



Teacher Survey

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

Details to include in the survey introduction:

- The purpose of the survey, which is not to be evaluative, but rather meant to help the district understand students' needs related to ELA and math instruction.
- Date by which they need to complete the survey.
- Whether or not their responses will be anonymous and the rationale for that decision.

Learning Recovery Survey

The Purpose of This Survey:

Section 1: Demographics

Q1: What grade(s) do you teach?

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

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

- English Language Arts (ELA) Math

Section 2: Remote Learning Experience

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

- Very Unsatisfied Unsatisfied Somewhat Satisfied Satisfied Very Satisfied

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

Q3: What was the experience of returning to in-person instruction like for you?

Section 3: Materials Used

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

Were these materials: online or hard copy

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

Were these materials: online or hard copy

Section 4: ELA/Math Instruction

**This section can be duplicated for teachers who teach both ELA and math or “ELA” can be substituted for math for teachers who only teach math.*

ELA Instruction

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

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

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

- None Some Many All

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

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

- None Some Many All

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

- Never Sometimes Frequently Always

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

- Very Unsuccessful Unsuccessful Somewhat Successful Successful Very Successful

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

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

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

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

Q9: Did you administer ELA unit assessments? Yes No

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

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

Q11: What ELA units/lessons did you cover?

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

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

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Q13: I had a clear sense of what assignments my students needed to be focused on.	<input type="checkbox"/>				
Q14: I knew how to provide students access to instruction and assignments.	<input type="checkbox"/>				
Q15: I knew how to get in touch with my students.	<input type="checkbox"/>				
Q16: I knew when my students needed support.	<input type="checkbox"/>				
Q17: When my students needed support, I knew how to provide it.	<input type="checkbox"/>				
Q18: I knew when my students' parents needed support.	<input type="checkbox"/>				
Q19: When my students' parents needed support to help their children complete assignments, I knew how to provide it.	<input type="checkbox"/>				

Q20: How often did you hold one-on-one check-ins with your student(s) (select one)?

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

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

Q21: How often did you have check-ins with your students' parents (select one)?

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

Section 5: Accessibility of Instruction

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

- Very Unrigorous
 Unrigorous
 Somewhat Rigorous
 Rigorous
 Very Rigorous

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

Section 7: Access to Materials

By your best estimate:

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

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

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

Section 8: Educator Support

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

- Very Unsupported Unsupported Supported Somewhat Supported Very Supported

Please indicate your level of agreement with the following statements:

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

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