



Results of CCSD Midyear Survey January 14, 2021

Below are some of the notable results from the CTA's midyear survey. The full results and raw data can be accessed at CharlestonTeacherAlliance.com.

***744 CCSD teachers completed the survey, a statistically significant number.**

***50% of teachers do not think instruction should move to all virtual during the pandemic. 38% think it should.**

We posed this question in a couple of different ways, but the results were basically the same:

50.2% disagree that it is best for all instruction to be online during the pandemic
37.6% agree
12.3% don't know

49.6% agree that it is best for students to be in school during the pandemic
38.2% disagree
12.2% don't know

***77% of teachers say their principal is attentive and responsive to safety issues at their schools**

We could clearly identify two schools that need the most attention in this area: Hunley Park and North Charleston Creative Arts.

***Most schools are following important safety protocols**

66% of teachers agree that the safety protocols and procedures at their school helps keep students and staff safe.

62% said their schools enforce social distancing.

82% said their schools enforce proper mask wearing among students. In the comments section, many teachers noted that this often varies from teacher to teacher. One school, Chicora, was clearly identified as not enforcing proper mask wearing among students.

51% of teachers said plexiglass dividers at their school hinders student learning. Recent studies have questioned the efficacy of these dividers. As the district continues to monitor and study the issue, safety should be the foremost concern, but the negative effect the dividers have on student learning should also be considered.

***Proper cleaning is an ongoing concern**

Only 38% of teachers say that their classroom is regularly and properly cleaned according to safety protocols.

Some schools were clearly singled out for their positive attention to proper cleaning: Academic Magnet, Liberty hill, Lucy Beckham, Military Magnet, Springfield, and Zucker.

***52% of teachers feel their school is doing everything it should be doing to keep teachers and students safe**

Comments provided by teachers identify several issues that should be addressed, including:

- Surfaces are not being consistently cleaned
- There is no way to properly socially distance with so many kids on campus
- Some students wear masks that do not properly fit and fall below their noses
- There are ongoing concerns about lunch procedures, including students sitting too close to one another and students not being directed to remask after eating. One teacher provided the following link outlining the dangers of students having to eat in classrooms: <https://www.cdc.gov/mmwr/volumes/69/wr/mm6936a5.htm>

***Teachers have serious concerns about instruction during the pandemic**

65% of teachers say it takes much more time to properly plan and prepare for classes. [For reference, 56% teach online and in-person simultaneously, 35% teach in-person only, and 4% teach online only]

74% are concerned that online students aren't engaging with their classes. 61% say their school provides online students with reasonable support to help them succeed.

***51% of teachers say their schools haven't been able to get substitute teachers when needed**

Many of these teachers have to cover classes during their planning periods, exposing them to more danger. It has been district policy for a number of years to financially compensate teachers who are required to use their limited planning time in this way, yet 29% of teachers haven't been compensated when they've had to cover someone else's class (a much larger percentage aren't sure whether they would be compensated or not).

Schools that could clearly be identified as not compensating their teachers include:

Ashley River
Charles Pinckny
Harbor View
Haut Gap
Hunley Park
James Simons
Laing
Laurel Hill
North Charleston Creative
Stall
Stiles Pt
Stono Park
WB Goodwin

***24% of teachers say their principals haven't done a good job of taking away unnecessary responsibilities so teachers can focus on teaching students**

Teachers at many schools identified PLC, recess and lunch duty, and PDSA as unnecessary responsibilities that pull focus away from student instruction and add to stress and burnout levels.

While most indicate their principals have done a good job, the following schools were clearly identified as needing improvement:

- Hunley Park (in their comments, teachers identified PLC meetings and overly long weekly faculty meetings as concerns)
- James Simons (teachers identified new curricula being implemented as a concern)
- North Charleston Creative Arts
- Stall (teachers identified PLC meetings, weekly PD requirements, and daily tardy sweeps as concerns)

***53% of teachers feel the best way to teach students who opt to remain online for the rest of the year is in class with regular teacher who only teaches online students**

This could minimize the crucial problem of teachers having to teach in-person and virtual students simultaneously. In the comments section, many teachers listed this as their choice for what CCSD can do to ensure that teachers are able to teach to the best of their ability.

***71% of math teachers said they were required to implement an entirely new curriculum this year**

When asked to evaluate the curriculum's effectiveness, 22% said poor, 17% good, 11% fair, 8% excellent, and 42% said it was too difficult to tell or that it was a poor year to implement the curriculum.

***Google Classroom appears to be a superior alternative to Canvas**

40% of teachers said Canvas works well; 35% say it doesn't work well or doesn't meet the needs of students. In contrast, 53% said Google classroom -- a program the district has already paid for, has already trained teachers to use, and is familiar to students who used it last year -- works well. Only 3% said it doesn't work well or doesn't meet their students' needs.

***Many issues with technology remain a problem**

Teachers listed a number of technical issues impeding their ability to teach. These include:

- poor internet reliability for at-home students
- poor school internet connections
- microphone and sound issues
- online students' inability to hear classroom instruction
- Canvas unreliability
- poor connectivity with district iPads
- students too young to handle technology

Conclusion

There is much to celebrate about the many things that teachers, students, and administrators have accomplished this year. While safety tops the list of immediate concerns, one step that would make the most impact on instruction at this juncture would be to end simultaneous online and in-person teaching wherever possible. Secondly (but critical to taking a view beyond the pandemic) would be making a commitment to reduce class sizes. In these and all issues, it is important for administrators to work constructively with teachers to ensure a quality education for all students.