



WEEKS 2-3

## Teacher Survey

We have provided a complete survey that you may use as-is or modify to your specific needs, situation, and interest. You may print or share electronically the editable PDF of the survey from this document with teachers, though we recommend that you create the survey digitally using an online survey tool like Survey Monkey or in Google Forms.

Details to include in the survey introduction:

- The purpose of the survey, which is not to be evaluative, but rather meant to help the district understand teachers' needs related to ELA and math instruction.
- That the survey is anonymous so teachers can feel comfortable responding candidly.
- The timeframe to reference for answering questions (likely March-June).
- Date by which they need to complete the survey.

# Learning Recovery Survey

## The Purpose of This Survey:

### Section 1: Demographics

**Q1:** What grade(s) do you teach?

- ☐ PK ☐ K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ Grade 6  
☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12

**Q2:** What content area(s) do you teach?

- ☐ English Language Arts (ELA) ☐ Math

### Section 2: Remote Learning Experience

**Q1:** How satisfied were you with the quality of remote instruction you delivered (select one)?

- ☐ Very Unsatisfied ☐ Unsatisfied ☐ Somewhat Satisfied ☐ Satisfied ☐ Very Satisfied

**Q2:** What was the experience of teaching remotely like for you?

### Section 3: Materials Used

**Q1:** What primary materials did you use for remote ELA instruction?

Were these materials: ☐ online or ☐ hard copy

**Q2:** What primary materials did you use for remote math instruction?

Were these materials: ☐ online or ☐ hard copy

**Section 4: ELA and Math Instruction****ELA Instruction**

**Q1:** How often did you deliver synchronous (live) ELA instruction (select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

**Q2:** By your best estimate, how many of your students regularly attended synchronous ELA lessons (select one)?

☐ None ☐ Some ☐ Many ☐ All

**Q3:** How did you deliver asynchronous ELA instruction? (video of instruction, assignment feedback, email check in, etc.)

**Q4:** By your best estimate, how many of your students regularly accessed your asynchronous ELA lessons (select one)?

☐ None ☐ Some ☐ Many ☐ All

**Q5:** By your best estimate, how often did students complete assigned ELA work (select one)?

☐ Never ☐ Sometimes ☐ Frequently ☐ Always

**Q6:** How successful were your students with assigned ELA work (select one)?

☐ Very Unsuccessful ☐ Unsuccessful ☐ Somewhat Successful ☐ Successful ☐ Very Successful

**Q7:** When students struggled to successfully complete ELA assignments (select one):

- ☐ Students didn't struggle to complete work.
- ☐ I supported individual students so they could complete the original assignments.
- ☐ I assigned easier work.

**Q8:** When your students struggled with ELA assignments, how did you most often assist them so they could complete their work (select one)?

- ☐ My students didn't struggle.
- ☐ I reached out to provide assistance.
- ☐ I found alternative assignments that were more appropriate for their ability level.

**Q9:** Did you administer ELA unit assessments? ☐ Yes ☐ No

**Q10:** By your best guess, how much time did your students spend working on ELA each week (select one)?

☐ Less than 1 Hour ☐ 1-2 Hours ☐ 3-4 Hours ☐ 5-6 Hours ☐ 7-8 Hours

**Q11:** What ELA units/lessons did you cover?

**Q12:** What do you believe are the major areas of unfinished ELA instruction for your students?

**Math Instruction**

**Q13:** How often did you deliver synchronous (live) math instruction (select one)?

☐ Never   ☐ 1x Week   ☐ 2x Week   ☐ 3x Week   ☐ 4x Week   ☐ Daily

**Q14:** By your best estimate, how many of your students regularly attended synchronous math lessons (select one)?

☐ None   ☐ Some   ☐ Many   ☐ All

**Q15:** How did you deliver asynchronous math instruction? (video of instruction, assignment feedback, email check in, etc.)

**Q16:** By your best estimate, how many of your students regularly accessed your asynchronous math lessons (select one)?

☐ None   ☐ Some   ☐ Many   ☐ All

**Q17:** By your best estimate, how often did students complete assigned math work (select one)?

☐ Never   ☐ Sometimes   ☐ Frequently   ☐ Always

**Q18:** How successful were your students with assigned math work (select one)?

☐ Very Unsuccessful   ☐ Unsuccessful   ☐ Somewhat Successful   ☐ Successful   ☐ Very Successful

**Q19:** When students struggled to successfully complete math assignments (select one):

- ☐ Students didn't struggle to complete work.
- ☐ I supported individual students so they could complete the original assignments.
- ☐ I assigned easier work.

**Q20:** When your students struggled with math assignments, how did you most often assist them so they could complete their work (select one)?

- ☐ My students didn't struggle.
- ☐ I reached out to provide assistance.
- ☐ I found alternative assignments that were more appropriate for their ability level.

**Q21:** Did you administer math unit assessments? ☐ Yes   ☐ No

**Q22:** By your best guess, how much time did your students spend working on math each week (select one)?

☐ Less than 1 Hour   ☐ 1-2 Hours   ☐ 3-4 Hours   ☐ 5-6 Hours   ☐ 7-8 Hours

**Q23:** What math units/lessons did you cover?

**Q24:** What do you believe are the major areas of unfinished math instruction for your students?

### Instructional Support

**Q25:** How satisfied are you with the support you provided struggling students (select one)?

☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

**Q26:** To what extent are you satisfied with the support you provided parents to help make their child's experience more successful (select one)?

☐ Very Unsatisfied   ☐ Unsatisfied   ☐ Somewhat Satisfied   ☐ Satisfied   ☐ Very Satisfied

**To what extent do you agree with each of the following statements:**

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
<b>Q27:</b> I had a clear sense of what assignments my students needed to be focused on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q28:</b> I knew how to provide students access to instruction and assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q29:</b> I knew how to get in touch with my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q30:</b> I knew when my students needed support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q31:</b> When my students needed support, I knew how to provide it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q32:</b> I knew when my students' parents needed support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q33:</b> When my students' parents needed support to help their children complete assignments, I knew how to provide it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q34:** How often did you hold one-on-one check-ins with your student(s) (select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

In what format (select one)? ☐ Email ☐ Video call ☐ Phone call ☐ Text message

**Q35:** How often did you have check-ins with your students' parents (select one)?

☐ Never ☐ 1x Week ☐ 2x Week ☐ 3x Week ☐ 4x Week ☐ Daily

## Section 5: Accessibility of Instruction

**Q1:** How rigorous was the instruction you provided (select one)?

☐ Very Unrigorous ☐ Unrigorous ☐ Somewhat Rigorous ☐ Rigorous ☐ Very Rigorous

	No	Rarely	Sometimes	Often	Always
<b>Q2:</b> Were you able to employ a variety of approaches to continuously monitor students' understanding of directions, instruction, content, and assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> Were you able to provide social-emotional supports to your students during remote instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> Were you able to maintain regular communication with students' families?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> Were you able to differentiate remote instruction to reach students at all levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q6:</b> Were you able to provide consistent support to your linguistically diverse students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q7:</b> Were you able to consistently provide all students with culturally responsive instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q8:</b> Were you able to regularly provide oral or written feedback to students on assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q9:</b> Were you able to regularly solicit feedback from students on the effectiveness of the remote instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section 6: Additional Supports**

**Q1:** Were you able to individualize instruction for your students with disabilities?

☐ Yes ☐ No

If yes, in what ways?

If no, what were the barriers?

**Q2:** Were you able to monitor progress on Individualized Education Program (IEP) goals?

☐ Yes ☐ No

If yes, in what ways?

If no, what were the barriers?

**Q3:** Did your students with disabilities have access to the related services indicated on their IEPs?

☐ Yes ☐ No

If yes, in what ways?

If no, what were the barriers?

**Q4:** Did you hold IEP meetings during this time?

☐ Yes ☐ No

What was effective or challenging about holding IEP meetings online?

**Q5:** How effective was your online work with your students with disabilities (select one)?

☐ Very Ineffective ☐ Ineffective ☐ Somewhat Effective ☐ Effective ☐ Very Effective

**Q6:** Special Educators: Did you have the opportunity to coordinate with general education teachers around the accessibility of the work they provided?

☐ Yes ☐ No

If yes, in what ways?

If no, what were the barriers?

**Section 7: Access to Materials**

By your best estimate:

	None	Some	Many	All
<b>Q1:</b> How many of your students had access to hard copy materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q2:</b> How many of your students had access to devices for remote learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> How many of your students had access to the internet for remote learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> How many of your students had access to primary ELA materials (listed above) for remote learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> How many of your students had access to primary math materials (listed above) for remote learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q6:** The biggest barriers to my students engaging in remote learning were (select up to three):

- ☐ They didn't have a place to do their work without interruptions.
- ☐ They didn't have time to do their work and/or had other responsibilities.
- ☐ They didn't have access to the internet.
- ☐ They didn't have a device for completing work (computer, tablet, etc.).
- ☐ They didn't have access to learning materials (hard copy and/or online).
- ☐ They didn't know what to do for assignments or lessons.
- ☐ N/A – They didn't have any problems engaging in remote learning.



## Section 8: Educator Support

**Q1:** How supported by your school do you feel/have you felt to deliver remote learning (select one)?

☐ Very Unsupported   ☐ Unsupported   ☐ Supported   ☐ Somewhat Supported   ☐ Very Supported

**Please indicate your level of agreement with the following statements:**

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
<b>Q2:</b> There was a shared vision across my school/district for effective remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q3:</b> I received support in implementing effective remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q4:</b> I had the necessary resources to advance student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q5:</b> I understood the expectations for providing feedback to students and grading work at this time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q6:</b> I understood how to support my students in a remote learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q7:</b> I believe my students were positively impacted by the experience of remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q8:</b> If you delivered synchronous instruction, do you feel it was beneficial for you (select one)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q9:</b> If you delivered synchronous instruction, do you feel it was beneficial for your students (select one)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q10:</b> What professional learning do you believe the district needs to offer school site staff to be effective in equitable remote instruction and responding to unfinished ELA and math instruction?					

**Q11:** Any additional information you'd like to share?