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Identifying Best Practices to Ensure Student Achievement in California's K-12 Schools

CSU The California State University

TEACHER SURVEY RESULTS

COVID-19 CHALLENGES AND PRESSING NEEDS EXPRESSED BY TEACHERS

During the spring semester 2021, we collected the insights, experiences, and urgent needs of local teachers.



Our survey focused on three areas: a) the challenges teachers experienced during lockdown, b) urgent needs as they transition to in-person and/or hybrid instructional models, and c) the resources they currently have access to support their work.

To support students academically, more than 90% of respondents agreed instructional plans (including assessments, grading, and homework) had to be redesigned and engagement practices needed to be adapted given the new teaching environment.

90%

OF RESPONDENTS AGREE THAT REDESIGNED INSTRUCTIONAL PLANS ARE NEEDED



OF TEACHERS BELIEVE THEY DO NOT HAVE ACCESS TO THE PROFESSIONAL DEVELOPMENT AND TRAINING NECESSARY

Over half of teacher respondents disagreed or strongly disagreed they had access to meaningful professional development to prepare for new instructional modes or training in trauma-informed practices.

Preliminary results indicate:

1. **Access** to on-campus mental health support,
2. Processes and practices that nurture **social and emotional well-being**, and
3. Strong, trusting **relationships** with families, among teachers, and across school communities will be **critical to support students as they transition to in-person and/or hybrid learning models**.



A final write-up of the survey results is forthcoming.

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