Learning in the 21st Century: How the American Public, Parents, and Teachers View K-12 Teaching and Learning in the Pandemic

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Executive Summary

A year into the coronavirus pandemic, K-12 education faces challenges. Many of these problems existed pre-COVID-19, but have surged given the disruptive nature of teaching and learning during a pandemic. Educational progress, parent-teacher partnerships, and teachers' ability to address individual students' learner variability all have sustained damage. Many students, according to parents, have sorely missed social interactions, a personal connection with their teachers, and after-school activities.

In the survey, 43 percent of teachers say they are teaching virtually only. 39 percent in a hybrid setting, and 18 percent teaching in person. For parents, 59 percent say their child attends fully remote school, 23 percent in a hybrid model, and 16 percent are in person.

There are successes. With many students engaged in fully or partially remote learning, eight in 10 parents and teachers alike rate teaching academic content online as at least somewhat effective. But far fewer say it's very effective—28 percent of parents and 19 percent of teachers.

The 2021 Learner Variability Project survey, a national study produced for the education nonprofit Digital Promise by Langer Research Associates, documents the broad range of difficulties—as well as some highlights—in K-12 learning in the pandemic. Among them:

- Eighty-two percent of teachers say it's been difficult for their students to keep up academically during the pandemic. Parents are much less apt to see this as a concern for their own child, but still, 45 percent do.
- Two-thirds of teachers say their ability to work with students' individual learning needs has worsened since the pandemic began. This impact is reported especially by teachers using online learning, either exclusively or in combination with in-person classes.

- By a three to one margin, parents are more apt to say their partnership with their child's teachers is weaker rather than stronger since the COVID-19 outbreak. This view is prevalent especially among those whose school moved to an entirely online model.
- The top-ranked pandemic response by schools is for ensuring their students have computer, internet, and software access and support as needed. Still, about three in 10 teachers and more than a third of parents rate this less than highly (i.e., as excellent or very good).
- Modest majorities of teachers and parents rate their school highly for communicating about how it's operating in the pandemic.
- Only roughly three in 10 teachers and parents give their school high ratings for helping students with pandemic-related social-emotional challenges.
- Underscoring the damaging effects of the digital divide, parents with suboptimal internet access are dramatically more likely than others to say the pandemic has caused a problem in their child's ability to keep up academically.
- The value of teacher training in online methods is apparent. Teachers with a high degree of comfort with technology are significantly less likely than others to say the pandemic has worsened their ability to work with each student's individual learner variability.
- Likely given the almost overnight pivot to online teaching and learning, teachers are much less apt than they were in fall 2019 to say they have input into the educational technology they use. Teachers who have this input are much more likely than those without it to see their online classes as effective.
- Compounded by the pandemic, teachers' overall satisfaction is down: Twenty-three percent are very satisfied in their professional role as an educator, vs. 34 percent in 2019.

There is positive news as well. When they don't give top marks, public school parents and teachers tend to rate their school's responses to the pandemic as "good," the midpoint option, rather than not so good or poor. Problematically, though, parents are more skeptical of their school's efforts to provide students with social-emotional support.

Even as teachers say their ability to deal with student learner variability has worsened compared with 2019 survey results, the number who report adequate support is up sharply, from 26 to 42 percent. That could bode well for this critical work as pandemic restrictions ease.

There's also been growth in the perception that schools primarily focus on individual learner variability—a broadly desired goal—rather than "teaching to the middle." Thirty-two percent

of all adults think their local schools try to understand and work with individual learner variability—still a modest number, but up nine percentage points since 2019. Thirty-seven percent of public school parents say the same about their own child's school, up from 28 percent in 2019.

The 2021 Learner Variability Project survey was conducted among a random national sample of 1,498 adults, including 643 public school parents and separately, a sample of 530 public school teachers. It also oversampled Black and Hispanic parents. The study explores views of education in the face of the pandemic, as well as attitudes toward learner variability, tailored instruction, educational priorities, and educational technology.

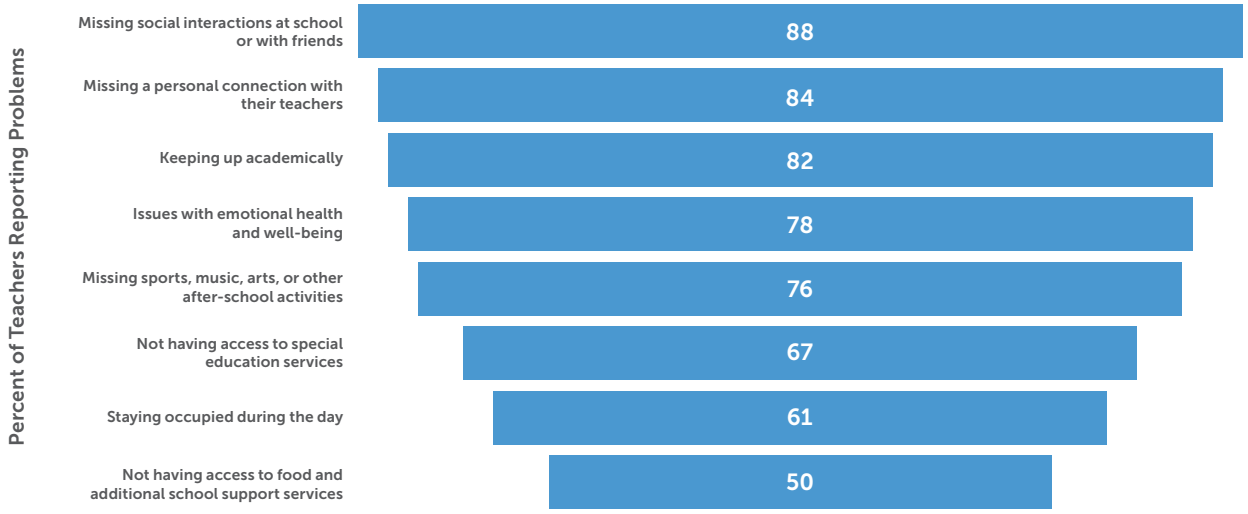
Interviews were conducted January 5-19, 2021, via the Ipsos KnowledgePanel®, in which randomly recruited participants complete surveys online. Results are reported for the three main respondent groups: the general public, public school parents, and public school teachers, with subgroup analysis. Parents with more than one child were asked about their oldest child's experiences.

Findings

Problems Exacerbated by the Pandemic

Just as with public health and the nation's economy, the pandemic's damage to public education is extensive. Given eight key topics, at least half of teachers say each one poses a problem—either major or somewhat—for their students. Topping the list, 88 percent cite missing social interactions as a problem, including 59 percent who call this a major problem. Eighty-four percent also see students missing a personal connection with their teachers as a problem, and nearly as large majorities say the same about keeping up academically (82 percent), issues with emotional health and well-being (78 percent), and missing sports, music, arts, or other after-school activities (76 percent).

How big a problem has the pandemic created for your students in each of these areas?



Further, two-thirds of teachers say not having access to special education services is at least somewhat of a problem for their students. Six in 10 teachers say the same about students staying occupied during the day; five in 10 also have at least somewhat of a problem with lack of access to food and additional school support services.

There are gaps between public school teachers and parents in these perceptions, with parents less apt to perceive each of these items as problems for their own child. In one striking difference, as mentioned, 82 percent of teachers say keeping up academically is at least somewhat of a problem for their students, while 45 percent of parents (still a substantial share) say so about their child.

Nonetheless, parents, like teachers, are most apt to say that missing social interactions at school or with friends (74 percent) and missing a personal connection with their teachers (64 percent) are at least somewhat of a problem for their child. Next in parents' perceptions, cited as a problem (58 percent), is missing sports, music, arts or other after-school activities.

Forty-five percent of parents cite both staying occupied during the day and keeping up academically as problems for their child, and four in 10 say the same about issues with emotional health and well-being. Fewer (one in four) cite a lack of access to special education services, but this doubles to half of parents whose child has received such services. Parents whose oldest child has received special education services

for a learning disability also are more likely than other parents to say keeping up academically (+20 points) and staying occupied during the day (+15 points) have been problems for their child.

Overall, about one in eight says lack of access to food (e.g., school lunches) and other school support services is a problem, rising to one in four parents with household incomes less than $50,000 a year.

Hierarchies are generally similar when picking the single biggest problem for students. Among teachers, 38 percent identify missing social interactions at school or with friends; next, 24 percent cite keeping up academically. About one in 10 selects missing a personal connection with teachers, issues with emotional health and well-being, or missing after-school activities.

Parents also are most apt (41 percent) to mention missing social interactions at school or with friends as the single biggest problem for their child. That's followed distantly by 14 percent who cite keeping up academically; 13 percent who cite missing after-school activities; and 11 percent who cite missing a personal connection with their teachers.

Which of the following has been the single biggest problem?

	Public school parents	Public school teachers
Missing social interactions at school or with friends	41%	38%
Keeping up academically	14	24
Missing sports, music, arts, or other after school activities	13	9
Missing a personal connection with their teachers	11	9
Issues with emotional health and well-being	7	9
Not having access to special education services	6	7
Staying occupied during the day	5	1
Not having access to food and additional school support services	2	2

Pivot From In-School to Digital Learning

The pandemic has altered teaching modes dramatically. At the time of the survey field work, 59 percent of parents said their child was learning remotely—nearly all online (58 percent, with one percent using paper packets). An additional 23 percent followed a hybrid model, sometimes remote and sometimes in person. Sixteen percent said their child's class was meeting in person only.

Forty-three percent of teachers reported teaching remotely, almost all online. Thirty-nine percent used a hybrid learning model, leaving 18 percent teaching fully in person. About half of parents and teachers alike say their child's learning model has been consistent throughout the school year; the rest say their school switched among different approaches as conditions changed.

Some prevalent practices: Ninety-four percent of teachers who use a remote or hybrid learning model offer live sessions in which students can ask questions and participate in discussions, and 86 percent offer live presentations by the teacher, with the class watching in real time. Fewer, but still 59 percent, include a less interactive approach, recorded teacher presentations for their students. Reports are similar among parents.

As noted, most parents and teachers alike rate teaching academic content online as effective, but few (28 percent of parents and 19 percent of teachers) say it's very effective. (These results are among teachers who are teaching remotely and parents whose child has classes online.)

Fewer parents and teachers see online classes as very or somewhat effective in terms of two other gauges: building community and social connection, and helping students work collaboratively in groups. Among parents, roughly half rate each as at least somewhat effective. Among teachers, 45 percent see online classes as somewhat effective for building community and social connection and 35 percent believe they're somewhat effective for helping students work collaboratively in groups.

Schools' Performance During the Pandemic

As mentioned, schools get their highest marks overall for ensuring computer, internet, and software access and support for students as needed. But these ratings are still short of ideal—71 percent of teachers and 63 percent of parents rated the school's performance as high positive (excellent or very good).

How good a job is your child's school doing in these areas? Among public school parents	
	Excellent or very good
Ensuring that your child has computer/internet/software access and support as needed	**63%**
Communicating with you about how the school is operating in the pandemic	**56**
Managing the transition to online instruction, as needed	**48**
Ensuring assignments provided by teachers to students are rigorous and of high quality	**43**
Working with your child's individual interests, strengths and challenges	**36**
Helping your child cope with social-emotional challenges related to the pandemic	**34**

Fewer in either group (58 percent of teachers and 56 percent of parents) say their school is doing an excellent or very good job communicating about how the school is operating in the pandemic. Fewer still, 44 percent of teachers and 48 percent of parents, highly rate the school's management of the transition to online instruction as needed.

How good a job is the school where you work doing in these areas? Among public school teachers	
	Excellent or very good
Ensuring that all students have computer/internet/ software access and support as needed	**71%**
Communicating with parents and the community about how the school is operating in the pandemic	**58**
Managing the transition to online instruction, as needed	**44**
Ensuring assignments you provide to students are rigorous and of high quality	**42**
Working with students' individual interests, strengths and challenges	**33**
Helping students cope with social-emotional challenges related to the pandemic	**30**

Other ratings drop off further. At the low end, only a third of teachers and 36 percent of parents rate their school highly positively in terms of working with students' individual interests, strengths, and challenges. And it's just 30 percent of teachers and 34 percent of parents who rate their school highly positively for helping students cope with social-emotional challenges related to the pandemic.

Among other items, 58 percent of teachers rate their students' overall learning environment highly positively, as do 53 percent of parents. But just roughly four in 10 teachers and parents alike say the school ensures that assignments to students from teachers are rigorous and high quality.

On two other items, 56 percent of parents highly rate the learning support provided to their child; just about four in 10 rate their school's emotional support to their child as excellent or very good. (These questions weren't asked of teachers.)

Parent-Teacher Partnerships

More than half of parents, 54 percent, say their partnership with their child's teachers is about the same now as it was before the pandemic. But among those who report a change, the tilt is decidedly negative: Thirty-four percent say the relationship is weaker, versus 11 percent stronger.

Teachers divide differently, and less negatively. About as many say their partnership with their students' parents is stronger (25 percent) as say it's weaker (28 percent). Again the largest share, 47 percent, say it's about the same.

Learning models matter in this assessment: Parents whose child is in full-time remote learning are twice as likely as those whose school is meeting in person to say that their parent-teacher partnership has weakened, at 40 versus 20 percent. Those whose child's school is following a hybrid model fall between the two at 31 percent.

Among other group differences, parents living in urban areas are 20 points more apt than those in rural areas to say their partnership with their child's teachers has gotten weaker (42 versus 22 percent). Views among suburban parents fall between the two.

Remote Learning: Urban, Suburban, and Rural Parents

Parents living in urban (74 percent) and suburban (60 percent) areas are much more likely to say their oldest child's current learning model is remote than parents living in rural areas (33 percent).

Rural parents are more apt to say their oldest child's learning model is hybrid (36 percent) or in person (29 percent) than urban (six percent hybrid and nine percent in person) and suburban (22 percent hybrid and 16 percent in person).

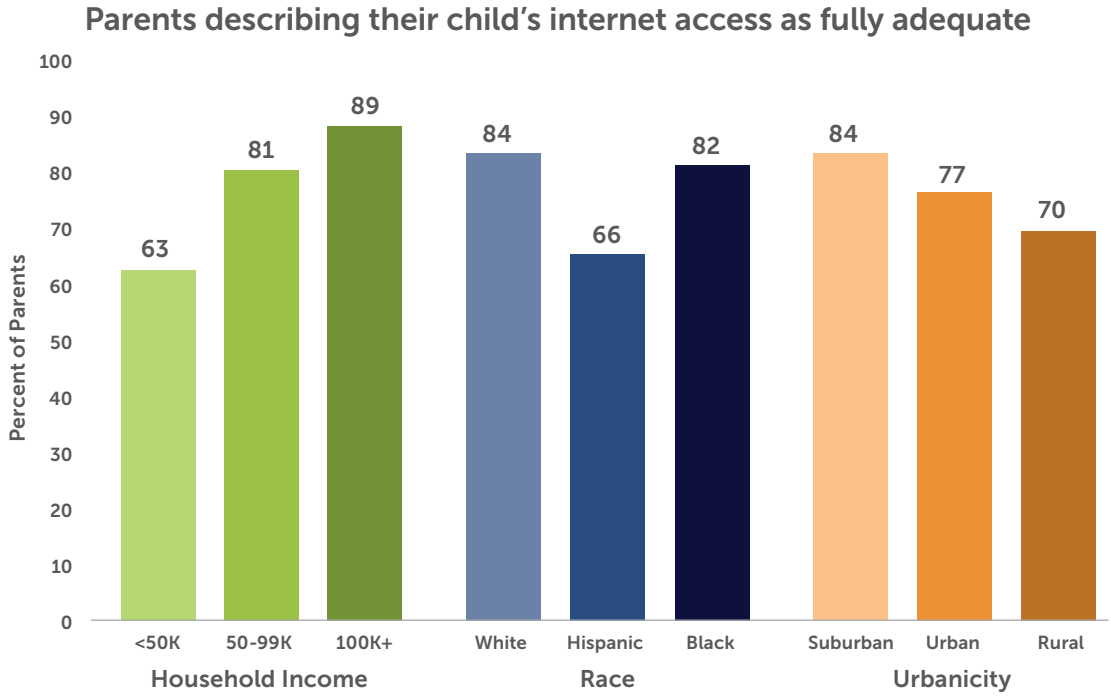
Additionally, parents whose oldest child is in grade K-5 are more than twice as likely as those with older children to say their parent-teacher partnership has strengthened. There's also a grade skew among teachers: Among those teaching K-8, 29 percent say their partnership with parents has strengthened, versus 16 percent of those teaching higher grades. Indeed, among those teaching grades 9-12, a substantial 37 percent say their parent-teacher partnership has weakened.

In another gap, female teachers are much more likely than their male counterparts to say their relationship with their students' parents is stronger than before the outbreak, at 30 percent versus 11 percent. There's no difference on this question by gender among parents.

Students' Internet Access

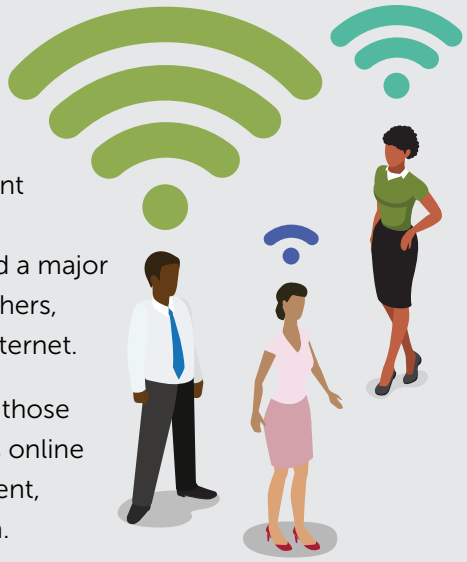
Nearly all parents say their child has internet access as needed for school, though fewer (79 percent overall) call it fully adequate. About two in 10 (18 percent) say their child's internet access is somewhat adequate, i.e., with "some problems." Just one percent say their internet is inadequate, with many problems.

It should be noted that this survey was conducted among panelists recruited via random, address-based sampling to respond to questionnaires online; those without internet access or devices are provided a tablet and a mobile data plan. Still, there are notable differences in the quality of internet access by income, race and ethnicity, and urbanicity. Among parents with household incomes less than $50,000 a year, 63 percent call their child's internet access fully adequate, compared with nine in 10 of those with $100,000-plus incomes. Two-thirds of Hispanic parents say their internet is satisfactory versus eight in 10 or more white and Black parents alike. There's a smaller yet significant gap by urbanicity, with rural parents 14 points less apt than those in suburban areas to have fully adequate internet for their child; urban residents fall in between.



Those with substandard internet access have been disproportionately affected by disruptions caused by the coronavirus outbreak. About two-thirds of parents with subpar internet access say the pandemic has caused a problem in their child's ability to keep up academically, versus 39 percent of those with fully adequate internet. Further, 40 percent of parents with substandard accessibility say their child has had a major problem with missing a personal connection with their teachers, compared with 24 percent of those with fully satisfactory internet.

The quality of online classes also suffers. Just 18 percent of those with problematic or no internet accessibility say their child's online classes have been very effective at teaching academic content, compared with 31 percent of those with a good connection.



	Fully adequate internet access	Less adequate/no internet access
Pandemic has caused a problem for child's ability to keep up academically	**39%**	**65%**
Pandemic has caused a major problem for child missing personal connection with teachers	**24**	**40**
Child's online classes are very effective at teaching academic content	**31**	**18**

Edtech

The abrupt transition to remote schooling appears to have left many teachers without a voice in which educational technology (edtech) they use. Half of public school teachers (52 percent) have little or no say in the software and apps they use for class, and a quarter say they have "some" input, leaving just 22 percent with a lot or a good amount of input.

Substantially more teachers, 40 percent, said they had a lot or a good amount of input into the choice of edtech they used in their classrooms in the 2020 Learner Variability Project survey. Teachers have less input now than they did prior to the pandemic: The share with little or no voice in the matter has grown 19 points. (Last year's results were among the 97 percent of teachers who said they used edtech in their classrooms. This year more than 99 percent use edtech.)

Still, 76 percent of teachers say they have access to the edtech software they'd like to have. And it matters: Teachers who have access to their desired edtech are 29 points more apt than others to say their online classes are very or somewhat effective at teaching academic content.

Teachers' input into what edtech they use also is associated with the perceived effectiveness of their online classes. Forty-three percent of those with substantial say into which software and apps they use call their online classes very effective at teaching academic content, versus just 10 percent of those with little or no input. Moreover, teachers with more of a voice are 29 and 31 points more apt than those with minimal input to say their online classes are very or somewhat effective at building community and helping students work collaboratively in groups.

Eight in 10 teachers and parents alike say they're comfortable using new computer software and apps in general, with just over a third in both groups saying they're very comfortable. Comfort with new software and apps is up seven points among parents compared with before the pandemic, while virtually unchanged among teachers.

Computer fluency is linked to higher-quality online education. For example, teachers who are very comfortable using new computer software and apps are 21 points more likely than others to say their online classes are very effective at teaching academic content. They're also 28 points more apt to say their online classes are effective at helping students collaborate in groups.

It's also connected to teachers' ability to address the unique needs of their students. Teachers with a high degree of comfort with technology are significantly less apt than others to say the pandemic has worsened their ability to work with each student's individual learner variability, at 59 versus 72 percent.

Learner Variability

Shifts in learning models have hindered teachers' ability to attend to the unique needs of their students. Seventy-seven percent of teachers using a hybrid online/in-person approach, and 65 percent of those teaching fully remotely, say their ability to address students' individual learner variability has gotten worse since the pandemic began. Among those teaching fully in person, this falls to 49 percent—still a substantial number, even if markedly lower.

In all, two-thirds of teachers say their capability to work with each student's individual abilities and challenges has worsened compared with before the pandemic. That's a frustration given their preferred focus: Eighty-eight percent of teachers think it's better for their community's schools to address individual learner variability rather than focus on average learning abilities, the same as what we found in our 2019 survey. About eight in 10 adults generally, and public school parents, say the same.

This preference is reinforced by the fact that an equally large majority of teachers, 88 percent, recognize that students vary a great deal or good amount in how they learn. Eighty-one percent of all adults, and public school parents, again agree.

The difficulty in addressing each student's learner variability is revealed in the gulf between preferred instruction and how teachers, parents, and adults believe their local schools actually teach. Two-thirds of the general public and 58 percent of parents think the schools in their community "teach to the middle," rather than try to understand and work with each student's individual needs. Forty-six percent of public school teachers say the same—despite the overwhelming preference in all these groups for individualized instruction.

While low, the perception that schools primarily focus on students' individual learner variability is growing. Thirty-two percent of all adults think their local schools do this, up nine points since October 2019.

Thirty-seven percent of public school parents say the same about their own child's school, up from 28 percent. Further, most teachers, 58 percent, say that the school where they work mainly tries to work with students' individual needs, essentially unchanged since 2019.

Among all adults since the 2019 survey, an increasing sense that schools primarily attend to each student's learner variability is sharpest among those who live in rural areas (+17 points) and cities (+12 points), compared with a slight five-point increase among suburbanites. Among parents, the increase is highest among those whose oldest child is in grade K-5 (+16 points), those with annual household incomes less than $50,000 a year (+14 points), and Democrats (+13 points), compared with their counterparts.

Tailored Instruction

Reflecting the public's preference for attention on learner variability, Americans overall favor tailored instruction over whole-group instruction by roughly a four-to-one margin. The survey described tailored instruction as an approach in which students learn content at a different pace, or with different materials and support, based on an evaluation of how they learn. Whole group instruction was defined as students learning content at the same pace, as a group.

Among all adults, 78 percent think tailored instruction is the better way for students to learn, including 62 percent who strongly think so. Just about one in 10 strongly thinks whole group instruction is a better way to learn.

It follows that about nine in 10 Americans support creating a tailored instruction program in their community's schools, as do 95 percent of parents. Both are little changed from our survey in 2019.

A tailored instruction program, which involves creating individual learning plans with "subject material, assignments, and projects designed for each student, and set to their own pace," similarly is supported by 86 percent of public school teachers, peaking at 94 percent of teachers from racial and ethnic minority groups. Among teachers who identified as special education teachers, 97 percent show support.

Among other group differences, women, college graduates, Democrats, liberals, and moderates are more likely to think tailored instruction is a better way for students to learn, compared with their counterparts. Additionally, those who think students vary at least a good amount from one another in how they learn are 20 points more apt than others to favor tailored instruction.

Also, 87 percent of Black parents think tailored instruction is the better way for students to learn, compared with 65 percent of Hispanic parents. White parents fall between the two, with 77 percent favoring tailored instruction as the better way to learn.

Supporting Teachers to Help Students Reach Their Potential

Compared with fall 2019, teachers overall are now more apt to feel they have the time, training, and support they need to work with each student's individual learner variability.

Fifty-seven percent of teachers say they have the right training to do so, compared with 47 percent in October 2019. Majorities still say they lack enough time (77 percent) and support (58 percent). But the number who report adequate support is up especially sharply, from 26 percent in fall 2019 to 42 percent this year, and there's been a 11-point rise in having enough time.

To support learner variability, do you feel you have... Among public school teachers		
	January 2021	**October 2019**
The right training	**57%**	**47%**
Enough support	**42**	**26**
Enough time	**23**	**12**

Parents are similarly apt to think their child's teachers have the right training to work with each student's individual learner variability; 58 percent say so. They are less likely to say teachers have the right support (46 percent) or enough time (39 percent).

On another front, in new questions we asked this year, just 44 percent of teachers rate the emotional support they receive from the school where they work as excellent or very good; an additional third take the midpoint response, calling it good. More, 58 percent, rate the teaching support they receive from their school as excellent or very good.

What's Important in Education

The public overall rates a range of items as highly important in K-12 education—with, as in previous studies, a notably lower priority for standardized testing.

Out of nine items, three are seen as extremely or very important by at least nine in 10 of all adults, parents, and teachers alike:

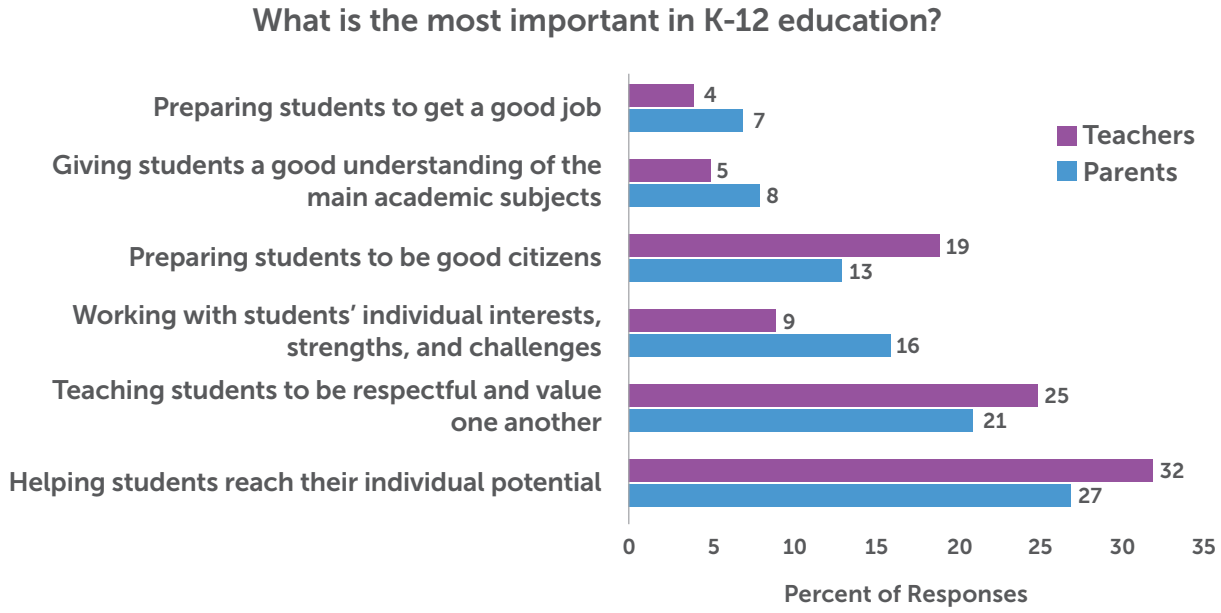
- Teaching students to be respectful and value one another
- Helping students reach their individual potential
- Preparing students to be good citizens

Broad majorities also rate working with students' individual interests, strengths, and challenges as highly important (87 percent of all adults) and say the same about giving students a good understanding of the main academic subjects (86 percent). Approximately eight in 10 also rate preparing students to get a good job and teaching them to collaborate as highly important.

Lower on the list, 62 percent of the general public rate preparing students to get into college as highly important. And one item falls under half: preparing students to do well on standardized tests, cited by 48 percent.

Each item is somewhat higher rated than in last year's Learner Variability Project survey. For example, working with students' individual interests, strengths, and challenges is seen as highly important by 87 percent of the general public, up from 78 percent in 2019. These shifts may reflect increased recognition of the role of public education in the pandemic.

Asked which of these items is the single most important, helping students reach their individual potential tops the list, cited by roughly three in 10 teachers, parents, and adults overall. Teaching students to be respectful and value one another is second, top-ranked by a quarter of the general public and teachers, and 21 percent of parents. Preparing students to be good citizens is the only other item to reach double digits across all three groups, rated as most important by 19 percent of teachers, 14 percent of all adults, and 13 percent of parents.



As in the previous Learner Variability Project survey, there are differences by race and ethnicity in these views. Black and Hispanic adults are 25 and 19 points more likely than white adults to see preparing students to get into college as highly important. They're also more apt to view standardized test preparation as well as teaching students to be collaborative as extremely or very important.

Other sharp differences emerge in the perceived importance of standardized tests. Six in 10 adults with no more than a high school diploma say preparing students to do well on these tests is highly important; that drops in half, to three in 10, among those with a postgraduate degree. Adults age 40 and older are also 16 points more apt than those age 18-39 to place high importance on standardized test preparation.

Working with learner variability is more apt to be a priority among parents whose oldest child has received special education services for a learning disability. (Overall, about one in five parents say their oldest child has received special education services.) These parents are about twice as likely as other parents to say working with students' individual interests, strengths, and challenges is the single most important item in K-12 education, at 28 versus. 13 percent.

Unlocking Students' Potential

Students overall are broadly seen as having strong learning potential. Eighty-four percent of teachers and 78 percent of parents and all adults say nearly all or most students are capable of high levels of educational achievement, given the right environment and support.

When it comes to helping students reach their full potential, three strategies are most apt to be seen as highly important, by more than eight in 10 adults, parents, and teachers alike:

- Teaching students persistence—that is, the importance of not giving up
- Support from parents and other adults outside of school
- Developing students' ability to get started on their work on their own

Eighty-three percent of parents also see professional development for teachers as highly important to unlocking student potential; so do 77 percent of all adults, slipping to 71 percent of teachers themselves. Majorities in each group rate three other factors as highly important as well: providing tailored instruction; teaching students to work collaboratively in groups; and, supporting instruction with educational technology (edtech), i.e., computer software and apps used as learning resources.

Strategies for helping students reach their full potential
% saying extremely or very important

	General public	Parents	Teachers
Teaching the importance of not giving up	87%	90%	93%
Support from parents/other adults outside of school	87	85	89
Developing students' ability to get started on their work on their own	84	84	87
Professional development for teachers	77	83	71
Providing tailored instruction	75	75	69
Teaching students to work collaboratively in groups	73	75	78
Supporting instruction with edtech	70	75	59
Testing to assess student progress	44	44	20

Using tests to assess students' progress is least likely to be seen as highly important, as noted by 44 percent of all adults and parents alike and 20 percent of teachers. Five in 10 teachers, four in 10 adults, and 37 percent of parents rate testing as important, though.

Among all adults, each item is more likely to be seen as highly important than in last year's survey; the perceived importance of tailored education, for example, is up from 66 to 75 percent. As noted above, these shifts may reflect increased recognition of the role of public education.

Asked which of these items is the single most important in helping students reach their full potential, support from parents and other adults outside of school tops the list for all adults (30 percent). Parents and teachers divide between this item and another: teaching students the importance of not giving up.

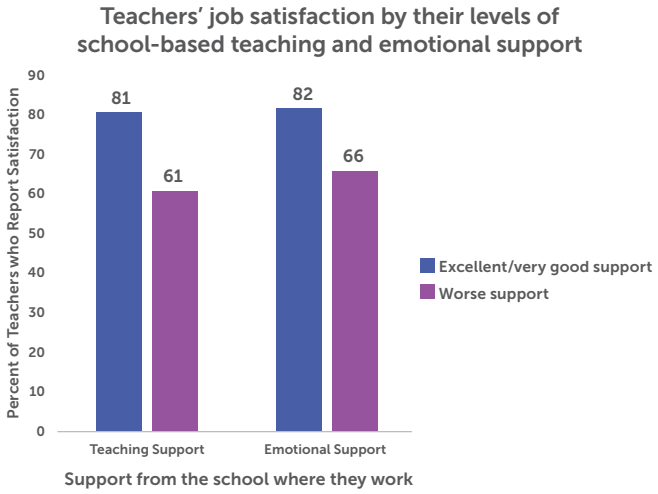
Use of Research and Teacher Satisfaction

Teachers report relying on the same tools and materials as last year, with experience and instincts topping the list: Ninety-seven percent rely a great deal or good amount on their experience and 93 percent rely on their instincts.

Reliance on teacher peers and education/professional development follow distantly—about seven in 10 report relying on these. Sixty-five percent rely highly on educational resources, such as teaching guides, textbook guides, or curriculum. The least likely to be relied on are academic research, 46 percent, and administrators, 30 percent.

Overall, teachers are less apt to report high levels of job satisfaction than they were in fall 2019: Being very satisfied in their professional role as an educator is down from 34 to 23 percent. Of the rest, five in 10 say they're satisfied; 16 percent, neither satisfied nor dissatisfied; seven percent, dissatisfied; and two percent, very dissatisfied.

Satisfaction is related to the support teachers receive from the school where they work. Teachers who rate their teaching support as excellent or very good are 20 points more likely than others to be satisfied in their role as an educator. Those who rate their emotional support highly also are more apt to express job satisfaction. And reflecting the challenges of teaching remotely, job satisfaction is lower among teachers working remotely (65 percent) than those following a hybrid model (78 percent) or teaching in person (82 percent).



Conclusions

The 2021 Digital Promise Learner Variability Project survey measures Americans' attitudes toward public education in a time of unprecedented disruption. The coronavirus pandemic has torn at the very fabric of the nation's public education system, just as it has impacted public health, the economy, and society in the broadest terms.

The survey's results chart the course of that disruption, in reports of learning struggles, diminished opportunities to address learner variability, remote education challenges, and the absence of personal connections in student-student, student-teacher, and parent-teacher relationships alike.

Concerns about impacts on students' social-emotional well-being, and the challenges in addressing these, are among the most sobering results. So, too, is the decline in teachers' top-level satisfaction with their jobs, a reminder of the extraordinary pressures they have faced and the risk of attrition in their ranks.

Yet the results also demonstrate how schools, teachers, students, and parents have risen to the occasion. Ratings, if not superlative, are not negative. More teachers today than in October 2019 say they have support to work with students' individual learner variability, a critical pathway forward. Parents and the general public are more apt to see their schools as seeking to address learner variability. And all three groups—teachers, parents, and the public at large—continue to endorse this approach, a positive sign for progress in effective public education as it emerges from its current crisis.

Acknowledgements

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Citation

Digital Promise. (2021). *Learning in the 21st Century: How the American Public, Parents, and Teachers View K-12 Teaching and Learning in the Pandemic.* Digital Promise: Washington, D.C.

Appendices

Appendix A: Methodology

The 2021 Digital Promise Learner Variability Project survey was conducted using the nationally representative Ipsos KnowledgePanel®, in which participants are randomly recruited via address-based sampling to participate in survey research projects by responding to questionnaires online. Households without internet connections are provided with a web-enabled device and free internet service.

The survey was designed to include approximately 1,000 adults in the general population, an oversample to 500 parents of public school students in grades K-12, 100 Black parents of public school students in grades K-12, 100 Hispanic parents of public school students in grades K-12, and, separately, 500 K-12 public school teachers. The oversample of parents was weighted to reflect its correct proportion in the general population.

The survey questionnaire was pretested Dec. 11-14, 2020, and field work was conducted Jan. 5-19, 2021. After initial invitations, email reminders were sent to all nonresponders on the third, sixth, eighth, 10th and 12th days of the field period. Out of 4,938 panel members invited to participate, completed, qualified surveys were provided by 2,071. Participants completed the survey in a median time of 9 minutes.

Quality control flagged respondents who completed the overall survey or Q15 specifically in the top 2 percent fastest times. Sixty-three cases were removed from the dataset on these grounds (27 non-parent non-teachers, 23 parents, 12 teachers and one parent/teacher).

The sample composition after quality control was 1,498 general population adults, including 643 K-12 public school parents; and 530 public school teachers, including 20 from the general population sample and 510 who were sampled separately.

For the general population and parents, data were weighted via iterative proportional fitting to the following benchmark distributions of adults from the U.S. Census Bureau's 2019 American Community Survey (excepting metropolitan status, based on the March 2020 Current Population Survey):

- Age (18-29, 30-44, 45-59, 60+) by gender (male, female)
- Race/ethnicity (white, Black, other, Hispanic, 2+ races)
- Census region (Northeast, Midwest, South, West) by metropolitan status (metro, non-metro)
- Education (less than high school, high school, some college, bachelor or higher)
- Household income (less than $25,000, $25,000-$49,999, $50,000-$74,999, $75,000-$99,999, $100,000-$149,999, $150,000+)
- Language proficiency (English-proficient Hispanic, bilingual Hispanic, Spanish-proficient Hispanic, non-Hispanic)
- Parents with children 6-18 (yes, no)
- Marital status (married, not married)
- Hispanic nativity (U.S.-born Hispanic, not U.S.-born Hispanic, non-Hispanic)

For public school teachers, data were weighted via iterative proportional fitting to the following benchmark distributions for teachers from the full KnowledgePanel:

- Age (18-29, 30-44, 45-59, 60+)
- Gender (male, female)
- Race/ethnicity (white, Black, Hispanic, other/2+ races)
- Census region (Northeast, Midwest, South, West)
- Metropolitan status (metro, non-metro)
- Education (less than high school, high school, some college, bachelor or higher)
- Household income (less than $50,000, $50,000-$74,999, $75,000-$99,999, $100,000-$149,999, $150,000+)
- Marital status (married, not married)
- Hispanic nativity (U.S.-born Hispanic, not U.S.-born Hispanic, non-Hispanic)

Additional weighting benchmarks were obtained from the National Teacher and Principal Survey 2017-2018:

- School type (traditional public, charter)
- Grade (elementary school, middle school, high school, combined)
- Teaching year (<4, 4-9, 10-14, 15+)
- Number of students (less than 100, 100-199, 200-499, 500-749, 750-999, 1,000+)

General population weights were scaled from their starting weight for a design effect of 1.55. Teacher weights were trimmed at 1.5 percent and 98.5 percent of their distribution for a design effect of 2.01. The survey has margins of sampling error of plus or minus 3.2 percentage points for the general population, 4.8 points for parents and 6.0 points for teachers. Error margins are larger for subgroups.

Appendix B: Topline Data Report

Full results to the 2021 Digital Promise Learner Variability Project study follow. "All" refers to the general public, including parents and non-parents alike. "Skipped" refers to respondents who did not answer the question when there were no "prefer not to answer" or "no opinion" response options provided on screen. An asterisk in columns means <0.5 percent.

1. Thinking about education in the K-12 grades, how important is each of these?

a. Giving students a good understanding of the main academic subjects								
	More important				**Less important**			
1/19/21	**NET**	**Extremely**	**Very**	**Important**	**NET**	**Not so**	**Not at all**	**Skipped**
All	86	53	32	13	1	1	*	*
PS parents	87	56	30	12	*	*	0	1
PS teachers	85	43	42	14	*	*	*	*
10/8/19								
All	79	46	33	19	1	*	*	1
PS parents	85	48	37	13	*	*	0	1
PS teachers	86	46	40	14	*	*	0	1
b. Preparing students to get into college								
	More important				**Less important**			
1/19/21	**NET**	**Extremely**	**Very**	**Important**	**NET**	**Not so**	**Not at all**	**Skipped**
All	62	32	30	30	7	6	1	1
PS parents	70	42	27	26	4	4	1	*
PS teachers	51	20	31	42	7	7	*	*

10/8/19								
All	57	30	27	35	7	6	1	1
PS parents	72	41	31	25	3	2	*	*
PS teachers	56	23	33	36	7	7	*	1
c. Preparing students to do well on standardized tests								
	More important				**Less important**			
1/19/21	**NET**	**Extremely**	**Very**	**Important**	**NET**	**Not so**	**Not at all**	**Skipped**
All	48	26	22	29	22	17	5	1
PS parents	51	31	20	29	19	14	5	*
PS teachers	24	11	13	42	34	29	5	1
10/8/19								
All	41	22	20	34	23	19	4	1
PS parents	48	28	20	30	21	17	5	*
PS teachers	24	7	17	45	30	24	6	1
d. Preparing students to get a good job								
	More important				**Less important**			
1/19/21	**NET**	**Extremely**	**Very**	**Important**	**NET**	**Not so**	**Not at all**	**Skipped**
All	81	50	31	16	2	1	1	1
PS parents	83	53	30	15	2	1	1	*
PS teachers	80	42	38	19	1	1	0	*

10/8/19								
All	77	44	33	19	3	2	1	1
PS parents	80	46	34	16	3	3	0	1
PS teachers	81	40	40	18	1	1	0	*
e. Teaching students to be collaborative								
	More important				**Less important**			
1/19/21	**NET**	**Extremely**	**Very**	**Important**	**NET**	**Not so**	**Not at all**	**Skipped**
All	78	41	37	19	3	2	1	1
PS parents	78	45	33	21	1	1	*	*
PS teachers	84	46	38	15	1	1	0	*
10/8/19								
All	70	34	36	26	3	2	*	1
PS parents	76	36	39	22	2	2	*	*
PS teachers	80	42	39	18	1	1	*	1
f. Teaching students to be respectful and value one another								
	More important				**Less important**			
1/19/21	**NET**	**Extremely**	**Very**	**Important**	**NET**	**Not so**	**Not at all**	**Skipped**
All	91	72	19	7	1	*	*	1
PS parents	92	74	18	7	*	*	0	*
PS teachers	95	76	19	5	0	0	0	*

10/8/19								
All	88	65	23	9	1	1	*	1
PS parents	91	67	25	8	1	1	0	*
PS teachers	93	78	15	6	*	*	0	*
g. Preparing students to be good citizens								
	More important				**Less important**			
1/19/21	**NET**	**Extremely**	**Very**	**Important**	**NET**	**Not so**	**Not at all**	**Skipped**
All	90	65	25	8	2	1	1	1
PS parents	91	67	24	8	1	1	*	*
PS teachers	96	75	21	4	0	0	0	0
10/8/19								
All	83	56	27	15	2	1	*	1
PS parents	86	56	30	13	1	1	*	1
PS teachers	93	70	23	6	*	*	0	1
h. Working with students' individual interests, strengths, and challenges								
	More important				**Less important**			
1/19/21	**NET**	**Extremely**	**Very**	**Important**	**NET**	**Not so**	**Not at all**	**Skipped**
All	87	54	33	11	1	1	*	1
PS parents	89	62	28	10	1	1	0	*
PS teachers	84	53	31	16	*	*	0	*

10/8/19								
All	78	47	32	20	1	1	*	1
PS parents	82	51	30	17	1	1	0	*
PS teachers	82	47	35	16	1	1	0	1
i. Helping students reach their individual potential								
	More important				**Less important**			
1/19/21	**NET**	**Extremely**	**Very**	**Important**	**NET**	**Not so**	**Not at all**	**Skipped**
All	91	65	27	8	*	*	*	1
PS parents	95	70	25	5	*	*	0	0
PS teachers	95	71	24	5	0	0	0	1
10/8/19								
All	87	57	30	11	1	*	*	1
PS parents	93	62	30	7	0	0	0	*
PS teachers	93	68	26	6	*	*	0	1

2. [IF SAID "EXTREMELY IMPORTANT" TO MORE THAN ONE ITEM IN Q1] You said these items are extremely important in K-12 education. Which one would you say is the single most important?

1/19/21*	All	PS parents	PS teachers
Giving students a good understanding of the main academic subjects	8	8	5
Preparing students to get into college	3	6	1
Preparing students to do well on standardized tests	1	1	*
Preparing students to get a good job	7	7	4
Teaching students to be collaborative	1	1	2
Teaching students to be respectful and value one another	24	21	25
Preparing students to be good citizens	14	13	19
Working with students' individual interests, strengths, and challenges	14	16	9
Helping students reach their individual potential	28	27	32
Skipped	1	1	3
10/8/19*	**All**	**PS parents**	**PS teachers**
Giving students a good understanding of the main academic subjects	8	7	4
Preparing students to get into college	6	11	1
Preparing students to do well on standardized tests	1	1	*
Preparing students to get a good job	6	8	3
Teaching students to be collaborative	1	*	*
Teaching students to be respectful and value one another	24	20	22
Preparing students to be good citizens	13	8	26
Working with students' individual interests, strengths, and challenges	13	14	8
Helping students reach their individual potential	27	30	35
Skipped	1	*	*

*Table includes those who said "extremely important" to one item in Q1 as well as those who selected a single most important item in Q2.

3. Given the right environment and support, how many students do you think are capable of high levels of educational achievement?

	More			Less			
1/19/21	**NET**	**Nearly all**	**Most**	**NET**	**Some**	**A few**	**Skipped**
All	78	25	53	22	20	2	1
PS parents	78	28	51	22	18	3	0
PS teachers	84	32	53	15	14	1	*
10/8/19							
All	71	19	53	28	24	4	*
PS parents	75	23	51	25	21	5	*
PS teachers	80	27	53	20	18	1	*
4/16/19							
All	77	21	56	22	19	2	2
PS parents	75	24	51	22	19	3	3
PS teachers	89	25	63	10	9	*	2

4. [IF PS PARENT] In general, how would you rate the following?

a. The learning support provided to your (oldest) child by (his/her/their) public school								
	Better				Worse			
1/19/21	NET	Excellent	Very good	Good	NET	Not so good	Poor	Skipped
	56	21	34	34	10	9	1	1
b. The emotional support provided to your (oldest) child by (his/her/their) public school								
	Better				Worse			
1/19/21	NET	Excellent	Very good	Good	NET	Not so good	Poor	Skipped
	42	17	25	41	16	13	3	1
c. The overall learning environment of your (oldest) child in public school								
	Better				Worse			
1/19/21	NET	Excellent	Very good	Good	NET	Not so good	Poor	Skipped
	53	19	34	36	10	9	1	1

5. [IF PS TEACHER] Overall, how would you rate the following?

a. The teaching support you receive from the school where you work								
	Better				Worse			
1/19/21	NET	Excellent	Very good	Good	NET	Not so good	Poor	Skipped
	58	23	35	28	14	12	3	0
b. The emotional support you receive from the school where you work								
	Better				Worse			
1/19/21	NET	Excellent	Very good	Good	NET	Not so good	Poor	Skipped
	44	18	26	33	22	17	5	0
c. Your students' overall learning environment								
	Better				Worse			
1/19/21	NET	Excellent	Very good	Good	NET	Not so good	Poor	Skipped
	58	18	41	33	9	8	*	0

6. “Learner variability” refers to the abilities students have and the challenges they bring to the learning environment. Factors include their personal background and knowledge, their health and psychological well-being, and how they think, among other things. How much do you think students vary from one another in how they learn?

	More				Less			
1/19/21	**NET**	**A great deal**	**A good amount**	**Just some**	**NET**	**A little**	**Not at all**	**Skipped**
All	81	27	55	15	3	3	*	*
PS parents	81	30	51	14	5	3	1	*
PS teachers	88	31	57	10	2	2	0	*
10/8/19								
All	80	28	52	15	4	4	*	1
PS parents	81	29	53	15	3	3	*	*
PS teachers	88	37	51	11	*	*	0	0
4/16/19								
All	78	25	54	17	3	3	*	1
PS parents	80	25	55	15	4	4	0	2
PS teachers	83	33	50	14	2	2	0	1

7. Which of these do you think your community's schools do?

	Tries to understand and work with each student's individual learner variability	"Teach to the middle" by focusing on a class's average learning abilities rather than a student's individual one	Skip
1/19/21			
All	32	66	2
PS parents	40	58	2
PS teachers	54	46	1
10/8/19			
All	23	75	2
PS parents	29	71	1
PS teachers	40	59	1

8. [IF PS PARENT] Which of these do you think your child's public school does?

	Tries to understand and work with each student's individual learner variability	"Teach to the middle" by focusing on a class's average learning abilities rather than a student's individual one	Skip
1/19/21	37	60	3
10/8/19	28	71	1

9. [IF PS TEACHER] Which of these does the school where you work do?

	Tries to understand and work with each student's individual learner variability	"Teaches to the middle" by focusing on a class's average learning abilities rather than a student's individual one	Skipped
1/19/21	58	40	2
10/8/19	57	42	1

10. What do you think is better for your community's schools to do?

	Work with individual learner variability			Focus on average learning abilities			
1/19/21	**NET**	**Strongly think it's better**	**Think it's better**	**NET**	**Think it's better**	**Strongly think it's better**	**Skipped**
All	81	34	47	18	12	6	1
PS parents	82	39	42	18	11	6	1
PS teachers	88	38	50	12	8	4	*
10/8/19							
All	81	30	51	17	11	5	2
PS parents	81	35	47	18	12	6	1
PS teachers	88	29	59	11	9	3	*

11. [IF PS PARENT] What do you think is better for your child's public school to do?

	Work with individual learner variability			Focus on average learning abilities			
	NET	**Strongly think it's better**	**Think it's better**	**NET**	**Think it's better**	**Strongly think it's better**	**Skipped**
1/19/21	77	35	42	21	13	7	2
10/8/19	77	34	42	20	13	7	3

12. [IF PS TEACHER] What do you think is better for the school where you work to do?

	Work with individual learner variability			Focus on average learning abilities			
	learner variability			learning abilities			
	NET	**Think it's better**	**Strongly think it's better**	**NET**	**Think it's better**	**Strongly think it's better**	**Skipped**
1/19/21	83	32	51	15	13	2	2
10/8/19	82	31	52	15	14	1	3

13. Which of these do you think is a better way for students to learn? Do you feel strongly that (ITEM SELECTED) is a better way for students to learn, or not strongly?

(Whole group instruction: Students learn content at the same pace – keeping the whole group together and working on the same things at the same time.)

-OR-

(Tailored instruction: Students learn content at a different pace, or with different instructional materials and support – instruction is adjusted based on an evaluation of how each student learns.)

	Whole group				Tailored				
	NET	Strongly	Not strongly	No op.	NET	Not strongly	Strongly	No op.	No op.
1/19/21									
All	21	12	10	0	78	15	62	*	1
PS parents	24	14	10	0	75	13	62	*	1
PS teachers	16	7	9	0	84	22	62	*	0
10/8/19									
All	17	9	7	*	83	15	67	1	0
PS parents	19	12	6	*	81	13	68	*	0
PS teachers	12	6	6	0	88	20	68	*	0
4/16/19*									
All	20	11	8	*	80	17	63	1	1
PS parents	21	14	6	0	79	15	63	1	*
PS teachers	14	7	8	0	86	16	67	2	0

*Wording: "Whole group instruction: Students learn the same content at the same pace – keeping the whole group together and working on the same things at the same time. Tailored instruction: Students learn different content at a different pace – instruction is adjusted for each individual based on an evaluation of how they learn."

14. In tailored instruction, schools produce a learning plan for each student. It includes subject material, assignments and projects designed for each student, and set to their own pace. This plan is reviewed regularly by teachers, parents, and students. Some work is done by students as part of the full class, some in groups, and some individually. Would you support or oppose creating a tailored instruction program in your community's schools?

	Support			Oppose			
1/19/21	**NET**	**Strongly support**	**Support**	**NET**	**Oppose**	**Strongly oppose**	**No opinion**
All	92	35	57	8	7	1	*
PS parents	95	41	54	5	5	1	0
PS teachers	86	27	59	14	12	2	0
10/8/19							
All	95	35	60	5	4	1	0
PS parents	95	41	54	5	4	1	0
PS teachers	86	26	61	14	11	3	0
4/16/19							
All	90	27	63	9	7	2	1
PS parents	93	33	60	6	5	1	1
PS teachers	83	21	62	17	15	2	*

15. In your opinion, how important is each of these in helping students reach their full potential as learners?

a. Teaching them the importance of not giving up								
	More important				Less important			
1/19/21	NET	Extremely	Very	Important	NET	Not so	Not at all	Skip.
All	87	54	33	11	1	*	*	1
PS parents	90	61	29	9	1	*	*	*
PS teachers	93	66	27	7	*	*	0	0
10/8/19								
All	79	43	36	17	1	1	*	3
PS parents	85	47	38	14	*	*	0	1
PS teachers	88	59	28	11	*	*	0	1
b. Teaching them how to work collaboratively in groups								
	More important				Less important			
1/19/21	NET	Extremely	Very	Important	NET	Not so	Not at all	Skip.
All	73	31	42	23	4	3	*	1
PS parents	75	32	43	22	3	2	1	0
PS teachers	78	36	42	20	2	2	*	0
10/8/19								
All	61	20	41	32	5	4	1	3
PS parents	66	23	42	31	2	2	0	1
PS teachers	70	28	42	26	4	4	*	1

c. Developing their ability to get started on their work on their own								
	More important				Less important			
1/19/21	NET	Extremely	Very	Important	NET	Not so	Not at all	Skip.
All	84	40	44	14	1	1	*	1
PS parents	84	45	39	14	1	1	*	*
PS teachers	87	48	39	11	2	2	0	0
10/8/19								
All	75	33	42	21	1	1	*	3
PS parents	81	39	43	18	*	*	0	1
PS teachers	85	40	45	14	0	0	0	1
d. Using tests to assess their progress								
	More important				Less important			
1/19/21	NET	Extremely	Very	Important	NET	Not so	Not at all	Skip.
All	44	17	26	39	16	15	1	1
PS parents	44	18	26	37	19	18	1	*
PS teachers	20	6	14	51	29	26	3	0
10/8/19								
All	33	10	24	45	19	17	2	2
PS parents	39	17	22	42	19	16	3	*
PS teachers	19	5	14	52	29	27	3	*
e. Providing tailored instruction that addresses their individual learner variability								
	More important				Less important			
1/19/21	NET	Extremely	Very	Important	NET	Not so	Not at all	Skip.
All	75	34	41	21	3	3	*	1
PS parents	75	36	39	21	3	2	1	1
PS teachers	69	26	43	26	5	5	0	0

10/8/19								
All	66	27	39	29	2	2	*	3
PS parents	69	31	38	29	2	2	0	1
PS teachers	61	21	40	34	4	4	*	1
f. Supporting instruction with educational technology, meaning computer software and apps used as learning resources								
	More important				**Less important**			
1/19/21	**NET**	**Extremely**	**Very**	**Important**	**NET**	**Not so**	**Not at all**	**Skip.**
All	70	34	36	25	5	5	*	1
PS parents	75	37	39	19	5	4	1	*
PS teachers	59	22	37	33	7	7	*	0
10/8/19								
All	59	20	39	32	6	5	1	3
PS parents	68	26	42	26	6	6	*	1
PS teachers	51	18	33	36	12	11	1	1
g. Support from parents and other adults outside of school								
	More important				**Less important**			
1/19/21	**NET**	**Extremely**	**Very**	**Important**	**NET**	**Not so**	**Not at all**	**Skip.**
All	87	57	30	11	1	1	*	1
PS parents	85	54	31	13	2	1	1	*
PS teachers	89	59	31	9	1	1	*	0
10/8/19								
All	81	51	30	15	1	1	*	3
PS parents	81	48	33	17	1	1	0	1
PS teachers	86	59	27	13	*	*	0	1

h. Professional development for teachers								
	More important				Less important			
1/19/21	NET	Extremely	Very	Important	NET	Not so	Not at all	Skip.
All	77	43	34	19	3	3	*	1
PS parents	83	45	38	14	2	2	1	*
PS teachers	71	35	36	23	6	5	*	0
10/8/19								
All	70	31	40	25	2	2	1	3
PS parents	76	35	41	20	2	2	0	2
PS teachers	65	30	35	29	6	5	1	1

16. [IF SAID "EXTREMELY IMPORTANT" TO MORE THAN ONE ITEM IN Q15] You said these items are extremely important in helping students reach their full potential as learners. Which one would you say is the single most important?

	1/19/21*		
	All	PS parents	PS teachers
Teaching them the importance of not giving up	19	26	31
Teaching them how to work collaboratively in groups	4	4	6
Developing their ability to get started on their work on their own	11	10	11
Using tests to assess their progress	2	2	*
Providing tailored instruction that addresses their individual learner variability	19	19	11
Supporting instruction with educational technology, meaning computer software and apps used as learning resources	8	7	5
Support from parents and other adults outside of school	30	24	33
Professional development for teachers	7	8	3
Skipped	1	1	1

	10/8/19*		
	All	PS parents	PS teachers
Teaching them the importance of not giving up	20	22	33
Teaching them how to work collaboratively in groups	2	4	5
Developing their ability to get started on their work on their own	12	12	9
Using tests to assess their progress	1	3	*
Providing tailored instruction that addresses their individual learner variability	20	20	17
Supporting instruction with educational technology, meaning computer software and apps used as learning resources	5	6	3
Support from parents and other adults outside of school	32	26	30
Professional development for teachers	7	7	3
Skipped	1	0	1

*Table includes those who said "extremely important" to one item in Q15 as well as those who selected a single most important item in Q16.

17. [IF PS PARENT] Regardless of what's better for schools to do, do you think your (oldest) child's teachers have the (time), (training) and (support) they need to work with each student's individual learner variability, or not?

1/19/21 – Summary Table			
	Yes	**No**	**Skipped**
a. Enough time	39	60	1
b. The right training	58	41	1
c. Enough support	46	53	1
Compare to:*			
10/8/19 – Summary Table			
	Yes	**No**	**Skipped**
a. Enough time	20	79	1
b. The right training	43	57	*
c. Enough support	24	76	*

*Asked about "most teachers" rather than "your (oldest) child's"

18. [IF PS TEACHER] Do you feel that you yourself have the (time), (training) and (support) you need to work with each student's individual learner variability, or not?

Summary Table			
	Yes	**No**	**Skipped**
a. Enough time			
1/19/21	23	77	*
10/8/19	12	88	1
b. The right training			
1/19/21	57	43	*
10/8/19	47	52	1
c. Enough support			
1/19/21	42	58	*
10/8/19	26	73	1

19. [IF PS TEACHER] How much do you rely on each of these as a teacher?

a. Your experience								
	More				Less			
	NET	A great deal	A good amount	Some	NET	A little	Not at all	Skp.
1/19/21	97	67	30	2	*	*	0	*
10/8/19	94	62	32	5	*	*	0	1
4/16/19	96	70	26	3	*	*	*	0
b. Your instincts								
	More				Less			
	NET	A great deal	A good amount	Some	NET	A little	Not at all	Skp.
1/19/21	93	54	39	5	1	1	0	*
10/8/19	89	51	38	10	1	*	*	1
4/16/19	90	52	38	8	2	2	1	0
c. Academic research								
	More				Less			
	NET	A great deal	A good amount	Some	NET	A little	Not at all	Skp.
1/19/21	46	12	35	38	15	11	4	*
10/8/19	49	12	37	39	12	10	2	1
4/16/19	53	21	32	36	11	7	4	0

d. Educational resources, such as teaching guides, textbook guides, or curriculum								
	More				Less			
	NET	A great deal	A good amount	Some	NET	A little	Not at all	Skp.
1/19/21	65	23	43	25	9	8	1	*
10/8/19	62	19	43	31	6	4	3	1
4/16/19	61	27	34	27	12	10	2	0
e. Your education/professional development								
	More				Less			
	NET	A great deal	A good amount	Some	NET	A little	Not at all	Skp.
1/19/21	68	26	42	22	10	8	2	*
10/8/19	71	24	47	24	4	3	1	1
4/16/19	66	29	37	26	8	5	3	0
f. Teacher peers								
	More				Less			
	NET	A great deal	A good amount	Some	NET	A little	Not at all	Skp.
1/19/21	69	32	37	22	9	6	2	*
10/8/19	65	24	42	29	4	3	1	2
4/16/19	68	33	36	20	11	9	3	0
g. Administrators								
	More				Less			
	NET	A great deal	A good amount	Some	NET	A little	Not at all	Skp.
1/19/21	30	9	21	37	32	22	10	1
10/8/19	27	6	21	46	27	22	5	1
4/16/19	32	8	24	35	33	23	9	0

20. [IF PS PARENT] Thinking about the coronavirus situation, what is your (oldest) child's current learning model for school?

1/19/21	
Remote NET	59
Remote - Virtual (online)	58
Remote - Paper packets (not online)	1
In-person	16
Hybrid – Sometimes remote and sometimes in person	23
Skipped	1

21. [IF ANSWERED Q20] Has (this learning model been consistent throughout the school year), or has (the school switched among different approaches as conditions changed)?

	Consistent all year	Switched among different approaches	Skipped
1/19/21	52	48	*

22. [IF PS TEACHER] Thinking about the coronavirus situation, what is the current learning model you use as a teacher?

1/19/21	
Remote NET	43
Remote - Virtual (online)	43
Remote - Paper packets (not online)	*
In-person	18
Hybrid – Sometimes remote and sometimes in person	39
Skipped	*

23. [IF ANSWERED Q22] Has (this learning model been consistent throughout the school year), or has (the school switched among different approaches as conditions changed)?

	Consistent all year	Switched among different approaches	Skipped
1/19/21	49	51	*

24. [IF PS TEACHER] Compared with before the pandemic, is your ability to address individual students' learner variability under your current learning model much better, better, worse, or much worse?

	Much better or better				Much worse or worse			
	NET	Much better	Better	About the same	NET	Worse	Much worse	Skipped
1/19/21	11	2	8	22	67	42	24	1

25. [IF HAS CHILD IN PUBLIC SCHOOL MEETING ONLINE – VIRTUAL OR HYBRID] Does the school offer any of the following for your (oldest) child in public school?

	Offers	Does not offer	Skipped
a. Live sessions in which students can ask questions and participate in discussions	87	13	*
b. Live presentations by the teacher, with the class watching in real time	90	10	*
c. Recorded presentations by the teacher	58	42	*

26. [IF HAS CHILD IN PUBLIC SCHOOL MEETING ONLINE – VIRTUAL OR HYBRID] How effective [are these online classes/is the online component of these classes] in each of these areas?

	More effective			Less effective			
	NET	Very	Somewhat	NET	Not so	Not at all	Skipped
a. Teaching academic content	79	28	51	20	15	5	*
b. Building community and social connection	53	18	35	47	34	13	*
c. Helping students work collaboratively in groups	51	17	34	49	34	15	*

27. [IF PS TEACHER ONLINE – VIRTUAL OR HYBRID] Do you offer any of the following for your students?

	Offer	Do not offer	Skipped
a. Live sessions in which students can ask questions and participate in discussions	94	6	*
b. Live presentations by the teacher, with the class watching in real time	86	14	0
c. Recorded presentations by the teacher	59	41	0

28. [IF PS TEACHER ONLINE – VIRTUAL OR HYBRID] How effective [are these online classes/is the online component of these classes] in each of these areas?

	More effective			Less effective			
	NET	Very	Somewhat	NET	Not so	Not at all	Skipped
a. Teaching academic content	80	19	61	20	16	4	0
b. Building community and social connection	45	11	34	55	37	18	*
c. Helping students work collaboratively in groups	35	8	27	65	39	26	*

29. [IF PS PARENT] Does your (oldest) child have internet access as needed for school?

	Yes	No	Not needed	Skipped
1/19/21	98	2	0	*

30. [IF HAS INTERNET ACCESS, Q29] How would you describe this child's internet access?

	Fully adequate - no problems	Somewhat adequate - some problems	Inadequate - many problems	Skipped
1/19/21	81	18	1	*

31. [IF PS TEACHER] Do you have access to the educational technology software you'd like to have?

	Yes	No	Skipped
1/19/21	76	24	*
4/16/19	70	30	*

32. [IF PS TEACHER] How much input do you have into which educational technology you use?

	More				Less				
	NET	A lot	A good amount	Some	NET	A little	None	Do not use educ. technology at all	Skipped
1/19/21	22	8	14	25	52	28	24	*	*
Compare to:									
[IF USES EDUCATIONAL TECHNOLOGY] How much input do you have into which educational technology you use in your classroom?									

	More				Less			
	NET	A lot	A good amount	Some	NET	A little	None	Skipped
10/8/19	40	15	25	26	33	19	14	1
4/16/19	43	17	26	29	27	16	11	1

33. [IF PS PARENT] How good a job is your (oldest) child's school doing in each of these areas? (You can skip any that are not applicable)

a. Managing the transition to online instruction, as needed

	Better				Worse			
	NET	**Excellent**	**Very good**	**Good**	**NET**	**Not so good**	**Poor**	**Skipped**
1/19/21	48	19	29	32	17	14	3	2

b. Communicating with you about how the school is operating in the pandemic

	Better				Worse			
	NET	**Excellent**	**Very good**	**Good**	**NET**	**Not so good**	**Poor**	**Skipped**
1/19/21	56	25	31	33	9	7	2	1

c. Ensuring that your child has computer/internet/software access and support as needed

	Better				Worse			
	NET	**Excellent**	**Very good**	**Good**	**NET**	**Not so good**	**Poor**	**Skipped**
1/19/21	63	31	32	28	8	6	2	1

d. Working with your (oldest) child's individual interests, strengths, and challenges

	Better				Worse			
	NET	**Excellent**	**Very good**	**Good**	**NET**	**Not so good**	**Poor**	**Skipped**
1/19/21	36	13	22	35	28	21	7	1

e. Helping your child cope with social-emotional challenges related to the pandemic								
	Better				Worse			
	NET	Excellent	Very good	Good	NET	Not so good	Poor	Skipped
1/19/21	34	11	23	31	30	22	8	5

f. Ensuring assignments provided by teachers to students are rigorous and of high quality								
	Better				Worse			
	NET	Excellent	Very good	Good	NET	Not so good	Poor	Skipped
1/19/21	43	15	28	39	16	13	3	2

34. [IF PS TEACHER] How good a job is the school where you work doing in each of these areas? (You can skip any that are not applicable)

a. Managing the transition to online instruction, as needed								
	Better				Worse			
	NET	Excellent	Very good	Good	NET	Not so good	Poor	Skipped
1/19/21	44	13	31	36	18	16	1	3

b. Communicating with parents and the community about how the school is operating in the pandemic								
	Better				Worse			
	NET	Excellent	Very good	Good	NET	Not so good	Poor	Skipped
1/19/21	58	21	36	29	12	10	2	1

c. Ensuring that all students have computer/internet/software access and support as needed								
	Better				Worse			
	NET	Excellent	Very good	Good	NET	Not so good	Poor	Skipped
1/19/21	71	34	37	21	7	6	1	1

d. Working with students' individual interests, strengths, and challenges								
	Better				Worse			
	NET	Excellent	Very good	Good	NET	Not so good	Poor	Skipped
1/19/21	33	6	27	36	29	27	2	2
e. Helping students cope with social-emotional challenges related to the pandemic								
	Better				Worse			
	NET	Excellent	Very good	Good	NET	Not so good	Poor	Skipped
1/19/21	30	8	22	43	26	24	2	1
f. Ensuring assignments you provide to students are rigorous and of high quality								
	Better				Worse			
	NET	Excellent	Very good	Good	NET	Not so good	Poor	Skipped
1/19/21	42	10	32	43	12	11	1	3

35. [IF PS PARENT] Do you think your partnership with your (oldest) child's teachers is (stronger), (weaker), or about the same as it was before the COVID-19 outbreak?

	Stronger	About the same	Weaker	Skipped
1/19/21	11	54	34	*

36. [IF PS TEACHER] Do you think your partnership with students' parents is (stronger), (weaker), or about the same as it was before the COVID-19 outbreak?

	Stronger	About the same	Weaker	Skipped
1/19/21	25	47	28	1

37. [IF PS PARENT] How big a problem has the pandemic created for your (oldest) child in each of these areas?

	More of a problem			Less of a problem			
	NET	Major	Some what	NET	Minor	Not a problem	Skip.
a. Missing a personal connection with their teachers	64	27	37	34	21	13	2
b. Missing social interactions at school or with friends	74	43	30	25	16	8	2
c. Missing sports, music, arts or other after school activities	58	28	30	41	19	21	2
d. Keeping up academically	45	16	29	54	21	32	1
e. Issues with emotional health and well-being	41	13	28	57	26	30	2
f. Staying occupied during the day	45	17	28	53	27	27	2
g. Not having access to special education services	26	11	16	70	16	54	4
h. Not having access to food and additional school support services	13	5	8	85	13	72	2

38. [IF SAID "MAJOR PROBLEM" TO MORE THAN ONE ITEM IN Q37] If you had to choose one, which of the following has been the single biggest problem for your (oldest) child?

	1/19/21*
Missing a personal connection with their teachers	11
Missing social interactions at school or with friends	41
Missing sports, music, arts or other after school activities	13
Keeping up academically	14
Issues with emotional health and well-being	7
Staying occupied during the day	5
Not having access to special education services	6
Not having access to food and additional school support services	2
Skipped	1

*Table includes those who said "major problem" to one item in Q37 as well as those who selected a single biggest problem in Q38.

39. [IF PS TEACHER] How big a problem has the pandemic created for your students in each of these areas?

	More of a problem			Less of a problem			
	NET	Major	Somewhat	NET	Minor	Not a problem	Skip.
a. Missing a personal connection with their teachers	84	45	39	15	8	7	1
b. Missing social interactions at school or with friends	88	59	29	11	7	4	1
c. Missing sports, music, arts or other after school activities	76	38	37	24	15	9	*
d. Keeping up academically	82	36	46	17	14	4	*
e. Issues with emotional health and well-being	78	30	48	21	16	5	1
f. Staying occupied during the day	61	22	39	38	19	19	1
g. Not having access to special education services	67	26	40	32	14	18	1
h. Not having access to food and additional school support services	50	13	37	49	26	23	1

40. [IF SAID "MAJOR PROBLEM" TO MORE THAN ONE ITEM IN Q39] If you had to choose one, which of the following has been the single biggest problem for your students?

	1/19/21*
Missing a personal connection with their teachers	9
Missing social interactions at school or with friends	38
Missing sports, music, arts or other after school activities	9
Keeping up academically	24
Issues with emotional health and well-being	9
Staying occupied during the day	1
Not having access to special education services	7
Not having access to food and additional school support services	2
Skipped	1

*Table includes those who said "major problem" to one item in Q39 as well as those who selected a single biggest problem in Q40.

41. How would you describe your personal level of comfort using new computer software and apps?

	Comfortable			Neither comf. nor Uncomfortable	Uncomfortable			
	NET	Very	Comfortable		NET	Uncomfortable	Very	Skp.
1/19/21								
All	72	32	40	19	8	7	1	1
PS parents	79	36	42	14	7	5	2	*
PS teachers	78	36	42	14	7	6	1	1
10/8/19								
All	65	30	35	24	10	7	2	1
PS parents	72	34	38	21	6	4	2	0
PS teachers	79	36	43	13	7	5	1	1

42. [IF PS TEACHER] How satisfied are you in your professional role as an educator?

	Satisfied				Dissatisfied			
	NET	**Very satisfied**	**Satisfied**	**Neither satisfied nor dissatisfied**	**NET**	**Dissatisfied**	**Very Dissatisfied**	**Skipped**
1/19/21	73	23	50	16	8	7	2	3
10/8/19	81	34	47	9	9	7	2	1