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How are teachers faring in the wake of the pandemic?

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In partnership with Bay View Analytics



Bay View Analytics®

Study details

Since its founding in 2008, the Clayton Christensen Institute has studied the varied uses of online learning within K–12 education. Beginning in the fall of 2020, the Institute undertook a two-year series of nationally-representative surveys to track the adoption of online learning in the wake of the COVID-19 global pandemic to better understand its various uses and associated instructional practices. These factsheets share insights from the most recent round of surveys, which collected responses in April of 2022.



The Sample

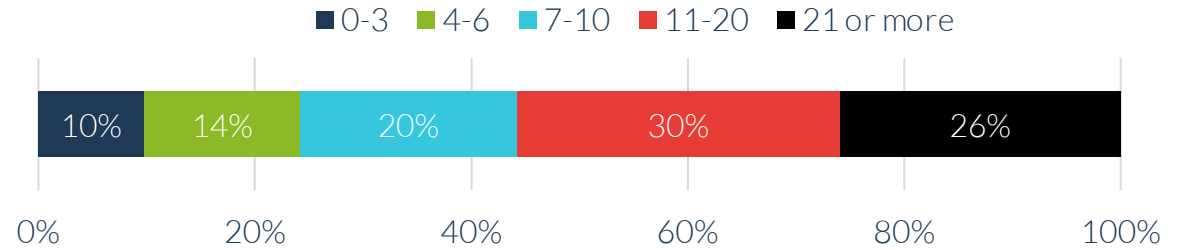
Surveys were sent to nationally-representative lists of teachers and administrators leased from MDR.

Responses were collected from 1,097 teachers representing:

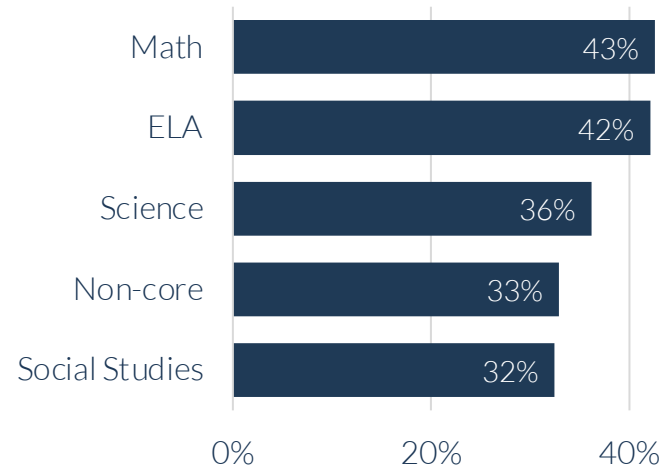
- 1,042 schools
- 639 school systems
- 46 states & D.C.



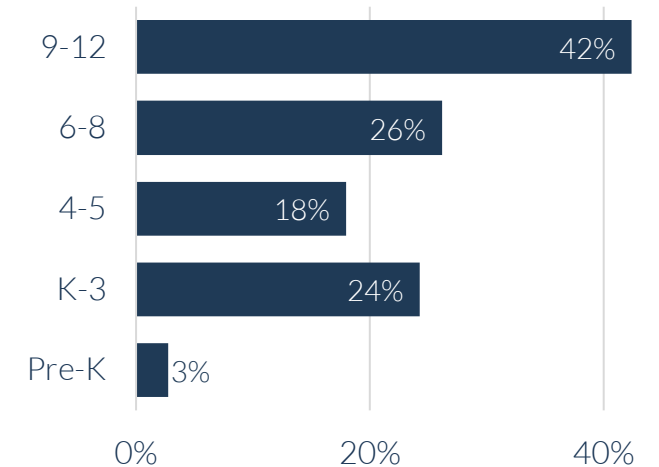
Years of teaching experience



Content areas taught (select all that apply)

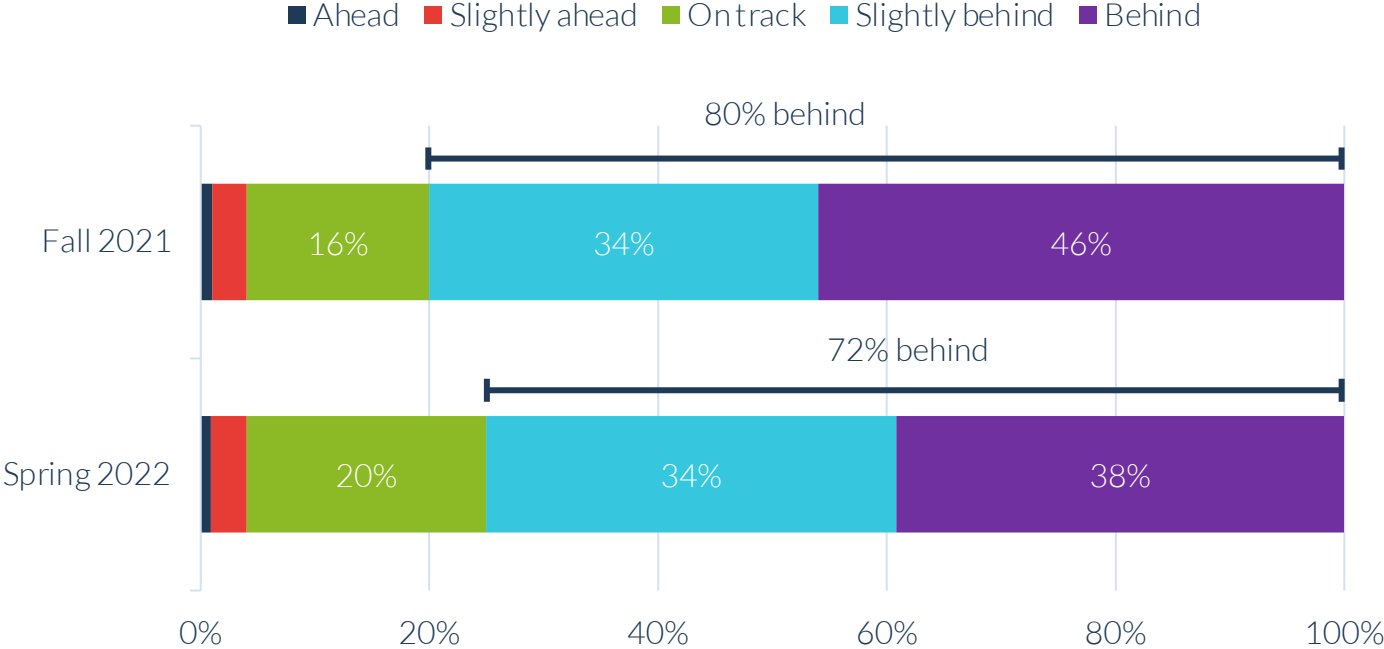


Grade levels taught (select all that apply)



Teachers still saw major gaps in their students' learning, but also recognized improvement compared to the fall.

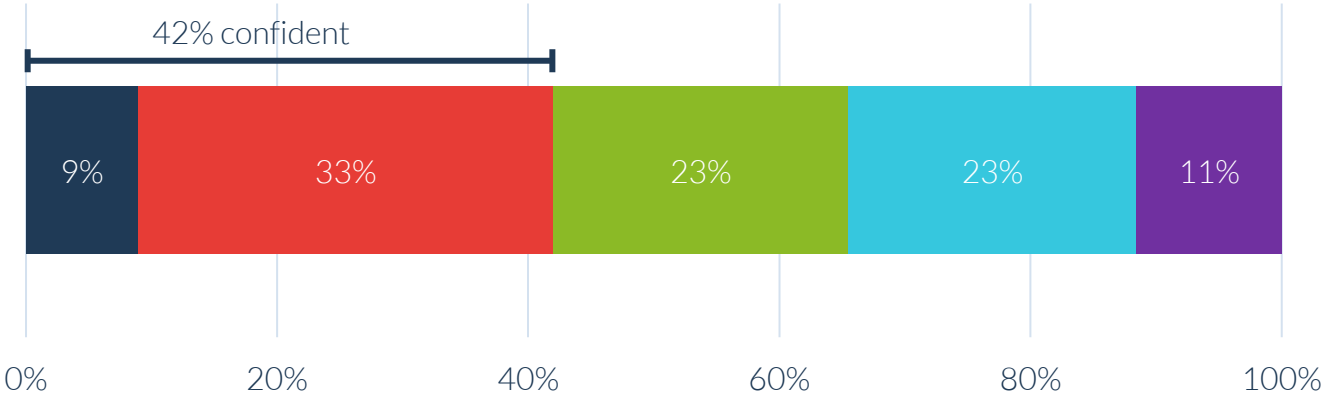
Teacher perceptions of students' academic preparedness compared to a typical pre-pandemic year



A noteworthy subset of teachers feel confident that their schools will be able to help their students recover academically from the pandemic.

Teachers' perceptions of how well their schools are equipped to support students in recovering academically from COVID-related learning gaps

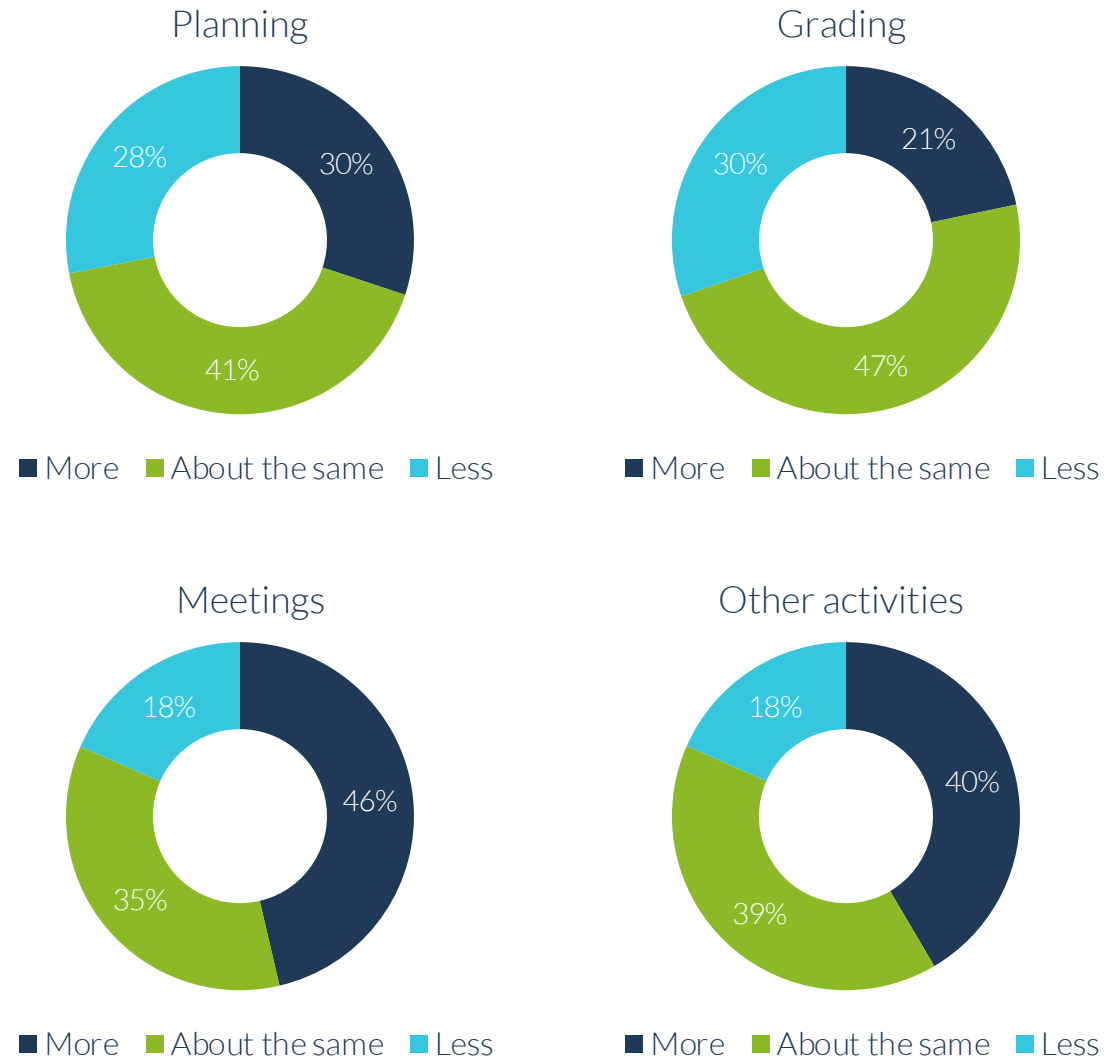
■ Very confident ■ Somewhat confident ■ Neutral ■ Somewhat unconfident ■ Very unconfident



Compared to pre-pandemic, teachers reported spending about the same amount of time planning and less time grading. Nonetheless, they reported that much more of their time was occupied by meetings and other work activities.



Time spent on various non-teaching activities



Teachers shared how they have wrestled with and taken advantage of these time tradeoffs.

Less planning time

“Prep and planning time is minimal each day. Most planning needs to be done outside of the school day.”
— *Elementary Teacher*

“I have no time to do my job effectively anymore except for the 90 minutes I have of class. I do all my planning and grading at home now.” — *High School ELA Teacher*

“I have less time to prepare lessons at school. Therefore resulting in more time at home doing school related tasks.” — *High School Social Studies Teacher*

More planning time

“We have been given more team planning time. This has allowed us to look at data and best prepare for ALL student needs through differentiation.” —
Elementary Teacher

“We have an extra hour on Fridays that I use for planning.” — *Middle School Teacher*

More meetings

“With more time needed to cover teacher shortages or lack of support staff, I have less time for planning and grading and must do more of that at home. There are more meetings to try to address issues, but they are not always well run or effective, leaving me frustrated and tired.” — *Elementary Teacher*

“Less planning time and more meetings means that the planning is lagging behind and the need for constant coverage due to illness and teachers planning to leave the profession is overtaxing those of us who plan to continue, creating even greater burnout.” — *High School ELA Teacher*

Fewer meetings

“I feel that I am more effective because my admin has limited the number of meetings and trainings we have to attend throughout the week. I have more time to prepare my lessons without all of the meetings.” —
Elementary Teacher

Increasing demands

“There seem to be a lot more boxes to check at the administration level that affects the time I have to actually do my job as a teacher.” — *High School ELA Teacher*

“There are a lot of things expected now that weren't before, as well as the amount of students out that we need to keep up with. This takes a large amount of time.” — *Middle School STEM Teacher*

“I have found that my time is now taken up more frequently with documenting needs than instructional creation. Often the logistics of keeping the school functioning take precedent over pedagogical nuances.” — *High School ELA Teacher*

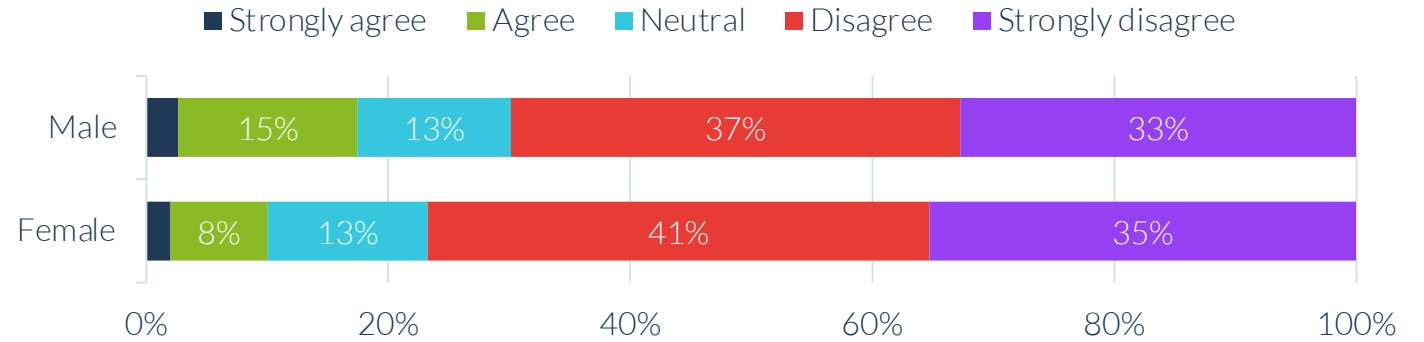


Teachers experienced a great deal of stress last school year, but most have maintained a healthy sense of well-being.

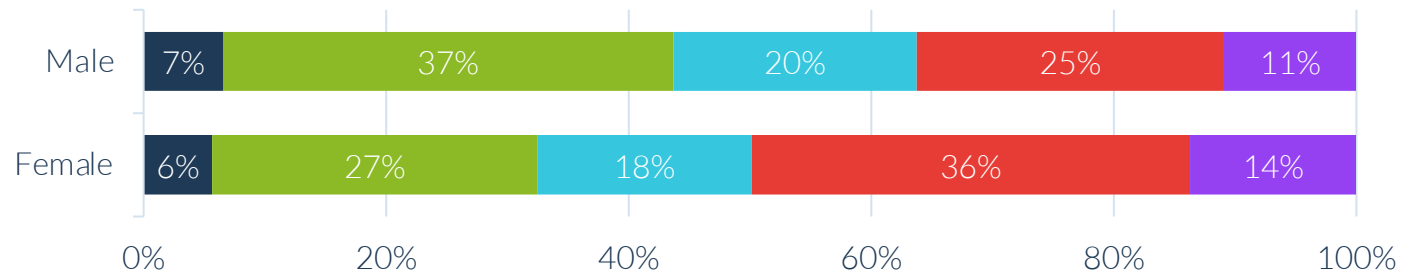
Male teachers seemed to have fared better than their female colleagues.



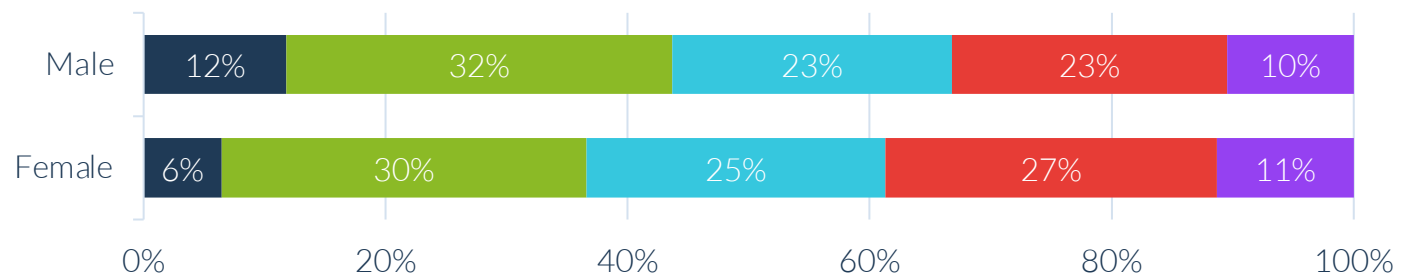
“I have very little work-related stress.”



“My workload is sustainable”



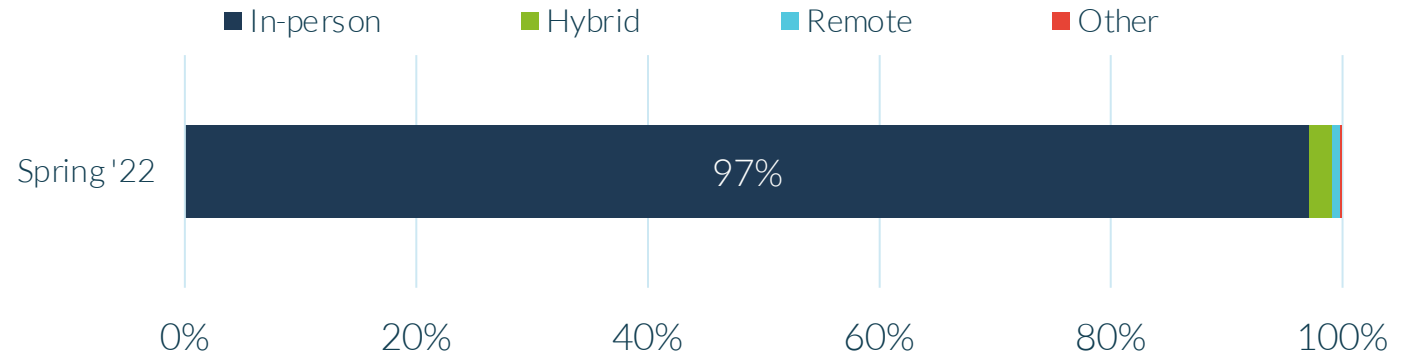
“I have a healthy overall sense of personal well-being”



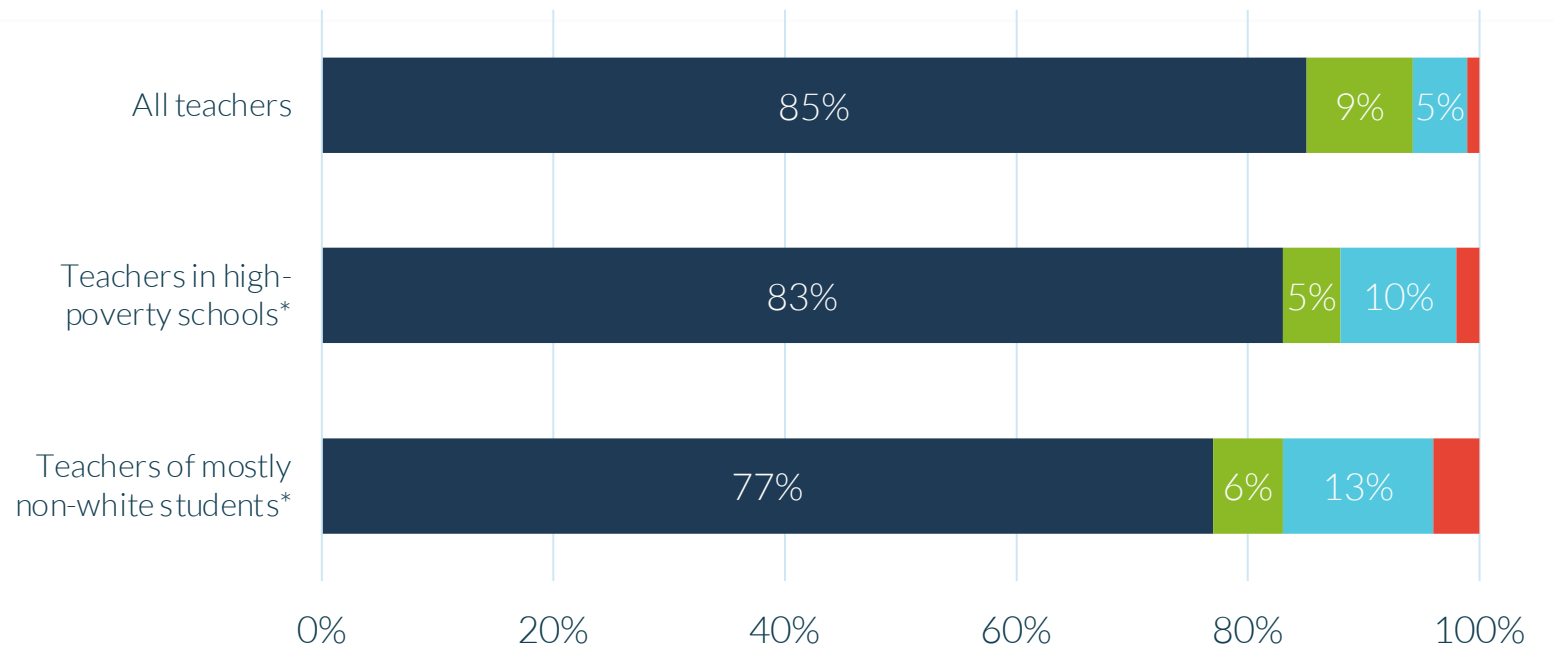
Most teachers taught in-person in Spring '22, but a sizable minority prefer hybrid and remote instruction. The mismatch between preferred and actual teaching arrangements is most pronounced for teachers who serve higher portions of historically underserved students.



Instructional delivery models



Teachers' preferred models



*Notes

1. The label “high-poverty” denotes 20% or more of the students in the district/network qualified for free or reduced meals.
2. The label “non-white” indicates that 75% or more of the students in the district/network are students that are not white.



Acknowledgments

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Photographs included in this report come from Allison Shelley for EDUimages.

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About

The **Clayton Christensen Institute** is a nonprofit, nonpartisan think tank dedicated to improving the world through Disruptive Innovation. Founded on the theories of late 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.

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.



Thomas Arnett is a senior research fellow in education for the Christensen Institute. His work focuses on instructional models enabled by online learning and the role of Disruptive Innovation in transforming K-12 education. His work in education includes teaching middle school math for Kansas City Public Schools and serving as a board member for various school systems.



Dr. Jonathan Cooney has been an educator for the past 24 years. After 23 years serving K-12 students and families as a teacher and school principal, he is now an assistant professor in the Department of Educational Leadership and Policy Studies at the University of Northern Colorado. He has earned degrees from the University of Virginia, Colorado State University, and the University of Northern Colorado.





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