



TREC TEACHER SURVEY REPORT

Fall 2021

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Overview of TREC and Teacher Survey Report

TREC Mission: TREC brings together the region’s educators, resources, and partners to support their evolving professional growth.

TREC Vision: A collaborative community that cultivates a thriving teaching profession.

TREC’s long-term Goal: Increase teacher retention in the region.

To learn more about TREC, please visit our website: <https://trecarizona.org>

This Survey

Total Survey Participants: 1,043

Given the many changes since our original 2019 survey, we determined it was time for another data collection effort to ensure that TREC’s work is aligned with the current teachers’ needs. In designing this new survey, we revised and updated the January 2019 teacher survey to focus on the following goals: 1.) Assessing the needs and resources for teachers, 2.) Assessing the TREC website knowledge and general feedback, and 3.) Assessing COVID-19 Impact on teachers. The final 2021 survey included 47 questions, consisting of questions that were closed-ended, mark all that apply, and open-response. The survey was broken into three parts:

Part I	Part II	Part II
a.) Demographics (14 questions) b.) Professional Development Needs/Resources (12 questions)	TREC Website (12 questions)	COVID-19 Experiences (9 questions)

Important things to note

Teachers had the option to complete open-ended responses. This means that a response from one teacher, could potentially have many themes (or ideas) referenced. Therefore, the total responses for each question will not necessarily match the total number of themes/categories for each question. Examples given for each theme were selected to support the report, but in no way do they reflect the totality of responses for any given theme.

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Previous TREC Data Collection Efforts

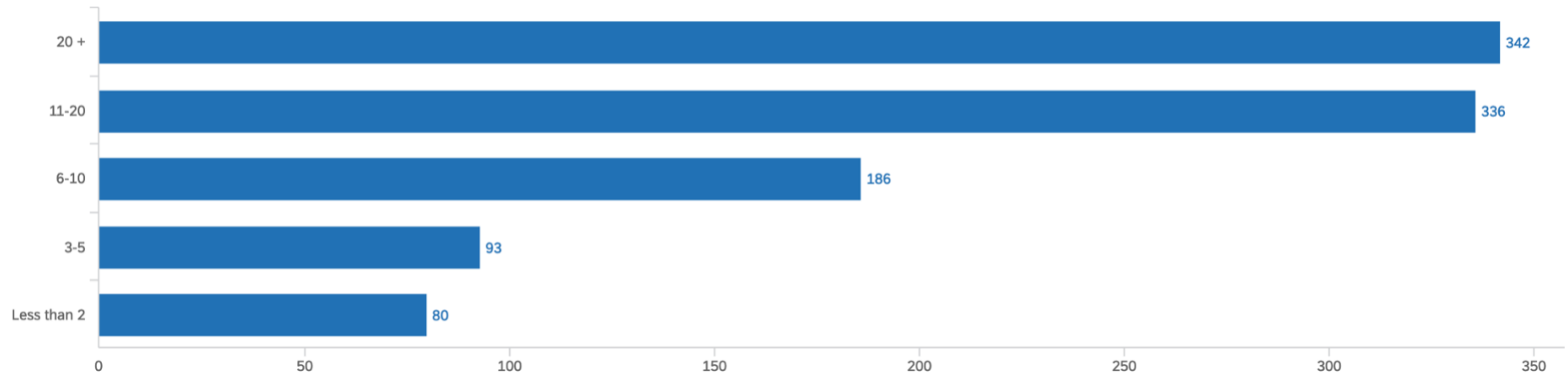
In planning TREC, we engaged in a three-month (January 2019 -March 2019) resource and needs analysis of professional development (PD) opportunities in the Tucson region. A group of 20+ education stakeholders developed six surveys. We collected **anonymous responses** from 1,396 teachers, 78 principals, and 23 district administrators. To better understand the resources in the region, we collected **non-anonymous responses** from 27 professional learning providers from the community and 42 faculty at the University of Arizona who offer professional development. The responses were compiled into six data reports. A data analysis team created graphs for the quantitative responses and open-coded the qualitative responses. This data was the foundation for the two-day design charrette where 60+ educators identified the key priorities for TREC: 1.) Increase Teacher Leadership Opportunities for teachers, 2.) Develop a website hub for educators to find PD opportunities in the region, and 3.) Offer Communities of Practices (CoPs) and/or Network Improvement Communities (NICs) for the region's teachers. For the September 2021 survey, we built off the 2019 survey by adapting questions, particularly addressing the experiences for teachers with professional development, teaching, and student learning during the COVID-19 pandemic.

Key Findings: 2021 Survey

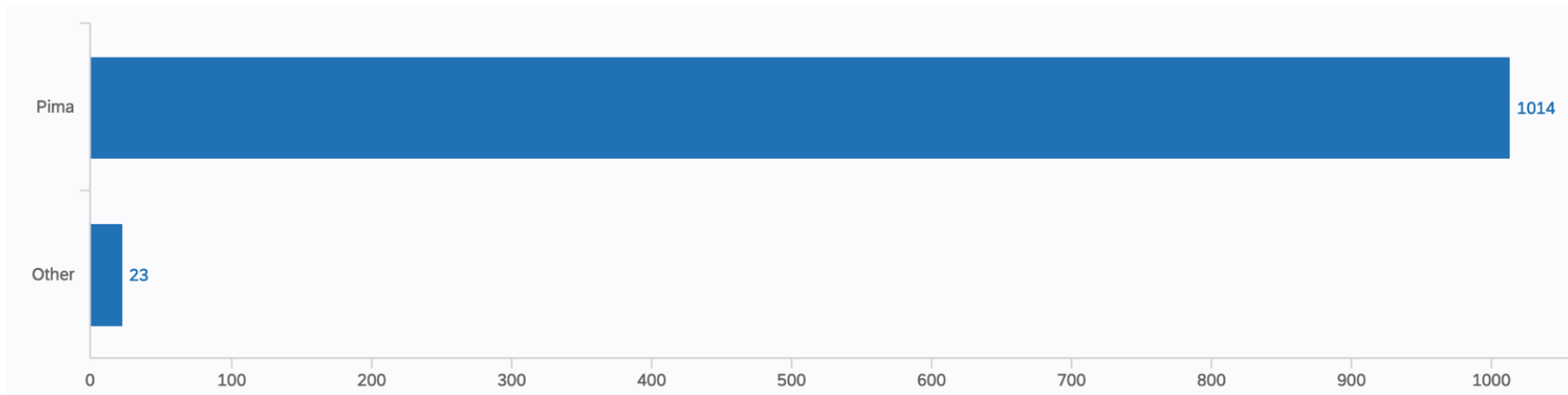
- Overall, teachers expressed exhaustion and overwhelm with several factors related to teaching during the COVID-19 pandemic. Specifically, teachers identified the following factors as contributing towards higher level of stress, dissatisfaction, and concern: lack of educator resources, leadership communication, lack of student supports for learning, and the changing landscape of education. Additionally, the extended work hours, greater teaching expectations, and staff shortages were listed as consistent challenges for teachers. When asked to rate their current level of satisfaction with work as a teacher, 55% of teachers reported feeling satisfied or very satisfied. This finding underscores the nuance and complexity of teacher experiences (Question 12, pg. 12).
- The top 10 areas of PD teachers reported being interested in were: 1) Active Student Participation / Student Engagement, 2) Social Emotional Learning (SEL), 3) Project-based Learning, 4) Trauma Informed practices, 5) Blended Learning, 6) Cooperative Learning, 7) Classroom Management, 8) Learner Differentiation, 9) Assessment, and 10) Mindfulness. Compared to the TREC 2019 survey, the similarities and differences are worth noting. First, the top PD need / interest is the same across both surveys, Active Student Engagement. In 2019, Project-based Learning was second followed by Mathematical Learning and then general Content Learning. In the current survey, project-based learning is now third, *but math or content-based learning do not appear anywhere in the top ten needs*. This large change in PD needs / interests is telling about what teachers are experiencing in their classrooms and the supports they need for their students' well-being. Furthermore, this is an important change for both districts and PD Providers to consider as they support teachers (Question 13, pg. 14).
- In open-ended responses, over 300 teachers reported wanting PD that has practical, implementable strategies that is relevant to current student needs. More specifically, they wanted strategies to support students when considering all the impacts of COVID-19 and technology changes. This supports the previous finding, in that teachers are ultimately concerned with gaining knowledge in the form of skills to better support student needs (Question 17, pg. 18).
- Teachers expressed views on the top four qualities essential for someone who is facilitating professional development. The focus was on having classroom experience, being able to engage with the teachers, knowing the population of teachers and the communities in which they teach, and providing usable content and materials to bring back to the classroom. This speaks powerfully to how teachers situate themselves as learners (Question 20, pg. 21).
- The majority of teachers who had used the website expressed having positive user experiences: 90.7% (n=108) somewhat agreed to strongly agreed that they were able to easily find what they were looking for on the website; 93.2% (n=110) somewhat agreed to strongly agreed that the website was an efficient source to find PD opportunities; and 92.2% (n=107) consider the website a useful resource for educators. These high ratings indicate that the time and effort in building and refining the website translated to positive user experiences (Question 31, 32, 33, pg. 30).
- There were a significant number of responses requesting support in social emotional learning (SEL) and trauma-informed care, indicating the powerful impacts and effects that COVID-19 has had on teachers and their students (Question 13, 17 pg. 14, 18).

Part I: DEMOGRAPHICS

Q1. How many years have you been teaching?

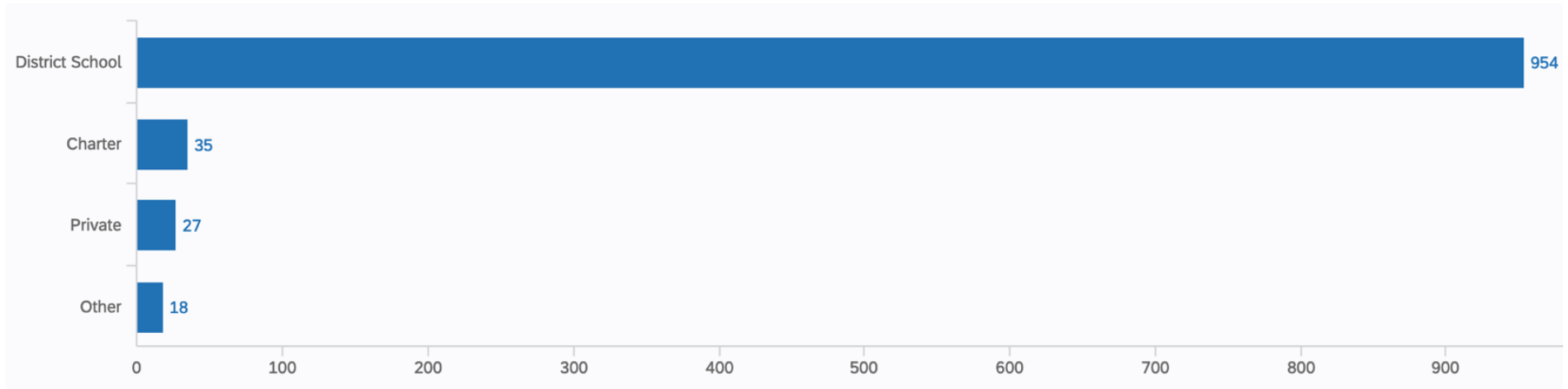


Q2. What county do you currently teach in?

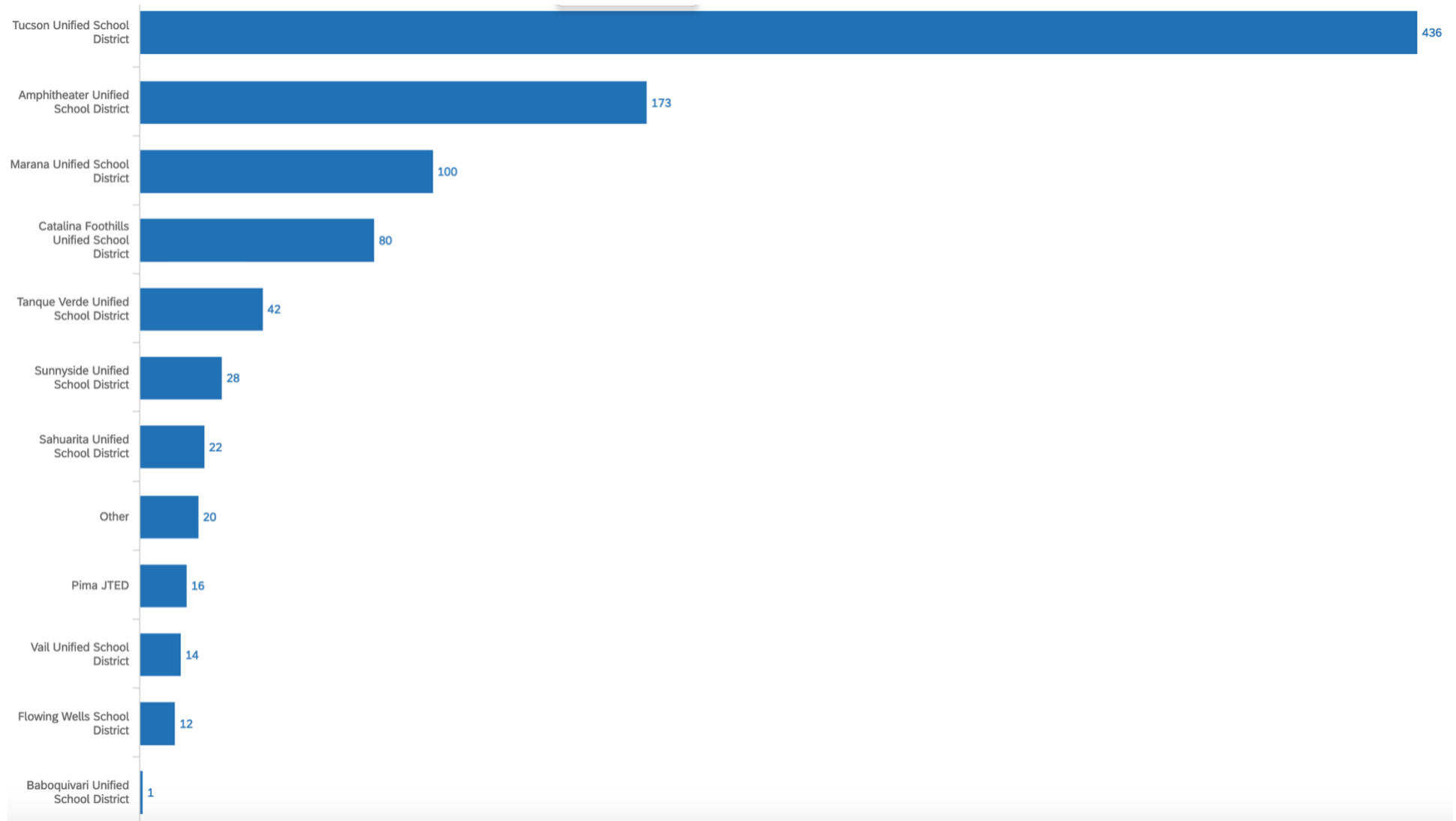


Other Responses Summary: Approximately 2% ($n = 23$) of teachers selected the category “other.” Responses included Gila, Cochise, Santa Cruz, Yuma, Pinal, Navajo-Apache, and Maricopa counties.

Q3. Do you teach in a charter, district, or private school?

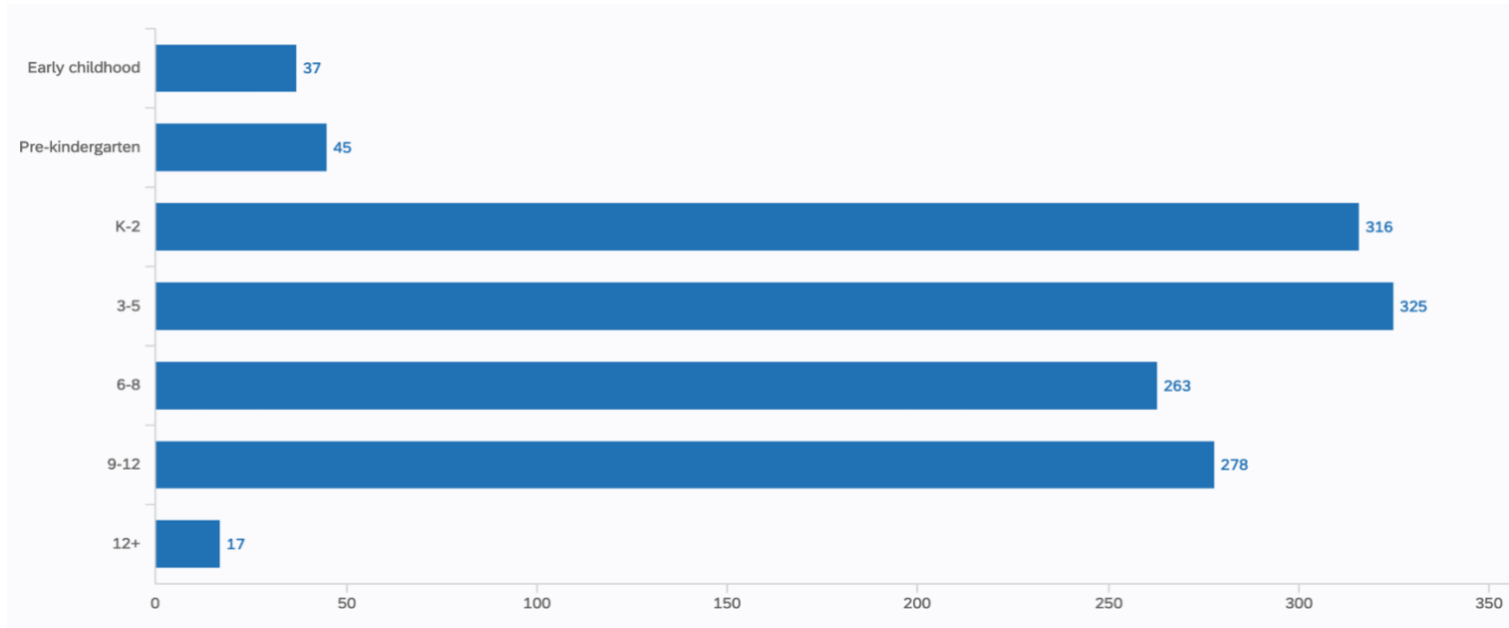


Q4. What district do you teach in?

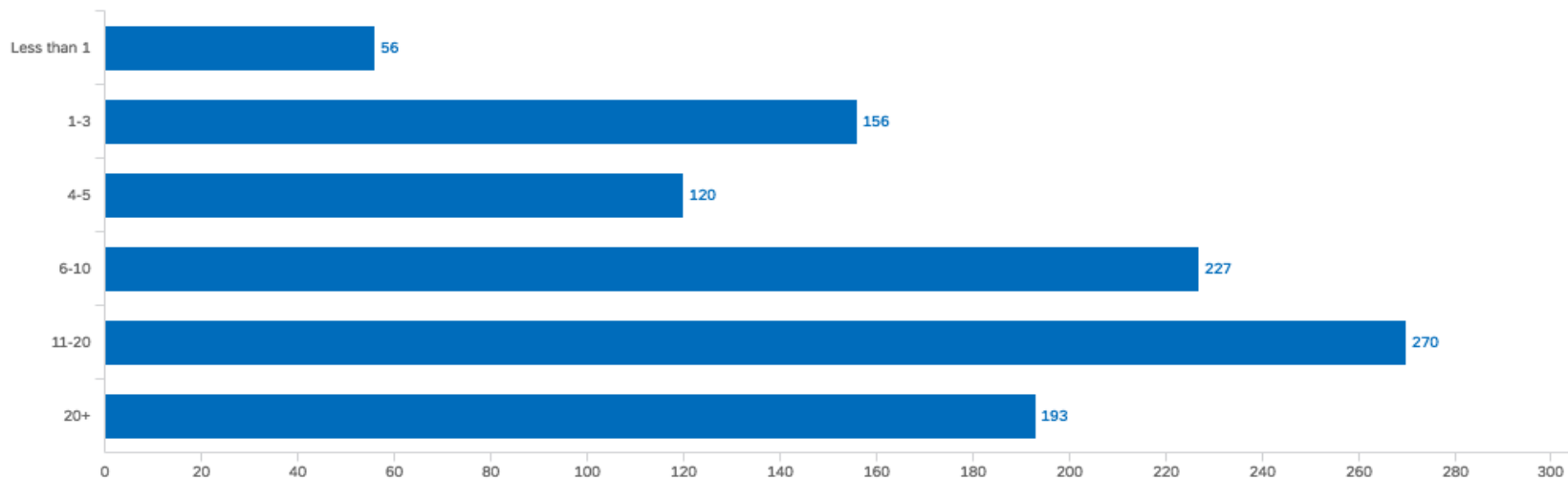


Other Responses Summary: Approximately 2% ($n = 20$) of teachers selected the category “other.” Responses included Santa Cruz Valley, NUSD, Douglas Unified, SVUSD, Alter Valley, Phoenix Union

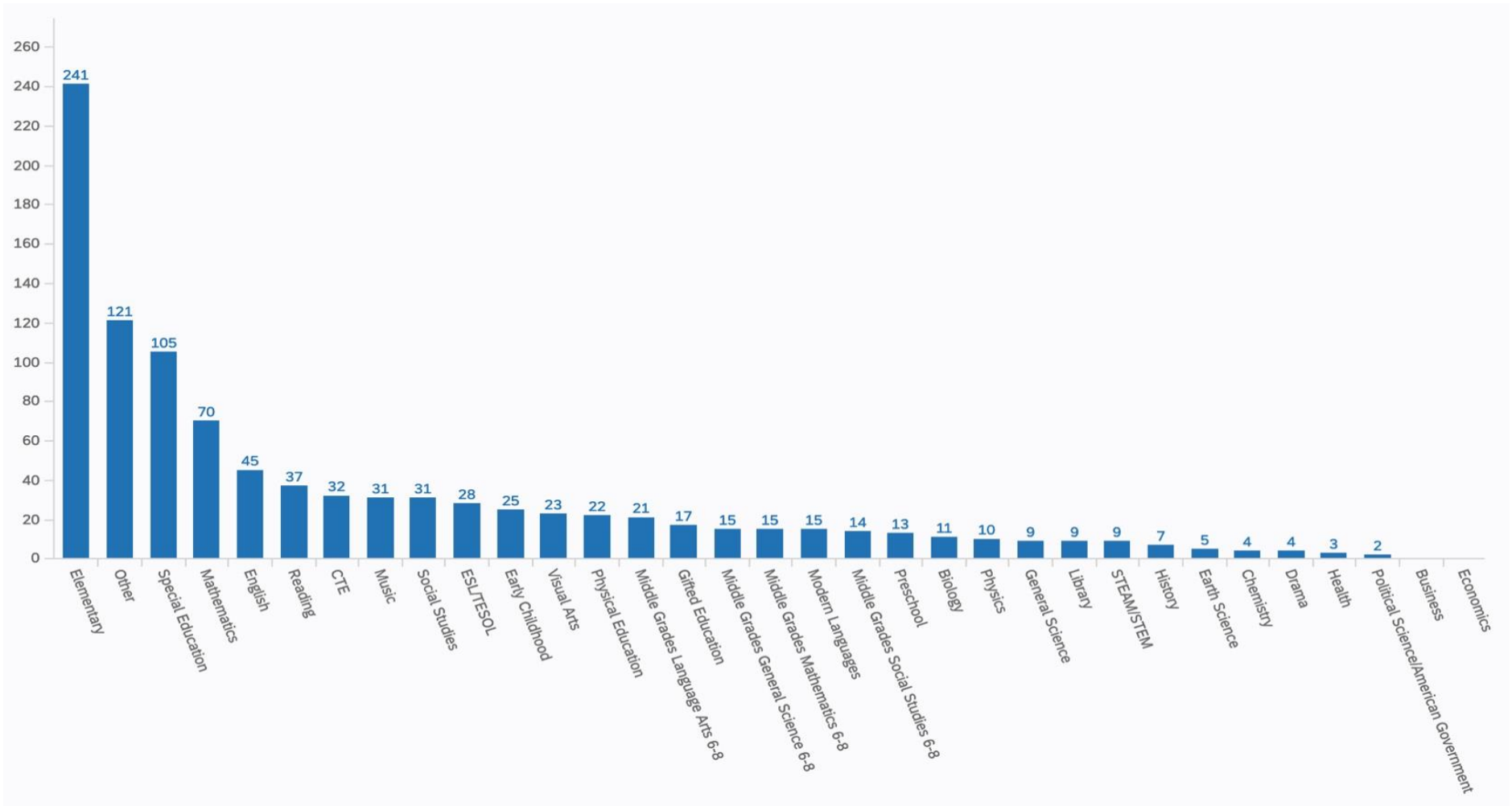
Q5. What grade(s) / age(s) do you currently teach or support? (Mark all that apply)



Q6. How many years have you been teaching at that grade level?



Q7. What specific content or specialty do you teach? (Mark all that apply)

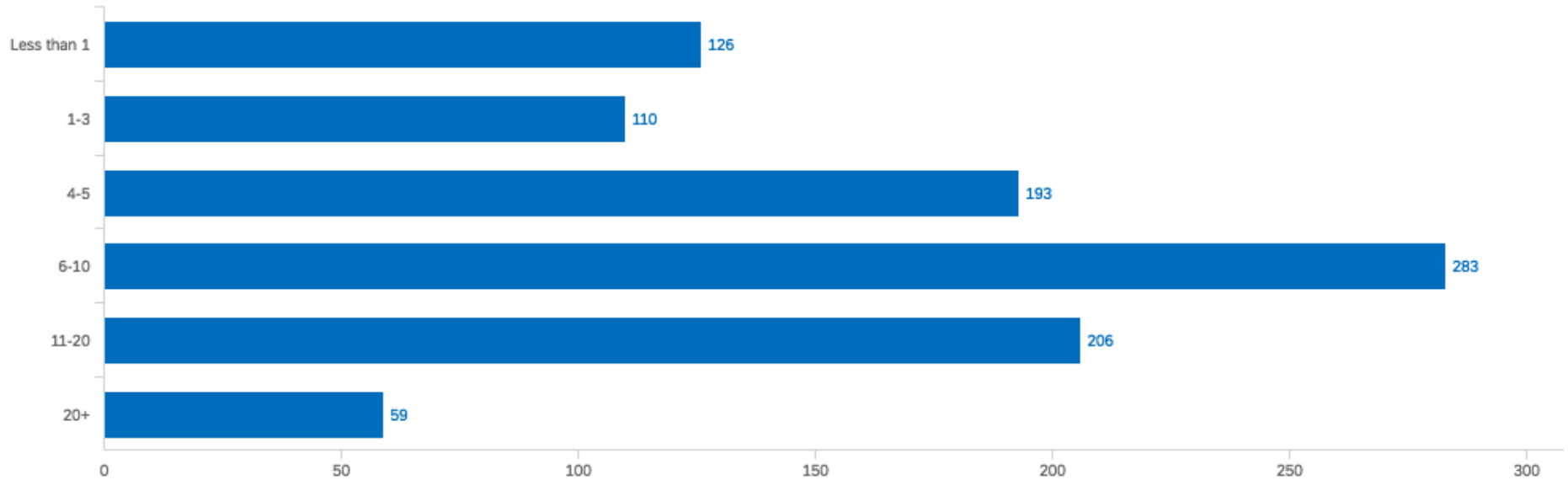


Top 5 Responses:

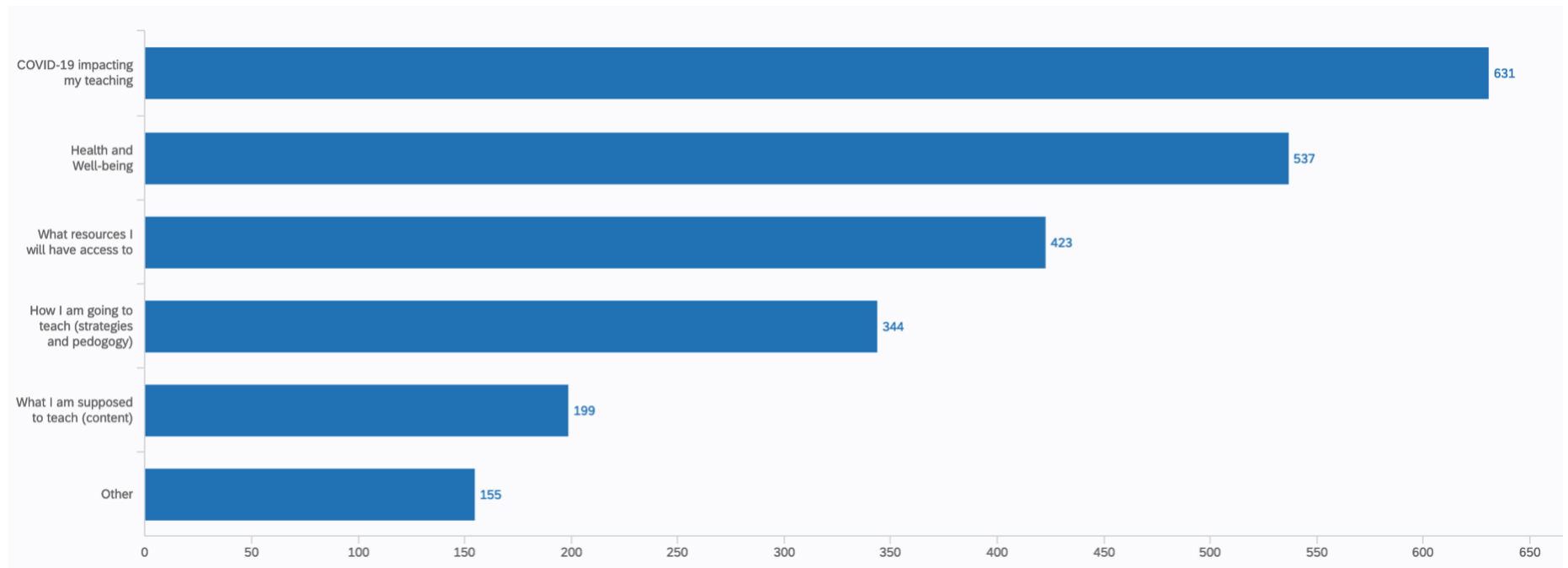
1. Elementary
2. Other
3. Special Education
4. Mathematics
5. English

Other Responses Summary: Approximately 11% ($n = 121$) of teachers selected the category “other” and most of these included SEL. Other responses included behavior management, licensed nursing assistant, Native American education, Counseling, AVID, Environmental Science (*Note: This question was originally set up to only except one answer, we caught this issue early on, but it increased the other responses due to this*).

Q8. How many years have you been teaching in this specific content domain or specialty?



Q9. What concerns do you have about teaching? (Mark all that apply)



Other Responses Summary: Approximately 14% ($n = 155$) of teachers selected the category “other.” Over half of the teachers mentioned some concern related to changing landscape of the teaching profession or student learning and health.

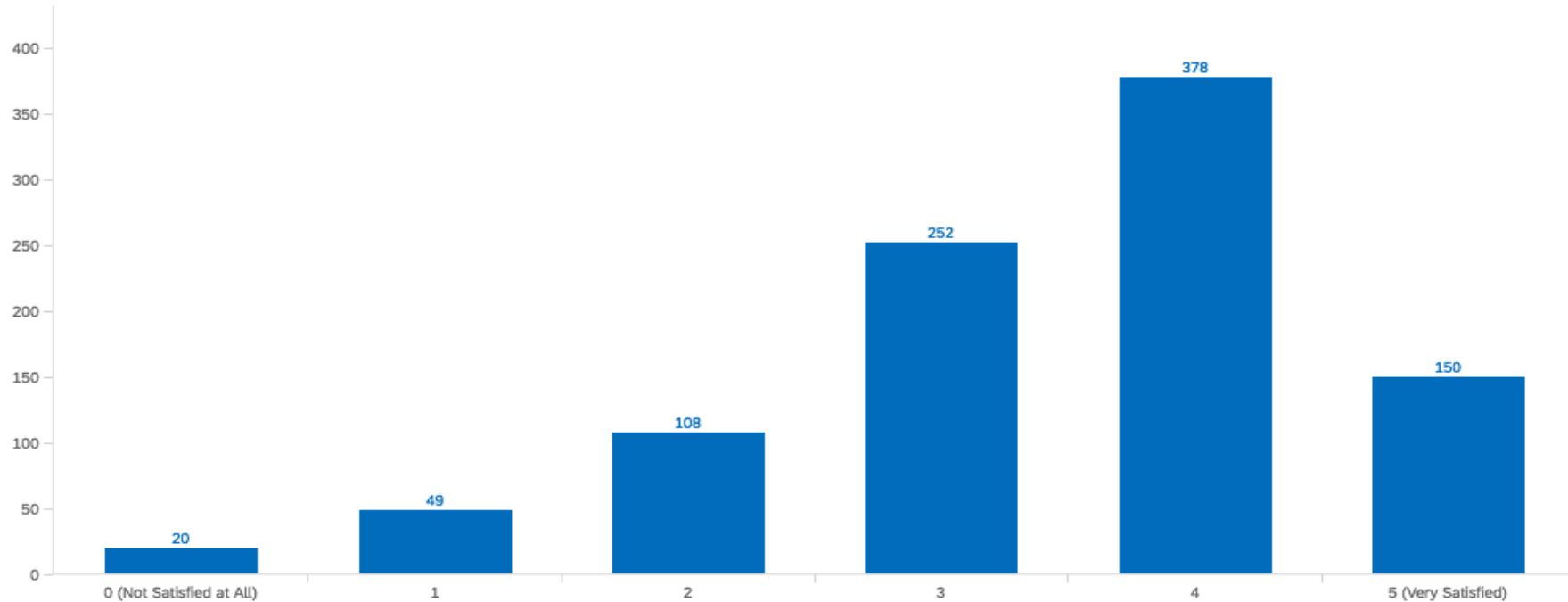
- **Changing Landscape of Education—51 responses** This included responses indicating time demands on teachers, politics, funding, salary, and public perceptions of teaching.
- **Students: Behavior, Mental Health, Learning—47 responses** This included any responses referencing student perspectives, mental health, gaps in learning, testing, etc.
- **Other—26 responses** This included a variety of responses such as teacher support, working conditions, poor facilities, class sizes, resources, and technology.

Q10. If you would like to add any additional information to your responses regarding these concerns, please do so below.

Summary: Approximately 21% of teachers completed this question ($n = 217$). More than half of the responses referenced resources, online teaching challenges, and the struggles with learning during COVID.

- **Resources—86 responses** This included any responses referencing the needs of resources (e.g., substitutes, time and content support, salary increases, and accessing materials and the internet in a reliable way).
- **Struggles with learning during COVID—54 responses** This included responses indicating virtual and in-person learning, difficulties in meeting with students when COVID levels are high, Zoom teaching, and teaching strategies to support learning.
- **Policy Issues—45 responses** This included responses such as the AZ state legislature, attacks on public education funding, angry parents threatening administrations, public miscommunication, and general frustrations about COVID policies.
- **Forced to Take on Additional Roles/Responsibilities—32 responses** This included concerns about expectations and work/life balance, motivation and academic concerns needing to be addressed, length of workdays, needing to balance COVID prevention with students who are behind academically.
- **Other—8 responses** This included responses referencing issues not addressed before COVID pandemic (e.g., resources needed for behavioral management, struggling students, dyslexia).

Q11. Rate your current level of satisfaction with your work as a teacher.



Q12. What contributes most / detracts from your level of satisfaction?

Summary: Approximately 59% of teachers completed this question ($n = 614$).

The responses for this question fell into two categories: 1) detracts from satisfaction (81% of teacher responses, $n = 498$) and 2) contributes to satisfaction (20% of teacher responses, $n = 123$). Most responses focused on what detracts from satisfaction (e.g., educator resources and leadership), however contributions to satisfaction included being able to see and interact with students in general and feeling like an integral part of a team.

Detracts from satisfaction ($n = 498$)

- **Educator Resources—191 responses** This included many responses such as loss of materials/resources, inadequate technology, extended time and staff shortages, increased class size, and poor working conditions.
- **Leadership—106 responses** This included responses such as district mandates, lack of guidance and communications from leadership, lack of support and the expectations to work extra hours.

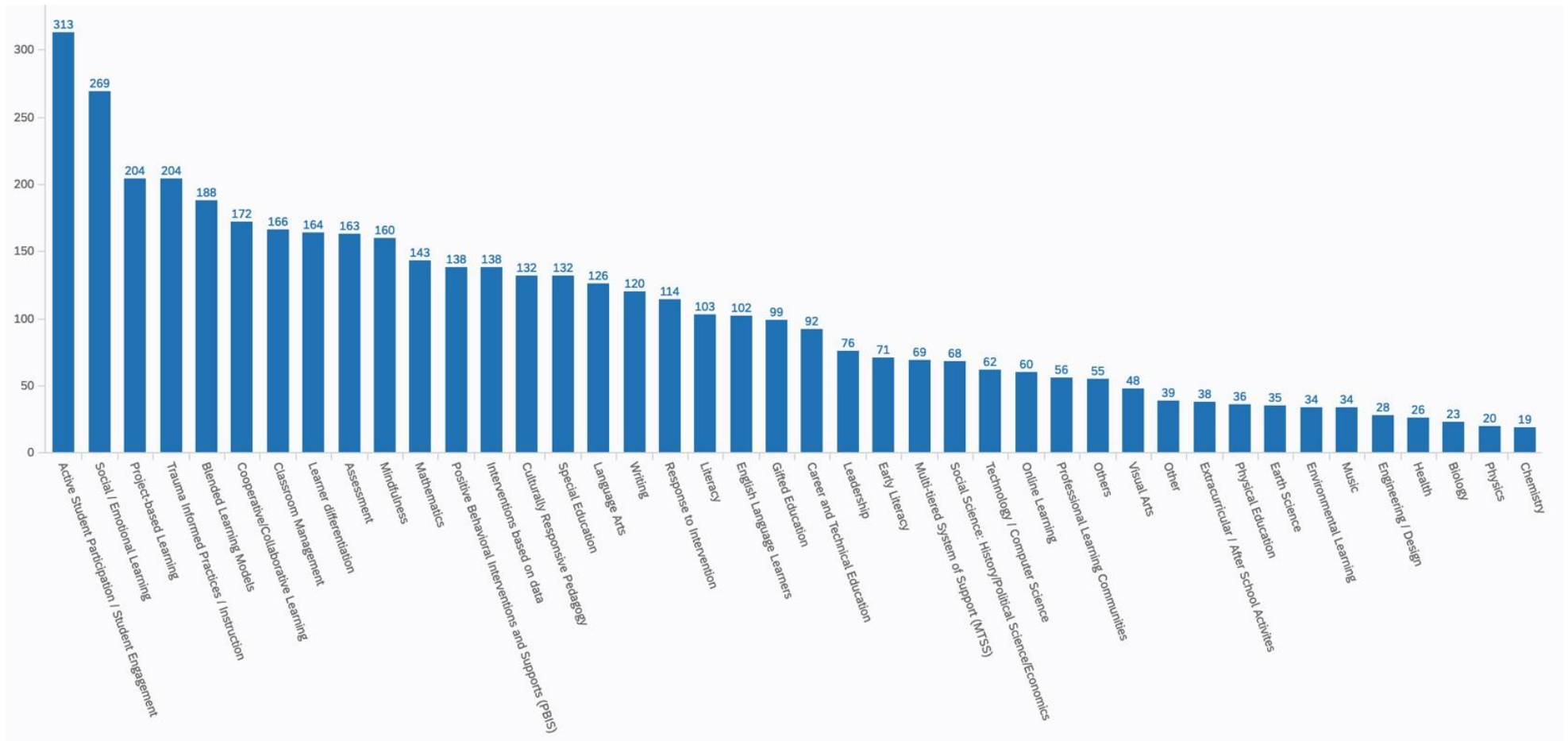
- **Professionalism—66 responses** This included responses such as not enough pay, society’s expectations, lack of respect, perception of teaching, and not feeling prepared for the teaching profession.
- **Student Support / Learning – 64 responses** This included responses referring to constant change with engagement, behavior, attendance, discipline/classroom management, and struggles to measure growth in student learning.
- **Teacher Learning —29 responses** This included responses such as vague PD requirements, reduced trainings, poor communication, and seeking clear expectations.
- **COVID—29 responses** This included any response indicating health and safety, political polarization around COVID mitigations, and increased health risk with limited mask wearing.
- **Parents—6 responses** This included responses regarding negative parent reactions and difficult expectations and the impact on the teachers.

Contributes to satisfaction (*n* = 123)

- **Student Support / Learning – 60 responses** This included responses expressing satisfaction from student success and learning, being able to interact with students throughout the week, and appreciating the students in general.
- **Leadership—32 responses** This included responses such as school community and administrations being very supportive, and the relationships established between administrators / colleagues / students.
- **Teacher Learning —21 responses** This included responses such as having autonomy in teaching and working with district teams, collaborating, and working with like-minded organizations, and PD.
- **Educator Resources—7 responses** This included many responses such as the flexibility and accessibility of online learning, access to students’ personal experiences from home, and advantages of remote working on time management.
- **Professionalism—3 responses** This included responses such as loving the profession and feeling like teaching is important, valuable, and helpful.

Part II: PROFESSIONAL DEVELOPMENT

Q13. At this time, what professional learning would you benefit from?



Top 10 Responses:

1. Active Student Participation / Student Engagement
2. Social Emotional Learning
3. Project-based Learning
4. Trauma Informed Practices
5. Blended Learning
6. Cooperative Learning
7. Classroom Management
8. Learner Differentiation
9. Assessment
10. Mindfulness

Other Response Summary: Approximately 9% ($n = 94$) of teachers selected the category “other(s).” Content specific PD was referenced most often, and included listing specific fields of study that they were interested in.

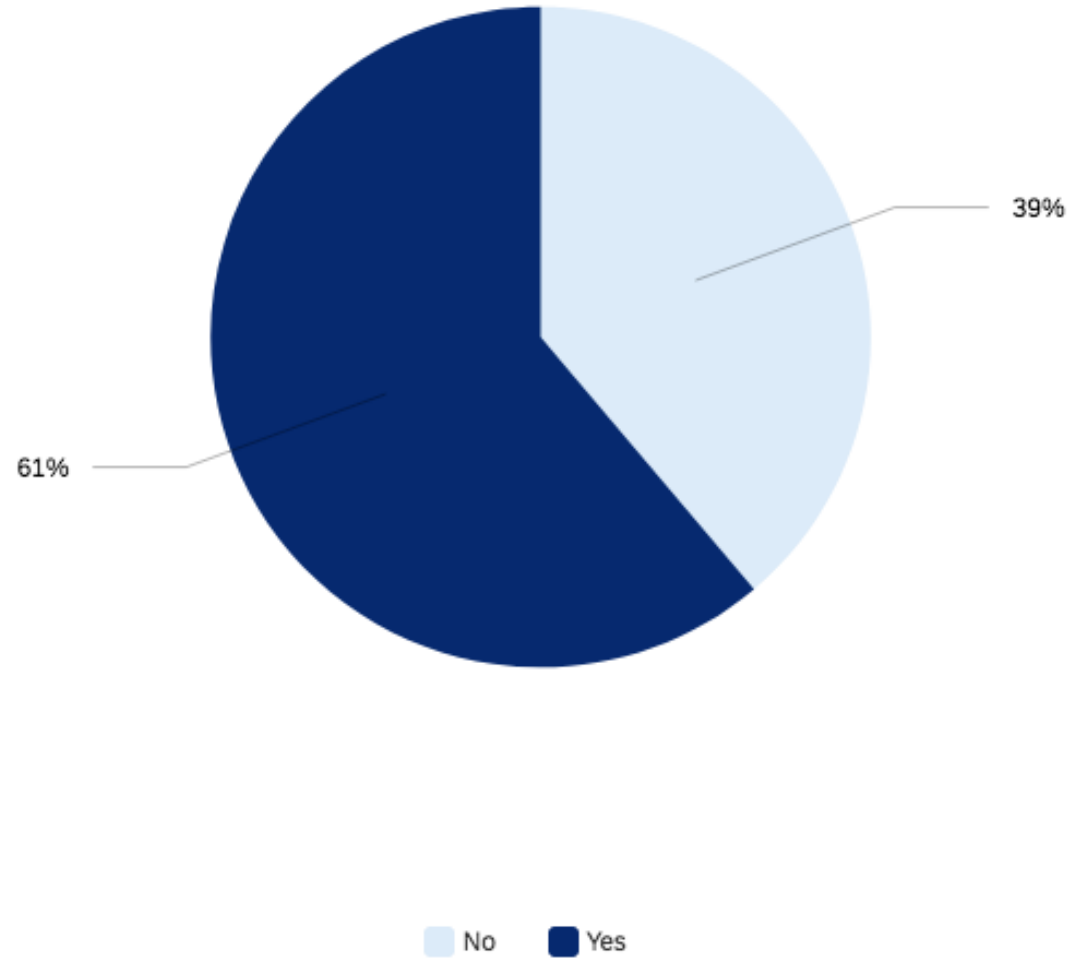
- **Content Specific—32 responses** This included any responses referencing STEM, Multicultural literacies, seminars, differentiated instruction, technology, reading, ECE, SPED, etc.
- **Pedagogical—24 responses** This included responses such as SEL, trauma-informed, teacher learning and classroom strategies, behavior management, collaborative teaching, and equity and inclusion.
- **None / NA—18 responses** This included responses such as not having enough time to participate in PD, requesting less PD, not enough time with students and teaching material due to PD, or not applicable to them.
- **Other—14 responses** This included responses such as Professional Learning Community (PLC) based, working conditions, free resources, program and/or role specific, and COVID related PD.

Q14. Where do you receive information about professional development opportunities?

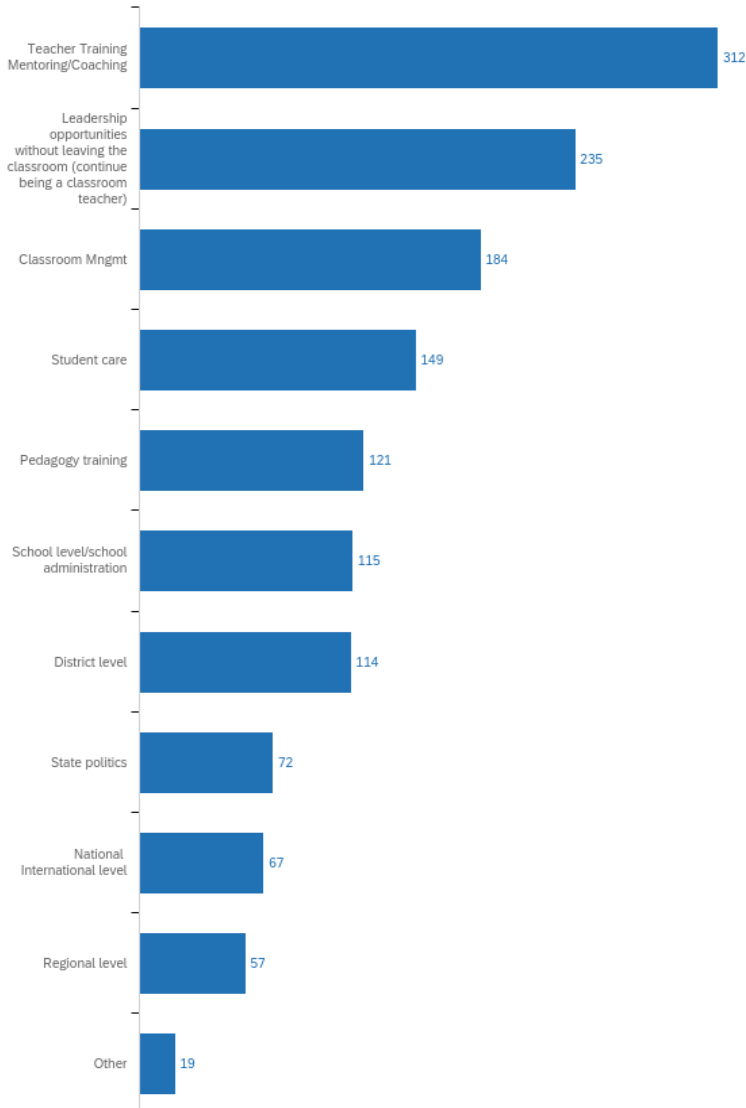
Summary: Approximately 65% of teachers completed this question ($n = 681$). Overwhelming, most teachers receive PD information from their district office emails or district website.

- **District Office / District Emails—497 responses** These responses referenced district-level emails or district outreach.
- **Professional Organizations—145 responses** This included responses such as ASCD, AHA, BRI, NCSS, TRBF and TREC.
- **Employer / School Emails—111 responses** This included responses referencing school administrators and leaders.
- **Colleagues—92 responses** This included responses referencing word of mouth, instructional coaches, etc.
- **Internet Search —55 responses**
- **Social Media —54 responses** (e.g., Twitter, Facebook groups, etc.)
- **PD Providers —45 responses**
- **Listservs—29 responses** (e.g., EdWeek, Edutopia, Newsela, Eventbrite)
- **University of Arizona—20 responses**
- **Other—9 responses** (i.e., PD Days, Vendor Days, etc.)

Q15. Are you interested in professional learning opportunities to develop/strengthen your leadership skills?



Q16. What aspects of leadership are you interested in developing?



Other Response Summary: Approximately 1% ($n = 19$) of teachers selected the category “other.”

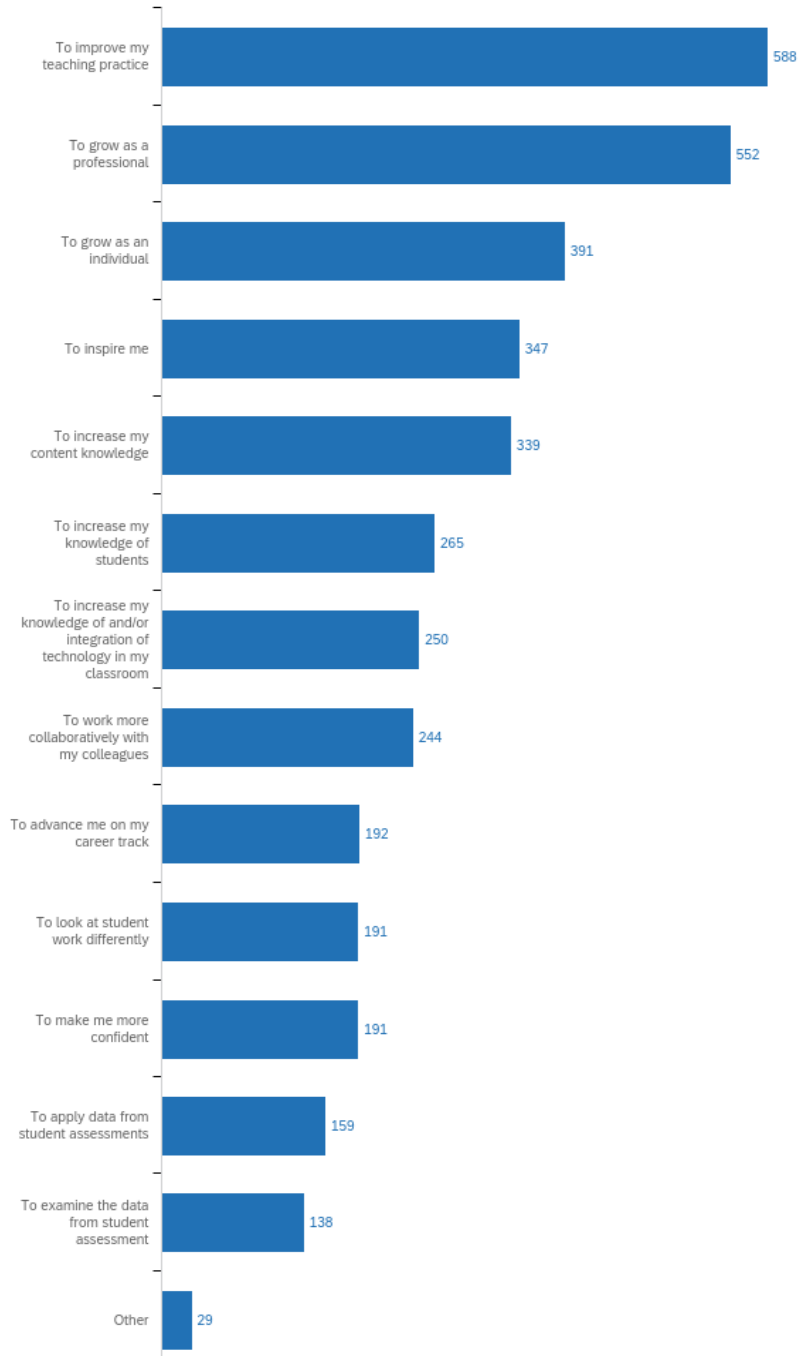
- **Classroom Management—5 responses** This included responses that referenced behavioral modifications and teaching strategies.
- **Other—13 responses** This included a variety of responses from exceptional education, teacher training / mentoring / coaching, content and curriculum, and district level, national and state politics.

Q17. What professional development is the **most important to you right now**?

Summary: Approximately 43% of teachers completed this question ($n = 447$). Overwhelming, PD related to teacher learning and practical, implementable strategies that are relevant to students' current needs was most important to teachers.

- **Teacher Learning (classroom strategies / diversity)—339 responses.** This included many responses such as practical, implementable strategies and PD that is relevant to current student needs. More specifically, helping students, considering all the changes to due COVID and technology.
- **Content Specific—224 responses** (i.e., PD specific to supports in reading, writing, math, and science, etc. Also, support for teaching technology). To note: There was also a large demand for professional learning related to arts, especially visual arts, and music. Added to this was a request for professional development related to teaching Physical Education and health related courses.
- **Socio-Emotional Professional Learning—77 responses** This included responses such as student-directed learning, social/emotional learning, blended learning, interventions/enrichments, and supporting students who are experiencing stress and anxiety to COVID responses. Many teachers requested additional support for trauma-based practices, and mindfulness training.
- **Collaborative Work Time – 68 responses** This included responses such as seeking other groups/teams to work with, PLC time, advocacy, being able to support other team members, leadership, collaboration, and mentoring.
- **Exceptional Education —23 responses.** This included responses such as special education, including more specific content support for special education students. Also, there were requests to support classroom teachers in IEP development. Added to this, there were many requests for additional support in teaching gifted and talented education including an affordable option to become certified.

Q18. What do you want to get out of your professional learning? (Mark all that apply)



Other Response Summary: Approximately 3% ($n = 29$) of teachers selected the category “other.”

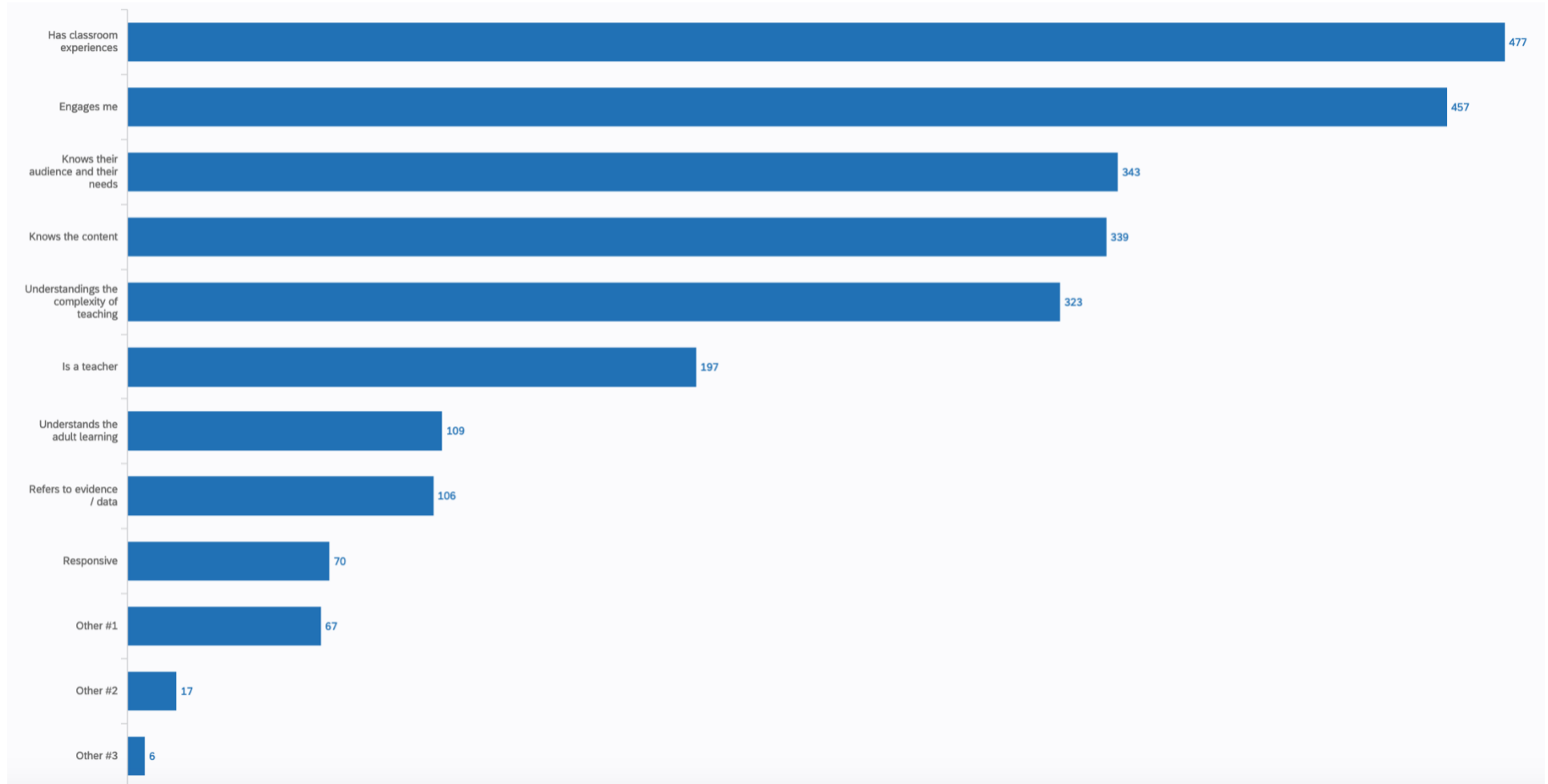
- **To Improve Teaching Practice—9 responses** This included any reference to wanting to better the teaching interactions and strategies with students.
- **No More PD—6 responses** (e.g., not enough time, too many requirements for PD, etc.)
- **Other—10 responses** (e.g., to grow as a professional and an individual, to advance careers, and for inspiration)

Q19. Who are your preferred providers of professional learning / development?

Summary: Approximately 49% of teachers completed this question ($n = 508$). Approximately half of the teachers responded with a preference for PD from: 1) other teachers, peers, or colleagues, 2) individuals with relevant experience, and/or 3) their school/district.

- **Individuals with Specific, Relevant Experience—126 responses** This included responses such as teachers, peers, and colleagues (teacher mentors, teacher leaders, other colleagues), professionals working at the same level, and people who have worked inside schools with awareness of teaching challenges.
- **School / District—108 responses** This included any reference to district-level PD or community connected PD.
- **No preference—73 responses** This included responses that expressed no preference in PD providers.
- **Experts —43 responses** This included responses such as experts in the field, those who have knowledge to outline tangible steps for direct classroom experience, individuals who have received specialized training in their academic field, and pedagogical experts.
- **The University —30 responses** This included responses such as college professors, university workshops, and university PD providers.
- **No PD —43 responses** This included responses that expressed not wanting any more PD.
- **Specific Organizations—19 responses** This included responses such as TREC, Pima Superintendent extension classes, CRR workshops, non-district PD, etc.

Q20. What three qualities are most important in someone who is facilitating learning for teachers?



Other Response Summary: Approximately 7% ($n = 78$) of teachers selected the category “other.” Responses included:

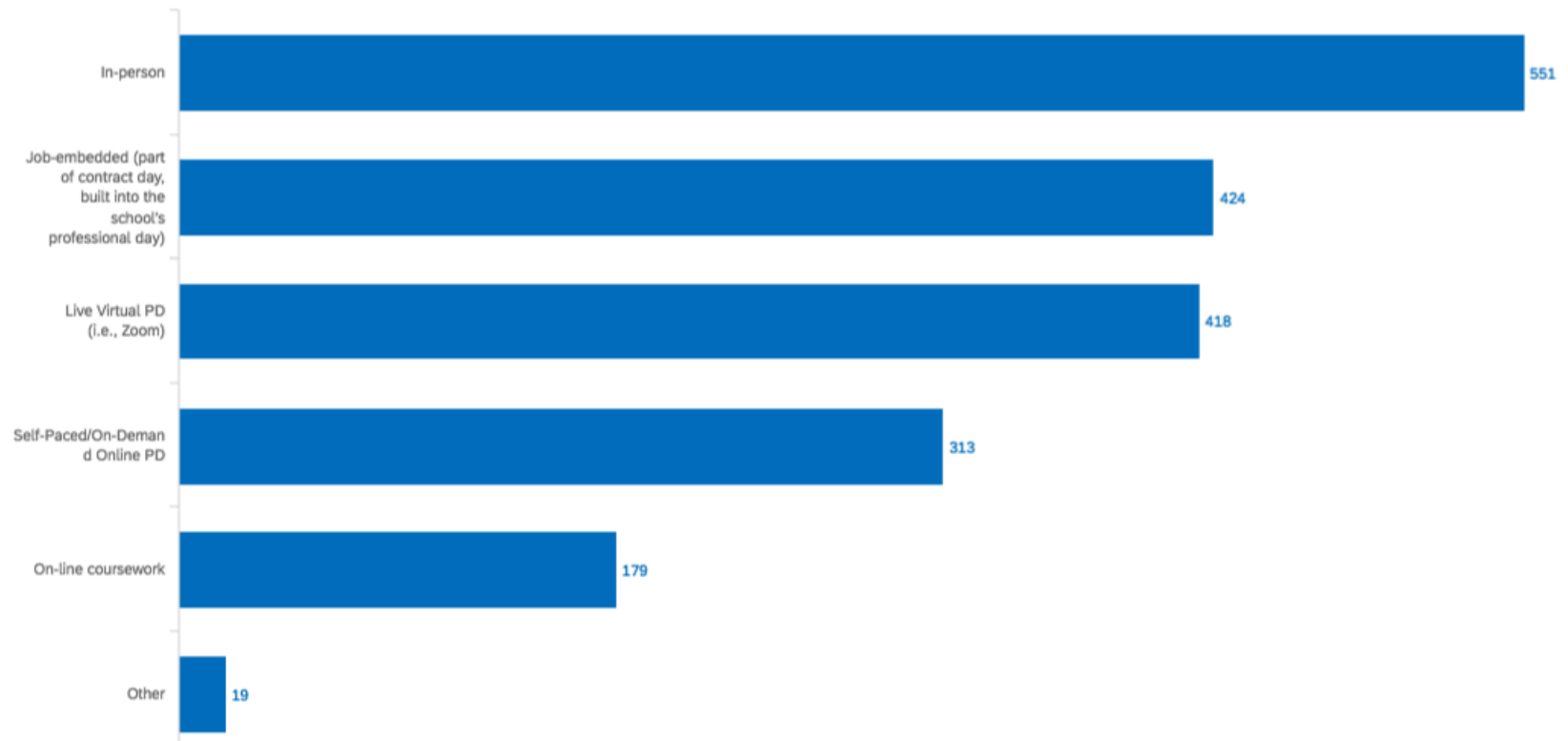
- **Knowing the Audience Needs—15 responses** (e.g., knowing the population of teachers and the communities in which they teach)
- **Tools and Resources—15 responses** (e.g., usable content, materials to bring back to the classroom, less focus on trends)
- **Classroom Experience—11 responses** (e.g., knows how to teach, is a teacher or is connected to classrooms in some way)
- **Other—40 responses** (e.g., conciseness, engages me, knows the content, specializes in content, responsive, understands adult learning, non-biased, understands complexities in teaching, refers to evidence and data)

Q21. Are there any additional professional learning opportunities that you would like to see offered in your region?

Summary: Approximately 47% of teachers completed this question ($n = 490$). **It is worth noting that 253 teachers replied being unsure of what PD they wanted/needed or not wanting any PD at this time.** The remaining responses requested content specific PD with most of these responses focused on SEL (e.g., diversity focused, trauma informed).

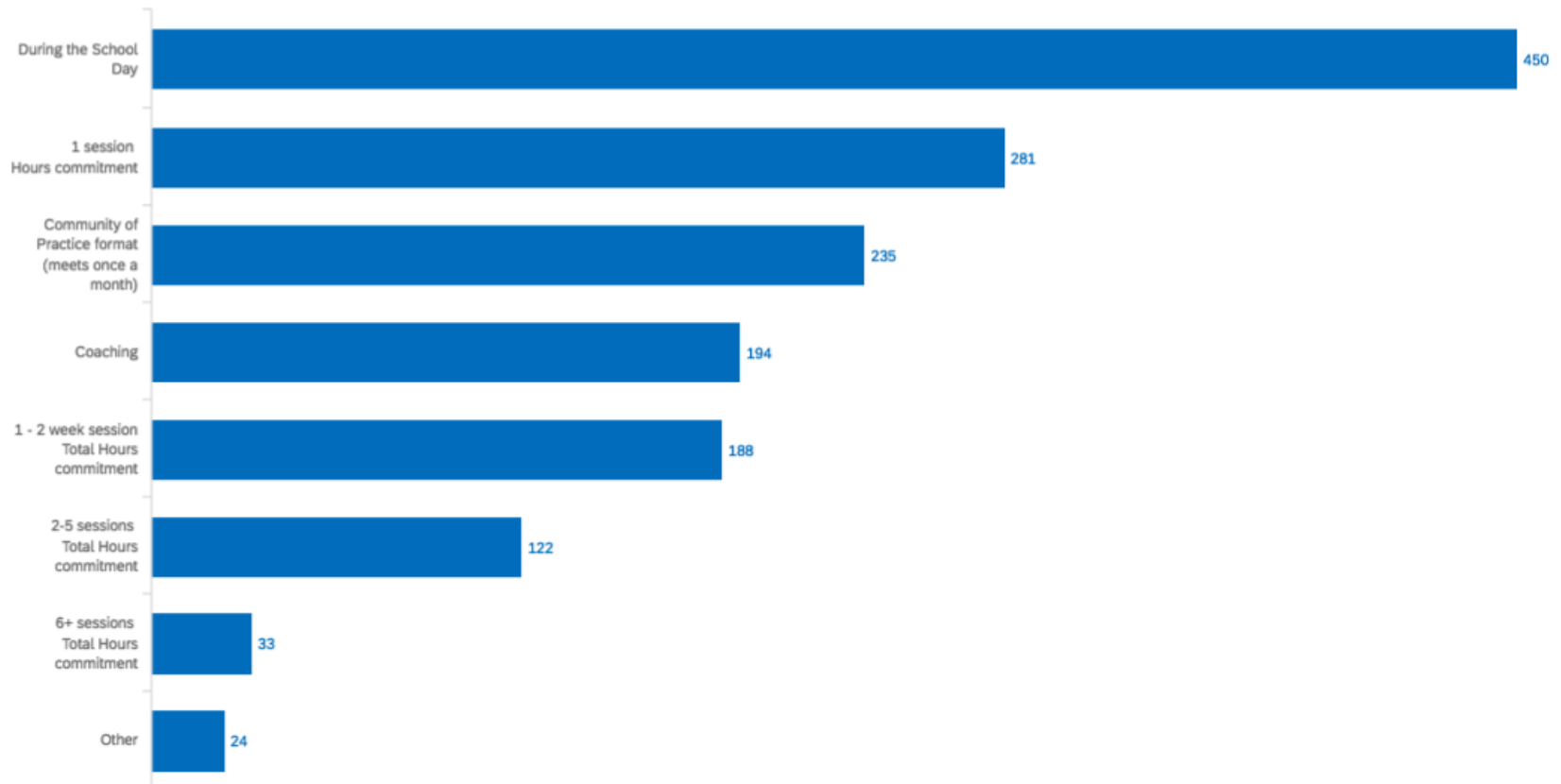
- **Content Specific—118 responses** This included responses that referenced content specific subjects (e.g., visual arts, music, languages), exceptional education strategies, mental health, brain research, RTI.
- **Teacher Learning—55 responses** This included a variety of responses such as classroom management strategies, mentoring and teacher leader trainings, professional communication, strategies to increase meaningful learning and memory, and expanding conceptual understanding of content.
- **Student Learning—39 responses** This included a variety of responses such as strategies to teach appropriate student interactions, SEL, diversity focused, and trauma informed care.
- **Other—45 responses** This included a variety of responses from grant writing to technology training, availability online to avoid needing subs (Saturday trainings), complied listservs to know what training are out there, how to access resources, parent/teacher collaboration.

Q22. What modalities of professional learning do you prefer to attend/participate in? (Mark all that apply)



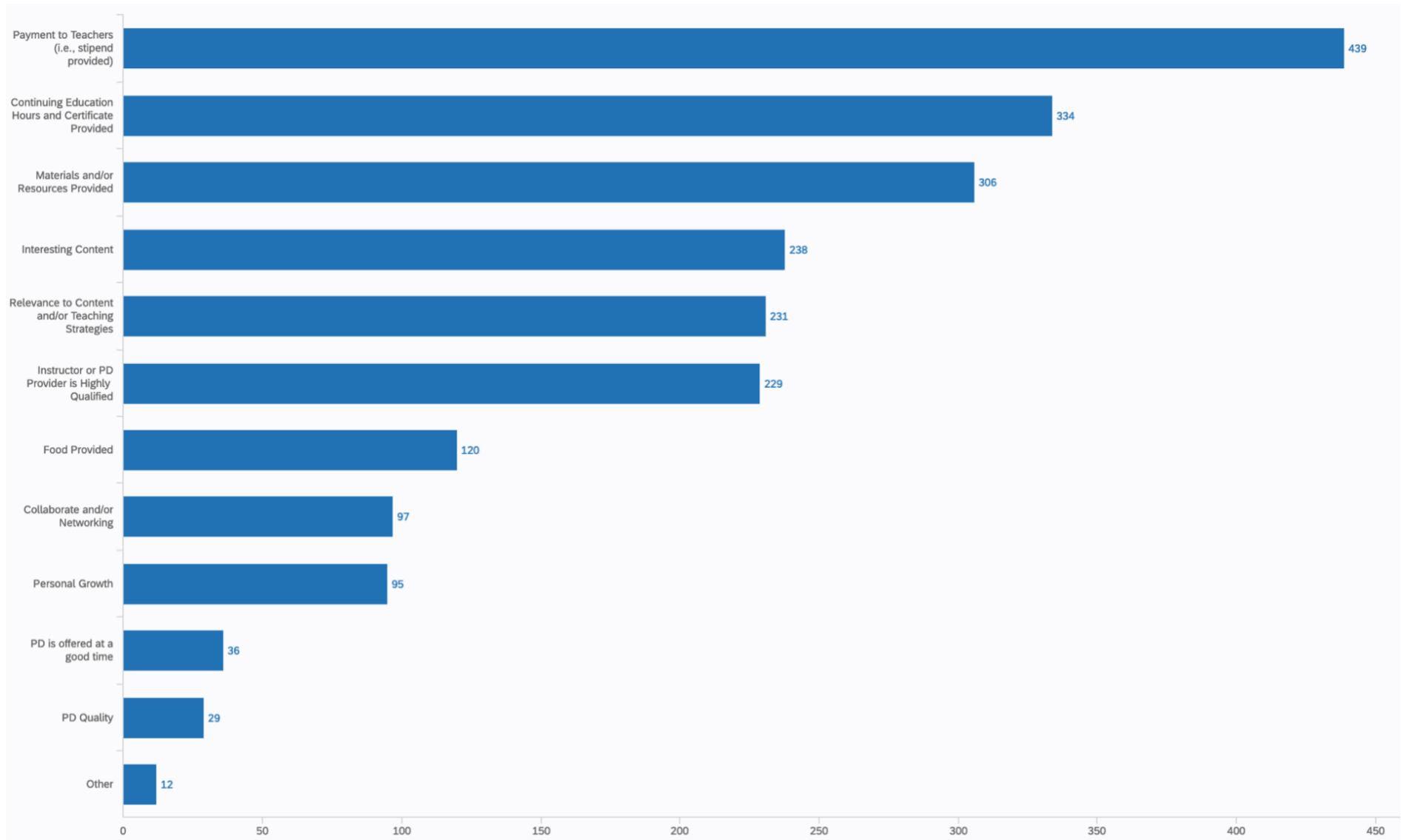
Other Response Summary: Approximately 2% ($n = 19$) of teachers selected the category “other.” Responses included afterschool vs. weekends, 2-3 hours once a month, within contract hours, self-paced.

Q23. What type of timing do you prefer for professional learning? (Mark all that apply)



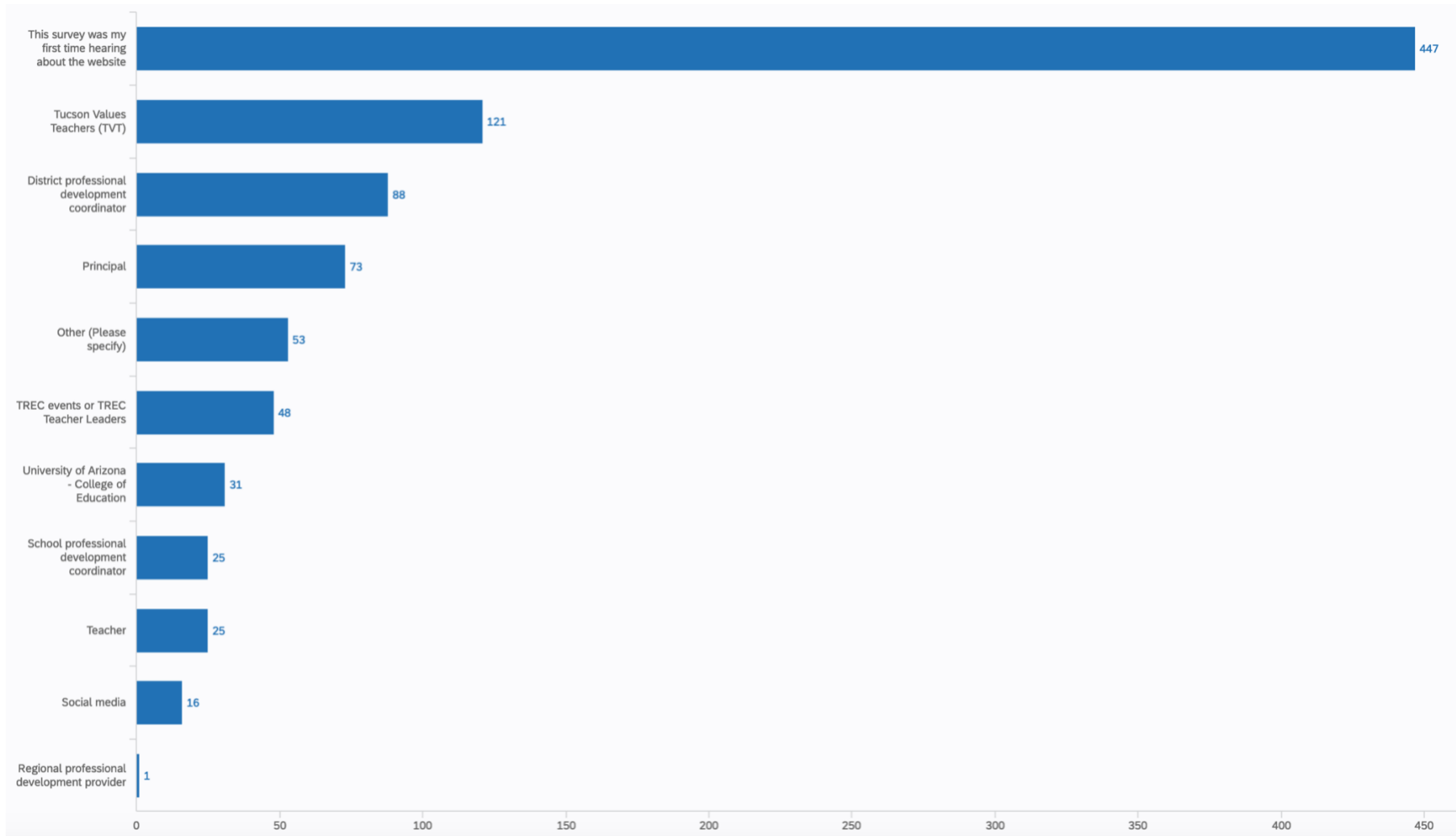
Other Response Summary: Approximately 2% ($n = 24$) of teachers selected the category “other.” Responses included self-paced, spread out over the semester, conference/workshop, time spent depends on topic/subject/opportunity.

Q24. What teacher incentives would be most valuable to you when deciding to attend professional learning opportunities? (pick up to three)

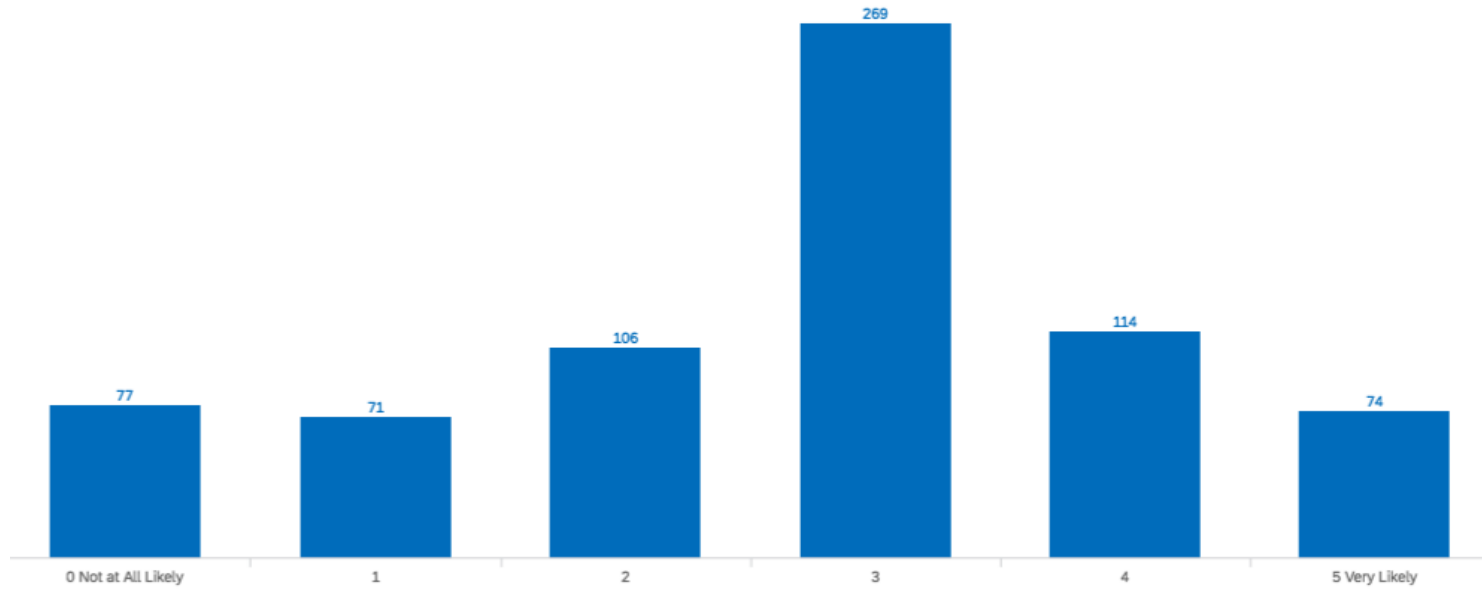


Part III: WEBSITE Questions

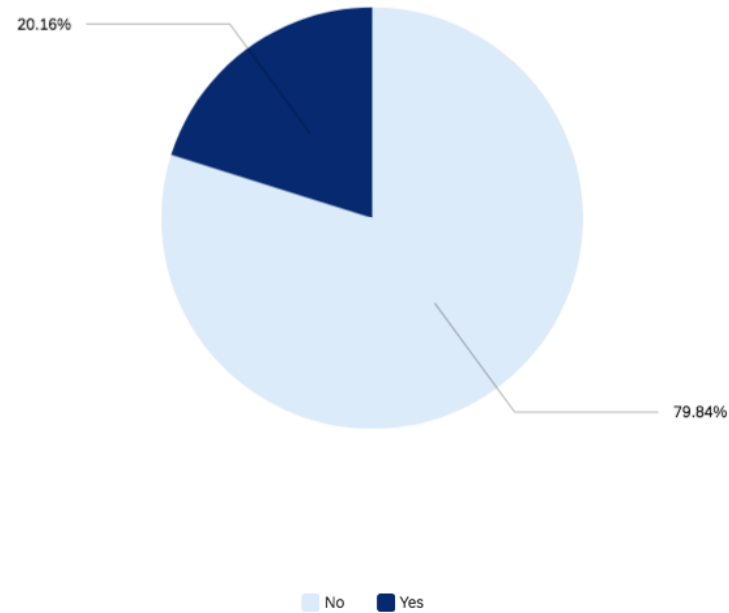
Q25. How did you hear about the TREC website? (Mark all that apply)



Q26. How likely are you to visit the TREC website for your professional development needs this school year?



Q27. Are there any reasons or issues that might prevent you from using the TREC website for your professional development needs?

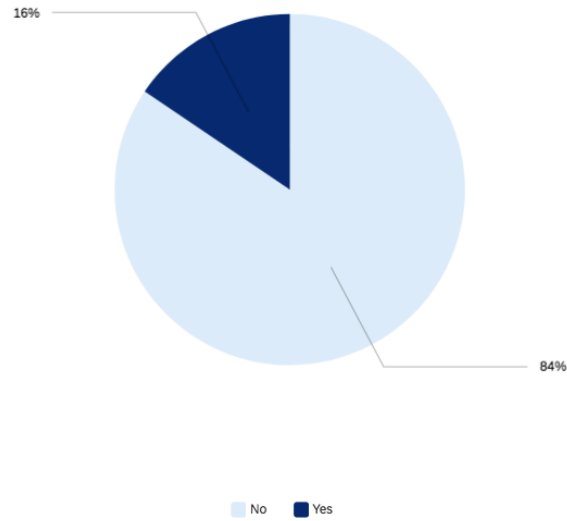


Q28. What are some of the reasons/issues that might prevent you from using the TREC website for your professional development needs?

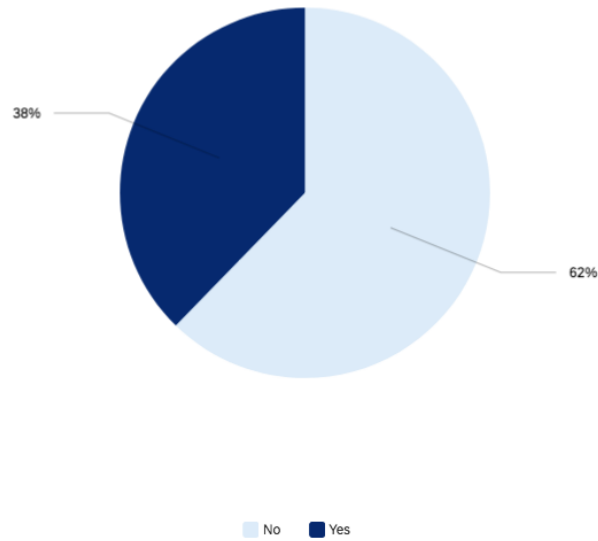
Summary: Approximately 15% of teachers completed this question ($n = 155$). The responses varied greatly, and trends included time, access, and feeling generally overwhelmed. Main reasons/issues that prevent teachers from using the TREC website for PD needs:

- Lack of time (teaching workload and family)
- District providing/mandating
- COVID burnout
- Not specialized enough or lacking in area of need (SLP, high school math)
- Don't like online PD
- Lack of substitute for PD during the day
- Retiring

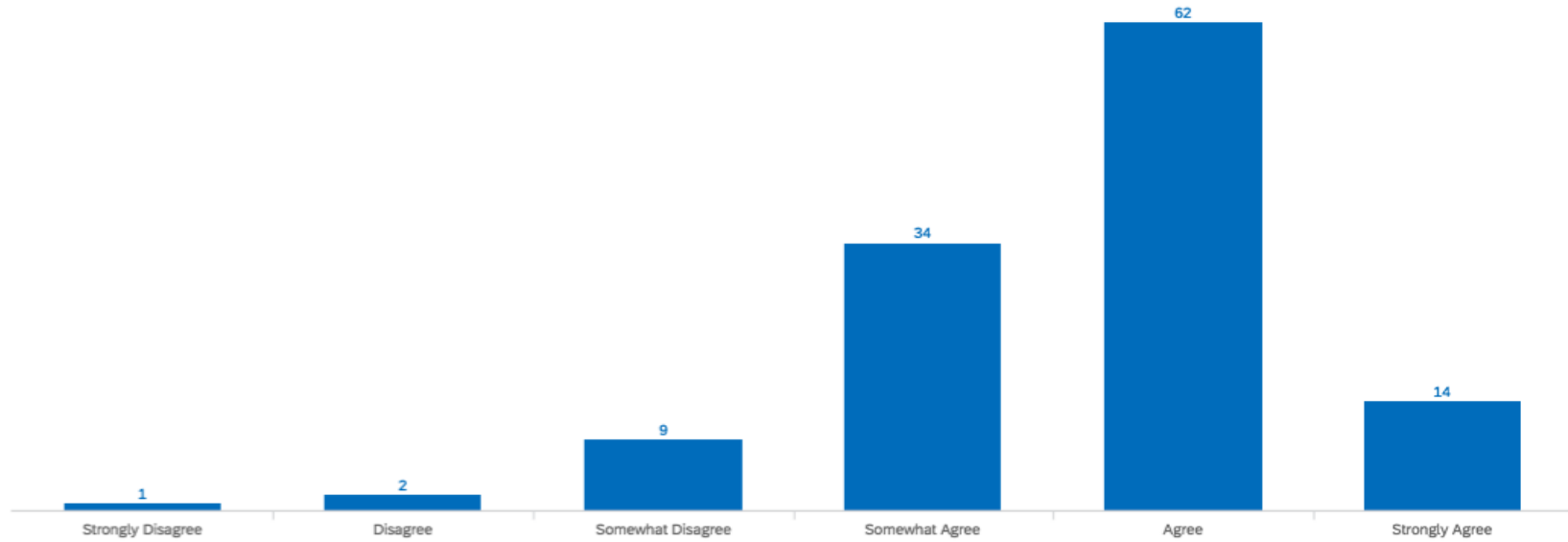
Q29. Have you ever visited the TREC website?



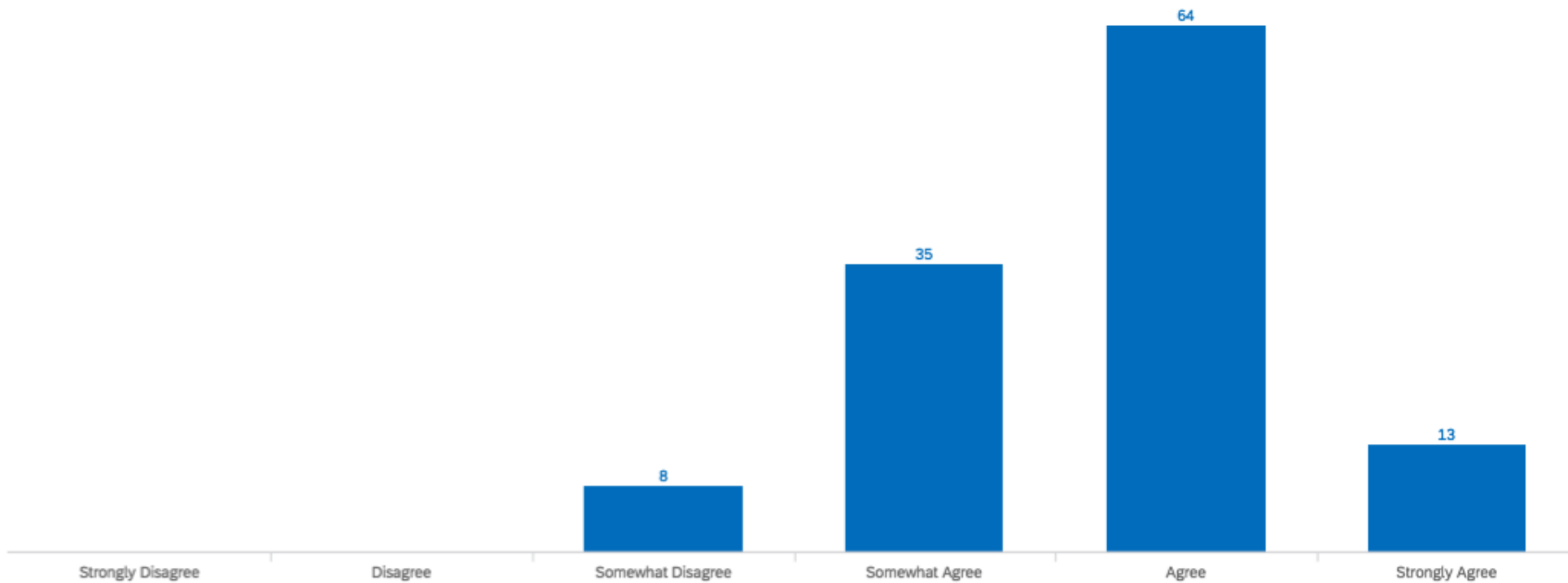
Q30. Have you taken a professional learning/development class/workshop/seminar that you found through the TREC website?



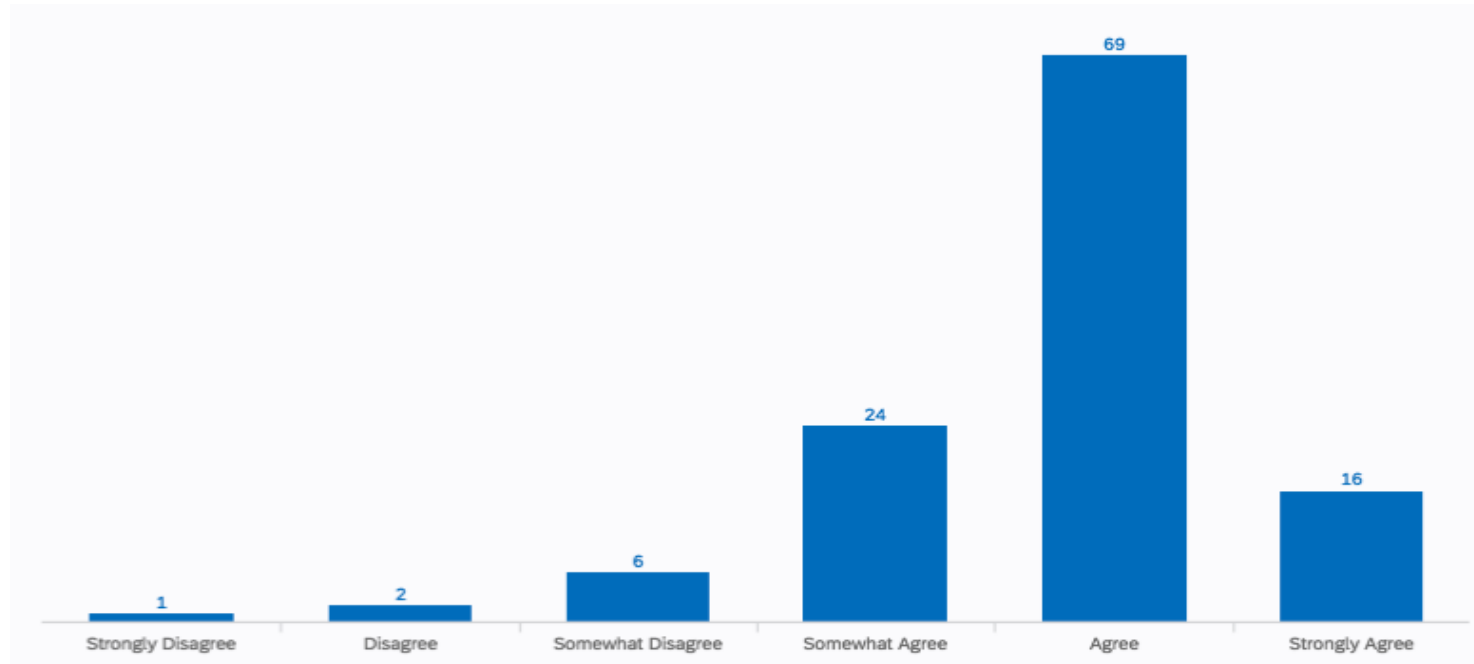
Q31. While using the TREC website, I found what I was looking for easily.



Q32. Searching for information in the TREC website was an efficient way to find professional learning/development opportunities.



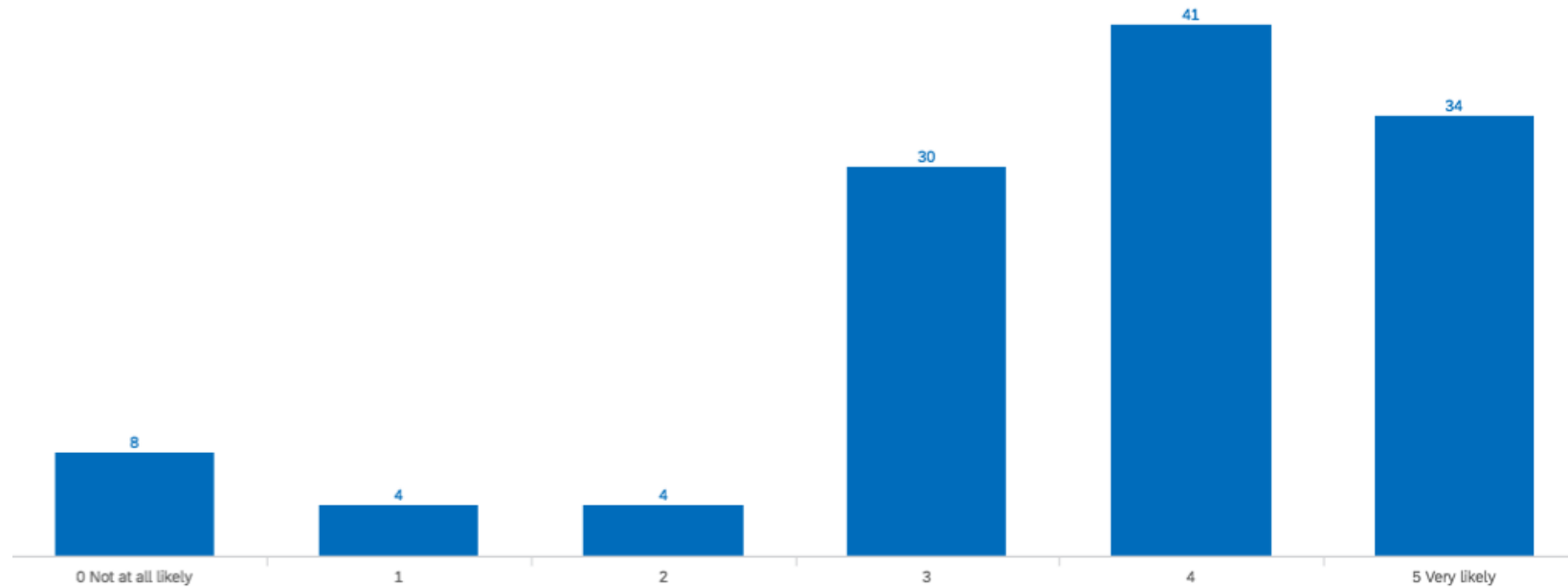
Q33. I consider the TREC website a useful resource for educators.



Q34. What changes would you suggest for improving your experience using the website?

Summary: Approximately 6% ($n = 65$) of teachers responded to this open-ended question. Most teachers did not have any suggestions at this time. Other responses included needing more hours in a day, allowing all teachers to participate regardless of school affiliation, add more classes, promote within schools and districts, and adding a search engine / database / directory.

Q35. How likely are you to recommend the TREC website to your colleagues?



Q36. Please provide any other comments about the TREC website that you would like to share about your experience using the website or how to improve it.

Summary: Approximately 1% of teachers completed this question ($n = 19$). The responses varied greatly, and trends were not apparent. Responses included a variety from website being useful and TREC being supportive, to needing more content, difficult to find items, and not needing anymore PD. Some responses referenced being too busy and not having enough time to engage with TREC.

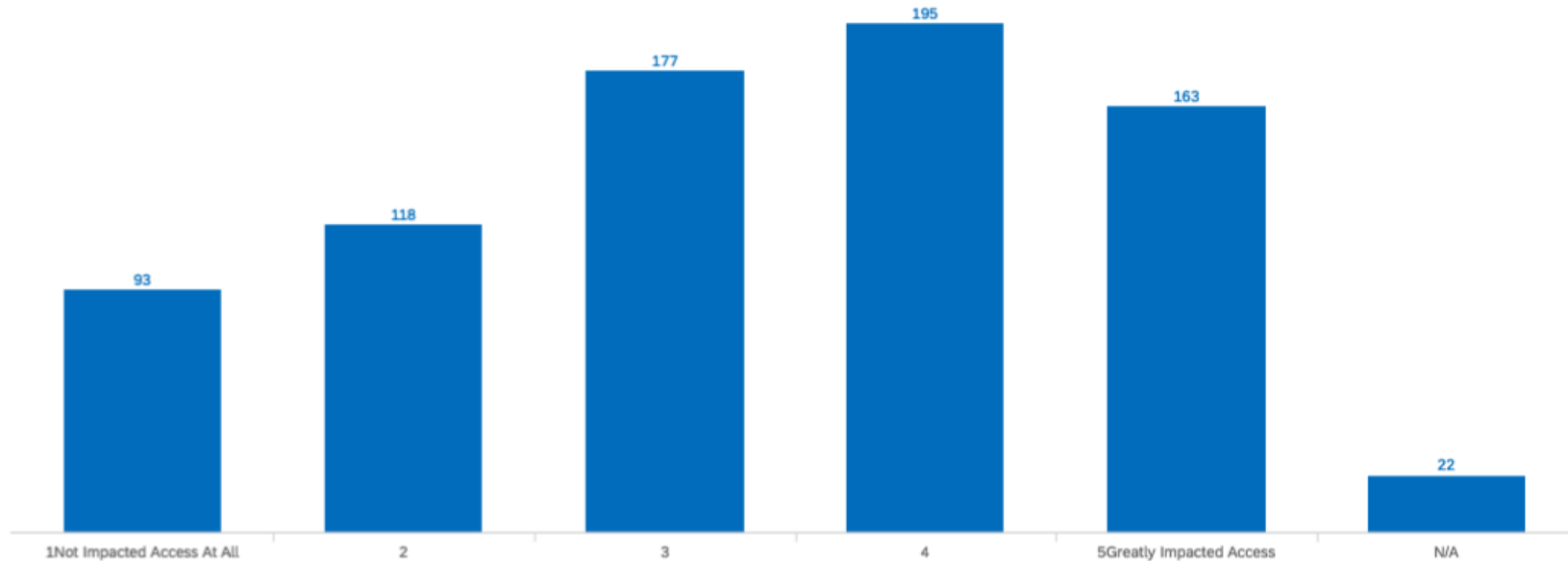
Part IV: COVID RELATED

Q37. What additional professional / work responsibilities have you had due to COVID-19 (if any)?

Summary: Approximately 58% of teachers completed this question ($n = 606$). However, 50 teachers that completed this question indicated that they did not have any additional responsibilities. The remaining 556 teachers indicated that they had additional responsibilities related to protocol changes, planning / implementing virtual content, the increase in overall workload to meet the needs of students and parents and needing access to resources.

- **Access and Protocols—437 responses** This included responses such as planning / implementing virtual content and digital materials (e.g., Zoom and online interventions), cleaning and safety protocols, in person and online timing for instructions and accommodations for students in quarantine.
- **Increase in workload—236 responses** This included responses such as extra work to meet the needs of students and parents, increased family communication, supporting students' social emotional needs, counseling responsibilities, attendance issues, nursing responsibilities, etc.
- **Resources—147 responses** This included responses related to learning new technologies and covering for teacher absences due to lack of substitutes.
- **No Additional Responsibilities—50 responses**
- **Too Many to List—13 responses**

Q38. How has COVID-19 impacted your access to professional learning experiences?

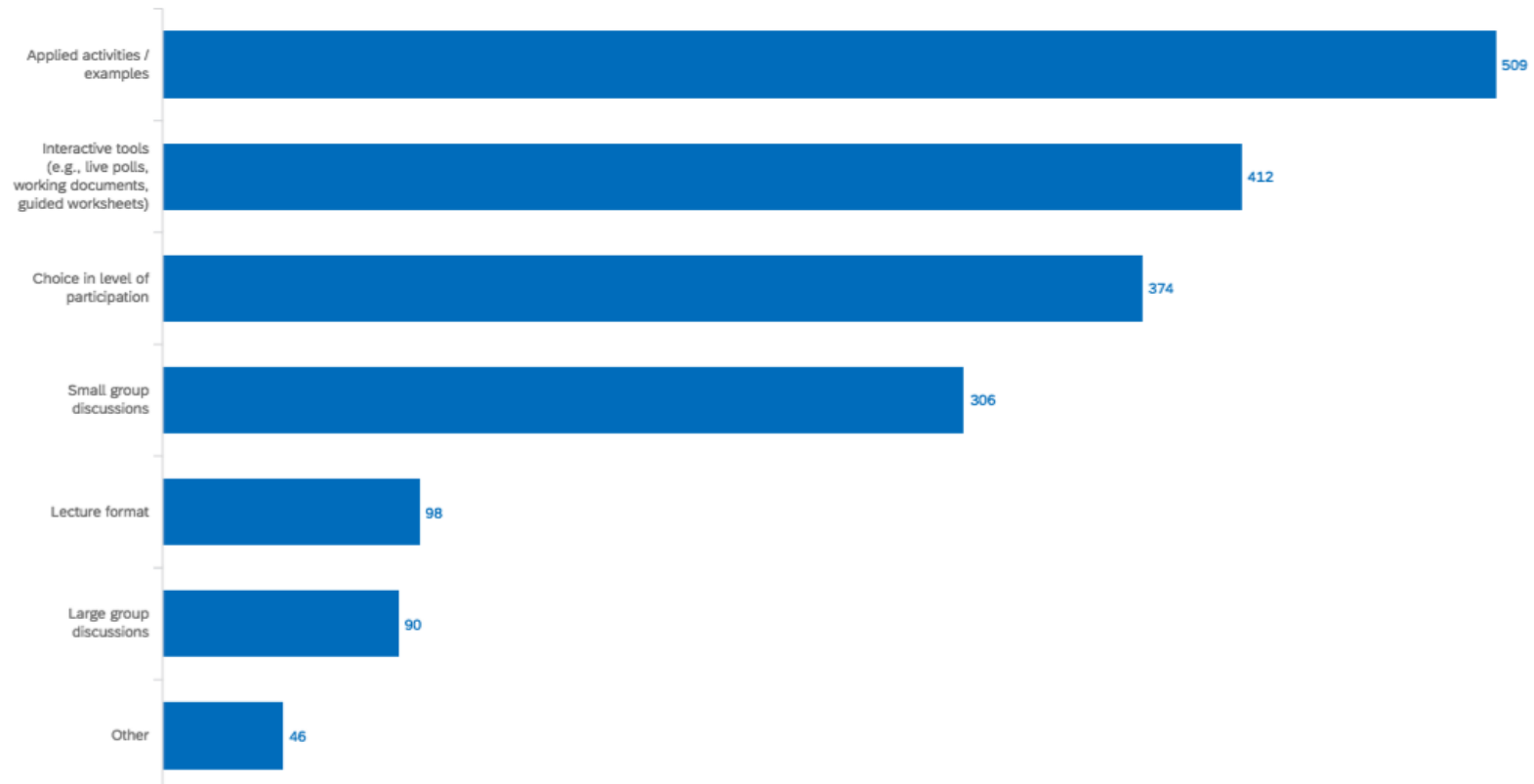


Q39: Please describe how the change in access has impacted your professional learning?

Summary: Approximately 55% of teachers completed this question ($n = 571$). However, 52 teachers that completed this question indicated that the change in access to professional learning was not applicable to them or did not change. The remaining 519 teachers responded to the many challenges of the virtual learning experience. More than half of the teachers struggled with student engagement, the lack of collaboration with colleagues, and learning new technology platforms.

- **Negative Impacts—256 responses** This included negative impacts on professional learning from lack of time, online challenges, lower quality, decreased engagement, collaboration, and access, lack of participation and substitutes.
- **Modality—201 responses** This included responses such as technology helping or hindering the learning process. These responses were broken down as follows:
 - Modality (Negative) = 106 responses
 - Modality (Neutral / Limited) = 67 responses
 - Modality (Positive) = 28 responses
- **Increased Access—42 responses** This included responses related to accessing and learning new technologies, flexibility, and accessibility to a wide variety of professional learning opportunities.
- **District Support—13 responses** These responses mostly referred to negative responses regarding district support (e.g., less opportunities due to district mandates and districts limiting opportunities for PD)
- **No changes—5 responses**

Q40. What are the things you look for in a virtual professional learning experience that keeps you engaged as a learner?



Other Response Summary: Approximately 4% ($n = 46$) of teachers selected the category “other.” There was a wide scope of responses, but many included aspects such as applicability, engagement, content specificity, and the skill/quality of the presenter.

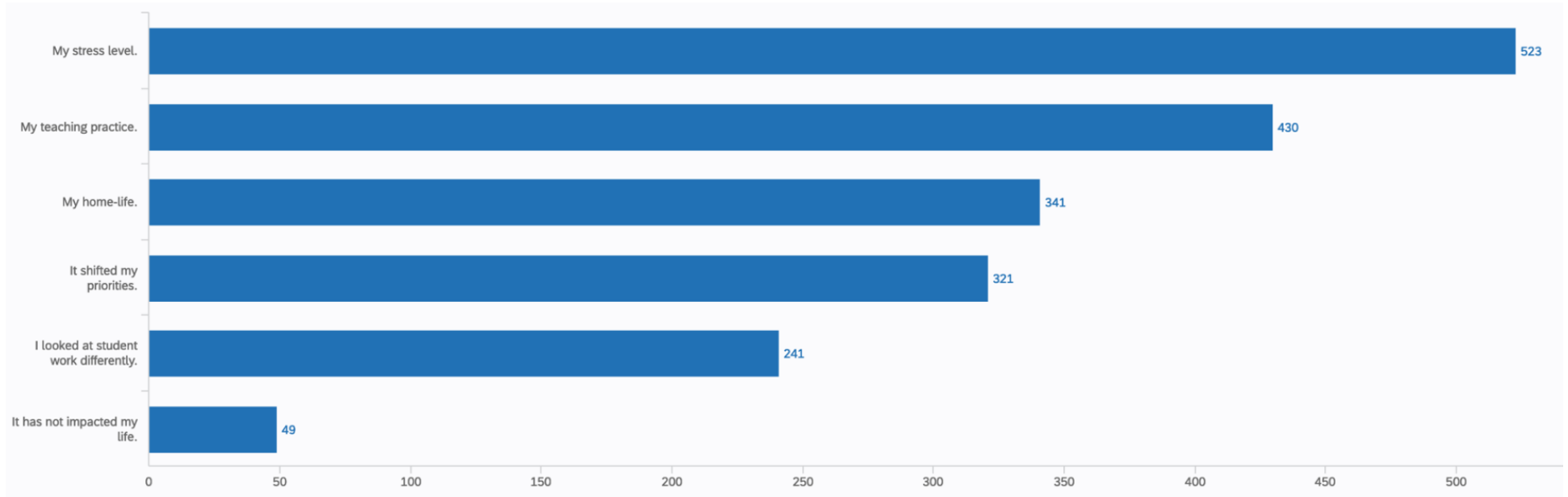
- **No Virtual Learning—15 responses** This included responses such as not enjoying online learning or online discussions.
- **Other—34 responses** This included a variety of responses from applicability, engagement, content specific, skill/quality of the presenter, ease of attendance, clear goals, copy of the presentation, lecture format, copy of the materials and presentation.

Q42. Due to COVID-19, what aspects of virtual professional learning would be beneficial to keep long term?

Summary: Approximately 1% of teachers completed this question ($n = 15$).

- **Zero Aspects—5 responses** This included responses that referenced not enjoying any part of virtual learning and the negative impacts it had on collaboration and communication.
- **Other—9 responses** This included a variety of responses from the freedom and flexibility, having access to recordings, national collaborations, providing distance and safety, and increasing technology knowledge.

Q43. In what ways has COVID-19 impacted your life? (Mark all that apply and open-ended response for each category selected.)



Q43: My stress levels.

Summary: Approximately 31% of teachers completed this question ($n = 319$). Most responses referenced stress related to mental health, physical health, and greater work requirements and expectations.

- **Mental Health—177 responses** This included responses such as anxiety, pain, overwhelm, depression, deteriorating mental strength and flexibility.
- **Physical Health —180 responses** This included concerns about contracting/being exposed to COVID or bringing it home, safety, mask mandates, and general health.
- **Expectations/Requirements—108 responses** This included responses such as demands on teachers, time constraints, grading, planning, and parent communication.
- **Technology—36 responses** This included responses such as technology stressors, learning new technologies, and not being able to connect with students in person.
- **Uncertainty—24 responses** This included responses related to the unknown and future preparations for potential changes.
- **Resiliency—14 responses** This included responses related to exercising more, increased alone time, space to balance work and home life.

Q43: My teaching practices.

Summary: Approximately 26% of teachers completed this question ($n = 268$). Teachers selected that COVID impacted teaching practices and most responses referenced technology changes, needing to learn new teaching strategies, and finding it difficult to engage online.

- **Changes in Teaching Strategies—171 responses** This included responses referencing the need to learn new ways to ask questions and engage students, spending one-on-one time with students, and redesigning lessons to accommodate length of time students are spending on the computer.
- **Technology—108 responses** This included responses such as the addition of technology platforms and learning new technology programs.
- **Impact of Social Distancing—108 responses** This included responses such as not being able to engage with the public, teaching in person, or interact with the students the same way.
- **Flexibility—26 responses** This included responses related to adapting to student needs, equitable homework practices, and care regarding students' families and COVID concerns.
- **Other—30 responses** This included responses of prioritizing being careful, focusing on essentials, and increasing communication and engagement.

Q43: My home-life.

Summary: Approximately 20% of teachers completed this question ($n = 205$). Teachers selected that COVID impacted home life and most responses referenced some form of personal care, family needs, and reevaluating what was important.

- **Personal Care—110 responses** This included responses such as caring for elderly at home, fear of bringing the virus home and protecting family, less time for hobbies and interests, and having kids at home.
- **Greater Time Working from Home—133 responses** This included responses such as lack of personal or free time due to responsibilities shifting home, needing to convert rooms at home to learning spaces, adjusting content, etc.
- **Changes in Priorities—43 responses** This included responses involving some form of change to decisions involving communication (professional and/or personal), time-management, or shifts in priorities.

Q43: It shifted my priorities.

Summary: Approximately 18% of teachers completed this question ($n = 189$). Teachers selected that COVID shifted their priorities, and most responses referenced some form of personal care, family needs, and reevaluating what was important.

- **Personal Care—128 responses** This included responses related to family at home, kids and elderly care, personal needs before school and student needs, prioritizing health and safety, sleeping more often, etc.
- **Expectations—31 responses** This included responses related to a change in personal expectations but also expectations of students.
- **COVID Protocols and Safety—28 responses** This included responses related to cleaning more often, fear of getting sick, impacts of mandates and protocols, etc.

- **Content and Curriculum—26 responses** This included responses related to “what was more important to teach and letting other things go,” planning for lessons and homework changed, a focus on skills only, letting go of frivolous assignments, etc.
- **Social-Emotional Learning—24 responses** This included responses related to paying more attention to student social-emotional needs and an influx of social-emotional learning.
- **Other—29 responses** This included responses related to engagement, grading policies, changes in career and modality, staff shortages, personal effort, and flexibility.

Q43: I looked at student work differently.

Summary: Approximately 13% of teachers completed this question ($n = 136$). Teachers selected that COVID changed the way they viewed student work with most responses related to student effort, support, expectations and monitoring and assessments.

- **Student Effort, Support, and Expectations—49 responses** This included responses referencing student changes in interest, but also a focus on less quantity and a shift towards more quality student work, providing more flexibility in answers, and more understanding of learning gaps.
- **Grading Policies—35 responses** This included responses referencing leniency and forgiveness in grading and assessment practices.
- **Content, Monitoring, and Assessments—31 responses** This included responses referencing how difficult it is to determine knowledge understanding without being in-person and needing to change the way teachers “assess” understanding being online.
- **Modality of Teaching —21 responses** This included responses referencing the use of technology and digital formats which did not always work and most student work being done on technology and not able to show work the same way.
- **Teaching Flexibility—18 responses** This included responses referencing alternative ways for students to show work and understanding, waiting for materials, less strict about timelines, etc.
- **Personal Priorities—12 responses** This included responses referencing work / life balance, limiting work from home, and rethinking about what is important
- **Other—43 responses** This included responses related empathy, SEL, accessibility, mental health, interests, and engagement.

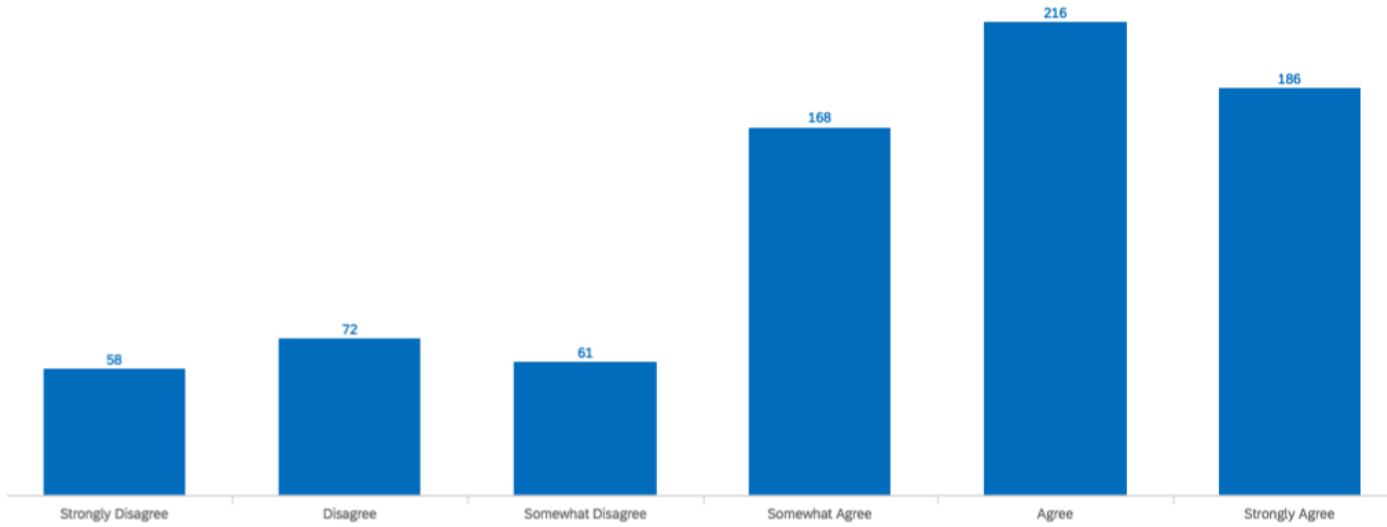
Q43: Other.

Summary: Approximately 4% of teachers who completed this question selected other and entered a response ($n = 44$). Most responses referenced technology changes, needing to learn new teaching strategies, and finding it difficult to engage online.

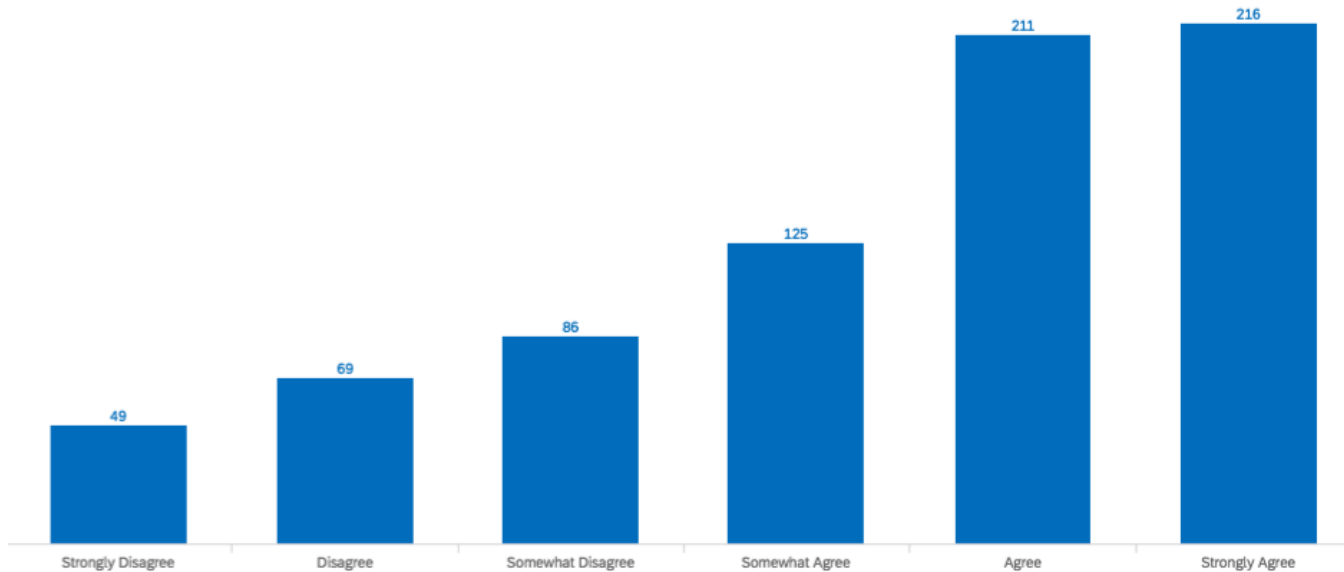
- **Mental Health—14 responses** This included responses regarding mental health adjustments, view of student’s mental health and home life, and own emotional states.
- **Outside Life Stressors —12 responses** This included concerns about deaths in families, cost of living, life management.
- **Challenges in Profession—11 responses** This included responses such as feeling expendable, unsupported, and underpaid.
- **Other—22 responses** This included responses regarding loss of opportunities (e.g., engagement, abilities, spaces), increased expectations on teachers, the change in student’s ability levels, overall health, and considerations of leaving the teaching profession.

Teachers indicated their level of agreement with the following statements:

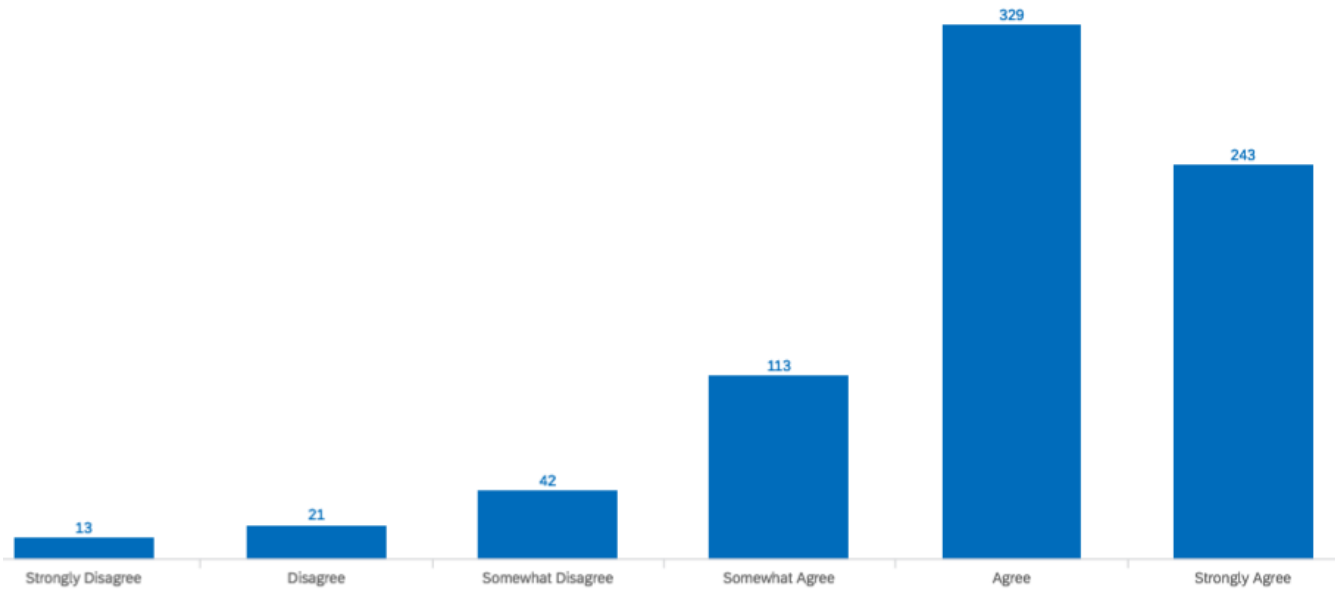
My leaders are giving me the support I need personally and professionally.



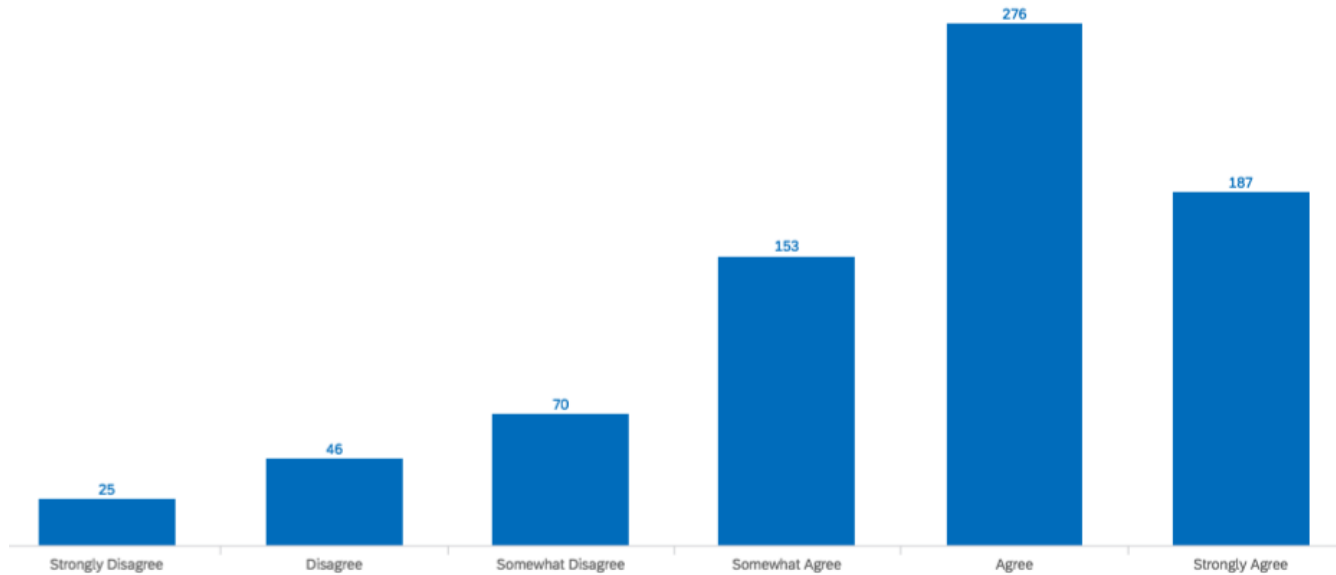
I have received consistent messaging about the school / administration's response to COVID-19.



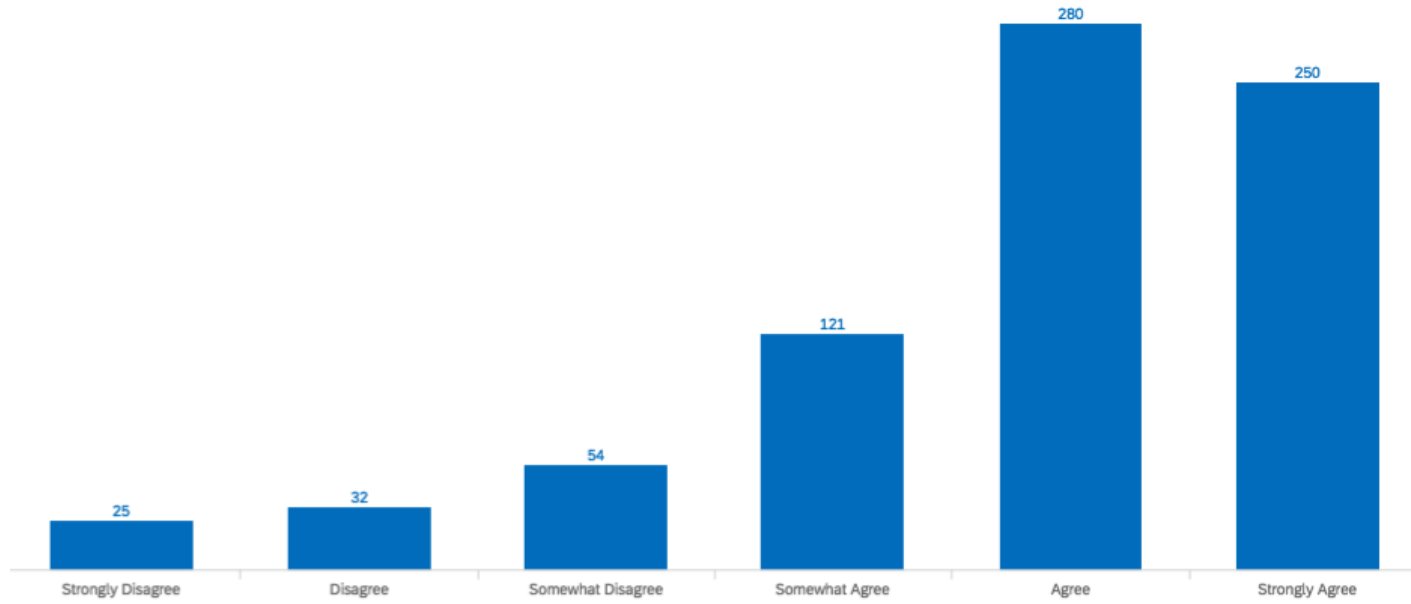
I understand my role during this time.



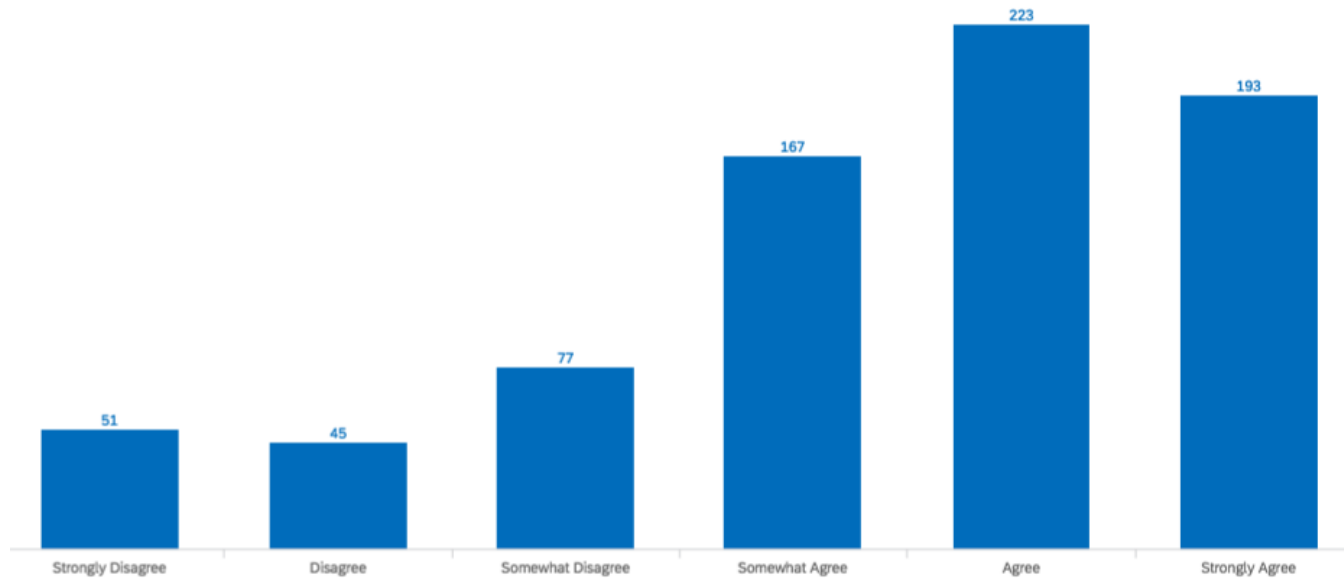
I receive clear expectations regarding my role.



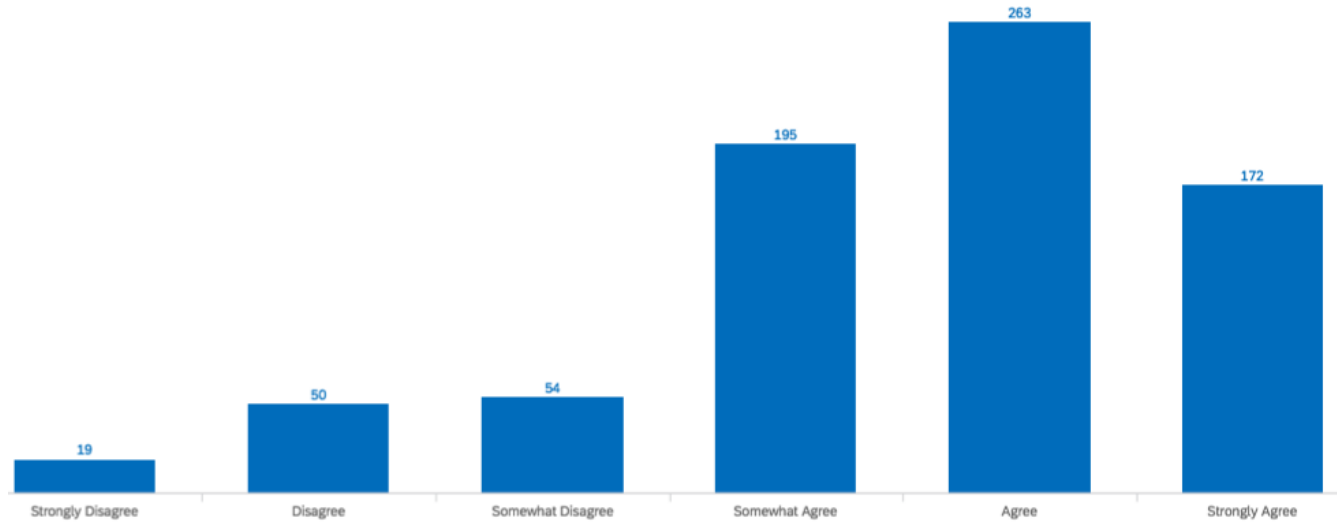
I know who to go to when I need help.



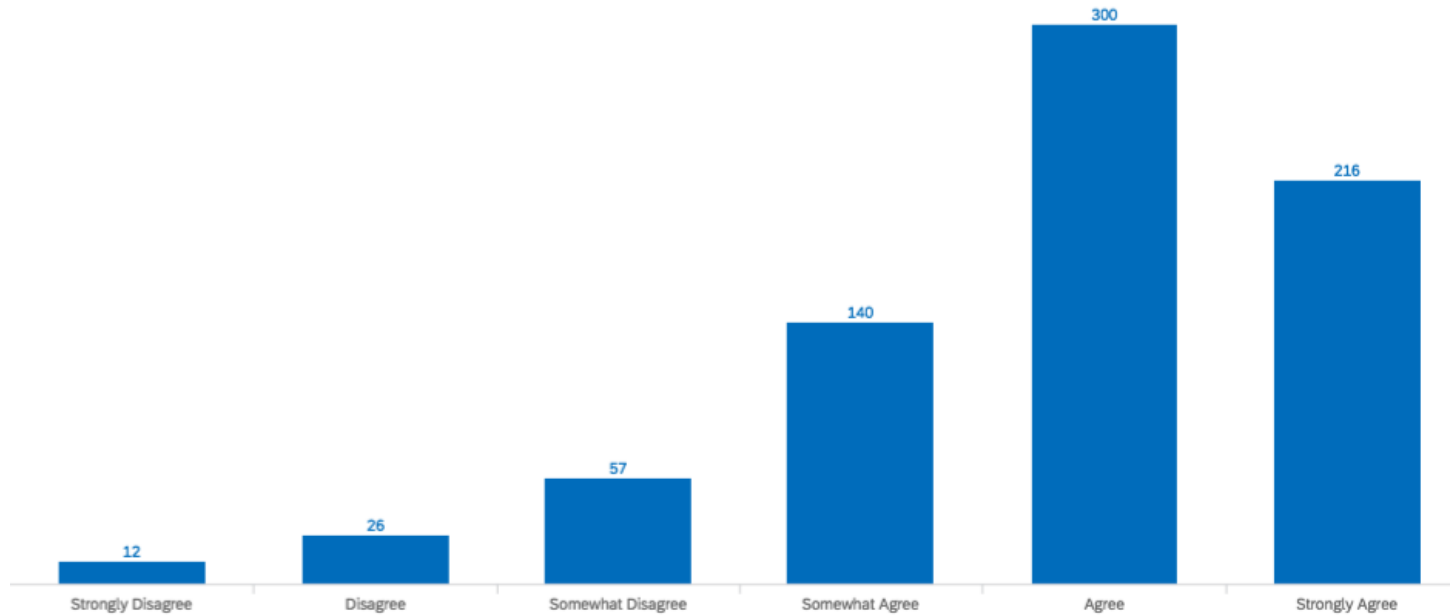
When I ask for help, I receive timely support.



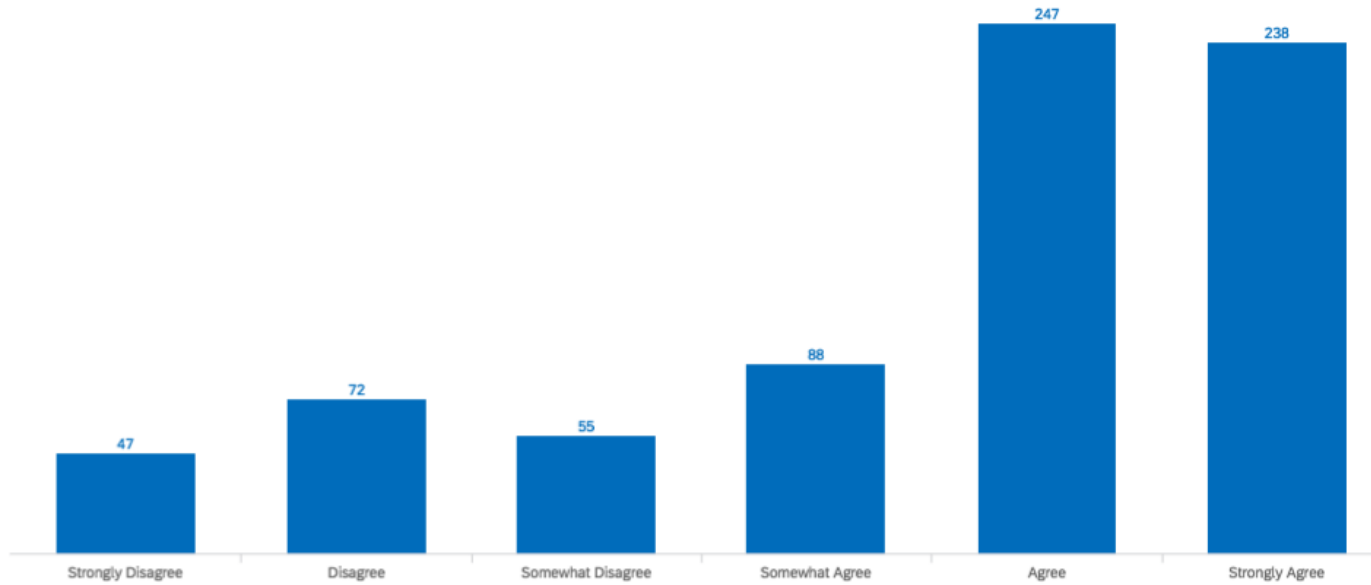
I feel connected with my school community.



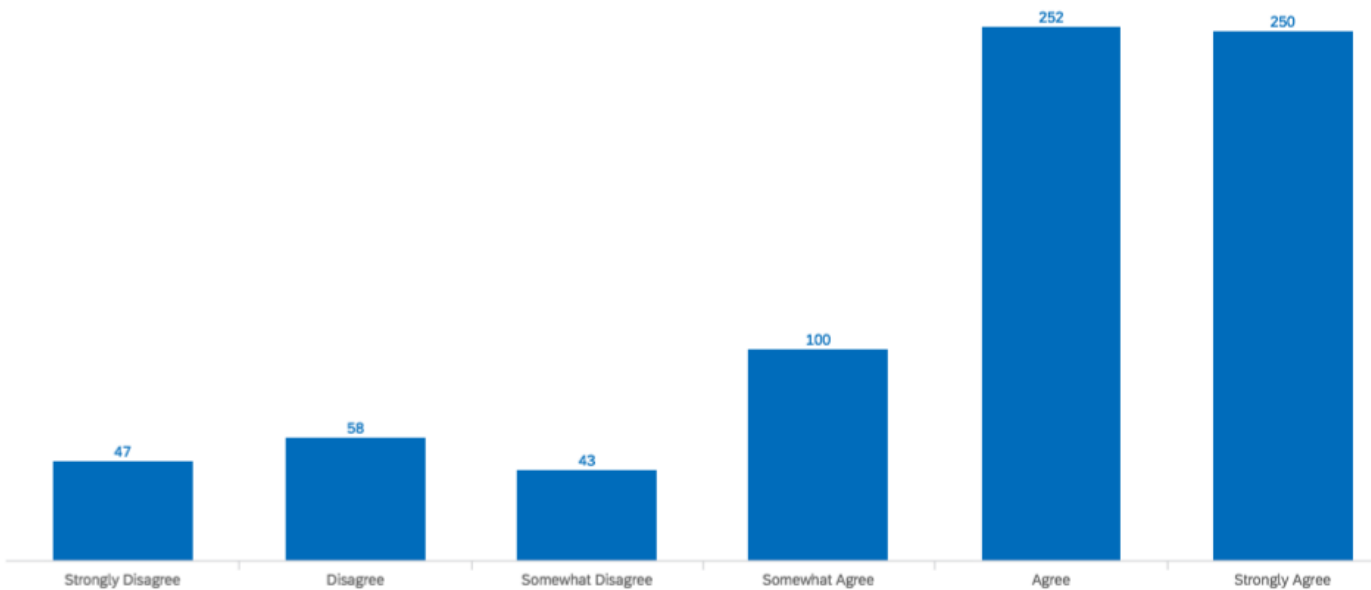
I am able to continue to collaborate with my peers.



In the last week, someone from my school provided me with positive feedback.



In the last week, someone from my school made me feel valued.



Q44. If there is any additional information you would like to share or expand upon from this survey, please do so below.

Summary: Approximately 17% of teachers completed this question ($n = 182$). Most responses expressed frustrations or feelings about COVID experiences, however many teachers voiced appreciation for the opportunity to share their experiences and were grateful to be listened to.

- **COVID Challenges—36 responses** This included responses indicating stress, the need for varying supports due to COVID related challenges and needing clear communication from administration regarding responsibilities.
- **Opportunities to Complete the Survey—28 responses** This included any responses where teachers felt heard, expressed thanks for the chance to share effects of the last year on teaching, and having a space to give honest feedback about needs as a teacher.
- **Teaching Profession—21 responses** This included responses indicating work / life balance, adjustments, and changes to teaching profession.
- **PD / Professional Learning—13 responses** This included responses such as specific PD requests (e.g., flexibility and resilience must be encouraged in teaching and professional development and trauma informed PD) and professional learning issues (differentiated instruction and professional contexts).
- **Other—23 responses** This included references to student learning, the need for TREC, difficulties in recruiting new teachers, time management concerns, success emerging through COVID-19, and community support.

