



Introduction

We are independent researchers from the University of Kentucky and the University of Southern California inviting you to participate in a survey. This survey is part of a research project that has been approved by the Tennessee Department of Education*. We want to learn more about the challenges schools faced during and after the COVID-19 pandemic and the strategies schools used to address those challenges to better inform policy and practice moving forward.

By continuing this online survey, you are agreeing to participate in our study. The survey will take about 30 minutes to complete. We expect 200 people to respond.

Eligibility: You must meet the following requirements to participate in this research study:

- You currently serve as a school leader in a Tennessee school, and either
- You served at the same school between the 2019-20 and 2022-23 school years or
- You can identify someone in the school who can assist you in reporting on school challenges and strategies during the 2019-20 through 2022-23 school years.

Benefits: You may not benefit personally from being in this study, but your answers could help us understand more about the challenges schools faced during the COVID-19 pandemic and how schools addressed those challenges.

Risks: If some of our questions may make you feel uncomfortable or upset you can stop the survey at any time. We will make every effort to safeguard your data. However, we cannot guarantee the security of data obtained via the Internet.

Reward: You will receive a \$75 Visa gift card for participating in our study. At the end of the survey, please enter your name and email address to receive the gift card.

Alternative Opportunities: Non-participation in this study is the only alternative we know of currently.

Confidentiality and Future Use: We will keep your survey responses confidential to the extent allowed by law. Officials at the University of Kentucky and the University of Southern California may look at records that identify you to make sure the research is done properly. You will not be identified when we write about the study. We will not use your de-identified information in future research or share it with other researchers.

Complaints or Concerns: If you have questions about the study, please contact Margaret Dawson-Amoah (dawsonam@usc.edu). If you have complaints or concerns about your rights as a research volunteer,

you can contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428.

Thank you for taking the time to consider our study. You do not have to participate in our study, but we hope you will.

If you have read this information and wish to take the survey, please click the arrow below. If you do not wish to take the survey, please close this window.

This link is unique to you. If needed, you can close the survey and use the same link to return to the survey and continue from where you left off.

*Note that TDOE has approved the research project but does not review individual surveys or other specific research protocols for original data collection by researchers for approval.

A1. In what district do you currently work?

- ☐ Achievement School District
- ☐ Hamilton County Schools
- ☐ Knox County Schools
- ☐ Memphis-Shelby County Schools
- ☐ Metro Nashville Public Schools
- ☐ Tennessee Public Charter School Commission
- ☐ Other

A2. At what school do you currently work?

A3. In what year did you begin working at your school?

A4. What was your role at your current school during the following time periods?

	Principal	Assistant Principal	Teacher	Other, please specify:	I was not at my current school during this time
Before COVID onset (Academic Year 2018-19)	☐	☐	☐	☐ 	☐
COVID onset (AY 2019-20)	☐	☐	☐	☐ 	☐
COVID (AY 2020-21)	☐	☐	☐	☐ 	☐
Post COVID (AY 2021-22)	☐	☐	☐	☐ 	☐

A5. If you were not working at your school before, during, and directly following COVID, please collaborate with one or more colleagues who were at the school who can accurately report on your school's instructional and personnel practices during this time. You may move back and forward within the survey after the initial questions and leave and return to it using the link provided until the survey window closes (March 12, 2025).

Should you choose this option, there will be an opportunity at the end of the survey to split the \$75 incentive between you and your colleague(s). Alternatively, you may ask that the survey be sent to a colleague to complete the survey in its entirety.

- ☐ I will consult a colleague to help me complete the survey.
- ☐ I have identified a colleague who will complete the survey in its entirety.

Please contact my colleague directly. They will complete the survey in its entirety.

Name

Position

Email Address

Pre-COVID

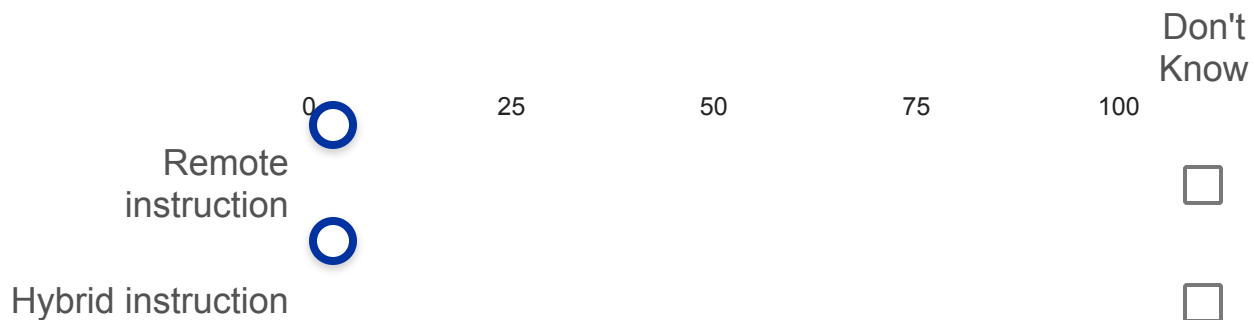
We will ask you a series of questions about your experiences in three different periods - before the pandemic, during the pandemic, and after the pandemic. For this survey, please think of these time periods as follows:

- PRE-COVID-19: before the spring of 2020
- DURING-COVID-19: spring of 2020 to the spring of 2021
- POST-COVID-19: fall of 2021 and onward.

These definitions will be repeated in relevant sections of the survey.

The first series of questions asks about your experiences **prior to** the COVID-19 pandemic. Think back to your time as a school leader **before Spring 2020**.

B1. Prior to the COVID-19 pandemic, approximately what percentage of the year did your school utilize remote or hybrid instruction for all students?



B2. Prior to the COVID-19 pandemic, did any of the following learning disruptions inhibit teaching and learning at your school?

	Yes	No	Don't Know
Chronic or extended student absences	☐	☐	☐
Chronic or extended staff absences	☐	☐	☐

We would like to know about the ***supports for learning*** provided to students **prior to the pandemic** (before Spring 2020).

C1. Prior to the COVID-19 pandemic, did your school system/organization provide any of the following supports for students and families?

	All students and families	Some students and families	No students or families	Don't Know
Digital Devices	☐	☐	☐	☐
Internet Access	☐	☐	☐	☐
Guidance and resources to help families support student learning at home	☐	☐	☐	☐
Interpreters or family liaisons to communicate with and support multilingual families	☐	☐	☐	☐

The next question will ask you about types of tutoring. We define the following types of tutoring as follows:

*High-dosage tutoring is tutoring that takes place for at least 30 minutes per session, one-on-one or in small group instruction, offered three or more times per week, is provided by educators or well-trained tutors, aligns with evidence-based core curriculum or program, and is also known as Evidence-based or High-quality tutoring.

**Standard Tutoring is a less intensive method of tutoring that may take place in one-on-one, small group, or large group settings, is offered less than three times per week and is provided by educators who may or may not have received specific training in tutoring practices.

***Self-paced Tutoring is a method of tutoring in which students work on their own, typically online, where they are provided guided instruction that allows them to move on to new material after displaying mastery of content.

C2. Prior to the COVID-19 pandemic, which of the following types of tutoring, if any, were students at your school provided?

	Yes	No	Don't know
High-dosage tutoring*	☐	☐	☐
Standard tutoring**	☐	☐	☐
Self-paced tutoring***	☐	☐	☐
Other method(s) of tutoring. Please specify:	☐	☐	☐

C3. Prior to the COVID-19 pandemic, did your school do any of the following?

	Yes	No	Don't know
Use a learning management system (LMS) such as Google Classroom, Schoology, Canvas, or Moodle	☐	☐	☐

	Yes	No	Don't know
Use digital education platforms or applications other than an LMS such as ScreenCastify, NearPod, or TalkingPoints	☐	☐	☐
Provide one device (e.g., laptops, tablets) per student (1:1) to use <u>at school</u>	☐	☐	☐
Provide one device (e.g., laptops, tablets) per student (1:1) to use <u>at home</u>	☐	☐	☐
Provide training to teachers about how to <u>deliver instruction online</u>	☐	☐	☐
Provide training to teachers about how to <u>engage with families</u>	☐	☐	☐
Use a “ <u>community school</u> ” or “ <u>wraparound services</u> ” model. (A community school or wraparound services model is when a school partners with other government agencies and/or local nonprofits to support and engage with the local community, e.g., providing mental and physical health care, nutrition, housing assistance, etc.).	☐	☐	☐

C4. Prior to the COVID-19 pandemic, did your school system/ organization offer any of the following programs **during the summer** (Summer 2019)?

	Yes	No	Don't know
Summer school that was required for certain students	☐	☐	☐
Summer learning and enrichment programs – hosted by your school or district	☐	☐	☐
Summer learning and enrichment programs – hosted by or in coordination with partner organizations	☐	☐	☐
Summer bridge programs that support transitions (e.g., from elementary to middle school, or middle school to high school)	☐	☐	☐
Other summer learning programs (Please specify): 	☐	☐	☐

We would like to know about the ***supports for wellbeing*** provided to students **prior to the pandemic** (before Spring 2020).

D2a. Prior to the COVID-19 pandemic, did your school system/ organization offer free meals to students?

- ☐ Free meals were offered to all students
- ☐ Free meals were offered to some students
- ☐ Free meals were not offered to students
- ☐ Don't know

D2b. Prior to the COVID-19 pandemic, in what ways did your school system/ organization provide meals to students?

	Yes	No	Don't Know
Meals were provided in the school building	☐	☐	☐
Meals were picked up from school-designated locations	☐	☐	☐
Meals were dropped off using bus routes	☐	☐	☐
Meals were delivered directly to households	☐	☐	☐
Meals were prepared and delivered through local partnerships	☐	☐	☐
Other, please specify: 	☐	☐	☐

The following question focuses on ***impacts to the classroom*** environment **prior to the COVID-19** pandemic (before Spring 2020).

E1. Prior to the COVID-19 pandemic (before Spring 2020), how did the following negatively impact teachers' classroom management at your school? Select all that apply.

	No negative impact	A small negative impact	Moderate negative impact	A large negative impact	Don't Know	Not applicable
Student behavioral issues	☐	☐	☐	☐	☐	☐
Student socioemotional issues	☐	☐	☐	☐	☐	☐
Accommodating students in remote learning	☐	☐	☐	☐	☐	☐
Lack of support staff (e.g. teacher's aides)	☐	☐	☐	☐	☐	☐
Other, please specify: 	☐	☐	☐	☐	☐	☐

We would like to know about ***parental engagement*** prior to the **pandemic** (before Spring 2020).

F1. Prior to the COVID-19 pandemic, approximately what percentage of parents/guardians do you feel engaged with the school? Engagement includes things such as assisting the student with school technology, communicating with the school, and attending school events.

- ☐ 0 - 25%
- ☐ 26 - 50%
- ☐ 51 - 75%
- ☐ 76 - 100%
- ☐ Don't know

F2. Prior to the COVID-19 pandemic, which of the following methods did your school use to engage with parents/guardians? (Select all that apply)

- ☐ Email
- ☐ Phone
- ☐ Web- or phone-based applications
- ☐ In-person meetings
- ☐ Parent-teacher associations or organizations
- ☐ Parent/family engagement specialists or outreach workers
- ☐ At-home visits
- ☐ None of the above
- ☐ Other, please specify

During COVID

We are now turning to your experiences **during** the COVID-19 pandemic. Think about your school from the **start of the pandemic in Spring 2020 through the following year to Spring 2021** as you answer the following questions.

B1. During the COVID-19 pandemic, approximately what percentage of the year did your school utilize remote or hybrid instruction for all students?



B2. At the start of the pandemic (March 2020), approximately how many students/families in your school faced the following challenges?

	0 - 25%	26 - 50%	51 - 75%	76 - 100%	Don't Know
Limited access to digital devices (e.g., desktop computer, laptop, tablet)	☐	☐	☐	☐	☐
Limited access to reliable internet connection	☐	☐	☐	☐	☐
Limited capacity of family members to support student learning at home	☐	☐	☐	☐	☐

B3. At the start of the pandemic (March 2020), to what extent were the following issues a barrier to providing equitable learning opportunities to all students in your school?

	Not a barrier	A barrier for a few teachers	A barrier for some teachers	A barrier for most or all teachers
Teacher familiarity with digital learning tools	☐	☐	☐	☐
Quality of digital learning materials	☐	☐	☐	☐
Access to printing services to create packet-based resources	☐	☐	☐	☐
Issues with initial and/or consistent communication with parents/guardians	☐	☐	☐	☐

B4. During the COVID-19 pandemic (Spring 2020 - Spring 2021), did any of the following learning disruptions inhibit teaching and learning at your school?

	Yes	No	Don't Know
Student trauma and experiences related to the COVID-19 pandemic	☐	☐	☐
Chronic or extended student absences	☐	☐	☐
Chronic or extended staff absences	☐	☐	☐

The following group of questions focus on ***supports for learning*** provided to students **during the COVID-19 pandemic** (Spring 2020-2021).

C1. During the COVID-19 pandemic (Spring 2020 - Spring 2021), did your school system/organization provide any of the following supports for students and families?

	All students and families	Some students and families	No student or families	Don't Know
Digital Devices	☐	☐	☐	☐
Internet Access	☐	☐	☐	☐
Guidance and resources to help families support student learning at home	☐	☐	☐	☐
Interpreters or family liaisons to communicate with and support multilingual families	☐	☐	☐	☐

The next question will ask you about types of tutoring. As a reminder, we define the following types of tutoring as follows:

*High-dosage tutoring is tutoring that takes place for at least 30 minutes per session, one-on-one or in small group instruction, offered three or more times per week, is provided by educators or well-trained tutors, aligns with evidence-based core curriculum or program, and is also known as Evidence-based or High-quality tutoring.

**Standard Tutoring is a less intensive method of tutoring that may take place in one-on-one, small group, or large group settings, is offered less

than three times per week and is provided by educators who may or may not have received specific training in tutoring practices.

***Self-paced Tutoring is a method of tutoring in which students work on their own, typically online, where they are provided guided instruction that allows them to move on to new material after displaying mastery of content.

C2. During the COVID-19 pandemic (Spring 2020 - Spring 2021), which of the following types of tutoring, if any, were students at your school provided?

	Yes	No	Don't know
High-dosage tutoring*	☐	☐	☐
Standard tutoring**	☐	☐	☐
Self-paced tutoring***	☐	☐	☐
Other method(s) of tutoring. Please specify:	☐	☐	☐

C3. During the COVID-19 pandemic (Spring 2020 - Spring 2021), did your school do any of the following?

	Yes	No	Don't know
Use a learning management system (LMS) such as Google Classroom, Schoology, Canvas, or Moodle	☐	☐	☐
Use digital education platforms or applications other than an LMS such as ScreenCastify, NearPod, or TalkingPoints	☐	☐	☐
Provide one device (e.g., laptops, tablets) per student (1:1) to use <u>at school</u>	☐	☐	☐
Provide one device (e.g., laptops, tablets) per student (1:1) to use <u>at home</u>	☐	☐	☐
Provide training to teachers about how to <u>deliver instruction online</u>	☐	☐	☐
Provide training to teachers about how to <u>engage with families</u>	☐	☐	☐
Use a “ <u>community school</u> ” or “ <u>wraparound services</u> ” model. (A community school or wraparound services model is when a school partners with other government agencies and/or local nonprofits to support and engage with the local community, e.g., providing mental and physical health care, nutrition, housing assistance, etc.).	☐	☐	☐

C4. During the COVID-19 pandemic (Spring 2020 - Spring 2021), did your school system/ organization offer any of the following programs **during the summer** (Summer 2020)?

	Yes	No	Don't know
Summer school that was required for certain students	☐	☐	☐
Summer learning and enrichment programs – hosted by your school or district	☐	☐	☐
Summer learning and enrichment programs – hosted by or in coordination with partner organizations	☐	☐	☐
Summer bridge programs that support transitions (e.g., from elementary to middle school, or middle school to high school)	☐	☐	☐
Other summer learning programs (Please specify): 	☐	☐	☐

The following group of questions focus on **wellbeing supports for students during the COVID-19 pandemic** (Spring 2020 - Spring 2021).

D1. During the COVID-19 pandemic (Spring 2020 - Spring 2021), which of the following, if any, school-based mental health services were

provided to students?

	Yes	No	Don't know
Needs assessment (e.g., evaluating the gaps in resources for an individual student's well-being)	☐	☐	☐
Individual-based interventions (e.g., providing one-on-one counseling or therapy to students)	☐	☐	☐
Group-based interventions (e.g., providing services to a group of students who are all seeking help for the same issue)	☐	☐	☐
Family-based interventions (e.g., providing resources to caregivers for supporting their student's mental health)	☐	☐	☐

D2. During the COVID-19 pandemic (Spring 2020 - Spring 2021), did your school do any of the following to help students cope with the pandemic?

	Yes	No	Don't know
Hired new staff to focus on student social/emotional/mental well-being	☐	☐	☐
Encouraged existing staff to address student social/emotional/mental well-being	☐	☐	☐

	Yes	No	Don't know
Added student classes on social/emotional/mental well-being	☐	☐	☐
Created or expanded a program for students' social/emotional/mental well-being	☐	☐	☐
Offered guest speakers for students on social/emotional/mental well-being	☐	☐	☐
Offered professional development to train teachers on helping students with their social/emotional/mental well-being	☐	☐	☐
Held assemblies for students on social/emotional/mental well-being	☐	☐	☐
Created community events and partnerships for students on social/emotional/mental well-being	☐	☐	☐

D6. List any other interventions, services, or strategies used to address student social/emotional/mental well-being during COVID (Spring 2020 - Spring 2021) not identified above.

D3a. During the COVID-19 pandemic (Spring 2020 - Spring 2021), did your school system/ organization offer free meals to students?

- ☐ Free meals were offered to all students
☐ Free meals were offered to some students
☐ Free meals were not offered to students
☐ Don't know

D3b. During the COVID-19 pandemic (Spring 2020 - Spring 2021), in what ways did your school system/ organization provide meals to students?

	Yes	No	Don't Know
Meals were provided in the school building	☐	☐	☐
Meals were picked up from school-designated locations	☐	☐	☐
Meals were dropped off using bus routes	☐	☐	☐
Meals were delivered directly to households	☐	☐	☐
Meals were prepared and delivered through local partnerships	☐	☐	☐
Other, please specify: 	☐	☐	☐

This section focuses on the impacts the pandemic had on the ***classroom environment during the pandemic*** (Spring 2020 - Spring 2021).

E1. During the COVID-19 pandemic (Spring 2020 - Spring 2021), how did the following negatively impact teachers' classroom management at your school? Select all that apply.

	No negative impact	A small negative impact	Moderate negative impact	A large negative impact	Don't Know	Not applicable
Student behavioral issues	☐	☐	☐	☐	☐	☐
Student socioemotional issues	☐	☐	☐	☐	☐	☐
Accommodating students in remote learning	☐	☐	☐	☐	☐	☐
Lack of support staff (e.g. teacher's aides)	☐	☐	☐	☐	☐	☐
Other, please specify: 	☐	☐	☐	☐	☐	☐

E2. During the COVID-19 pandemic (Spring 2020 - Spring 2021), have any of the following student behaviors ***changed compared to a typical school year before the pandemic?***

	Decreased	About the same	Increased	Don't know
Classroom disruption from student misconduct	☐	☐	☐	☐
Students cutting class	☐	☐	☐	☐
Student tardiness	☐	☐	☐	☐
Use of cell phones, computers, and other electronic devices when not permitted	☐	☐	☐	☐
Overall quality of school climate	☐	☐	☐	☐

The following questions focus on ***parental engagement*** during the **COVID -19 pandemic** (Spring 2020 - Spring 2021).

F1. During the COVID-19 pandemic (Spring 2020 - Spring 2021), approximately what percentage of parents/guardians do you feel engaged with the school? Engagement includes things such as assisting the student with school technology, communicating with the school, and attending school events

- ☐ 0 - 25%
- ☐ 26 - 50%
- ☐ 51 - 75%
- ☐ 76 - 100%
- ☐ Don't know

F2. During the COVID-19 pandemic (Spring 2020 - Spring 2021), which of the following methods did your school use to engage with parents/guardians? (Select all that apply)

- ☐ Email
- ☐ Phone
- ☐ Web- or phone-based applications
- ☐ In-person meetings
- ☐ Parent-teacher associations or organizations
- ☐ Parent/family engagement specialists or outreach workers
- ☐ At-home visits
- ☐ None of the above
- ☐ Other, please specify

The following questions focus on ***staffing*** during the **COVID 19 pandemic** (Spring 2020 - Spring 2021).

G1. ***Compared to a typical school year before the pandemic***, how did teacher absences at your school change (including planned and unplanned absences) during the COVID-19 pandemic (Spring 2020 - Spring 2021)?

- ☐ Decreased a lot

- ☐ Decreased a little
- ☐ Remained about the same
- ☐ Increased a little
- ☐ Increased a lot
- ☐ Don't know

G2. During the COVID-19 pandemic (Spring 2020 - Spring 2021), how did your school cover classes when there were teacher absences?
Select all that apply.

- ☐ Substitute teachers
- ☐ Administrators cover classes
- ☐ Non-teaching staff (e.g., media specialists, paraprofessionals, etc.) cover classes
- ☐ Other teachers cover classes during their prep periods
- ☐ Separate sections or classes are combined into one room
- ☐ Assign students asynchronous modules
- ☐ Other. Please specify:

G3. During the COVID-19 pandemic (Spring 2020 - Spring 2021), what level of difficulty did your school have in finding substitute teachers ***compared to a typical school year before the pandemic?***

- ☐ Decreased a lot
- ☐ Decreased a little
- ☐ Remained about the same
- ☐ Increased a little
- ☐ Increased a lot
- ☐ Don't know

G4. During the COVID-19 pandemic (Spring 2020 - Spring 2021), how has teacher turnover at your school changed ***compared to a typical school year before the pandemic?***

- ☐ Decreased a lot
- ☐ Decreased a little
- ☐ Remained about the same
- ☐ Increased a little
- ☐ Increased a lot

G5. During the COVID-19 pandemic (Spring 2020 - Spring 2021), did your school add any new full- or part-time positions aimed at helping learning loss from that period?

	Yes	No	Don't know
Teachers	☐	☐	☐
School Counselors	☐	☐	☐
Tutors	☐	☐	☐
ESL Teachers	☐	☐	☐
Administrators	☐	☐	☐
Instructional Aids	☐	☐	☐
Instructional Coaches	☐	☐	☐
Technology Coaches	☐	☐	☐

G6. Other than those identified above, list any other full- or part-time positions added to tackle challenges from COVID-19.

G7. During the COVID-19 pandemic (Spring 2020 - Spring 2021), what, if any, challenges did you experience filling vacant teaching positions? Select all that apply.

- ☐ Too few candidates applying for open teaching positions
- ☐ A lack of qualified candidates applying for open teaching positions
- ☐ We did not experience any challenges filling teacher vacancies
- ☐ We did not have any teacher vacancies to fill
- ☐ Other, please specify

Post COVID

The last section of the survey asks about your experiences after the COVID-19 pandemic. Think about your school starting in **Fall 2021 and moving forward.**

B1. Post the COVID-19 pandemic (Fall 2021 and after), approximately what percentage of the year did your school utilize remote or hybrid instruction for all students?

	0	25	50	75	100	Don't Know
Remote instruction	☒					☐ 0
Hybrid instruction	☒					☐ 0

B2. Post the COVID-19 pandemic (Fall 2021 and after), did any of the following learning disruptions inhibit teaching and learning at your school?

	Yes	No	Don't Know
Student trauma and experiences related to the COVID-19 pandemic	☐	☐	☐
Chronic or extended student absences	☐	☐	☐
Chronic or extended staff absences	☐	☐	☐

The following group of questions focus on ***supports for learning*** provided to students **post the COVID-19 pandemic** (Fall 2021 and after).

C1. Post the COVID-19 pandemic (Fall 2021 and after), did your school system/organization provide any of the following supports for students and families?

	All students and families	Some students and families	No students or families	Don't know
Digital Devices	☐	☐	☐	☐
Internet Access	☐	☐	☐	☐
Guidance and resources to help families support student learning at home	☐	☐	☐	☐
Interpreters or family liaisons to communicate with and support multilingual families	☐	☐	☐	☐

The next question will ask you about types of tutoring. As a reminder, we define the following types of tutoring as follows:

*High-dosage tutoring is tutoring that takes place for at least 30 minutes per session, one-on-one or in small group instruction, offered three or more times per week, is provided by educators or well-trained tutors, aligns with evidence-based core curriculum or program, and is also known as Evidence-based or High-quality tutoring.

**Standard Tutoring is a less intensive method of tutoring that may take place in one-on-one, small group, or large group settings, is offered less

than three times per week and is provided by educators who may or may not have received specific training in tutoring practices.

***Self-paced Tutoring is a method of tutoring in which students work on their own, typically online, where they are provided guided instruction that allows them to move on to new material after displaying mastery of content.

C2. Post the COVID-19 pandemic (Fall 2021 and after), which of the following types of tutoring, if any, were/are students at your school provided? Select all that apply.

	Yes	No	Don't know
High-dosage tutoring*	☐	☐	☐
Standard tutoring**	☐	☐	☐
Self-paced tutoring***	☐	☐	☐
No tutoring was/is provided to students at our school	☐	☐	☐
Other method(s) of tutoring. Please specify:	☐	☐	☐

C3. Post the COVID-19 pandemic (Fall 2021 and after), did your school do any of the following?

	Yes	No	Don't know
Use a learning management system (LMS) such as Google Classroom, Schoology, Canvas, or Moodle	☐	☐	☐
Use digital education platforms or applications other than an LMS such as ScreenCastify, NearPod, or TalkingPoints	☐	☐	☐
Provide one device (e.g., laptops, tablets) per student (1:1) to use <u>at school</u>	☐	☐	☐
Provide one device (e.g., laptops, tablets) per student (1:1) to use <u>at home</u>	☐	☐	☐
Provide training to teachers about how to <u>deliver instruction online</u>	☐	☐	☐
Provide training to teachers about how to <u>engage with families</u>	☐	☐	☐
Use a “ <u>community school</u> ” or “ <u>wraparound services</u> ” model. (A community school or wraparound services model is when a school partners with other government agencies and/or local nonprofits to support and engage with the local community (e.g., providing mental and physical health care, nutrition, housing assistance, etc.).	☐	☐	☐

C4. Post the COVID-19 pandemic (Fall 2021 and after), did your school system/ organization offer any of the following programs **during the summer** (summer 2021 and after)?

	Yes	No	Don't know
Summer school that was required for certain students	☐	☐	☐
Summer learning and enrichment programs – hosted by your school or district	☐	☐	☐
Summer learning and enrichment programs – hosted by or in coordination with partner organizations	☐	☐	☐
Summer bridge programs that support transitions (e.g., from elementary to middle school, or middle school to high school)	☐	☐	☐
Other summer learning programs (Please specify): 	☐	☐	☐

C5. Post-pandemic, what strategies has your school added to support student learning recovery? Select all that apply.

- ☐ Remedial instruction (i.e., using content from prior years to teach concepts or skills)
- ☐ Identifying individual student academic needs with diagnostic assessment (eg. pre-unit exams, beginning of year assessments) data
- ☐ Identifying individual student academic needs with formative assessment (eg. in-unit tests, quizzes) data
- ☐ Extending class time spent on targeted subject areas during the school day
- ☐ Extending the school day to accommodate learning recovery activities
- ☐ Extending the school week to accommodate learning recovery activities

- ☐ Extending the school year to accommodate learning recovery activities
- ☐ Professional development for teachers/staff on learning recovery
- ☐ Family workshops to provide techniques and guidance to support learning recovery
- ☐ Family engagement/outreach activities (e.g., home visits, communicating via text apps, video conference meetings, etc.)
- ☐ Hiring additional educators to provide more small-group and individual instruction
- ☐ Other strategies to support learning recovery (Please specify):

The following group of questions focus on ***wellbeing supports for students after the COVID-19 pandemic*** (Fall 2021 and after).

D1. Post the COVID-19 pandemic (Fall 2021 and after), which of the following, if any, school-based mental health services were provided to students?

	Yes	No	Don't know
Needs assessment (e.g., evaluating the gaps in resources for an individual student's well-being)	☐	☐	☐
Individual-based interventions (e.g., providing one-on-one counseling or therapy to students)	☐	☐	☐

	Yes	No	Don't know
Group-based interventions (e.g., providing services to a group of students who are all seeking help for the same issue)	☐	☐	☐
Family-based interventions (e.g., providing resources to caregivers for supporting their student's mental health)	☐	☐	☐

D2. Post the COVID-19 pandemic (Fall 2021 and after), did your school do any of the following to help students cope with the pandemic?

	Yes	No	Don't know
Hired new staff to focus on student social/emotional/mental well-being	☐	☐	☐
Encouraged existing staff to address student social/emotional/mental well-being	☐	☐	☐
Added student classes on social/emotional/mental well-being	☐	☐	☐
Created or expanded a program for students' social/emotional/mental well-being	☐	☐	☐
Offered guest speakers for students on social/emotional/mental well-being	☐	☐	☐

	Yes	No	Don't know
Offered professional development to train teachers on helping students with their social/emotional/mental well-being	☐	☐	☐
Held assemblies for students on social/emotional/mental well-being	☐	☐	☐
Created community events and partnerships for students on social/emotional/mental well-being	☐	☐	☐

D3. List any other interventions, services, or strategies used to address student social/emotional/mental well-being post-COVID (Fall 2021 and after) not identified above.

D4a. Post the COVID-19 pandemic (Fall 2021 and after), did your school system/ organization offer free meals to students?

- ☐ Free meals were offered to all students
- ☐ Free meals were offered to some students
- ☐ Free meals were not offered to students
- ☐ Don't know

D4b. Post the COVID-19 pandemic (Fall 2021 and after), in what ways did your school system/ organization provide meals to students?

	Yes	No	Don't Know
Meals were provided in the school building	☐	☐	☐
Meals were picked up from school-designated locations	☐	☐	☐
Meals were dropped off using bus routes	☐	☐	☐
Meals were delivered directly to households	☐	☐	☐
Meals were prepared and delivered through local partnerships	☐	☐	☐
Other, please specify: 	☐	☐	☐

This section focuses on the impacts the pandemic had on the ***classroom environment after the pandemic*** (Fall 2021 and after).

E1. Post the COVID-19 pandemic (Fall 2021 and after), how did the following negatively impact teachers' classroom management at your school? Select all that apply.

	No negative impact	A small negative impact	Moderate negative impact	A large negative impact	Don't Know	Not applicable
Student behavioral issues	☐	☐	☐	☐	☐	☐
Student socioemotional issues	☐	☐	☐	☐	☐	☐
Accommodating students in remote learning	☐	☐	☐	☐	☐	☐
Lack of support staff (e.g. teacher's aides)	☐	☐	☐	☐	☐	☐
Other, please specify: 	☐	☐	☐	☐	☐	☐

E2. Post the COVID-19 pandemic (Fall 2021 and after), have any of the following student behaviors ***changed compared to a typical school year before the start of the pandemic?***

	Decreased	About the same	Increase	Don't know
Classroom disruption from student misconduct	☐	☐	☐	☐
Students cutting class	☐	☐	☐	☐
Student tardiness	☐	☐	☐	☐
Use of cell phones, computers, and other electronic devices when not permitted	☐	☐	☐	☐
Overall quality of school climate	☐	☐	☐	☐

This set of questions focuses on ***parental engagement*** post the **COVID -19 pandemic** (Fall 2021 and after).

F1. Post the COVID-19 pandemic (Fall 2021 and after), approximately what percentage of parents/guardians do you feel engaged with the school? Engagement includes things such as assisting the student with school technology, communicating with the school, and attending school events

- ☐ 0 - 25%
- ☐ 26 - 50%
- ☐ 51 - 75%
- ☐ 76 - 100%
- ☐ Don't know

F2. Post the COVID-19 pandemic (Fall 2021 and after), which of the following methods did your school use to engage with parents/guardians?

- ☐ Email
- ☐ Phone
- ☐ Web- or phone-based applications
- ☐ In-person meetings
- ☐ Parent-teacher associations or organizations
- ☐ Parent/family engagement specialists or outreach workers
- ☐ At-home visits

☐ None of the above☐ Other, please specify

This section focuses on ***staffing*** post the **COVID 19 pandemic** (Spring 2020-Spring 2021).

G1. ***Compared to a typical school year before the start of the pandemic***, how did teacher absences at your school change (including planned and unplanned absences) post the COVID-19 pandemic (Fall 2021 and after)?

- ☐ Decreased a lot
- ☐ Decreased a little
- ☐ Remained about the same
- ☐ Increased a little
- ☐ Increased a lot
- ☐ Don't know

G2. Post the COVID-19 pandemic (Fall 2021 and after), how has your school covered classes when there are teacher absences? Select all that apply.

- ☐ Substitute teachers
- ☐ Administrators cover classes

- ☐ Non-teaching staff (e.g., media specialists, paraprofessionals, etc.) cover classes
- ☐ Other teachers cover classes during their prep periods
- ☐ Separate sections or classes are combined into one room
- ☐ Assign students asynchronous modules
- ☐ Other. Please specify:

G3. Post the COVID-19 pandemic (Fall 2021 and after), what level of difficulty did your school have in finding substitute teachers ***compared to a typical school year before the pandemic?***

- ☐ Decreased a lot
- ☐ Decreased a little
- ☐ Remained about the same
- ☐ Increased a little
- ☐ Increased a lot
- ☐ Don't know

G4. Post the COVID-19 pandemic (Spring 2020 - Spring 2021), how has teacher turnover at your school changed ***compared to a typical school year before the pandemic?***

- ☐ Decreased a lot
- ☐ Decreased a little
- ☐ Remained about the same
- ☐ Increased a little
- ☐ Increased a lot

G5. Post the COVID-19 pandemic (Fall 2021 and after), did your school add any new full- or part-time positions aimed at helping learning loss from pandemic?

	Yes	No	Don't know
Teachers	☐	☐	☐
School Counselors	☐	☐	☐
Tutors	☐	☐	☐
ESL Teachers	☐	☐	☐
Administrators	☐	☐	☐
Instructional Aids	☐	☐	☐
Instructional Coaches	☐	☐	☐
Technology Coaches	☐	☐	☐

G6. Other than those identified above, list any other full- or part-time positions added to help address learning loss from COVID-19.

G7. Post the COVID-19 pandemic (Fall 2021 and after), what, if any, challenges did you experience filling vacant teaching positions? Select

all that apply.

- ☐ Too few candidates applying for open teaching positions
- ☐ A lack of qualified candidates applying for open teaching positions
- ☐ We did not experience any challenges filling teacher vacancies
- ☐ We did not have any teacher vacancies to fill
- ☐ Don't Know
- ☐ Other, please specify

Email

H1. You have reached the end of the survey. Thank you for your participation. Please provide your name and email address if you would like a Visa gift card for participating in the survey. Your name and email address will not be used for any other purposes. If multiple colleagues are splitting the gift card, please enter all names and emails in the same order.

Name

Email Address

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