

National Teacher Pulse Survey

Reflections on Remote Learning – June 2020



June 23, 2020

INVESTMENT BANKING + STRATEGY CONSULTING

About the survey

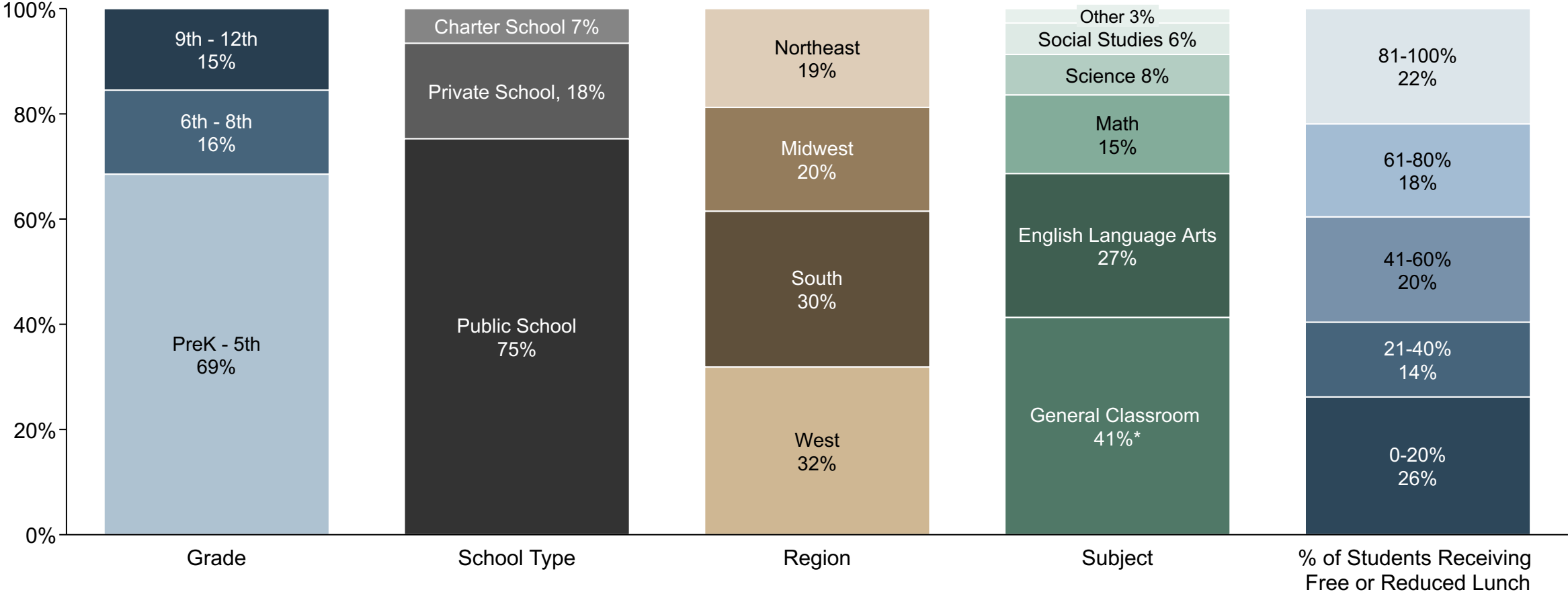
- Tyton Partners launched a short nationwide online survey to teachers of PreK-12 students in mid-June to better understand their experiences while teaching remotely in the Spring of 2020
- Survey questions focused on several issues including, but not limited to:
 - Tactics used – and efficacy of tactics – to educate students and interact with families remotely
 - Key sources of support utilized by educators in a remote environment
 - Teacher engagement and involvement in planning for academic year 2020-2021
- Survey targeted teachers through Facebook advertisements
- Respondents included more than 430 teachers from 50 states serving grade PreK-12 across multiple subjects
- Percentage of students receiving free or reduced lunch in a school was used as a proxy for socio-economic makeup of a school; other demographic data of a school (e.g., number of students, locale) were not collected
- Tyton Partners has donated to [DonorsChoose](#), to help teachers and schools get classroom supplies and technologies they need for teaching
- If you have any questions about the data or would like to continue the conversation, please contact Managing Partner Adam Newman at anewman@tytonpartners.com

Key observations

- ① Direct email / phone communication were among the most common, and most instrumental, engagement approaches used by educators while teaching remotely
 - Elementary teachers relied on heavily on parent communication; educators in higher grades communicated directly with students
- ② Formative assessments were significantly more common in higher grades, but neither formative nor summative assessments were found to be important to learning activities this spring
- ③ Technology access was an issue for educators at all grade levels; teachers also struggled with student timeliness, especially in higher grades
- ④ Students' academic level at the start of the school year is expected to be below the norm, particularly among PreK-5 students and those in communities with lower socio-economic status
 - Teachers anticipate adjusting the curricular timeline and providing additional academic support to students as they enter the 2020-2021 academic year
- ⑤ Technology providers were a significant and unexpected source of assistance for educators as they transitioned to remote teaching
- ⑥ Teachers are frustrated at the lack of communication and engagement that they have experienced as their schools and district plan for the coming school year; ~50% of districts have communicated no plans and a similar percentage are not engaging teachers at all while planning for next year

Survey demographics overview

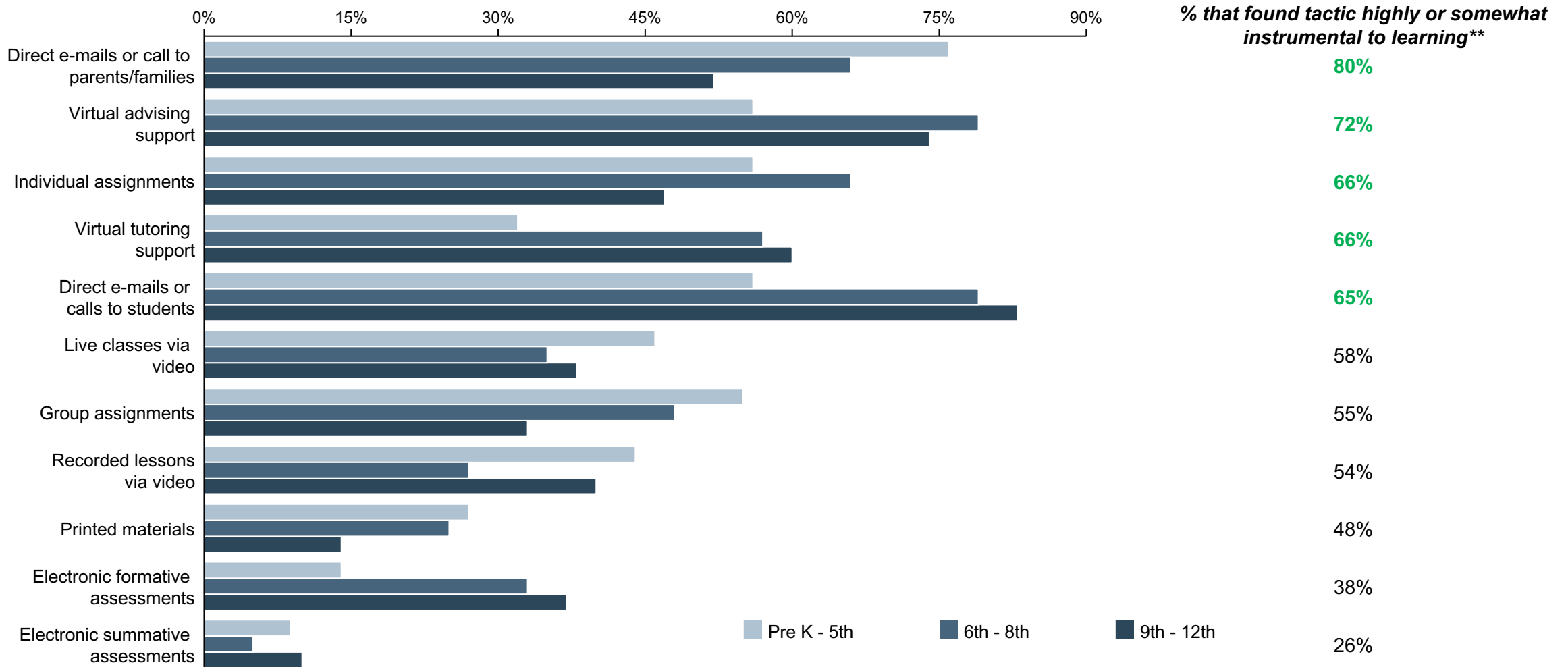
Survey Demographics



***General Classroom* refers to teachers who teach across subjects to a consistent group of students, generally in an elementary school setting
 Note: 432 total respondents; 1% of respondents indicated they had not taught remotely in Spring 2020; these individuals were not asked questions about their remote experience
 Sources: Tyton Partners Reflections on Remote Teaching K-12 Education Teacher Survey June 2020

Direct communication and virtual advising/ tutoring were among most frequently used engagement tactics; assessments were infrequent and deemed less impactful

% of teachers that used various remote learning teaching and support tactics 2+ times per week*



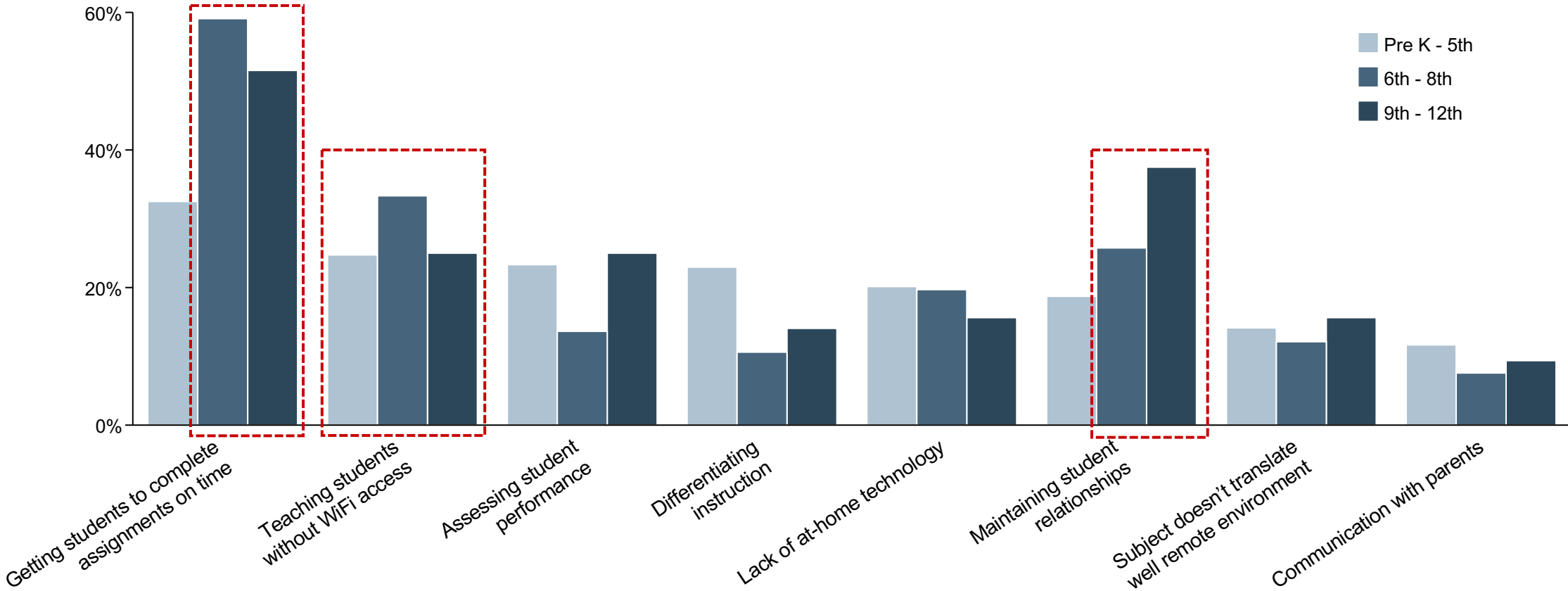
Note: *Question: "Since the beginning of the COVID-19 public health crisis, to what extent did you engage in the following teaching and support activities?", n = 372;

**Question: "To what extent do you believe the teaching and support activities you used were instrumental to learning?", n = 337

Sources: Tyton Partners Reflections on Remote Teaching K-12 Education Teacher Survey June 2020, Tyton Partners analysis

Teachers in higher grades struggled with student timeliness in submitting work and maintaining student relationships; technology access was also a key issue

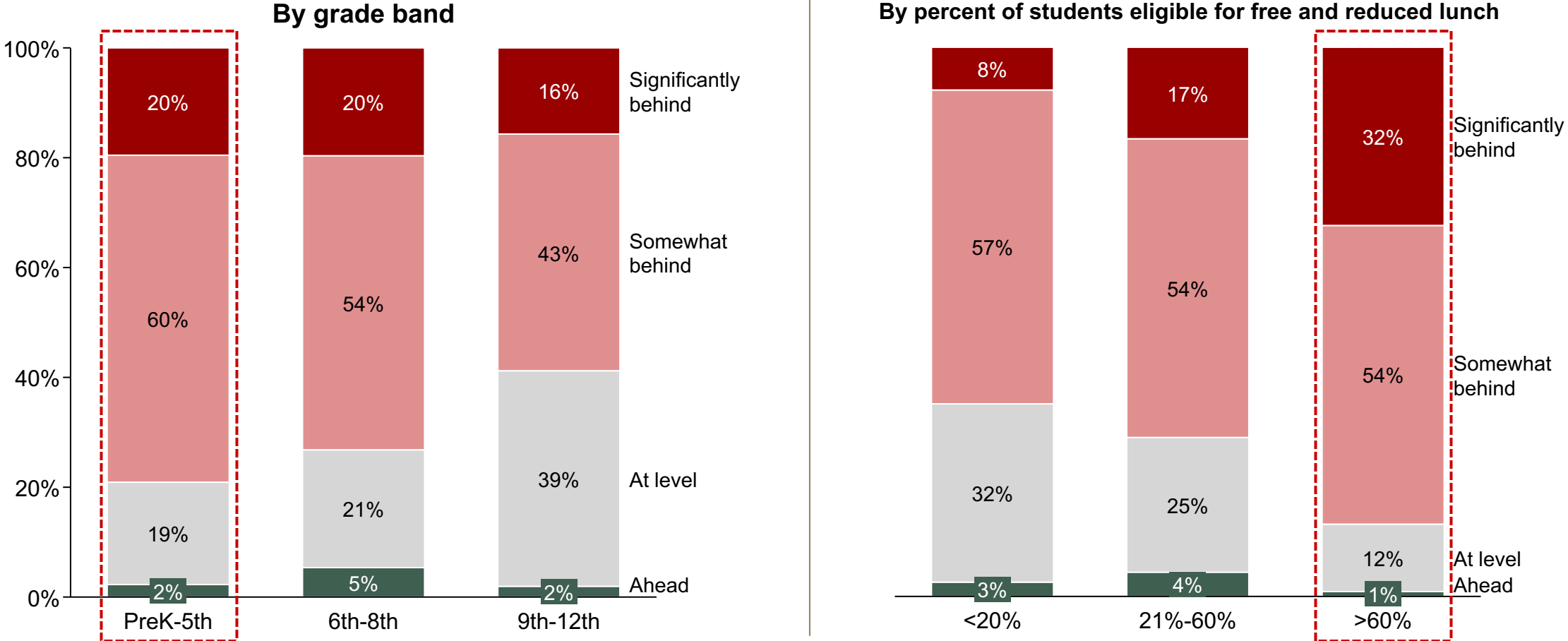
Teachers' top challenges teaching in a remote environment, by grade level



Note: Question: "What have you found to be the greatest challenges with teaching in a remote environment? (Select top 3). ", n = 336
 Sources: Tyton Partners Reflections on Remote Teaching K-12 Education Teacher Survey June 2020, Tyton Partners analysis

PreK-5 students and those in districts with a high percentage of students eligible for free and reduced lunch are more likely to have fallen behind academically this spring

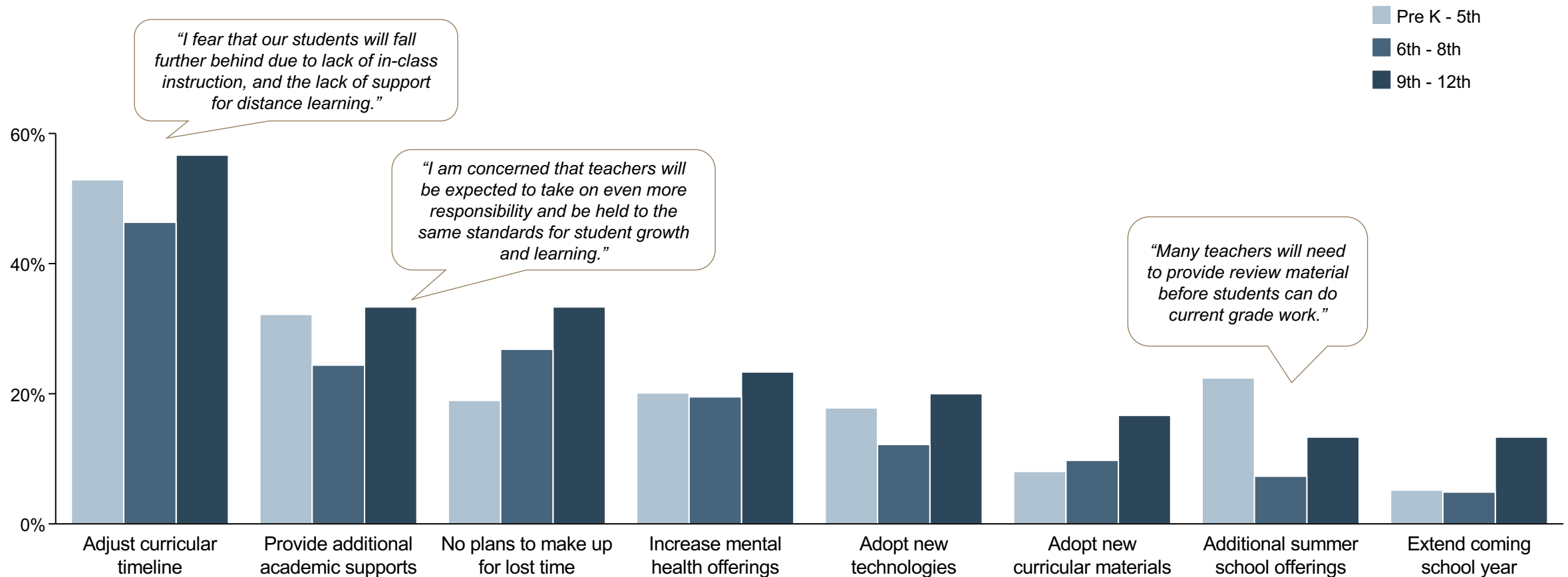
Current student learning levels compared to “normal” year



Note: Question: “As a result of school closures and remote learning models this spring, how would you best characterize your students’ academic standing for the coming year?”, n = 330
 Sources: Tyton Partners Reflections on Remote Teaching K-12 Education Teacher Survey June 2020, Tyton Partners analysis

Schools are implementing strategies to accommodate lost academic standing; however, teachers are concerned about realities of executing against the strategies

Anticipated strategies for 2020-21 to address lost academic standing

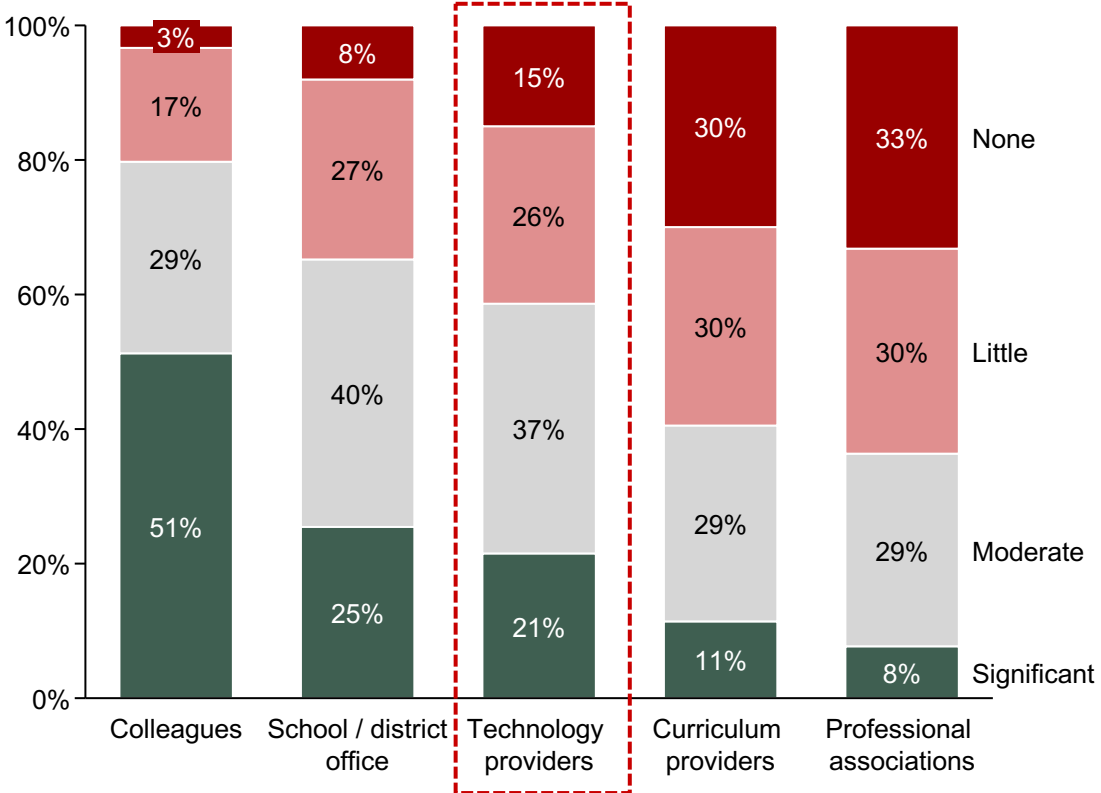


Note: Question: "How do you anticipate your school / district will address lost academic standing created by the COVID-19 public health crisis?", n = 245

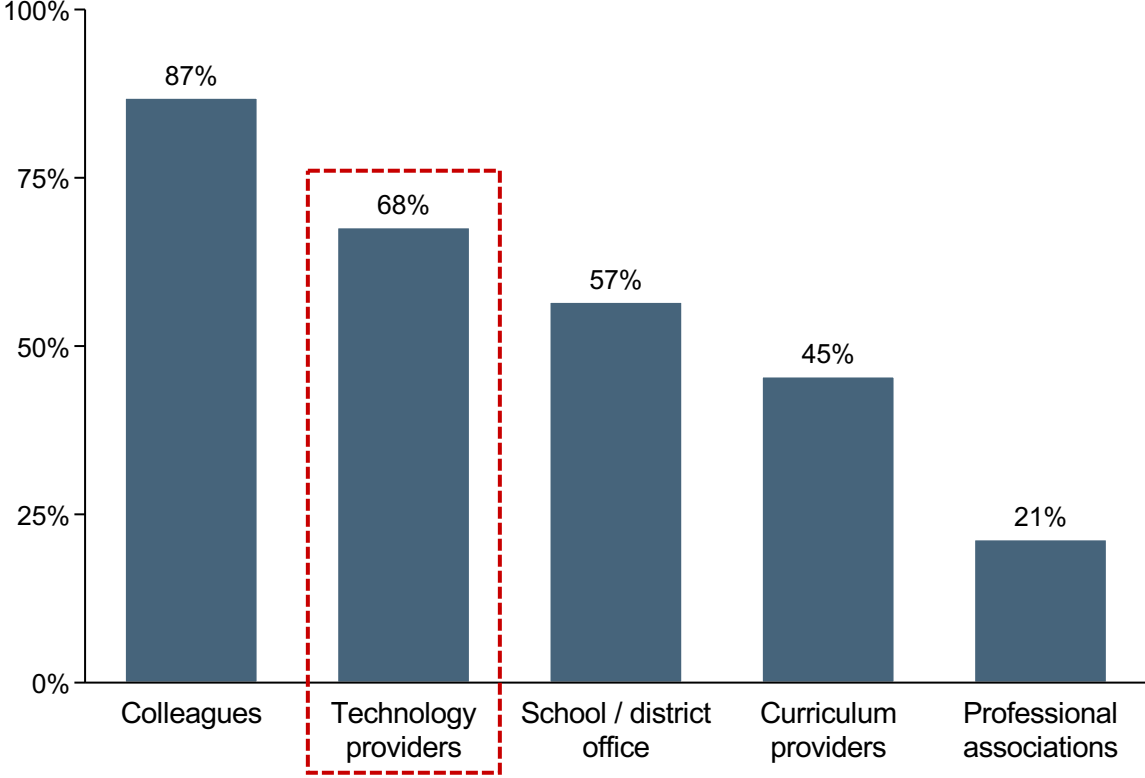
Sources: Tyton Partners Reflections on Remote Teaching K-12 Education Teacher Survey June 2020, Tyton Partners analysis

When surveyed in April, teachers did not anticipate significant support from technology providers; however, 68% of teachers received assistance from them

Extent to which teachers received support from the following groups in April 2020*



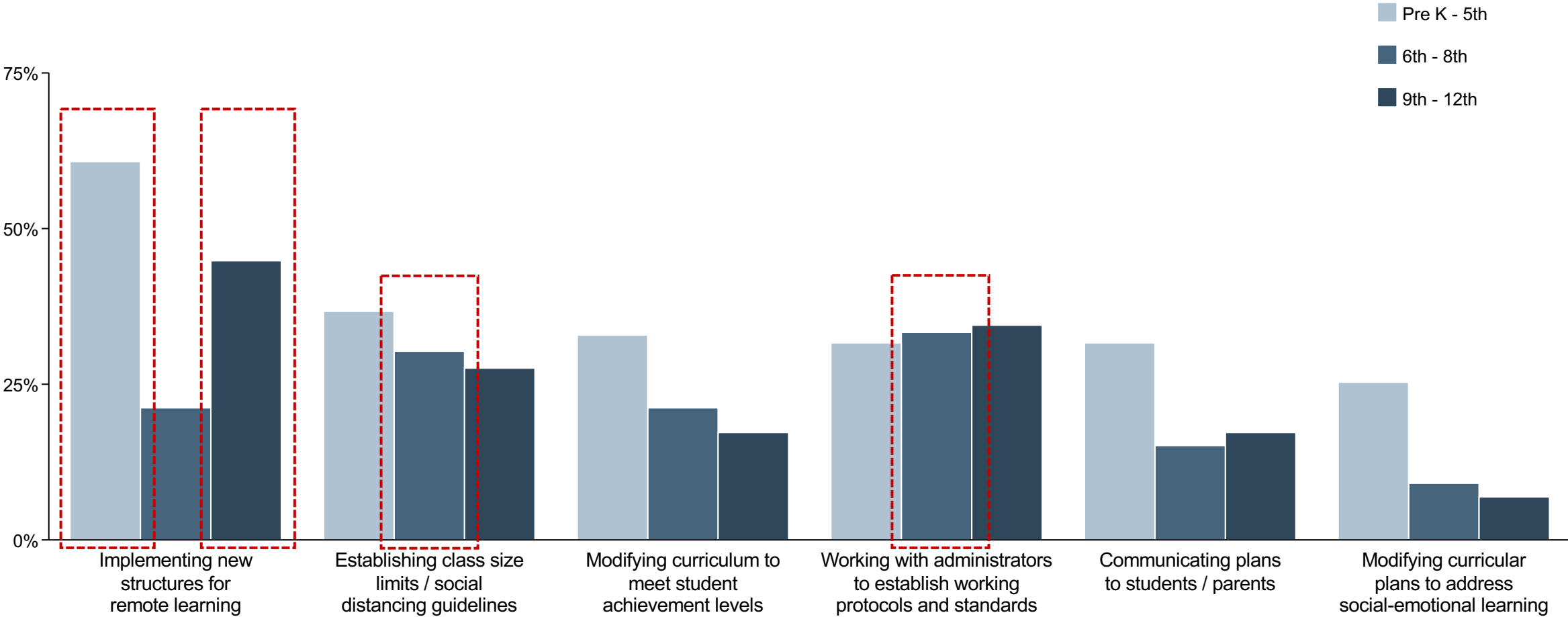
Sources of assistance for remote learning efforts, reported in June 2020**



Note: *Question: "To what extent have you received support from the following groups for remote teaching?"; n = 449; taken from survey issued in April 2020; **Question: "What sources (if any) did you use to support your remote learning efforts?"; n = 432; taken from survey issued in June 2020
Sources: Tyton Partners COVID-19 K-12 Education Teacher Survey April 2020, Tyton Partners Reflections on Remote Teaching K-12 Education Teacher Survey June 2020, Tyton Partners analysis

PreK-5 and HS teachers believe implementing strategies for remote learning is highest priority for the coming year; MS prioritize social distancing and protocols

Most important elements to prepare for upcoming school year

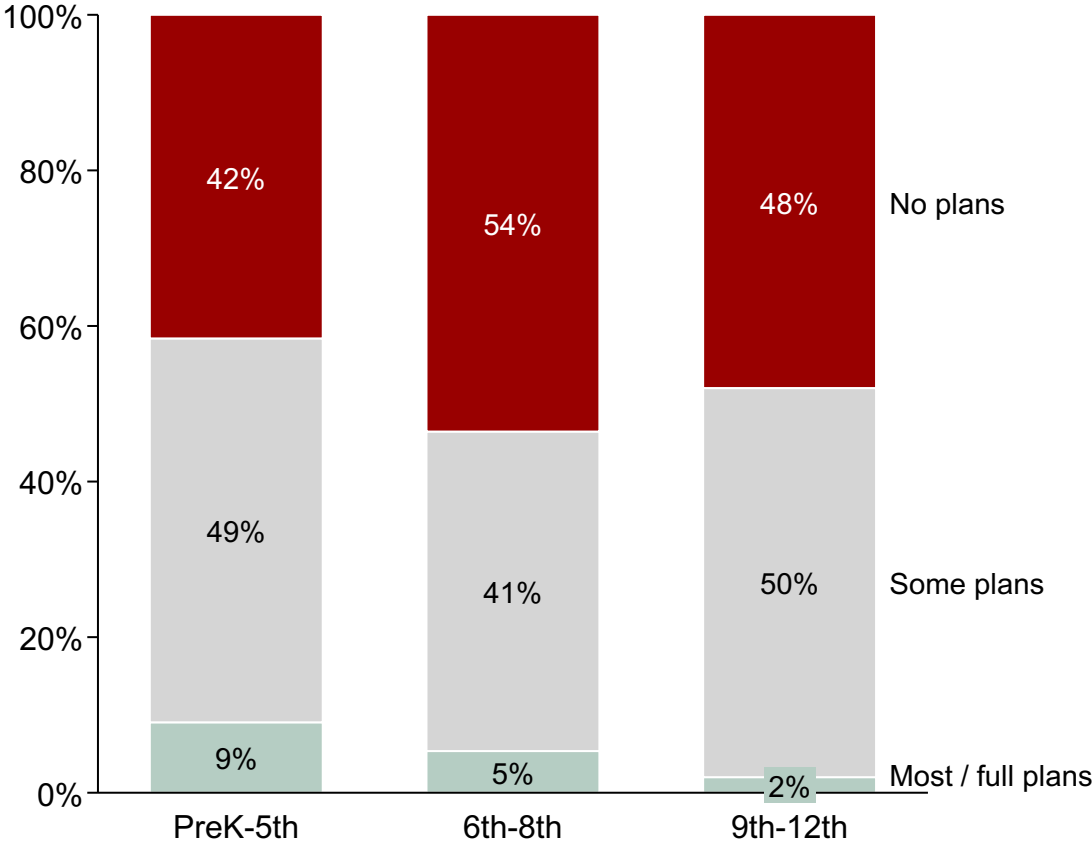


Note: Question: "What elements of preparation for the coming school year have the highest priority in your school / district?", n = 141
 Sources: Tyton Partners Reflections on Remote Teaching K-12 Education Teacher Survey June 2020, Tyton Partners analysis

However, most schools/ districts have not yet communicated plans for the upcoming school year; teachers are frustrated and uncertain how to prepare for next year

Extent to which schools have communicated plans for upcoming school year

By grade band



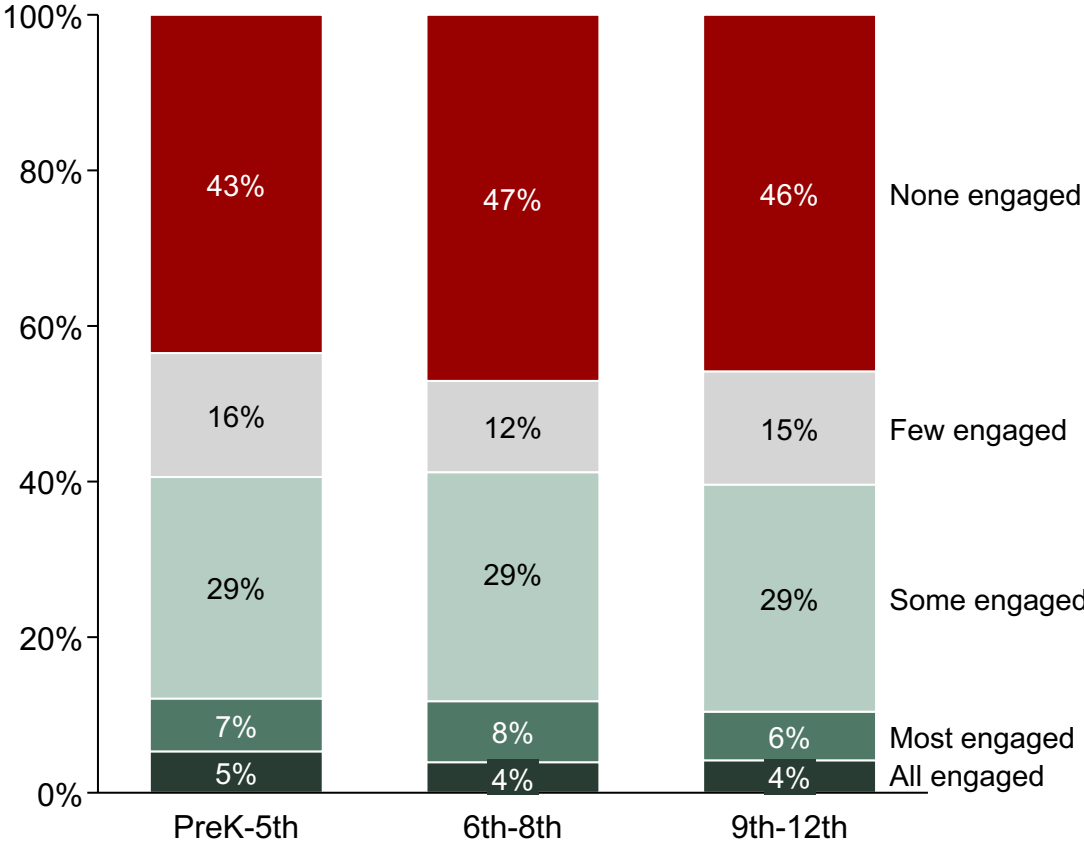
- “Our leadership and administrators are not on top of the situation. This makes me want to quit.”
- “I am frustrated that our district has not talked about what’s coming in the fall. I wish they could tell us, so we could start preparing.”
- “If they tell me I am teaching remotely, I’d start making lesson plans now; it takes me twice as long to teach effectively online.”
- “I feel like I’m on my own preparing for the unknown.”
- “At this point they’ve only discussed ideas... It’s hard to plan without knowing what our environment will be.”
- “It’s hard to prepare for the upcoming school year when you don’t even know what it will look like.”

Note: Question: “To what extent has your school / district communicated plans for teaching students this upcoming school year to teachers?”, n = 327
 Sources: Tyton Partners Reflections on Remote Teaching K-12 Education Teacher Survey June 2020, Tyton Partners analysis

Nearly half of districts and schools are not engaging teachers at all while planning for next year; only ~10% are engaging most or all of their teachers

Extent to which teachers are engaged in planning for upcoming school year

By grade band



- "I've shared my thoughts with my school board, but I do not feel confident that they are even considering my input."*
- "I'm afraid that our leadership will use our schools as test programs and will put our lives at risk. I have absolutely no trust they have our safety in mind."*
- "It's hard to know what next year will look like when facts change daily. My district is trying to do a one-size-fits-all approach that isn't great for our youngest learners."*
- "I wish decision-makers would involve teachers... We need input into what happens next year."*
- "All the CDC guidelines make me anxious to teach at school... I don't see us getting it right and we aren't efficient!"*
- "Decision-makers for our campus are not informed or in the school 'trenches'. They have failed to make a district-wide survey to determine best practices."*

Note: Question: "To what extent has your school / district engaged teachers in creating plans for this upcoming school year?", n = 324
 Sources: Tyton Partners Reflections on Remote Teaching K-12 Education Teacher Survey June 2020, Tyton Partners analysis

Tyton Partners – Who we are

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