



# Teaching and Learning Experiences Survey



Delaware  
Department of Education



# Agenda

- Survey Overview and Response Rates
- Survey Findings
  - Key take-aways from each of the 5 survey sections
- Q&A



# Survey Overview

## **Survey Content:**

- Access and Connectivity
- Students' Academic Needs
- Resources and Supports (i.e. PD for teachers)
- Communication
- Wellness and Social and Emotional Learning

## **Length of the survey:**

- Less than 10 minutes for students and parents
- Approximately 15 minutes for teachers and school leaders

Survey was offered in English, Spanish, and Haitian Creole

## **Survey Delivery:**

- Email
- Encouraged districts to promote the surveys



# Survey Overview (contd.)

## Representativeness of the sample

- Surveys are largely representative of the state sample
- Caveats
  - Black, Hispanic/Latino, and English learner student respondents were underrepresented
  - Black and experienced school and district leader respondents were underrepresented
  - Additionally, men were underrepresented amongst teachers and school leaders
  - Lastly, women were underrepresented amongst district leaders



# Survey Response Rates

Students



n=2,590

Families



n=15,494

Teachers



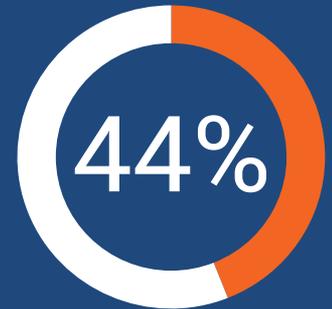
n=3,078

School  
Leaders



n=144

District  
Leaders



n=36



# Access and Connectivity

## Key Takeaways

### 1. Going back to school

- Over two-thirds of students, families, and educators reported feeling **extremely or very comfortable with in-person instruction** in the fall, followed by hybrid and remote option.

### 2. Internet and device access

- While great strides have been made in improving access to internet and devices across the state, **there is still room for continued improvement** – some students still do not have **adequate internet access** (13%) **and/or a working device** (15%).
- Support every student and educator having high-quality internet and device access.

### 3. Instructional technology preparedness

- With regards to **instructional technology preparedness**, about 80% of school and district leaders and 46% of teachers reported that they were quite or extremely prepared to use the technology and programs in the last school year.

### 4. Instructional technology personnel capacity

- With regards to expanded instructional technology personnel capacity, 47% of district leaders, 48% of school leaders, and 30% of teachers reported **needing expanded instructional technology personnel capacity**.



# Access and Connectivity

64%

of students reported feeling extremely or very comfortable with going back to school in-person compared to 31% for hybrid option and 28% for remote option;

71%

of families and 70% of teachers reported feeling extremely or very comfortable with going back to school in-person compared to 27% and 45% for hybrid, and 20% and 35% for remote option;

84%

of school leaders reported feeling extremely or very comfortable with going back to school in-person compared to 57% for hybrid option and 19% for remote option.



# Access and Connectivity



**“Continuing to provide the individual technology and internet jet packs to students for remote work. This would be nice even if full school is returned to allow students access to finish work/projects/papers/ research at home.”**

**– Middle School Parent**

**“We need more support people for trouble-shooting when the technology does not work the way it is supposed to. We have been professionally-developed through the roof, but it means nothing if the programs and resources you have been learning to use cannot be accessed because something does not work properly (microphones, smartboards, speakers, etc.). My biggest frustration this year has been not having anyone I can call to help solve a problem immediately. This caused so much wasted time and the need to constantly pivot to new plans or different lessons or activities. I wish they had spent some of their money on hiring more tech support people to have at the building level.”**

**–Elementary School Teacher**





# Student Academic Needs

## Key Takeaways

### 1. Satisfaction

- Over two-thirds of students and families reported **high levels of satisfaction** with the teachers and schools but relatively **lower levels of satisfaction** with the remote education received (52%).
- Notably, levels of satisfaction with the remote education have **increased** since last year.

### 2. Preparedness

- **8 in 10 students and 7 in 10 teachers** reported feeling like they/their students **will be prepared** (true or somewhat true) **for the next school year**.

### 3. Additional instructional time

- Over one-third of the students reported **needing additional instructional time** with their teacher(s).

### 4. Instructional quality

- Lastly, when examining **instructional quality** through modes of instructional delivery, **satisfaction was higher** among students, families, and teachers when instruction was delivered **in-person**, followed by **remote and hybrid**.



# Student Academic Needs

## Key Takeaways

### 5. Motivation

- Students whose classes were held in-person or remotely were **more motivated to attend class** (62% and 57%, respectively) than their peers who attended classes in hybrid mode (49%). Families and teachers reported that their students were more motivated to attend class **in-person** (64% of families and 58% of teachers) **and remotely** (57% of families and 62% of teachers) than in hybrid mode (45% of families and 40% of teachers).

### 6. Weekly opportunities for student to collaborate

- 68% of teachers reported providing weekly opportunities for students to collaborate. 43% of students reported having the opportunity to speak with their classmates daily, 2-3 times a week, or weekly.



# Student Academic Needs



**“In person learning full time has been the best thing for my son. The remote option was not working for him at all. He was struggling with a few classes in particular. That has changed since he was able to go 4 days a week. His grades in the class that he was having issues have improved dramatically.”**

**– High School Parent**

**“Relationships with students matter most. This is not a new lesson for me, but it is true regardless of the setting and focusing on it will always help improve a classroom environment, no matter what kind it is. Work/Life balance is critical. Especially when work and life are happening in the same place/time. Setting boundaries for when you will work and when you will stop and sticking to them is important for anyone’s mental health.”**

**– Elementary School Teacher**





# Resources and Supports

## Key Takeaways

### 1. Supports

- Over two-thirds of educators **felt supported and valued** by school leaders; **more supports and resources needed** in the fall.
- There are **notable differences** in extent of how useful teachers and school leaders felt regarding the supports provided/received. Leaders and teachers should **keep collaborating** to ensure **continued usefulness** of resources, PDs, and PLCs.

### 2. Top areas for additional supports

- Families reported **unfinished learning** (31%) and **social & emotional learning** (19%) as top two areas for additional supports. Similarly, school leaders reported addressing students' unfinished learning (72%) and **reducing barriers for at-risk students** (69%) as key priorities.

### 3. Supports needed for the fall

- Teachers and school leaders reported needing **additional instructional planning time** and resources, **continued resources** to support hybrid/remote learning, **counseling services** to support students, and **additional instructional specialists**.

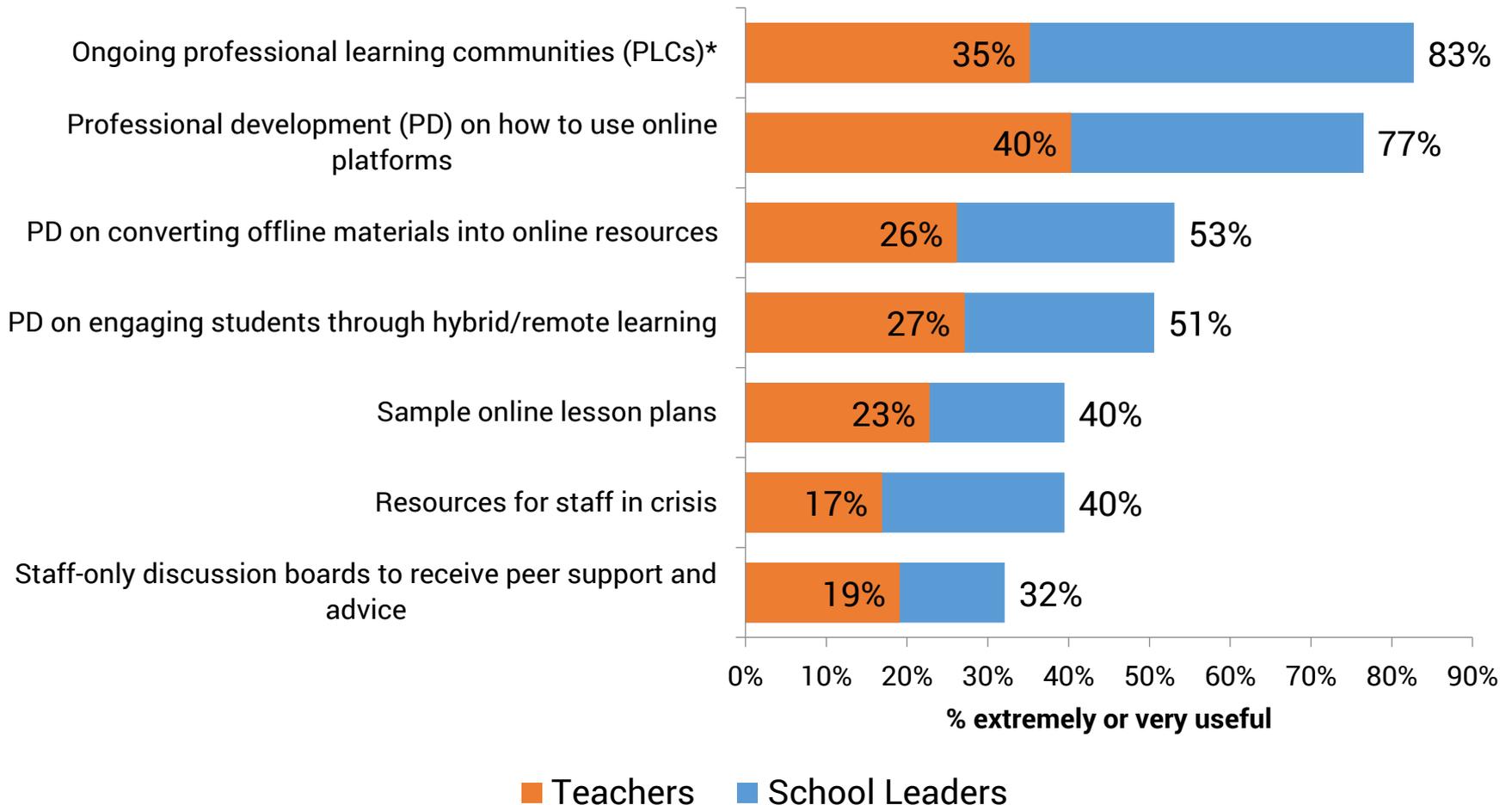
### 4. Planning for the fall

- At the time of the survey, school leaders were in advanced stages of planning for the fall, significantly ahead when compared to last year.



# Resources and Supports

## Perception of supports received/provided





# Resources and Supports

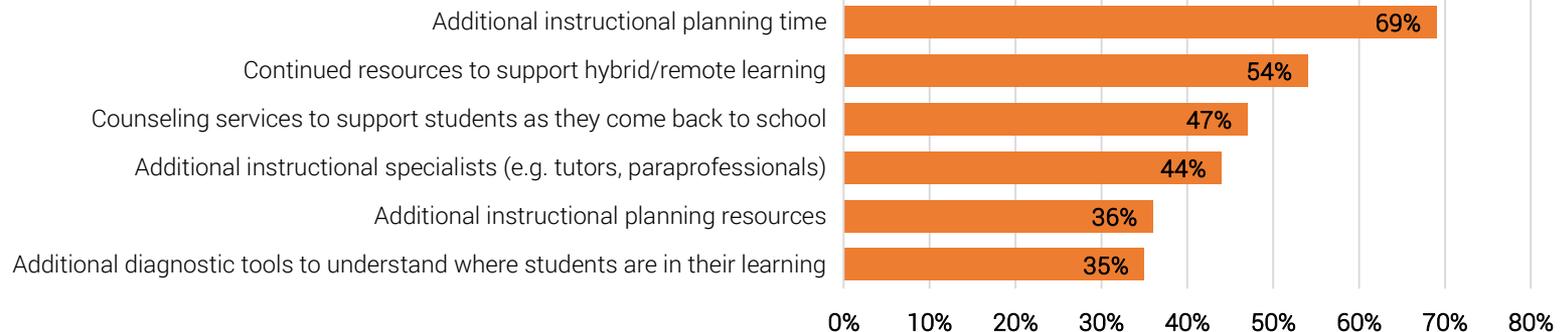
## Supports needed

As you think about next year, what support(s) do you imagine you will need?

### SCHOOL LEADERS



### TEACHERS





# Resources and Supports

Teachers shared comments such as “Overcoming challenges can only make you a better and more efficient educator. You have to be able to adapt and succeed in any situation and show your students that it is possible.” and “To rise up to the challenge but not let this difficult situation become a demise to your passion; we are doing the best we can. Know what you can control and what you cannot.”

- Middle & High School Teachers



“Providing each classroom with two adults to assist with learning. Some classes have the teacher and an instructional support leader, a teacher and a para, or two teachers. It is so difficult to do it all on your own and having two people to support each other makes it more manageable and allows us to provide feedback to more students.” – Elementary School Teacher

When asked about the plans for the fall, elementary school leaders reported that they “...are looking to capitalize on what we learned this year to make next year an even better year. We learned so much about communication and our families and our students' home lives and technology...We are working on plans to improve all instruction and take what we learned this year to improve our face-to-face instruction to be better than ever!”





# Communication

## Key Takeaways

### 1. Channel of communication

- **School leaders** were the **main channel of communication** for COVID- 19 related information for families.

### 2. Communication challenges reduced

- **Challenges** communicating with students, families, and colleagues **reduced significantly from last year.**

### 3. Frequency of communication

- **Teachers communication to families decreased** compared to last year. Last year 88% of educators shared that they communicated with families at least a few times a week to a few times a day compared to 57% this year.



# Communication



Teachers shared comments like “I learned that relationships with my students and their families is the key to success. Communication and making families and students feel empowered can make the difference in learning.” and “Communicate with your peers. Ask for assistance/materials guidance when needed, and share with others the resources & skills you have found to be successful.” – Elementary & High School Teachers

When asked what student’s teachers/school have done well, parents shared comments like “Communication has been excellent. The teachers provide detailed lesson plans that help parents to prepare students for class. Things for the most part are very organized. The teachers do very well in hearing all the children and focusing in on their needs.”, “Teachers have been GREAT at communicating with parents.”, “The teachers have kept a open line of communication to my son and me as well. He has matured in his organizational skills and become more comfortable with reaching out to his teachers when needed.”





# Wellness and SEL

## Key Takeaways

- 1. Negative emotions decreased for students and increased for educators**
  - The survey asked students, families, and educators **how they felt in the past week**. When compared to last year, there has been a **decrease** in proportion of **students** and an **increase** in proportion of **educators** feeling **stressed out, frustrated, overwhelmed, and worried**.
- 2. Positive emotions remained consistent when compared to last year**
  - **In contrast**, though the last several months were very stressful and challenging, students felt **safe, loved, kind, grateful, happy, and helpful**.
  - Similarly, educators felt kind, grateful, helpful, hopeful, and happy.



# Wellness and SEL



"My teachers allow us to take some time to "goof off" in the beginning of class before diving into the lesson, and we've gotten into that routine which resulted in us not having irrelevant disruptions during said lessons. When we did have to pause the lesson, it was always something relevant to our topic. My instructors have given us talks and shown that they care for our health and learning, and have provided adequate support to those who didn't understand things. All of these resulted in a healthy and joyful learning environment for all of us." – Middle School Student

"Given the circumstances of this whole pandemic, I think the schools have done what they could to keep students engaged. I do wonder if there could have been discussions to check in with students to see how they are coping with everything. Maybe even a forum to allow students to vent their frustrations with the situation of this pandemic. Of course parents can address this at home, but sometimes it is helpful to know that your peers are dealing with similar emotions and challenges." – High School Parent



When asked how could their school and district help to improve social and emotional needs of students, families, and staff, teachers reported needing additional support staff, more PD on staff wellness, better interventions with staff and students in need, more recognition events and staff appreciation, guidance services, and more investment in team-building and social activities.





# Appendix



# Appendix: Survey Item Banks

## **IES resources**

- <https://ies.ed.gov/ncee/edlabs/projects/covid-19/>

## **CCSSO Recover and Restart:**

- <https://ccsso.org/sites/default/files/2020-04/CCSSO%20COVID19%20Strategic%20Report%20final.pdf>

## **TNTP** (student, parent, teacher, and school leader surveys)

- [https://tntp.org/assets/set-resources/TNTP\\_COVID-19\\_Support\\_Survey\\_Item\\_Bank\\_2019-20.pdf](https://tntp.org/assets/set-resources/TNTP_COVID-19_Support_Survey_Item_Bank_2019-20.pdf)

## **Panorama** (student, parent, and teacher surveys)

- <https://www.panoramaed.com/distance-learning-surveys>

## **Urban Education Institute** (Teaching and Learning in the time of COVID-19; Research Brief: Student Engagement and Learning)

- [UEI \(utsa.edu\)](http://uei.utsa.edu)

## **University of Wisconsin** (student, parent, and teacher surveys)

- [Distance-Learning in the time of COVID-19 | SREed](#)

## **DDOE OTL Survey**

## **NJDOE/Regional Educational Laboratory Mid-Atlantic** (Protocol for State and District Leaders)



# Appendix: Bibliography

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## **CCSSO Recover and Restart:**

<https://ccsso.org/sites/default/files/2020-04/CCSSO%20COVID19%20Strategic%20Report%20final.pdf>

## **NNERPP Resources**

[Schooling During the Pandemic, Part 1 | NNERPP Extra \(rice.edu\)](#)

## **University of Pennsylvania GSE Ed Tech Week**

[https://edtechweek.com/?redirect\\_to=https://edtechweek.com/full-agenda](https://edtechweek.com/?redirect_to=https://edtechweek.com/full-agenda)

## **FutureEd:**

<https://www.future-ed.org/what-post-covid-schools-could-look-like-starting-this-fall/>

## **EdWeek: Data: When Will School Start This Fall? A guide to states' dates for starting the 2020-21 school year**

<https://www.edweek.org/ew/section/multimedia/data-when-will-school-start-this-fall.html>

## **Danielson - evaluation for next year:**

<https://danielsongroup.org/blog/2020/05/25/it-will-be-our-teachers>

## **10 strategies for online learning during a coronavirus outbreak (for teachers)**

[ISTE\\_10-strategies-online-learning-during-coronavirus-outbreak?](#)

## **Peer-review research**

[Leveraging Parents through Low-Cost Technology: The Impact of High-Frequency Information on Student Achievement](#)