Teacher Needs-sensing Survey Results

June 2020

Data collected by Kentucky Department of Education. Dashboard powered by Kentucky Center for Statistics. The Kentucky Department of Education (KDE) is committed to collaborating with teachers and providing them with the resources they need to effectively aid student learning. KDE acknowledges the professional and personal challenges caused by 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).

The teacher needs-sensing survey was one of several surveys deployed by the KDE in June 2020. The survey gathered information about teacher needs resulting from the COVID-19 pandemic and was deployed from 6/1/2020 to 6/21/2020.[1]

Total number of survey respondents: 7,440

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[1] Contact Aaron Butler at *aaron.butler@education.ky.gov* for questions about the survey.

Teacher Wellness

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

	Strongly disagree (1)		Disagree (2)		Neither agree nor disagree (3)		Agree (4)		Strongly agree (5)		Average response
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	
I have access to an employee wellness program (ex. stress management, health management)	343	5.5	1099	17.5	1286	20.5	2752	43.8	801	12.8	3.4
I feel comfortable reaching out to someone at my school if I experience challenges related to my mental health	490	7.7	1272	19.9	990	15.5	2554	39.9	1095	17.1	3.4
I feel that my professional mental health needs have been addressed during the COVID-19 pandemic	552	8.7	1414	22.3	1744	27.5	1950	30.8	681	10.7	3.1
I believe that my school's leadership team is working to address teachers' mental health needs	543	8.5	1366	21.3	1753	27.3	2048	31.9	708	11.0	3.2
I feel supported by my school's leadership when I need to handle work-related challenges (ex. disruptive student behaviors, difficult conversations with families)	274	4.3	660	10.3	656	10.2	3081	47.9	1763	27.4	3.8
I use strategies to reduce my risk of experiencing teacher "burnout"	128	2.0	578	9.0	1019	15.8	3559	55.3	1157	18.0	3.8

Teacher Support

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

	No impact (1)		Slight impact (2)		Moderate impact (3)		Significant impact (4)		Average response
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	
Clear communication about how 2020-2021 teacher evaluations will be conducted, given the anticipated disruptions caused by COVID-19	345	5.6	916	14.7	1794	28.9	3158	50.8	3.2
Regular meetings with a mentor teacher	1245	20.5	1973	32.5	1835	30.3	1010	16.7	2.4
Information about the mental health supports covered by your health insurance	682	11.1	1648	26.8	2262	36.7	1567	25.4	2.8
Professional development on strategies to mitigate common causes of teacher "burnout"	852	13.6	1785	28.6	2293	36.7	1319	21.1	2.7
Regular planning periods and/or a system for taking a break, if needed (ex. having another educator cover your class briefly)	133	2.1	428	6.8	1417	22.6	4283	68.4	3.6
Clear communication about employee attendance policies (to include policy on sick days, returning to work, contract requirements)	882	14.2	1432	23.1	1866	30.0	2030	32.7	2.8
Clear communication about anticipated changes to salaries or other compensation caused by COVID-19	306	5.0	678	11.0	1497	24.3	3686	59.8	3.4
A school-coordinated wellness program for school staff	549	8.8	1683	27.1	2618	42.2	1360	21.9	2.8
Structured opportunities to develop relationships with your colleagues (ex. Professional Learning Communities, team-building exercises, wellness challenges)	707	11.2	1704	26.9	2298	36.3	1617	25.6	2.8

	No impact (1)		Slight impact (2)		Moderate impact (3)		Significant impact (4)		Average response
	n	%	n	%	n	%	n	%	
Professional development on effective strategies for working from home (ex. setting boundaries to promote a heathy work-life balance, sticking to a consistent schedule)	572	9.1	1288	20.6	2122	33.9	2275	36.4	3.0

Student Trauma

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

	Strongly disagree (1)		Disagree (2)		Neither agree nor disagree (3)		Agree (4)		Strongly agree (4)		Average response
	n	%	n	%	n	%	n	%	n	%	
I can communicate with families to support students' mental health needs	79	1.3	529	9.0	975	16.5	3233	54.8	1081	18.3	3.8
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	47	0.8	426	7.2	754	12.7	3745	63.1	966	16.3	3.9
I can identify potential symptoms of trauma in students	24	0.4	248	4.2	620	10.4	3915	65.9	1131	19.0	4.0
I can implement classroom strategies or interventions to support all students' mental health needs, with consultations with a behavioral specialist/school psychologist as needed	92	1.6	680	11.5	913	15.4	3330	56.3	903	15.3	3.7
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	53	0.9	346	5.9	428	7.2	3435	58.1	1652	27.9	4.1
I know where to find resources (ex. webinars, books, professional development) to increase my knowledge about trauma-informed care	85	1.4	820	13.8	955	16.1	2988	50.4	1078	18.2	3.7
I feel supported by my school's administration in helping students who display potential trauma symptoms	191	3.2	549	9.3	857	14.5	2858	48.4	1449	24.5	3.8

Student Support

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

	No assistance needed (1)		A little assistance needed (2)		Moderate assistance needed (4)		Significant assistance needed (5)		Average response
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	
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)	351	6.0	1428	24.4	2261	38.7	1802	30.8	2.9
How to collaborate with behavior specialists and/or school counselors to ensure students receive the mental health supports they need	1191	20.3	2195	37.3	1832	31.2	662	11.3	2.3
How to talk to students about COVID-19 in developmentally appropriate ways	1057	18.0	2023	34.4	1812	30.8	994	16.9	2.5
How to track data related to students' mental health and wellness (ex. behavioral incidents, attendance)	1055	18.0	2041	34.9	1856	31.7	899	15.4	2.4
How to engage with families of students displaying potential symptoms of trauma	531	9.1	1886	32.2	2241	38.3	1197	20.4	2.7
How to identify potential symptoms of trauma in students when using a distance learning instructional model	294	5.0	1084	18.4	2186	37.1	2327	39.5	3.1
How to identify potential symptoms of trauma in students when using an in-person instructional model	983	16.7	2761	46.9	1717	29.1	430	7.3	2.3
How to address my own emotional "burnout" from being exposed to students' trauma symptoms	1064	18.2	2040	34.9	1791	30.6	951	16.3	2.4

	No assistance needed (1)		A little assistance needed (2)		Moderate assistance needed (4)		Significant assistance needed (5)		Average response
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	
How to select appropriate supports to meet the mental health needs of students during periods of distance learning	287	4.9	1353	23.0	2280	38.7	1967	33.4	3.0
How to use evidence-based strategies to support students who have experienced trauma (ex. de-escalation behavior strategies, assignment modifications)	617	10.5	2266	38.4	2251	38.1	768	13.0	2.5

Distance Learning

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

	No assistance needed (1)		A little assistance needed (2)		Moderate assistance needed (3)		Significant assistance needed (5)		Average response
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	
Creating accessible online learning materials (ex. for students with vision impairments)	593	11.6	1207	23.7	1476	29.0	1819	35.7	2.9
Creating collaborative learning experiences that allow students to interact with each other	526	9.5	1445	26.2	1888	34.2	1658	30.1	2.8
Designing courses or activities that can be used in both virtual and non-virtual environments	595	10.7	1550	28.0	1954	35.3	1440	26.0	2.8
Leveraging the affordances of technology (such as multimedia) to maximize learning	578	10.5	1487	27.0	1872	34.0	1565	28.4	2.8
Determining pacing of content	1036	18.9	1559	28.4	1731	31.6	1158	21.1	2.5
Creating personalized learning experiences for students	758	13.7	1664	30.1	1807	32.7	1305	23.6	2.7
Creating personalized learning experiences for students that may have additional needs, such as students with disabilities and English Learners	497	9.0	1301	23.7	1819	33.1	1875	34.1	2.9
Creating smooth transitions between periods of distance learning and in-person schooling	478	8.6	1353	24.4	2000	36.1	1710	30.9	2.9

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

	No assistance needed (1)		A little assistance needed (2)		Moderate assistance needed (3)		Significant assistance needed (4)		Average response
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	
Selecting affordable materials	1394	25.6	1605	29.5	1381	25.4	1064	19.5	2.4
Selecting materials that promote student engagement	992	18.0	1784	32.4	1568	28.5	1164	21.1	2.5
Selecting products that will meet individual student's specific learning needs and goals	1105	20.1	1885	34.2	1519	27.6	1000	18.2	2.4
Adapting materials for different modes of instruction (ex. online or paper-based)	849	15.4	1696	30.8	1669	30.3	1297	23.5	2.6
Selecting rigorous, research-based materials	1303	23.7	1765	32.1	1555	28.3	871	15.9	2.4
Selecting standards-aligned materials	1944	35.5	1801	32.9	1150	21.0	584	10.7	2.1

To what extent do you need assistance with the following aspects of engaging students and families during distance learning?

	No assistance needed (1)		A little assistance needed (2)		Moderate assistance needed (3)		Significant assistance needed (4)		Average response
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	
Ensuring students have timely access to assessments and learning materials	1045	19.0	1631	29.6	1504	27.3	1322	24.0	2.6
Building the capacity of adult mentors to support students	490	8.9	1387	25.3	1786	32.6	1815	33.1	2.9
Communicating with adult mentors about student progress	1330	24.1	1786	32.4	1457	26.4	937	17.0	2.4
Learning about student access to reliable computers or smart devices	1218	22.1	1797	32.6	1430	26.0	1062	19.3	2.4
Engaging students who do not have reliable internet access	352	6.4	908	16.5	1559	28.3	2697	48.9	3.2
Engaging students in a virtual environment	739	13.3	1430	25.8	1777	32.1	1593	28.8	2.8
Developing relationships with families during distance learning	1212	21.9	1718	31.0	1546	27.9	1064	19.2	2.4
Identifying adult mentors who can support students in person	667	12.1	1504	27.3	1726	31.4	1603	29.1	2.8
Learning about student access to reliable internet access	1124	20.4	1810	32.9	1398	25.4	1174	21.3	2.5
Developing relationships with students during distance learning	1377	24.8	1672	30.2	1434	25.9	1061	19.1	2.4
Providing technical support for students or adult mentors using technology devices (ex. computers)	660	12.0	1469	26.7	1628	29.6	1735	31.6	2.8
Providing technology to support student learning (ex. hotspots, laptops)	699	12.8	1234	22.7	1445	26.5	2068	38.0	2.9

	No assistance needed (1)		A little assistance needed (2)		Moderate assistance needed (3)		Significant assistance needed (4)		Average response
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	
Providing technical support for students or adult mentors to address challenges using online resources and materials	611	11.1	1494	27.2	1693	30.8	1698	30.9	2.8

Diagnostic Assessments

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

	No assistance needed (1)		A little assistance needed (2)		Moderate assistance needed (3)		Significant assistance needed (4)		Average response
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	
Administering diagnostic assessments to students who receive accommodations (English learners, students with disabilities)	643	12.6	1197	23.5	1468	28.8	1792	35.1	2.9
Administering diagnostic assessments to students during periods of distance learning	629	12.1	1148	22.1	1502	29.0	1905	36.7	2.9
Communicating diagnostic assessment results to students and families	1831	35.5	1742	33.8	1008	19.5	578	11.2	2.1
Interpreting diagnostic assessment data (ex. identifying students' strengths and areas for improvement, reviewing multiple sources of data)	1580	30.6	1696	32.9	1164	22.6	718	13.9	2.2
Scoring diagnostic assessments in a timely manner to inform decisions about students' placements (ex. honors placement, academic groupings)	1443	28.7	1494	29.8	1175	23.4	909	18.1	2.3
Selecting diagnostic assessments that will accurately measure students' knowledge and skills	1298	25.1	1519	29.4	1447	28.0	910	17.6	2.4
Selecting other types of assessments to measure students' knowledge and skills	1326	25.5	1670	32.1	1447	27.8	766	14.7	2.3
Finding time in the schedule to administer diagnostic assessments to all students	1037	20.1	1326	25.7	1432	27.7	1374	26.6	2.6

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

	No assistance needed (1)		A little assistance needed (2)		Moderate assistance needed (3)		Significant assistance needed (4)		Average response
	n	%	n	%	n	%	n	%	
Accelerating learning	1313	25.5	1779	34.6	1318	25.6	734	14.3	2.3
Using instructional strategies that improve students' critical thinking skills	1225	23.3	1845	35.0	1410	26.8	786	14.9	2.3
Providing instruction that engages students	1284	24.3	1841	34.8	1352	25.6	812	15.4	2.3
Providing ongoing feedback to students about their performance	2059	39.0	1841	34.9	921	17.5	453	8.6	2.0
Using formative assessment data	2075	39.5	1734	33.0	1013	19.3	429	8.2	2.0
Creating grade-appropriate assignments for students regardless of student performance level	1698	32.4	1834	35.0	1075	20.5	628	12.0	2.1
Identifying reasons why students are not making expected progress	1062	20.1	1924	36.4	1530	29.0	765	14.5	2.4
Using scaffolding strategies to support students in accessing grade-level content	1444	27.6	1919	36.6	1210	23.1	664	12.7	2.2
Identifying whether students are making expected progress toward state standards	1280	24.4	1811	34.5	1428	27.2	735	14.0	2.3
Developing or finding appropriate supplemental material for students who need additional academic support	1194	22.8	1857	35.4	1402	26.7	795	15.1	2.3
Using assessment data to differentiate instruction for groups of students	1854	35.3	1782	34.0	1066	20.3	545	10.4	2.1
Using assessment data to individualize instruction for individual students	1787	34.0	1808	34.4	1060	20.2	602	11.5	2.1