This document provides the methods and findings of a national survey of teachers and administrators conducted in the fall of 2020 by the Clayton Christensen Institute in partnership with Bay View Analytics. Analysis, insights, and recommendations related to this survey are provided in the companion report “Breaking the mold: How a global pandemic unlocks innovation in K–12 instruction” by Thomas Arnett. For additional information regarding this survey, please contact the lead researcher, Thomas Arnett, at tarnett@christenseninstitute.org.

About the Institute
The Clayton Christensen Institute for Disruptive Innovation is a nonprofit, nonpartisan think tank dedicated to improving the world through Disruptive Innovation. Founded on the theories of Harvard professor Clayton M. Christensen, the Institute offers a unique framework for understanding many of society’s most pressing problems. Its mission is ambitious but clear: work to shape and elevate the conversation surrounding these issues through rigorous research and public outreach.

About Bay View Analytics
Bay View Analytics, formerly known as the Babson Survey Research Group, is a survey design, implementation, and analysis organization. Bay View Analytics partners with and conducts research for universities, businesses, foundations, and agencies including the London School of Business, Hunter College, the College Board, the Alfred P. Sloan Foundation, The William and Flora Hewlett Foundation, The Gates Foundation, and Tyton Partners. Bay View Analytics’ activities cover all stages of projects, including initial proposals, sample selection, survey design, methodological decisions, analysis plan, statistical analyses, and production of reports.
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Survey Methods

Information for this report comes from national surveys of US K–12 teachers and school and district administrators. Data from the surveys was collected during the period of October 14 through October 21, 2020.

The surveys used mailing lists from Market Data Retrieval. One list included a representative sample of K–12 classroom teachers and the second was a representative sample of relevant K–12 academic administrators (e.g., principal/assistant principal, assistant superintendent, curriculum coordinator, digital learning director, curriculum director, and subject area directors).

Participants

For the teacher study, responses were collected from 596 classroom teachers representing 430 school districts from 45 states plus the District of Columbia. For the administrator survey, responses were collected from 694 K–12 administrators representing 596 school districts from 48 states plus the District of Columbia.

Participant institutional affiliation was matched to the federal Common Core of Data (CCD), described as “the Department of Education’s primary database on public elementary and secondary education in the United States. CCD is a comprehensive, annual, national database of all public elementary and secondary schools and school districts.”¹

Procedures

All data were checked for completeness, missing values, or erroneous codes. All responses entered as ‘other’ were reviewed to determine if they should also be coded as one of the fixed responses. No survey questions were required; respondents could skip any question they desired. Very few respondents skipped questions, but all surveys where less than three-quarters of the eligible questions were not completed were deleted from the analysis.

Results

The following sections of this report provide the questions from each survey, accompanied by the frequencies of responses for each question. Responses to open-ended questions have not been provided.

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Teacher Survey

These are difficult times for US K–12 education. Due to the COVID-19 pandemic, teachers like you face incredible logistical challenges when it comes to ensuring students' health, safety, and wellbeing while also keeping them on track with learning.

Amidst these trying times, our research team at the Clayton Christensen Institute wants to learn more about your struggles so we can spotlight what educators like you are up against and highlight the range of innovative solutions you are developing for meeting your challenges.

Which of the following best describes your school's current circumstances:
- Our school buildings are closed to students.
- Our school buildings are partially open to students for limited use.
- Our school buildings are fully open.
- Other

Which of the options below best describes your current teaching circumstances (Fall 2020)?
- I teach all of my students in a physical classroom.
- I teach all of my students via a mix of classroom and remote instruction.
- I teach some students in-person and other students remotely.
- I teach all my students remotely.
- Other
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

How do you provide remote instruction?

- Students receive most of their instruction synchronously through daily class sessions over video calls for an amount of time similar to a regular school day.
- Students receive most of their instruction asynchronously by completing learning activities independently.
- Students receive a mix of synchronous and asynchronous instruction each day.
Did you incorporate online-learning into your instruction prior to COVID-19?
○ A lot
○ A little
○ Not at all
○ Does not apply

Did you incorporate online-learning into your instruction prior to COVID-19?

Did your school or district have a program encouraging teachers to incorporate online learning into their instruction prior to COVID-19?
○ Formal program
○ Informal program
○ No program
○ Don't know
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question.

Please indicate to the best of your knowledge if any of your students currently participate in any of the following arrangements. 

*Please select all that apply.*

- "Learning hubs" in which students can get in-person support for remote learning.
- "Learning pods" organized by families in which children meet in-person for socialization and/or support with remote learning.
- Tutoring services arranged by your school or district to support remote learning.
- Virtual interactions with a mentor or industry experts (i.e., non-school employees) arranged by your school or district.
- Other (please describe): ____________________________
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question.

Do you use any of the following techniques for remote learning? Please check all that apply.

- Online lab activities
- Student speeches or presentations online (e.g., over Zoom)
- Online polling or quizzes
- Small group asynchronous activities
- Small group synchronous activities online (e.g., Zoom breakout rooms)
- Tutoring or peer-to-peer learning program
- Mastery-based learning
- Individualized learning progressions and pacing
- Project-based learning
- Other _________________________________
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question.
How do you build and sustain **personal relationships** with your students?

*Please check all that apply.*

- [ ] Whole-class video calls
- [ ] Small group video calls
- [ ] One-on-one video calls
- [ ] Telephone
- [ ] Text messaging
- [ ] Messaging apps (Remind, SeeSaw, etc.)
- [ ] Email
- [ ] Social media (Facebook, Twitter, LinkedIn, TikTok, etc.)
- [ ] Other ______________________________

**Build and sustain personal relationships with your students**

- Whole-class video calls: 76%
- Email: 73%
- Small group video calls: 51%
- One-on-one video calls: 51%
- Messaging apps: 33%
- Telephone: 20%
- Text messaging: 16%
- Other: 8%
- Social media: 5%

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The following question was only displayed to the respondent if they provided a qualifying answer to a previous question.
How do you communicate with your students’ parents/guardians?
Please check all that apply.

- [ ] Class newsletters
- [ ] Video calls
- [ ] Telephone
- [ ] Text messaging
- [ ] Messaging apps (Remind, SeeSaw, etc.)
- [ ] Email
- [ ] Social media (Facebook, Twitter, LinkedIn, TikTok, etc.)
- [ ] Other ____________________________

Teaching is more than delivering whole-class or small group instruction. When you consider all the hours you currently spend teaching each week, what is your best estimate of the proportion
of your time that you spend in planning, preparation and grading and in communicating with individual students and/or their families?

<table>
<thead>
<tr>
<th>Proportion of work hours in planning, preparation and grading</th>
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<tbody>
<tr>
<td>Proportion of work hours communicating with individual students and/or their families</td>
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</tbody>
</table>

![Proportion of work hours in planning, preparation and grading](image1)

![Proportion of work hours in planning, preparation and grading](image2)
How has the proportion of your teaching time spent on preparation and planning changed since last year?
- More time on preparation and planning.
- About the same
- Less time on preparation and planning.
- Other
- Does not apply

Which of the following is the source of the curriculum materials you use in your teaching?
*Please check all that apply.*
- Materials I develop
- Materials developed by others in my school or district
- Various resources collated from online sources
- Commercial curriculum designed for classroom-based instruction
- Commercial curriculum designed for remote instruction
- Open-source curriculum
- Other
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question:

*Only Display Selected Choices from "Which of the following is the source of the curriculum materials you use in your teaching?*

Which of the following is the **primary source** of the curriculum materials you use in your teaching?
- Materials I develop
- Materials developed by others in my school or district
- Various resources collated from online sources
- Commercial curriculum designed for classroom-based instruction
- Commercial curriculum designed for remote instruction
- Open-source curriculum
- Other ________________________________
Do you use online platforms for any of the following purposes?
Please check all that apply.
☐ Individualized or adaptive practice (e.g. Dreambox, Lexia CORE5, ST Math, Newsela)
☐ Monitoring students’ learning progress (e.g. iReady, iStation, MasteryConnect)
☐ Creating online lessons (e.g. Nearpod, Ed Puzzle, Pear Deck, Blendspace)
☐ Managing online assignments (e.g. Google Classroom, Canvas)
☐ Live instruction over video (e.g. Zoom, Google Meet)
☐ Other ________________________________________________________________
☐ I do not use online platforms for any of the above purposes
How comfortable/confident do you feel in your ability to use any online tools that are needed for your current approach to instruction?

- Very confident
- Confident
- Somewhat confident
- Slight unsure
- Not confident at all
Has your district given you professional development on instructional strategies relevant to your current teaching arrangement?

- Yes
- No
- Does not apply
On a scale of zero (Not at all helpful) to 100 (Extremely helpful), please provide your personal rating of how effective the professional development was for teachers. Please consider all aspects, such as timeliness, frequency, scope of coverage, appropriateness of the topics, etc. in your rating.

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<tr>
<th>Not at all helpful</th>
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Professional Development rating

How effective was the professional development for teachers

What factors led you to give this rating?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Which of the following policies or requirements had a substantial impact on the instructional models you currently use in response to COVID-19? Please select all that apply.

- A school- or district-wide plan for instruction during COVID-19
- Testing and accountability
- Required instructional minutes
- Requirements for awarding credit
- College admissions requirements
- Special education accommodations
- Social distancing requirements
- Sanitation requirements
- Local health guidance
- Guidance that was lacking/changing/conflicting
- Other

Substantial impact on the instructional models

- District-wide plan for COVID-19: 85%
- Social distancing requirements: 66%
- Sanitation requirements: 50%
- Local health guidance: 43%
- Testing and accountability: 41%
- Required instructional minutes: 41%
- Special education accommodations: 35%
- Guidance that was lacking/changing/conflicting: 26%
- Requirements for awarding credit: 13%
- College admissions requirements: 5%
- Other: 1%
Are there new resources or practices you’ve discovered due to COVID-19 that you plan to continue using post-pandemic?
- Yes
- No

Practices discovered that you plan to continue using post-pandemic

- Yes: 79%
- No: 21%

The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

(Optional) Please describe

How well are you currently able to serve your students in your current teaching circumstances?

Very poorly | Extremely Well

How well do current offerings serve students?
(Optional) Please explain why you gave the ratings that you provided.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

We value your comments. Please let us know about any of your adaptations to COVID-19, challenges, barriers, or innovative practices affecting your current approach to teaching and learning that were not captured in prior questions.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Administrative Survey

These are difficult times for US K–12 education. Due to the COVID-19 pandemic, educators like you face incredible logistical challenges when it comes to ensuring students' health, safety, and wellbeing while also keeping them on track with learning.

Amidst these trying times, our research team at the Clayton Christensen Institute wants to learn more about your struggles so we can spotlight what educators like you are up against and highlight the range of innovative solutions you are developing for meeting your challenges.

Which of the following best describes your school's current circumstances:

- Our school buildings are closed to students.
- Our school buildings are partially open to students for limited use.
- Our school buildings are fully open.
- Other

Which of the options below best describes your current (Fall 2020) approach to instruction?

- We provide all instruction at our buildings
- We provide a mix of classroom-based and remote instruction
- We provide all instruction remotely
- Other
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question.

What is your best estimate of the percentage of students in your district/school that currently take any portion of their instruction remotely and currently take all of their instruction remotely?

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<th>Percentage taking any remote instruction</th>
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<td>Percentage taking all of their instruction remotely</td>
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The following question was only displayed to the respondent if they provided a qualifying answer to a previous question.
Which best describes your current approach to remote or hybrid instruction?

- We have a district-wide instructional program that all schools and educators are expected to follow.
- We expect each school to develop an instructional programs appropriate to the needs of its students and staff
- We expect individual teachers to develop their own instructional programs appropriate to the needs of their students
- Other ____________________________

Does your district-wide program vary by context?

Please check all that apply.

- No
- Yes, by school level (elementary vs. middle vs. high school)
- Yes, by subject area (core courses vs. non-core courses)
- Yes, by student and family needs
- Other
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question.

In what areas/programs are students currently (Fall 2020) receiving instruction that is fully or partially remote?

*Please check all that apply.*

- Core subject areas (Math, ELA, Science)
- Foreign languages
- Career or technical
- After school or enrichment
- Other electives
- Remedial or credit recovery
- Advanced Placement (AP) or college credit
- Dual enrollment
- Alternative school
- Other _____________________________

- Don't Know
How do you determine which of your programs students participate in?
- Families select a program that they commit to for a fixed time (e.g., all semester, all year).
- Families select a program and can shift between programs at any point.
- Students are assigned to a program based on district/school criteria.
- Other _______________________________
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question.

What types of instruction do students receive at school buildings?

*Please select all that apply.*

- Whole class instruction in all subjects/courses
- Whole class instruction in select subjects/courses
- Targeted small group instruction only
- One-on-one instruction with teachers and/or tutors
- Other ________________________________
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

For the remote learning aspects of your instructional program, how do students receive instruction?

- Students receive most of their instruction synchronously through daily class sessions over video calls for an amount of time similar to a regular school day.
- Students receive most of their instruction asynchronously by completing learning activities independently.
- Students receive a mix of synchronous and asynchronous instruction each day.
- Other
Please indicate if you currently offer any of the following arrangements.

*Please select all that apply.*

- [ ] Full-time district virtual school.
- [ ] Independent study program (not online).
- [ ] Supplemental online courses
- [ ] Dual enrollment with post-secondary institutions
- [ ] Lessons broadcast via local television stations.
- [ ] Distributing paper packets or workbooks to students.
- [ ] Other ____________________________
Who provides your virtual schooling options?
*Please select all that apply.*

- Our own district virtual school.
- Our state’s virtual school.
- A virtual charter school that we partner with.
- A company that provides virtual schooling.
- Other (please describe) ________________________________
Who teaches your supplemental online course options?
*Please select all that apply.*

- Teachers from the school a student attends
- District teachers who are not necessarily associated with the school a student attends
- Teachers from a state online course program
- Teachers from an external online learning provider (charter school, company, etc.)
- Other ________________
Display Only Selected Choices from "Please indicate if you currently offer any of the following arrangements"

Please indicate which of these models was in use in your district last year (Fall 2019). Please select all that apply.

- None of these models was used last year
- Full-time district virtual school.
- Independent study program (not online).
- Supplemental online courses
- Dual enrollment with post-secondary institutions
- Lessons broadcast via local television stations.
- Distributing paper packets or workbooks to students.
- Other

Who provides virtual schooling options

- Our own district virtual school: 83%
- A company that provides virtual schooling: 17%
- Our state’s virtual school: 8%
- Other: 6%
- A virtual charter school that we partner with: 3%
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question.

Please indicate if you currently use any of the following arrangements. *Please select all that apply.*

- □ Learning hubs” in which students can get in-person support for remote learning”.
- □ "Learning pods" organized by families in which children meet in-person for socialization and/or support with remote learning.
- □ Tutoring services to support students with remote learning.
- □ Virtual interactions with a mentor or industry experts (i.e., non-school employees).
- □ Other (please describe): ________________________________
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question:

Where do students access learning hubs?
Please select all that apply.

☐ At school buildings.
☐ At public locations other than at school buildings (e.g. parks, libraries, etc.).
☐ At partner organization sites (e.g. YMCA, Boys and Girls Club, local churches, etc.).
☐ Other (please describe) _____________________________________________
Which of the following curriculum materials do you expect teachers to use? Please check all that apply.

- Materials teachers develop
- Materials developed by the district
- Various resources collated from online sources
- Commercial curriculum designed for classroom-based instruction
- Commercial curriculum designed for remote instruction
- Open-source curriculum
- Other
Have you adopted online platforms for any of the following purposes? Please check all that apply.

- Individualized or adaptive practice (e.g. Dreambox, Lexia CORE5, ST Math)
- Leveled reading assignments (e.g. Newsela, Accelerated Reader)
- Collecting benchmark data on students' learning progress (e.g. iReady, iStation)
- Administering quizzes or checks for understanding (e.g. Formative)
- Creating online lessons (e.g. Nearpod, Ed Puzzle, Pear Deck, Blendspace)
- Facilitating mastery-based learning (e.g. MasteryConnect)
- Learning management (e.g. Google Classroom, Canvas)
- Live instruction over video (e.g. Zoom, Google Meet)
- Other
- We do not use any of the above types on online platforms
Did your district have a program encouraging teachers to incorporate online learning into classroom-based instruction prior to COVID-19?

- Formal program
- Informal program
- No program
- Don't know
Has your district provided teachers with professional development on instructional strategies relevant to their current teaching arrangements?

- Yes, for all teachers
- Yes, for some teachers
- No

**Program encouraging teachers to incorporate online learning prior to COVID-19**

- Formal program: 16%
- Informal program: 42%
- No program: 39%
Who provided the professional development?

Please check all that apply.

- State or local agency (COE, BOCE, etc.)
- District staff
- School-site staff
- Curriculum or technology provider
- Other external provider

On a scale of zero (totally ineffective) to 100 (very effective), please provide your personal rating of how effective the professional development was for teachers. Please consider all aspects, such as timeliness, frequency, scope of coverage, appropriateness of the topics, etc. in your rating.

![Bar chart showing the distribution of professional development providers.](chart.png)

<table>
<thead>
<tr>
<th>Professional Development Provider</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>District staff</td>
<td>83%</td>
</tr>
<tr>
<td>School-site staff</td>
<td>57%</td>
</tr>
<tr>
<td>Curriculum or technology provider</td>
<td>48%</td>
</tr>
<tr>
<td>State or local agency (COE, BOCE, etc.)</td>
<td>20%</td>
</tr>
<tr>
<td>Other external provider</td>
<td>18%</td>
</tr>
</tbody>
</table>
What factors led you to give this rating?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Please indicate which the following factors influenced your district’s current offerings. *Please check all that apply.*

- Course development and/or purchasing costs.
- Quality of technology and programs available for purchase.
- Limited technological infrastructure to support remote education.
- The need to set programs up quickly.
- Required teacher training.
- Lack of devices or internet for remote students
- Concerns about retaining enrollment.
- Concerns about equity.
- Attendance counting requirements
- Per-pupil funding requirements
- Required instructional minutes
- Collective bargaining agreements
- Parent and community input
- Other ________________________________
Factors influenced your districts current offerings:

- The need to set programs up quickly: 64%
- Quality of technology and programs available for purchase: 60%
- Concerns about equity: 55%
- Required teacher training: 55%
- Course development and/or purchasing costs: 55%
- Parent and community input: 49%
- Required instructional minutes: 36%
- Attendance counting requirements: 35%
- Lack of devices or internet for remote students: 32%
- Concerns about retaining enrollment: 30%
- Limited technological infrastructure to support remote education: 30%
- Collective bargaining agreements: 24%
- Per-pupil funding requirements: 18%
- Other: 3%

Display Only Selected Choices from "Please indicate which the following factors influenced your district’s current offerings."
Which of the following policies or requirements had the greatest impact on the instructional models you currently use in response to COVID-19?

- Course development and/or purchasing costs.
- Quality of technology and programs available for purchase.
- Limited technological infrastructure to support remote education.
- The need to set programs up quickly.
- Required teacher training.
- Lack of devices or internet for remote students.
- Concerns about retaining enrollment.
- Concerns about equity.
- Attendance counting requirements.
- Per-pupil funding requirements.
- Required instructional minutes.
- Collective bargaining agreements.
- Parent and community input.
- Other ____________________________
In your personal opinion, how well do your district's current offerings serve students?

<table>
<thead>
<tr>
<th>How well do current offerings serve students?</th>
<th>Extremely Well</th>
<th>Very Poorly</th>
</tr>
</thead>
</table>

(Optional) What aspects of your blended or virtual programs do you feel have gone especially well? What aspects have gone poorly? What would you have done differently?

Thank you. This is the last page of the survey.
We value your comments. Please let us know about any of your adaptations to COVID-19, challenges, barriers, or innovative practices affecting your current approach to teaching and learning that were not captured in prior questions.