



University of Phoenix: Virtual Teaching Academy Research

Research Findings • April 2020



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RESEARCH OBJECTIVES

- ✓ *Provide data and insights on the successes, pain points, and current needs of K-12 teachers across the U.S. as they have shifted from classroom to virtual teaching*
- ✓ *Explore how teachers have fared with the transition to virtual teaching – including where they are in the process, their confidence in applying their skills online in this new format, and what impact the transition will have on their students' futures*
- ✓ *Understand the emotional responses behind this transition (i.e., connectedness, stress) and how teachers are addressing their own mental health / wellness*
- ✓ *Learn which resources and tools are currently at their disposal, what they wish they had available, and what content would help them succeed in virtual teaching*



METHODOLOGY



Method

15-minute online survey



Timing

Survey fielded from April 10 – April 13, 2020



Target Audience

K-12 teachers in the United States; n=1,000

The margin of error for teachers, at the 95% Confidence Level:
K-12 Teachers +/- 3.1%



Subgroups

- Under 30 yrs old; n=143, +/- 8.2%
- 30-49 yrs old; n=546, +/- 4.2%
- 50+ yrs old; n=312, +/- 5.5%
- Primary School; n=505, +/- 4.4%
- Middle School; n=303, +/- 5.6%
- High School; n=320, +/- 5.5%
- More than 2/3 low-income students; n=217, +/- 6.7%
- Between 1/3 and 2/3 low-income; n=113, +/- 9.2%
- Less than 1/3 low-income; n=187, +/- 7.2%

A person is using a laptop. The screen displays a calculator application with a purple header and a numeric keypad. The number '746' is visible in the display area. The person's hands are visible on the keyboard and trackpad. The background is dark and out of focus.

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

CURRENT STATUS:

By now, most teachers have transitioned to virtual teaching in one way or another – yet many have felt unprepared and overwhelmed by the task. As they adjust, their primary concern is the well-being and development of their students', from both a social and intellectual standpoint, and they're highly motivated to do right by them.

WHAT IS GOING WELL:

Peers and principals have been critical in providing both emotional support and functional connections for teachers. Colleagues are helping teachers manage their own mental health / wellness and are cited as the most helpful resource in navigating this transition.

RESOURCES:

There is a wealth of information and resources available to teachers to help them with virtual instruction – but teachers are deluged with information right now.

HOW CAN WE SUPPORT K-12 TEACHERS?

ONBOARDING:

Teachers have not received adequate training or tech support in switching over to virtual teaching. The short period of time they were given to prepare for the transition shows in the fact that it takes almost as long to prepare for coursework each day as it does to teach.

Teachers miss their students and the positive effects classroom learning can bring. They are making themselves available in a myriad of ways to maintain connection and are interested in creative ways to teach virtually.

“READING” STUDENTS:

Teachers are worried about their ability to gauge if students are learning or struggling in a virtual environment. Additionally, the effectiveness of their teaching is greatly impacted by the home life and available resources of their students.

Teachers do not think this / next school year will go as planned – they know that flexibility is key right now and for the future.



DETAILED FINDINGS



01



Status on Virtual Teaching

KEY FINDING #1

At the time of fielding, **nearly all schools had physically closed (99%)** due to COVID-19 and **most teachers had already transitioned to virtual / online teaching (94%)** in some way.

However, teachers **spend almost as much time prepping for virtual teaching (3hrs)** as they do actively teaching lessons (4hrs).

Among the few teachers that believe they will not transition at all – access to technology and support at home are cited as barriers.



ALMOST ALL TEACHERS HAD EXPERIENCED SCHOOL CLOSURE AND MOST FULLY TRANSITIONED TO VIRTUAL TEACHING

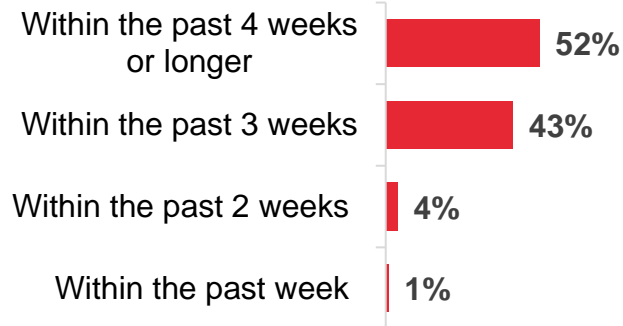
Teachers spend almost as much time prepping for virtual teaching each day (3hrs), as they do actively teaching lessons (4hrs).

Schools Physically Closed (Showing: "Yes")

99%

My school has closed due to Coronavirus

When Schools Physically Closed (Showing: % Selected)



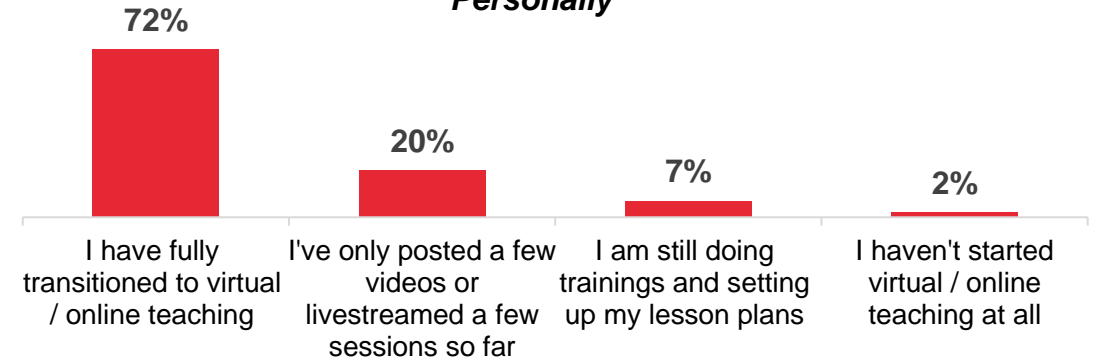
Transition to Virtual / Online Teaching (Showing: % Selected)

School

94%

My school has transitioned to virtual / online teaching

Personally



3.97

Average hours spent virtual / online teaching

3.13

Average hours spent virtual / online lesson planning

Q1: Since the outbreak of COVID-19, has your school physically closed and sent students home? (Shown among: Total Teachers n=1,001) // Q2: When did your school physically close due to COVID-19? (Shown among: Closed schools n=991) // Q4: Since the physical closure, has your school transitioned to virtual / online teaching? (Shown among: Closed schools n=991) // Q5: How far along are you **personally** in the transition to virtual / online teaching? (Shown among: Transitioned schools n=930) // Q8: How many hours a day are you **teaching** online coursework / lessons? (Shown among: Total Teachers n=916) // Q9: How many hours a day are you **preparing** for online coursework / lessons? (Shown among: Total Teachers n=916)

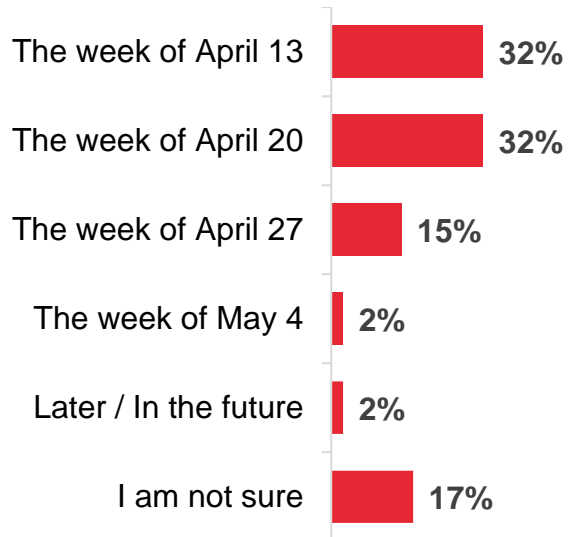


THE FEW TEACHERS WHO HAD NOT TRANSITIONED TO VIRTUAL TEACHING WILL EITHER DO SO SOON OR NOT AT ALL

Those who had not transitioned (approx. 20 teachers) have students who can't afford the necessary technology (70%), or lack of support at home for effective teaching (60%).

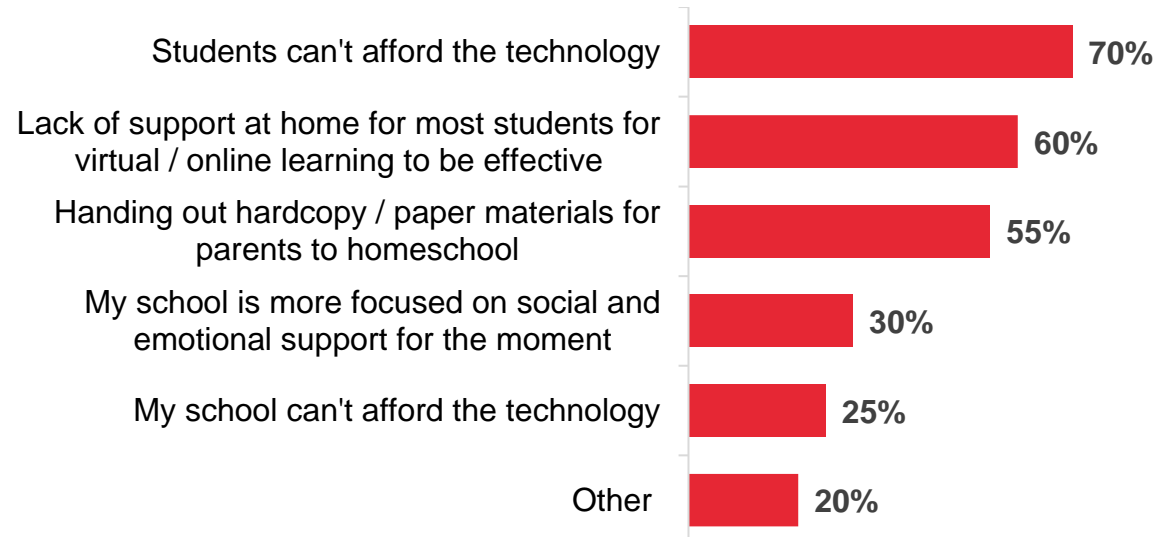
ONLY
4%

Have **not** transitioned to virtual / online teaching, but plan to by...



ONLY
2%

Are **not** planning on transitioning to virtual / online teaching because...



**CAUTION: SMALL SAMPLE SIZE
DIRECTIONAL FINDINGS ONLY**



02



Challenges + Supports

KEY FINDING #2

K-12 teachers are **feeling overwhelmed and anxious**, and they are **not very confident in their students' ability to learn virtually**.

They do feel at least somewhat **confident in their own abilities and supported by their colleagues** in taking on the challenge of virtual teaching.

Their **driving force is doing right by their students**, but the **lack of in-person connection** is making this transition more difficult, and they're **concerned about the impact it will have on student development and mental health**.

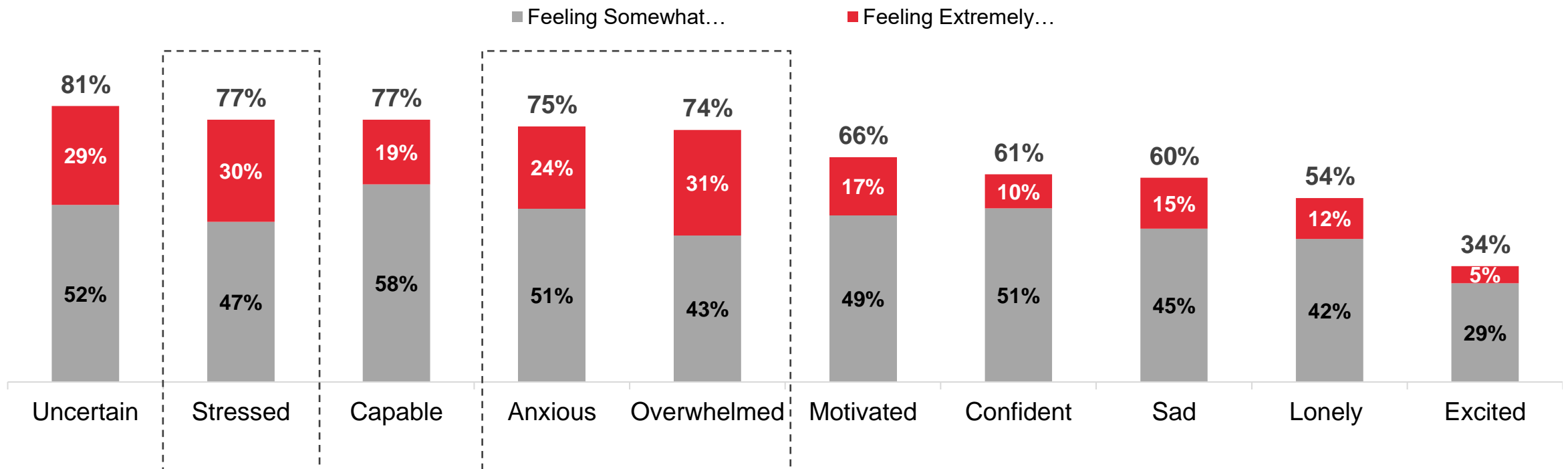


TEACHERS ARE FEELING OVERWHELMED, STRESSED AND ANXIOUS IN THIS TIME OF CHANGE

However, a majority also feel that they are at least *somewhat* capable (77%), motivated (66%), and confident (61%) in taking on the challenge of virtual / online teaching. It is important to note that positive associations have much lower “extremely” ratings than negative emotions.

How They Feel About the Transition

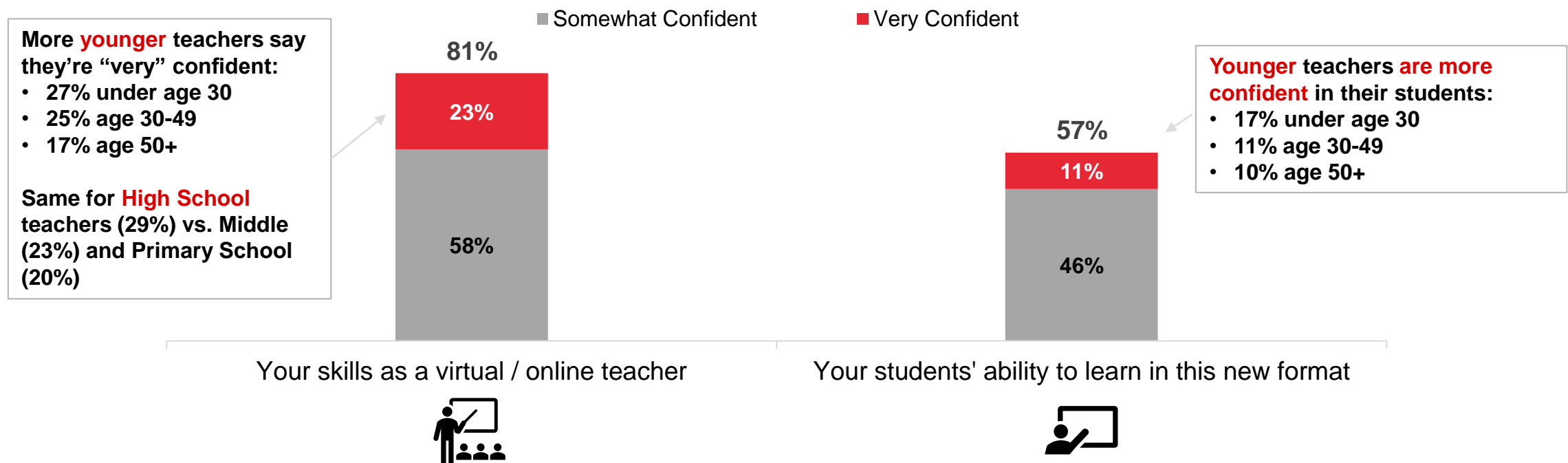
(Showing: Top 2 Box “Feeling”)



TEACHERS ARE MORE CONFIDENT IN THEIR OWN SKILLS THAN THEY ARE ABOUT STUDENTS' ABILITY TO KEEP UP VIRTUALLY

Teachers are not overly confident – over half (58%) say they are only “somewhat” confident in their own abilities – but appear to be ready to take on virtual teaching.

Confidence in Ability to Adjust to Virtual Teaching
(Showing: Top 2 Box “Confident”)





IN THEIR OWN WORDS: THE TRANSITION HAS BEEN A CHALLENGE WITH LIMITED SUPPORT, BUT TEACHERS ARE EAGER TO LEARN NEW SKILLS

How has the transition to virtual / online teaching made you feel?

(Showing: Open-End Responses)

“ **It has been challenging. It takes a lot more preparation than I thought it would.**”
– Primary School Teacher

“ **It has been a challenge, but it has made me feel accomplished and as though I can take on obstacles.**” – Primary School Teacher

“ **I feel as though I'm not where I need to be in terms of technology. I'm trying to teach myself new things, but then most of my students don't have access/support at home to technology so it seems like I'm learning all of this new technology and can't really use it.**”
– Primary School Teacher

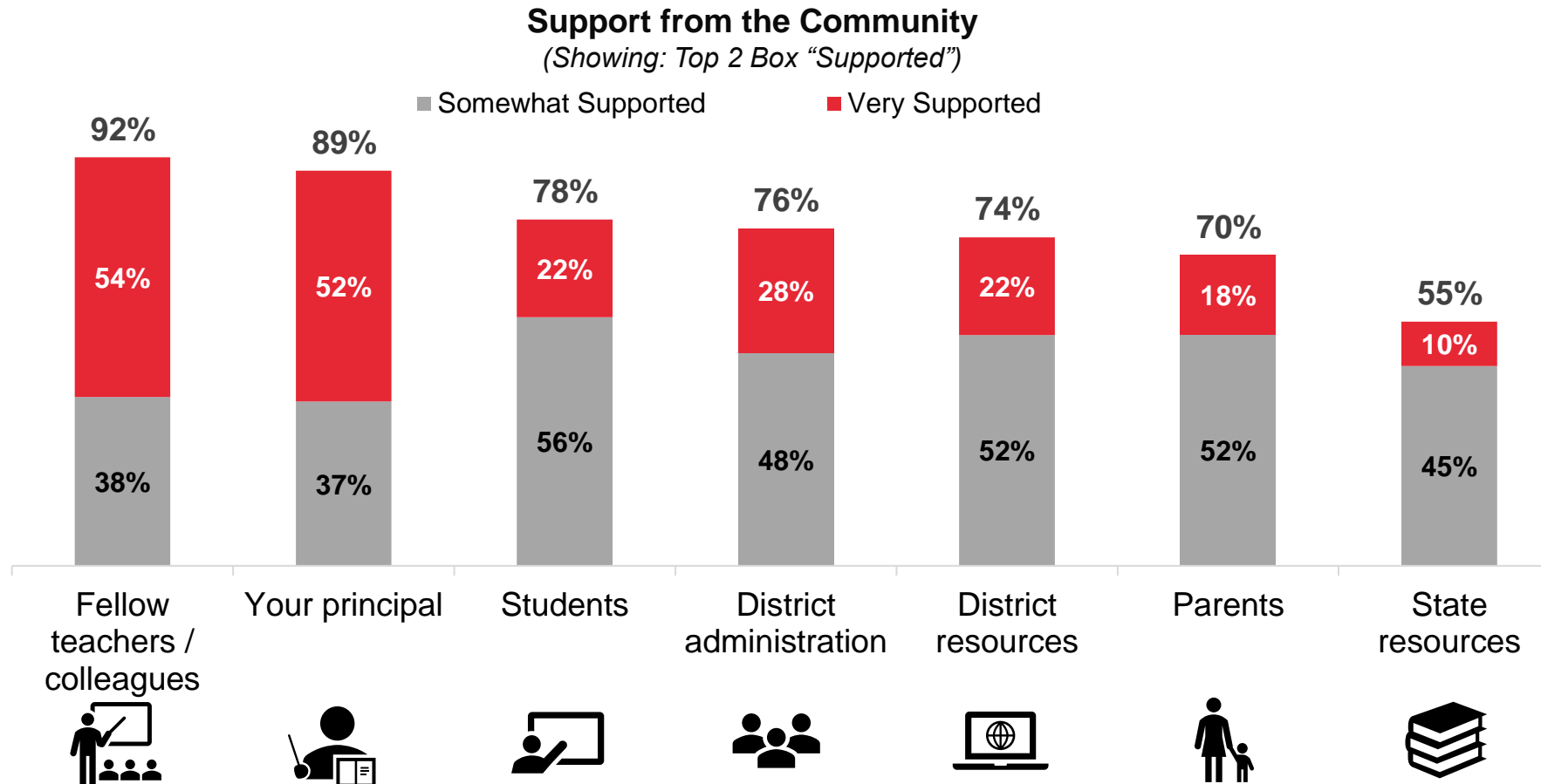
“ **Slightly anxious to be out of my comfort zone. Thankful to still be able to work. Glad to learn new skills/software. Glad to still communicate with students. Worried for safety and health of students.**” – High School Teacher

“ **Overwhelmed. We have been given so much information in a short period of time that it takes a while to process.**” – Middle School Teacher

“ **Frustrated and exhausted. We did not have transitional time, nor did we have a grace period to test out methods. Our school district wanted us to have it perfect within hours. So I felt unsupported and definitely unappreciated.**”
– High School Teacher



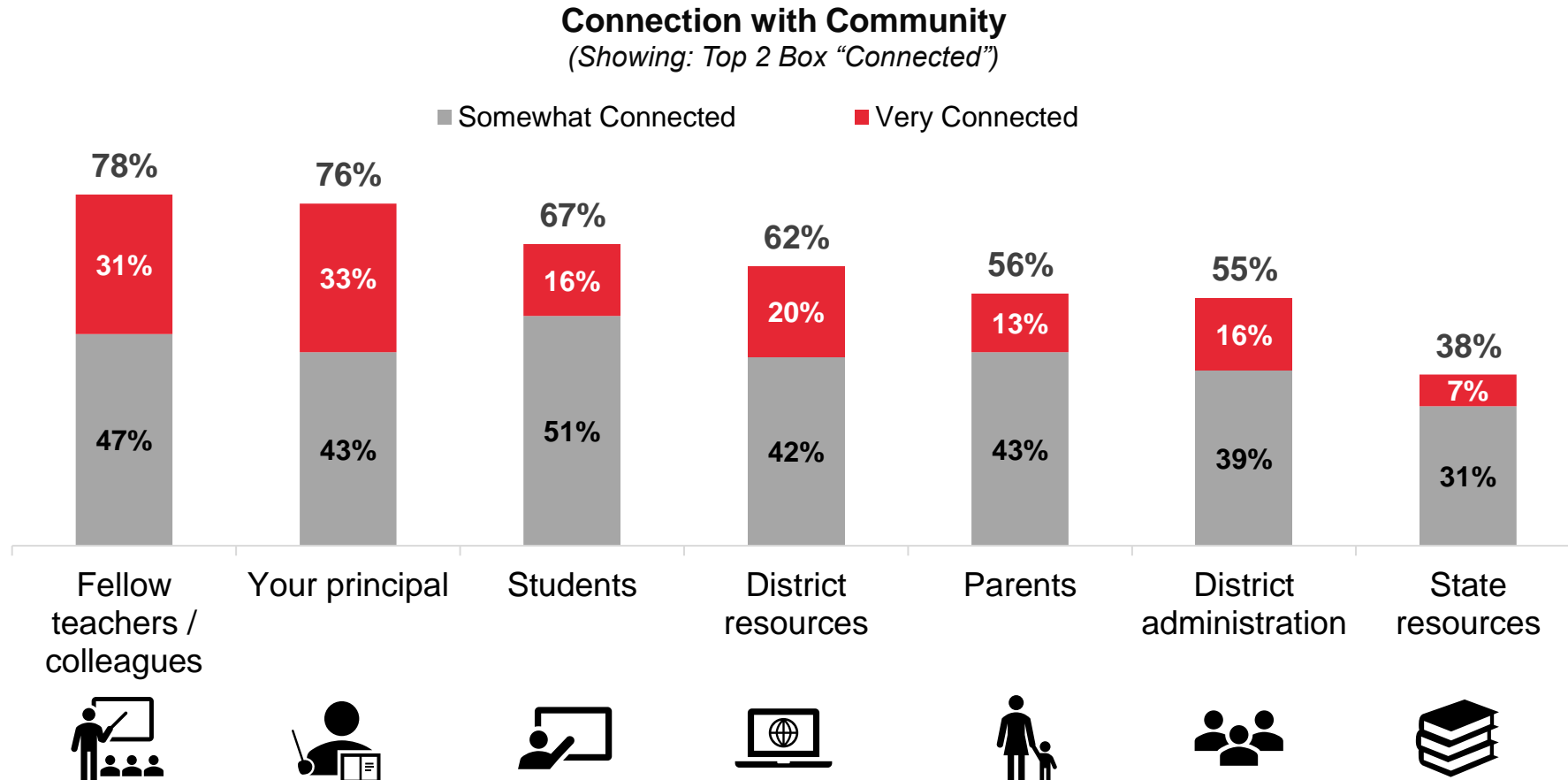
K-12 TEACHERS FEEL MOST SUPPORTED BY THEIR PEERS AND PRINCIPALS AT THIS TIME





THE SUPPORT BREEDS A FEELING OF CONNECTION WITH PEERS AND PRINCIPALS

Fewer teachers say they feel connected with students (67%) and parents (56%) at this time.

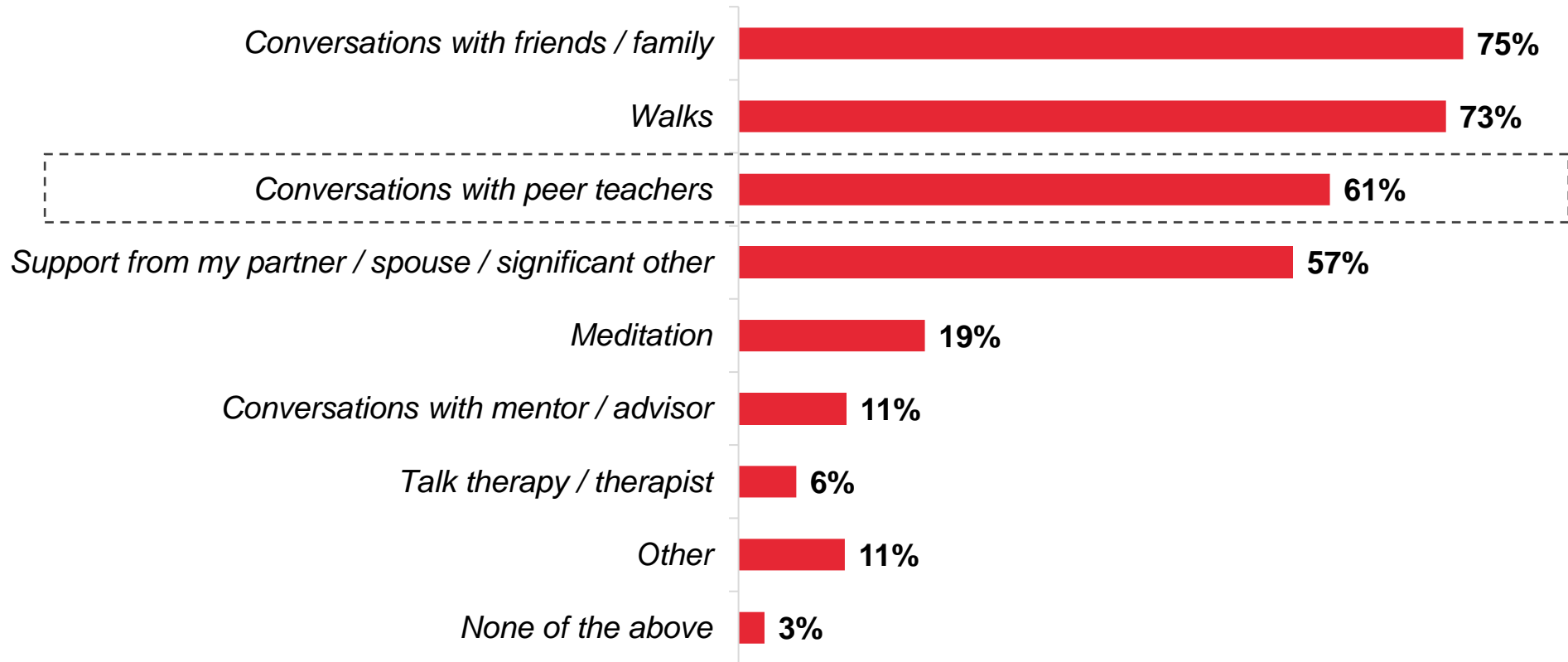




IN FACT, CONVERSATIONS WITH PEERS IS AMONG THE TOP THREE WAYS TEACHERS ARE MANAGING THEIR MENTAL WELLNESS

Actions Taken to Address Mental Health / Wellness

(Showing: % Selected)

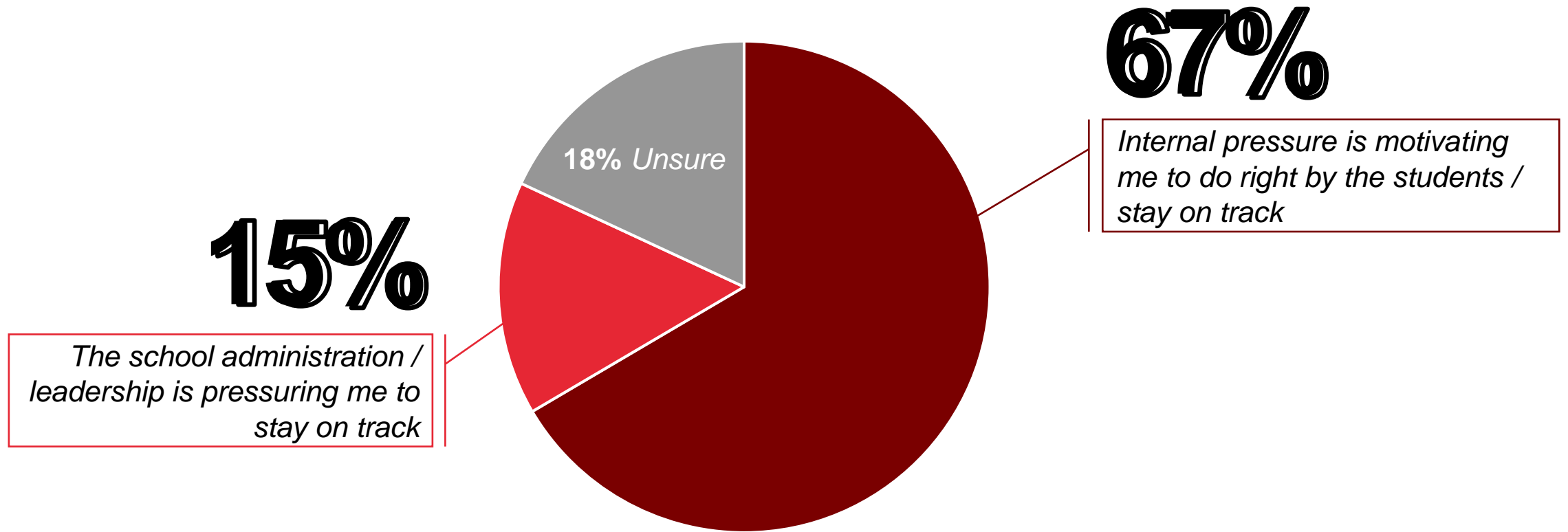




TEACHERS ARE PERSONALLY MOTIVATED TO STAY ON TRACK AND DO RIGHT BY THE STUDENTS

Younger teachers under 30 are feeling even more motivated by internal pressure (72%).

Source for Motivation
(Showing: % Selected)





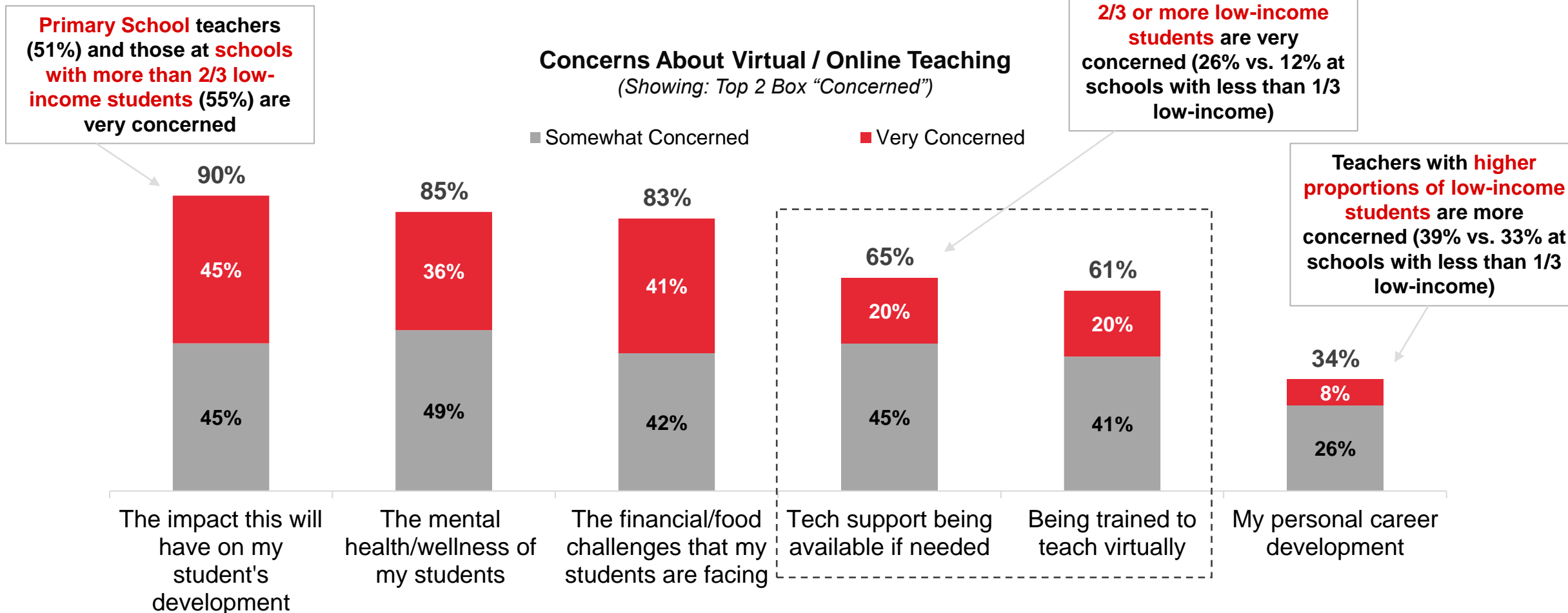
UNSURPRISINGLY, TEACHERS ARE THINKING ABOUT THEIR STUDENTS' OVERALL WELL-BEING; PARTICULARLY THE LACK OF PERSONAL INTERACTION AND ABILITY TO PROPERLY SUPPORT STRUGGLING STUDENTS

Perceptions of the Transition to Virtual Teaching

Statement	Somewhat Agree	Strongly Agree	Agree
Lack of in-person connection with students is making this transition more difficult	33%	57%	90%
The lack of student socialization is hurting students' development and personal growth	43%	43%	86%
Virtual teaching hinders my ability to identify if students are struggling	38%	46%	84%
The mental health/wellness of the students is suffering	49%	33%	82%
Virtual / online teaching forces me outside of my comfort zone	39%	38%	77%
Virtual / online teaching offers greater flexibility with my schedule	43%	34%	77%
Students with special needs are not receiving the support they need	33%	43%	77%
ESL students are not receiving the support they need	33%	35%	68%
Students do not have access to the technology we need to use to be successful in this transition	37%	30%	67%
Teaching from home has allowed me to stay more connected with my friends and family	36%	26%	62%
Students do not know how to use the technology we need to use to be successful in this transition	39%	21%	60%
Teaching from home gives me more time for my professional development	37%	16%	54%
Students with attention/behavior challenges are more focused during virtual teaching	26%	12%	38%
I am receiving pressure from parents to stay on track with the curriculum	15%	8%	23%



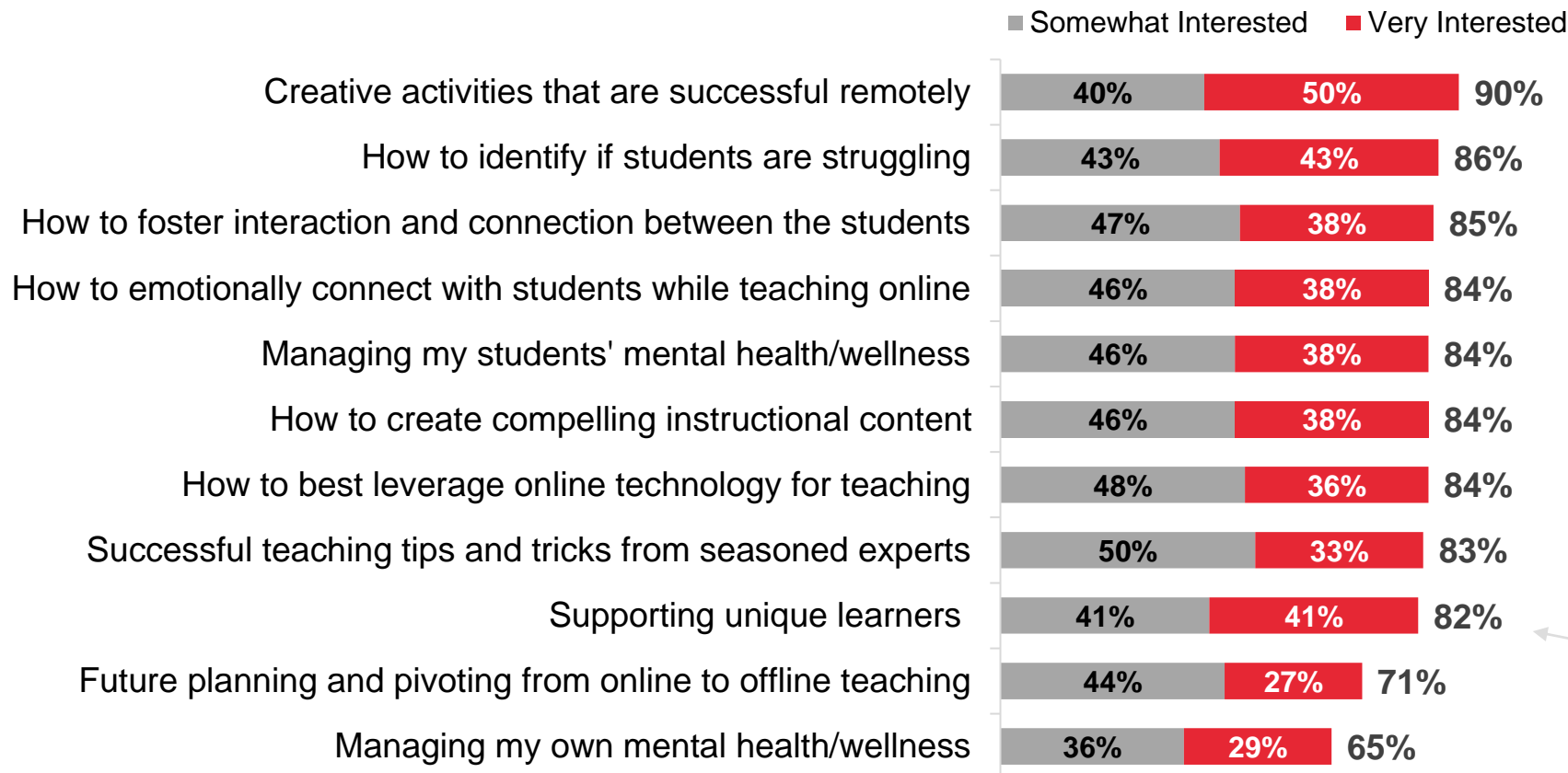
TOP CONCERNS ARE STUDENT DEVELOPMENT AND MENTAL HEALTH, BUT TEACHERS ARE ALSO CONCERNED ABOUT TECH SUPPORT AND TRAINING





TEACHERS' INTERESTS IN ONLINE COURSES ALIGN ALMOST EXACTLY WITH THEIR TOP CONCERNS AT THIS TIME – ENGAGING AND SUPPORTING THEIR (STRUGGLING) STUDENTS

Interest in Online Courses
(Showing: Top 2 Box "Interested")



Teachers at schools with 2/3 or more low income students are very interested in learning about creative activities (58%)

Teachers under age 30 and Primary School teachers are more interested in all courses

Younger teachers are especially eager to know how they can support unique learners (60% "very interested" under the age of 30)



03



Relationship with Parents

KEY FINDING #3

Teachers' relationships with parents are promising – more than half feel that parents are being collaborative in this time, but teachers would welcome more involvement from them.

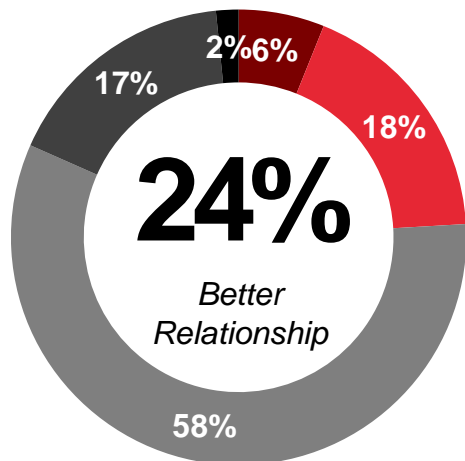


THE RELATIONSHIP WITH PARENTS IS IMPROVING IN THIS ENVIRONMENT – CURRENT LEVEL OF COLLABORATION IS PROMISING

More younger teachers (under age 30) report parents being “very collaborative.” However, older teachers and those teaching high school say their relationships with parents are largely unchanged (59% teacher 50+, 66% HS)

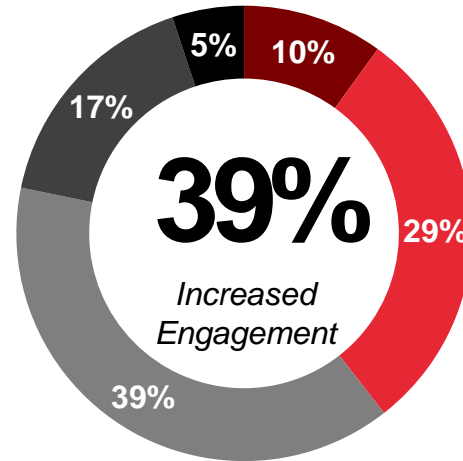
Relationship with Parents Compared to Regular School Year

Current relationship with parents compared to the regular school year



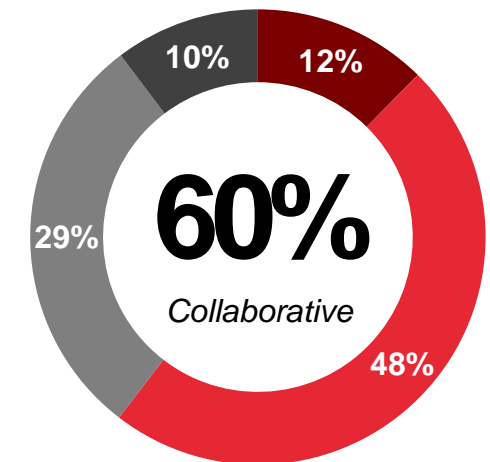
- It's much better
- Somewhat better
- Same / no change
- Somewhat worse
- Much worse

Current parent engagement compared to the regular school year



- Increased a lot
- Increased somewhat
- Same / no change
- Decreased somewhat
- Decreased a lot

Collaboration with parents now



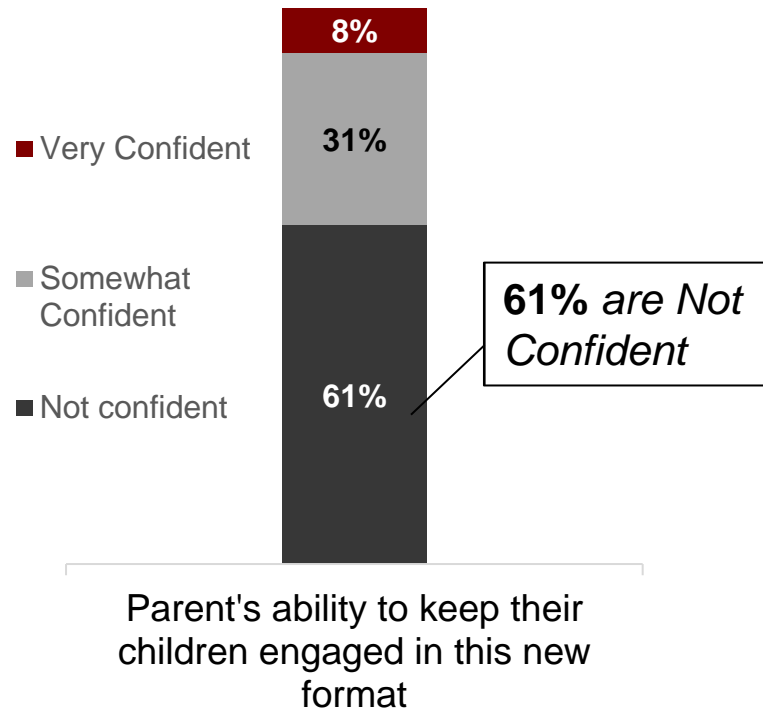
- Very collaborative
- Somewhat collaborative
- Not that collaborative
- Not collaborative at all



HOWEVER, TEACHERS DO NOT FEEL THEY CAN FULLY RELY ON PARENTS TO KEEP STUDENTS ENGAGED IN THIS NEW LEARNING PROCESS

61% of teachers say they are not confident in parents' ability to keep their child/ren engaged virtually.

Confidence in Ability to Adjust to Virtual Teaching
(Showing: % Selected)



Younger teachers under age 30 are more confident in parents:
16% "very confident"
36% "somewhat confident"

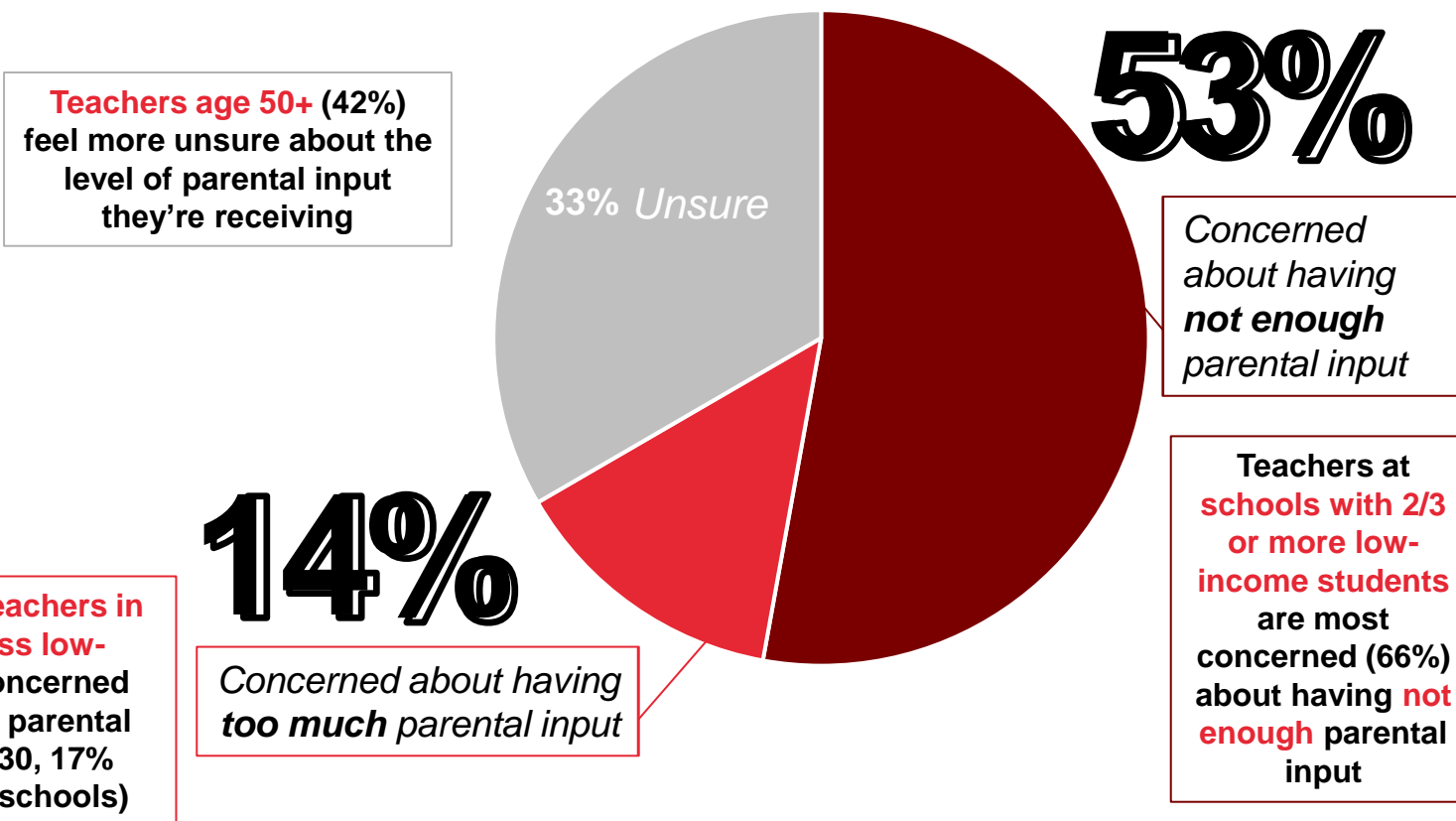
Teachers age 50+ have slightly less confidence in parents:
66% "NOT confident"

Teachers at schools with 2/3 or more low-income students have less confidence than any other subgroup:
70% "NOT confident"



AND THEY WOULD WELCOME MORE PARENTAL INPUT

Concern about the Amount of Parental Input
(Showing: % Selected)





04



Resources + Tools

KEY FINDING #4

Teachers **don't believe they're expected to duplicate the classroom experience** and are doing their best to keep students engaged.

They've had a number of tools offered to them – enough to **feel overwhelmed with information** – but these resources aren't addressing critical areas of teaching (i.e., assessing retention, creating connection).

Additionally, the **training and tech support offered has been largely inadequate** – teachers need more time and development for themselves – and want to get parents onboarded as well.

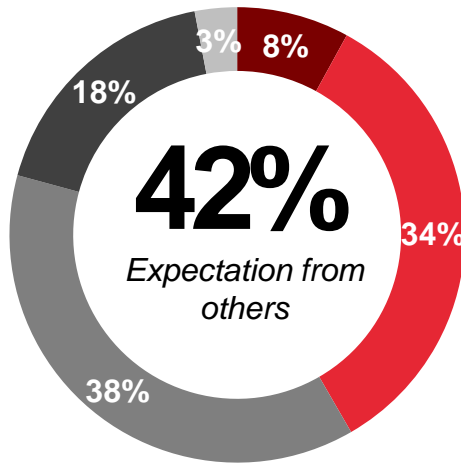


TEACHERS ARE UNDER NO ILLUSION THAT THEY WILL DUPLICATE THE CLASSROOM EXPERIENCE AND DO NOT BELIEVE THEY ARE EXPECTED TO

Additionally, they estimate only getting to a little more than half (58%) of the curriculum they expected to cover this school year.

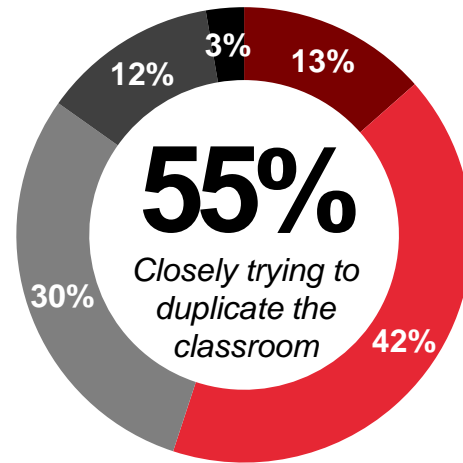
Duplicating the Classroom Experience (Showing: % Selected)

How closely do you think you are expected to duplicate the classroom experience right now?



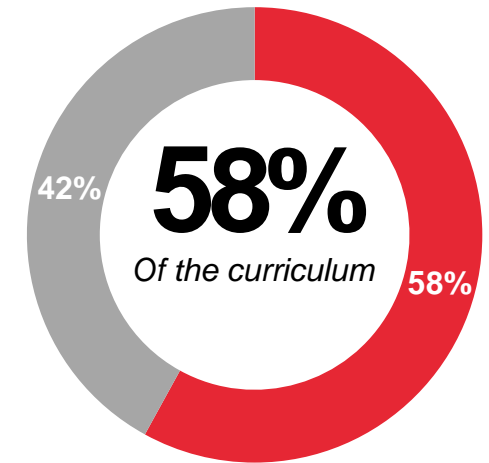
- Very closely
- Somewhat closely
- Not that closely
- Not closely at all
- Not applicable

*How closely are you **are trying to duplicate** the classroom experience right now?*



- Very closely
- Somewhat closely
- Not that closely
- Not closely at all
- Not applicable

*What **percentage of your curriculum do you realistically think you'll teach** by the end of the original school year?*



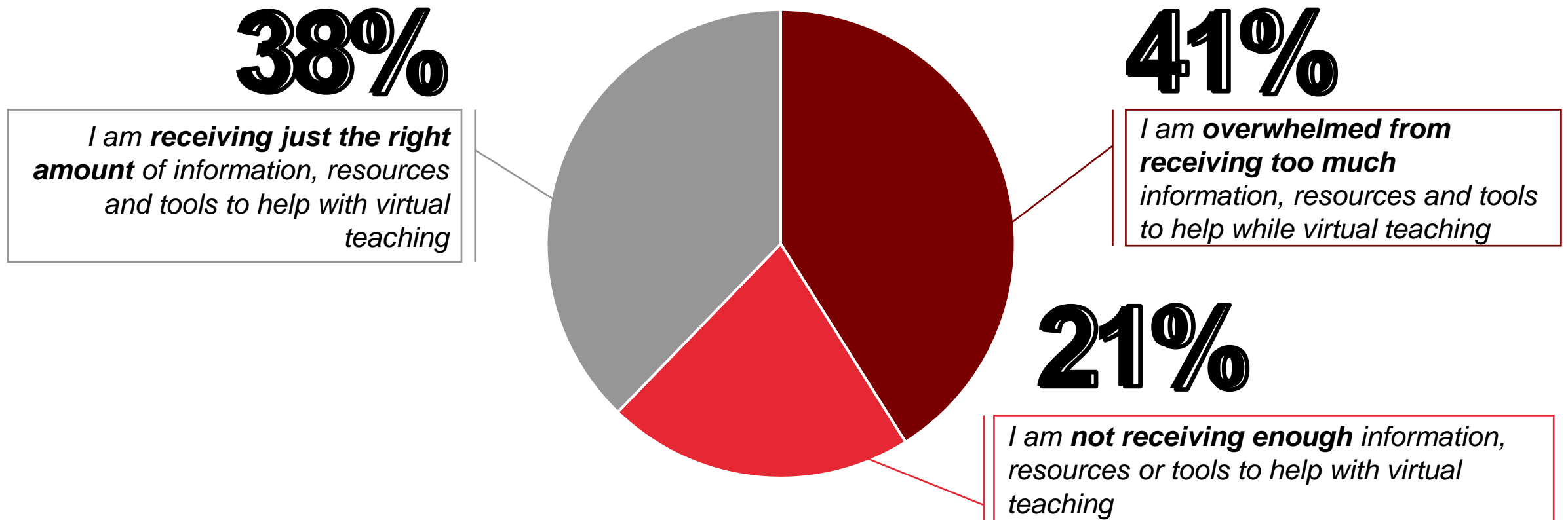
- Curriculum we will get through
- Curriculum we will not get through



TEACHERS ARE RECEIVING A LOT OF INFORMATION ABOUT TOOLS TO HELP WITH VIRTUAL TEACHING

1 in 5 Teachers (21%) feel they are not receiving enough resources to help with virtual teaching.

Satisfaction with Amount of Resources
(Showing: % Selected)

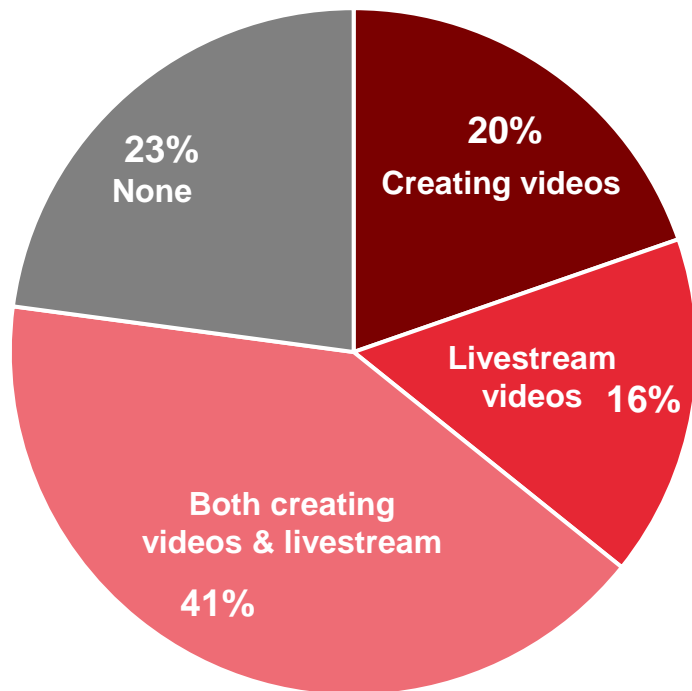




TEACHERS ARE USING A WIDE RANGE OF VIRTUAL TOOLS – FROM LIVESTREAMS TO CUSTOM VIDEOS TO SHARED DOCUMENTS

Email is also used by a majority (52%) as a resource for teaching.

Content Creation
(Showing: % Selected)



Top Tools and Resources Used
(Showing: % Selected)

Top 10 Tools and Resources	
Zoom	58%
Google Classroom	56%
Google Docs	55%
Email	52%
YouTube	35%
Google Hangouts	34%
Class Dojo	14%
Microsoft Teams	12%
Flipgrid	11%
Other	14%

Other resources cited:

- Canvas
- Remind
- Google Meet
- EdPuzzle
- Khan Academy
- BrainPOP

TEACHERS ARE HAVING SOME EARLY WINS AND ARE GETTING CREATIVE WITH HOW THEY KEEP STUDENTS ENGAGED

Best / Most Successful Activity to Date (Showing: Open-End Responses)

“ Doing **interactive read alouds that mimic our classroom** read alouds in regard to expecting students to participate, make predictions, etc. even though we aren’t in the classroom.”
– Primary School Teacher

“ Sending EdPuzzle videos to my students. **The videos stop and ask the students questions to keep them engaged** and ensure they’re learning the material.”
– Primary School Teacher

“ I use **Google Meet to check in with my students every day** so they can ask questions or get extra help.”
– Middle School Teacher

“ I have been giving my students challenges like reaching out to a family member they don’t live with or playing a game with their family or doing a chore without being asked. **I am encouraging my students to grow in ways that school normally doesn’t encourage them.** The students and their families seem to like this.” – Middle School Teacher

“ Having my creative writing class watch the news and pretend that they are helping historians write a history book...Also, I had them take **virtual tours of museums and describe art.**” – High School Teacher

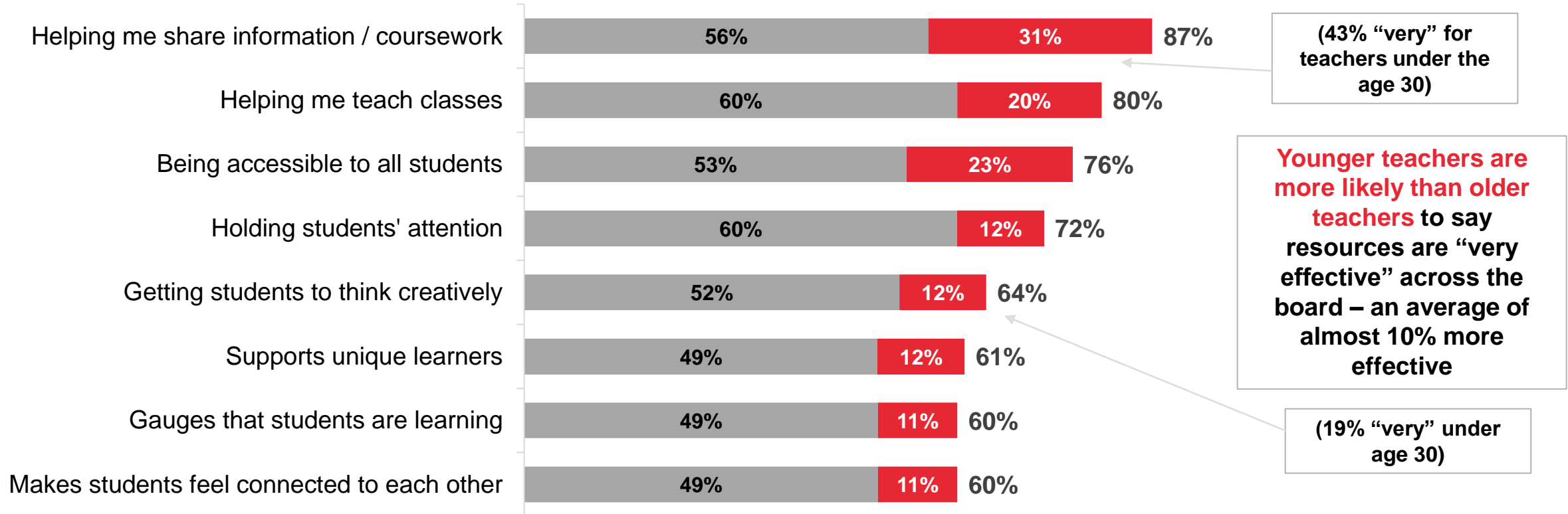
“ I had a **class discussion through Zoom** and one class made collages to represent the theme of the book we are reading using Canva. **I have been checking in on my students' mental health through the use of journals.**”
– High School Teacher



HOWEVER, THERE ARE STILL GAPS IN CRITICAL TEACHING AREAS, LIKE ASSESSING RETENTION AND FOSTERING CONNECTION

Resource Effectiveness
(Showing: Top 2 Box "Effective")

■ Somewhat Effective ■ Very Effective





LOOKING BEYOND THE TOOLS, TRAINING AND TECH SUPPORT ARE LARGELY INADEQUATE – LITTLE VARIATION ACROSS DEMOS

Schools with less than 1/3 low-income students only have slightly higher “excellent” ratings (28%)

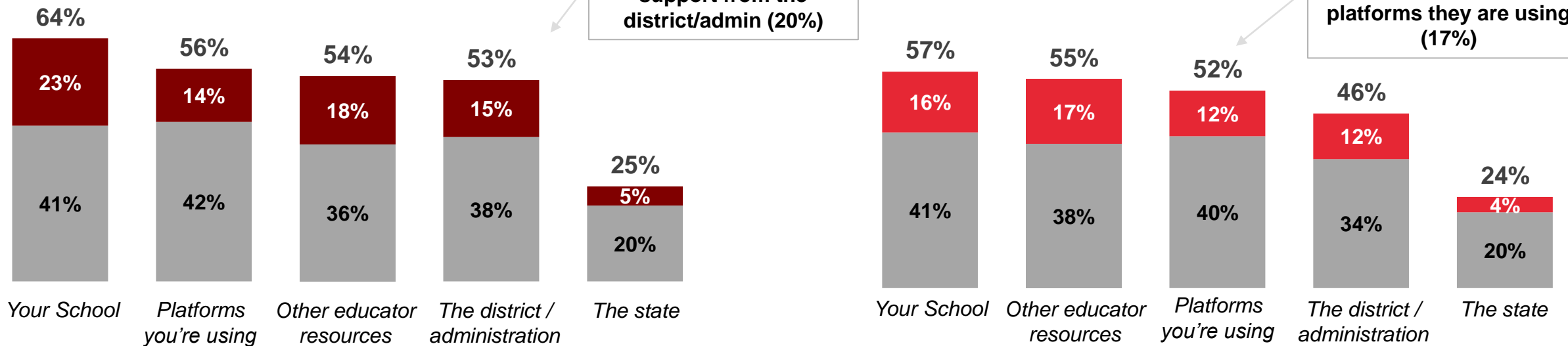
Training and Tech Support Available
(Showing: Top 2 Box “Excellent/Good Support/Training”)

Tech Support
■ Good Support ■ Excellent Support

Training
■ Good Training ■ Excellent Training

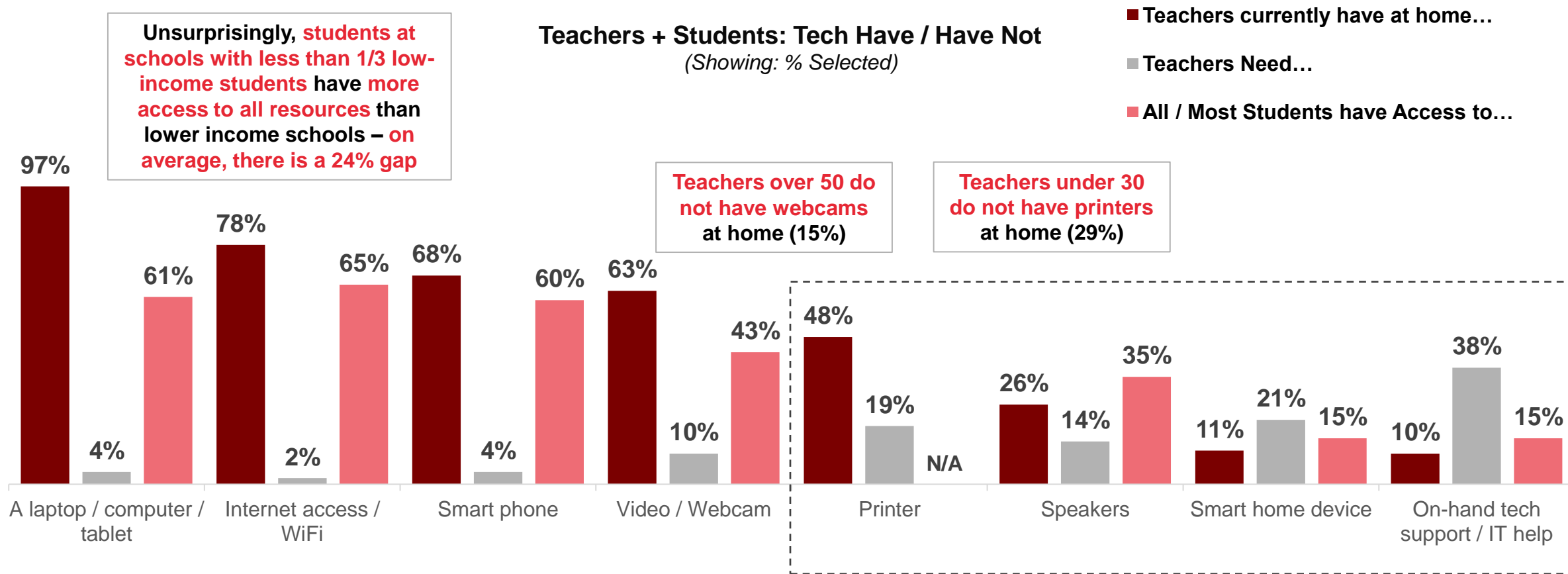
More teachers under 30 cite “excellent” tech support from the district/admin (20%)

More teachers under 30 report “excellent” training from the platforms they are using (17%)





FROM A TECH PERSPECTIVE, BOTH TEACHERS AND STUDENTS COULD BENEFIT FROM GREATER ACCESS TO PRINTERS, SMART HOME DEVICES, AND IT SUPPORT





AND FROM A TRAINING PERSPECTIVE, TEACHERS WANT MORE TIME AND DEVELOPMENT OPPORTUNITIES FOR THEMSELVES – AND TO GET PARENTS ONBOARDED AS WELL

What would help improve your confidence in teaching virtually / online?

(Showing: Open-End Responses)

“ I need **more time** to get used to virtual learning.”
– Primary School Teacher

“ If my school bought the rights to some programs so I can use them fully and not just the free version.” – Primary School Teacher

“ Access to more **technical support and training.**”
– Middle School Teacher

“ **[Improving] parents’ ability to access and [understand] online** formats being used, and ability to be online during instruction.”
– Primary School Teacher

“ If I knew there was a more **solid supervision system and accountability method**, I would definitely feel more confident, although I know that is a lot to ask when kids come from all different family situations.”
– High School Teacher

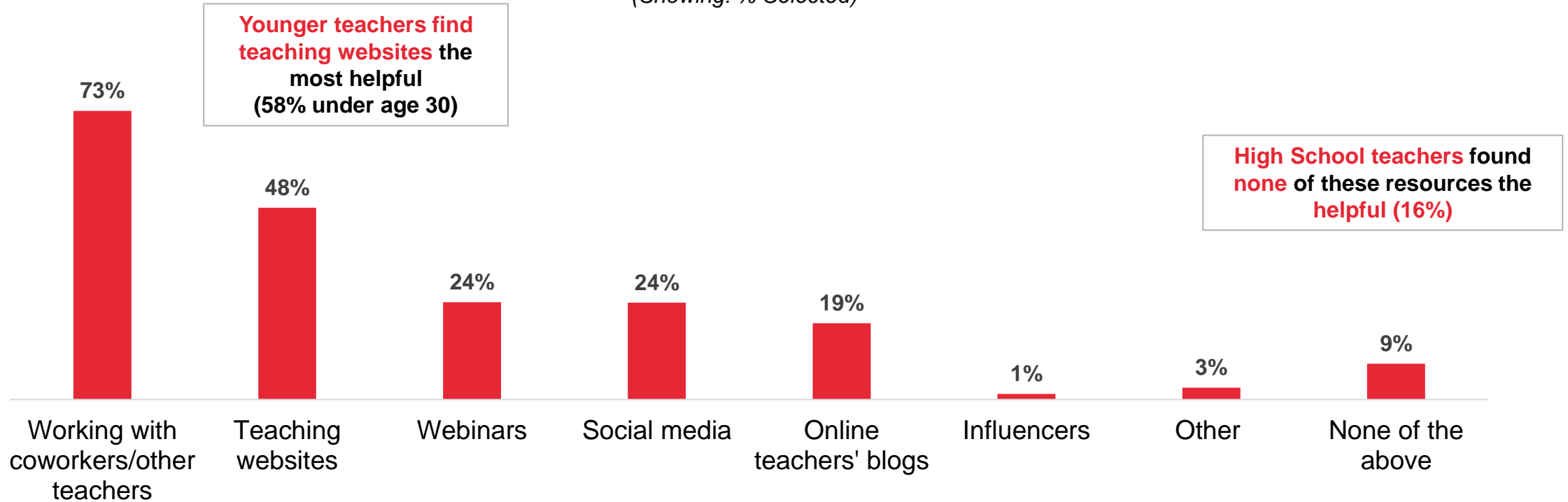
“ Having professional development catered towards **improving online instruction**. This includes **real-time feedback and actionable next-steps.**” – High School Teacher

“ **Having the actual tools and training** and having been equipped with these in advance, not getting a few hours notice: **SURPRISE!**”
– Middle School Teacher



IN THE ABSENCE OF MORE FORMAL TRAINING, TEACHERS ARE TURNING TO THEIR PEERS AND TEACHING WEBSITES FOR HELP

Most Helpful Resources
(Showing: % Selected)





THOSE LOOKING AT TEACHING WEBSITES ARE CHECKING OUT A NUMBER OF DIFFERENT EDUCATIONAL RESOURCES

Additional Education Resources (Showing: Spontaneous Open-End Responses)

- Khan Academy
- Google Classroom
- Edmodo
- Teachers Pay Teachers
- ABC Mouse
- Canvas
- IXL
- Seesaw
- BrainPOP
- Schoology
- EdPuzzle
- CK-12
- Scholastic
- Education.com
- Edgenuity
- Smartmusic
- Prodigy
- College Board
- Pearson
- Kahoot
- I-Ready
- Reflex Math
- USA Test Prep
- Quizlet
- Code.org
- PBS
- Readworks
- MathGames.com
- Edmentum
- National Geographic
- Quizzizz
- Edutopia

“ I am mainly using **Flipgrid** as a way to **communicate with my students without parental interference**. I am posting only non-academic things to this website. The academic resources I am posting for my students are going out through **Google Docs**.” – Middle School Teacher

“ I am currently relying on **Edmodo** for **distributing assignments, collecting and grading assignments and posting reminders and announcements to all students**. I am also using **Teacher Pay Teacher** for **activities and curriculum material**. I am also using **TedED** and **YouTube** for educational videos.” – Middle School Teacher



05



Looking Ahead

KEY FINDING #6

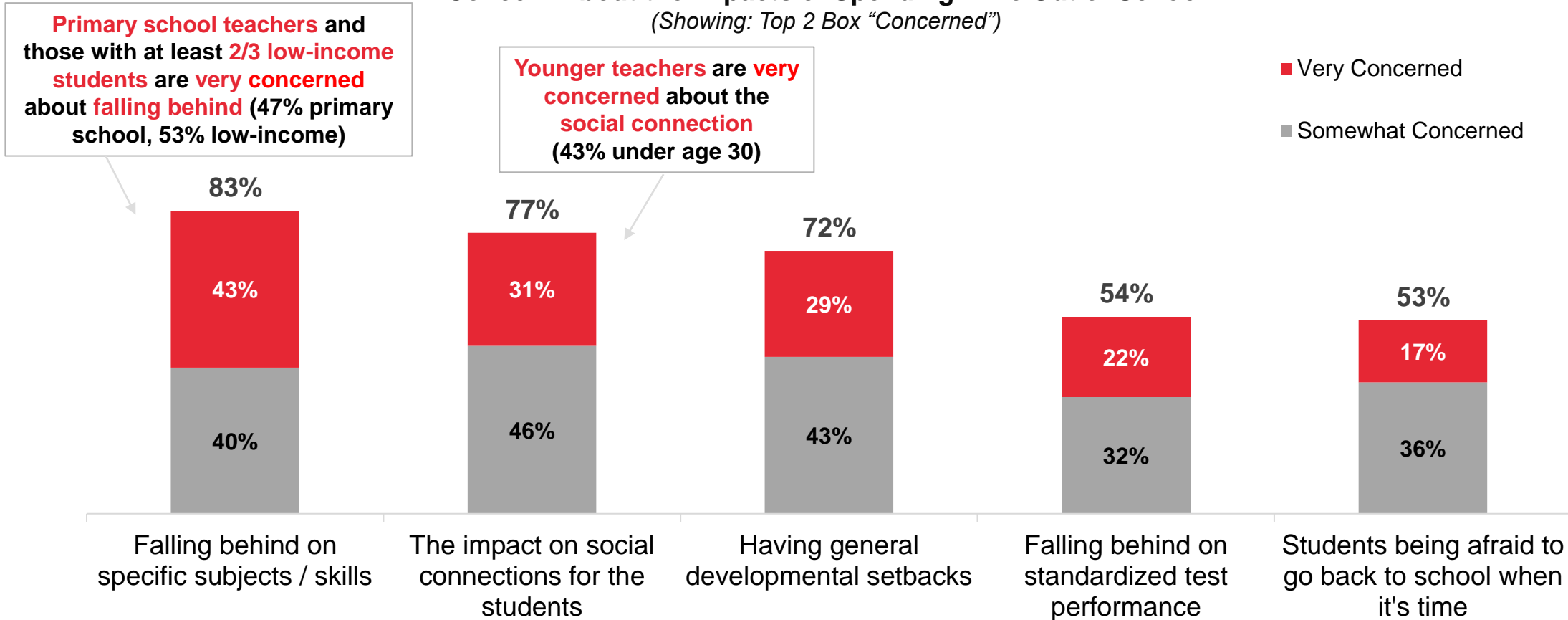
Teachers are **most concerned about COVID-19's impact on their students' development and believe the situation will take a toll on them in more ways than one.**

Flexibility for teachers is critical in order to best virtually support their students' learning and well-being. K-12 teachers anticipate prepping more for next year, including seeking additional resources and hearing about best practices from peers.



THINKING ABOUT THE FUTURE EFFECTS OF THIS SITUATION, TEACHERS ARE FIRST AND FOREMOST CONCERNED WITH STUDENT DEVELOPMENT

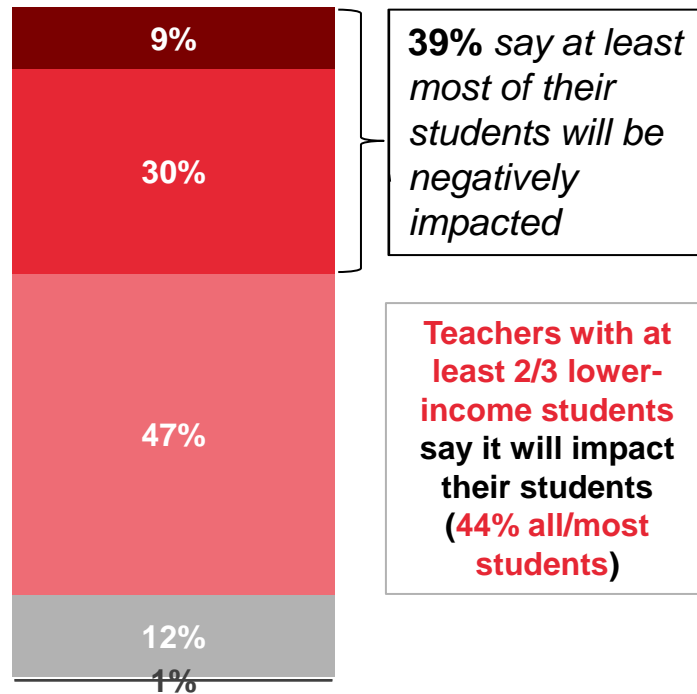
Concern About the Impacts of Spending Time Out of School
(Showing: Top 2 Box "Concerned")





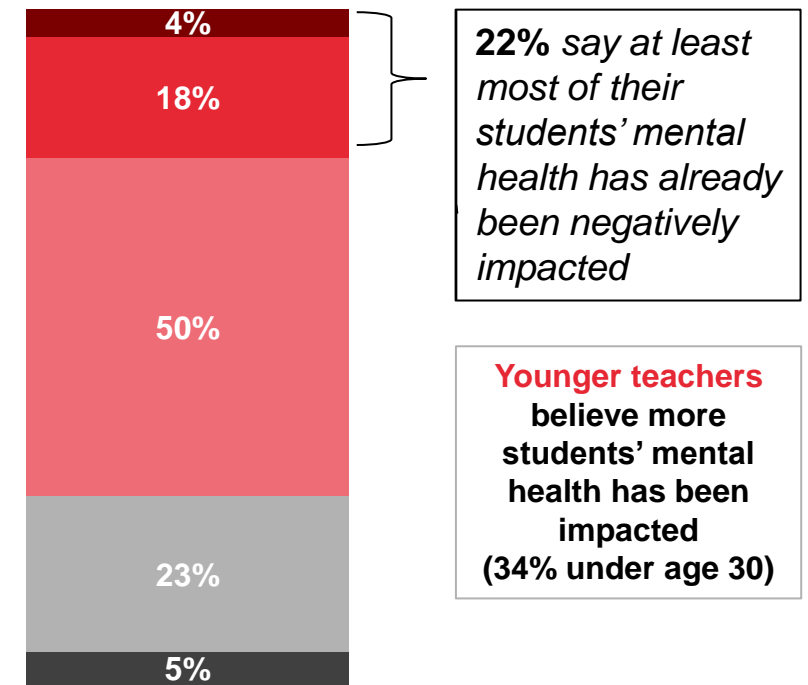
THE BELIEF THAT THIS SITUATION WILL TAKE A TOLL ON STUDENTS IS PERVASIVE

Portion of Students who *will* be Negatively Impacted Overall
(Showing: % Selected)



■ None ■ Not that many ■ Some ■ Most ■ All

Students' Mental Health/Wellness *has been* Negatively Impacted
(Showing: % Selected)



■ None ■ Not that many ■ Some ■ Most ■ All

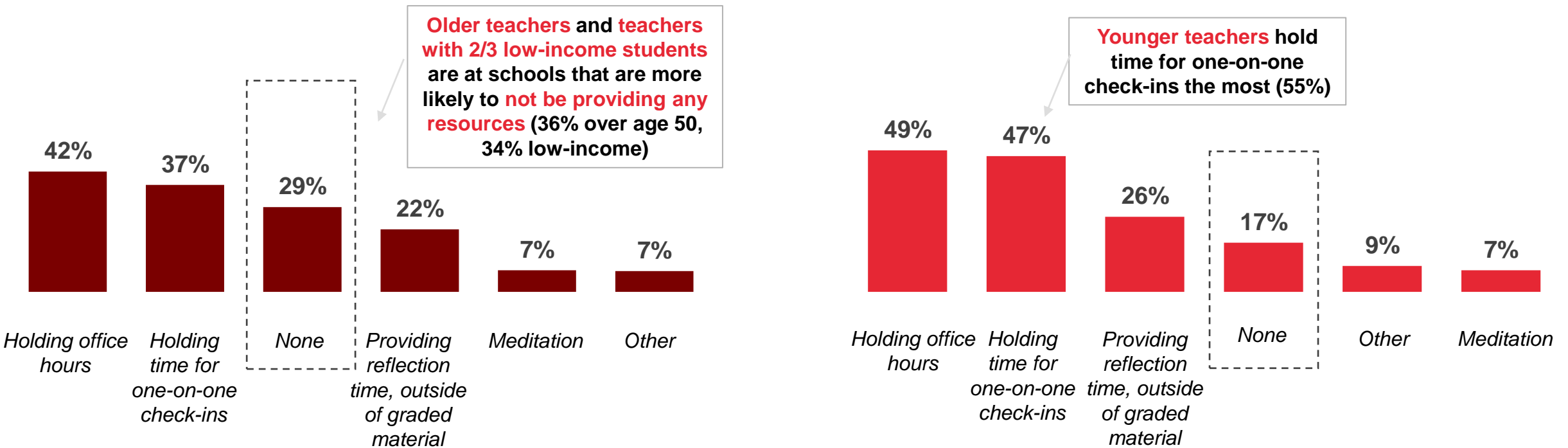


THIS POINTS TO A STRONG NEED FOR MENTAL HEALTH AND WELLNESS SUPPORT FOR STUDENTS – TEACHERS ARE TRYING, BUT LIKELY DON'T HAVE THE TIME TO DEDICATE

Resources for Mental Health / Wellness
(Showing: % Selected)

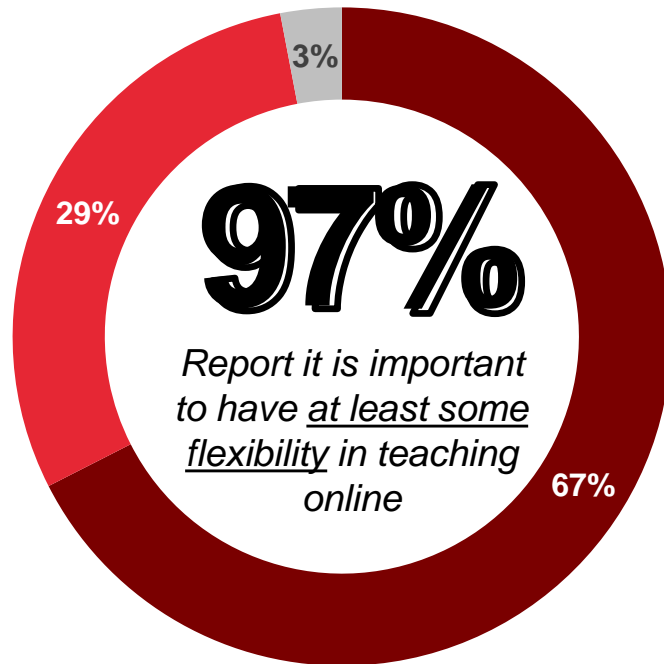
 **My school provides this resource**

 **I provide this resource**



FLEXIBILITY IS CRITICAL NOW, AND IN LOOKING AHEAD TO THE NEXT SCHOOL YEAR

Importance of Flexibility in Covering Coursework (Showing: % Selected)



■ Very important ■ Somewhat important ■ Not important

What Teachers Need to Minimize Negative Impact on Students (Showing: Open-end Responses)

“ For the school and administration to be as **understanding and as welcoming as possible**. The students need to feel that their **school cares for them and wants them to be successful** during this time.” – Primary School Teacher

“ Re-teaching, **not having expectations that students master concepts while out**. Training for general ed teachers, who may not understand how this has affected all students, but in particular the special ed students who are in their classes.”
– High School Teacher

“ School/tech platforms **providing avenues for students to connect with each other outside of scheduled classes and student hours**.”
– Middle School Teacher



LOOKING AHEAD TO THE END OF THIS SCHOOL YEAR, TEACHERS ANTICIPATE PREPARING FOR 2020-2021, SEEKING ADDITIONAL RESOURCES TO IMPROVE INSTRUCTION AND SKILLS SHARING

Actions After the End of the Regular School Year
(Showing: % Selected)

■ Somewhat Likely ■ Very Likely



Younger teachers are more likely to take these actions across the board (9% average more than teachers over age 50) – especially in prepping for standardized tests (45%)

Primary School teachers are “very” likely to attend virtual staff meetings (44%)

DEMOGRAPHICS





TEACHER PROFILE

GRADE LEVEL

Pre-Kindergarten	3%
Kindergarten	17%
1 st Grade	17%
2 nd Grade	17%
3 rd Grade	17%
4 th Grade	18%
5 th Grade	17%
6 th Grade	18%
7 th Grade	17%
8 th Grade	18%
9 th Grade	20%
10 th Grade	23%
11 th Grade	23%
12 th Grade	22%

TYPE OF SCHOOL

District school (public, but not magnet or charter)	80%
Magnet school	1%
Public charter school, non-profit	7%
Public charter school, for-profit	2%
Private, non-religious schools	3%
Religious / parochial school	5%

SUBJECT

English and / or Reading	30%
Mathematics	29%
All subjects / General Education	26%
Social Studies or Social Sciences	21%
Science	20%
Special Education	17%
Art, Music, or Fine Arts	10%
Bilingual / ESL	7%
Physical Education or Health	7%
Gifted and Talented	5%
Foreign Language	3%
Computer Science	3%
Other	4%

EDUCATION LEVEL

Associate's degree	2%
Bachelor's degree	36%
Master's degree	57%
Doctoral/Professional degree	4%

EMPLOYMENT STATUS

Employed full-time	96%
Employed part-time	4%

AREA WHERE THEY TEACH

Urban	25%
Suburban	55%
Rural	20%



SCHOOL PROFILE

ENROLLMENT		MINORITY FAMILIES		STUDENTS QUALIFY FOR FREE LUNCH	
Less than 100	3%	Less than 33%	40%	Less than 33%	29%
101-200	5%	34-66%	29%	34-66%	28%
201-300	9%	67% or more	28%	67% or more	39%
301-400	14%	Not sure	2%	Not sure	4%
401-500	12%	ENGLISH LANGUAGE LEARNERS		LOW INCOME FAMILIES	
500-699	15%	Less than 33%	66%	Less than 33%	29%
700-999	16%	34-66%	20%	34-66%	33%
1000+	25%	67% or more	11%	67% or more	36%
Not sure	2%	Not sure	3%	Not sure	2%



DEMOGRAPHICS

GENDER

Male	22%
Female	77%

REGION

Northeast	17%
Midwest	23%
South	37%
West	23%

CHILDREN

Yes, age 12 or under	28%
Yes, between the ages of 13 and 17	19%
Yes, 18 years of age or older	14%
No children in the household	49%

AGE

18-24	4%
25-34	24%
34-44	28%
45-54	26%
55-64	16%
65+	2%

RACE

White	86%
African or African	6%
Asian-American/ Asian	4%
Native Hawaiian/ Pacific Islander	0%
American Indian or Alaska Native	1%
Middle Eastern	0%
Other	2%

HISPANIC

Yes	12%
No	87%

RELATIONSHIP STATUS

Married	61%
Engaged	2%
Domestic partnership	3%
In a relationship	7%
Single	16%
Divorced or Separated, not living with partner	9%
Widowed, not living with partner	2%

INCOME

Under \$25,000	1%
\$25,000 - \$49,999	12%
\$50,000 - \$74,999	24%
\$75,000 - \$99,999	21%
\$100,000 - \$149,999	26%
\$150,000 - \$199,999	8%
\$200,000 or more	4%

ADDITIONAL PROFILING DATA





TEACHERS BY AGE

Under 30 years old

- 29% are very connected with their students; 22% with parents
- 27% are very confident in their skills as a virtual teacher; 17% in their students; 16% in parents
- 45% strongly agree that virtual / online teaching offers greater flexibility with their schedule
- 50% strongly agree that students with special needs are not receiving the support they need
- 50% are very concerned about the financial / food challenges that my students are facing; 16% about their personal career development
- 26% are concerned about having too much parental input while virtual teaching
- 20% report students' parents are being very collaborative
- 30% are not receiving enough resources, information and tools to help while virtual teaching
- 20% report excellent tech support from the district admin and 20% from the platform they're using
- 50% are livestreaming and creating videos to virtually teach
- 58% find teaching websites the most helpful resource

30 – 49 years old

- 25% are very confident in their skills as a virtual teacher
- 17% are not at all confident in parents' ability to keep their children engaged in this new format
- 28% strongly agree teaching from home has allowed them to stay more connected with their friend and family
- 36% strongly agree virtual / online teaching offers greater flexibility with their schedule
- 20% are not at all concerned about their personal career development
- 43% are livestreaming and creating videos to virtually teach
- 81% have access to Internet / Wi-Fi and 67% have access to a video / webcam at home
- 52% are holding office hours as a resource for their students

50 years or older

- 16% feel not at all connected with parents
- 22% are not that confident in their skills as a virtual teacher
- 12% are not at all confident in their students' ability to learn in this new format
- 19% are not at all confident in parents' ability to keep their children engaged
- 64% strongly agree that lack of in-person connection with students is making this transition more difficult
- 27% are not at all concerned about their personal career development
- 42% are unsure about having too much or not enough parental input virtual teaching
- 59% report no change in their relationship with their students' parents compared to the regular school year
- 45% are overwhelmed from receiving too much information, resources and tools
- 30% are not creating videos or livestreaming
- 36% report their school is not providing any resources for students' mental health / wellness



TYPE OF SCHOOL

Elementary School Teachers (K-5th)

- 18% feel very connected with parents, 32% with peers, 36% with their principal
- 22% feel very supported by parents
- 21% feel not that confident in their skills / abilities as a virtual teacher
- 36% are feeling extremely overwhelmed, 34% extremely stressed, 28% extremely anxious
- 46% strongly agree that students with special needs are not receiving the support they need
- 51% are very concerned about the impact this will have on their students' development
- 14% report parent engagement has increased a lot compared to a normal school year and 69% report parents are more collaborative
- 44% are overwhelmed from receiving too much information
- 27% report good training from the state and 53% from the platforms they are using
- Resources: 60% Zoom, 24% Class Dojo
- 44% creating videos and livestream teaching
- 42% need on-hand IT support at home
- Used teaching websites (52%), webinars (30%) and social media (29%) to help with the transition to online teaching
- 86% concerned about students falling behind

Middle School Teachers (6th-8th)

- 20% feel very connected with district administration; 32% with peers
- 75% feel supported by district resources
- 41% report no change in parent engagement compared to a normal school year
- Report poor tech support, 12% non-existent tech support from the district
- Resources: 60% Google Docs, 61% Google Classroom
- 42% Creating videos as well as livestream teaching
- 40% need on-hand IT support at home
- 63% most students have access to a laptop / computer / tablet at home
- Used teaching websites (52%) and webinars (24%) to help with the transition to online teaching
- Interested in learning more successful tips and tricks (85%) and how to support unique learners (83%)

High School Teachers (9th-12th)

- 23% feel not at all connected with parents; 19% with district administration
- 29% feel very confident in their skills / abilities as a virtual teacher
- 20% are not confident at all in parents' abilities to keep their children engaged in this new format
- 25% are feeling extremely capable
- 49% strongly disagree that they are receiving pressure from parents to stay on track
- 66% report no change in their relationship with students' parents compared to a normal school year
- 43% report they are receiving just the right amount of information and resources
- Resources: 61% Google Docs, 54% Zoom
- Resources are not effective at getting students to think critically (42%) and making students feel connected to each other (47%)
- Most students have access to a laptop / computer / tablet at home (69%)



SOCIOECONOMIC STATUS

More than 2/3 Low-Income Students

- 41% feel very connected with peers
- 20% are not confident at all in the parents' ability to keep their children engaged
- 29% are feeling extremely anxious
- 88% agree the mental health/wellness of the students is suffering
- 22% strongly agree teaching from home gives them more time for professional development
- 43% strongly agree students do not have access to the technology we need to use to be successful in this transition
- 53% are very concerned about the financial / food challenges that their students are facing
- 55% are very concerned about the impact this will have on their students' development
- 26% are very concerned about tech support being available if needed
- 66% are concerned about not having enough parental input while virtual teaching
- 16% report poor training from their district/administration
- 31% are not creating videos or livestreaming
- 43% report none of their students have on-hand tech support / IT help

Between 1/3 and 2/3 Low-Income Students

- 71% feel connected with district resources; 65% with district admin
- 52% are very concerned about the financial / food challenges their students are facing
- 26% are very concerned about tech support being available if needed
- 18% are concerned about having too much parental input during virtual teaching
- 25% feel very supported by parents
- 50% are creating videos and livestream teaching
- 27% report all their students have access to a laptop / computer / tablet
- 43% are very concerned about their students falling behind on specific subjects

Less than 1/3 Low-Income Students

- 22% feel not that connected with peers
- 10% are very confident in parents' ability to keep their children engaged
- 17% are concerned about having too much parental input while virtual teaching
- 26% feel very supported by students
- 68% feel that their students' parents are being collaborative at this time
- 28% report excellent tech support from their school
- 30% report the tech support from the state is nonexistent
- 24% are creating videos only
- 41% report all their students have access to a laptop / computer / tablet
- 33% report all their students have access to Internet / Wi-Fi
- Think they will get through 63% of the curriculum