

Fall 2020 National Online and Blended Learning Survey



**CHRISTENSEN
INSTITUTE**

This document provides the methods and findings of a national survey of teachers and administrators conducted in the fall of 2020 by the Clayton Christensen Institute in partnership with Bay View Analytics. Analysis, insights, and recommendations related to this survey are provided in the companion report “[Breaking the mold: How a global pandemic unlocks innovation in K–12 instruction](#)” by Thomas Arnett. For additional information regarding this survey, please contact the lead researcher, Thomas Arnett, at tarnett@christenseninstitute.org.

About the Institute

The Clayton Christensen Institute for Disruptive Innovation is a nonprofit, nonpartisan think tank dedicated to improving the world through Disruptive Innovation. Founded on the theories of Harvard professor Clayton M. Christensen, the Institute offers a unique framework for understanding many of society’s most pressing problems. Its mission is ambitious but clear: work to shape and elevate the conversation surrounding these issues through rigorous research and public outreach.

About Bay View Analytics

Bay View Analytics, formerly known as the Babson Survey Research Group, is a survey design, implementation, and analysis organization. Bay View Analytics partners with and conducts research for universities, businesses, foundations, and agencies including the London School of Business, Hunter College, the College Board, the Alfred P. Sloan Foundation, The William and Flora Hewlett Foundation, The Gates Foundation, and Tyton Partners. Bay View Analytics’ activities cover all stages of projects, including initial proposals, sample selection, survey design, methodological decisions, analysis plan, statistical analyses, and production of reports.

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Survey Methods

Information for this report comes from national surveys of US K–12 teachers and school and district administrators. Data from the surveys was collected during the period of October 14 through October 21, 2020.

The surveys used mailing lists from Market Data Retrieval. One list included a representative sample of K–12 classroom teachers and the second was a representative sample of relevant K–12 academic administrators (e.g., principal/assistant principal, assistant superintendent, curriculum coordinator, digital learning director, curriculum director, and subject area directors).

Participants

For the teacher study, responses were collected from 596 classroom teachers representing 430 school districts from 45 states plus the District of Columbia. For the administrator survey, responses were collected from 694 K–12 administrators representing 596 school districts from 48 states plus the District of Columbia.

Participant institutional affiliation was matched to the federal Common Core of Data (CCD), described as “the Department of Education’s primary database on public elementary and secondary education in the United States. CCD is a comprehensive, annual, national database of all public elementary and secondary schools and school districts.”¹

Procedures

All data were checked for completeness, missing values, or erroneous codes. All responses entered as ‘other’ were reviewed to determine if they should also be coded as one of the fixed responses. No survey questions were required; respondents could skip any question they desired. Very few respondents skipped questions, but all surveys where less than three-quarters of the eligible questions were not completed were deleted from the analysis.

Results

The following sections of this report provide the questions from each survey, accompanied by the frequencies of responses for each question. Responses to open-ended questions have not been provided.

1. “Common Core of Data” (web page), National Center for Education Statistics (NCES), accessed December 5, 2020, <https://nces.ed.gov/ccd/>.

Teacher Survey

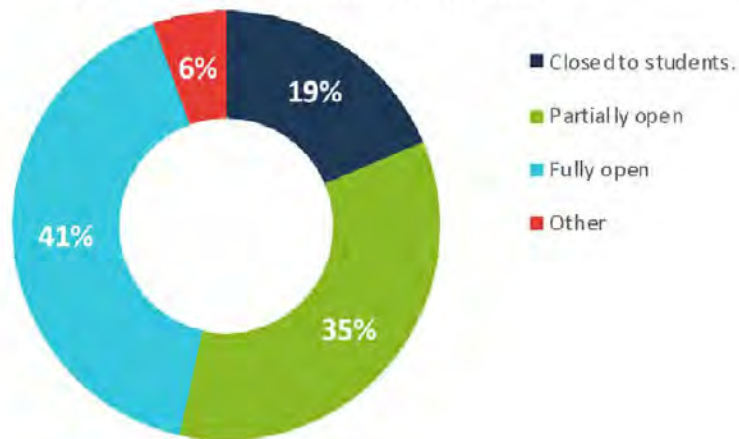
These are difficult times for US K–12 education. Due to the COVID-19 pandemic, teachers like you face incredible logistical challenges when it comes to ensuring students' health, safety, and wellbeing while also keeping them on track with learning.

Amidst these trying times, our research team at the Clayton Christensen Institute wants to learn more about your struggles so we can spotlight what educators like you are up against and highlight the range of innovative solutions you are developing for meeting your challenges.

Which of the following best describes your school's current circumstances:

- Our school buildings are closed to students.
- Our school buildings are partially open to students for limited use.
- Our school buildings are fully open.
- Other _____

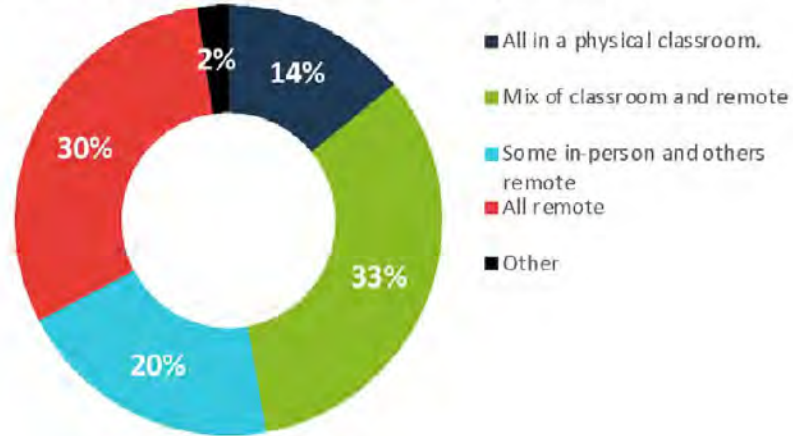
Your school's current circumstances



Which of the options below best describes your **current teaching circumstances** (Fall 2020)?

- I teach all of my students in a physical classroom.
- I teach all of my students via a mix of classroom and remote instruction.
- I teach some students in-person and other students remotely.
- I teach all my students remotely.
- Other _____

Current teaching circumstances (Fall 2020)

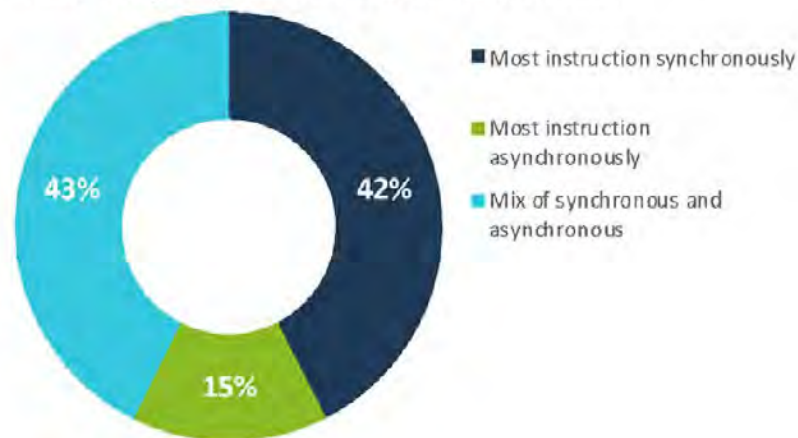


The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

How do you provide remote instruction?

- Students receive most of their instruction synchronously through daily class sessions over video calls for an amount of time similar to a regular school day.
- Students receive most of their instruction asynchronously by completing learning activities independently
- Students receive a mix of synchronous and asynchronous instruction each day.

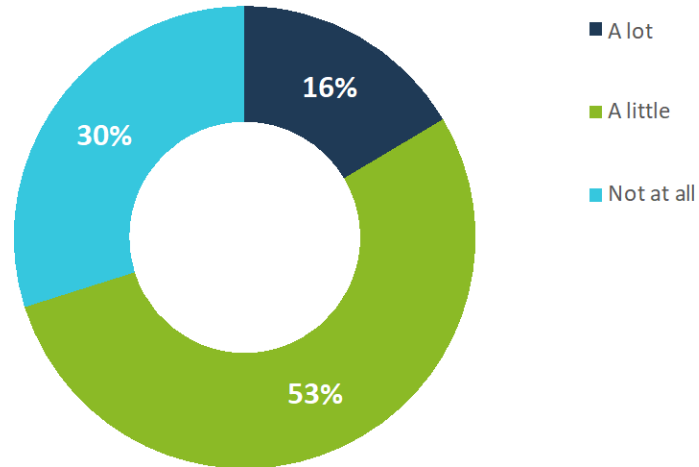
How do you provide remote instruction?



Did you incorporate online-learning into your instruction prior to COVID-19?

- A lot
- A little
- Not at all
- Does not apply

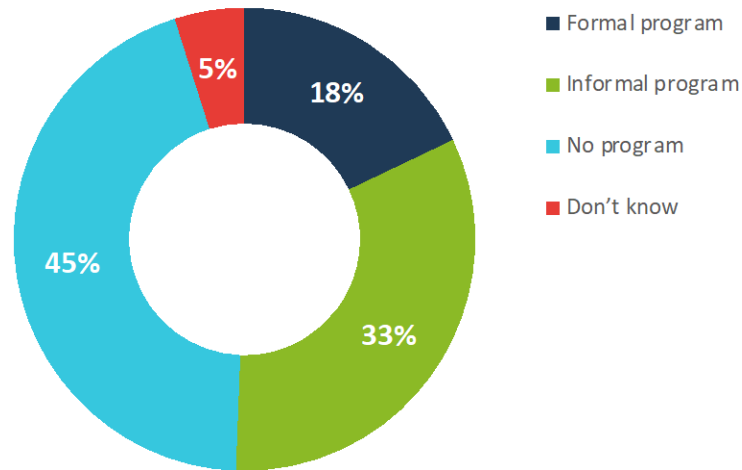
Did you incorporate online-learning into your instruction prior to COVID-19?



Did your school or district have a program encouraging teachers to incorporate online learning into their instruction prior to COVID-19?

- Formal program
- Informal program
- No program
- Don't know

Program encouraging teachers to incorporate online learning prior to COVID-19



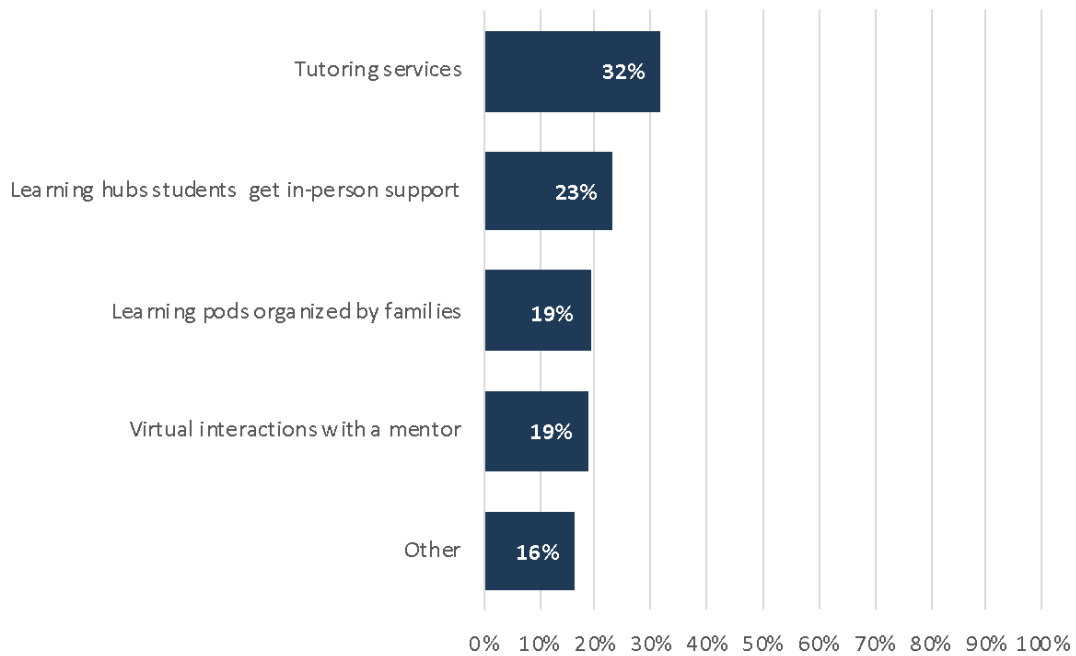
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

Please indicate to the best of your knowledge if any of your students currently participate in any of the following arrangements.

Please select all that apply.

- "Learning hubs" in which students can get in-person support for remote learning.
- "Learning pods" organized by families in which children meet in-person for socialization and/or support with remote learning.
- Tutoring services arranged by your school or district to support remote learning.
- Virtual interactions with a mentor or industry experts (i.e., non-school employees) arranged by your school or district.
- Other (please describe): _____

Students currently participate



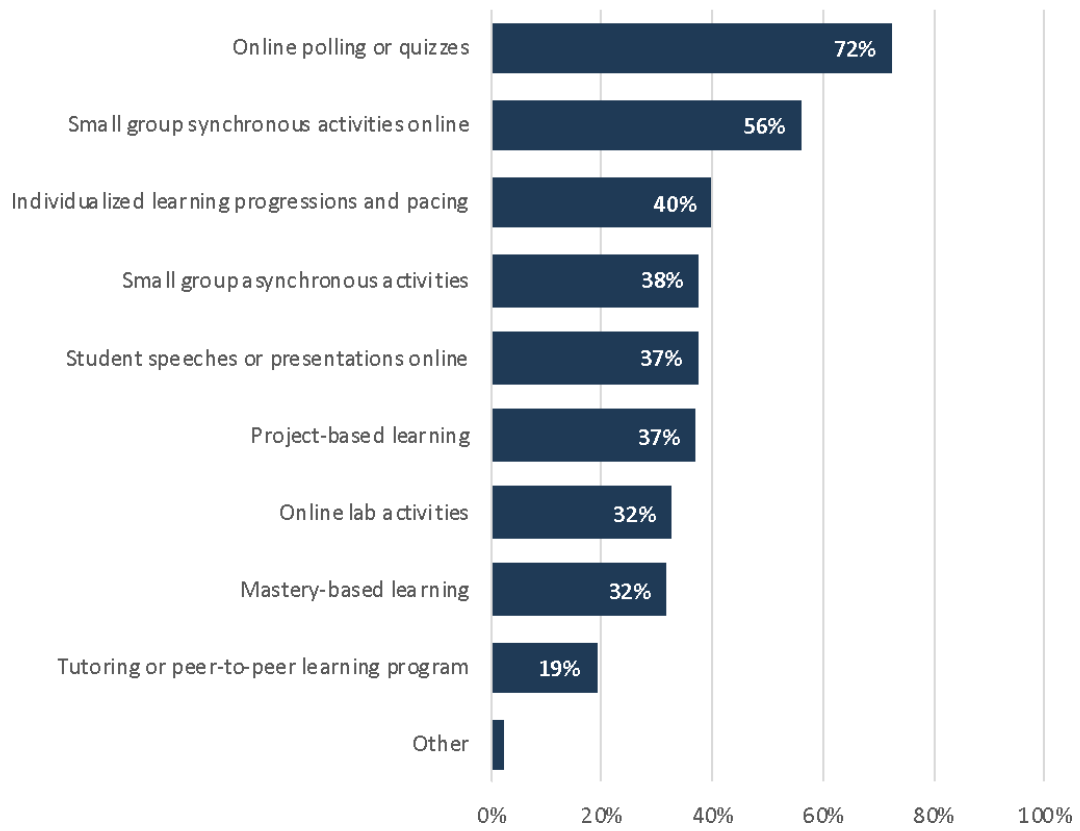
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

Do you use any of the following techniques for remote learning?

Please check all that apply.

- Online lab activities
- Student speeches or presentations online (e.g., over Zoom)
- Online polling or quizzes
- Small group asynchronous activities
- Small group synchronous activities online (e.g., Zoom breakout rooms)
- Tutoring or peer-to-peer learning program
- Mastery-based learning
- Individualized learning progressions and pacing
- Project-based learning
- Other _____

Remote learning techniques

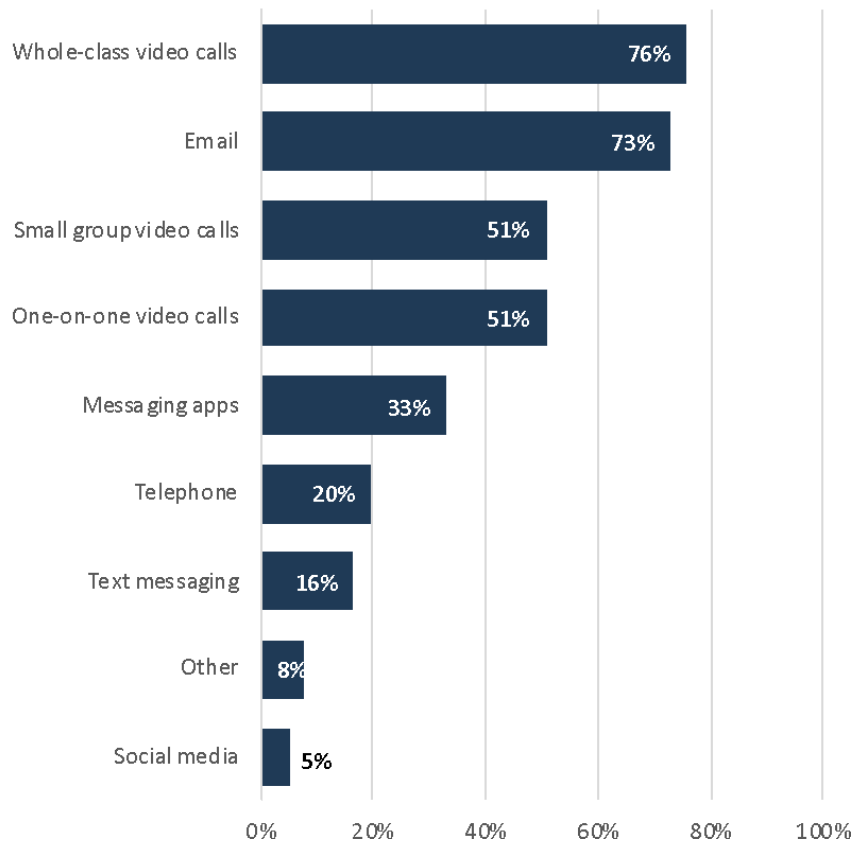


The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

How do you build and sustain **personal relationships** with your students?
Please check all that apply.

- Whole-class video calls
- Small group video calls
- One-on-one video calls
- Telephone
- Text messaging
- Messaging apps (Remind, SeeSaw, etc.)
- Email
- Social media (Facebook, Twitter, LinkedIn, TikTok, etc.)
- Other _____

Build and sustain personal relationships with your students

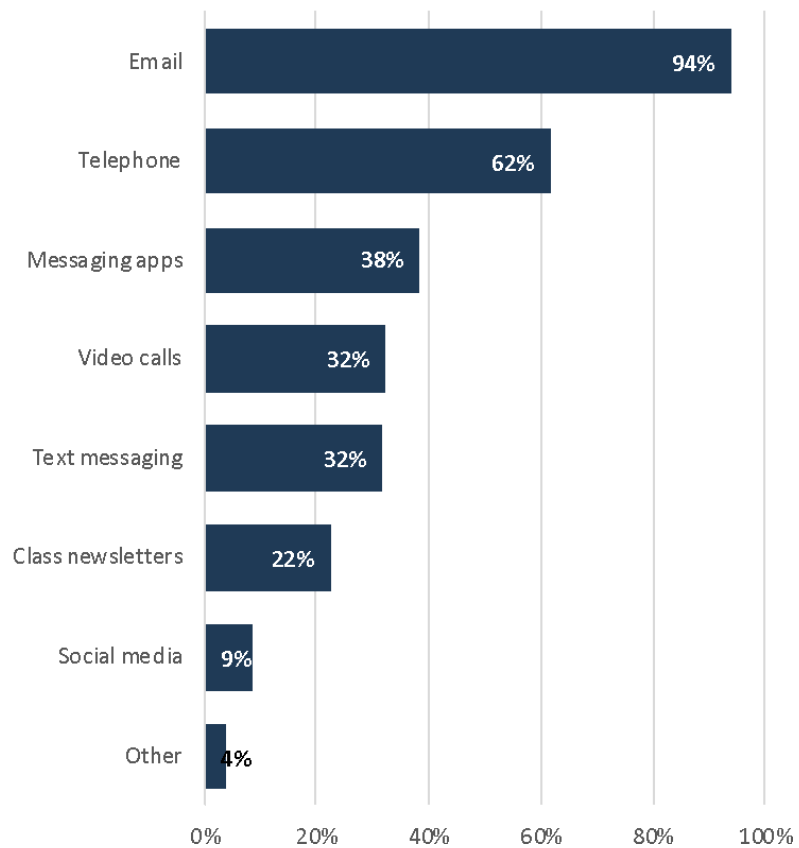


The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

How do you communicate with **your students' parents/guardians**?
Please check all that apply.

- Class newsletters
- Video calls
- Telephone
- Text messaging
- Messaging apps (Remind, SeeSaw, etc.)
- Email
- Social media (Facebook, Twitter, LinkedIn, TikTok, etc.)
- Other _____



Communicate with students and parents/guardians



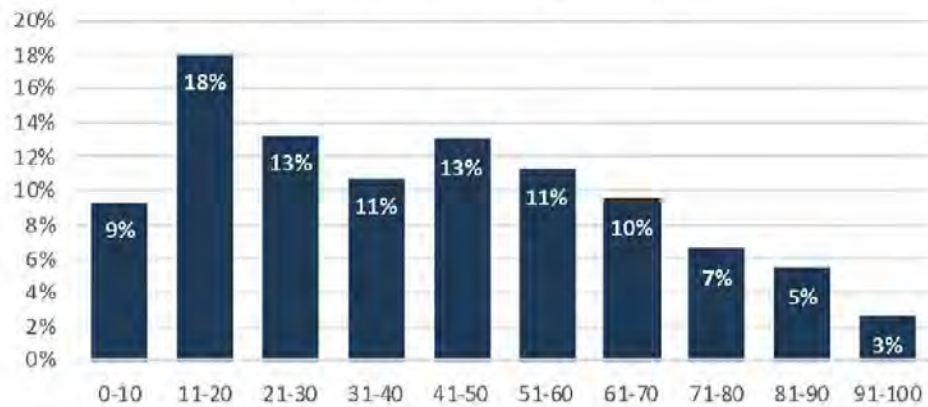
Teaching is more than delivering whole-class or small group instruction. When you consider all the hours you currently spend teaching each week, what is your best estimate of the proportion

of your time that you spend in planning, preparation and grading and in communicating with individual students and/or their families?

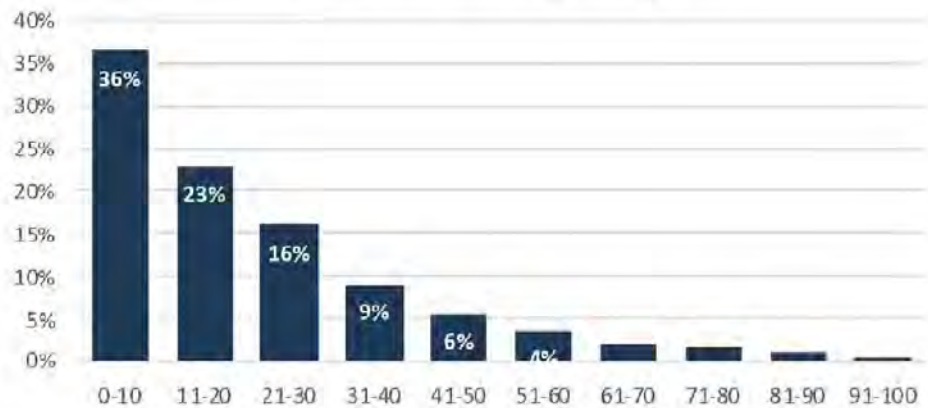
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Proportion of work hours in planning, preparation and grading	
Proportion of work hours communicating with individual students and/or their families	

Proportion of work hours in planning, preparation and grading



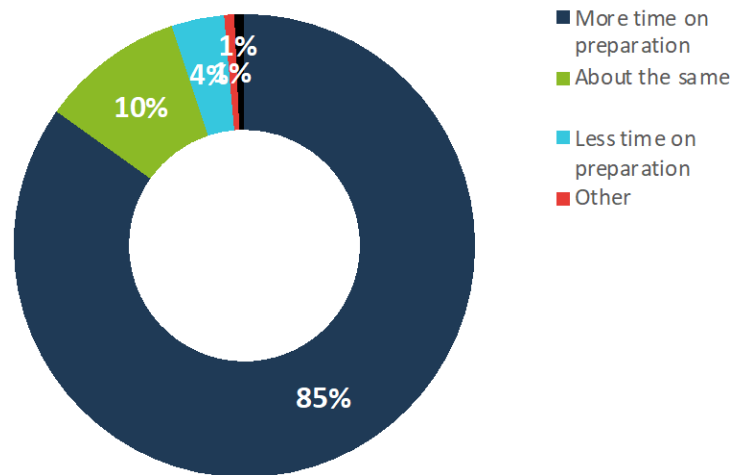
Proportion of work hours in planning, preparation and grading



How has the proportion of your teaching time spent on preparation and planning changed since last year?

- More time on preparation and planning.
- About the same
- Less time on preparation and planning.
- Other _____
- Does not apply

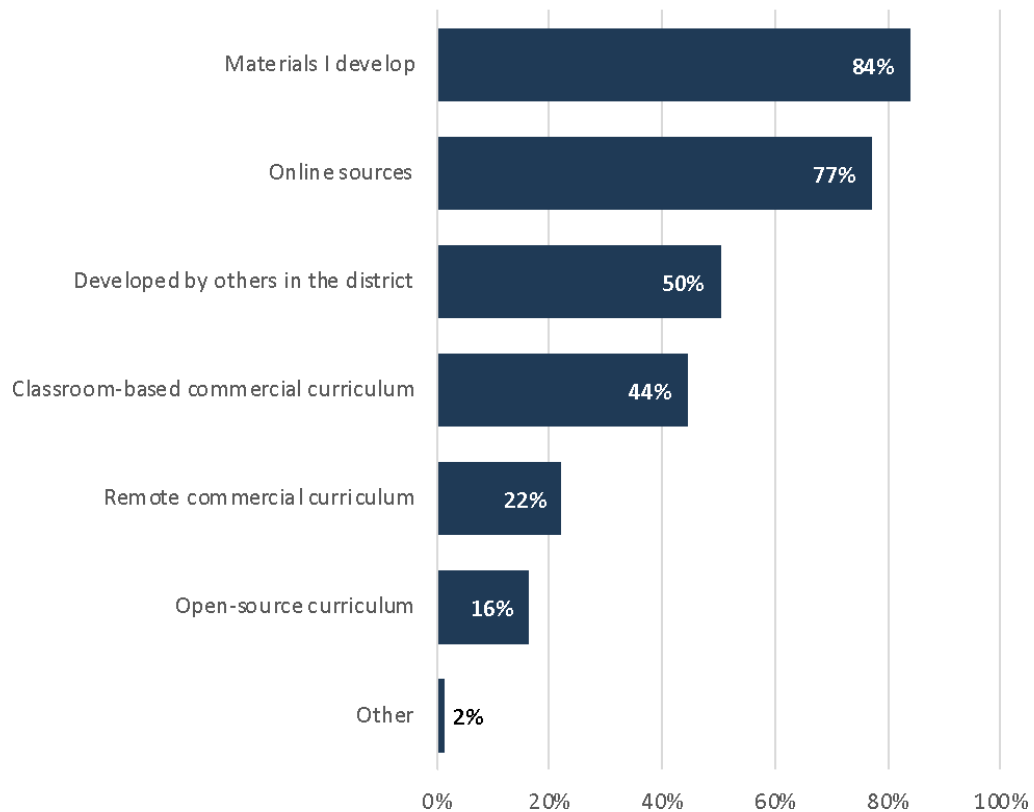
Change in proportion time spent on preparation since last year



Which of the following is the source of the curriculum materials you use in your teaching?
Please check all that apply.

- Materials I develop
- Materials developed by others in my school or district
- Various resources collated from online sources
- Commercial curriculum designed for classroom-based instruction
- Commercial curriculum designed for remote instruction
- Open-source curriculum
- Other _____

Source of the curriculum materials



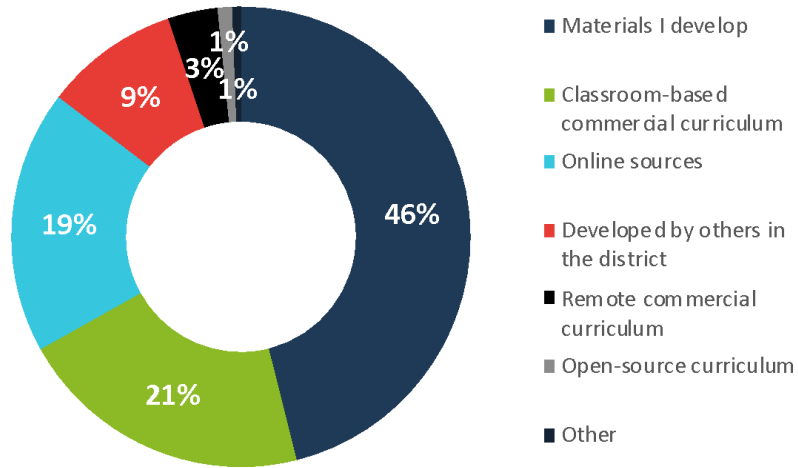
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

Only Display Selected Choices from "Which of the following is the source of the curriculum materials you use in your teaching?"

Which of the following is the **primary source** of the curriculum materials you use in your teaching?

- Materials I develop
- Materials developed by others in my school or district
- Various resources collated from online sources
- Commercial curriculum designed for classroom-based instruction
- Commercial curriculum designed for remote instruction
- Open-source curriculum
- Other _____

Primary source of the curriculum materials

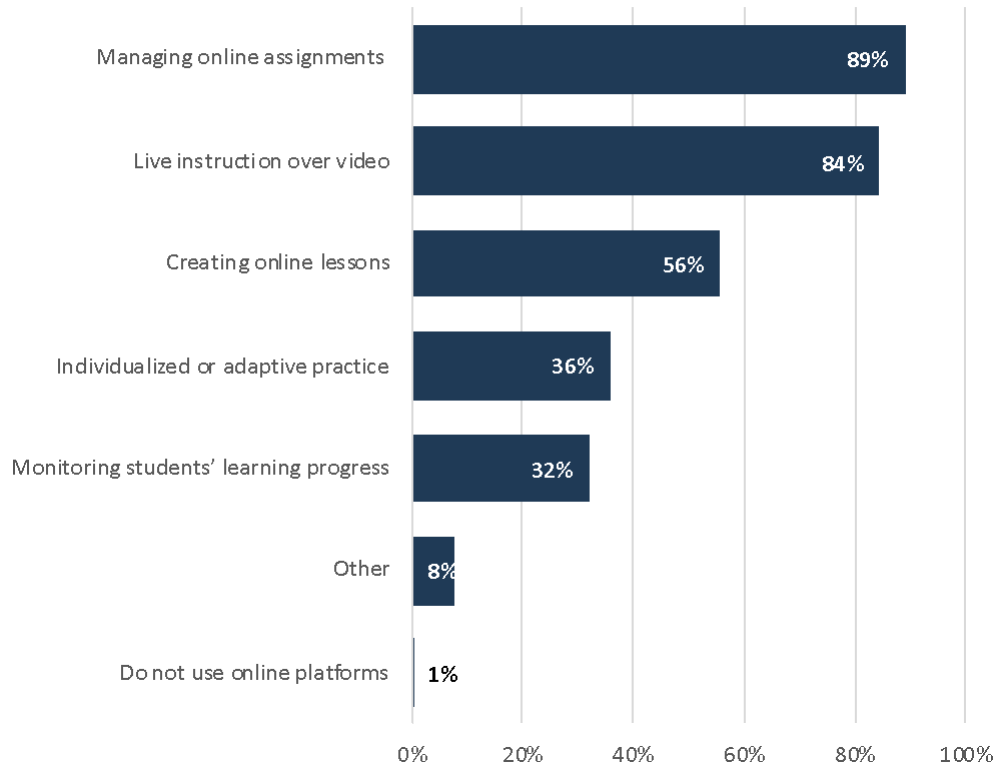


Do you use online platforms for any of the following purposes?

Please check all that apply.

- Individualized or adaptive practice (e.g. Dreambox, Lexia CORE5, ST Math, Newsela)
- Monitoring students' learning progress (e.g. iReady, iStation, MasteryConnect)
- Creating online lessons (e.g. Nearpod, Ed Puzzle, Pear Deck, Blendspace)
- Managing online assignments (e.g. Google Classroom, Canvas)
- Live instruction over video (e.g. Zoom, Google Meet)
- Other _____
- I do not use online platforms for any of the above purposes

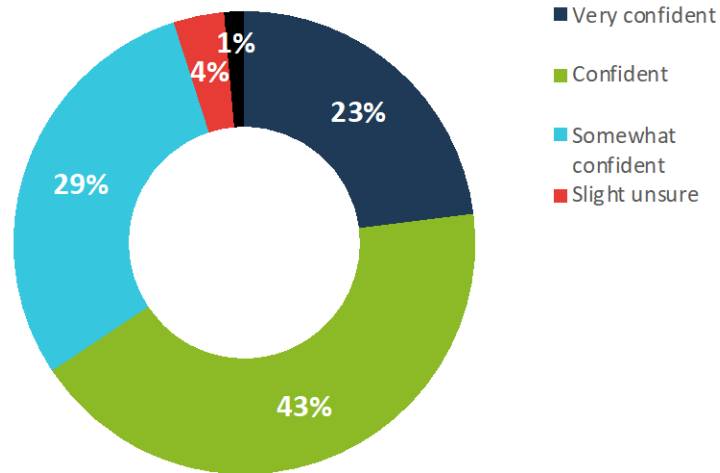
Online platforms



How comfortable/confident do you feel in your ability to use any online tools that are needed for your current approach to instruction?

- Very confident
- Confident
- Somewhat confident
- Slight unsure
- Not confident at all

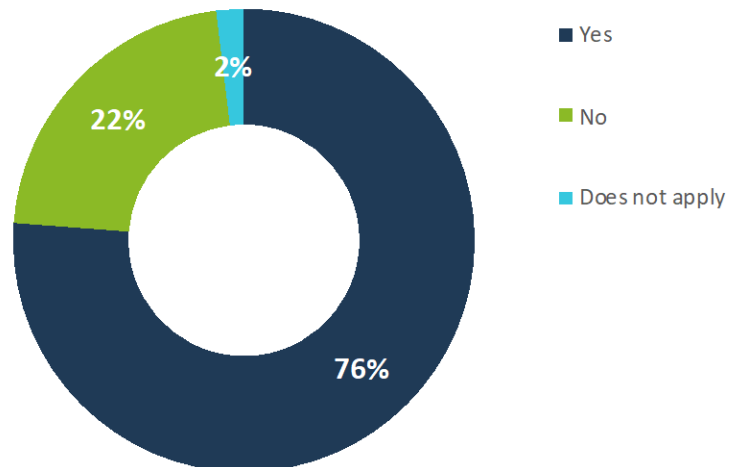
How confident in your ability to use any online tools



Has your district given you professional development on instructional strategies relevant to your current teaching arrangement?

- Yes
- No
- Does not apply


Has your district given you professional development relevant to your current teaching



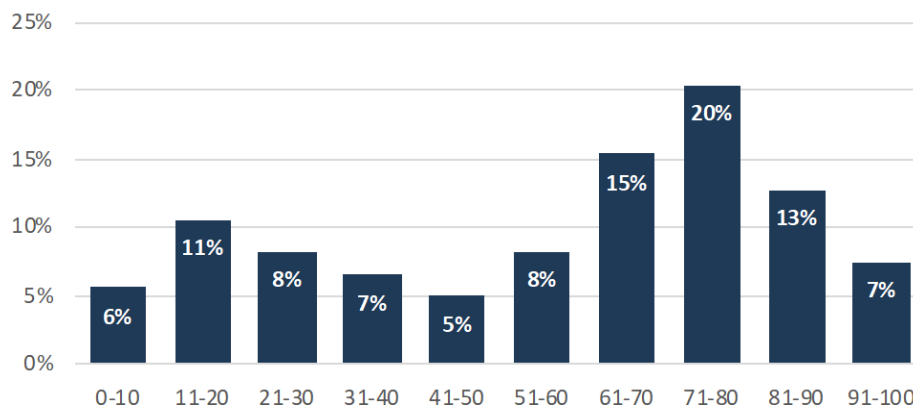
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

On a scale of zero (Not at all helpful) to 100 (Extremely helpful), please provide your personal rating of how effective the professional development was for teachers. Please consider all aspects, such as timeliness, frequency, scope of coverage, appropriateness of the topics, etc. in your rating.

Not at all helpful Extremely helpful Not Applicable
0 10 20 30 40 50 60 70 80 90 100

Professional Development rating 

How effective was the professional development for teachers



The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

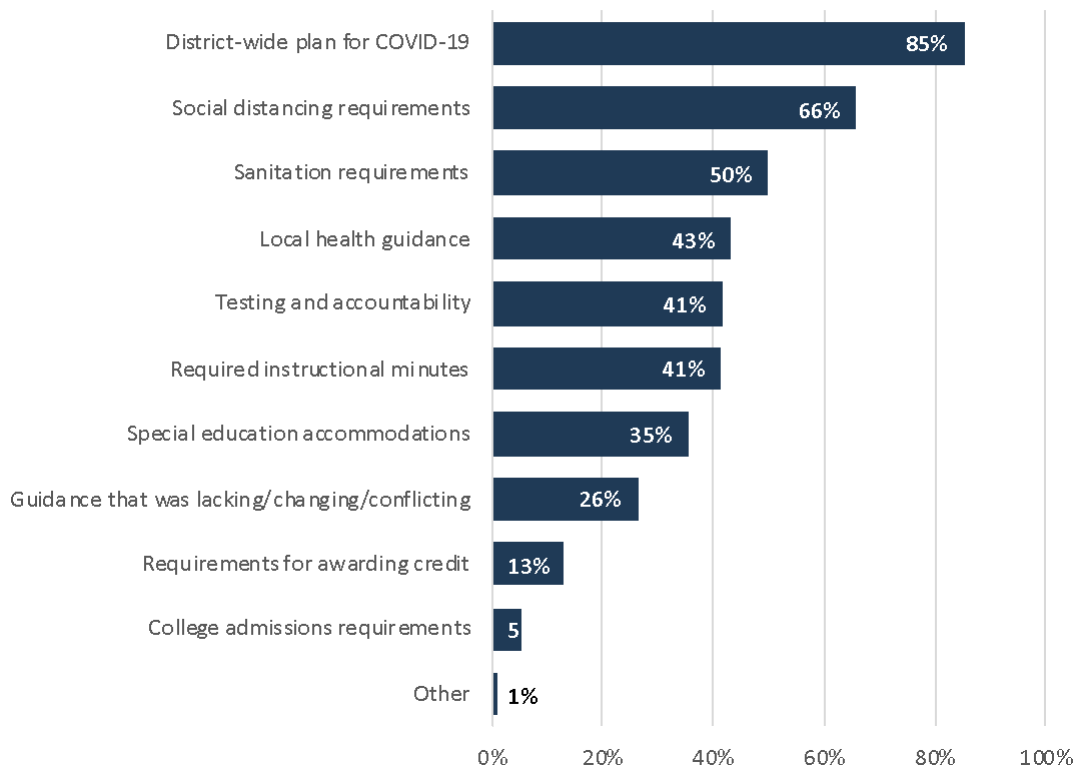
What factors led you to give this rating?

Which of the following policies or requirements had a substantial impact on the instructional models you currently use in response to COVID-19?

Please select all that apply.

- A school- or district-wide plan for instruction during COVID-19
- Testing and accountability
- Required instructional minutes
- Requirements for awarding credit
- College admissions requirements
- Special education accommodations
- Social distancing requirements
- Sanitation requirements
- Local health guidance
- Guidance that was lacking/changing/conflicting
- Other _____

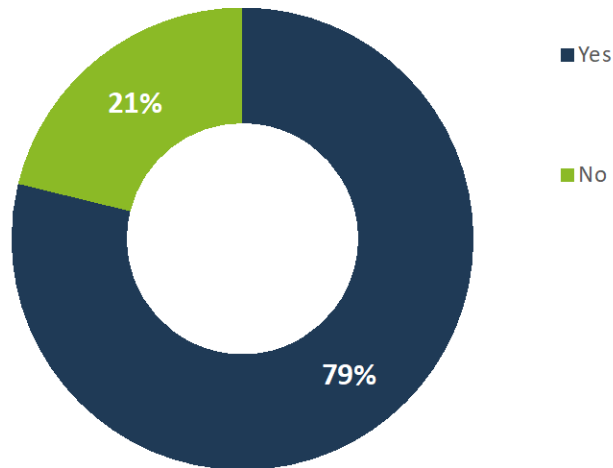
Substantial impact on the instructional models



Are there new resources or practices you've discovered due to COVID-19 that you plan to continue using post-pandemic?

- Yes
- No

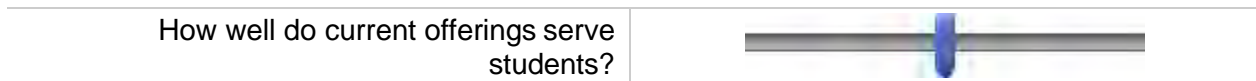
Practices discovered that you plan to continue using post-pandemic



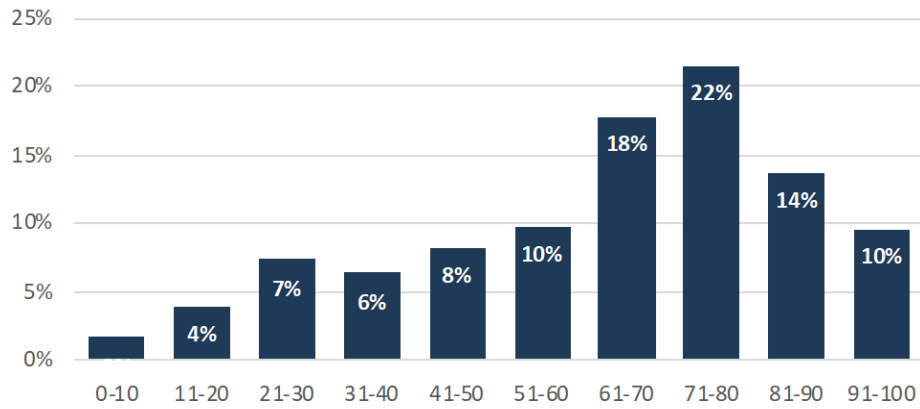
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

(Optional) Please describe

How well are you currently able to serve your students in your current teaching circumstances?
Very poorly Extremely Well



How well are you able to serve your students in your current teaching circumstances



(Optional) Please explain why you gave the ratings that you provided.

We value your comments. Please let us know about any of your adaptations to COVID-19, challenges, barriers, or innovative practices affecting your current approach to teaching and learning that were not captured in prior questions.

Administrative Survey

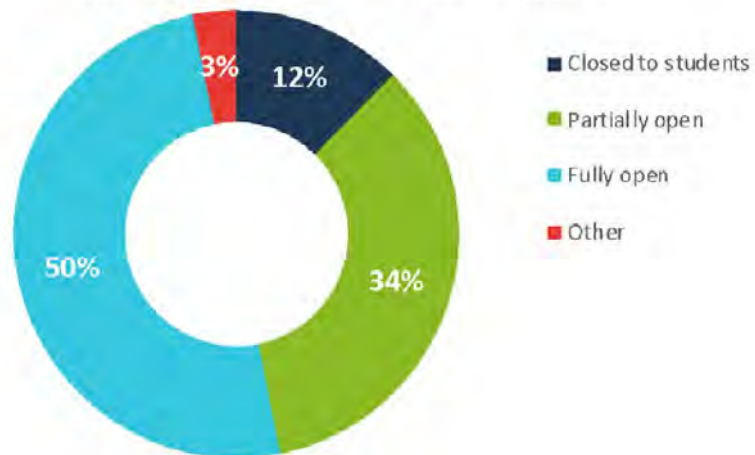
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Which of the following best describes your school's current circumstances:

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- Our school buildings are partially open to students for limited use.
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- Other _____

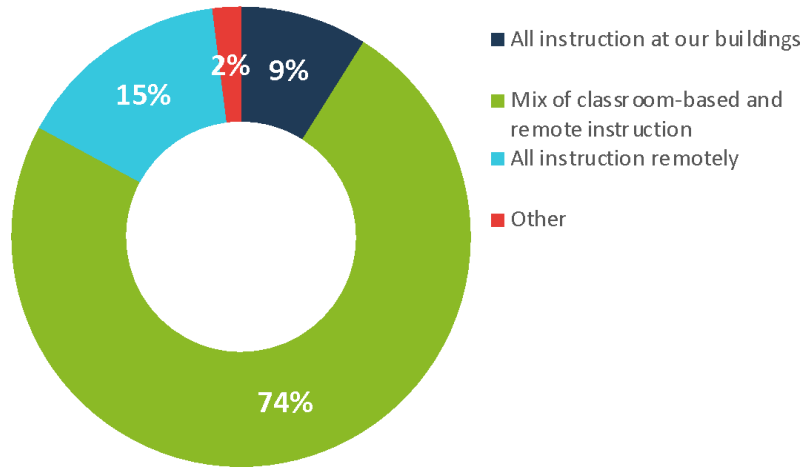
Your school's current circumstances



Which of the options below best describes your current (Fall 2020) approach to instruction?

- We provide all instruction at our buildings
- We provide a mix of classroom-based and remote instruction
- We provide all instruction remotely
- Other _____

Fall 2020 approach to instruction



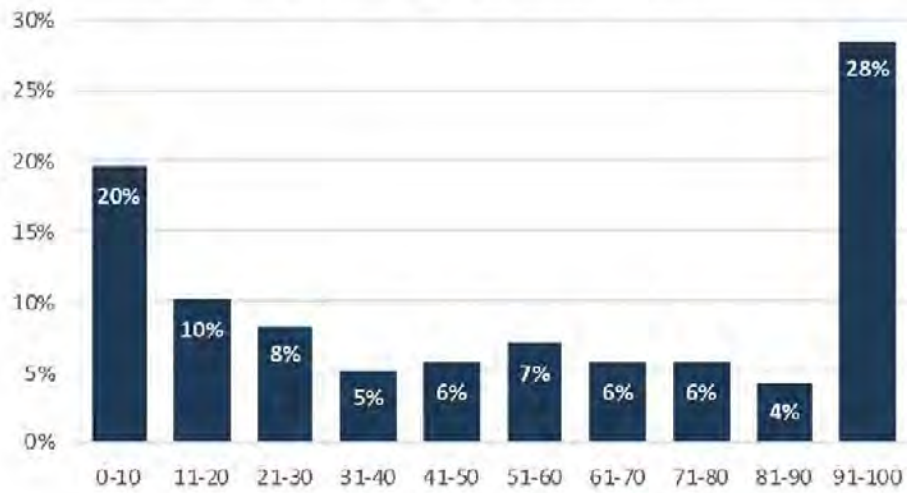
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

What is your best estimate of the percentage of students in your district/school that currently take **any portion of their instruction** remotely and currently take **all of their instruction** remotely?

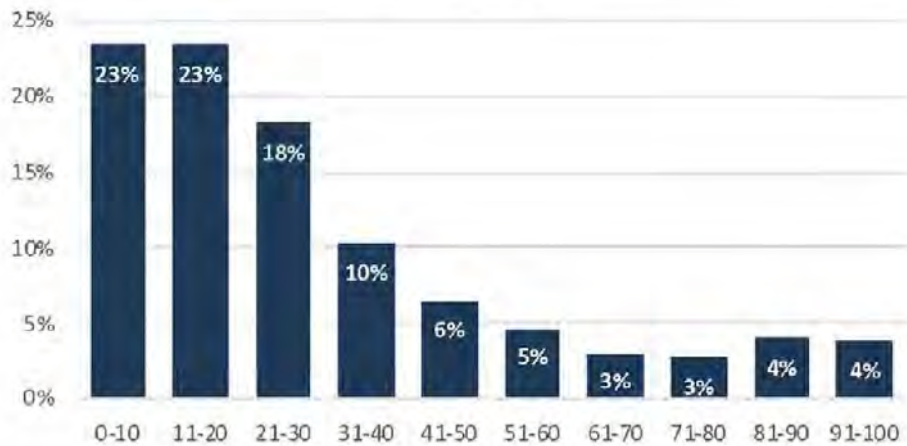
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Percentage taking any remote instruction	
Percentage taking all of their instruction remotely	

Percentage taking any remote instruction



Percentage taking all of their instruction remotely

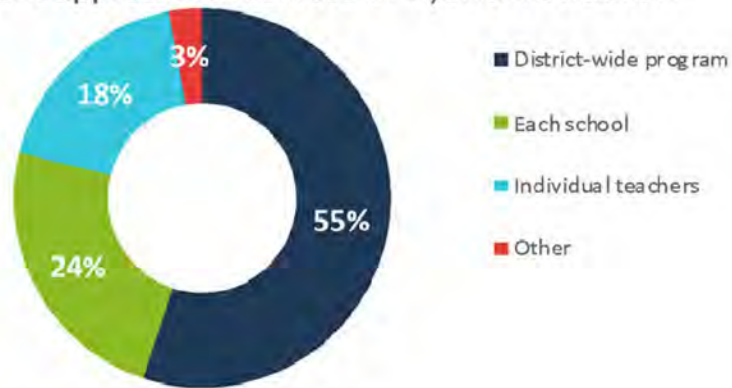


The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

Which best describes your current approach to remote or hybrid instruction?

- We have a district-wide instructional program that all schools and educators are expected to follow.
- We expect each school to develop an instructional programs appropriate to the needs of its students and staff
- We expect individual teachers to develop their own instructional programs appropriate to the needs of their students
- Other _____

Current approach to remote or hybrid instruction



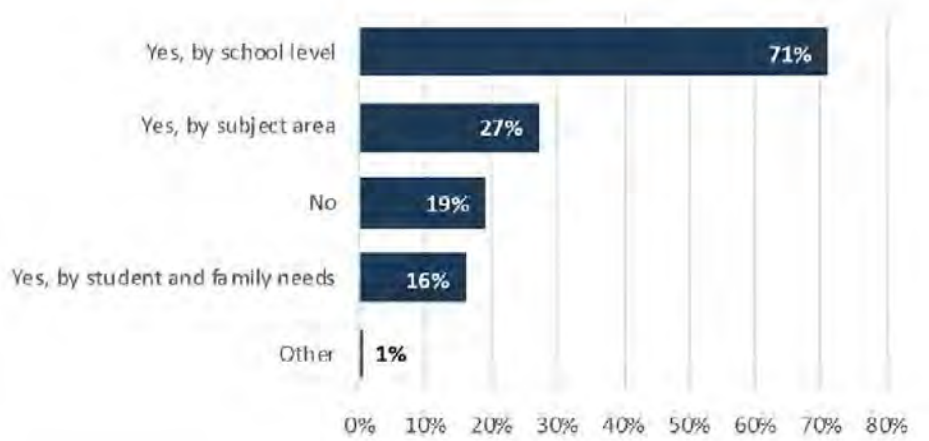
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

Does your district-wide program vary by context?

Please check all that apply.

- No
- Yes, by school level (elementary vs. middle vs. high school)
- Yes, by subject area (core courses vs. non-core courses)
- Yes, by student and family needs
- Other

Does your district-wide program vary by context?



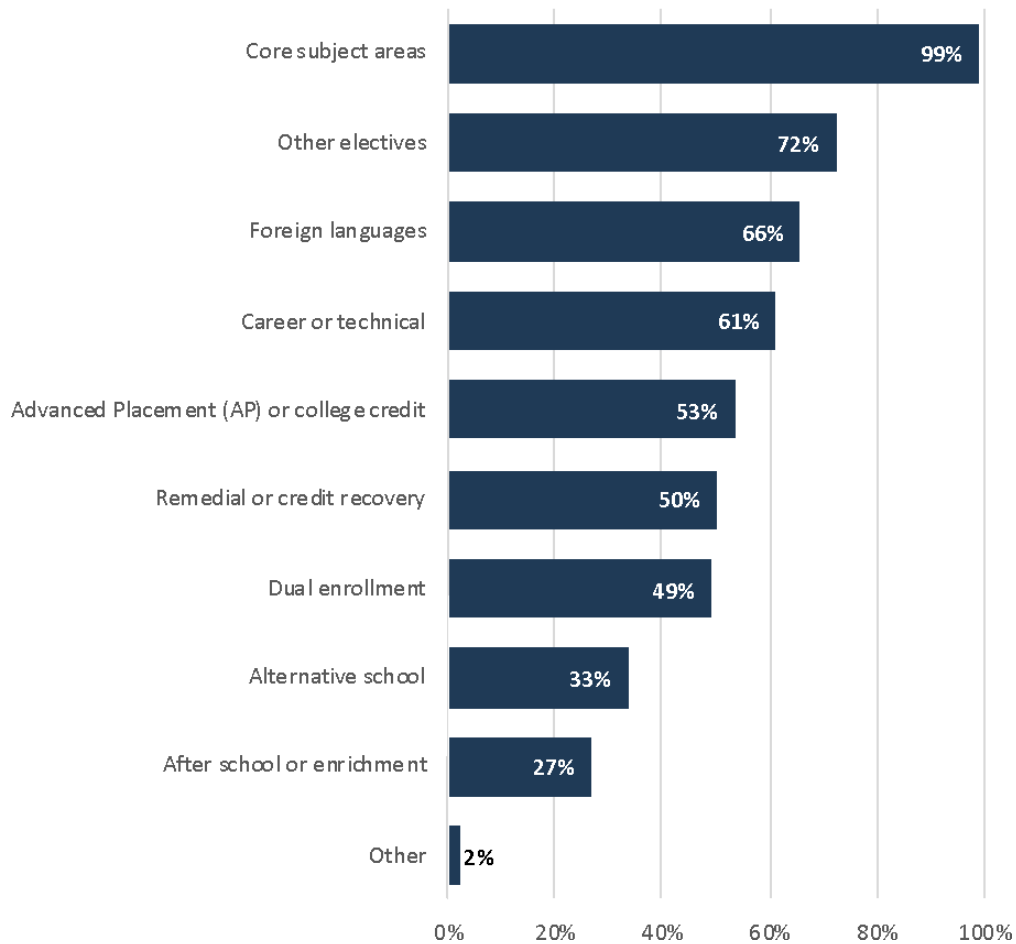
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

In what areas/programs are students **currently (Fall 2020) receiving instruction** that is fully or partially remote?

Please check all that apply.

- Core subject areas (Math, ELA, Science)
- Foreign languages
- Career or technical
- After school or enrichment
- Other electives
- Remedial or credit recovery
- Advanced Placement (AP) or college credit
- Dual enrollment
- Alternative school
- Other _____
- Don't Know

Areas/programs students receiving fully or partially remote instruction

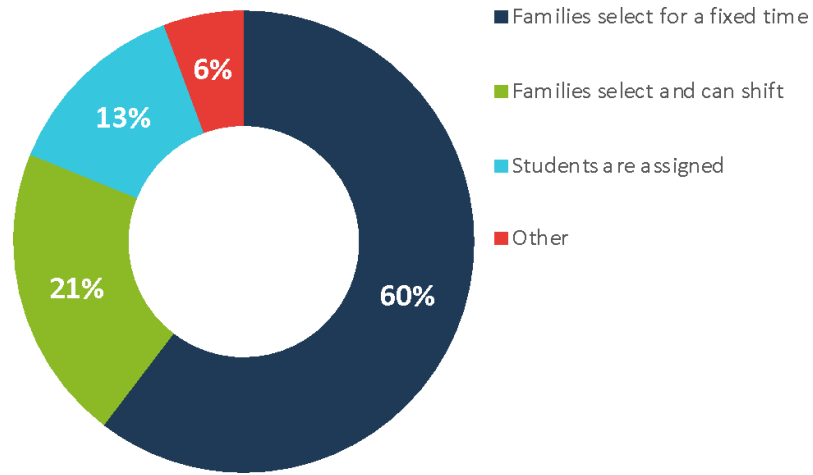


The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

How do you determine which of your programs students participate in?

- Families select a program that they commit to for a fixed time (e.g., all semester, all year).
- Families select a program and can shift between programs at any point.
- Students are assigned to a program based on district/school criteria.
- Other _____

Determine which of your programs students participate in

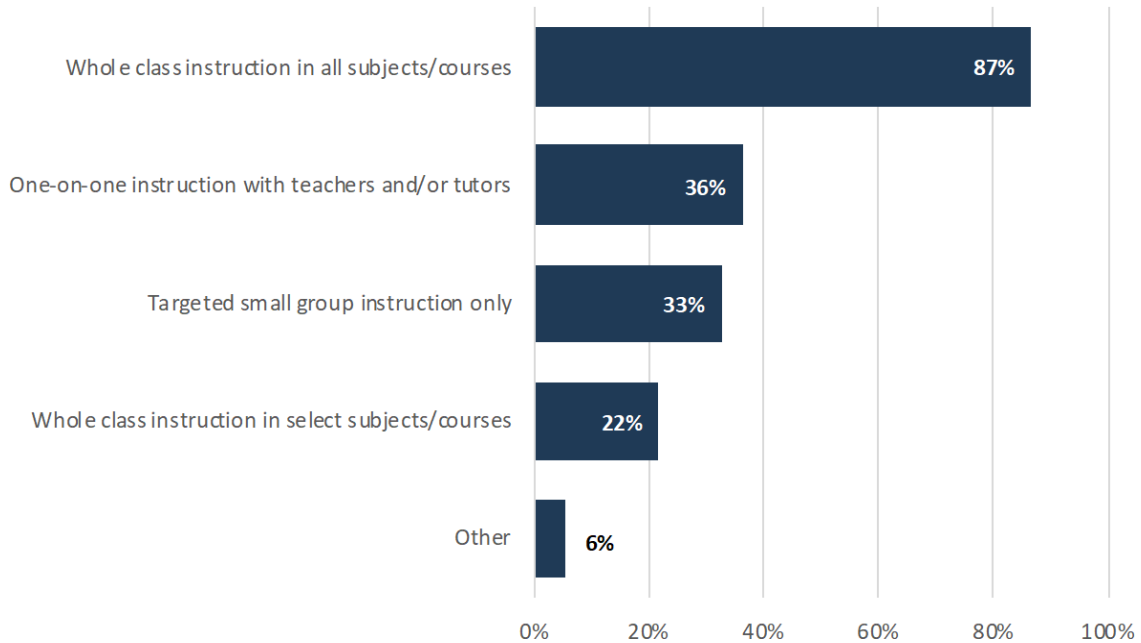


The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

What types of instruction do students receive at school buildings?
Please select all that apply.

- Whole class instruction in all subjects/courses
- Whole class instruction in select subjects/courses
- Targeted small group instruction only
- One-on-one instruction with teachers and/or tutors
- Other _____

What types of instruction do students receive at school buildings?

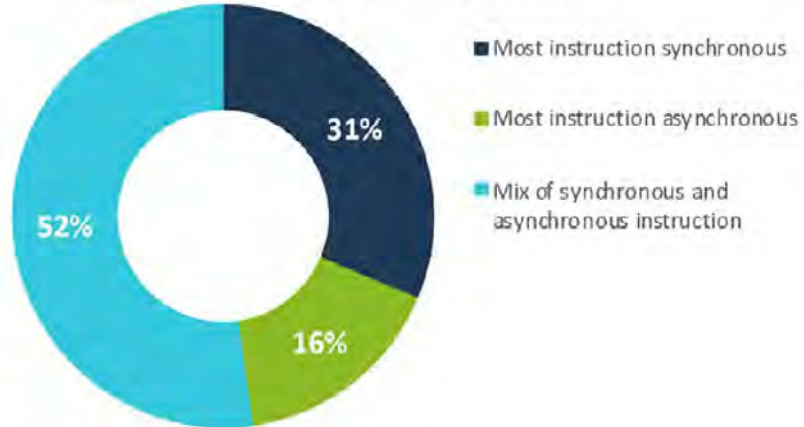


The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

For the remote learning aspects of your instructional program, how do students receive instruction?

- Students receive most of their instruction synchronously through daily class sessions over video calls for an amount of time similar to a regular school day.
- Students receive most of their instruction asynchronously by completing learning activities independently
- Students receive a mix of synchronous and asynchronous instruction each day.
- Other _____

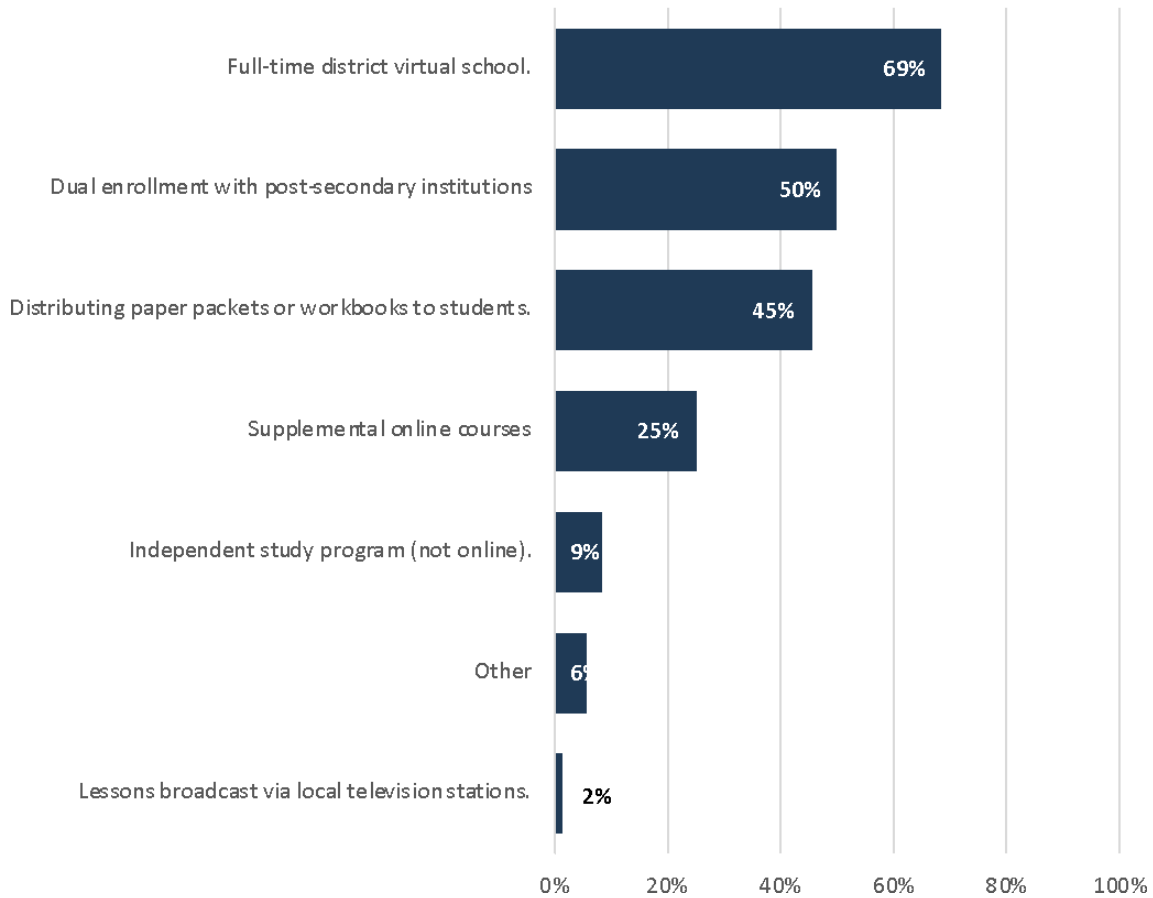
How students receive instruction



Please indicate if you currently offer any of the following arrangements.
Please select all that apply.

- Full-time district virtual school.
- Independent study program (not online).
- Supplemental online courses
- Dual enrollment with post-secondary institutions
- Lessons broadcast via local television stations.
- Distributing paper packets or workbooks to students.
- Other _____

Models used this year



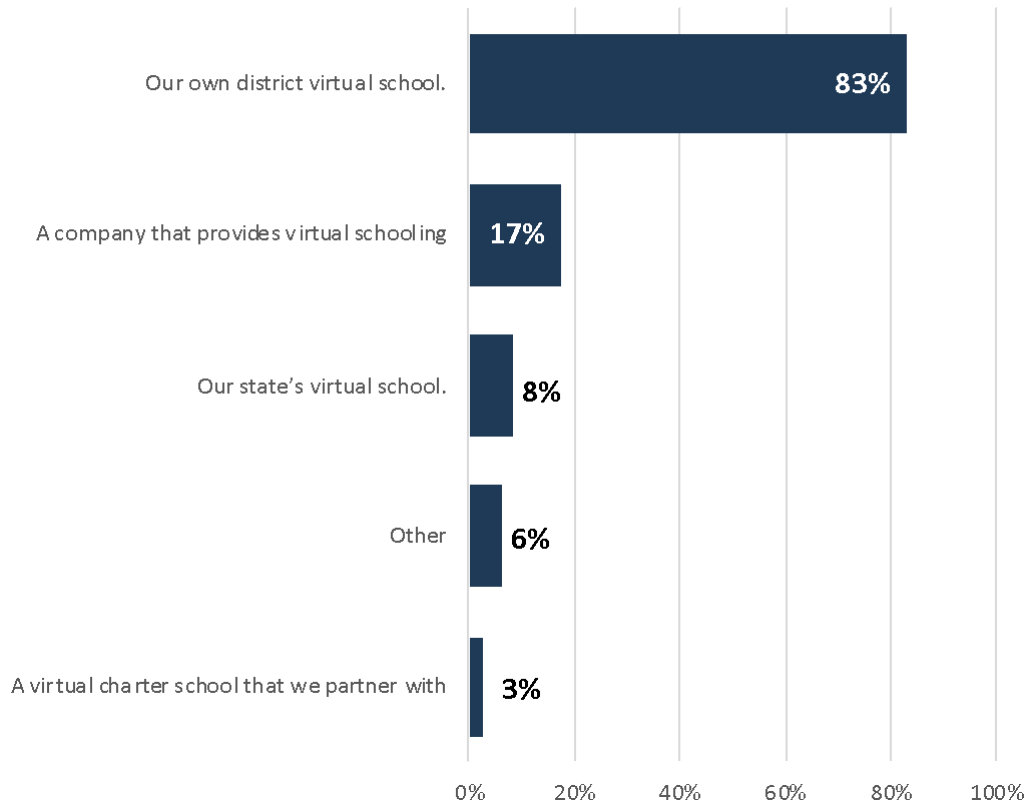
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

Who provides your virtual schooling options?

Please select all that apply.

- Our own district virtual school.
- Our state's virtual school.
- A virtual charter school that we partner with
- A company that provides virtual schooling
- Other (please describe) _____

Who provides virtual schooling options



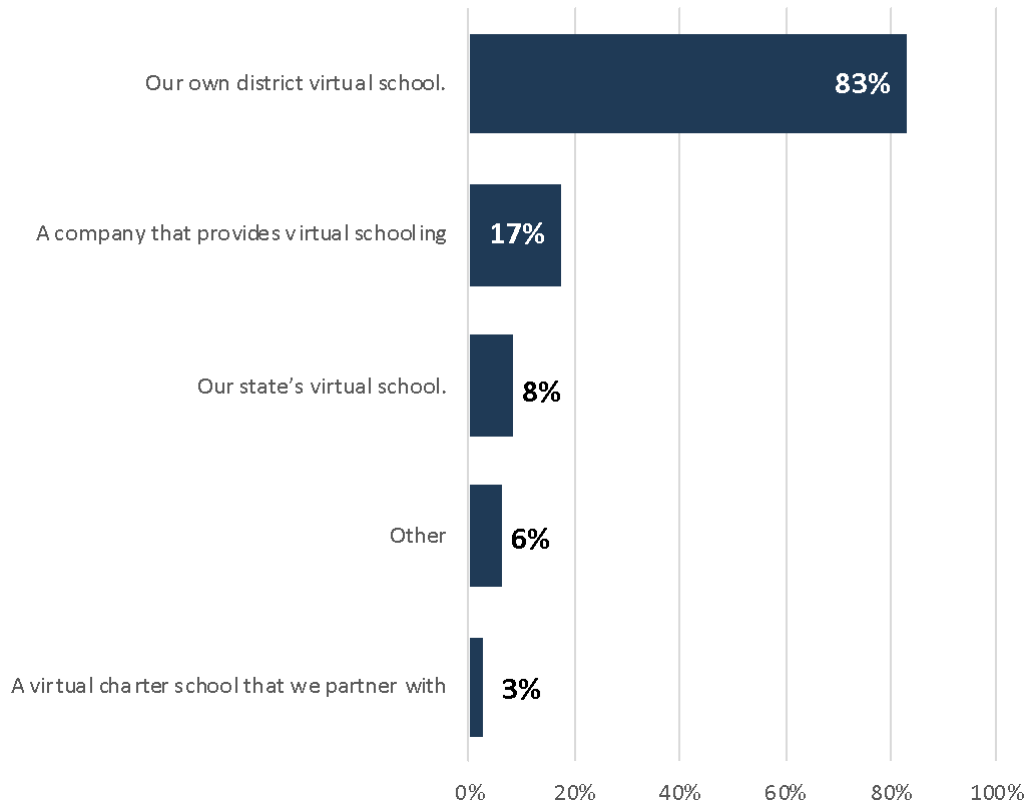
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

Who teaches your supplemental online course options?

Please select all that apply.

- Teachers from the school a student attends
- District teachers who are not necessarily associated with the school a student attends
- Teachers from a state online course program
- Teachers from an external online learning provider (charter school, company, etc.)
- Other _____

Who provides virtual schooling options

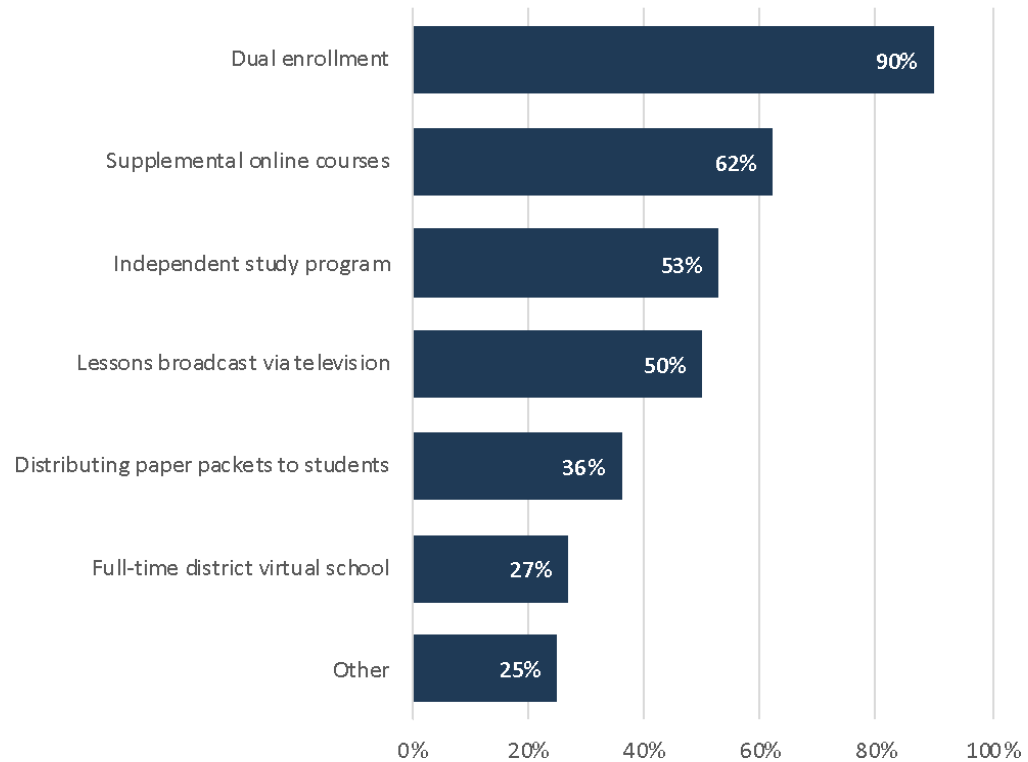


Display Only Selected Choices from "Please indicate if you currently offer any of the following arrangements"

Please indicate which of these models was in use in your district last year (Fall 2019).
Please select all that apply.

- None of these models was used last year
- Full-time district virtual school.
- Independent study program (not online).
- Supplemental online courses
- Dual enrollment with post-secondary institutions
- Lessons broadcast via local television stations.
- Distributing paper packets or workbooks to students.
- Other _____

Proportion who also used this model last year (Fall 2019)



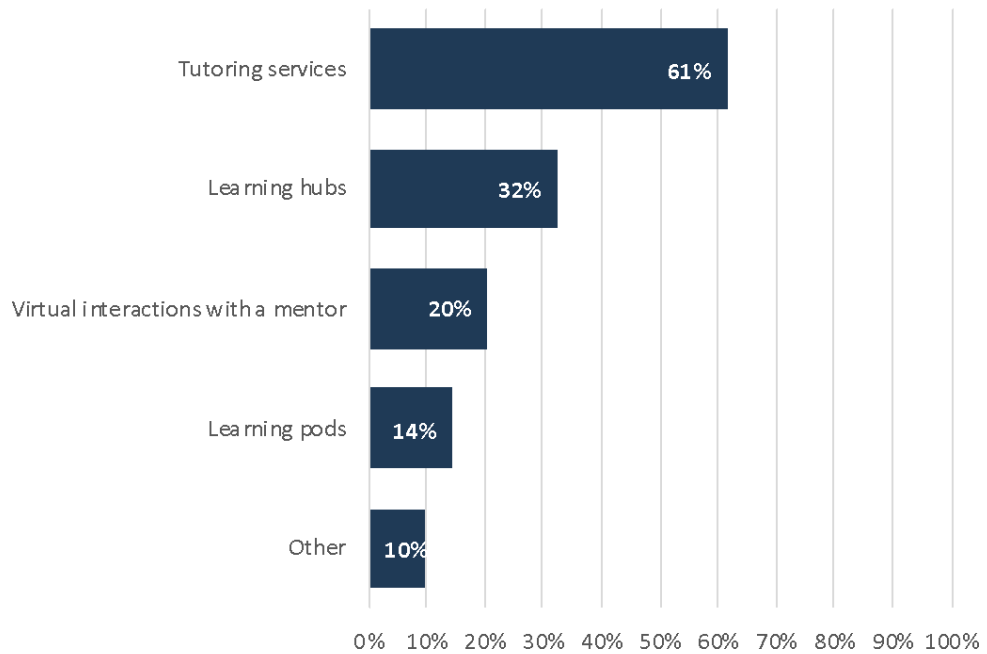
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Please indicate if you currently use any of the following arrangements.

Please select all that apply.

- Learning hubs” in which students can get in-person support for remote learning“.
- "Learning pods" organized by families in which children meet in-person for socialization and/or support with remote learning.
- Tutoring services to support students with remote learning.
- Virtual interactions with a mentor or industry experts (i.e., non-school employees).
- Other (please describe): _____

Students use



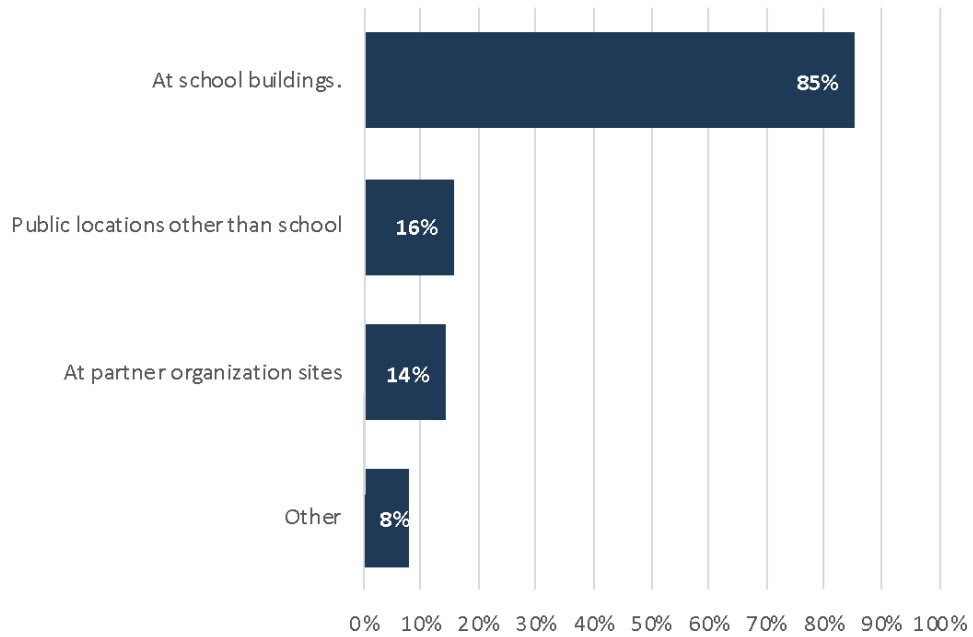
The following question was only displayed to the respondent if they provided a qualifying answer to a previous question

Where do students access learning hubs?

Please select all that apply.

- At school buildings.
- At public locations other than at school buildings (e.g. parks, libraries, etc.).
- At partner organization sites (e.g. YMCA, Boys and Girls Club, local churches, etc.).
- Other (please describe) _____

Where do students access learning hubs?

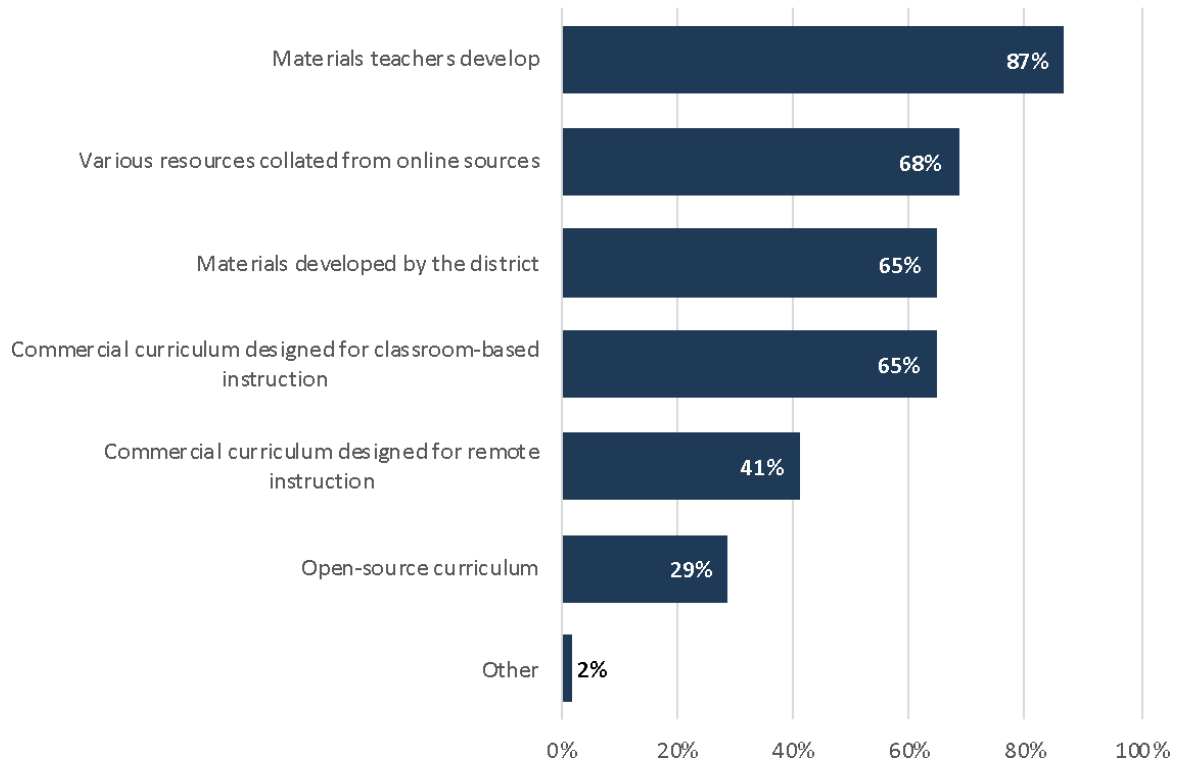


Which of the following curriculum materials do you expect teachers to use?

Please check all that apply.

- Materials teachers develop
- Materials developed by the district
- Various resources collated from online sources
- Commercial curriculum designed for classroom-based instruction
- Commercial curriculum designed for remote instruction
- Open-source curriculum
- Other _____

Curriculum materials teachers are expected to use

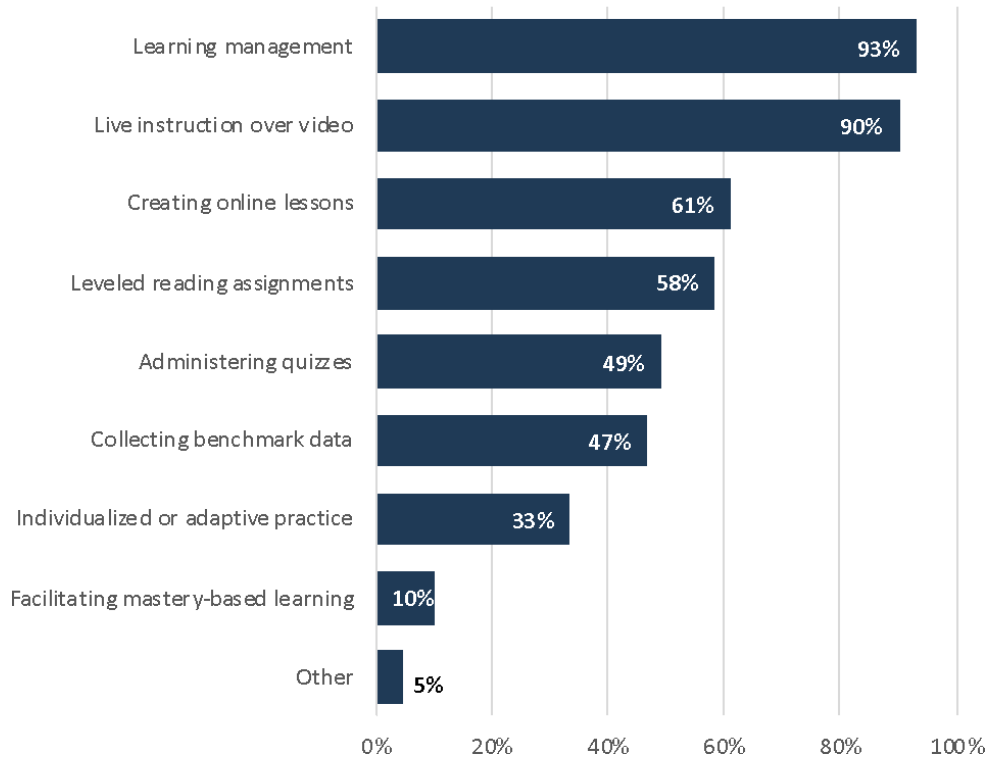


Have you adopted online platforms for any of the following purposes?

Please check all that apply.

- Individualized or adaptive practice (e.g. Dreambox, Lexia CORE5, ST Math)
- Leveled reading assignments (e.g. Newsela, Accelerated Reader)
- Collecting benchmark data on students' learning progress (e.g. iReady, iStation)
- Administering quizzes or checks for understanding (e.g. Formative)
- Creating online lessons (e.g. Nearpod, Ed Puzzle, Pear Deck, Blendspace)
- Facilitating mastery-based learning (e.g. MasteryConnect)
- Learning management (e.g. Google Classroom, Canvas)
- Live instruction over video (e.g. Zoom, Google Meet)
- Other _____
- We do not use any of the above types on online platforms

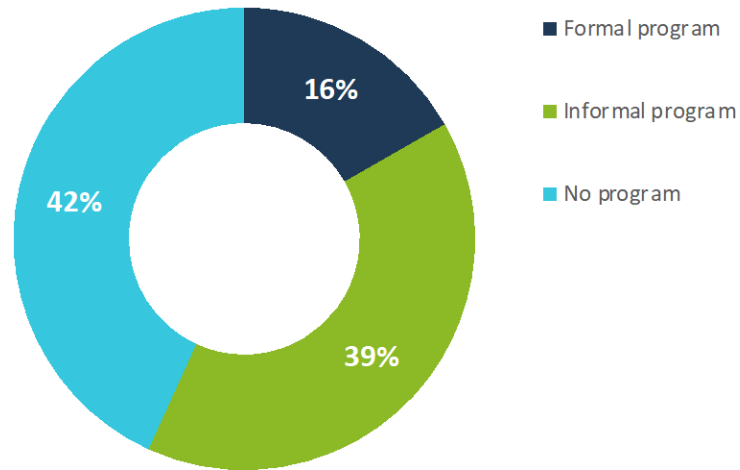
Online platforms



Did your district have a program encouraging teachers to incorporate online learning into classroom-based instruction prior to COVID-19?

- Formal program
- Informal program
- No program
- Don't know

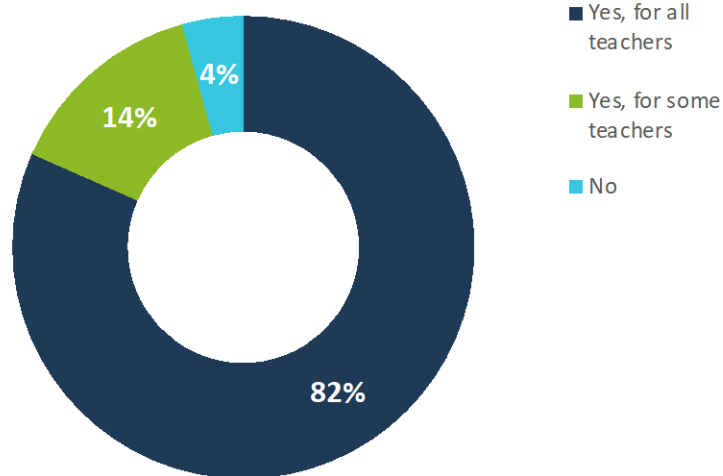
Program encouraging teachers to incorporate online learning prior to COVID-19



Has your district provided teachers with professional development on instructional strategies relevant to their current teaching arrangements?

- Yes, for all teachers
- Yes, for some teachers
- No

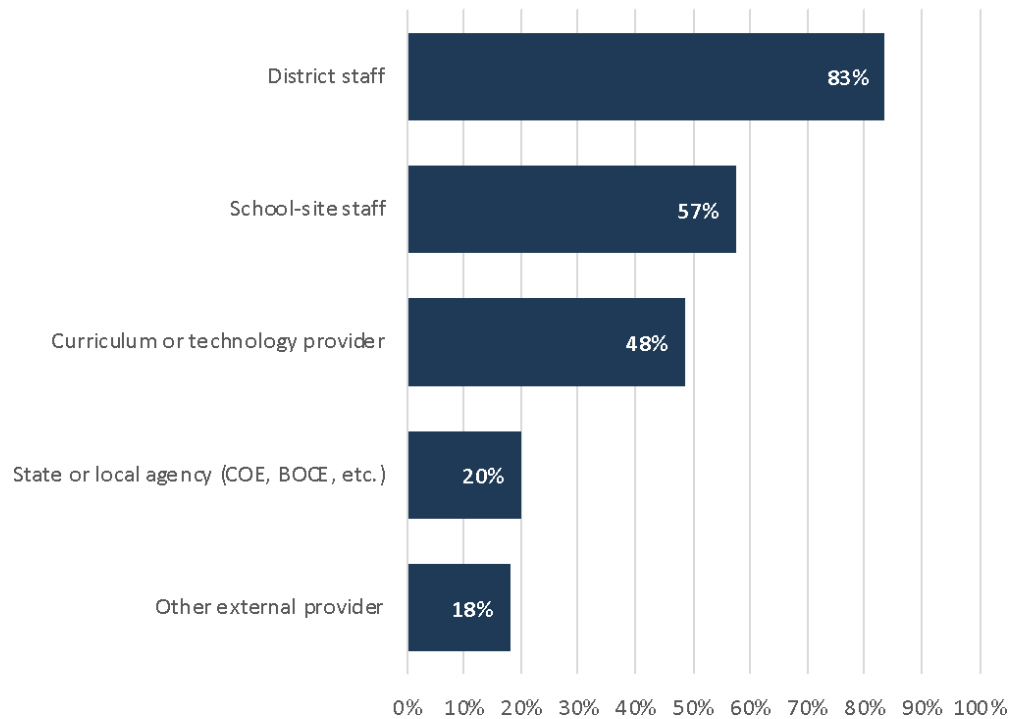
District-provided professional development relevant to their current teaching arrangements



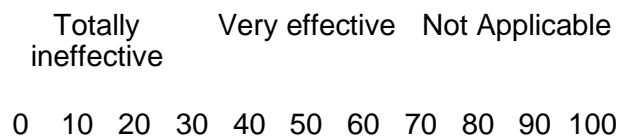
Who provided the professional development?
Please check all that apply.

- State or local agency (COE, BOCE, etc.)
- District staff
- School-site staff
- Curriculum or technology provider
- Other external provider

Professional development provider

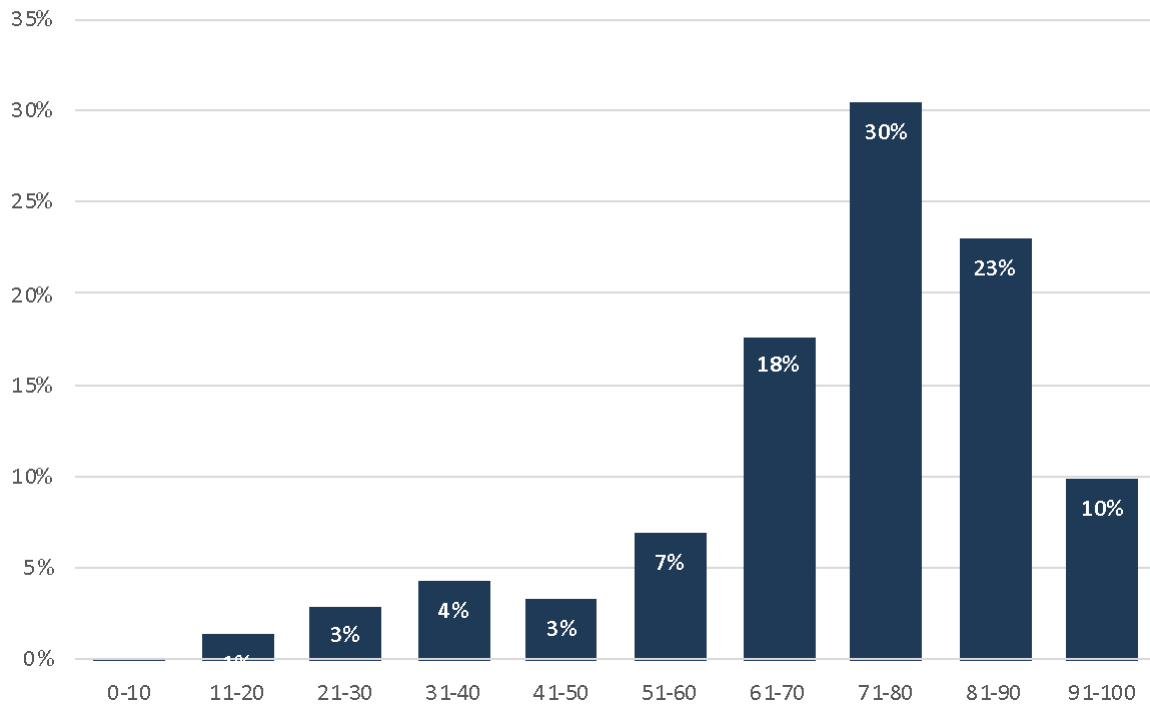


On a scale of zero (totally ineffective) to 100 (very effective), please provide your personal rating of how effective the professional development was for teachers. Please consider all aspects, such as timeliness, frequency, scope of coverage, appropriateness of the topics, etc. in your rating.





Rating of how effective the professional development was for teachers

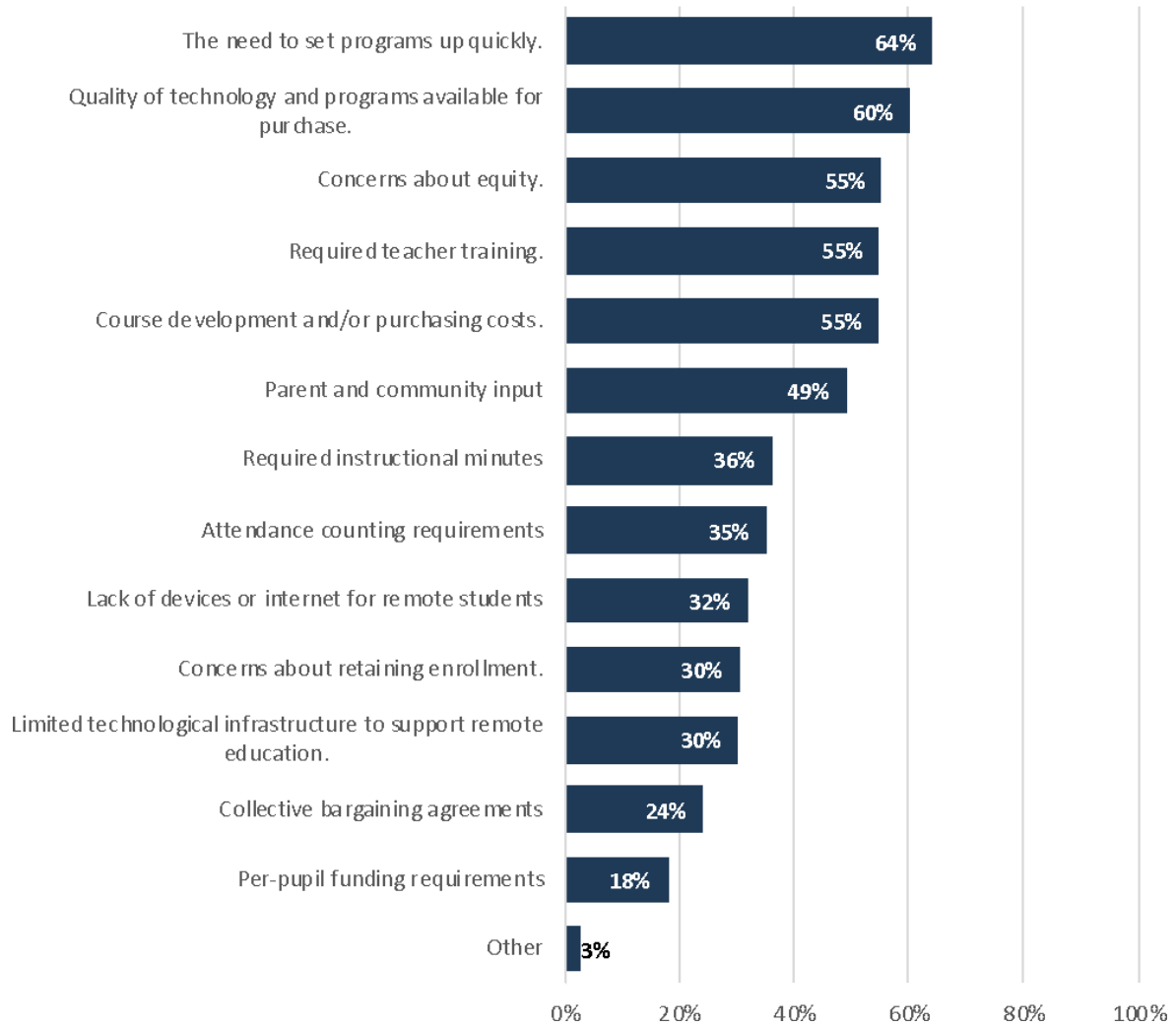


What factors led you to give this rating?

Please indicate which the following factors influenced your district's current offerings.
Please check all that apply.

- Course development and/or purchasing costs.
- Quality of technology and programs available for purchase.
- Limited technological infrastructure to support remote education.
- The need to set programs up quickly.
- Required teacher training.
- Lack of devices or internet for remote students
- Concerns about retaining enrollment.
- Concerns about equity.
- Attendance counting requirements
- Per-pupil funding requirements
- Required instructional minutes
- Collective bargaining agreements
- Parent and community input
- Other _____

Factors influenced your districts current offerings:

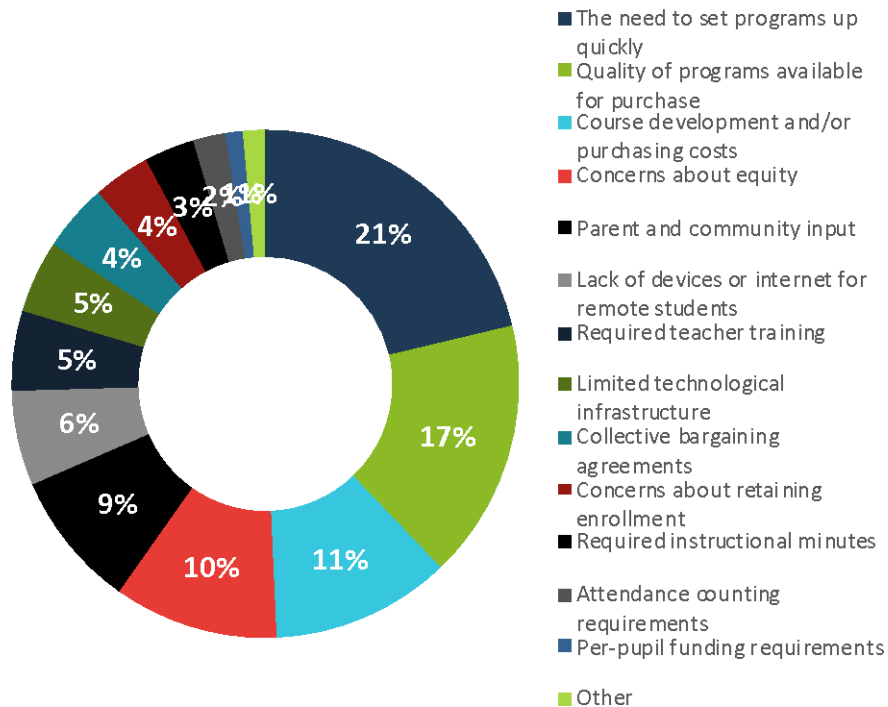


Display Only Selected Choices from "Please indicate which the following factors influenced your district's current offerings."

Which of the following policies or requirements had the greatest impact on the instructional models you currently use in response to COVID-19?

- Course development and/or purchasing costs.
- Quality of technology and programs available for purchase.
- Limited technological infrastructure to support remote education.
- The need to set programs up quickly.
- Required teacher training.
- Lack of devices or internet for remote students
- Concerns about retaining enrollment.
- Concerns about equity.
- Attendance counting requirements
- Per-pupil funding requirements
- Required instructional minutes
- Collective bargaining agreements
- Parent and community input
- Other _____

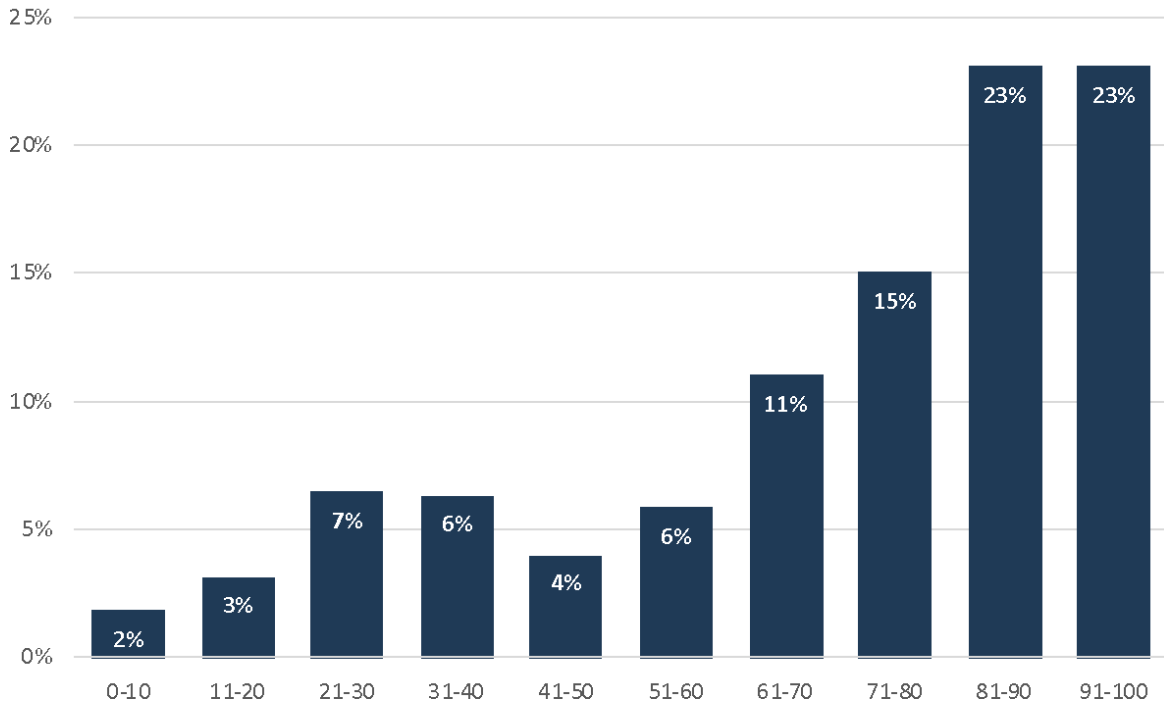
District-provided professional development relevant to their current teaching arrangements



In your personal opinion, how well do your district's current offerings serve students?
 Extremely Well Very Poorly

How well do current offerings serve students?

How well do your districts current offerings serve students



(Optional) What aspects of your blended or virtual programs do you feel have gone especially well? What aspects have gone poorly? What would you have done differently?

Thank you. This is the last page of the survey.

We value your comments. Please let us know about any of your adaptations to COVID-19, challenges, barriers, or innovative practices affecting your current approach to teaching and learning that were not captured in prior questions.
