach? (Select all that apply.)

- Pre-K/ETK
- TK-Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6

- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- Ungraded (including special education students aged 18-22)
- Other (please specify): _____

2. Please indicate the subject(s) you teach this school year (2020-21). (Select all that apply.)

- Multiple subjects
- Mathematics (including general mathematics, algebra, geometry, calculus, etc.)
- English language arts (including English, language arts, reading, literature, writing, speech, etc.)
- Natural science (including general science, biology, chemistry, physics, etc.)
- Social science (including social studies, geography, history, government/civics, etc.)
- Arts including musical and dramatic arts
- Health education
- World languages
- Computer science or related
- Career or technical education
- Special education
- English as a Second Language (ESL) or English Language Development (ELD)
- Physical education
- Other (please specify): _____

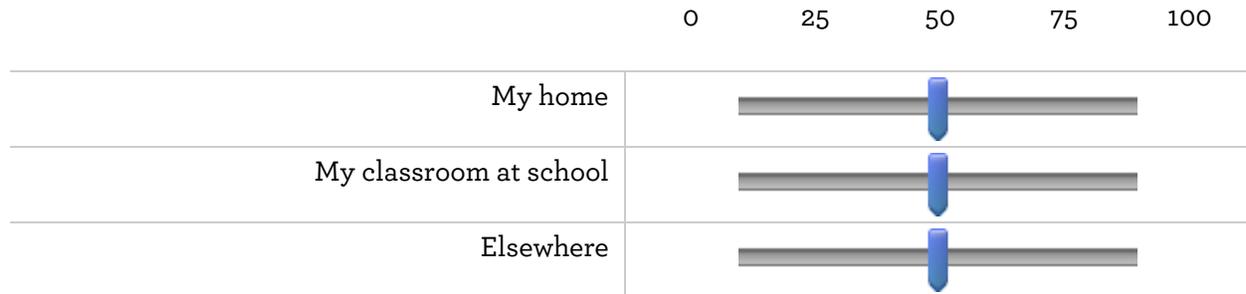
3. Including this school year (2020-21), but excluding your student teaching, how many years have you worked as a teacher?

- Less than 3 years
- Between 3-5 years
- Between 5-10 years
- Between 10-15 years
- Between 15-20 years
- More than 20 years

The Experience of Remote Learning

The following group of questions relates to your experience of remote learning.

4. Please indicate the percent of time you spend working in different locations while teaching remotely.



5. To what extent is each of the following a concern for you right now?

	Not a concern right now	A minor concern right now	A major concern right now	Prefer not to say
My own physical health or that of my loved ones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My economic situation (e.g. paying the bills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsibilities to care for my own children or other loved ones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mental health or that of my loved ones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feelings of ineffectiveness as a teacher in the remote learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The well-being of my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teacher Support and Guidance

These questions relate to how the district supports you and guides your delivery of remote instruction.

6. In which professional development program(s) did you participate since last spring (March 13, 2020)? (Select all that apply.)

- 10-hour Continuity of Learning Professional Development (March - May 2020)
- 30-hour Future Ready Certification (April - June 2020)
- 10-Hour Fall 2020 Professional Development
- Additional Voluntary PD modules in the fall
- Distance learning-related PD between the fall 2020 and spring 2021 semesters
- None

7. Do you feel adequately prepared to address the learning needs of each of the following groups during Distance Learning?

	Unprepared	Somewhat prepared	Prepared	N/A - not relevant to my current teaching responsibilities
Students with mild to moderate disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with moderate to severe disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gifted/Talented Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students affected by poverty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students experiencing homelessness / Foster youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please indicate your current need for additional support from school or district leaders in each of the following areas.

	No need	Minor need	Major need
Strategies to adapt the curriculum I was already using to continue its use via distance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies or resources to address the loss of students' opportunities to engage in hands-on learning (e.g., loss of internships, labs, or hands-on learning activities in the classroom)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social and emotional learning lesson plans or strategies I can use with students while my school building is closed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to keep students engaged and motivated to learn remotely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tools/resources to enable counselors or school psychologists to support students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical support to help me use online tools and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to network with other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How often has a fellow educator (e.g., peer teacher, coach, administrator) visited your virtual classroom to observe and provide formative feedback since school started in Fall 2020?

- Never
- 1-2 times
- Monthly
- Weekly

Student Assessment

The following questions relate to how you assessed students and student achievement in the fall of 2020.

10. Per week during the fall semester, how many opportunities did you give your students to submit assignments, take assessments or contribute to group discussions asynchronously online?

- 1
- 2-3
- 3-5
- More than 5

11. In a typical week in the fall, approximately what percentage of your students completed the distance learning activities you provided?

- None or almost none
- Between 0-50%
- Between 50-75%
- Between 75-100%
- I don't know

12. Compared to last fall, how would you assess your students' mastery of grade-level standards in the fall 2020 semester?

- More students are meeting or exceeding standards
- About the same number are meeting or exceeding standards
- Fewer students are meeting or exceeding standards

13. Compared to last fall, how would you describe your grading scale during the fall 2020 semester?

- Less lenient
- About the same
- More lenient

14. Compared to last fall, how much weight did you give to the following categories for academic marks?

	Less weight	About the same weight	More weight	Never included in my academic marks
Participation (in class or in synchronous learning activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asynchronous work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summative assessments (e.g. tests, essays)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projects or labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. How did your students' academic marks during fall 2020 compare to your students' academic marks during fall 2019 in the following categories?

	Lower	About the same	Higher	Does not count toward grade in Fall 2020	Never included in my academic marks
Participation (in class or in synchronous learning activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asynchronous work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summative assessments (e.g. tests, essays)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projects or labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Thinking about the formal curriculum you would have covered if your school building had not closed, approximately what proportion was covered through the distance learning materials and activities provided to students in the fall of 2020?

- None or almost none
- About 25%
- About 50%
- About 75%
- Nearly all or all
- I don't know

17. The biggest barriers to my students engaging in remote learning are: (Select up to three)

- My students lack the necessary devices (e.g., laptop or tablet).
- My students lack Internet access (Wi-Fi connectivity).
- I lack the necessary devices (e.g., laptop or tablet).
- My students have other responsibilities at home.
- My students have other basic needs that are not yet being met.
- I am unsure how to best adapt lessons for a virtual environment.
- My students have difficulty staying engaged through the computer screen

18. Compared to the 2018-19 school year (the last school year that schools were open for the full year), how did your communication with your students' families about the following topics change after school facilities closed in the spring of 2020?

	Decreased	Stayed about the same	Increased
Communicating about student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving families support and feedback about students' academic progress (e.g. student performance, classwork)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting students and families to social and emotional supports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What will you need when school reopens?

The next few questions ask about school reopening.

19. As you think about returning to school, either for partial or full in-person teaching, what support do you imagine you will need? (Select the top three)

- Additional instructional planning resources
- Additional instructional planning time
- Additional diagnostic tools to understand where students are in their learning
- The flexibility to focus on standards from the students' previous grade
- Counseling services to support students as they come back to school
- Continued instructional and professional development resources to support remote learning
- I do not need any additional support

20. While your school building has been closed, have you developed strategies for remote teaching (e.g. checking in with students via e-mail, self-assessments, assigning instructional web videos) that you plan to continue to use after your school building opens part- or full-time?

- No
- Yes

21. Please describe the new strategies for remote teaching that you plan to continue to use after your school building opens part- or full-time.

School Characteristics

The next few questions help us understand your school context.

22. Please estimate to the best of your knowledge what percentage of the students in your school are **white** students (non-Hispanic).

- 10% or less
- 11%-24%
- 25%-49%
- 50%-74%
- 75-100%

23. Approximately, what percentage of the students you teach—including those in small push-in or pullout groups—are English Language Learners?

- 10% or less
- 11%-24%
- 25%-49%
- 50%-74%
- 75-100%

24. Approximately, what percentage of the students you teach have an Individualized Education Program (IEP) and/or 504 Plan?

- 10% or less
- 11%-24%
- 25%-49%
- 50%-74%
- 75-100%