

## Teacher Needs-sensing Survey

### INTRODUCTION

The Kentucky Department of Education (KDE) is committed to collaboration with teachers and providing them with the resources they need to effectively aid student learning. KDE acknowledges the professional and personal challenges caused by the COVID-19 pandemic and is dedicated to partnering with teachers to address their personal wellness needs and how to assist students academically and emotionally during the next academic year (2020-2021)

To better understand how to support you and other educators across the state, KDE leadership requests your response to this survey about your needs related to teacher wellness, supporting students experiencing trauma, implementing distance learning and assessing students' knowledge at fall 2020 reopening. Please note that KDE leadership anticipates that some form of distance learning will occur in the 2020-2021 academic year

*Distance learning refers to educational activities that occur when the teacher and learner are in different locations.*

Completion of this survey is voluntary. Your employment and/or relationship with your school, district and the Kentucky Department of Education will not be affected based on your participation or lack thereof. KDE is not evaluating individual teachers, not is KDE monitoring any respondent's compliance with school, district/county or state policies. Rather, findings from this research will be used to better understand how to support teachers and students across the state.

## Teacher Needs-sensing Survey

1. Select the district in which you teach in the 2020-2021 school year.
2. In what type of school will you be teaching in the 2020-2021 school year?  
Kentucky public school, Kentucky private school, Other (Please specify)
3. Select the grade(s) that you will teach in the 2020-2021 school year Select all that apply.  
Pre-kindergarten, Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, I don't know that this time.
4. Select the student groups that you will work with in the 2020-2021 school year. Select all that apply.
5. Students participating in general education, Students participating in special education, English learners, I don't know at this time.
6. Select the subject area(s) in which you will be teaching. Select all that apply.  
English language arts (ELA), Business, Mathematics, Computer science and information technology, Science, Family and consumer science, Social studies, Vocational education, World Languages/Global Competency, Special education, Health/Physical education, English as a

Second Language, Performing arts, Gifted Education, Visual arts, I don't know at this time, Other (please specify)

7. How many years have you been teaching, including the 2019/20 year?  
1 – 2 years, 3 – 5 years, 6 – 10 years, 11 – 15 years, Over 15 years

### TEACHER WELLNESS

This section of the survey will provide KDE with information on your anticipated wellness needs, both generally and as a result of COVID-19. KDE is committed to supporting teachers' mental health to help teachers feel satisfied in their chosen profession and more effectively serve students.

8. Indicate your level of agreement with each of the following statements related to teacher wellness.

Please select one of the following for each question below: Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree, N/A

- I use strategies to reduce my risk of experiencing teacher "burnout"
- I feel supported by my school's leadership when I need to handle work-related challenges (ex. disruptive student behaviors, difficult conversations with families)
- I have access to an employee and wellness program (ex. stress management, health management)
- I feel comfortable reaching out to someone at my school if I experience challenges related to my mental health
- I believe that my school's leadership team is working to address teachers' mental health needs
- I feel that my professional mental health needs have been addressed during the COVID-19 pandemic

9. Indicate the degree to which the following district- or school-level supports would impact your ability to address your mental health needs.

Please select one of the following for each question below: No impact, Slight impact, Moderate impact, Significant impact, N/A

- A school-coordinated wellness program for school staff
- Professional development on strategies to mitigate common causes teacher "burnout"
- Structured opportunities to develop relationships with your colleagues (ex. Professional Learning Communities, team-building exercises, wellness challenges)
- Information about the mental health supports covered by your health insurance
- Regular planning periods and/or a system for taking a break, if needed (ex. having another educator cover your class briefly)
- Regular meetings with mentor teacher
- Professional development on effective strategies for working from home (ex. setting boundaries to promote a healthy work-life balance, sticking to a consistent schedule)

- Clear communication about employee attendance policies (to include policy on sick days, returning to work, contract requirements)
- Clear communication about anticipated changes to salaries or other compensation caused by COVID-19
- Clear communication about how 2020-2021 teacher evaluations will be conducted, given the anticipated disruptions caused by COVID-19

## SUPPORTING STUDENT EXPERIENCING TRAUMA

KDE anticipates that students may need additional mental health supports as a result of COVID-19 and distance learning, with some students experiencing ongoing trauma or new incidents of trauma during this period. This section of the survey will provide KDE with information on how prepared you feel to recognize and respond to potential symptoms of trauma in students and what supports you need to build your capacity to implement trauma-informed care.

Trauma-informed care is defined as “an approach to engaging people that recognized the potential presence of trauma symptoms and acknowledges that role that trauma may play in an individual’s life”

10. Indicate your level of agreement on each of the following statements.

Please choose one of the following for each question below: Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree, N/A

- I can identify potential symptoms of trauma in students.
- I can identify appropriate supports (ex. classroom management strategies, social emotional learning curricula, referral to school-based mental health practitioners) to meet the different levels of student mental health needs
- I can implement classroom strategies or interventions to support all students’ mental health needs, with consultations with a behavioral specialist/school psychologist as needed
- I know the process for referring students (ex. to school counselors or psychologists) who demonstrate mental health needs beyond what I can support in the classroom
- I can communicate with families to support students’ mental health needs
- I know where to find resources (ex. webinars, books, professional development) to increase my knowledge about trauma-informed care
- I feel supported by my school’s administration in helping students who display potential trauma symptoms

11. To what extent do you need assistance with the following topics related to supporting students experiencing trauma?

Please choose one of the following for each question below: No assistance needed, A little assistance needed, Moderate assistance needed, Significant assistance needed, N/A

- How to identify potential symptoms of trauma in students when using an in-person instructional model

- How to identify potential symptoms of trauma in students when using a distance learning instructional model
- How to use evidence-based strategies to support students who have experiences trauma (ex. de-escalation behavior strategies, assignment modifications)
- How to select appropriate supports to meet the mental health needs of students during periods of distance learning
- How to collaborate with behavior specialists and/or school counselors to ensure students receive the mental health supports they need
- How to talk to students about COVID-19 in developmentally appropriate ways
- How to address my own emotional “burnout” from being exposed to students’ trauma symptoms
- How to track data related to students’ mental health and wellness (ex. behavioral incidents, attendance)
- How to engage with families of students displaying potential symptoms of trauma
- How to build families’ capacity to support their children’s mental health during distance learning (ex. providing families with resources for handling challenging child/young adult behaviors)

## DISTANCE LEARNING

KDE recognizes the challenges teachers have faced and will continue to face as a result of adopting distance learning due to the COVID-19 pandemic. This section of the survey will provide KDE with information on what supports you need to build your capacity to design and implement effective instruction during future periods of distance learning.

### 12. To what extent do you need assistance with the following aspects of designing instruction for distance learning?

Please choose one of the following for each question below: No assistance needed, A little assistance needed, Moderate assistance needed, Significant assistance needed, N/A

- Designing courses or activities that can be used in both virtual and non-virtual environments
- Creating smooth transitions between periods of distance learning and in-person schooling
- Determining pacing of content
- Leveraging the affordance of technology (such as multimedia) to maximize learning
- Creating personalized learning experiences for students that may have additional needs, such as students with disabilities and English Learners
- Creating accessible online learning materials (ex. for students with vision impairments)
- Creating collaborative learning experiences that allow students to interact with each other

### 13. To what extent do you need assistance with the following aspects of selecting and adapting course materials for distance learning?

Please choose one of the following for each question below: No assistance needed, A little assistance needed, Moderate assistance needed, Significant assistance needed, N/A

- Selecting rigorous, research-based materials
- Selecting standards-aligned materials

- Selecting affordable materials
- Selecting products that will meeting individual student’s specific learning needs and goals
- Selecting materials that promote student engagement
- Adapting materials for different models of instruction (ex. online or paper-based)
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14. To what extent do you need assistance with the following aspects of engaging students and families during distance learning?

*An adult mentor is an individual, usually a family member, who is with the students in their distance learning environment and who supports the students in their learning.*

Please choose one of the following for each question below: No assistance needed, A little assistance needed, Moderate assistance needed, Significant assistance needed, N/A

- Learning about student access to reliable computers or smart devices
- Learning about student access to reliable internet access
- Providing technology to support students learning (ex. hotspots, laptops)
- Ensuring students have timely access to assessments and learning materials
- Identifying adult mentors who can support students in person
- Providing technical support for students or adult mentors using technology devices (ex. computers)
- Providing technical support for students or adult mentors to address challenges using online resources and materials
- Developing relationships with students during distance learning
- Developing relationships with families during distance learning
- Engaging students in a virtual environment
- Engaging students who do not have reliable internet access
- Building the capacity of adult mentors to support students
- Communicating with adult mentors about student progress

## DIAGNOSTIC ASSESSMENTS AND ADDRESSING LEARNING LOSS

KDE anticipates that some students may experience learning loss as a result of reduced or missed schooling in the 2019-2020 school year due to COVID-19. This survey will provide KDE with critical information on the supports you anticipate needing for assessing students at re-entry and using the results to support students’ academic growth.

Diagnostic assessments refer to “measures of a student’s current knowledge and skills and can be used to identify a suitable program of learning. They are administered before instruction occurs to assist in identifying appropriate instruction and interventions.” [1]

Formative assessments are “administered during instruction and measure how well students are responding to instruction. With formative assessment, student progress is systematically assessed to provide continuous feedback to both the student and the teacher concerning learning successes and failures.” [2]

[1] National Center on Response to Intervention. (2012). RTI implementer series: Module 1: Screening. Retrieved from [https://rti4success.org/sites/default/files/Webinar%20Manual\\_Screening.pdf](https://rti4success.org/sites/default/files/Webinar%20Manual_Screening.pdf).

[2] National Center on Response to Intervention. (2012). RTI implementer series: Module 1: Screening. Retrieved from [https://rti4success.org/sites/default/files/Webinar%20Manual\\_Screening.pdf](https://rti4success.org/sites/default/files/Webinar%20Manual_Screening.pdf).

15. To what extent do you anticipate needing assistance with the following activities related to preparing for and administering diagnostic assessments?

Please choose one of the following for each question below: No assistance needed, A little assistance needed, Moderate assistance needed, Significant assistance needed, N/A

- Selecting diagnostic assessments that will accurately measure students' knowledge and skills
- Selecting other types of assessments to measure students' knowledge and skills
- Finding time in the schedule to administer diagnostic assessments to all students
- Administering diagnostic assessments to students during periods of distance learning
- Administering diagnostic assessments to students who received accommodations (English learners, students with disabilities)
- Scoring diagnostic assessments in a timely manner to inform decisions about students' placements (ex. honors placement, academic groupings)
- Interpreting diagnostic assessment data (ex. identifying students' strengths and areas for improvement, reviewing multiple sources of data)
- Communicating diagnostic assessment results to students and families

16. To what extent do you need assistance with the following activities related to addressing learning loss, considering there may be continues periods of distance learning in the 2020-2021 school year?

Please choose one of the following for each question below: No assistance needed, A little assistance needed, Moderate assistance needed, Significant assistance needed, N/A

- Identifying whether students are making expected progress toward state standards
- Identifying reasons why students are not making expected progress
- Using formative assessment data
- Using assessment data to differentiate instruction for groups of students
- Using assessment data to individualize instruction for individual students
- Accelerating learning
- Developing or finding appropriate supplemental material for students who need additional academic support
- Providing instruction that engages students
- Using instructional strategies that improve students' critical thinking skills
- Using scaffolding strategies to support students in accessing grade-level content
- Creating grade-appropriate assignments for students regardless of student performance level
- Providing ongoing feedback to students about their performance
- Other (please specify)

