

# Teaching in South Carolina in the Midst of the COVID-19 Pandemic

## Appendix A: Overall Survey Results

### June 2020



In late May 2020, a survey was administered to all teachers in South Carolina schools who were impacted by the physical closing of schools due to the COVID-19 pandemic. The purpose of the survey was to learn about teachers' experiences in the transition from classroom to remote instruction. The survey was designed to inform education policy leaders, administrators, and teachers associations as decisions are made about the reopening of school in the Fall. Insights from those who work most closely with children, teachers, are essential.

The development of the survey was led by a research team from UofSC's College of Education – including ALL4SC, SC-TEACHER, and the Research, Evaluation, and Measurement (REM) Center. Support for the project was provided by The South Carolina Education Association (The SCEA), the Palmetto State Teachers Association, and the SC Department Education as well as substantial in-kind support from ALL4SC.<sup>1</sup>

The survey was administered to South Carolina teachers from May 18 to June 3, 2020. Initial email invitations were sent to 46,168 teachers between May 18-20, 2020, and two follow up reminders were sent to those who had not completed the survey by June 2, 2020. In addition, contact information was collected from 788 teachers who had not received email invitations. Email invitations were sent to these teachers between May 26-June 3, 2020 with one follow up reminder sent to those who had not responded by June 3, 2020.

A total of 13,081 respondents initiated the survey. Those who did not proceed past the third page of the ten-page survey or responded to very few items were not included in the analysis. The results in this report are from 12,150 teachers. The number of respondents to individual survey items ranged from 9,863 to 12,140. The sample, approximately 25% of the state's teachers, was reflective generally of the overall teaching workforce.

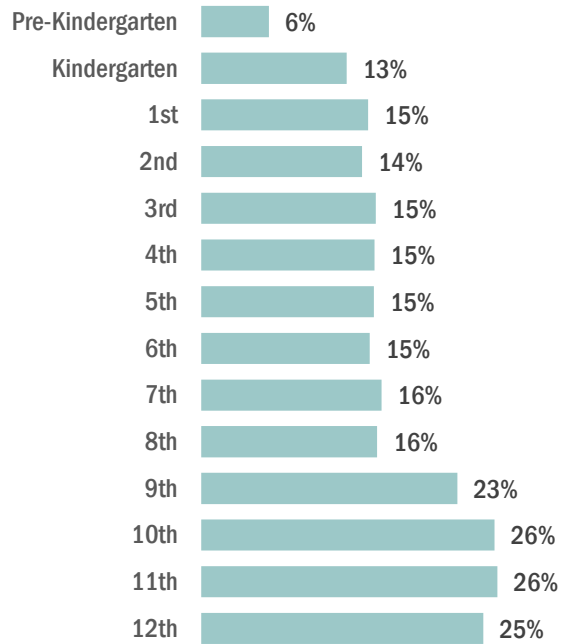
This report was prepared by the REM Center as a member of the UofSC research team. Results from the survey questions are presented in charts. For most questions with multiple items that had a common scale, the results are presented in order from greatest to least according to the total of the upper two scale categories combined. Focus group interviews, led the staff and consultants of ALL4SC, were conducted in late June to better understand the survey findings.

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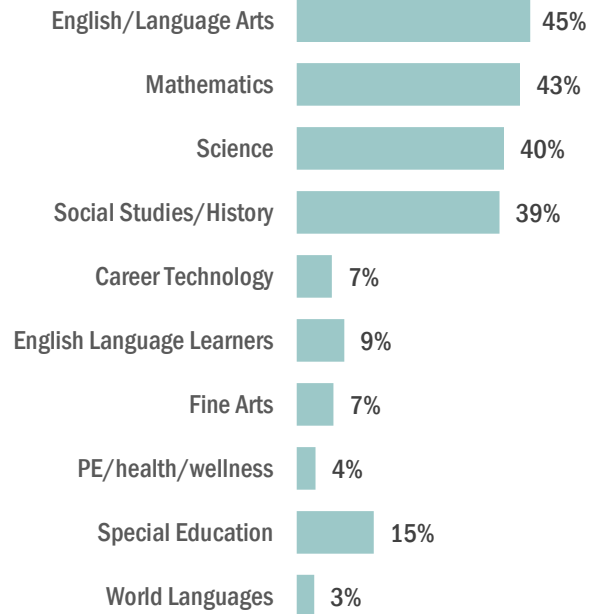
<sup>1</sup> ALL4SC, recently launched as part of the UofSC's Excellence Initiative, marshals the asset of the entire university to support high need school communities and prototype a coherent system of early childhood to postsecondary education.

## Demographics

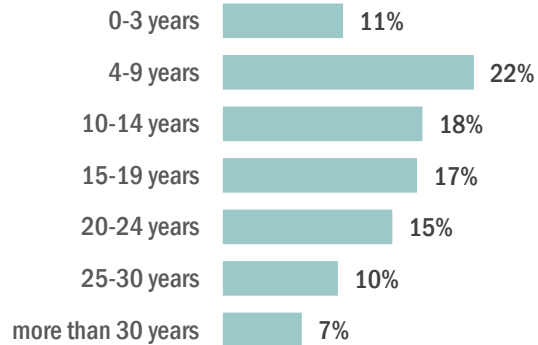
Which grade(s) do you teach in the current school year?  
(Respondents were able to select all that apply)



Which of the following subject(s) do you teach?  
(Respondents were able to select all that apply)

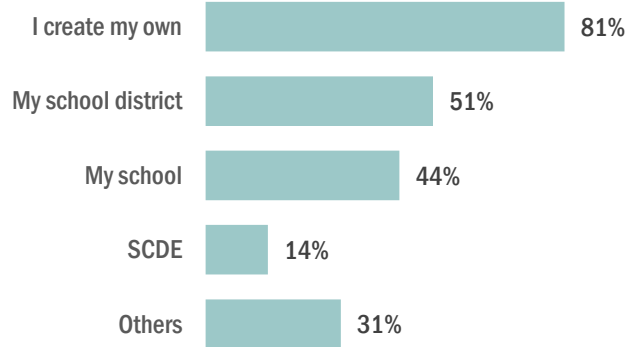


How many years of experience do you have in teaching,  
including the current year?

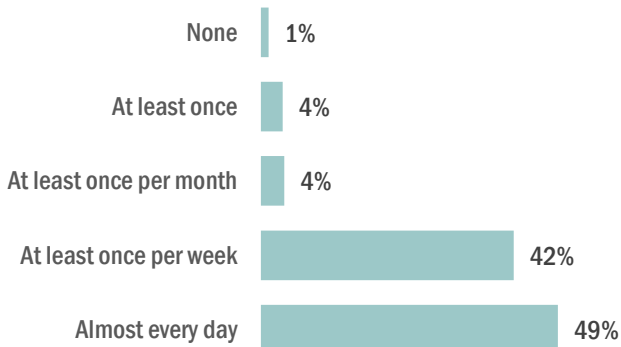


## Interacting with Students

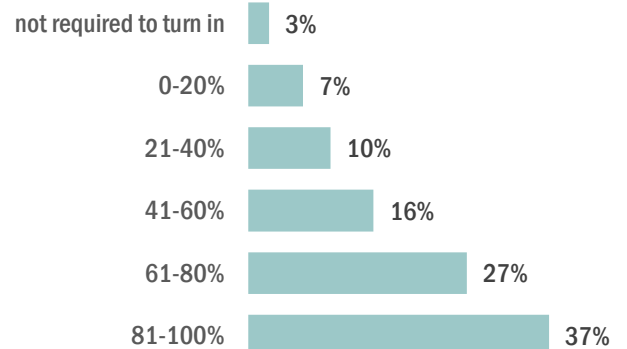
Where do you get resources to provide course content to your students for remote instruction? (Respondents were able to select all that apply)



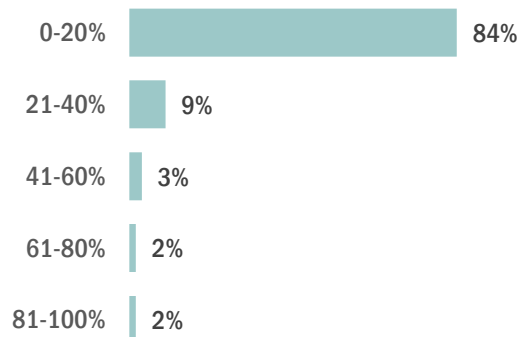
Since your school closed due to COVID-19, how often have you interacted with your students?



What percentage of your students have completed assignments since your school closed due to COVID-19?



Percentage of students that teachers have attempted and been unable to contact among the number of students they teach/serve



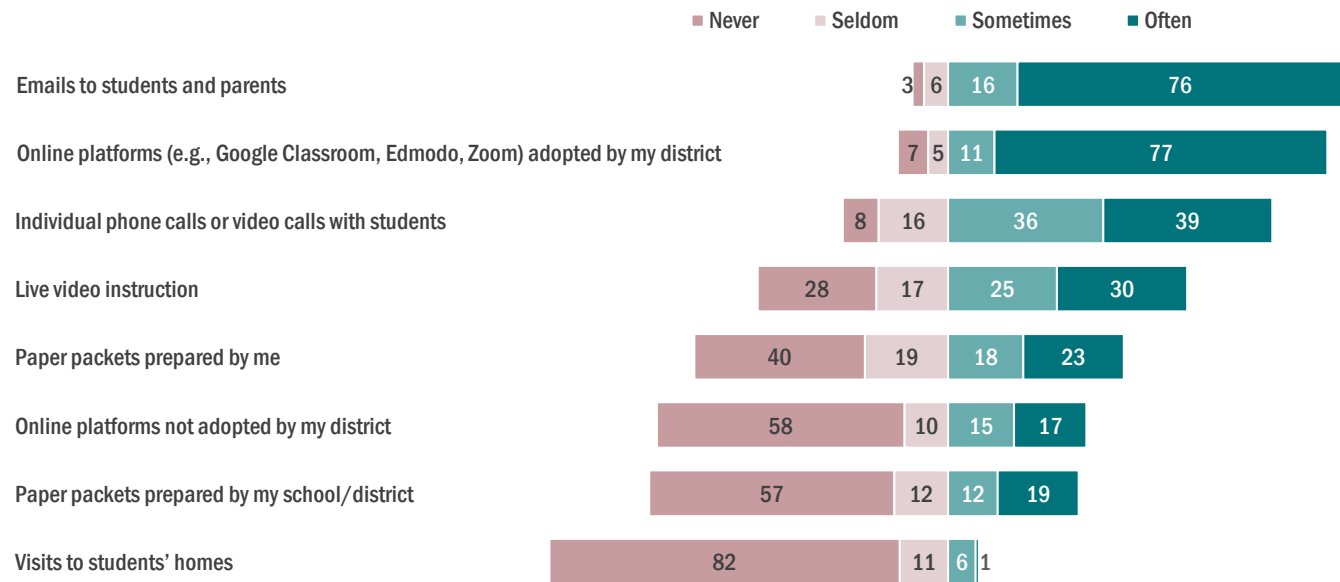
N	Min	Max	Mean	Median
11,978	0%	100%	11%	5%

## Strategies and Tools for Remote Instruction

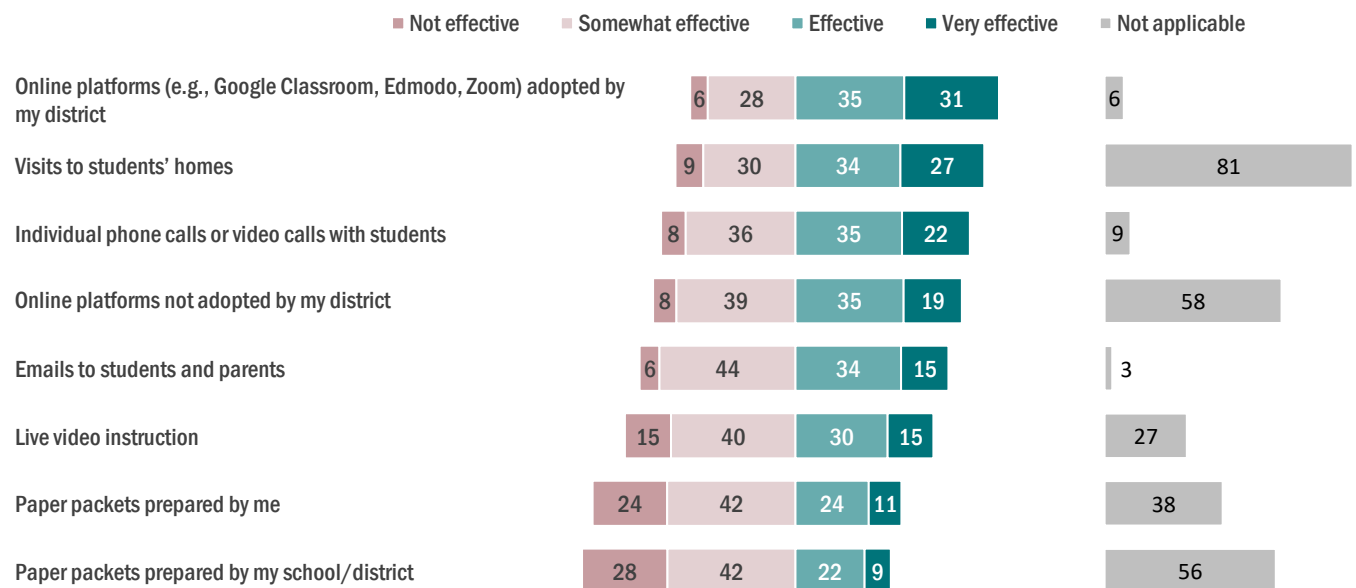
The following are strategies or tools that teachers may be using to deliver instruction during COVID-19 school closures. For each of the following, respondents indicated:

- The frequency with which they used the strategy and tool
- The effectiveness they perceive the strategy or tool has in delivering instruction

### The frequency with which you use the strategy or tool (% of educators in each category)

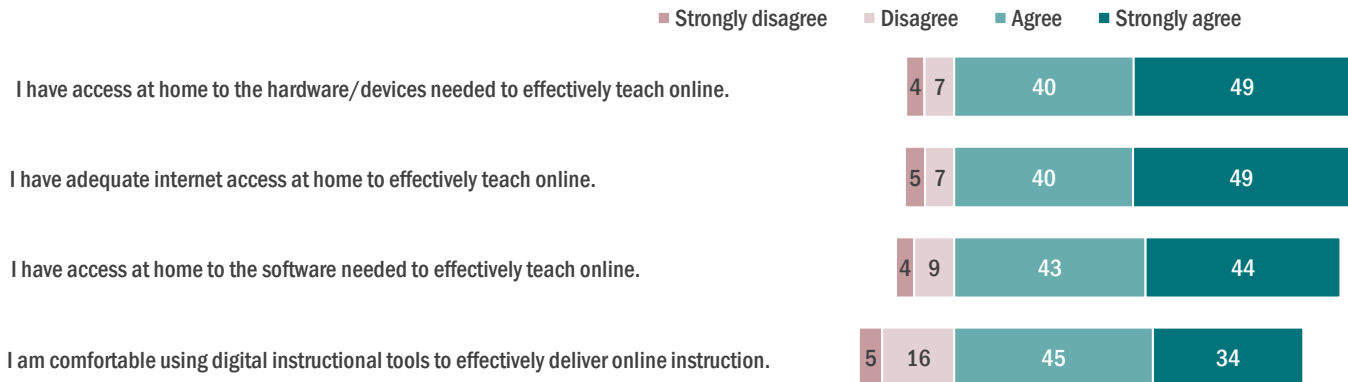


### The effectiveness you perceive the strategy or tool has in delivering instruction (% of educators in each category; "Not applicable" responses are not included in the calculation of the effectiveness percentages)

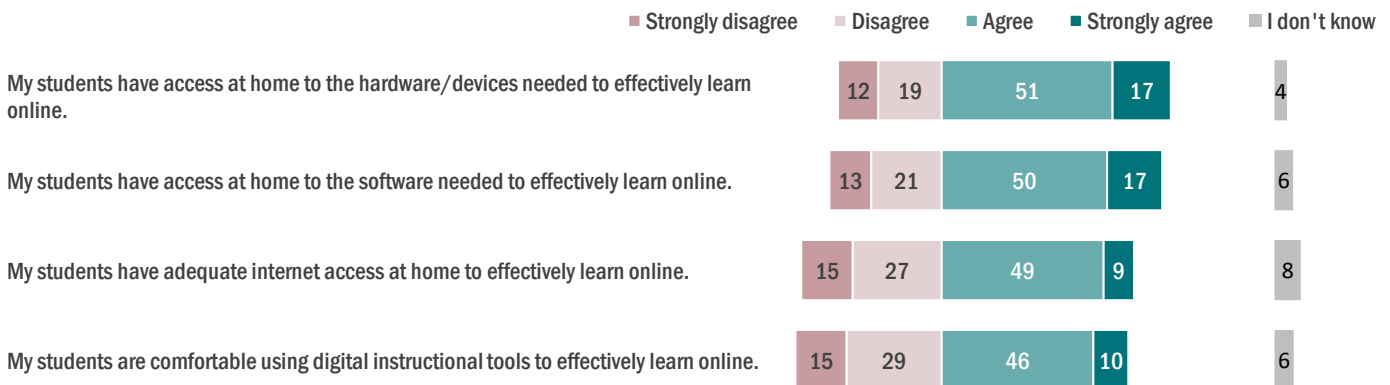


## Access and Comfort for Online Instruction

Indicate your level of agreement to the following statements regarding **your access and comfort** to conduct online teaching, even if you are not currently conducting online instruction.  
 (% of educators in each category)

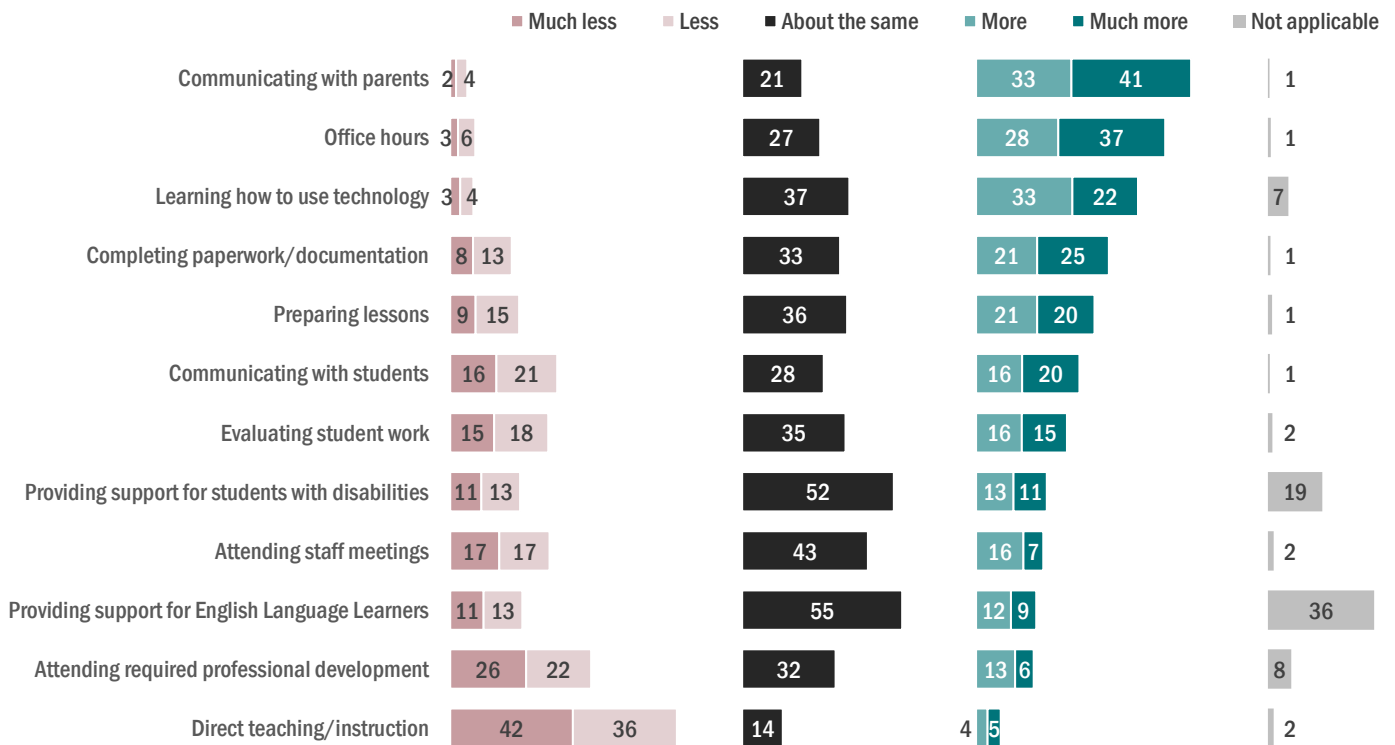


Indicate your level of agreement to the following statements regarding **your students' access and comfort** to participate in online learning, even if you are not currently conducting online instruction.  
 (% of educators in each category; "I don't know" responses are not included in the calculation of the agreement percentages)



## Changes in How Time is Spent

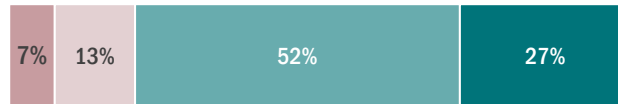
Indicate the relative amount of time you spend on each of the following tasks compared to before COVID-19 school closures. (% of educators in each category; "Not applicable" responses are not included in the calculation of the relative time percentages)



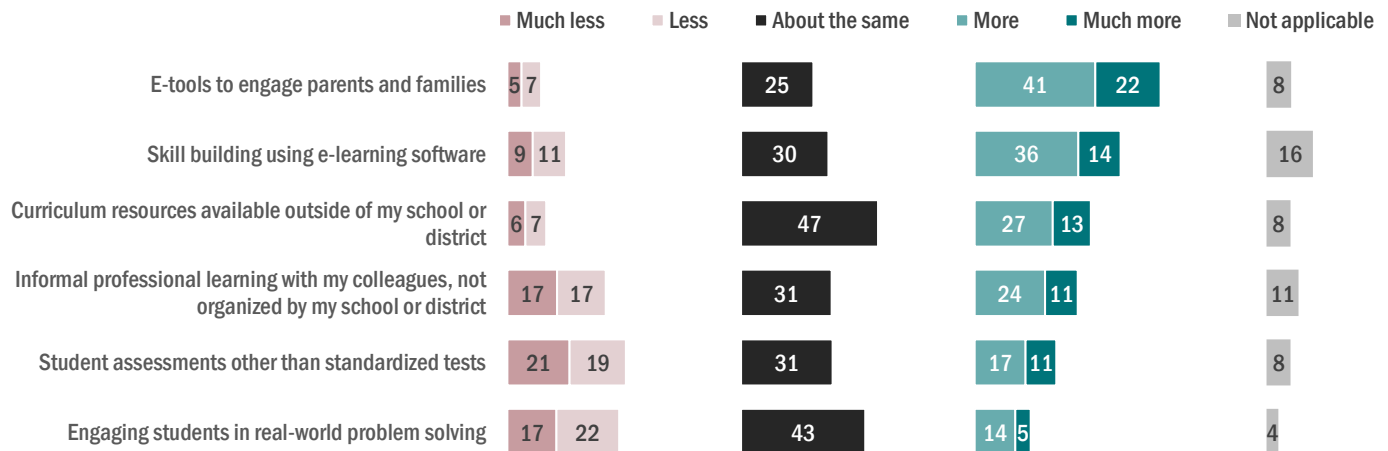
## Changes in Instructional Practices

My school/district has allowed autonomy for me to make instructional decisions during COVID-19 school closures.

Strongly disagree Disagree Agree Strongly agree

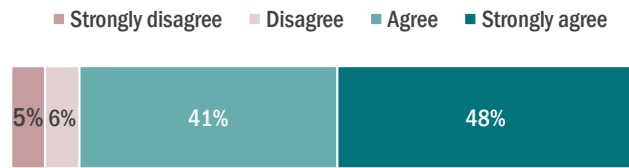


Indicate the relative amount of time you spend engaging in the following practices compared to before COVID-19 school closures. (% of educators in each category; "Not applicable" responses are not included in the calculation of the relative time percentages)

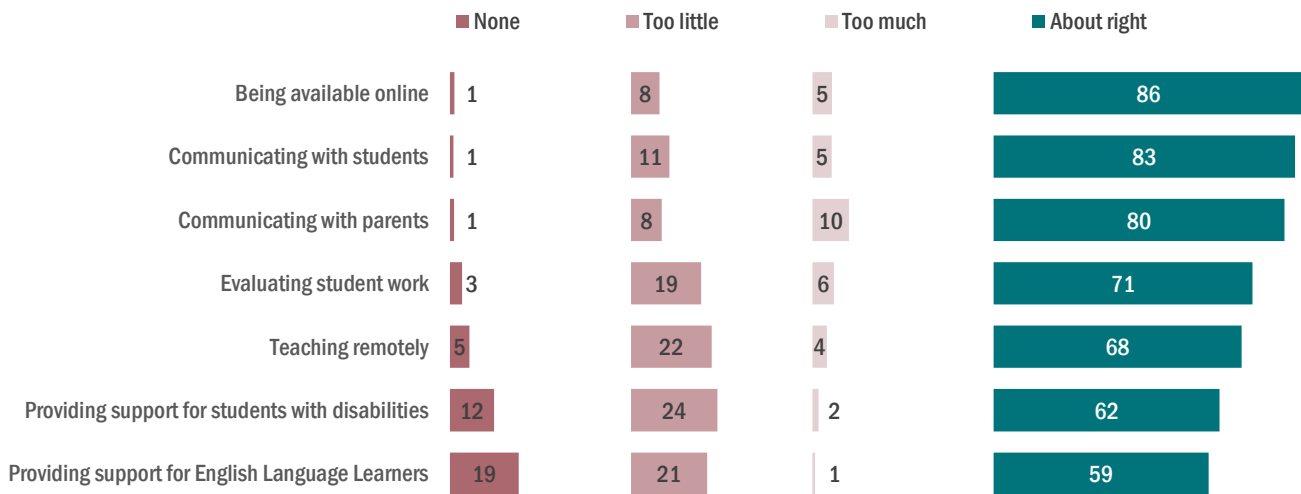


## Guidance and Support

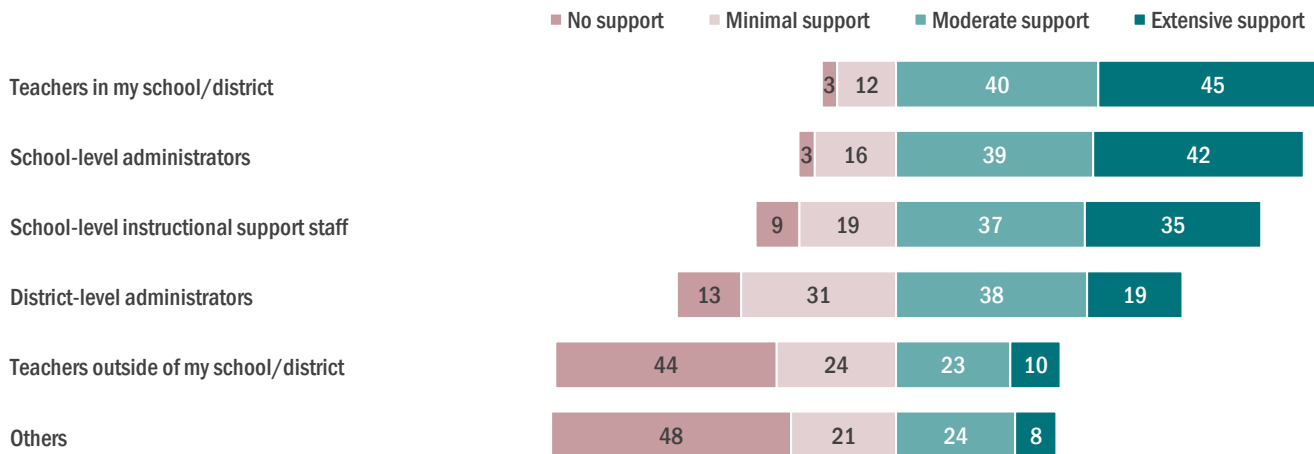
My school/district has maintained ongoing communication with teachers relative to the COVID-19 pandemic.



Indicate the level of guidance you are receiving from your school/district about expectations for the following aspects of your job since COVID-19 school closures.  
(% of educators in each category)



Indicate the extent to which you received support during the switch to remote learning from the following people.  
(% of educators in each category)





## Adjustment and Sources of Stress

Which of the following best describes your adjustment to remote teaching and learning?

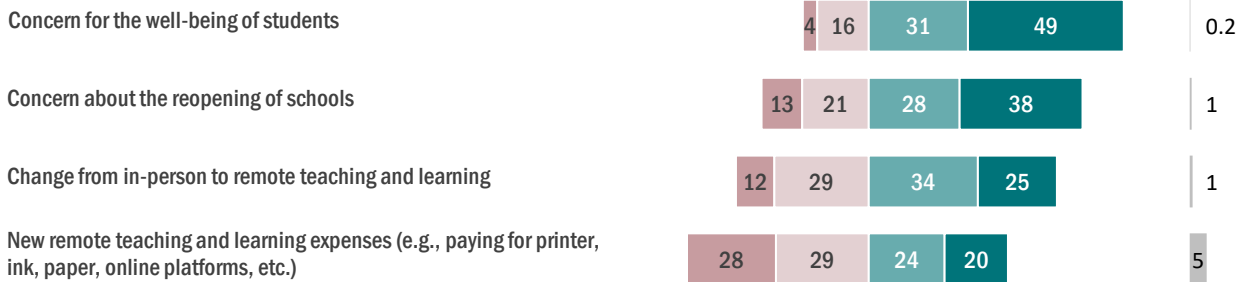
■ Not adjusted ■ Somewhat adjusted ■ Adjusted ■ Well adjusted



For each of the following potential sources of **work-related stress**, indicate the level of stress that you are currently experiencing during COVID-19 school closures.

(% of educators in each category; "Not applicable" responses are not included in the calculation of the stress level percentages)

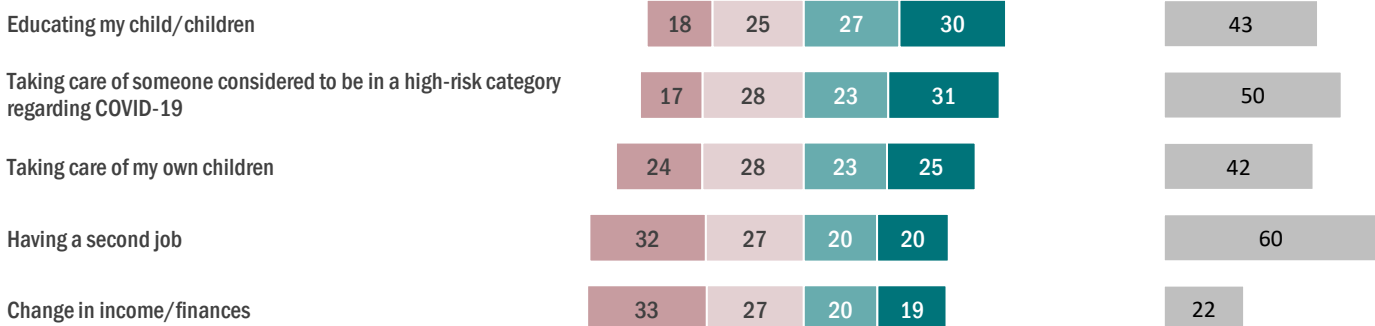
■ No stress ■ Mild stress ■ Moderate stress ■ High stress ■ Not applicable



For each of the following potential sources of **personal stress**, indicate the level of stress that you are currently experiencing during COVID-19 school closures.

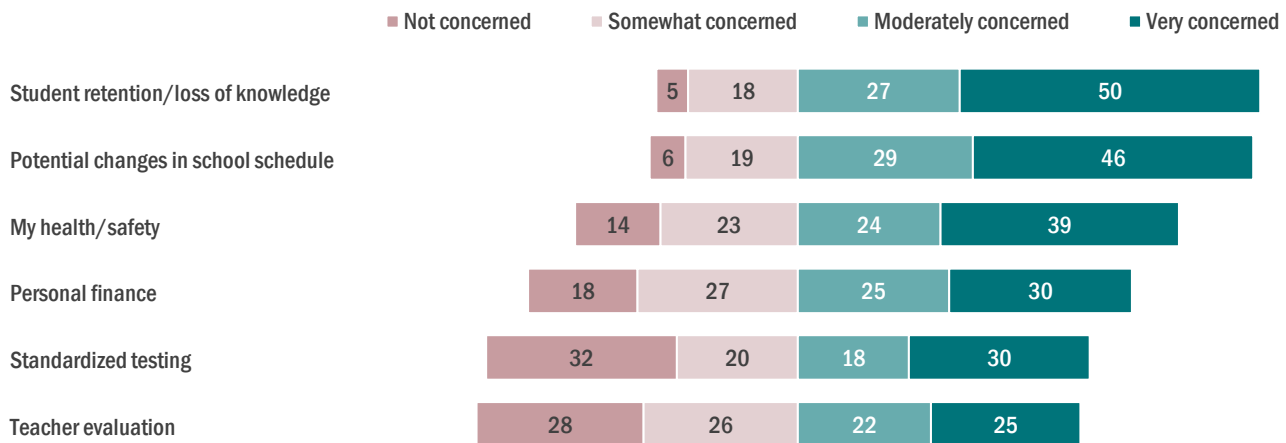
(% of educators in each category; "Not applicable" responses are not included in the calculation of the stress level percentages)

■ No stress ■ Mild stress ■ Moderate stress ■ High stress ■ Not applicable

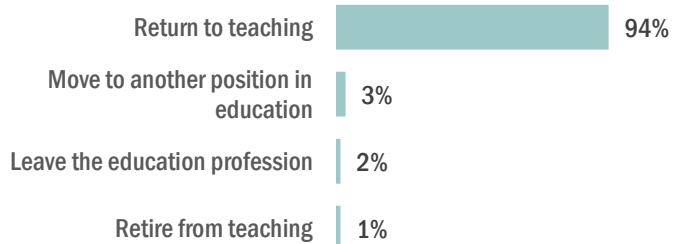


## Next School Year

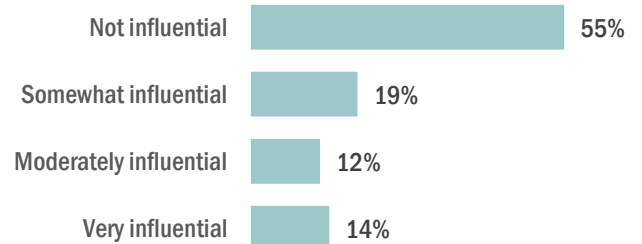
Recognizing that plans are being developed, indicate your current level of concern about each of the following areas for the 2020-2021 school year.  
(% of educators in each category)



### My plans for next year are to...



### How much of an influence did the COVID-19 pandemic have on your plans for next year?



# Teaching in South Carolina in the Midst of the COVID-19 Pandemic

## Appendix B: Survey Results by Poverty Levels

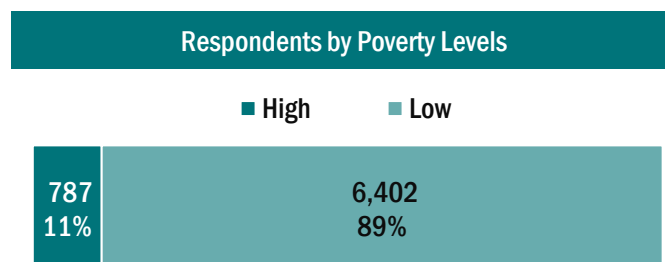
June 2020



In late May 2020, a survey was administered to all teachers in South Carolina schools who were impacted by the physical closing of schools due to the COVID-19 pandemic. The purpose of the survey was to learn about teachers' experiences in the transition from classroom to remote instruction. The survey was designed to inform education policy leaders, administrators, and teachers associations as decisions are made about the reopening of school in the Fall. Insights from those who work most closely with children, teachers, are essential.

The development of the survey was led by a research team from UofSC's College of Education — including ALL4SC, SC-TEACHER, and the Research, Evaluation, and Measurement (REM) Center. Support for the project was provided by The South Carolina Education Association (The SCEA), the Palmetto State Teachers Association, and the SC Department Education as well as substantial in-kind support from ALL4SC. Survey invitations were sent to approximately 47,000 teachers between May 18 and June 3, 2020, and data from 12,150 teachers who responded were included in the analysis. The sample, approximately 25% of the state's teachers, was reflective generally of the overall teaching workforce.

This report summarizes results by teachers from high and low poverty school districts. The data set was subset to teachers who were from districts with the highest quartile (percentage of pupils in poverty [PIP] at or above Q3=80.0%) and lowest quartile (percentage of PIP at or below Q1=61.4%) of poverty in the state. Teachers who taught at districts between these poverty ranges (n=4,028) were not include in this analysis. The percentage in the upper one or two categories for the various scales were computed for each group, and differences between teachers from high and low poverty school districts were calculated. Most tables present results sorted by the difference from greatest to least. A bar graph of the differences is also presented with each table. The teal bars represent positive differences where teachers from high poverty school districts had greater values, and the rose bars represent negative differences where teachers from low poverty school districts had greater values. Note that the bar graphs are presented on different scales for the various questions. Teachers with missing relevant demographic data were not able to be included in this analysis. The number of respondents to individual survey items included in this report ranged from 5,958 to 7,186.



## Interacting with Students

### Where do you get resources to provide course content to your students for remote instruction? (Respondents were able to select all that apply)

(% of educators in each category)	High	Low	Difference
My school	57.1	44.8	12.3
SC Department of Education	22.2	12.8	9.3
Other sources	33.9	30.5	3.4
My school district	47.1	50.9	-3.7
I create my own	74.3	84.6	-10.4

### Frequency of interactions with students

(% of educators indicating almost every day)	High	Low	Difference
Since your school closed due to COVID-19, how often have you interacted with your students?	38.6	53.1	-14.5

### What percentage of your students have completed assignments since your school closed due to COVID-19?

(% of educators in each category)	High	Low	Difference
Not required	1.3	2.9	-1.6
0-10%	3.7	2.9	0.8
11-20%	4.1	3.4	0.6
21-30%	7.3	4.5	2.8
31-40%	5.7	5.2	0.5
41-50%	8.2	6.7	1.5
51-60%	9.9	9.2	0.8
61-70%	12.4	10.5	1.8
71-80%	18.1	17.0	1.1
81-90%	18.1	18.6	-0.5
91-100%	11.2	19.0	-7.8

### Students who teachers have been unable to contact

Median	High	Low	Difference
Percentage of students that teachers have attempted and been unable to contact among the number of students they teach/serve	10.2	4.2	6.0

## Strategies and Tools for Remote Instruction

### The frequency with which you use the strategy or tool to deliver instruction during COVID-19 school closures

(% of educators indicating often)	High	Low	Difference	
Paper packets prepared by me	55.2	17.3	37.8	
Paper packets prepared by my school/district	32.9	13.0	20.0	
Individual phone calls or video calls with students	51.6	37.0	14.6	
Online platforms not adopted by my district	20.5	16.3	4.2	
Visits to students' homes	0.3	0.6	-0.3	
Live video instruction	20.1	32.0	-11.9	
Emails to students and parents	65.0	79.1	-14.0	
Online platforms (e.g., Google Classroom, Edmodo, Zoom) adopted by my district	54.9	83.4	-28.5	

### The effectiveness you perceive the strategy or tool has in delivering instruction during COVID-19 school closures (Percentages exclude "Not Applicable" responses)

(% of educators indicating effective or very effective)	High	Low	Difference	
Paper packets prepared by me	46.1	30.8	15.3	
Paper packets prepared by my school/district	40.6	26.3	14.2	
Individual phone calls or video calls with students	54.5	58.4	-3.9	
Live video instruction	40.9	45.1	-4.2	
Online platforms not adopted by my district	46.2	56.2	-10.0	
Emails to students and parents	42.0	52.4	-10.4	
Visits to students' homes	48.4	62.0	-13.6	
Online platforms (e.g., Google Classroom, Edmodo, Zoom) adopted by my district	51.1	68.9	-17.8	

## Access and Comfort for Online Instruction

Indicate your level of agreement to the following statements regarding your access and comfort to conduct online teaching even if you are not currently conducting online instruction

(% of educators indicating agree or strongly agree)	High	Low	Difference
I have access at home to the hardware/devices needed to effectively teach online.	86.1	90.2	-4.0
I have adequate internet access at home to effectively teach online.	84.9	90.3	-5.5
I have access at home to the software needed to effectively teach online.	82.0	88.4	-6.4
I am comfortable using digital instructional tools to effectively deliver online instruction.	70.7	79.8	-9.0













Indicate your level of agreement to the following statements regarding your students' access and comfort to participate in online learning even if you are not currently conducting online instruction.

(Percentages exclude "I don't know" responses)

(% of educators indicating agree or strongly agree)	High	Low	Difference
My students are comfortable using digital instructional tools to effectively learn online.	42.2	59.8	-17.5
My students have access at home to the software needed to effectively learn online.	38.2	73.6	-35.5
My students have adequate internet access at home to effectively learn online.	30.3	66.3	-36.0
My students have access at home to the hardware/devices needed to effectively learn online.	40.2	76.5	-36.3

## Changes in How Time is Spent

Indicate the relative amount of time you spend on each of the following tasks compared to before COVID-19 school closures.  
(Percentages exclude "Not Applicable" responses)

(% of educators indicating more or much more)	High	Low	Difference	
Direct teaching/instruction	11.9	7.8	4.1	
Attending required professional development	23.8	20.2	3.6	
Providing support for students with disabilities	25.0	24.1	0.9	
Completing paperwork/documentation	44.1	45.7	-1.6	
Communicating with students	34.4	36.7	-2.4	
Communicating with parents	70.6	74.8	-4.2	
Learning how to use technology	53.9	58.1	-4.3	
Evaluating student work	27.8	32.2	-4.3	
Office hours (e.g., being available via phone, email, video conference)	60.9	65.3	-4.4	
Providing support for English Language Learners	16.2	20.6	-4.4	
Attending staff meetings	17.9	24.6	-6.7	
Preparing lessons	31.1	43.2	-12.1	

## Changes in Instructional Practices

Indicate your level of agreement to the following statement.

(% of educators indicating agree or strongly agree)	High	Low	Difference
My school/district has allowed autonomy for me to make instructional decisions during COVID-19 school closures.	74.8	81.8	-7.0

Indicate the relative amount of time you spend engaging in the following practices compared to before COVID-19 school closures. (Percentages exclude "Not Applicable" responses)

(% of educators indicating more or much more)	High	Low	Difference
Student assessments other than standardized tests	27.3	27.9	-0.7
Engaging students in real-world problem solving	17.5	18.6	-1.1
Informal professional learning with my colleagues, not organized by my school or district	32.8	36.8	-4.0
Curriculum resources available outside of my school or district	36.5	42.4	-6.0
Skill building using e-learning software	43.8	52.4	-8.5
E-tools to engage parents and families	54.2	66.4	-12.2



## Guidance and Support

Indicate your level of agreement to the following statement.

(% of educators indicating agree or strongly agree)	High	Low	Difference
My school/district has maintained ongoing communication with teachers relative to the COVID-19 pandemic.	87.9	89.8	-2.0

Indicate the level of guidance you are receiving from your school/district about expectations for the following aspects of your job since COVID-19 school closures.

(% of educators indicating about right)	High	Low	Difference
Evaluating student work	76.3	70.9	5.4
Communicating with parents	81.4	80.6	0.8
Being available online	84.1	86.2	-2.1
Communicating with students	80.4	84.2	-3.8
Providing support for students with disabilities	56.8	62.2	-5.5
Teaching remotely	62.7	70.2	-7.6
Providing support for English Language Learners	49.9	59.9	-9.9

Indicate the extent to which you received support during the switch to remote learning from the following people.

(% of educators indicating moderate support or extensive support)	High	Low	Difference
Teachers outside of my school/district	34.1	32.1	2.0
Others	33.4	31.5	1.9
District-level administrators	55.1	54.8	0.2
School-level administrators	80.3	81.5	-1.2
School-level instructional support staff	72.7	74.4	-1.8
Teachers in my school/district	82.4	87.1	-4.8

## Adjustment and Sources of Stress

### Adjustment to remote teaching and learning

(% of educators indicating adjusted or well adjusted)	High	Low	Difference
Which of the following best describes your adjustment to remote teaching and learning?	47.3	56.5	-9.2

### For each of the following potential sources of work-related stress, indicate the level of stress that you are currently experiencing during COVID-19 school closures.

(Percentages exclude "Not Applicable" responses)

(% of educators indicating high stress)	High	Low	Difference
Concern for the well-being of students	55.8	46.6	9.2
New remote teaching and learning expenses (e.g., paying for printer, online platforms)	24.5	18.0	6.5
Concern about the reopening of schools	40.4	38.4	2.1
Change from in-person to remote teaching and learning	19.6	26.0	-6.4

### For each of the following potential sources of personal stress, indicate the level of stress that you are currently experiencing during COVID-19 school closures.

(Percentages exclude "Not Applicable" responses)

(% of educators indicating high stress)	High	Low	Difference
Taking care of someone considered to be in a high-risk category regarding COVID-19	36.8	29.3	7.5
Change in income/finances	22.3	18.4	3.9
Having a second job	21.8	18.8	2.9
Educating my child/children	27.5	30.4	-2.9
Taking care of my own children	22.6	25.7	-3.0

## Next School Year

Recognizing that plans are being developed, indicate your current level of concern about each of the following areas for the 2020-2021 school year.

(% of educators indicating moderately concerned or very concerned)	High	Low	Difference
My health/safety	74.3	60.8	13.5
Teacher evaluation	56.3	44.0	12.3
Standardized testing	57.5	45.9	11.6
Personal finance	62.6	53.7	8.9
Student retention/loss of knowledge	83.3	75.1	8.2
Potential changes in school schedule	75.7	75.9	-0.2

### My plans for next year are to ...

(% of educators in each category)	High	Low	Difference
return to teaching	93.8	94.2	-0.4
move to another position in education	3.3	3.0	0.4
leave the education profession	1.4	1.5	-0.1
retire from teaching	1.5	1.4	0.1

### Influence of COVID-19 on plans for next year

(% of educators indicating moderately or very influential)	High	Low	Difference
How much of an influence did the COVID-19 pandemic have on your plans for next year?	35.5	24.8	10.7

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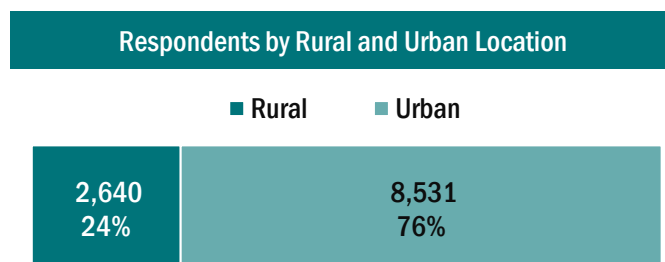
Appendix C: Results by Rural and Urban Location  
June 2020



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This report summarizes results by teachers from school districts in rural and urban locations. The data set was split between teachers who were from school districts classified as rural and urban locations. The percentage in the upper one or two categories for the various scales were computed for each group, and differences between teachers from rural and urban school districts were calculated. Most tables present results sorted by the difference from greatest to least. A bar graph of the differences is also presented with each table. The teal bars represent positive differences where teachers from rural school districts had greater values, and the rose bars represent negative differences where teachers from urban school districts had greater values. Note that the bar graphs are presented on different scales for the various questions. Teachers with missing relevant demographic data were not able to be included in this analysis. The number of respondents to individual survey items included in this report ranged from 9,162 to 11,166.



## Interacting with Students

### Where do you get resources to provide course content to your students for remote instruction? (Respondents were able to select all that apply)

(% of educators in each category)	Rural	Urban	Difference
SC Department of Education	17.2	13.3	3.9
Other sources	32.3	30.2	2.0
My school	44.1	43.7	0.4
I create my own	78.9	82.1	-3.2
My school district	46.3	53.3	-7.0

### Frequency of interactions with students

(% of educators indicating almost every day)	Rural	Urban	Difference
Since your school closed due to COVID-19, how often have you interacted with your students?	38.3	52.9	-14.6

### What percentage of your students have completed assignments since your school closed due to COVID-19?

(% of educators in each category)	Rural	Urban	Difference
Not required	1.6	2.8	-1.1
0-10%	3.7	3.1	0.6
11-20%	3.3	3.5	-0.2
21-30%	5.6	4.4	1.2
31-40%	5.9	5.4	0.5
41-50%	7.0	6.8	0.3
51-60%	8.6	8.9	-0.3
61-70%	11.1	10.4	0.7
71-80%	17.1	16.6	0.5
81-90%	19.1	18.9	0.2
91-100%	16.9	19.1	-2.3

### Students who teachers have been unable to contact

Median	Rural	Urban	Difference
Percentage of students that teachers have attempted and been unable to contact among the number of students they teach/serve	8.3	4.6	3.8

## Strategies and Tools for Remote Instruction

### The frequency with which you use the strategy or tool to deliver instruction during COVID-19 school closures

(% of educators indicating often)	Rural	Urban	Difference
Paper packets prepared by me	37.4	18.6	18.7
Paper packets prepared by my school/district	25.9	16.3	9.7
Online platforms not adopted by my district	17.4	16.5	0.9
Visits to students' homes	0.8	0.7	0.2
Individual phone calls or video calls with students	37.4	39.9	-2.5
Emails to students and parents	69.5	77.9	-8.3
Live video instruction	22.3	32.7	-10.4
Online platforms (e.g., Google Classroom, Edmodo, Zoom) adopted by my district	64.7	81.6	-16.9

### The effectiveness you perceive the strategy or tool has in delivering instruction during COVID-19 school closures (Percentages exclude "Not Applicable" responses)

(% of educators indicating effective or very effective)	Rural	Urban	Difference
Paper packets prepared by me	40.8	31.9	8.9
Paper packets prepared by my school/district	33.2	29.6	3.5
Live video instruction	40.5	45.6	-5.1
Emails to students and parents	44.9	50.7	-5.8
Individual phone calls or video calls with students	52.1	58.0	-5.9
Online platforms not adopted by my district	48.6	55.5	-6.9
Visits to students' homes	55.3	62.4	-7.1
Online platforms (e.g., Google Classroom, Edmodo, Zoom) adopted by my district	57.5	68.1	-10.6

## Access and Comfort for Online Instruction

Indicate your level of agreement to the following statements regarding your access and comfort to conduct online teaching even if you are not currently conducting online instruction

(% of educators indicating agree or strongly agree)	Rural	Urban	Difference
I have access at home to the hardware/devices needed to effectively teach online.	86.3	90.3	-3.9
I have access at home to the software needed to effectively teach online.	83.4	88.4	-5.0
I have adequate internet access at home to effectively teach online.	85.1	90.4	-5.3
I am comfortable using digital instructional tools to effectively deliver online instruction.	73.9	80.0	-6.1

Indicate your level of agreement to the following statements regarding your students' access and comfort to participate in online learning even if you are not currently conducting online instruction.

(Percentages exclude "I don't know" responses)

(% of educators indicating agree or strongly agree)	Rural	Urban	Difference
My students are comfortable using digital instructional tools to effectively learn online.	48.5	58.6	-10.1
My students have access at home to the software needed to effectively learn online.	52.4	70.7	-18.3
My students have access at home to the hardware/devices needed to effectively learn online.	54.8	73.6	-18.8
My students have adequate internet access at home to effectively learn online.	40.9	63.4	-22.5

## Changes in How Time is Spent

Indicate the relative amount of time you spend on each of the following tasks compared to before COVID-19 school closures.  
(Percentages exclude "Not Applicable" responses)

(% of educators indicating more or much more)	Rural	Urban	Difference
Direct teaching/instruction	9.1	8.3	0.8
Attending required professional development	17.3	20.4	-3.1
Communicating with students	33.1	36.4	-3.4
Evaluating student work	28.1	32.5	-4.5
Providing support for students with disabilities	20.4	25.3	-4.9
Learning how to use technology	51.6	56.6	-5.0
Office hours (e.g., being available via phone, email, video conference)	61.0	66.2	-5.2
Preparing lessons	36.3	42.1	-5.8
Communicating with parents	68.9	75.4	-6.5
Providing support for English Language Learners	13.7	22.2	-8.6
Completing paperwork/documentation	38.3	47.7	-9.4
Attending staff meetings	15.7	25.1	-9.4



## Changes in Instructional Practices

Indicate your level of agreement to the following statement.

(% of educators indicating agree or strongly agree)	Rural	Urban	Difference
My school/district has allowed autonomy for me to make instructional decisions during COVID-19 school closures.	78.0	80.2	-2.2

Indicate the relative amount of time you spend engaging in the following practices compared to before COVID-19 school closures. (Percentages exclude "Not Applicable" responses)

(% of educators indicating more or much more)	Rural	Urban	Difference
Engaging students in real-world problem solving	18.9	19.2	-0.3
Student assessments other than standardized tests	27.0	28.4	-1.4
Curriculum resources available outside of my school or district	36.8	40.8	-4.0
Informal professional learning with my colleagues, not organized by my school or district	30.5	36.8	-6.3
E-tools to engage parents and families	58.6	65.4	-6.8
Skill building using e-learning software	44.3	51.7	-7.4

## Guidance and Support

Indicate your level of agreement to the following statement.

(% of educators indicating agree or strongly agree)	Rural	Urban	Difference
My school/district has maintained ongoing communication with teachers relative to the COVID-19 pandemic.	88.0	89.5	-1.5

Indicate the level of guidance you are receiving from your school/district about expectations for the following aspects of your job since COVID-19 school closures.

(% of educators indicating about right)	Rural	Urban	Difference
Communicating with parents	81.3	80.0	1.3
Evaluating student work	71.2	71.4	-0.2
Being available online	84.7	85.8	-1.1
Communicating with students	82.1	83.5	-1.4
Providing support for students with disabilities	60.3	62.9	-2.7
Providing support for English Language Learners	56.3	60.2	-3.9
Teaching remotely	64.1	69.8	-5.6

Indicate the extent to which you received support during the switch to remote learning from the following people.

(% of educators indicating moderate support or extensive support)	Rural	Urban	Difference
District-level administrators	60.4	55.4	5.0
Teachers outside of my school/district	33.4	32.2	1.3
Others	31.2	31.7	-0.5
School-level administrators	78.4	81.3	-2.9
Teachers in my school/district	81.9	86.4	-4.5
School-level instructional support staff	68.4	73.4	-5.0

## Adjustment and Sources of Stress

### Adjustment to remote teaching and learning

(% of educators indicating adjusted or well adjusted)	Rural	Urban	Difference
Which of the following best describes your adjustment to remote teaching and learning?	48.0	57.9	-9.8

### For each of the following potential sources of work-related stress, indicate the level of stress that you are currently experiencing during COVID-19 school closures.

(Percentages exclude "Not Applicable" responses)

(% of educators indicating high stress)	Rural	Urban	Difference
Concern for the well-being of students	50.2	48.1	2.1
New remote teaching and learning expenses (e.g., paying for printer, online platforms)	20.8	19.3	1.5
Concern about the reopening of schools	36.4	38.9	-2.5
Change from in-person to remote teaching and learning	21.7	25.5	-3.8






### For each of the following potential sources of personal stress, indicate the level of stress that you are currently experiencing during COVID-19 school closures.

(Percentages exclude "Not Applicable" responses)




(% of educators indicating high stress)	Rural	Urban	Difference
Taking care of someone considered to be in a high-risk category regarding COVID-19	32.0	30.4	1.5
Having a second job	20.1	19.8	0.3
Change in income/finances	18.5	19.3	-0.8
Educating my child/children	27.6	30.3	-2.7
Taking care of my own children	21.0	25.7	-4.6

## Next School Year

Recognizing that plans are being developed, indicate your current level of concern about each of the following areas for the 2020-2021 school year.

(% of educators indicating moderately concerned or very concerned)	Rural	Urban	Difference	
Standardized testing	53.5	46.8	6.8	
Teacher evaluation	50.0	45.7	4.3	
Student retention/loss of knowledge	79.4	75.8	3.6	
Personal finance	54.9	55.4	-0.5	
Potential changes in school schedule	75.0	75.6	-0.5	
My health/safety	61.7	63.4	-1.7	

### My plans for next year are to ...

(% of educators in each category)	Rural	Urban	Difference	
return to teaching	93.4	93.9	-0.6	
move to another position in education	3.5	3.2	0.3	
leave the education profession	1.5	1.5	0.0	
retire from teaching	1.6	1.4	0.2	

### Influence of COVID-19 on plans for next year

(% of educators indicating moderately or very influential)	Rural	Urban	Difference	
How much of an influence did the COVID-19 pandemic have on your plans for next year?	27.9	25.4	2.5	

# Teaching in South Carolina in the Midst of the COVID-19 Pandemic

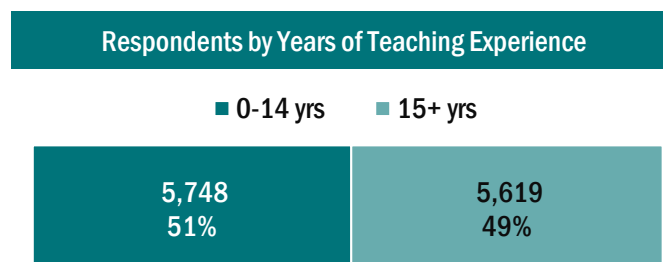
Appendix D: Results by Years of Teaching Experience  
June 2020



In late May 2020, a survey was administered to all teachers in South Carolina schools who were impacted by the physical closing of schools due to the COVID-19 pandemic. The purpose of the survey was to learn about teachers' experiences in the transition from classroom to remote instruction. The survey was designed to inform education policy leaders, administrators, and teachers associations as decisions are made about the reopening of school in the Fall. Insights from those who work most closely with children, teachers, are essential.

The development of the survey was led by a research team from UofSC's College of Education — including ALL4SC, SC-TEACHER, and the Research, Evaluation, and Measurement (REM) Center. Support for the project was provided by The South Carolina Education Association (The SCEA), the Palmetto State Teachers Association, and the SC Department Education as well as substantial in-kind support from ALL4SC. Survey invitations were sent to approximately 47,000 teachers between May 18 and June 3, 2020, and data from 12,150 teachers who responded were included in the analysis. The sample, approximately 25% of the state's teachers, was reflective generally of the overall teaching workforce.

This report summarizes results by teachers' years of teaching experience. The data set was split between teachers who had relatively less experience (14 or less years of experience) and those who had relatively more experience (15 or more years of experience). The percentage in the upper one or two categories for the various scales were computed for each group, and differences between teachers with relatively less and more experience were calculated. Most tables present results sorted by the difference from greatest to least. A bar graph of the differences is also presented with each table. The teal bars represent positive differences where teachers with less experience had greater values, and the rose bars represent negative differences where teachers with more experience had greater values. Note that the bar graphs are presented on different scales for the various questions. Teachers with missing relevant demographic data were not able to be included in this analysis. The number of respondents to individual survey items included in this report ranged from 9,326 to 11,360.



## Interacting with Students

### Where do you get resources to provide course content to your students for remote instruction? (Respondents were able to select all that apply)

(% of educators in each category)	0-14 yrs	15+ yrs	Difference
I create my own	82.6	80.1	2.5
My school	42.5	45.1	-2.7
My school district	49.4	53.4	-4.0
SC Department of Education	12.0	16.3	-4.3
Other sources	28.6	33.3	-4.7

### Frequency of interactions with students

(% of educators indicating almost every day)	0-14 yrs	15+ yrs	Difference
Since your school closed due to COVID-19, how often have you interacted with your students?	47.8	51.3	-3.5

### What percentage of your students have completed assignments since your school closed due to COVID-19?

(% of educators in each category)	0-14 yrs	15+ yrs	Difference
Not required	2.4	2.7	-0.3
0-10%	3.5	3.0	0.5
11-20%	3.9	3.1	0.8
21-30%	5.1	4.4	0.7
31-40%	6.2	4.9	1.3
41-50%	7.3	6.5	0.7
51-60%	8.8	8.8	0.0
61-70%	11.0	10.2	0.8
71-80%	17.3	16.0	1.3
81-90%	18.4	19.5	-1.2
91-100%	16.3	20.9	-4.6

### Students who teachers have been unable to contact

Median	0-14 yrs	15+ yrs	Difference
Percentage of students that teachers have attempted and been unable to contact among the number of students they teach/serve	5.8	4.6	1.2

## Strategies and Tools for Remote Instruction

### The frequency with which you use the strategy or tool to deliver instruction during COVID-19 school closures





(% of educators indicating often)	0-14 yrs	15+ yrs	Difference
Online platforms not adopted by my district	18.1	15.5	2.7
Online platforms (e.g., Google Classroom, Edmodo, Zoom) adopted by my district	78.8	76.4	2.4
Visits to students' homes	0.6	0.9	-0.3
Paper packets prepared by my school/district	18.2	18.7	-0.5
Live video instruction	30.0	30.8	-0.8
Paper packets prepared by me	22.7	23.6	-1.0
Individual phone calls or video calls with students	38.0	40.6	-2.6
Emails to students and parents	72.6	79.2	-6.6

### The effectiveness you perceive the strategy or tool has in delivering instruction during COVID-19 school closures (Percentages exclude "Not Applicable" responses)

(% of educators indicating effective or very effective)	0-14 yrs	15+ yrs	Difference
Online platforms (e.g., Google Classroom, Edmodo, Zoom) adopted by my district	65.4	66.4	-1.0
Online platforms not adopted by my district	53.6	54.7	-1.1
Individual phone calls or video calls with students	54.8	58.7	-3.8
Visits to students' homes	58.3	62.7	-4.4
Live video instruction	42.3	47.2	-5.0
Paper packets prepared by my school/district	27.5	33.6	-6.1
Paper packets prepared by me	30.6	37.8	-7.2
Emails to students and parents	45.9	53.1	-7.2





## Access and Comfort for Online Instruction

Indicate your level of agreement to the following statements regarding your access and comfort to conduct online teaching even if you are not currently conducting online instruction

(% of educators indicating agree or strongly agree)	0-14 yrs	15+ yrs	Difference	
I am comfortable using digital instructional tools to effectively deliver online instruction.	80.8	76.2	4.6	
I have access at home to the software needed to effectively teach online.	88.8	85.3	3.5	
I have adequate internet access at home to effectively teach online.	90.4	87.6	2.9	
I have access at home to the hardware/devices needed to effectively teach online.	90.3	88.1	2.3	

Indicate your level of agreement to the following statements regarding your students' access and comfort to participate in online learning even if you are not currently conducting online instruction.

(Percentages exclude "I don't know" responses)

(% of educators indicating agree or strongly agree)	0-14 yrs	15+ yrs	Difference	
My students have access at home to the software needed to effectively learn online.	64.6	68.4	-3.8	
My students have access at home to the hardware/devices needed to effectively learn online.	66.8	71.6	-4.8	
My students have adequate internet access at home to effectively learn online.	55.0	61.3	-6.3	
My students are comfortable using digital instructional tools to effectively learn online.	51.8	60.7	-8.9	



## Changes in How Time is Spent

Indicate the relative amount of time you spend on each of the following tasks compared to before COVID-19 school closures.  
(Percentages exclude "Not Applicable" responses)

(% of educators indicating more or much more)	0-14 yrs	15+ yrs	Difference
Attending staff meetings	24.2	21.4	2.8
Communicating with parents	73.9	73.7	0.2
Direct teaching/instruction	8.5	8.5	0.0
Providing support for students with disabilities	24.0	24.2	-0.2
Providing support for English Language Learners	20.3	20.6	-0.3
Office hours (e.g., being available via phone, email, video conference)	64.6	65.3	-0.7
Attending required professional development	19.0	20.5	-1.4
Evaluating student work	30.3	32.7	-2.4
Communicating with students	33.9	37.2	-3.4
Preparing lessons	38.4	43.1	-4.7
Completing paperwork/documentation	42.7	48.3	-5.6
Learning how to use technology	51.2	59.9	-8.7

## Changes in Instructional Practices

Indicate your level of agreement to the following statement.

(% of educators indicating agree or strongly agree)	0-14 yrs	15+ yrs	Difference
My school/district has allowed autonomy for me to make instructional decisions during COVID-19 school closures.	79.8	79.7	0.1

Indicate the relative amount of time you spend engaging in the following practices compared to before COVID-19 school closures. (Percentages exclude "Not Applicable" responses)

(% of educators indicating more or much more)	0-14 yrs	15+ yrs	Difference
Engaging students in real-world problem solving	19.6	18.7	0.9
Student assessments other than standardized tests	26.9	29.2	-2.4
E-tools to engage parents and families	61.3	66.2	-4.9
Skill building using e-learning software	47.5	52.4	-4.9
Informal professional learning with my colleagues, not organized by my school or district	32.4	38.2	-5.8
Curriculum resources available outside of my school or district	36.6	43.2	-6.5

## Guidance and Support

Indicate your level of agreement to the following statement.

(% of educators indicating agree or strongly agree)	0-14 yrs	15+ yrs	Difference
My school/district has maintained ongoing communication with teachers relative to the COVID-19 pandemic.	89.2	88.9	0.3

Indicate the level of guidance you are receiving from your school/district about expectations for the following aspects of your job since COVID-19 school closures.

(% of educators indicating about right)	0-14 yrs	15+ yrs	Difference
Being available online	83.6	87.5	-3.9
Communicating with students	81.0	85.5	-4.5
Teaching remotely	66.1	70.8	-4.7
Communicating with parents	77.3	83.2	-5.9
Evaluating student work	67.8	75.0	-7.2
Providing support for English Language Learners	54.4	64.2	-9.7
Providing support for students with disabilities	56.8	68.0	-11.1

Indicate the extent to which you received support during the switch to remote learning from the following people.

(% of educators indicating moderate support or extensive support)	0-14 yrs	15+ yrs	Difference
Teachers outside of my school/district	33.0	32.2	0.7
Others	31.6	31.8	-0.2
School-level administrators	80.0	81.3	-1.3
Teachers in my school/district	84.6	86.0	-1.4
School-level instructional support staff	71.0	73.4	-2.4
District-level administrators	53.5	59.7	-6.2

## Adjustment and Sources of Stress

### Adjustment to remote teaching and learning

(% of educators indicating adjusted or well adjusted)	0-14 yrs	15+ yrs	Difference
Which of the following best describes your adjustment to remote teaching and learning?	55.9	55.1	0.8

For each of the following potential sources of work-related stress, indicate the level of stress that you are currently experiencing during COVID-19 school closures.

(Percentages exclude "Not Applicable" responses)

(% of educators indicating high stress)	0-14 yrs	15+ yrs	Difference
Concern for the well-being of students	49.5	47.6	1.9
New remote teaching and learning expenses (e.g., paying for printer, online platforms)	20.4	19.0	1.4
Concern about the reopening of schools	38.6	38.1	0.5
Change from in-person to remote teaching and learning	24.2	25.1	-0.9



For each of the following potential sources of personal stress, indicate the level of stress that you are currently experiencing during COVID-19 school closures.

(Percentages exclude "Not Applicable" responses)





(% of educators indicating high stress)	0-14 yrs	15+ yrs	Difference
Taking care of my own children	31.3	18.4	12.9
Educating my child/children	32.9	26.6	6.3
Having a second job	22.0	17.5	4.5
Change in income/finances	21.0	17.3	3.7
Taking care of someone considered to be in a high-risk category regarding COVID-19	29.6	31.9	-2.3

## Next School Year

Recognizing that plans are being developed, indicate your current level of concern about each of the following areas for the 2020-2021 school year.

(% of educators indicating moderately concerned or very concerned)	0-14 yrs	15+ yrs	Difference	
Teacher evaluation	49.1	44.5	4.5	
Student retention/loss of knowledge	77.4	75.8	1.5	
Personal finance	56.0	54.6	1.4	
Potential changes in school schedule	75.8	75.2	0.6	
Standardized testing	47.7	49.1	-1.4	
My health/safety	61.1	65.2	-4.0	

### My plans for next year are to ...

(% of educators in each category)	0-14 yrs	15+ yrs	Difference	
return to teaching	94.4	93.1	1.3	
move to another position in education	3.6	2.9	0.7	
leave the education profession	1.9	1.2	0.7	
retire from teaching	0.1	2.9	-2.7	

### Influence of COVID-19 on plans for next year

(% of educators indicating moderately or very influential)	0-14 yrs	15+ yrs	Difference	
How much of an influence did the COVID-19 pandemic have on your plans for next year?	27.8	24.1	3.6	

# Teaching in South Carolina in the Midst of the COVID-19 Pandemic

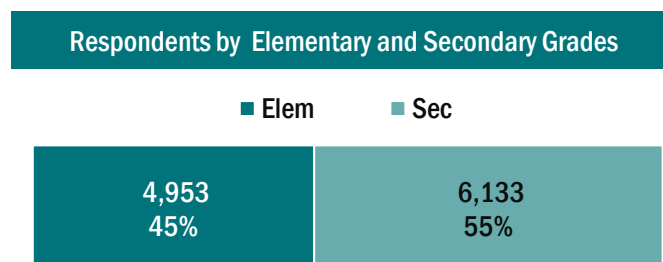
Appendix E: Results by Elementary and Secondary Grades  
June 2020



In late May 2020, a survey was administered to all teachers in South Carolina schools who were impacted by the physical closing of schools due to the COVID-19 pandemic. The purpose of the survey was to learn about teachers' experiences in the transition from classroom to remote instruction. The survey was designed to inform education policy leaders, administrators, and teachers associations as decisions are made about the reopening of school in the Fall. Insights from those who work most closely with children, teachers, are essential.

The development of the survey was led by a research team from UofSC's College of Education — including ALL4SC, SC-TEACHER, and the Research, Evaluation, and Measurement (REM) Center. Support for the project was provided by The South Carolina Education Association (The SCEA), the Palmetto State Teachers Association, and the SC Department Education as well as substantial in-kind support from ALL4SC. Survey invitations were sent to approximately 47,000 teachers between May 18 and June 3, 2020, and data from 12,150 teachers who responded were included in the analysis. The sample, approximately 25% of the state's teachers, was reflective generally of the overall teaching workforce.

This report summarizes results by whether teachers taught elementary or secondary grades. The data set was subset to teachers who taught only elementary grades (pre-K to 5) and those who taught only secondary grades (6-12). Teachers who reported they taught both elementary and secondary grades (n=315) were not included in this analysis. The percentage in the upper one or two categories for the various scales were computed for each group, and differences between teachers who taught elementary and secondary grades were calculated. Most tables present results sorted by the difference from greatest to least. A bar graph of the differences is also presented with each table. The teal bars represent positive differences where teachers of elementary grades had greater values, and the rose bars represent negative differences where teachers of secondary grades had greater values. Note that the bar graphs are presented on different scales for the various questions. Teachers with missing relevant demographic data were not able to be included in this analysis. The number of respondents to individual survey items included in this report ranged from 9,095 to 11,080.



## Interacting with Students

### Where do you get resources to provide course content to your students for remote instruction? (Respondents were able to select all that apply)

(% of educators in each category)	Elem	Sec	Difference
My school district	61.2	44.0	17.2
My school	48.5	40.2	8.3
SC Department of Education	16.3	12.5	3.8
Other sources	28.9	31.9	-3.1
I create my own	76.8	84.9	-8.1

### Frequency of interactions with students

(% of educators indicating almost every day)	Elem	Sec	Difference
Since your school closed due to COVID-19, how often have you interacted with your students?	48.9	50.7	-1.8

### What percentage of your students have completed assignments since your school closed due to COVID-19?









(% of educators in each category)	Elem	Sec	Difference
Not required	4.6	0.6	3.9
0-10%	3.9	2.4	1.5
11-20%	3.6	3.3	0.3
21-30%	4.2	5.0	-0.8
31-40%	4.6	6.2	-1.5
41-50%	6.8	6.8	0.0
51-60%	7.1	10.0	-2.9
61-70%	8.5	12.4	-3.9
71-80%	14.8	18.2	-3.4
81-90%	19.3	19.1	0.1
91-100%	22.5	15.9	6.6

### Students who teachers have been unable to contact









Median	Elem	Sec	Difference
Percentage of students that teachers have attempted and been unable to contact among the number of students they teach/serve	4.8	5.5	-0.7

## Strategies and Tools for Remote Instruction

### The frequency with which you use the strategy or tool to deliver instruction during COVID-19 school closures

(% of educators indicating often)	Elem	Sec	Difference	
Paper packets prepared by my school/district	29.9	9.3	20.6	
Individual phone calls or video calls with students	46.7	33.1	13.6	
Paper packets prepared by me	29.1	17.7	11.4	
Live video instruction	33.7	27.7	6.0	
Online platforms not adopted by my district	18.4	15.7	2.8	
Visits to students' homes	1.0	0.5	0.5	
Emails to students and parents	71.6	79.4	-7.8	
Online platforms (e.g., Google Classroom, Edmodo, Zoom) adopted by my district	71.1	83.2	-12.1	

### The effectiveness you perceive the strategy or tool has in delivering instruction during COVID-19 school closures (Percentages exclude "Not Applicable" responses)

(% of educators indicating effective or very effective)	Elem	Sec	Difference	
Paper packets prepared by me	42.6	25.8	16.8	
Paper packets prepared by my school/district	35.0	23.6	11.4	
Individual phone calls or video calls with students	61.2	52.8	8.4	
Emails to students and parents	54.1	46.3	7.8	
Visits to students' homes	63.1	56.4	6.7	
Live video instruction	45.5	44.1	1.4	
Online platforms not adopted by my district	53.8	55.0	-1.2	
Online platforms (e.g., Google Classroom, Edmodo, Zoom) adopted by my district	60.3	70.6	-10.3	



## Access and Comfort for Online Instruction

Indicate your level of agreement to the following statements regarding your access and comfort to conduct online teaching even if you are not currently conducting online instruction

(% of educators indicating agree or strongly agree)	Elem	Sec	Difference
I have access at home to the hardware/devices needed to effectively teach online.	88.5	89.9	-1.5
I have adequate internet access at home to effectively teach online.	88.0	89.9	-1.9
I have access at home to the software needed to effectively teach online.	85.4	88.7	-3.3
I am comfortable using digital instructional tools to effectively deliver online instruction.	71.3	84.4	-13.1













Indicate your level of agreement to the following statements regarding your students' access and comfort to participate in online learning even if you are not currently conducting online instruction.

(Percentages exclude "I don't know" responses)

(% of educators indicating agree or strongly agree)	Elem	Sec	Difference
My students have adequate internet access at home to effectively learn online.	51.0	64.6	-13.6
My students are comfortable using digital instructional tools to effectively learn online.	46.5	64.1	-17.6
My students have access at home to the software needed to effectively learn online.	56.1	75.1	-19.1
My students have access at home to the hardware/devices needed to effectively learn online.	58.6	78.0	-19.4

## Changes in How Time is Spent

Indicate the relative amount of time you spend on each of the following tasks compared to before COVID-19 school closures.  
(Percentages exclude "Not Applicable" responses)

(% of educators indicating more or much more)	Elem	Sec	Difference	
Learning how to use technology	63.0	49.1	13.9	
Communicating with parents	80.0	68.7	11.4	
Attending required professional development	22.7	17.3	5.4	
Providing support for English Language Learners	22.7	18.7	4.0	
Direct teaching/instruction	7.9	9.0	-1.1	
Providing support for students with disabilities	23.0	24.5	-1.4	
Attending staff meetings	21.7	23.4	-1.6	
Office hours (e.g., being available via phone, email, video conference)	63.8	65.8	-2.0	
Completing paperwork/documentation	42.3	47.7	-5.4	
Preparing lessons	37.0	43.4	-6.4	
Evaluating student work	24.3	37.6	-13.3	
Communicating with students	27.4	42.1	-14.7	

## Changes in Instructional Practices

Indicate your level of agreement to the following statement.

(% of educators indicating agree or strongly agree)	Elem	Sec	Difference
My school/district has allowed autonomy for me to make instructional decisions during COVID-19 school closures.	78.2	80.7	-2.5

Indicate the relative amount of time you spend engaging in the following practices compared to before COVID-19 school closures. (Percentages exclude "Not Applicable" responses)

(% of educators indicating more or much more)	Elem	Sec	Difference
E-tools to engage parents and families	71.8	56.3	15.5
Skill building using e-learning software	54.3	46.3	8.0
Informal professional learning with my colleagues, not organized by my school or district	37.7	32.6	5.1
Curriculum resources available outside of my school or district	41.0	38.3	2.8
Engaging students in real-world problem solving	18.4	19.5	-1.1
Student assessments other than standardized tests	22.3	32.5	-10.2

## Guidance and Support

Indicate your level of agreement to the following statement.

(% of educators indicating agree or strongly agree)	Elem	Sec	Difference
My school/district has maintained ongoing communication with teachers relative to the COVID-19 pandemic.	89.5	88.7	0.8

Indicate the level of guidance you are receiving from your school/district about expectations for the following aspects of your job since COVID-19 school closures.

(% of educators indicating about right)	Elem	Sec	Difference
Communicating with parents	81.7	78.9	2.8
Being available online	85.2	85.9	-0.7
Communicating with students	82.6	83.7	-1.1
Providing support for English Language Learners	56.6	61.5	-5.0
Evaluating student work	68.5	73.6	-5.2
Providing support for students with disabilities	59.0	64.9	-5.9
Teaching remotely	65.3	71.3	-6.0

Indicate the extent to which you received support during the switch to remote learning from the following people.

(% of educators indicating moderate support or extensive support)	Elem	Sec	Difference
District-level administrators	57.4	55.6	1.8
Teachers in my school/district	86.1	84.7	1.5
School-level instructional support staff	71.4	72.9	-1.6
School-level administrators	79.8	81.4	-1.6
Teachers outside of my school/district	30.8	33.8	-3.0
Others	29.6	33.0	-3.4

## Adjustment and Sources of Stress

### Adjustment to remote teaching and learning

(% of educators indicating adjusted or well adjusted)	Elem	Sec	Difference
Which of the following best describes your adjustment to remote teaching and learning?	46.7	62.9	-16.2

### For each of the following potential sources of work-related stress, indicate the level of stress that you are currently experiencing during COVID-19 school closures.

(Percentages exclude "Not Applicable" responses)

(% of educators indicating high stress)	High	Low	Difference
Change from in-person to remote teaching and learning	30.6	19.6	11.0
Concern for the well-being of students	53.5	44.5	9.0
New remote teaching and learning expenses (e.g., paying for printer, online platforms)	23.0	16.6	6.4
Concern about the reopening of schools	39.8	37.0	2.8

### For each of the following potential sources of personal stress, indicate the level of stress that you are currently experiencing during COVID-19 school closures.

(Percentages exclude "Not Applicable" responses)

(% of educators indicating high stress)	High	Low	Difference
Educating my child/children	33.4	26.5	6.9
Taking care of my own children	27.5	22.1	5.4
Taking care of someone considered to be in a high-risk category regarding COVID-19	32.0	30.0	2.1
Change in income/finances	19.7	18.6	1.1
Having a second job	20.1	19.7	0.4

## Next School Year

Recognizing that plans are being developed, indicate your current level of concern about each of the following areas for the 2020-2021 school year.

(% of educators indicating moderately concerned or very concerned)	Elem	Sec	Difference
Student retention/loss of knowledge	82.1	72.1	10.0
Standardized testing	53.0	44.8	8.2
Potential changes in school schedule	79.2	72.4	6.8
Teacher evaluation	49.1	44.8	4.3
Personal finance	55.3	55.2	0.1
My health/safety	61.7	64.0	-2.2

### My plans for next year are to ...

(% of educators in each category)	Elem	Sec	Difference
return to teaching	93.9	93.7	0.2
move to another position in education	3.3	3.2	0.1
leave the education profession	1.5	1.6	-0.1
retire from teaching	1.3	1.5	-0.2

### Influence of COVID-19 on plans for next year

(% of educators indicating moderately or very influential)	Elem	Sec	Difference
How much of an influence did the COVID-19 pandemic have on your plans for next year?	24.5	26.9	-2.4

# Teaching in South Carolina in the Midst of the COVID-19 Pandemic

Appendix F: Results by Core and Other Subjects

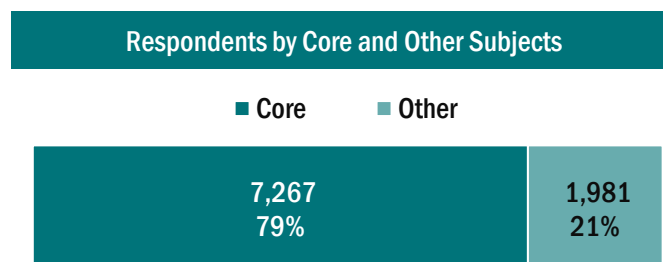
June 2020



In late May 2020, a survey was administered to all teachers in South Carolina schools who were impacted by the physical closing of schools due to the COVID-19 pandemic. The purpose of the survey was to learn about teachers' experiences in the transition from classroom to remote instruction. The survey was designed to inform education policy leaders, administrators, and teachers associations as decisions are made about the reopening of school in the Fall. Insights from those who work most closely with children, teachers, are essential.

The development of the survey was led by a research team from UofSC's College of Education — including ALL4SC, SC-TEACHER, and the Research, Evaluation, and Measurement (REM) Center. Support for the project was provided by The South Carolina Education Association (The SCEA), the Palmetto State Teachers Association, and the SC Department Education as well as substantial in-kind support from ALL4SC. Survey invitations were sent to approximately 47,000 teachers between May 18 and June 3, 2020, and data from 12,150 teachers who responded were included in the analysis. The sample, approximately 25% of the state's teachers, was reflective generally of the overall teaching workforce.

This report summarizes results by whether teachers taught core or other subjects. The data set was subset to teachers who taught only core subjects (ELA, math, science, and/or social studies) and those who taught only other subjects. Teachers who reported they taught both core and other subjects (n=1,136) were not included in this analysis. The percentage in the upper one or two categories for the various scales were computed for each group, and differences between teachers who taught core and other subjects were calculated. Most tables present results sorted by the difference from greatest to least. A bar graph of the differences is also presented with each table. The teal bars represent positive differences where teachers of core subjects had greater values, and the rose bars represent negative differences where teachers of other subjects had greater values. Note that the bar graphs are presented on different scales for the various questions. Teachers with missing relevant demographic data were not able to be included in this analysis. The number of respondents to individual survey items included in this report ranged from 7,580 to 9,242.



## Interacting with Students

### Where do you get resources to provide course content to your students for remote instruction? (Respondents were able to select all that apply)

(% of educators in each category)	Core	Other	Difference
My school district	53.4	35.5	17.9
My school	47.0	29.7	17.4
SC Department of Education	14.6	12.0	2.6
I create my own	81.1	86.2	-5.1
Other sources	29.9	35.4	-5.5

### Frequency of interactions with students

(% of educators indicating almost every day)	Core	Other	Difference
Since your school closed due to COVID-19, how often have you interacted with your students?	53.1	40.8	12.3

### What percentage of your students have completed assignments since your school closed due to COVID-19?

(% of educators in each category)	Core	Other	Difference
Not required	1.2	5.0	-3.8
0-10%	1.8	5.9	-4.1
11-20%	2.6	5.5	-2.8
21-30%	4.0	7.4	-3.4
31-40%	4.9	7.6	-2.7
41-50%	6.2	7.9	-1.7
51-60%	8.3	10.0	-1.7
61-70%	11.4	10.0	1.4
71-80%	17.3	15.8	1.5
81-90%	21.3	14.6	6.7
91-100%	21.0	10.3	10.7

### Students who teachers have been unable to contact

Median	Core	Other	Difference
Percentage of students that teachers have attempted and been unable to contact among the number of students they teach/serve	4.8	7.1	-2.4



## Strategies and Tools for Remote Instruction

### The frequency with which you use the strategy or tool to deliver instruction during COVID-19 school closures





(% of educators indicating often)	Core	Other	Difference	
Individual phone calls or video calls with students	39.5	25.2	14.3	
Emails to students and parents	78.3	66.8	11.5	
Live video instruction	31.8	21.8	10.0	
Paper packets prepared by my school/district	18.4	11.9	6.5	
Online platforms (e.g., Google Classroom, Edmodo, Zoom) adopted by my district	80.1	77.2	2.8	
Paper packets prepared by me	21.7	19.0	2.7	
Visits to students' homes	0.6	0.5	0.1	
Online platforms not adopted by my district	16.7	16.7	0.0	

### The effectiveness you perceive the strategy or tool has in delivering instruction during COVID-19 school closures (Percentages exclude "Not Applicable" responses)

(% of educators indicating effective or very effective)	Core	Other	Difference	
Emails to students and parents	52.2	41.3	10.9	
Paper packets prepared by me	34.0	24.3	9.8	
Individual phone calls or video calls with students	57.5	49.7	7.8	
Online platforms (e.g., Google Classroom, Edmodo, Zoom) adopted by my district	69.2	64.1	5.1	
Online platforms not adopted by my district	55.0	51.0	4.0	
Visits to students' homes	60.8	56.9	3.8	
Paper packets prepared by my school/district	30.0	26.4	3.5	
Live video instruction	45.1	42.9	2.1	





## Access and Comfort for Online Instruction

Indicate your level of agreement to the following statements regarding your access and comfort to conduct online teaching even if you are not currently conducting online instruction

(% of educators indicating agree or strongly agree)	Core	Other	Difference	
I have access at home to the software needed to effectively teach online.	88.2	86.4	1.8	
I have access at home to the hardware/devices needed to effectively teach online.	89.8	89.3	0.6	
I have adequate internet access at home to effectively teach online.	89.4	89.8	-0.4	
I am comfortable using digital instructional tools to effectively deliver online instruction.	79.3	82.4	-3.1	













Indicate your level of agreement to the following statements regarding your students' access and comfort to participate in online learning even if you are not currently conducting online instruction.

(Percentages exclude "I don't know" responses)

(% of educators indicating agree or strongly agree)	Core	Other	Difference	
My students have adequate internet access at home to effectively learn online.	60.7	57.9	2.8	
My students have access at home to the software needed to effectively learn online.	69.4	67.6	1.9	
My students have access at home to the hardware/devices needed to effectively learn online.	71.5	72.3	-0.9	
My students are comfortable using digital instructional tools to effectively learn online.	58.0	63.1	-5.0	

## Changes in How Time is Spent

Indicate the relative amount of time you spend on each of the following tasks compared to before COVID-19 school closures.  
(Percentages exclude "Not Applicable" responses)

(% of educators indicating more or much more)	Core	Other	Difference	
Communicating with parents	75.3	61.6	13.7	
Office hours (e.g., being available via phone, email, video conference)	66.1	61.1	5.0	
Learning how to use technology	54.7	51.9	2.7	
Providing support for students with disabilities	21.6	20.4	1.3	
Completing paperwork/documentation	43.9	43.6	0.3	
Evaluating student work	34.0	34.2	-0.2	
Direct teaching/instruction	8.4	9.6	-1.2	
Attending staff meetings	21.3	23.6	-2.3	
Providing support for English Language Learners	19.0	22.1	-3.1	
Communicating with students	36.6	39.9	-3.3	
Attending required professional development	17.5	21.4	-3.8	
Preparing lessons	39.9	45.4	-5.5	

## Changes in Instructional Practices

Indicate your level of agreement to the following statement.

(% of educators indicating agree or strongly agree)	Core	Other	Difference
My school/district has allowed autonomy for me to make instructional decisions during COVID-19 school closures.	78.5	84.4	-5.9

Indicate the relative amount of time you spend engaging in the following practices compared to before COVID-19 school closures. (Percentages exclude "Not Applicable" responses)

(% of educators indicating more or much more)	Core	Other	Difference
E-tools to engage parents and families	62.8	59.2	3.6
Student assessments other than standardized tests	28.6	30.7	-2.1
Skill building using e-learning software	48.6	51.0	-2.5
Informal professional learning with my colleagues, not organized by my school or district	33.2	37.3	-4.1
Engaging students in real-world problem solving	17.5	22.9	-5.4
Curriculum resources available outside of my school or district	37.2	46.1	-8.9

## Guidance and Support

Indicate your level of agreement to the following statement.

(% of educators indicating agree or strongly agree)	Core	Other	Difference
My school/district has maintained ongoing communication with teachers relative to the COVID-19 pandemic.	89.0	87.9	1.2

Indicate the level of guidance you are receiving from your school/district about expectations for the following aspects of your job since COVID-19 school closures.

(% of educators indicating about right)	Core	Other	Difference
Communicating with students	83.6	83.2	0.4
Communicating with parents	80.3	80.3	0.0
Being available online	85.7	86.7	-0.9
Providing support for students with disabilities	61.9	63.1	-1.2
Teaching remotely	68.7	71.2	-2.5
Providing support for English Language Learners	59.4	62.4	-3.0
Evaluating student work	70.9	74.8	-3.9

Indicate the extent to which you received support during the switch to remote learning from the following people.

(% of educators indicating moderate support or extensive support)	Core	Other	Difference
Teachers in my school/district	86.8	80.9	5.9
School-level administrators	80.4	80.9	-0.5
School-level instructional support staff	72.3	73.0	-0.7
District-level administrators	54.9	58.7	-3.8
Others	28.9	42.1	-13.3
Teachers outside of my school/district	29.3	46.7	-17.4

## Adjustment and Sources of Stress

### Adjustment to remote teaching and learning

(% of educators indicating adjusted or well adjusted)	Core	Other	Difference
Which of the following best describes your adjustment to remote teaching and learning?	57.4	56.6	0.8

### For each of the following potential sources of work-related stress, indicate the level of stress that you are currently experiencing during COVID-19 school closures.

(Percentages exclude "Not Applicable" responses)

(% of educators indicating high stress)	High	Low	Difference
Change from in-person to remote teaching and learning	24.2	20.4	3.8
Concern for the well-being of students	48.2	45.0	3.2
New remote teaching and learning expenses (e.g., paying for printer, online platforms)	19.0	16.6	2.4
Concern about the reopening of schools	38.1	39.3	-1.2

### For each of the following potential sources of personal stress, indicate the level of stress that you are currently experiencing during COVID-19 school closures.

(Percentages exclude "Not Applicable" responses)

(% of educators indicating high stress)	High	Low	Difference
Educating my child/children	28.6	28.0	0.6
Taking care of my own children	23.6	23.5	0.1
Taking care of someone considered to be in a high-risk category regarding COVID-19	30.3	31.1	-0.8
Having a second job	19.3	20.1	-0.8
Change in income/finances	17.9	21.9	-4.0

## Next School Year

Recognizing that plans are being developed, indicate your current level of concern about each of the following areas for the 2020-2021 school year.

(% of educators indicating moderately concerned or very concerned)	Core	Other	Difference	
Standardized testing	54.2	32.7	21.5	
Student retention/loss of knowledge	78.3	68.8	9.5	
Teacher evaluation	48.1	44.6	3.5	
Potential changes in school schedule	75.4	74.1	1.3	
My health/safety	62.7	66.1	-3.4	
Personal finance	54.1	58.7	-4.7	

### My plans for next year are to ...

(% of educators in each category)	Core	Other	Difference	
return to teaching	93.8	94.0	-0.2	
move to another position in education	3.3	3.0	0.3	
leave the education profession	1.5	1.1	0.4	
retire from teaching	1.3	1.9	-0.6	

### Influence of COVID-19 on plans for next year

(% of educators indicating moderately or very influential)	Core	Other	Difference	
How much of an influence did the COVID-19 pandemic have on your plans for next year?	24.7	31.5	-6.9	

# Teaching in South Carolina in the Midst of the COVID-19 Pandemic

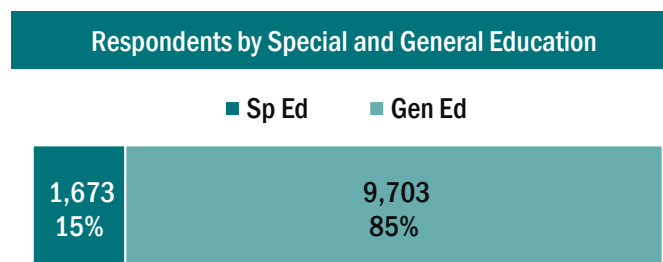
Appendix G: Results by Special and General Education  
June 2020



In late May 2020, a survey was administered to all teachers in South Carolina schools who were impacted by the physical closing of schools due to the COVID-19 pandemic. The purpose of the survey was to learn about teachers' experiences in the transition from classroom to remote instruction. The survey was designed to inform education policy leaders, administrators, and teachers associations as decisions are made about the reopening of school in the Fall. Insights from those who work most closely with children, teachers, are essential.

The development of the survey was led by a research team from UofSC's College of Education — including ALL4SC, SC-TEACHER, and the Research, Evaluation, and Measurement (REM) Center. Support for the project was provided by The South Carolina Education Association (The SCEA), the Palmetto State Teachers Association, and the SC Department Education as well as substantial in-kind support from ALL4SC. Survey invitations were sent to approximately 47,000 teachers between May 18 and June 3, 2020, and data from 12,150 teachers who responded were included in the analysis. The sample, approximately 25% of the state's teachers, was reflective generally of the overall teaching workforce.

This report summarizes results by whether teachers were special or general education teachers. The data set was split between teachers who reported they taught special education and those who did not (coded as general education). The percentage in the upper one or two categories for the various scales were computed for each group, and differences between special and general education teachers were calculated. Most tables present results sorted by the difference from greatest to least. A bar graph of the differences is also presented with each table. The teal bars represent positive differences where special education teachers had greater values, and the rose bars represent negative differences where general education teachers had greater values. Note that the bar graphs are presented on different scales for the various questions. Teachers with missing relevant demographic data were not able to be included in this analysis. The number of respondents to individual survey items included in this report ranged from 9,331 to 11,369.





## Interacting with Students

### Where do you get resources to provide course content to your students for remote instruction? (Respondents were able to select all that apply)

(% of educators in each category)	Sp Ed	Gen Ed	Difference
My school district	59.9	49.9	10.0
My school	46.0	43.4	2.7
SC Department of Education	13.3	14.3	-1.0
Other sources	28.8	31.2	-2.5
I create my own	78.4	81.9	-3.5

### Frequency of interactions with students

(% of educators indicating almost every day)	Sp Ed	Gen Ed	Difference
Since your school closed due to COVID-19, how often have you interacted with your students?	42.3	50.8	-8.5

### What percentage of your students have completed assignments since your school closed due to COVID-19?

(% of educators in each category)	Sp Ed	Gen Ed	Difference
Not required	5.0	2.1	2.9
0-10%	6.4	2.7	3.7
11-20%	6.3	3.0	3.3
21-30%	6.2	4.5	1.7
31-40%	6.5	5.4	1.2
41-50%	9.5	6.4	3.1
51-60%	9.3	8.7	0.6
61-70%	8.9	10.9	-2.0
71-80%	14.0	17.1	-3.1
81-90%	12.9	20.0	-7.1
91-100%	15.0	19.3	-4.2

### Students who teachers have been unable to contact

Median	Sp Ed	Gen Ed	Difference
Percentage of students that teachers have attempted and been unable to contact among the number of students they teach/serve	6.1	5.0	1.1

## Strategies and Tools for Remote Instruction

### The frequency with which you use the strategy or tool to deliver instruction during COVID-19 school closures

(% of educators indicating often)	Sp Ed	Gen Ed	Difference
Individual phone calls or video calls with students	57.1	36.3	20.8
Paper packets prepared by me	36.0	20.9	15.1
Live video instruction	34.2	29.8	4.4
Emails to students and parents	79.4	75.2	4.2
Paper packets prepared by my school/district	20.5	18.1	2.4
Visits to students' homes	1.9	0.6	1.3
Online platforms not adopted by my district	13.6	17.4	-3.8
Online platforms (e.g., Google Classroom, Edmodo, Zoom) adopted by my district	68.1	79.3	-11.2

### The effectiveness you perceive the strategy or tool has in delivering instruction during COVID-19 school closures (Percentages exclude "Not Applicable" responses)

(% of educators indicating effective or very effective)	Sp Ed	Gen Ed	Difference
Paper packets prepared by me	40.9	32.6	8.3
Individual phone calls or video calls with students	60.2	56.0	4.2
Paper packets prepared by my school/district	31.3	30.3	1.0
Visits to students' homes	61.2	60.5	0.7
Live video instruction	44.8	44.7	0.1
Emails to students and parents	44.6	50.4	-5.8
Online platforms not adopted by my district	48.5	54.8	-6.3
Online platforms (e.g., Google Classroom, Edmodo, Zoom) adopted by my district	53.7	67.9	-14.2

## Access and Comfort for Online Instruction

Indicate your level of agreement to the following statements regarding your access and comfort to conduct online teaching even if you are not currently conducting online instruction

(% of educators indicating agree or strongly agree)	Sp Ed	Gen Ed	Difference
I have access at home to the hardware/devices needed to effectively teach online.	87.7	89.5	-1.8
I have adequate internet access at home to effectively teach online.	87.1	89.4	-2.3
I have access at home to the software needed to effectively teach online.	84.0	87.6	-3.5
I am comfortable using digital instructional tools to effectively deliver online instruction.	73.0	79.5	-6.5

Indicate your level of agreement to the following statements regarding your students' access and comfort to participate in online learning even if you are not currently conducting online instruction.

(Percentages exclude "I don't know" responses)

(% of educators indicating agree or strongly agree)	Sp Ed	Gen Ed	Difference
My students have adequate internet access at home to effectively learn online.	50.5	59.6	-9.1
My students have access at home to the hardware/devices needed to effectively learn online.	59.0	71.0	-12.0
My students have access at home to the software needed to effectively learn online.	55.6	68.3	-12.7
My students are comfortable using digital instructional tools to effectively learn online.	42.8	58.6	-15.7

## Changes in How Time is Spent

Indicate the relative amount of time you spend on each of the following tasks compared to before COVID-19 school closures. (Percentages exclude "Not Applicable" responses)

(% of educators indicating more or much more)	Sp Ed	Gen Ed	Difference
Providing support for students with disabilities	44.5	19.9	24.6
Completing paperwork/documentation	65.3	42.1	23.2
Learning how to use technology	63.6	54.0	9.6
Attending staff meetings	30.8	21.5	9.3
Attending required professional development	27.5	18.3	9.1
Communicating with parents	81.1	72.6	8.5
Providing support for English Language Learners	26.2	19.8	6.5
Preparing lessons	42.3	40.5	1.8
Office hours (e.g., being available via phone, email, video conference)	66.4	64.7	1.7
Direct teaching/instruction	9.2	8.4	0.8
Communicating with students	28.9	36.7	-7.9
Evaluating student work	18.0	33.8	-15.8

## Changes in Instructional Practices

Indicate your level of agreement to the following statement.

(% of educators indicating agree or strongly agree)	Sp Ed	Gen Ed	Difference
My school/district has allowed autonomy for me to make instructional decisions during COVID-19 school closures.	84.0	79.0	5.0

Indicate the relative amount of time you spend engaging in the following practices compared to before COVID-19 school closures. (Percentages exclude "Not Applicable" responses)

(% of educators indicating more or much more)	Sp Ed	Gen Ed	Difference
Informal professional learning with my colleagues, not organized by my school or district	44.4	33.8	10.6
E-tools to engage parents and families	71.7	62.3	9.3
Skill building using e-learning software	56.0	48.9	7.1
Curriculum resources available outside of my school or district	43.0	39.3	3.7
Engaging students in real-world problem solving	22.2	18.6	3.6
Student assessments other than standardized tests	24.2	28.8	-4.6

## Guidance and Support

Indicate your level of agreement to the following statement.

(% of educators indicating agree or strongly agree)	Sp Ed	Gen Ed	Difference
My school/district has maintained ongoing communication with teachers relative to the COVID-19 pandemic.	90.1	88.9	1.1

Indicate the level of guidance you are receiving from your school/district about expectations for the following aspects of your job since COVID-19 school closures.

(% of educators indicating about right)	Sp Ed	Gen Ed	Difference
Providing support for students with disabilities	67.5	61.5	6.0
Evaluating student work	71.9	71.3	0.6
Providing support for English Language Learners	59.2	59.4	-0.1
Communicating with parents	78.8	80.5	-1.7
Teaching remotely	65.9	68.9	-3.0
Communicating with students	80.7	83.7	-3.0
Being available online	82.9	86.0	-3.1

Indicate the extent to which you received support during the switch to remote learning from the following people.

(% of educators indicating moderate support or extensive support)	Sp Ed	Gen Ed	Difference
District-level administrators	64.3	55.2	9.1
School-level administrators	81.6	80.5	1.1
Others	32.2	31.6	0.6
School-level instructional support staff	71.0	72.4	-1.5
Teachers outside of my school/district	30.2	33.0	-2.8
Teachers in my school/district	82.7	85.7	-3.0

## Adjustment and Sources of Stress

### Adjustment to remote teaching and learning

(% of educators indicating adjusted or well adjusted)	Sp Ed	Gen Ed	Difference
Which of the following best describes your adjustment to remote teaching and learning?	46.5	57.1	-10.6

### For each of the following potential sources of work-related stress, indicate the level of stress that you are currently experiencing during COVID-19 school closures.

(Percentages exclude "Not Applicable" responses)

(% of educators indicating high stress)	High	Low	Difference
Change from in-person to remote teaching and learning	32.0	23.4	8.6
New remote teaching and learning expenses (e.g., paying for printer, online platforms)	25.5	18.7	6.9
Concern for the well-being of students	53.7	47.7	6.0
Concern about the reopening of schools	37.0	38.5	-1.5

### For each of the following potential sources of personal stress, indicate the level of stress that you are currently experiencing during COVID-19 school closures.

(Percentages exclude "Not Applicable" responses)

(% of educators indicating high stress)	High	Low	Difference
Taking care of my own children	30.5	23.6	6.9
Educating my child/children	33.7	28.9	4.8
Having a second job	23.3	19.3	4.0
Taking care of someone considered to be in a high-risk category regarding COVID-19	33.4	30.4	3.1
Change in income/finances	21.3	18.8	2.5

## Next School Year

Recognizing that plans are being developed, indicate your current level of concern about each of the following areas for the 2020-2021 school year.

(% of educators indicating moderately concerned or very concerned)	Sp Ed	Gen Ed	Difference
Potential changes in school schedule	76.1	75.4	0.7
Student retention/loss of knowledge	77.2	76.5	0.7
My health/safety	63.2	63.1	0.1
Personal finance	54.3	55.4	-1.1
Teacher evaluation	42.7	47.6	-4.9
Standardized testing	41.6	49.6	-8.0

### My plans for next year are to ...

(% of educators in each category)	Sp Ed	Gen Ed	Difference
return to teaching	92.3	94.0	-1.6
move to another position in education	3.5	3.2	0.3
leave the education profession	2.0	1.5	0.5
retire from teaching	2.2	1.4	0.8

### Influence of COVID-19 on plans for next year

(% of educators indicating moderately or very influential)	Sp Ed	Gen Ed	Difference
How much of an influence did the COVID-19 pandemic have on your plans for next year?	24.9	26.2	-1.3