DATE: March 17, 2021

FROM: Members of the D.C. State Board of Education

RE: **Results from the 2021 D.C. All-Teacher Survey**

Background

The D.C. State Board of Education contracted with Resonant Education to conduct an all-teacher survey of public-school teachers in the District of Columbia. The all-teacher survey received responses from 1,060 teachers from 185 different schools, representing every single D.C. Public School (DCPS) school and the majority of public charter schools. Teacher responded to questions on topics such as their experience in a virtual setting and their reflections on the student experience (inclusive of the experiences of special populations), their comfort level in returning to in-person instruction, the support they need in both virtual and in-person postures, and items related to well-rounded education and teacher retention. The survey was administered electronically from January 15–February 3, 2021.

The all-teacher survey and the following report grow out of the State Board's continued work and research on teacher retention[1], the concerns related the COVID-19 pandemic that have been voiced by community members at monthly public meetings, and other initiatives of the State Board, like work on access to well-rounded education.[2]

Since the beginning of the COVID-19 pandemic in March 2020, education advocates and stakeholders have worked to better understand how the numerous changes over the last year will and have affected District families, students, and communities.[3] This all-teacher survey serves to measure a specific moment in time when District teachers were beginning to return to in-person learning for Term 3, receiving their first doses of the COVID-19 vaccine, and reflecting on nearly a full year of virtual learning practices.

The all-teacher survey and its findings will be used by the State Board—specifically its Educator Practice Committee and Taskforce on School Reopening Amid COVID-19—in identifying strategies and policies to ensure that teachers are supported and retained, as well as stakeholder-engaged solutions are implemented to tackle the effects of the COVID-19 pandemic. The **below**

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[1] Since May 2018, the State Board has sought to better understand teacher retention and its implications for District students and schools, and what policies could be implemented to help teachers stay. The State Board's work has been highlighted by two commissioned reports—October 2018 and October 2019—and a March 2020 report that featured survey results from teachers who have left their classrooms, schools, and/or sector during the 2018–19 school year or 2019–20 school year.

[2] In May 2019, the State Board began work related to well-rounded education; the concept has since been defined as: "Student access to balanced course offerings and experiences across disciplines, including ample time for humanities, science, art, physical education, as well as math and literacy. A well-rounded education involves real-world learning and culturally relevant content and provides students with the social-emotional support they need to thrive in school and beyond" by the State Board.

[3] A number of surveys have been conducted since March 2020 related to distance learning and COVID-19. The State Board has reviewed survey findings from, but not limited to: Ward 3 Wilson Feeder Education Network, Office of the Student Advocate (OSA), Prichard Committee Student Voice Team, Washington Teachers' Union, Parents Amplifying Voices in Education (PAVE), Education Forward DC, and the Office of the Deputy Mayor for Education.

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high-level findings demonstrate continued and increased concerns related to teacher retention going into the 2021–22 school year and school-based practices for supporting the District's most vulnerable student populations, teacher's discomfort with returning to an in-person learning posture, and the need to focus more time on well-rounded education. The survey did find some promising and bright spots related to teacher collaboration and teacher technological competency, as well.

Effects of the COVID-19 pandemic on teaching and students

- **Unfair and not credible teacher evaluations:** While 56.8 percent of teachers understood how they would be evaluated in school year 2020–21, only 43.3 percent felt that their evaluation for this current school year would be fair and credible. Only 31.6 percent of DCPS teachers reported that they believed the evaluation would be fair and credible, compared to 77.8 percent of educators teaching in public charter schools.
- **Increased likelihood of teacher departure:** Almost half of teachers (43.4 percent) have considered leaving the teaching profession because of the challenges of teaching during COVID-19. Teachers in the District were also noted to have a higher "intention to quit" value (4.45 out of 9) in relation to comparison values (3.28 out of 9) from a previous research study.
- **Worsening social and emotional well-being:** More than half of teachers (54.8 percent) shared that the social and emotional well-being of their students is worse than last year, and only 39.8 percent of teachers felt they actually had the tools to measure their students social and emotional well-being. Furthermore, only 56.0 percent of teachers indicated that they had been provide with supports for their own emotional well-being/mental health during this time of virtual learning.
- **Inequitable rates of student engagement:** Nearly two-thirds of teachers (65.8 percent) reported that most (61–80 percent) or the almost all (81–100 percent) of their students were engaged during this time of virtual learning (e.g., attending class, completing homework). However, Ward 7 and 8 teachers noted student engagement rates lower than the average and other wards; Ward 3 had the highest student engagement rates.
- **Lack of student screening for dyslexia:** Only 29.5 percent of teachers stated that students who they teach were screened for dyslexia during virtual learning. This low percentage of dyslexia screening is in contrast to the 63.1 percent of teachers who shared that English language learners (ELLs) are receiving supports, 66.4 percent of students with special needs, and 70.3 percent of students who need Tier 2 or Tier 3 intervention.
- **Ongoing concerns and barriers with technology and internet access:** Three-quarters of teachers (76.4 percent) indicated that their students have internet access that is too slow for virtual learning, 61.6 percent shared that students devices were too slow, and 54.4 percent stated that students were not able to get help when they have technical issues.

Bright spots related to teaching practices during COVID-19 pandemic

- **Regular teacher collaboration:** More than 85 percent of teachers indicated that they are collaborating regularly with others during this time of virtual learning. Nearly 4 in 5

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teachers (78.9 percent) also shared that they feel supported by their school's administrators during this time of virtual learning.

- **Technological competency:** Almost 90 percent of teachers shared that they are comfortable using the technological tools required for this time of virtual learning (e.g., Canvas, Zoom, etc.).

Returning to in-person learning

- **Uncomfortable with returning to in-person learning:** Of the 366 teachers[4] who were asked about their level of comfort with returning to in-person teaching, a high number of teachers (75.2 percent) reported that they are either slightly or very uncomfortable returning to in-person teaching. This trend is similar across teacher demographics, teacher experience, and ward.
- **More supports and information needed:** Of teachers who were asked to return to in-person instruction, the two most commonly requested supports were time for either duty-free breaks during the day (47.8 percent) or for revising lessons to account for social distancing (39.6 percent). Teachers also noted the importance of communication about safety procedures (38.5 percent) and protocols for possible exposure (38.3 percent).

Access to a well-rounded education

- **Less content coverage:** Only one-third (32.4 percent) of teachers have been able to cover as much content during virtual learning as they did previously when teaching in-person.
- **More time for science, social studies, the arts, and social and emotional skills:** The majority of teachers believed that at least 20 more minutes was needed in each of these subjects, with the highest agreement (65 percent) for increasing the time available for social and emotional skills. The average time requested varied between 26.7 minutes more for science to 34.1 minutes more for SEL skills.

Next Steps

In April 2021 the State Board's Educator Practice Committee and Taskforce on School Reopening Amid COVID-19 will present workplans that will discuss how the State Board plans to use the findings of its all-teacher survey to advance its goals and priorities for the coming year. In March 2020, the State Board provided five (5) recommendations[5] related to its teacher retention work; these previous recommendations will be reviewed in conjunction with the establishment of these two new workplans. The State Board will also host a virtual event on Thursday, March 18 at 12–1 p.m. to discuss this report's findings and answer questions.

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[4] This question was only asked to teachers who responded "I don't know" (45) or "I have already been teaching in-person" (9) to the question: "Have you been asked to return to in-person teaching within the next month?" + those who responded "I plan to return to in-person teaching" (312) to the question: "Since you have been asked to return to in-person teaching within the next month, how do you plan to proceed?"

[5] In March 2020, the State Board made the following recommendations: (1) Adopt the "Statewide Educational Data Warehouse Amendment Act of 2019," (B23- 0515), (2) Develop mentoring programs for teachers at all schools, (3) Utilize the findings of this research in the DCPS redesign of IMPACT, (4) Improve school culture and teacher workload, and (5) Create statewide professional development program for school-level leadership.

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Additional Notes

The following report discusses the sample size, survey methodology and outreach, and the various scales used within the survey. Throughout the survey administration process, the State Board and Resonant Education monitored and compared the survey sample to the OSSE *2019 D.C. Teacher Workforce Report*[6], as well as data published on the OSSE DC School Report Cards[7] to ensure that the 1,060 sample was representative of District teachers. The full report notes and validates in detail the underrepresentation of charter school teachers (28 percent compared to 47 percent), as well as teachers identifying as Black or African American (37 percent compared to 56 percent).

Contact

Please contact John-Paul Hayworth at john-paul.hayworth@dc.gov or Alexander Jue at alexander.jue@dc.gov with feedback, questions, comments, or related requests.

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[6] https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Educator%20Workforce%20Report%2010.2019.pdf
[7] https://dcschoolreportcard.org/state/99999-0000

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D.C. State
Board of Education
Teacher Survey Analysis
Spring 2021 Administration

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EXECUTIVE SUMMARY

This report provides an overview of the results for a teacher survey conducted during the 2020–21 school year while schools were operating primarily in a virtual setting. The survey was created by Resonant Education staff members in collaboration with the D.C. State Board of Education (State Board) and asked teachers to report on topics such as their personal experience teaching in a virtual setting and their reflections on the student experience as well as the experience of special populations, teacher's comfort level in returning to in-person instruction, support needed for teachers, and items related to teacher retention.

Overall, more than 1,000 teachers responded to the survey from 185 different schools representing every D.C. Public School (DCPS) school and the majority of public charter schools. The results provide critical information about the experience of teachers during virtual learning. There are several notable results that could inform key decisions listed below and explained in further detail within the report.

- **Teacher Evaluations -** The majority of teachers reported that they do not believe in the fairness and credibility of teacher evaluations for the 2020–21 school year, with only 43.3 percent of teachers agreeing with this statement. Responses vary by school type, with 77.8 percent of teachers in charter school agreeing with the statement versus only 30.6 percent of teachers in DCPS agreeing.

- **Teacher Departure -** Almost half of teachers (43.4 percent) reported that they have considered leaving the profession as a result of teaching during the COVID-19 pandemic.

- **Social and Emotional Learning (SEL) -** While more than half of teachers (54.8 percent) believe that the social and emotional well-being of students is worse this year than in previous years, only 39.8 percent of teachers felt they had the adequate tools or assessments to measure this deficit. A possible recommendation is implementing an SEL screening tool across the District so that targeted SEL support is feasible.

- **Well-Rounded Education -** The majority of teachers believe that at least 20 more minutes is needed in science, social studies, the arts, and social-emotional learning, with the highest agreement (65 percent) for increasing the time available for social and emotional skills. The average time requested varied between 26.7 minutes for science to 34.1 minutes for SEL skills.

- **Return to In-Person Learning -** Notably, a high number of teachers (75.2 percent) reported that they are either slightly or very uncomfortable returning to in-person teaching.

- **Identifying Student Need -** More than 77 percent of teachers reported that students who needed intervention (e.g., Tier 2 and Tier 3) were being identified during virtual/distance learning, but only 29.5 percent of teachers reported that students were being screened for dyslexia.

- **Teacher Supports -** One of the most requested supports for teachers who are continuing to teach in a virtual setting was related to increasing both student engagement and student attendance. More than half of teachers (56.0 percent) requested support for increasing student engagement, with 76 percent of teachers reporting that slow internet is a barrier for engaging their students and 62 percent reporting that having slow devices is a barrier. Providing more information, professional development, and targeted support in this area would help to meet these requests.

The report includes several other analyses based on research questions asked by members of the D.C. State Board of Education, such as whether survey results vary by ward, whether comfort in returning to in-person instruction varied by type of teacher, and what types of teachers reported having all of the supports they needed for either virtual or in-person instruction. Other areas for further analysis are also listed within the report.

INTRODUCTION

The District of Columbia State Board of Education (State Board) has partnered with Resonant Education to design and implement a teacher survey to collect information about a variety of topics primarily related to teachers' perceptions of teaching during the 2020–21 school year. This report provides an overview of the findings of a quantitative analysis.

The analysis reports psychometric properties of the items and scales comprising the District of Columbia teacher survey. A full list of the items is shown in *Appendix C*. Schools in the District of Columbia conducted classes primarily online during the 2020–21 school year. Since the survey was administered in February 2021 and 97 percent of respondents reported having taught exclusively online at the point of taking the survey, the data collected reflects teachers' perceptions of their experience within virtual classrooms.

SURVEY METHODOLOGY

The survey was created by Resonant Education staff members in collaboration with the State Board. First, focus groups were held with State Board staff and elected State Board members to develop an understanding of the constructs that they wished to measure. Further input was gathered through focus groups held with various stakeholders such as local non-profits, teachers, parents, and leadership from the Washington Teachers' Union, with government agencies[1] and other groups[2] also invited to participate. The Resonant Education team then created an initial list of constructs and items that was then reviewed on multiple occasions by both State Board members and staff.

Most of the scales within the survey measured constructs related to teaching within a virtual setting during the COVID-19 pandemic. Several items within these scales drew upon previous research conducted with teachers during the spring of 2020 (Kraft, Simon & Lyon, 2020) while others were originally developed. Further, there were four scales that related to teacher retention that drew upon previously validated research on occupational commitment and teacher self-efficacy (Klassen & Chiu, 2011) so that results could be compared with a pre-pandemic teaching scenario. A full list of items within the survey is listed in *Appendix C*. Scale reliability coefficients for each scale were tested, and results are listed in *Appendix D*.

The survey was conducted online using a common web link and distributed to teachers using a variety of channels. These channels included local partners (e.g., the Washington Teachers' Union, EmpowerK12, EmpowerEd, PAVE, PCSB *Wednesday Bulletin*), direct emails to all principals, and releases via social media and press releases. Teachers were asked to take the survey if they met three primary criteria of planning lessons, delivering lessons, and assigning or collaborating in the assignment of grades. The survey was open between January 15 and February 3 of 2021.

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[1] Deputy Mayor of Education (DME), Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), DC Public Charter School Board (PCSB), Council of the District of Columbia

[2] Advocates for Justice and Education (AJE), Coalition for DC Public Schools, DC Charter School Alliance, Decoding Dyslexia DC, Education Forward DC, EmpowerEd, EmpowerK12, PAVE

SAMPLE

Overall, there were 1,060 total survey responses. Survey responses were checked for minimum time spent on the survey, that all questions were answered, and answer variation (e.g., no straight-line answers) to ensure valid responses. No responses were identified as needing deletion[3]. The sample that responded to the survey can be considered representative of teachers in DC Public Schools as it matches the characteristics of the population as a whole along a variety of teacher characteristics and demographics. Exceptions to this are noted below and analyzed separately to verify representation.

Table 1 displays the school characteristics of the sample of teachers participating in the study, broken down by ward and school type. Teacher responses came from 185 different schools representing every single D.C. Public School (DCPS) school and the majority of public charter schools. Responses were distributed across wards with a similar distribution as the total population of teachers in the city.

Public charter school teachers were underrepresented in the sample (only 28 percent compared to the population as a whole being 47 percent of teachers in D.C. Public Schools), which has potential to affect decisions made using the results if responses for public charter school teachers differ from teachers in DCPS. To check for this, responses for all items are reported separately for public charter school teachers and compared to the total results in *Appendix A*[4]. Overall, we see that responses for teachers from public charter schools were slightly more positive than the results for all teachers within the majority of categories. Therefore, when making decisions about public charter school teachers, it would be wise to utilize the results for only public charter school teachers.

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[3] Only 32 teachers did not fill in the school name (for a total of 1,028 known school names).

[4] Appendix A looks at whether each underrepresented group (charter school teachers and Black or African American teachers) is similar (or not similar) to the overall average and how the answers from each of these groups may vary from the overall average.

Table 1: School Characteristics of Sample

Overall Sample			
# of Valid Teacher Responses	1,060		
# of Public Schools Represented	185 out of 243		
Ward	**# of Responses**	**% of Sample**	**All Public School Teachers in D.C.**[5]
Ward 1	109	11%	12%
Ward 2	60	6%	4%
Ward 3	91	9%	8%
Ward 4	186	18%	15%
Ward 5	146	14%	16%
Ward 6	161	16%	14%
Ward 7	137	13%	14%
Ward 8	138	13%	18%
School Type	**# of Responses**	**% of Responses**	**All Public School Teachers in D.C.**
Charter + Charter Alternative	289	28%	47%
DCPS + DCPS Alternative	739	72%	53%

Table 2 displays the types of teachers that responded to the survey. The majority of responses came from Pre-K and elementary teachers, which is representative of D.C. teachers as a whole. Similarly, teacher experience is also representative of the population of teachers in D.C. with most teachers being in their first 10 years of teaching. Finally, responses came from teachers who teach a wide variety of subjects with elementary classroom teachers and special education teachers consisting of the two largest categories.

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[5] "District of Columbia Teacher Workforce Report" October 2019; sum greater than 100% is due to rounding.

Table 2: Teacher Characteristics of Sample

Grade Bands	# of Responses	% of Responses	All Public School Teachers in D.C.
Pre-K/K/Elementary	617	58%	46%
Middle	187	18%	18%
High	232	22%	22%
Adult/Non-Technical	23	2%	14%
Teacher Total Years of Experience	**# of Responses**	**% of Responses**	**All Public School Teachers in D.C.**
This is my first year teaching	29	3%	8%
1–5 years	222	21%	27%
6–10 years	282	27%	28%
11–15 years	194	18%	35%
16–20 years	157	15%	
More than 20 years	175	17%	
Subject Taught	**# of Responses**	**% of Responses**	
Elementary Classroom Teacher	192	18.10%	
Special Education	161	15.20%	
Math	138	13.00%	
Reading/English	123	11.60%	
Pre-K Classroom Teacher	84	8.00%	
English Language Learners	66	6.20%	
Science	54	5.10%	
Arts (e.g., Theater, Music, Dance)	53	5.00%	
Other	35	3.30%	
Social Studies	34	3.20%	
World Language	32	3.00%	
Health/Physical Education	27	2.60%	
History or Civics/Government	20	1.90%	
Engineering/Technology	9	0.80%	
Librarians	13	0.80%	
Teacher's Assistants	8	0.80%	
JROTC	5	0.50%	
Vocational Class	4	0.40%	

Table 3 displays the demographic characteristics of the sample. Most teachers in the sample were female, but this aligns with the characteristics of the teaching population as a whole. Teachers of Hispanic, Latino/a, or Spanish origin represented 11 percent of the sample, which is representative of the population of D.C. teachers. Importantly, Black or African American teachers were underrepresented in the sample which, similar to responses from public charter school teachers, has the potential to affect decisions made using the data if Black or African

American teachers respond differently. To check for this, responses for Black or African American teachers are also reported separately in *Appendix A*. Overall responses for Black and African American teachers are in line with the responses of all teachers (averages are generally within .1 on a 4.0 scale), which means the potential for bias in the overall results based on the underrepresentation of Black or African American teachers is minimal. Therefore, the overall results can be utilized when making decisions about teachers within different racial categories.

Table 3: Teacher Demographic Information

Teacher Gender Identity	# of Responses	% of Responses	All Public School Teachers in D.C.
Female	747	70%	75%
Male	230	22%	25%
Other	10	1%	N/A
Prefer not to answer	73	7%	
Are you of Hispanic, Latino/a, or Spanish origin?	**# of Responses**	**% of Responses**	**All Public School Teachers in D.C.**
No	849	80%	93%
Prefer not to answer	95	9%	
Yes	116	11%	7%
Teacher Race (Select all that apply question; individuals can be counted multiple times)	**# of Responses**	**% of Responses**	**All Public School Teachers in D.C.**
Black or African American	408	37%	56%
White	466	42%	31%
Asian	30	3%	4%
Other	75	7%	2%
Prefer Not to Answer	116	11%	N/A

The survey also asked teachers to estimate the types of student populations that were in their classes. The graph in **Figure 1** on the next page displays the responses for teachers about students designated at-risk[6] and/or low-income, English language learners (ELLs), and students with disabilities. Most teachers reported having at least a few students in each category with a higher frequency of at-risk and/or low-income students, which aligns with the total D.C. student population consisting of 17 percent of students receiving special education services, 11 percent of students receiving English language learner services, and 47 percent of students being identified as at-risk.

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[6] "Students who are at risk are those who qualify for Temporary Assistance for Needy Families (TANF), the Supplemental Nutrition Assistance Program (SNAP), have been identified as homeless during the academic year, who under the care of the Child and Family Services Agency (CFSA or "foster care"), and who are high school students at least one year older than the expected age for their grade." (https://osse.dc.gov/page/data-and-reports-0)

Figure 1: Student Populations

Student Population for Teachers in Sample
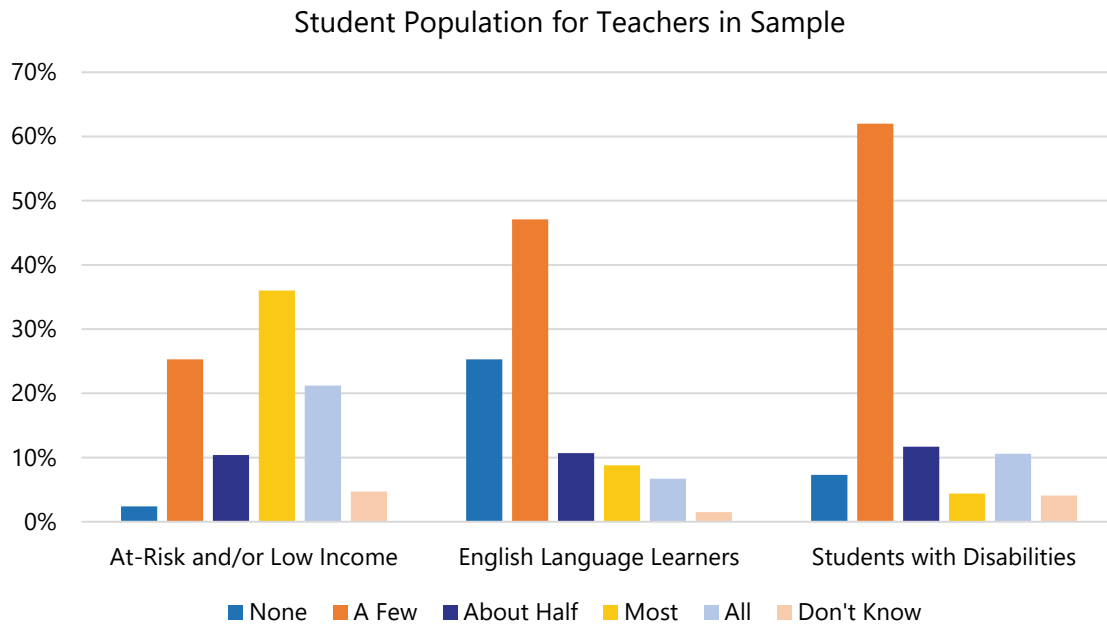
RESULTS

Teachers were asked about a variety of topics, each of which is presented in the following tables. The response scale used for the majority of items was a four-point Likert scale ranging from Strongly Disagree to Strongly Agree. To create an overall teacher average, the score for all items was averaged together to form a single score from one to four unless otherwise noted. The tables also display the percentage of respondents who answered either Agree or Strongly Agree for the item.

The first category, displayed in **Table 4**, covers how teachers perceived the support they have received during the time of virtual/distance learning. There are items related to support from the school as well as general support. Most teachers felt supported by their school, with the highest level of agreement about collaboration among teachers. Within general support, most teachers felt that they had the guidelines (71.4 percent) and materials they needed (70.8 percent), but a smaller percentage felt they had received the professional development needed for teaching online (56.2 percent) and supporting students' social and emotional needs (59.5 percent) or having support for their own needs (56.0 percent).

Importantly, there was a lower percentage of agreement for items related to teacher evaluation for the current year. While 56.8 percent of teachers understood how they will be evaluated, only 43.3 percent felt that their evaluation for this year would be fair and credible.

Table 4: Perception of Support for Teaching

Category	Item	Teacher Average (out of 4.0)	% Agree
Support from School	I feel supported by my school's administrators during this time of virtual/distance learning.	3.02	78.9%
	My school administrators' expectations about how much work I can accomplish have been fair during this time of virtual/distance learning.	2.87	71.3%
	Teachers at my school are collaborating regularly with each other during this time of virtual/distance learning.	3.17	85.2%
General Support	I have been provided with clear guidelines about expectations for teachers during this time of virtual/distance learning.	2.83	71.4%
	I have been provided with the teaching materials I need for virtual/distance learning (lesson plans, curriculum, etc.)	2.83	70.8%
	I have been provided with helpful professional development for teaching remotely during this time of virtual/distance learning.	2.56	56.2%
	I have been provided with helpful professional development for how I can support my students' social/emotional well-being during this time of virtual/distance learning.	2.64	59.5%
	I have been provided with supports for my own emotional well-being/mental health during this time of virtual/distance learning.	2.52	56.0%
	I understand how I will be evaluated as a teacher during this school year.	2.54	56.8%
	I believe my evaluation for this year will be fair and credible.	2.27	43.3%

The next category asks about the teachers' own experience in a virtual setting, displayed in **Table 5**. Only a small percentage of teachers (32.4 percent) reported being able to cover as much content as they did when teaching in-person even though the majority of teachers reported being successful at supporting students' academic development (62.8 percent) and social and emotional well-being (60.5 percent). When looking at work/life balance for teachers, the majority of teachers reported being able to balance teaching with other responsibilities, but this number varied by gender, with 68.3 percent of males reporting agreement and only 55.3 percent of females reporting agreement with this statement. It also varied by sector with 52.9 percent of teachers in DCPS reporting agreement and 64.2 percent of teachers in public charter schools agreeing with this statement. The final question found

that almost half of teachers (43.4 percent) have considered leaving the teaching profession because of the challenges of teaching.

Table 5: Personal Experience Teaching in a Virtual Setting

Category	Item	Teacher Average (Out of 4.0)	% Agree
Successful in job	I am able to cover as much content during virtual/distance learning as I did previously when teaching in-person.	2.08	32.4%
	I have felt successful at supporting my students' academic development during this time of virtual/distance learning.	2.65	62.8%
	I have felt successful at supporting my students' social/ emotional well-being during this time of virtual/distance learning.	2.65	60.5%
	I am comfortable using the technological tools required for this time of virtual/distance learning (e.g., Canvas, Zoom, etc.).	3.18	88.3%
	I feel respected as a teacher during this time of virtual/distance learning.	2.67	65.2%
Work/life balance	I have been able to balance my work with my other responsibilities at home during this time of virtual/distance learning.	2.54	57.3%
	I have considered leaving the teaching profession because of the challenges of teaching during COVID-19.	2.36	43.4%

The next category asked how teachers perceived the student experience during virtual learning. While most teachers believed that students have been successful during virtual learning (65.8 percent), over half believed that the academic performance (51.7 percent) and social and emotional well-being (54.8 percent) of their students were worse than the previous year. Most teachers felt they had the tools or assessments to measure performance in academic subjects such as reading and math, but it is important to note that just over one third of teachers (39.8 percent) felt that they had the tools to measure the social and emotional well-being of their students.

Teachers were also asked to report on the experience of special populations during the time of virtual learning. Roughly two thirds of teachers believed that special education and ELL students were receiving the support they needed and that interventions for Tier 2 or Tier 3 students were being put in place. Importantly, a much smaller percentage of students were actively being screened for dyslexia (29.5 percent) during virtual learning, which is far lower than the responses for any other support.

Table 6: The Student Experience in Virtual Learning

Category	Item	Teacher Average (Out of 4.0)	% Agree
Reflections on the student experience	My students have been successful during this time of virtual/distance learning.	2.67	65.8%
	The academic performance of my students is worse this year than in previous years.	2.56	51.7%
	The social and emotional well-being of my students is worse this year than in previous years.	2.60	54.8%
	I have the evaluation tools or assessments I need to monitor the academic performance of my students in math.	2.65	65.4%
	I have the evaluation tools or assessments I need to monitor the academic performance of my students in reading.	2.70	68.6%
	I have the evaluation tools or assessments I need to monitor the social and emotional well-being of my students.	2.31	39.8%
Experience of special populations	Special education students who I teach are receiving the supports they need during this time of virtual/distance learning.	2.73	66.4%
	Families of special education students who I teach are receiving the supports they need during this time of virtual/distance learning.	2.73	66.9%
	I am able to follow the requirements of my students' Individualized Education Plans (IEPs) during this time of virtual/distance learning.	2.77	68.5%
	English Language Learner (ELL) students who I teach are receiving the supports they need during this time of virtual/distance learning.	2.68	63.1%
	Students who I teach are screened for dyslexia during this time of virtual/distance learning.	2.03	29.5%
	Students who I teach that need intervention (e.g., Tier 2 or Tier 3) have been identified during this time of virtual/distance learning.	2.89	77.3%
	Students who I teach that need intervention (e.g., Tier 2 or Tier 3) are receiving services during this time of virtual/distance learning.	2.80	70.3%

Teachers responded to a separate question that asked how regularly their students were engaged during virtual/distance learning. **Figure 2** below displays the number of teachers reporting the percentage of their students that they believed were engaged, with most teachers reporting that most (61–80 percent) or the almost all (81–100 percent) of their students were engaged.

Figure 2: Percent of Students Engaged in Virtual Learning (out of 1,060 teachers)

What percent of your students are regularly engaging during this time of virtual/distance learning (for example, attending class, completing homework, etc.)?

Engagement Range	Number of Teachers
0 to 20%	48
21 to 40%	111
41 to 60%	204
61 to 80%	357
81 to 100%	340
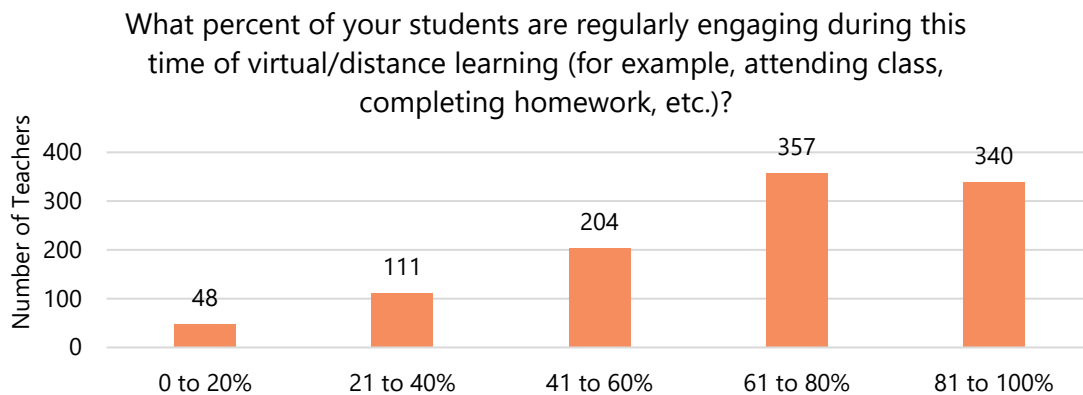
To understand the barriers that students have faced to engagement, teachers were also asked to list the specific barriers they have seen for students. **Table 7** below describes the various barriers that were faced and the percentage of teachers that reported each factor as a barrier, with the most reported barriers being slow internet (76 percent) and slow devices (62 percent).

Table 7: Barriers Faced by Students in Engaging in Virtual Learning

Category	Item	% of Teachers Report This as a Barrier for Students
Barriers for Students in Engaging	Having internet access that is too slow for virtual/ distance learning	76.40%
	Having devices that are too slow	61.60%
	Not being able to get help when they have technical issues	54.50%
	Not have access to the technological tools (for example, computers or other devices) they need to engage in virtual/distance learning	44.40%
	Having no internet access	41.70%
	Having devices that are either not compatible with or missing software that our school uses	28.40%
	My students haven't faced any technological barriers	8.00%

The next category asked teachers about access to a well-rounded education[7] in subjects other than reading and math. The question was intentionally worded to consider the addition of more minutes in science, social studies, the arts, and social and emotional learning (SEL) skills as a tradeoff since this reflects the realities of schools (e.g., teachers can't just add more minutes to the day). Even with this framing, the majority of teachers believed that at least 20 more minutes was needed in each of these subjects, with the highest agreement (65 percent) for increasing the time available for social and emotional skills. The average time requested varied between 26.7 minutes for science to 34.1 minutes for SEL skills. **Table 8** below displays teachers' average number of minutes they would dedicate to each well-rounded education subject and the percentage of teachers agreeing that at least 20 more minutes are needed for each of the respective subjects.

Table 8: A Well-Rounded Education

Scale: We need to spend less time; 0–20 more minutes per week; 20–40 more minutes per week; 40–60 more minutes per week; greater than 60 more minutes per week

Item	Average # of Minutes More	% Agreeing that at least 20 more minutes needed
How much more time do students in your school need to spend learning about topics in **science** even if it means less time for math and reading?	26.7	54%
How much more time do students in your school need to spend learning about topics in **social studies** even if it means less time for math and reading?	28.6	55%
How much more time do students in your school need to spend learning about topics in **the arts** (music, art, dance, theater, etc.) even if it means less time for math and reading?	31.2	59%
How much more time do students in your school need to spend learning about topics on **social and emotional skills** even if it means less time for math and reading?	34.1	65%

DCPS teachers were asked to return to in-person instruction starting on February 1, 2021 (beginning of Term 3). The next set of questions asked teachers about their own unique situation as well as their comfort level in returning to in-person instruction. As shown in **Table 9**, roughly half of teachers reported being asked to return to in-person instruction and of those that reported being asked, a majority reported being either 'Very Uncomfortable' (50.3 percent) or 'Slightly Uncomfortable' (24.9 percent). Almost one in five teachers (18.9 percent) reported that the decision has led them to either resign or take leave.

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[7] In May 2019, the State Board began work related to well-rounded education; the concept has since been defined as: "Student access to balanced course offerings and experiences across disciplines, including ample time for humanities, science, art, physical education, as well as math and literacy. A well-rounded education involves real-world learning and culturally relevant content and provides students with the social-emotional support they need to thrive in school and beyond" by the State Board.

Table 9: Return to In-Person Instruction

Have you been asked to return to in-person teaching within the next month?	# of Responses (1060 Total)	% of Responses
Yes	467	44.0%
No	539	50.9%
I don't know	45	4.3%
I have already been teaching in-person	9	0.9%
How comfortable are you feeling about returning to in-person teaching?[8]	**# of Responses (366 Total)**	**% of Responses**
Very Comfortable	39	10.7%
Slightly Comfortable	52	14.2%
Slightly Uncomfortable	91	24.9%
Very Uncomfortable	184	50.3%
Since you have been asked to return to in-person teaching within the next month, how do you plan to proceed?[9]	**# of Responses (467 Total)**	**% of Responses**
I plan to return to in-person teaching	312	66.8%
I have been granted permission to continue teaching virtually	466	14.3%
I am eligible for leave and intend to use that leave	60	12.9%
I plan to resign/have resigned	28	6.0%
Prefer Not to Answer	116	11.0%

Each set of teachers (both those returning to in-person instruction and those staying virtual) were asked about the supports they needed for their respective instruction. Of teachers who were asked to return to in-person instruction, the various types of supports that were requested are displayed in the top half of **Table 10** on the next page. The two most commonly requested supports related to providing time either for breaks during the day (47.8 percent) or for revising lessons to account for social distancing (39.6 percent), as well as communication about safety procedures (38.5 percent) and protocols for possible exposure (38.3 percent). For teachers continuing with virtual instruction, the two most common requests were related to supports for increasing student engagement (56.0 percent) and for increasing student attendance (46.6 percent).

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[8] This question was only asked to teachers who responded "I don't know" (45) or "I have already been teaching in-person" (9) to "Have you been asked to return to in-person teaching within the next month?" + those who responded "I plan to return to in-person teaching" (312) to "Since you have been asked to return to in-person teaching within the next month, how do you plan to proceed?"

[9] This question was only asked to teachers who responded "Yes" to "Have you been asked to return to in-person teaching within the next month?"

Table 10: Supports Needed for Teaching

Category	Item	% of Teachers Requesting This Support
Supports Needed for In-Person	Duty-free time for teachers for mental health breaks, mask breaks, etc.	47.80%
	Time to revise lesson plans for in-person teaching with social distancing	39.60%
	Communication about the procedures that are in place to keep teachers safe	38.50%
	Communication about what happens if teachers or students have a possible exposure	38.30%
	Strategies for how to ensure students wear masks at times they are required	34.70%
	Professional development for teaching in a socially-distanced classroom	30.40%
	The option to teach in an outdoor setting	27.20%
	I have the supports I need	5.60%
Supports Needed for Virtual	Support for increasing student engagement in virtual/distance learning	56.00%
	Support for increasing student attendance in virtual/distance learning	46.60%
	Support for addressing students' Social and Emotional needs in virtual/distance learning	45.10%
	Support for special education students in virtual/distance learning	39.30%
	Support for English language learner (ELL) students in virtual/distance learning	26.50%
	Support for instructional methods specific to virtual/distance learning	25.80%
	I have the supports I need	16.90%
	Technical support for troubleshooting devices or software	15.80%
	I need access to a computer or other device	3.10%
	I need internet access	1.60%

The last set of items covered factors related to teacher retention, as displayed in **Table 11**. These previously validated scales allow for a comparison of teachers in D.C. to a different sample of practicing teachers in a pre-pandemic setting[10] (Klassen & Chiu, 2011). The comparison values are listed in the final column. The first three scales in **Table 11** (Intention

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[10] The comparison set of teachers is not based on teachers in DC as this information is not available. See Klassen & Chiu (2011) for details on the sample.

to Quit[11], Occupational Commitment[12], and Job Stress[13]) can be viewed as outcomes while the last two scales (Student-Engagement Self-Efficacy[14] and Teaching Strategies Self-Efficacy) are intermediary outcomes that impact ratings from the earlier scales. The responses for these items ranged from 1 (Disagree Strongly) to 9 (Agree Strongly) for the first three scales and 1 (Nothing) to 9 (A Great Deal) for the last two scales. Scores for teachers in D.C. for the Intent to Quit scale were higher than the comparison values. Importantly for item two (i.e., I intend to quit the teaching profession), there were 59 teachers (5.6 percent of the sample) who strongly agreed with this statement, while 430 teachers (40.6 percent of the sample) strongly disagreed with the statement. Further, the results of the self-efficacy scales were actually higher than the comparison values in both student engagement and teaching strategies.

Table 11: Teacher Retention Scales

Scale: 1–9 Rating: (1) Disagree Strongly to (9) Agree Strongly

Category	Item	Teacher Average (Out of 9.0)	Comparison
Intention to Quit[15]	I think about quitting the teaching profession.	4.45	3.28
	I intend to quit the teaching profession.	3.16	
	I expect to move into another profession.	3.43	
Occupational Commitment[16]	If I could get a job different from being a teacher that paid the same, I would take it. (reverse scored)[17]	5.27	6.89
	I definitely want a career for myself in teaching.	6.70	
	This is the ideal profession for me.	6.73	
	I am disappointed that I ever entered the teaching profession. (reverse scored)	7.86	
Job Stress	I find teaching to be stressful.	6.73	7.66

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[11] Expressing the intention to quit is not the same as actual behavior (i.e., quitting), but measures of intentions can account for high levels of actual behaviors (Klassen & Chiu 2011)

[12] Occupational Commitment is defined as "a psychological state defined as a worker's attachment to a career, separate but related to commitment to a particular employer or organization" (Klassen & Chiu 2011)

[13] Teacher stress is defined as "negative emotions resulting from teaching" (Klassen & Chiu 2011)

[14] Self-efficacy is defined as "individuals' beliefs about their capabilities to successfully carry out a particular course of action" (Klassen & Chiu 2011)

[15] Please note that higher scores for this scale (Intention to Quit) represent responses that indicate a higher intention of quitting (e.g., a negative outcome).

[16] Please note that higher scores for this scale (Occupational Commitment) represent responses that indicate a higher commitment to the teaching profession. Two of the items are reverse scored to adjust for the direction of the question asked, meaning a teacher's response of 9-Strongly Agree for "This is the ideal profession for me" is equally positive as a teacher's response of 1-Strongly Disagree for "I am disappointed that I ever entered the teaching profession." Reverse scoring converts the 1 to a 9, so that a higher average of all of these items indicates a higher commitment to the teaching profession.

[17] These items are reverse scored so that they are comparable with other items in the same scale (Occupational Commitment). In this case, a higher response means that fewer teachers agreed with the statement (e.g., a score of 7.86 for "I am disappointed that I ever entered the teaching profession" indicates that most teachers are not disappointed with being in the profession.)

Scale: 1–9 Rating: (1) Nothing to (9) A Great Deal

Category	Item	Teacher Average (Out of 9.0)	Comparison
Student Engagement Self-Efficacy	How much can you do to motivate students who show low interest in school work?	6.94	6.83
	How much can you do to get students to believe they can do well in school work?	7.64	
	How much can you do to help students value learning?	7.41	
Teaching Strategies Self-Efficacy	How much can you do to implement a variety of assessment strategies?	7.10	7.53
	How much can you do to provide an alternative explanation when students are confused?	8.07	
	How much can you do to implement alternative strategies in your classroom?	7.69	

DISCUSSION

Overall, the results provide critical information about the experience of teachers during virtual learning. There are several notable results that could inform key decisions. First, the majority of teachers reported that they do not believe in the fairness and credibility of teacher evaluations for the 2020–21 school year, with only 43.3 percent of teachers agreeing with this statement. Importantly, there is not a single, uniform evaluation system for all D.C. teachers, as evaluation systems vary by local education agency (LEA). The response to this item varied significantly by teachers in DCPS versus public charter schools. For teachers in DCPS, whose evaluation system is known as IMPACT, only 30.6 percent of teachers reported that they believed the evaluation would be fair and credible, compared to 77.8 percent of educators teaching in public charter schools. Possible recommendations could be more targeted communication about the efforts being made to ensure fairness and changes to the criteria that account for virtual teaching or measures that only allow teachers to improve their overall evaluation score with ratings conducted during the 2020–21 school year.

Next, almost half of teachers (43.4 percent) reported that they have considered leaving the profession as a result of teaching during the COVID-19 pandemic. This resonates with results from the Intention to Quit scale that were higher than comparison values for thinking about quitting the profession. While teachers are distinctly considering leaving, survey results do not suggest that actual leaving rates are higher. Evidence for this comes from a score of 3.16 out of 9.0 for the item 'I intend to quit the teaching profession' as well as higher than average scores for self-efficacy. Taken together, it is possible that these considerations are present in more of an abstract potential situation but that an intentional effort to provide support and encouragement can prevent widespread teacher departure rates.

A further result of interest comes from the section on the student experience. While more than half of teachers (54.8 percent) believe that the social and emotional well-being of

students is worse this year than in previous years, only 39.8 percent of teachers felt they had the adequate tools or assessments to measure this deficit. A possible recommendation is implementing an SEL screening tool across the District so that targeted SEL support is feasible.

For other screening tools, only 29.5 percent noted that students are being screened for dyslexia. Although legislation passed by the D.C. Council in December 2020 requiring this assessment be in place, the new rules are not set to be in place until the 2022–23 school year, if fully funded.[18]

Given the recent request for teachers to return in person, the high number of teachers (75.2 percent) reporting that they are either slightly or very uncomfortable returning is notable. There are immediate actions that can be taken regarding communication about safety procedures and exposure protocols and acknowledging that previous communication has not fully addressed concerns or incorporated enough teacher input, but the single most requested support was having breaks within the school day for teachers.

Finally, one of the most requested supports for teachers who are continuing to teach in a virtual setting was related to increasing both student engagement and student attendance. More than half of teachers (56.0 percent) requested support for increasing student engagement, so providing more information, professional development, and targeted support in this area would help to meet these requests. Importantly, the Student Advisory Committee (SAC) organized by the State Board has noted that sometimes students may appear to be disengaged if they are off video; however, some students do not feel comfortable being on video due to their living arrangements, the need to support their siblings with school work, or other barriers. Finally, only 17 percent of teachers said they had all the supports they needed for virtual learning; this question is addressed in further detail below.

SPECIFIC RESEARCH QUESTIONS REQUESTED BY THE STATE BOARD OF EDUCATION

Staff members from the State Board requested a deeper look into questions of likely interest to State Board members as well as local education stakeholders. The results for each of these specific research questions are outlined below.

QUESTION #1:
How do responses vary by ward?

This analysis looks at how responses to the various survey items vary by ward. Detailed tables for this analysis are listed in *Appendix B*. Overall, results were relatively similar across wards with a few notable exceptions. Within the perception of support category, teachers from Ward 3 reported having fewer supports for their own well-being/mental health (2.22) in comparison to the average of 2.52 for all wards. Teachers in Ward 3 were also less likely to

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18 https://lims.dccouncil.us/downloads/LIMS/41898/Signed_Act/B23-0150-Signed_Act.pdf

believe that their evaluation would be fair and credible (1.91) in comparison to the average of 2.27 across all wards.

When looking at their own experience teaching in a virtual setting, teachers from Ward 2 reported less agreement with the statement about being able to cover as much content as the previous year (1.88) and also had the lowest average (2.45) for reporting they were able to support the social and emotional needs of their students. This should be considered alongside the fact that teachers from Ward 3 reported the highest levels of student engagement (62.4 percent reporting almost all of their students were engaged) than the overall average for teachers of 32.1 percent. Teachers from Ward 3 had a higher average (2.70) for the item 'I have considered leaving the teaching profession due to the challenges of teaching during COVID-19' compared to all other wards (average of 2.36) suggesting that greater challenges might have been experienced by teachers in this ward.

For the student experience, Ward 3 reported the highest levels of student engagement (62.4 percent reporting that 81–100 percent of their students were engaged) in comparison to the overall average for teachers of 32.1 percent reporting the highest level of engagement. This is in contrast to Ward 8, which had the lowest levels of student engagement with only 20.3 percent of teachers reporting that 81–100 percent of their students were engaged. This further highlights the inequities that have been exacerbated by the virtual learning.

Both of these findings provide a possible link to Wards 2 and 3 reporting the highest agreement with the statement 'I intend to quit the teaching profession'. Scores for these wards were 3.63 for Ward 2 and 3.64 for Ward 3, both in comparison to the overall teacher average for teachers in D.C. of 3.16 percent. Given the implications for teacher retention, it is recommended that the open-ended responses for these wards be looked at separately for possible interventions and requested supports. Further, resources for these requested teachers supports would need to be prioritized within these wards to prevent losing teachers within these wards at higher rates.

QUESTION #2:
How does the comfort in returning vary by different types of teachers?

Of the 366 teachers who were asked about their level of comfort with returning to in-person teaching, more than 50 percent reported that they were 'Very Uncomfortable.' This trend is similar across teacher demographics, teacher experience, and ward as is shown in **Tables 12–14**. Differences arise primarily in a higher comfort in returning to schools in-person for male teachers compared to female teachers and for teachers who indicated they have two children. The responses for male teachers reflect a similar rate as the rate shown in *Appendix A* for this question that looks at teachers in public charter schools, with only 39.5 percent reporting they were very uncomfortable.

Table 12: Responses for the Item "How comfortable are you feeling about returning to in-person teaching?" by Teacher Demographics[19]

	Teachers							
Response	All (n=366)	Female (n=243)	Male (n=100)	White (n=176)	Black or African American (n=107)	with No Children (n=228)	with 1 Child (n=56)	with 2 Children (n=55)
Very Comfortable	10.7%	8.2%	15.0%	9.7%	8.4%	8.8%	10.7%	21.8%
Slightly Comfortable	14.2%	14.0%	18.0%	15.3%	15.0%	14.0%	14.3%	9.1%
Slightly Uncomfortable	24.9%	23.9%	28.0%	24.4%	26.2%	23.3%	25.0%	30.9%
Very Uncomfortable	50.3%	53.9%	39.0%	50.6%	50.5%	54.0%	50.0%	38.2%

Table 13: Responses for the Item "How comfortable are you feeling about returning to in-person teaching?" by Teacher Experience

Response	This is my first year in teaching (n=16)	1–5 Years (n=84)	6–10 Years (n=92)	11–15 Years (n=75)	16–20 Years (n=42)	More than 20 Years (n=57)
Very Comfortable	0.0%	9.5%	10.9%	14.7%	7.1%	12.3%
Slightly Comfortable	25.0%	15.5%	10.9%	14.7%	9.5%	17.5%
Slightly Uncomfortable	18.8%	23.8%	23.9%	29.3%	23.8%	24.6%
Very Uncomfortable	56.3%	51.2%	54.4%	41.3%	59.5%	45.6%

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[19] Demographic categories with fewer than 10 responses are not reported

Table 14: Responses for the Item "How comfortable are you feeling about returning to in-person teaching?" by Ward

Response	Ward 1 (n=36)	Ward 2 (n=23)	Ward 3 (n=37)	Ward 4 (n=80)	Ward 5 (n=51)	Ward 6 (n=45)	Ward 7 (n=36)	Ward 8 (n=45)
Very Comfortable	13.9%	8.7%	13.5%	10.0%	11.8%	11.1%	5.6%	4.4%
Slightly Comfortable	30.6%	13.0%	10.8%	10.0%	13.7%	11.1%	11.1%	20.0%
Slightly Uncomfortable	33.3%	39.1%	21.6%	26.3%	31.4%	17.8%	22.2%	15.6%
Very Uncomfortable	22.2%	39.1%	54.0%	53.8%	43.1%	60.0%	61.1%	60.0%

These data clearly indicate a lack of comfort in returning to in-person learning. While some of this may be addressed with the rollout of vaccines for teachers in the city, the results suggest that being responsive to requested supports for returning to in-person learning noted above (e.g., time for mask breaks, time for lesson plan revision, communication about safety measures/protocols, etc.) will be critical for teachers across demographics, experience level, and ward.

QUESTION #3:
What types of teachers reported having the resources they needed?

For teachers who were returning to in-person learning, one of the questions on the survey asked about the supports that they needed. There were 32 teachers who were returning in person (of the 312 that had been asked to return in person and were planning to go back to in-person teaching) that reported that they did not need any further support (8.3 percent). The small sample size makes it difficult to draw inferences, but there were higher percentages of teachers in public charter schools (15.6 percent) than in DCPS (6.3 percent) reporting they did not need any support for in-person learning. Teachers with greater experience (11.4 percent for teachers with more than 20 years) tended to report that they did not need further support.

Similarly, teachers who were staying virtual were asked about the supports they needed for continuing with virtual teaching. There were 539 teachers who reported that they had not been asked to return, and 91 of these teachers (16.9 percent) reported that they did not need additional support. This number varied slightly depending on the teacher's setting. For instance, 13 percent of teachers in DCPS reported having the supports they needed for virtual learning while 25 percent of teachers in charter schools reported having the supports they needed. Further, some wards had a higher percentage of teachers reporting that they had the supports they needed. This ranged from on 5 percent of teachers in Ward 4 reporting they had the supports they needed to 28.1 percent of teachers in Ward 8 reporting they had the supports they needed.

Table 15: No Supports Needed for Virtual Learning by Ward

Response	Overall Teacher Average	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
% of Teachers Reporting They Have the Supports for Virtual Learning They Need	16.9%	9.4%	20.7%	16.7%	4.9%	25.6%	18.2%	15.3%	28.1%

Teachers who reported having the supports they needed also tended to have greater levels of overall experience. As shown in **Table 16** below, the highest percentage of teachers who reported having the supports they need were those with more than 20 years of experience.

Table 16: No Supports Needed for Virtual Learning by Experience

Response	This is my first year in teaching	1–5 Years	6–10 Years	11–15 Years	16–20 Years	More than 20 Years
% of Teachers Reporting They Have the Supports for Virtual Learning They Need	14.3%	13.0%	12.4%	19.1%	19.8%	24.7%

Given the large number of teachers that will continue with virtual teaching this year, it is important to continue to focus on supports for teachers in this scenario. It appears that it may useful to ask leaders within Ward 2, Ward 5, and Ward 8 as well as charter networks about their support structures for possible use in other wards given the higher number of teachers in these schools reporting that no further support was needed. Further, the data suggest that supports that are directly targeted toward newer teachers navigating virtual learning would be valuable.

AREAS FOR FURTHER ANALYSIS

This report focuses on overall results for all survey items as well as specific analyses requested by the State Board. However, given the vast amount of data that was collected, there is ample room for further analysis. There are two primary suggestions for how this work could be extended:

The first suggestion is an in-depth look at how items vary by specific demographic characteristics. Similar to the analyses conducted by ward within this report, an equivalent analysis could be conducted for any other demographic variables of interest for both individual items as well as for specific answer choices. For instance, many of the survey items

had multiple options to select such as the supports needed for returning to in-person learning. It is possible to investigate how responses to these answer choices (e.g., a desire for outdoor learning spaces) vary by teacher and/or school characteristics.

A second suggestion lies in analyzing data collected from several open-ended questions that were included on the survey. Each of these questions could be investigated (either together or separately) and analyzed using qualitative methods. The process would include an initial analysis for developing thematic constructs and then coding each of the 1,000+ responses according to the thematic construct with which they align. This could take place for the open-ended items asked within the survey such as 'Please list any specific challenges that have caused you to consider leaving the teaching profession.' and 'What academic gaps have you seen in your students this year and what are your suggestions for how schools can help these students recover from these gaps (for example, summer school or tutoring)?'.

For example, while an initial look through the responses for the question 'What are some examples of new strategies that you used during virtual learning that you think schools should keep after students have returned to in-person learning?' shows that many teachers felt that students actually thrived in virtual learning, teachers offered a variety of suggestions for addressing academic gaps such as repeating grade levels, summer school, and additional SEL supports that could be useful for policy making decisions in the future.

Lastly, it would be useful to analyze responses for items within the survey that contained an 'Other' option that allowed teachers to provide additional information about supports they need for in-person and virtual learning or additional responses to 'Please list any specific challenges that have caused you to consider leaving the teaching profession.'

APPENDIX A:
Item Averages for Teachers in Charter Schools and Black or African American Teachers[20]

Table 17: Perception of Support for Teaching

Category	Item	Overall Teacher Average (Out of 4.0)	Charter Teachers (Out of 4.0)	Black or African American Teachers (Out of 4.0)
Support from School	I feel supported by my school's administrators during this time of virtual/distance learning.	3.02	3.35	3.03
	My school administrators' expectations about how much work I can accomplish have been fair during this time of virtual/distance learning.	2.87	3.12	2.84
	Teachers at my school are collaborating regularly with each other during this time of virtual/distance learning.	3.17	3.29	3.19
General Support	I have been provided with clear guidelines about expectations for teachers during this time of virtual/distance learning.	2.83	3.25	2.90
	I have been provided with the teaching materials I need for virtual/distance learning (lesson plans, curriculum, etc.)	2.83	3.21	2.99
	I have been provided with helpful professional development for teaching remotely during this time of virtual/distance learning.	2.56	3.03	3.71
	I have been provided with helpful professional development for how I can support my students' social/emotional well-being during this time of virtual/distance learning.	2.64	2.92	2.78
	I have been provided with supports for my own emotional well-being/mental health during this time of virtual/distance learning.	2.52	2.89	2.60
	I understand how I will be evaluated as a teacher during this school year.	2.54	2.91	2.64
	I believe my evaluation for this year will be fair and credible.	2.27	2.99	2.39

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[20] Appendix A looks at whether each underrepresented group (public charter school teachers and Black or African American teachers) is similar (or not similar) to the overall average and how the answers from each of these groups may vary from the overall average. The results indicate that overall results may not apply as well for public charter school teachers so these disaggregated results shown here would be best utilized when making decisions about public charter school teachers. However, the results indicate that overall results do apply for Black and African American teachers and can be utilized when making decisions about teachers within different racial categories.

Table 18: Personal Experience Teaching in a Virtual Setting

Category	Item	Overall Teacher Average (Out of 4.0)	Charter Teachers (Out of 4.0)	Black or African American Teachers (Out of 4.0)
Successful in job	I am able to cover as much content during virtual/distance learning as I did previously when teaching in-person.	2.08	2.21	2.22
	I have felt successful at supporting my students' academic development during this time of virtual/distance learning.	2.65	2.76	2.70
	I have felt successful at supporting my students' social/emotional well-being during this time of virtual/distance learning.	2.65	2.63	2.69
	I am comfortable using the technological tools required for this time of virtual/distance learning (e.g., Canvas, Zoom, etc.).	3.18	3.37	3.16
	I feel respected as a teacher during this time of virtual/distance learning.	2.67	2.89	2.73
Work/life balance	I have been able to balance my work with my other responsibilities at home during this time of virtual/distance learning.	2.54	2.75	2.58
	I have considered leaving the teaching profession because of the challenges of teaching during COVID-19.	2.36	2.09	2.34

Table 19: The Student Experience in Virtual Learning

Category	Item	Overall Teacher Average (Out of 4.0)	Charter Teachers (Out of 4.0)	Black or African American Teachers (Out of 4.0)
Reflections on the student experience	My students have been successful during this time of virtual/distance learning.	2.67	2.73	2.66
	The academic performance of my students is worse this year than in previous years.	2.56	2.56	2.48
	The social and emotional well-being of my students is worse this year than in previous years.	2.60	2.63	2.46
	I have the evaluation tools or assessments I need to monitor the academic performance of my students in math.	2.65	2.88	2.70
	I have the evaluation tools or assessments I need to monitor the academic performance of my students in reading.	2.70	2.93	2.80
	I have the evaluation tools or assessments I need to monitor the social and emotional well-being of my students.	2.31	2.43	2.37
Experience of special populations	Special education students who I teach are receiving the supports they need during this time of virtual/distance learning.	2.73	2.83	2.82
	Families of special education students who I teach are receiving the supports they need during this time of virtual/distance learning.	2.73	2.89	2.86
	I am able to follow the requirements of my students' Individualized Education Plans (IEPs) during this time of virtual/distance learning.	2.77	2.88	2.86
	English Language Learner (ELL) students who I teach are receiving the supports they need during this time of virtual/distance learning.	2.68	2.79	2.73
	Students who I teach are screened for dyslexia during this time of virtual/distance learning.	2.03	2.31	2.03
	Students who I teach that need intervention (e.g., Tier 2 or Tier 3) have been identified during this time of virtual/distance learning.	2.89	3.05	3.00
	Students who I teach that need intervention (e.g., Tier 2 or Tier 3) are receiving services during this time of virtual/distance learning.	2.80	3.00	2.90

Table 20: A Well-Rounded Education

Item	Average # of Minutes More		
	Overall Teacher Average	Charter Teachers	Black or African American Teachers
How much more time do students in your school need to spend learning about topics in **science** even if it means less time for math and reading?	26.7	28.7	26.3
How much more time do students in your school need to spend learning about topics in **social studies** even if it means less time for math and reading?	28.6	28.5	26.2
How much more time do students in your school need to spend learning about topics in **the arts** (music, art, dance, theater, etc.) even if it means less time for math and reading?	31.2	31.5	28.9
How much more time do students in your school need to spend learning about topics on **social and emotional skills** even if it means less time for math and reading?	34.1	34.3	31.0

Table 21: Return to In-Person Instruction

Have you been asked to return to in-person teaching within the next month?	% of All Responses	% of Charter Responses	% of Black or African American
Yes	44%	24.0%	39.6%
No	50.9%	62.9%	56.0%
I don't know	4.3%	9.8%	3.6%
I have already been teaching in-person	0.9%	3.3%	0.8%
How comfortable are you feeling about returning to in-person teaching?	**% of All Responses**	**% of Charter Responses**	**% of Black or African American**
Very Comfortable	10.7%	13.6%	8.4%
Slightly Comfortable	14.2%	22.2%	15.0%
Slightly Uncomfortable	24.9%	24.7%	26.2%
Very Uncomfortable	50.3%	39.5%	50.5%
Since you have been asked to return to in-person teaching within the next month, how do you plan to proceed?	**% of All Responses**	**% of Charter Responses**	**% of Black or African American**
I plan to return to in-person teaching	66.8%	68.2%	58.4%
I have been granted permission to continue teaching virtually	14.3%	22.7%	14.9%
I am eligible for leave and intend to use that leave	12.9%	7.6%	18.8%
I plan to resign/have resigned	6.0%	1.5%	7.8%
Prefer Not to Answer	11%	0%	0%

Table 22: Supports Needed for Teaching

Category	Item	% of All Responses	% of Charter Responses	% of Black or African American
Supports Needed for In-Person	Professional development for teaching in a socially-distanced classroom	30.4%	37.9%	26.0%
	Strategies for how to ensure students wear masks at times they are required	34.7%	36.4%	30.5%
	Communication about the procedures that are in place to keep teachers safe	38.5%	42.4%	31.2%
	Communication about what happens if teachers or students have a possible exposure	38.3%	42.4%	31.2%
	Time to revise lesson plans for in-person teaching with social distancing	39.6%	36.3%	27.3%
	The option to teach in an outdoor setting	27.2%	24.2%	19.5%
	Duty-free time for teachers for mental health breaks, mask breaks, etc.	47.8%	54.5%	40.3%
	I have the supports I need	5.6%	10.6%	7.1%
Supports Needed for Virtual	Support for instructional methods specific to virtual/distance learning	25.8%	20.2%	23.4%
	Support for addressing students' Social and Emotional needs in virtual/distance learning	45.1%	49.7%	43.6%
	Support for special education students in virtual/distance learning	39.3%	39.3%	40.4%
	Support for English Language Learner (ELL) students in virtual/distance learning	26.5%	19.1%	19.3%
	Support for increasing student engagement in virtual/distance learning	56.0%	49.7%	50.9%
	Support for increasing student attendance in virtual/distance learning	46.6%	38.2%	49.5%
	I need access to a computer or other device	3.1%	1.7%	4.6%
	I need internet access	1.6%	1.7%	4.1%
	Technical support for troubleshooting devices or software	15.8%	7.5%	12.4%
	I have the supports I need	16.9%	24.9%	18.8%

Table 23: Teacher Retention Scales

Category	Item	Overall Teacher Average (Out of 9.0)	Comparison	Charter Teachers	Black or African American Teachers
Intention to Quit[21]	I think about quitting the teaching profession.	4.45	3.28	3.65	4.38
	I intend to quit the teaching profession.	3.16		2.65	3.01
	I expect to move into another profession.	3.43		3.09	3.24
Occupational Commitment	If I could get a job different from being a teacher that paid the same, I would take it. (reverse scored)[22]	5.27	6.89	6.33	4.95
	I definitely want a career for myself in teaching.	6.70		6.80	6.64
	This is the ideal profession for me.	6.73		6.77	6.81
	I am disappointed that I ever entered the teaching profession. (reverse scored)	7.86		8.19	7.97
Job Stress	I find teaching to be stressful.	6.73	7.66	6.17	6.53
Student Engagement Self-Efficacy	How much can you do to motivate students who show low interest in school work?	6.94	6.83	7.09	6.99
	How much can you do to get students to believe they can do well in school work?	7.64		7.80	7.65
	How much can you do to help students value learning?	7.41		7.65	7.38
Teaching Strategies Self-Efficacy	How much can you do to implement a variety of assessment strategies?	7.10	7.53	7.22	7.04
	How much can you do to provide an alternative explanation when students are confused?	8.07		8.04	8.06
	How much can you do to implement alternative strategies in your classroom?	7.69		7.77	6.76

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[21] Please note that higher scores for this scale (Intention to Quit) represent responses that indicate a higher intention of quitting (e.g., a negative outcome).

[22] Please note that higher scores for this scale (Occupational Commitment) represent responses that indicate a higher commitment to the teaching profession. Two of the items are reverse scored to adjust for the direction of the question asked, meaning a teacher's response of 9-Strongly Agree for "This is the ideal profession for me" is equally positive as a teacher's response of 1-Strongly Disagree for "I am disappointed that I ever entered the teaching profession." Reverse scoring converts the 1 to a 9, so that a higher average of all of these items indicates a higher commitment to the teaching profession. In this case, a higher response on a reverse scored item means that fewer teachers agreed with the statement (e.g., a score of 7.86 for "I am disappointed that I ever entered the teaching profession" indicates that most teachers are not disappointed with being in the profession.)

APPENDIX B:
Item Averages for Teachers by Ward

Table 24: Perception of Support for Teaching

Item	Overall Teacher Average (Out of 4.0)	Ward 1 (n=109)	Ward 2 (n=60)	Ward 3 (n=91)	Ward 4 (n=185)	Ward 5 (n=146)	Ward 6 (n=161)	Ward 7 (n=137)	Ward 8 (n=138)
I feel supported by my school's administrators during this time of virtual/distance learning.	3.02	3.10	3.05	2.99	2.89	3.18	3.01	3.02	3.01
My school administrators' expectations about how much work I can accomplish have been fair during this time of virtual/distance learning.	2.87	2.92	2.90	2.87	2.83	3.05	2.84	2.84	2.75
Teachers at my school are collaborating regularly with each other during this time of virtual/distance learning.	3.17	3.32	3.00	3.18	3.18	3.29	3.01	3.23	3.11
I have been provided with clear guidelines about expectations for teachers during this time of virtual/distance learning.	2.83	2.95	2.53	2.67	2.73	3.09	2.81	2.88	2.86
I have been provided with the teaching materials I need for virtual/distance learning (lesson plans, curriculum, etc.)	2.83	2.95	2.58	2.53	2.80	3.01	2.82	2.81	2.93

Table 24: Perception of Support for Teaching (cont.)

Item	Overall Teacher Average (Out of 4.0)	Ward 1 (n=109)	Ward 2 (n=60)	Ward 3 (n=91)	Ward 4 (n=185)	Ward 5 (n=146)	Ward 6 (n=161)	Ward 7 (n=137)	Ward 8 (n=138)
I have been provided with helpful professional development for teaching remotely during this time of virtual/distance learning.	2.56	2.66	2.13	2.27	2.37	2.78	2.52	2.74	2.75
I have been provided with helpful professional development for how I can support my students' social/emotional well-being during this time of virtual/distance learning.	2.64	2.80	2.45	2.35	2.49	2.84	2.63	2.64	2.78
I have been provided with supports for my own emotional well-being/mental health during this time of virtual/distance learning.	2.52	2.67	2.47	2.22	2.41	2.68	2.48	2.42	2.78
I understand how I will be evaluated as a teacher during this school year.	2.54	2.68	2.20	2.35	2.52	2.79	2.56	2.42	2.65
I believe my evaluation for this year will be fair and credible.	2.27	2.26	2.13	1.91	2.18	2.65	2.32	2.26	2.36

Table 25: Personal Experience Teaching in a Virtual Setting

Item	Overall Teacher Average (Out of 4.0)	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
I am able to cover as much content during virtual/distance learning as I did previously when teaching in-person.	2.08	2.09	1.88	2.11	2.07	2.12	2.04	2.18	2.04
I have felt successful at supporting my students' academic development during this time of virtual/distance learning.	2.65	2.64	2.53	2.78	2.54	2.77	2.71	2.64	2.62
I have felt successful at supporting my students' social/emotional well-being during this time of virtual/distance learning.	2.65	2.62	2.45	2.73	2.60	2.73	2.67	2.59	2.67
I am comfortable using the technological tools required for this time of virtual/distance learning (e.g., Canvas, Zoom, etc.).	3.18	3.26	3.07	3.23	3.16	3.29	3.16	2.21	3.14
I feel respected as a teacher during this time of virtual/distance learning.	2.67	2.87	2.57	2.54	2.53	2.84	2.55	2.72	2.70
I have been able to balance my work with my other responsibilities at home during this time of virtual/distance learning.	2.54	2.55	2.28	2.37	2.58	2.74	2.46	2.61	2.47
I have considered leaving the teaching profession because of the challenges of teaching during COVID-19.	2.36	2.32	2.42	2.70	2.39	2.27	2.34	2.46	2.22

Table 26: The Student Experience in Virtual Learning

Item	Overall Teacher Average (Out of 4.0)	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
My students have been successful during this time of virtual/distance learning.	2.67	2.60	2.72	2.92	2.62	2.73	2.70	2.55	2.68
The academic performance of my students is worse this year than in previous years.	2.56	2.77	2.42	2.32	2.63	2.54	2.60	2.58	2.49
The social and emotional well-being of my students is worse this year than in previous years.	2.60	2.72	2.73	2.59	2.62	2.64	2.64	2.55	2.39
I have the evaluation tools or assessments I need to monitor the academic performance of my students in math.	2.65	2.63	2.35	2.52	2.63	2.73	2.66	2.66	2.77
I have the evaluation tools or assessments I need to monitor the academic performance of my students in reading.	2.70	2.68	2.37	2.62	2.66	2.77	2.76	2.75	2.78
I have the evaluation tools or assessments I need to monitor the social and emotional well-being of my students.	2.31	2.31	2.17	2.24	2.26	2.33	2.27	2.34	2.46
Special education students who I teach are receiving the supports they need during this time of virtual/distance learning.	2.73	2.74	2.80	2.70	2.74	2.73	2.74	2.66	2.81
Families of special education students who I teach are receiving the supports they need during this time of virtual/distance learning.	2.73	2.84	2.77	2.54	2.72	2.73	2.77	2.72	2.77

Table 26: The Student Experience in Virtual Learning (cont.)

Item	Overall Teacher Average (Out of 4.0)	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
I am able to follow the requirements of my students' Individualized Education Plans (IEPs) during this time of virtual/distance learning.	2.77	2.77	2.88	2.79	2.74	2.83	2.74	2.78	2.80
English Language Learner (ELL) students who I teach are receiving the supports they need during this time of virtual/distance learning.	2.68	2.74	2.82	2.63	2.63	2.66	2.64	2.62	2.85
Students who I teach are screened for dyslexia during this time of virtual/distance learning.	2.03	1.86	2.47	1.97	2.20	2.02	2.13	1.86	1.82
Students who I teach that need intervention (e.g., Tier 2 or Tier 3) have been identified during this time of virtual/distance learning.	2.89	2.73	3.12	2.83	2.85	2.92	2.94	2.97	2.90
Students who I teach that need intervention (e.g., Tier 2 or Tier 3) are receiving services during this time of virtual/distance learning.	2.80	2.67	3.03	2.81	2.73	2.85	2.79	2.84	2.81

Table 27: The Percent of Students Engaged

What Percent of Your Students Are Regularly Engaged?	Overall Teacher Average	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
0–20%	4.53%	4.59%	5.00%	0.00%	3.76%	2.74%	4.35%	7.30%	7.97%
21–40%	10.47%	15.60%	6.67%	0.00%	9.14%	8.22%	8.70%	15.33%	16.67%
41–60%	19.25%	18.35%	13.33%	7.69%	16.67%	17.81%	20.50%	23.36%	28.26%
61–80%	33.68%	36.70%	31.67%	31.87%	37.10%	36.99%	34.78%	33.58%	26.81%
81–100%	32.08%	24.77%	43.33%	60.44%	33.33%	34.25%	31.68%	20.44%	20.29%

Table 28: A Well-Rounded Education

Item	Average # of Minutes More								
	Overall Teacher Average	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
How much more time do students in your school need to spend learning about topics in **science** even if it means less time for math and reading?	26.7	31.1	26.3	27.9	28.1	29.7	27.4	29.5	29.1
How much more time do students in your school need to spend learning about topics in **social studies** even if it means less time for math and reading?	28.6	31.0	26.5	29.1	28.6	27.6	27.0	29.1	29.4
How much more time do students in your school need to spend learning about topics in **the arts** (music, art, dance, theater, etc.) even if it means less time for math and reading?	31.2	34.2	28.2	30.3	31.1	31.4	30.0	31.8	31.9
How much more time do students in your school need to spend learning about topics on **social and emotional skills** even if it means less time for math and reading?	34.1	35.1	31.8	32.1	34.3	35.6	33.0	34.8	36.2

Table 29: Teacher Retention Scales

Item	Overall Teacher Average (Out of 9.0)	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8
I think about quitting the teaching profession.	4.45	3.89	4.67	5.09	4.65	4.30	4.50	4.59	4.18
I intend to quit the teaching profession.	3.16	3.00	3.63	3.64	3.18	3.13	3.18	3.03	2.88
I expect to move into another profession.	3.43	3.09	3.87	3.89	3.59	3.42	3.33	3.47	3.14
If I could get a job different from being a teacher that paid the same, I would take it. (reverse scored)	5.27	6.12	5.48	4.87	5.04	5.55	5.22	4.80	5.27
I definitely want a career for myself in teaching.	6.70	6.95	6.68	6.93	6.58	6.82	6.66	6.63	6.66
This is the ideal profession for me.	6.73	6.93	6.62	6.73	6.33	6.87	6.96	6.84	6.58
I am disappointed that I ever entered the teaching profession. (reverse scored)	7.86	7.91	7.78	7.80	7.96	7.73	8.07	7.80	7.91
I find teaching to be stressful.	6.73	6.57	6.77	7.01	6.85	6.62	6.81	6.71	6.80
How much can you do to motivate students who show low interest in school work?	6.94	6.76	6.65	7.07	6.88	7.09	7.09	6.83	6.96
How much can you do to get students to believe they can do well in school work?	7.64	7.54	7.51	7.77	7.57	7.80	7.69	7.51	7.72
How much can you do to help students value learning?	7.41	7.40	7.30	7.60	7.30	7.60	7.49	7.26	7.34
How much can you do to implement a variety of assessment strategies?	7.10	7.31	7.07	7.47	6.89	7.47	7.01	6.73	7.10
How much can you do to provide an alternative explanation when students are confused?	8.07	8.14	8.13	8.32	7.98	8.12	8.12	7.93	7.99
How much can you do to implement alternative strategies in your classroom?	7.69	7.72	7.57	7.73	7.55	7.84	7.85	7.53	7.73

APPENDIX C:
Full List of Survey Items

Sub-Category	Item	Scale
Demographic Questions		
	How many total years of teaching experience do you have, in DC and elsewhere?	This is my first year teaching, 1–5 years, 6–10 years, 11–15 years, 16–20 years, More than 20 years
	How many years have you been teaching at your CURRENT school?	This is my first year teaching in my current school, 1–5 years, 6–10 years, 11–15 years, 16–20 years, More than 20 years
	How did you obtain certification to teach?	Traditional teaching program (2-year college), Traditional teaching program (4-year college or higher), Alternative certification pathway: Capital Teacher Residency (CTR), Alternative certification pathway: Center for Inspired Teaching, Alternative certification pathway: TNTP Teaching Fellowship, Alternative certification pathway: Teach for America, Alternative certification pathway: Urban Teachers, Alternative certification pathway: Other, No certification, Other
	What school do you teach at currently (the school where you spend the majority of your time)? Begin typing the name of your school in the box below. You can then scroll through the list of schools and select yours from the dropdown list.	Predictive text box
	Please select the Primary GRADE LEVEL that you currently teach.	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, Adult/Non-Traditional, I teach students across several grade levels in Pre-K/elementary., I teach students across several grade levels in middle school., I teach students across several grade levels in high school.

Sub-Category	Item	Scale
	Please select the Primary SUBJECT that you currently teach.	Pre-K classroom teacher, Elementary classroom teacher, Arts (e.g., theater, music, dance), Engineering/Technology, Health/Physical Education, JROTC, Math, Reading/English, Science, Social Studies, History, or Civics/Government, Vocational Class, World Language, Special Education, English Language Learners, I am a teacher's assistant, I am a librarian, I am not a teacher, Other
	To the best of your knowledge, approximately how many of the students in your class(es) are considered:	
	At-risk and/or low income?	None, A Few, About Half, Most, All, Don't Know
	English Language Learners?	None, A Few, About Half, Most, All, Don't Know
	Students with Disabilities?	None, A Few, About Half, Most, All, Don't Know
	During this school year (2020–21), what is the form of teaching you engaged in most often?	Virtual/distance learning, Hybrid teaching (some students in-person, some students virtual), In-person teaching
	What is your gender identity?	Male, Female, Other, Prefer not to answer
	What is your race? One or more categories may be selected.	White, Black or African American, American Indian or Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Other(s), Prefer not to answer
	Are you of Hispanic, Latino/a, or Spanish origin?	Yes, No, Prefer not to answer
	How many child(ren) under the age of 18 years live in your household?	None, 1, 2, 3, 4, 5, 6+, Prefer not to answer
Support from School	I feel supported by my school's administrators during this time of virtual/distance learning.	SCALE: Likert (4-point scale, Strongly Disagree to Strongly Agree)
	My school administrators' expectations about how much work I can accomplish have been fair during this time of virtual/distance learning.	
	Teachers at my school are collaborating regularly with each other during this time of virtual/distance learning.	

APPENDIX C: Full List of Survey Items (cont.)

Sub-Category	Item	Scale
General Support	I have been provided with clear guidelines about expectations for teachers during this time of virtual/distance learning.	SCALE: Likert (4-point scale, Strongly Disagree to Strongly Agree)
	I have been provided with the teaching materials I need for virtual/distance learning (lesson plans, curriculum, etc.)	
	I have been provided with helpful professional development for teaching remotely during this time of virtual/distance learning.	
	I have been provided with helpful professional development for how I can support my students' social/emotional well-being during this time of virtual/distance learning.	
	I have been provided with supports for my own emotional well-being/mental health during this time of virtual/distance learning.	
	I understand how I will be evaluated as a teacher during this school year.	
	I believe my evaluation for this year will be fair and credible.	
Successful in job	I am able to cover as much content during virtual/distance learning as I did previously when teaching in-person.	SCALE: Likert (4-point scale, Strongly Disagree to Strongly Agree)
	I have felt successful at supporting my students' academic development during this time of virtual/distance learning.	
	I have felt successful at supporting my students' social/emotional well-being during this time of virtual/distance learning.	
	I am comfortable using the technological tools required for this time of virtual/distance learning (e.g., Canvas, Zoom, etc.).	
	I feel respected as a teacher during this time of virtual/distance learning.	
Work/life balance	I have been able to balance my work with my other responsibilities at home during this time of virtual/distance learning.	SCALE: Likert (4-point scale, Strongly Disagree to Strongly Agree)
	I have considered leaving the teaching profession because of the challenges of teaching during COVID-19.	

APPENDIX C: Full List of Survey Items (cont.)

Sub-Category	Item	Scale
	Please list any specific challenges that have caused you to consider leaving the teaching profession.	Open-Ended Response
Reflections on the Student Experience		
	My students have been successful during this time of virtual/distance learning.	SCALE: Likert (4-point scale, Strongly Disagree to Strongly Agree)
	The academic performance of my students is worse this year than in previous years.	
	The social and emotional well-being of my students is worse this year than in previous years.	
	I have the evaluation tools or assessments I need to monitor the academic performance of my students in math.	
	I have the evaluation tools or assessments I need to monitor the academic performance of my students in reading.	
	I have the evaluation tools or assessments I need to monitor the social and emotional well-being of my students.	
	What evaluation tools or assessments are you using to monitor the academic performance and social and emotional well-being of your students? (list all that apply)	Open-Ended Response
	What technological barriers have your students faced in engaging in learning during this time of virtual/distance learning? (Select all that apply)	Options
		Not have access to the technological tools (for example, computers or other devices) they need to engage in virtual/distance learning
		Having no internet access
		Having internet access that is too slow for virtual/distance learning
		Not being able to get help when they have technical issues
		Having devices that are too slow

APPENDIX C: Full List of Survey Items (cont.)

Sub-Category	Item	Scale
		Having devices that are either not compatible with or missing software that our school uses
		My students haven't faced any technological barriers
		I don't know
	What percent of your students are regularly engaging during this time of virtual/distance learning (for example, attending class, completing homework, etc.)?	Options: 0% to 20%, 21% to 40%, 41% to 60%, 61% to 80%, 81% to 100%
The Experience of Special Populations		
	Special education students who I teach are receiving the supports they need during this time of virtual/distance learning.	SCALE: Likert (4-point scale, Strongly Disagree to Strongly Agree) + 'Not Applicable / Don't Know' option.
	Families of special education students who I teach are receiving the supports they need during this time of virtual/distance learning.	
	I am able to follow the requirements of my students' Individualized Education Plans (IEPs) during this time of virtual/distance learning.	
	English Language Learner (ELL) students who I teach are receiving the supports they need during this time of virtual/distance learning.	
	Students who I teach are screened for dyslexia during this time of virtual/distance learning.	
	Students who I teach that need intervention (e.g., Tier 2 or Tier 3) have been identified during this time of virtual/distance learning.	
	Students who I teach that need intervention (e.g., Tier 2 or Tier 3) are receiving services during this time of virtual/distance learning.	
Return to In-Person Teaching		
	Have you been asked to return to in-person teaching within the next month?	Options (Yes, No, I have already been teaching in-person, I don't know)

APPENDIX C: Full List of Survey Items (cont.)

Sub-Category	Item	Scale
	If answer is 'Yes' > answer next question "Since you have been asked to return...". If answer is 'I have already been teaching in-person', or 'I don't know' > answer "How comfortable are you feeling" question. If answer is 'No' > answer "what are some supports that you need more of for virtual/distance learning?"	
	Since you have been asked to return to in-person teaching within the next month, how do you plan to proceed?	Options - I plan to return to in-person teaching., I am eligible for leave and intend to use that leave., I plan to resign/have resigned., I have been granted permission to continue teaching using virtual/distance learning.
	If answer is "I plan to return" > answer "How comfortable", if answer "I am eligible for leave" or "I plan to resign/have resigned" > go to next section on Well Rounded Education, if answer is "I have been granted permission" > go to "what are some supports that you need more of for virtual/distance learning?"	
	How comfortable are you feeling about continuing/returning to in-person teaching?	Options (Very uncomfortable, slightly uncomfortable, slightly comfortable, very comfortable)
	What supports do you need the most as you continue/return to in-person teaching? (check all that apply)	Options:
		Professional development for teaching in a socially-distanced classroom
		Strategies for how to ensure students wear masks at times they are required
		Communication about the procedures that are in place to keep teachers safe
		Communication about what happens if teachers or students have a possible exposure
		Time to revise lesson plans for in-person teaching with social distancing
		The option to teach in an outdoor setting
		Duty-free time for teachers for mental health breaks, mask breaks, etc.

APPENDIX C: Full List of Survey Items (cont.)

Sub-Category	Item	Scale
		Other:_____
		I have the supports I need
	What are some supports that you need more of for virtual/distance learning? (Check all that apply)	Options:
		Support for instructional methods specific to virtual/distance learning
		Support for addressing students' Social and Emotional needs in virtual/distance learning
		Support for special education students in virtual/distance learning
		Support for English Language Learner (ELL) students in virtual/distance learning
		Support for increasing student engagement in virtual/distance learning
		Support for increasing student attendance in virtual/distance learning
		I need access to a computer or other device
		I need internet access
		Technical support for troubleshooting devices or software
		Other (or use this space to provide any additional details)
		I have the supports I need
Sub-Category	**Item**	**Scale**
Well-Rounded Education		
	How much more time do students in your school need to spend learning about topics in _____ even if it means less time for math and reading?	SCALE: Quantity (We need to spend less time, 0–20 more minutes per week, 20–40 more minutes per week, 40–60 more minutes per week, greater than 60 more minutes per week)
	Science	
	Social Studies	

APPENDIX C: Full List of Survey Items (cont.)

Sub-Category	Item	Scale
	The Arts (music, art, dance, theater, etc.)	
	Social and emotional (SEL) skills, such as building relationships, working with others, and managing emotions	
Teacher Retention Scales		
Intention to Quit	I think about quitting the teaching profession.	SCALE: 1–9 Rating, Disagree Strongly -> Agree Strongly
	I intend to quit the teaching profession.	
	I expect to move into another profession.	
Occupational Commitment	If I could get a job different from being a teacher that paid the same, I would take it (reverse scored).	SCALE: 1–9 Rating, Disagree Strongly -> Agree Strongly
	I definitely want a career for myself in teaching.	
	This is the ideal profession for me.	
	I am disappointed that I ever entered the teaching profession (reverse scored).	
Job Stress	I find teaching to be stressful.	SCALE: 1–9 Rating, Disagree Strongly -> Agree Strongly
Student Engagement Self-Efficacy	How much can you do to motivate students who show low interest in school work?	SCALE: 1–9 Rating, Nothing -> A Great Deal
	How much can you do to get students to believe they can do well in school work?	
	How much can you do to help students value learning?	
Teaching Strategies Self-Efficacy	How much can you do to implement a variety of assessment strategies?	SCALE: 1–9 Rating, Nothing -> A Great Deal
	How much can you do to provide an alternative explanation when students are confused?	
	How much can you do to implement alternative strategies in your classroom?	

APPENDIX C: Full List of Survey Items (cont.)

Sub-Category	Item	Scale
Open-Ended Questions		
	What academic gaps have you seen in your students this year and what are your suggestions for how schools can help these students recover from these gaps (for example, summer school or tutoring)?	
	What are some examples of new strategies that you used during virtual learning that you think schools should keep after students have returned to in-person learning?	
	If you would like to hear from the State Board regarding your feedback on this survey, you can provide your name and email address in the space below and then click "Submit" to finish the survey. This is completely optional. If you would prefer not to provide this information, please click "Submit" to finish the survey.	

APPENDIX D:
Scale Reliability Results

We report Cronbach alphas (α) as a measure of scale reliability for each category. For each scale in the survey, we identified a Cronbach's alpha coefficient (α) as a measure of scale reliability. As measures of a common underlying construct, responses to items within a scale should be related to one another, and the Cronbach alpha is a measure of how related they are. A common rule of thumb for interpreting Cronbach alphas is that 0.7 is a threshold value above which a scale is reliable. George and Mallery (2003) provide the following interpretation scale: ">.9—Excellent, >.8—Good, >.7—Acceptable, >.6—Questionable, >.5—Poor, <.5—Unacceptable."

The range of these alphas are all above the benchmark of 0.70 and three categories are above the 0.90 benchmark for being 'excellent'. This suggests that scales are measuring a similar construct and a rearrangement of scales is not required. Comparison numbers for the pre-existing scales (Intention to Quit, Occupational Commitment, Student Engagement Self-Efficacy, and Teaching Strategies Self-Efficacy) are comparable to the scale reliabilities of previous research[23].

Category	Cronbach Alpha	Comparison
Support from School	α = 0.73	N/A
General Support	α = 0.90	N/A
Successful in Job	α = 0.72	N/A
Reflection on the Student Experience	α = 0.76	N/A
The Experience of Special Populations	α = 0.91	N/A
Intention to Quit	α = 0.92	.87
Occupational Commitment Scale	α = 0.76	.80
Student Engagement Self-Efficacy	α = 0.89	.80
Teaching Strategies Self-Efficacy	α = 0.79	.90

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[23] Klassen and Chiu, 2011.