

**★
LEARNING
HEROES**

The Teacher & Principal Lens: Opportunities for Equitable Support for Students with Learning Differences

NeuroEquity Research Collaborative

October 2024

Supported by:



Research conducted by:



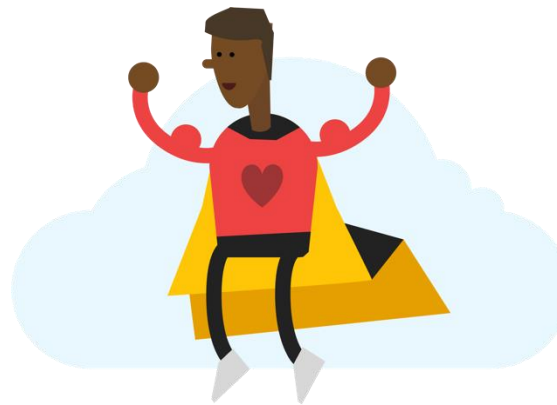
Research Objectives

Supporting Families

Delve into how educators engage with families at each phase of their journey. Understand the information, strategies, and tactics they use. Learn what is helpful, and what is not.

Understanding the Role of Demographics

Understand if educators own lived experiences and demographics impact how they engage with families.



Revealing New Opportunities

Learn where there might be untapped opportunities to improve, enhance and expand educators' support for families.

Data Insights



Educator Training: From Identification to Differentiated Instruction

70% of teachers report they received training in identifying students with learning differences yet far fewer say they have the knowledge to identify students. And even fewer are trained on specific learning differences.



Equity & Access to Support

Teachers report a bigger gap between the services white families receive vs. families of color. Only half of teachers feel they have sufficient resources to help students with learning differences and their families.



Teacher vs. School Leader Perspectives

There is a significant gap between teachers and school administrators regarding how they perceive their school supports families with learning differences.



Trust & Communication

Educators agree with parents that more concrete information and support is needed. Both have the same top priorities in terms of opportunities for schools and families to work together.

Survey Methodology



Educators Survey

Edge Research conducted a custom, online survey among educators in public schools who have experience working with children with learning differences (n=612).

- 311 Teachers
- 301 School Administrators

Quotas were employed to ensure a representative sample of educators by region, gender, and grade band.

Fielded May 9 – May 30, 2024

Key: **Blue** (higher) / **Red** (lower) indicates significant difference between audiences

Parent Data included for comparison: *The Parent Journey: Cracking the Code for Families of Children with Learning Differences* (2023)



Definition of “Learning Differences” (based on Oak Foundation definition)

Respondents have students who *have been diagnosed* or students *who they suspect* are experiencing one of the following conditions:

- Dyslexia (difficulty reading)
- Dysgraphia (difficulty writing)
- Dyscalculia (difficulty in math)
- Executive Function Disorder
- ADD/ADHD (attention deficit hyperactivity disorder)
- Auditory and/or Visual Processing Disorders

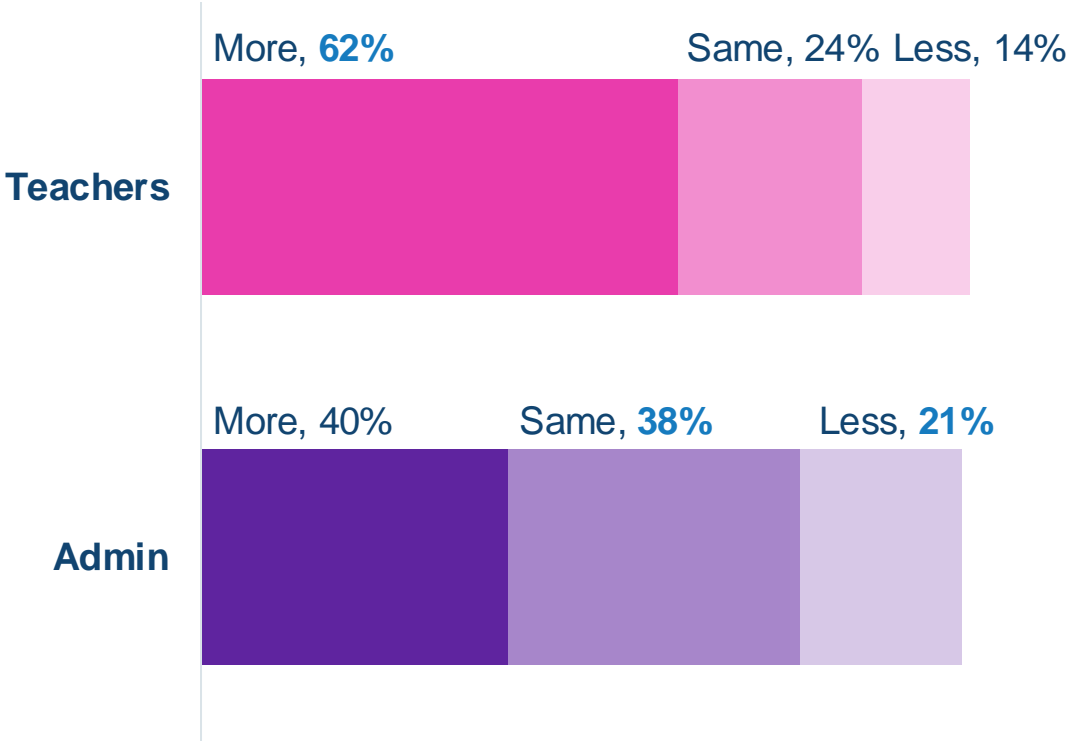
Insight to Action | From Identification to Differentiated Instruction, Teachers Need Training



Six in ten teachers say there has been an increase in learning differences since COVID

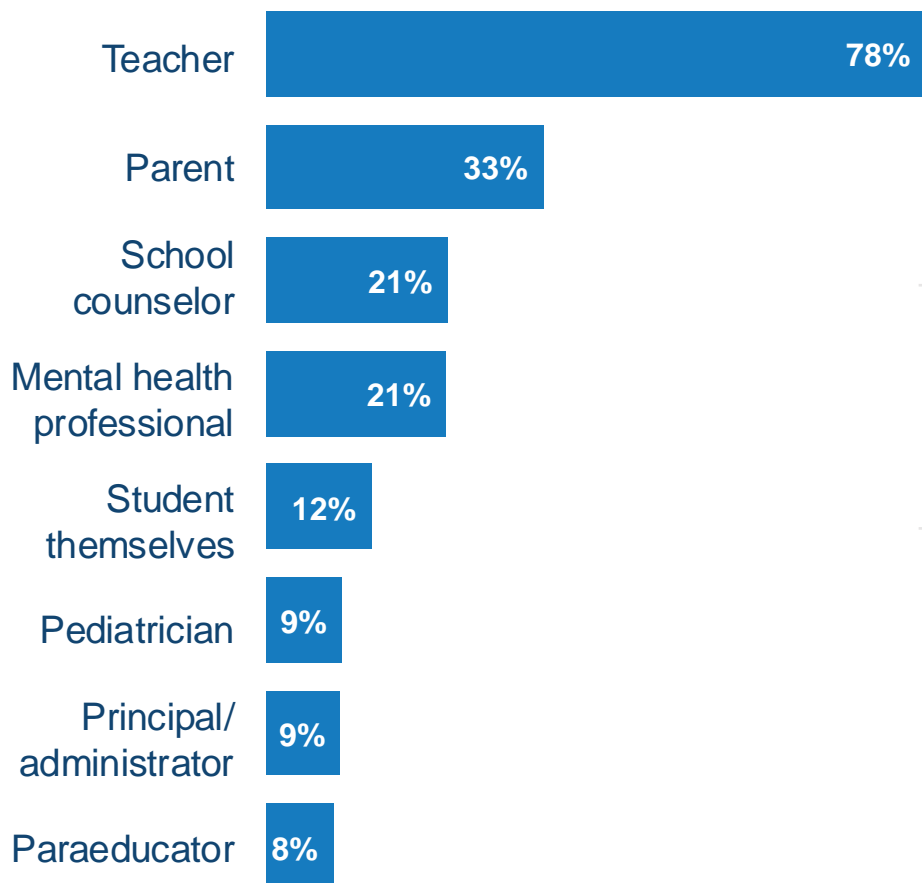
Do you feel there are more/same/fewer students who have learning differences today, compared to prior to the pandemic?

1 in 5
children in the US
have a learning
difference
(source: Understood)



Teachers need more support in identifying students and communicating with families

Who is *typically* the first to identify that a student may have a developmental and/or learning difference?



	Teacher	Admin
Received training in identifying students with developmental and/or learning differences	70%	84%
I have sufficient knowledge to identify a student with a developmental and/or learning difference	59%	76%
Feel confident having conversations with families whose student I suspect has a developmental and/or learning difference	59%	83%

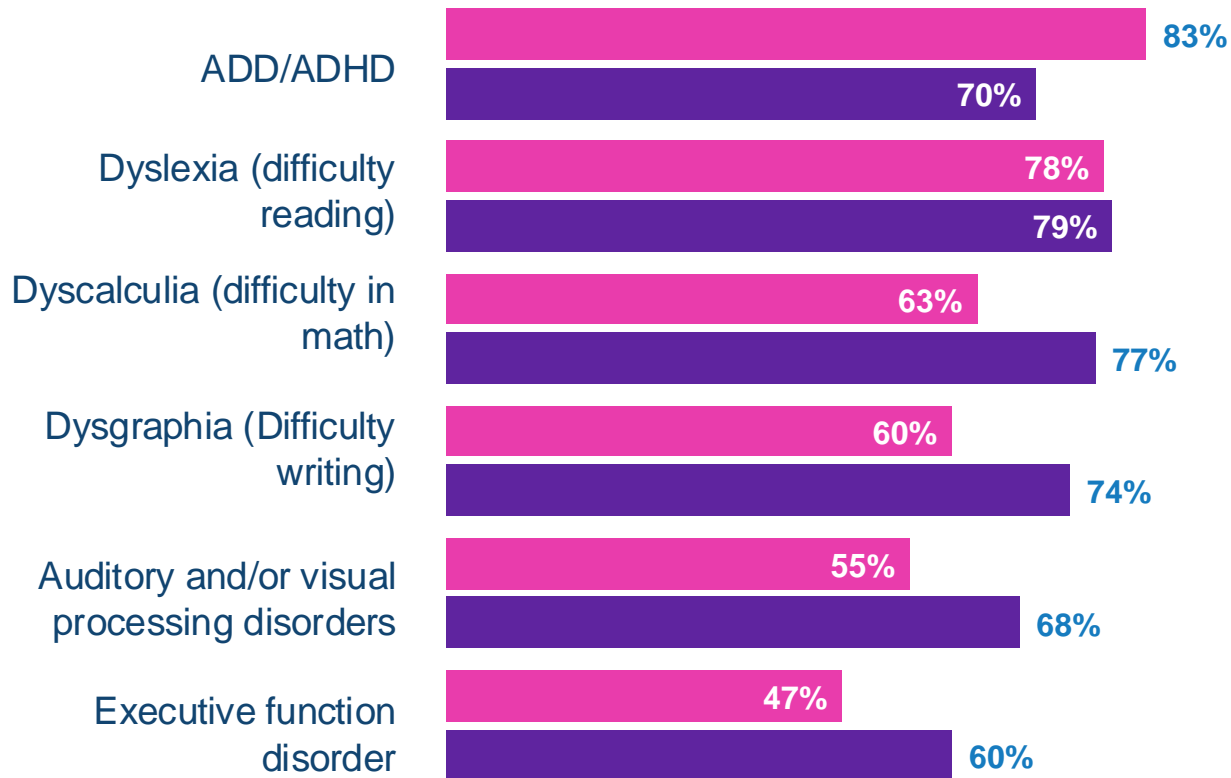
The following teachers **less** likely to receive training on identification, less confident having conversations with families:

- Rural and Suburban
- **Not** Title 1 School
- Tenure 20+ years
- Give school fair/poor ratings

While almost all educators received PD, less than half are trained on *specific* learning differences

Do you currently have students with any of the following (this can include those who have either been diagnosed with or you believe might be experiencing each of the following)?

% say covered in training
(among total)



	Teacher	Administrator
ADD/ADHD	43%	46%
Dyslexia (difficulty reading)	52%	54%
Dyscalculia (difficulty in math)	36%	54%
Dysgraphia (Difficulty writing)	39%	59%
Auditory and/or visual processing disorders	25%	32%
Executive function disorder	19%	32%

■ Teacher ■ Administrator

More teacher training could boost engagement for students with learning differences

Thinking about your students, how many do each of the following?
% Nearly all/Most

	Students Generally	Students w/ Learning Differences
Come to class on time	79%	73%
Attend class regularly (90% of the time or more)	77%	71%
Come to class prepared with the appropriate supplies and books	68%	60%
Actively participate in class activities	67%	58%
Regularly pay attention in class	66%	55%
Always turn in their homework	63%	57%

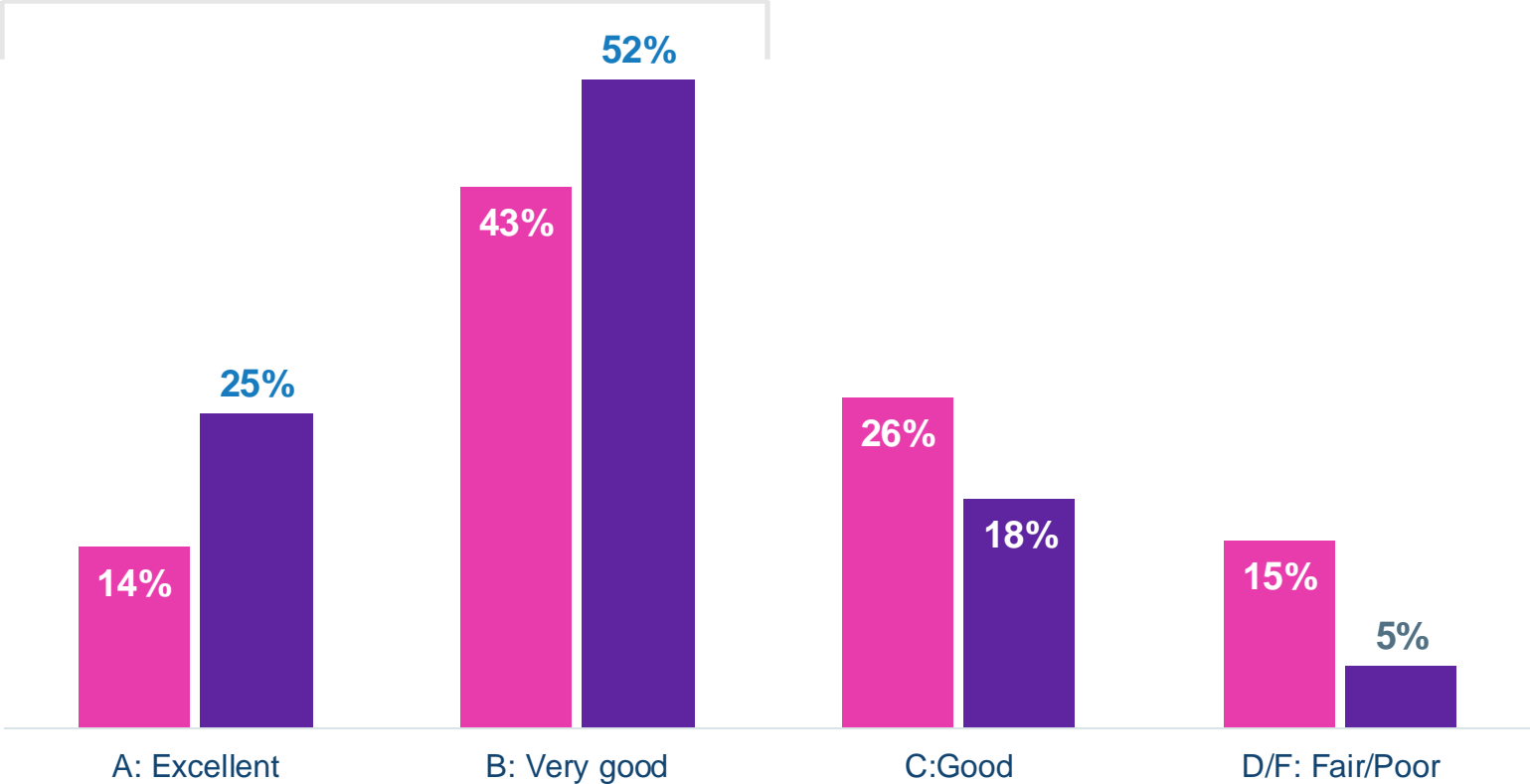
Insight to Action | Equity & Access – Gaps in Teacher and Administrator Perception around School Supports



Significant gap between teachers and administrators on how they see their school supporting students with learning differences

Overall, how would you rate your school in helping students with their developmental and/or learning differences?

Teachers: 58%, Admin: 76%

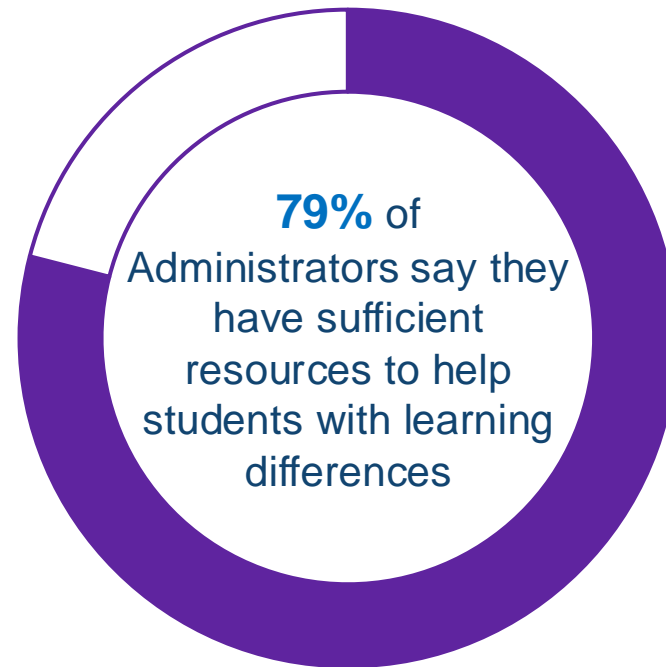
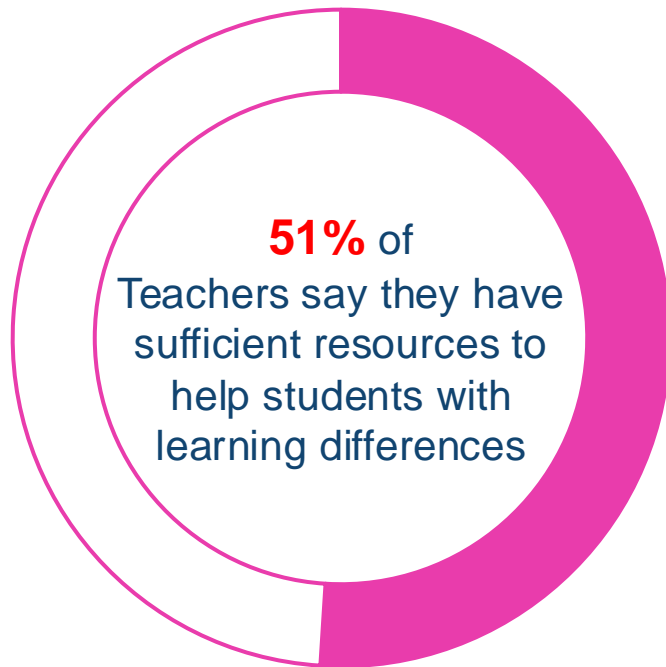


Educators Who Give Their School A or B

Elementary	65%
Middle	68%
High	67%
Urban	74%
Suburban	56%
Rural	54%
Title 1	69%
No Title 1	54%
Majority white students	73%
Majority students of color	53%

*Individual values shown may not add up to their exact combined totals due to rounding

Wide perception gap with amount of sufficient resources



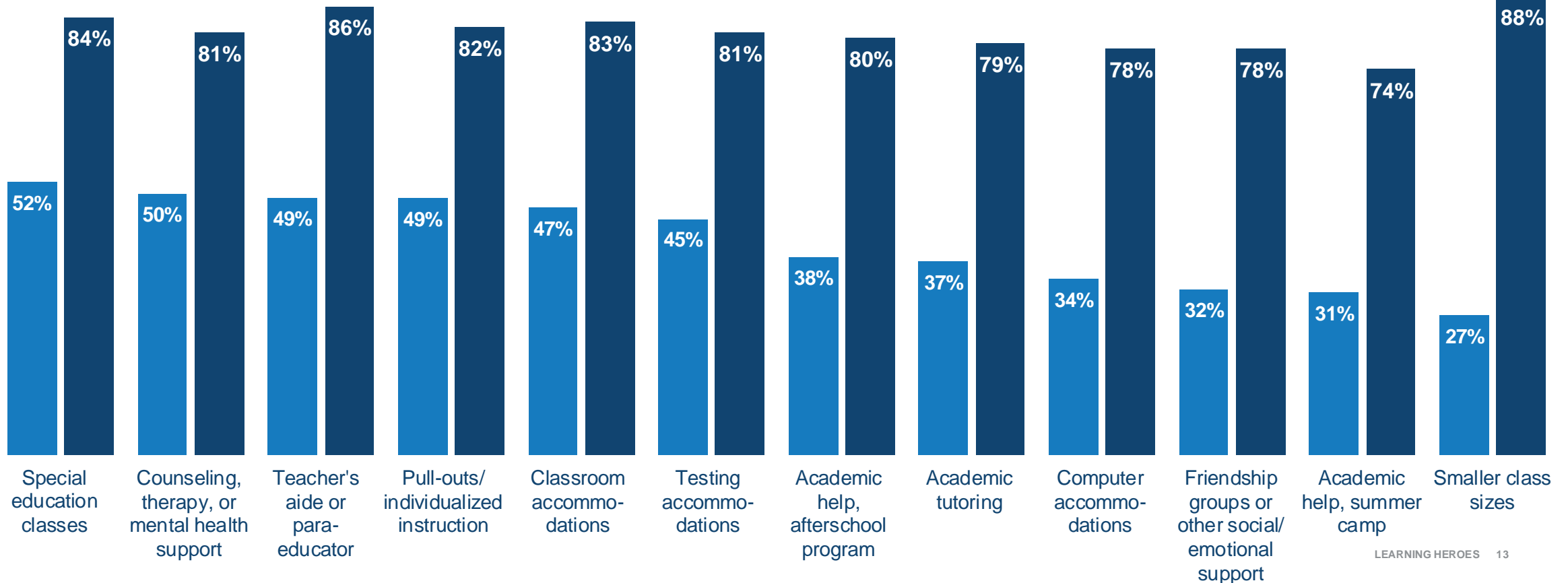
- The following educators **least** likely to feel they have sufficient resources:**
- Elementary
 - Rural and Suburban
 - **Not** Title 1 School
 - Tenure 20+ years
 - Give school good/fair/poor ratings

Few educators say their school offers small class sizes – the accommodation deemed most helpful

Which of the following services or accommodations does your school offer students with developmental and/or learning differences? How helpful is each of the services for students with developmental or learning differences?

(Among those who offer these services)

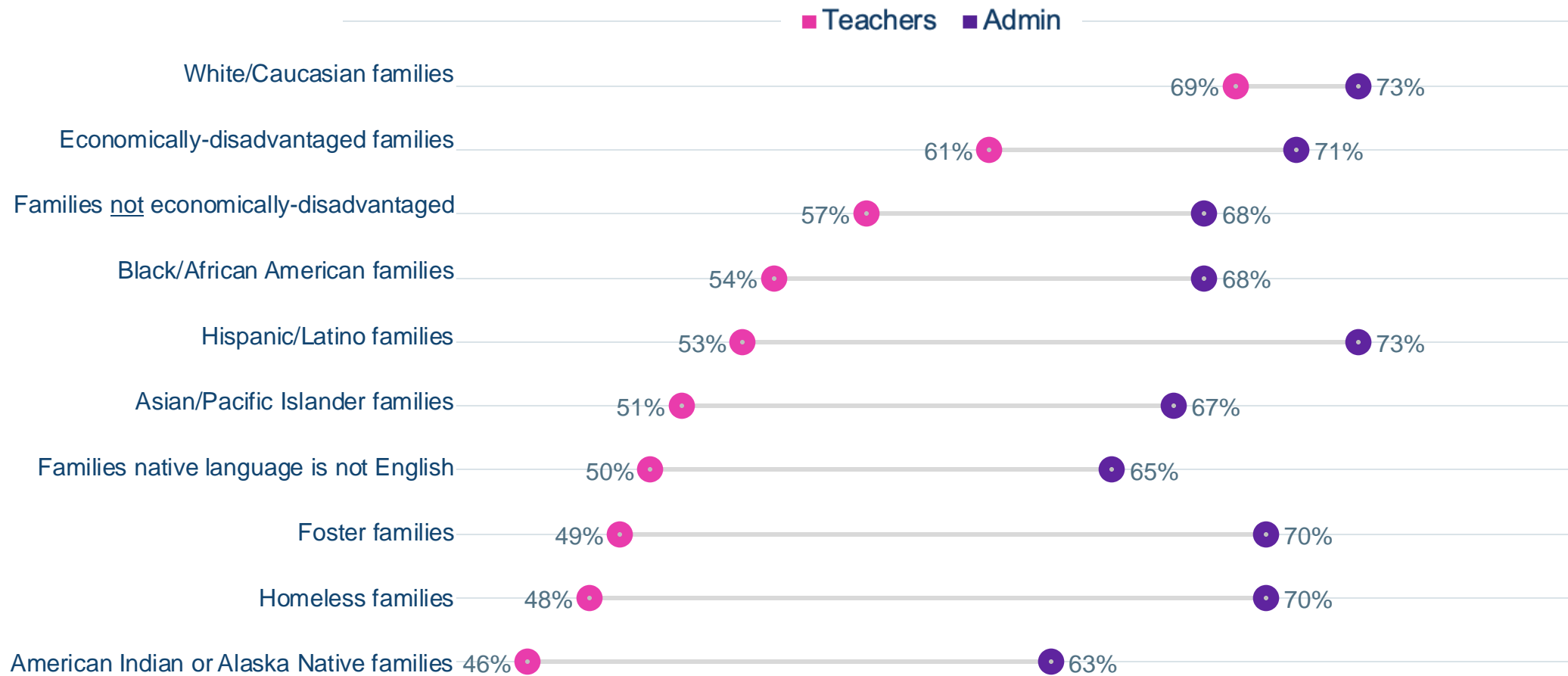
■ Offer Services ■ Extremely/Very Helpful



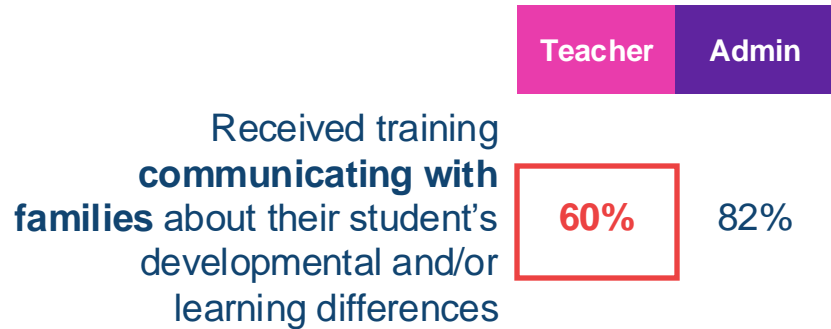
Teachers (92%) more likely to feel helpful

Teachers are more likely than administrators to see a gap between services white families receive vs. families of color

How well do you feel your school is able to meet the needs of the following different types of families whose student has a developmental and/or learning difference?



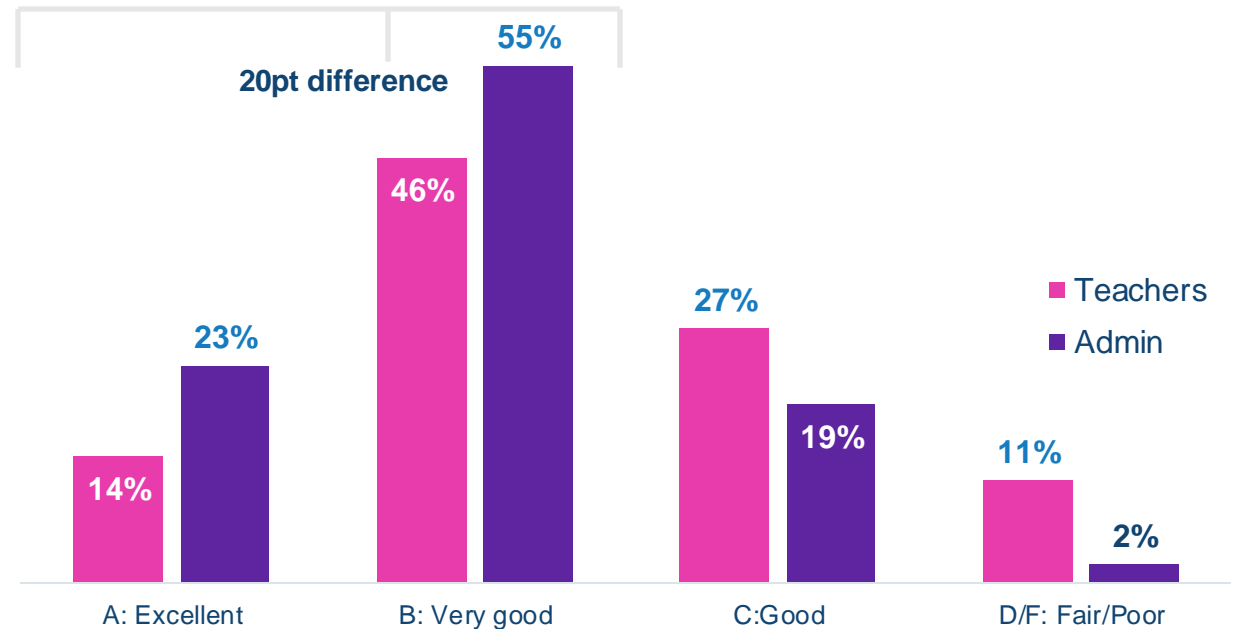
There is a gap between administrators and teachers in training and perceptions of how the school communicates with families



- The following teachers **less** likely to receive training on family comms:
- Rural and Suburban
 - **Not** Title 1 School
 - Tenure 20+ years
 - Give school fair/poor ratings

How would you rate your school in **communicating and working with parents/guardians** whose students have learning differences?

Teachers: 59% Excellent/Very good
Admin: 79% Excellent/very good

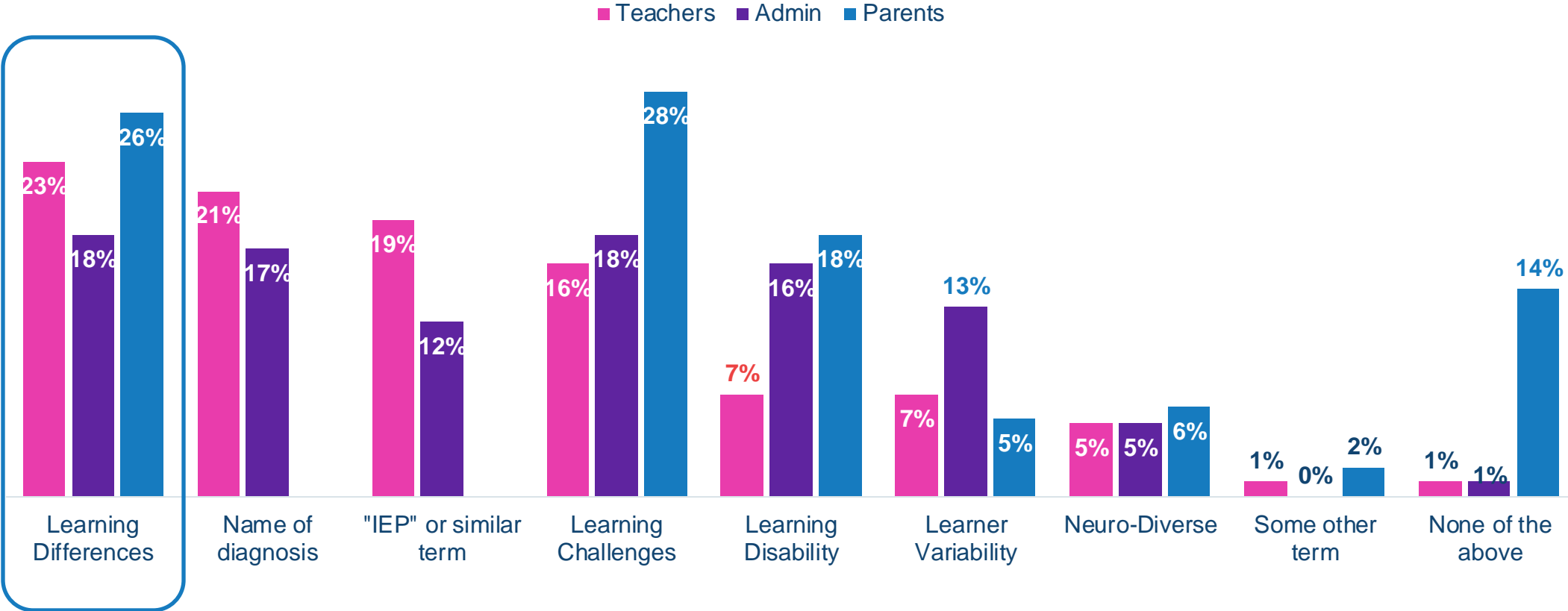


Insight to Action | Trust & Communication



The term “Learning Differences” has the most consensus across audiences

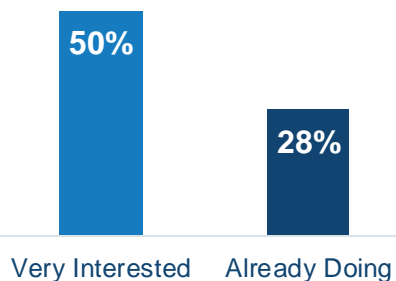
What term do you prefer to use when discussing these issues with families and students?



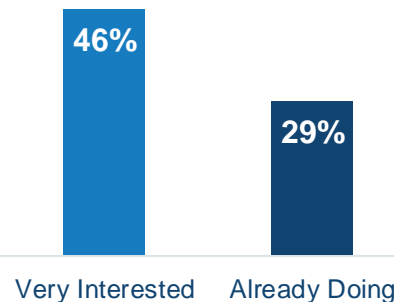
Educators and parents agree on the same opportunities regarding more concrete communication and support

Interest in different ways schools might work with families to help with their student's learning differences

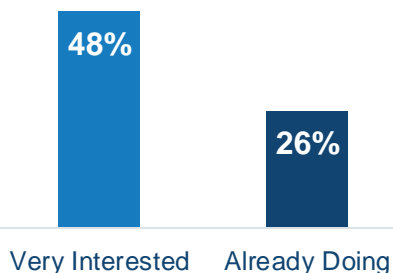
More information about **concrete ways** families can help their students



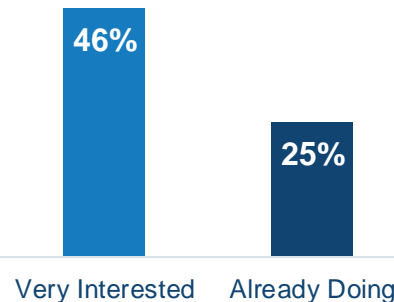
Connecting mental health provider and school to get more holistic approach



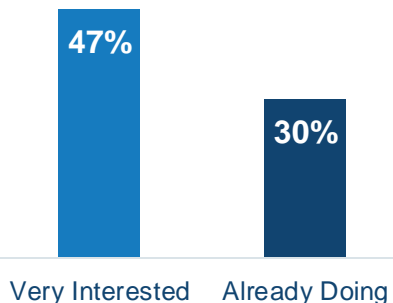
Training program for parents to better help and advocate for their child



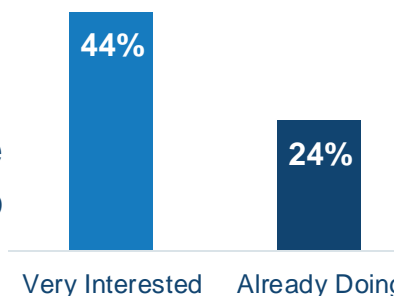
Sponsoring a parent support group



A parent guide on age-appropriate academic, social, and emotional milestones/indicators



Connecting pediatrician and school to get a more holistic approach to students' needs

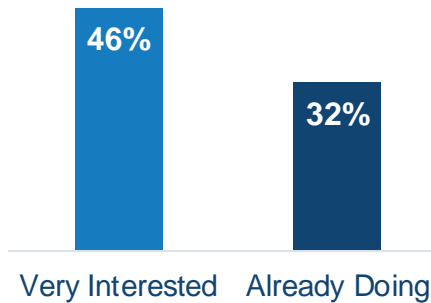


NOTE:
These 6 items are the same top opportunities Parents are ALSO interested in for their children.

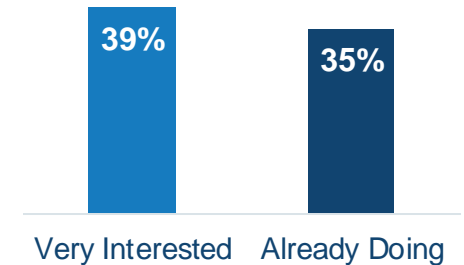
Interest in other strategies to partner with families

Interest in different ways schools might work with families to help with their student's learning differences

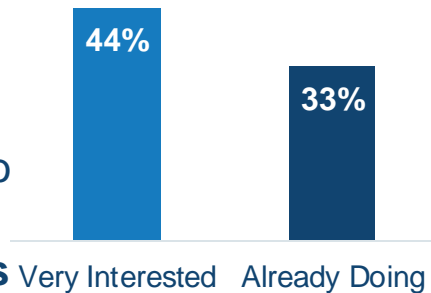
More **informal opportunities** to get to know/**build trust** with these students and their families



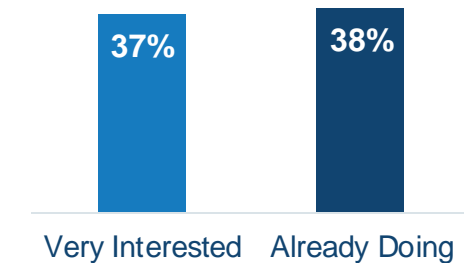
Regularly scheduled meetings (i.e., once a month or quarter) to discuss that student's development and progress



Assigning **learning specialist to attend IEP meetings or parent teacher conferences**, so everyone can better **understand the process**




Regularly scheduled emails or texts (i.e., once a week) reporting on students' development and progress




Most educators want more support in multiple areas, including building trust with students and families

In which of the following areas do you feel YOU need MORE information or training to support families and students with developmental and/or learning differences? (“Yes” among All Educators)



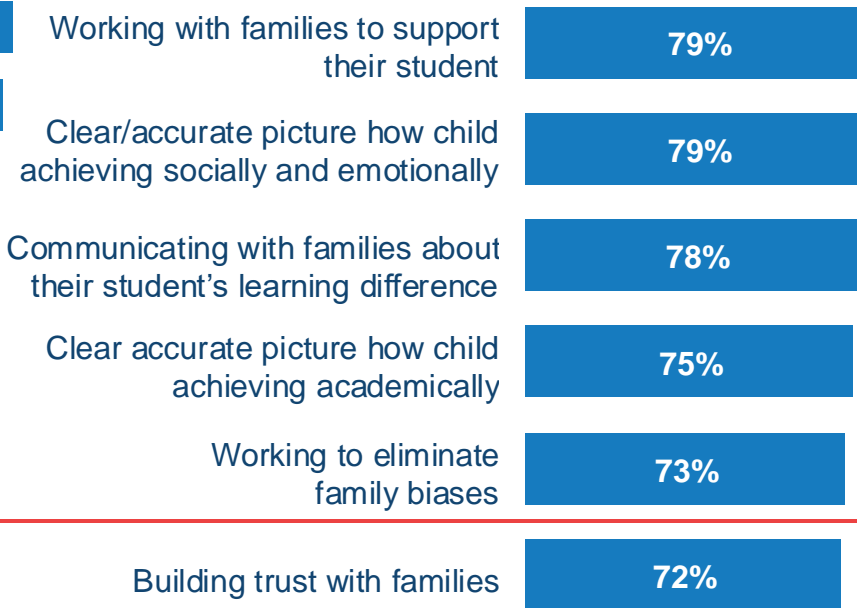
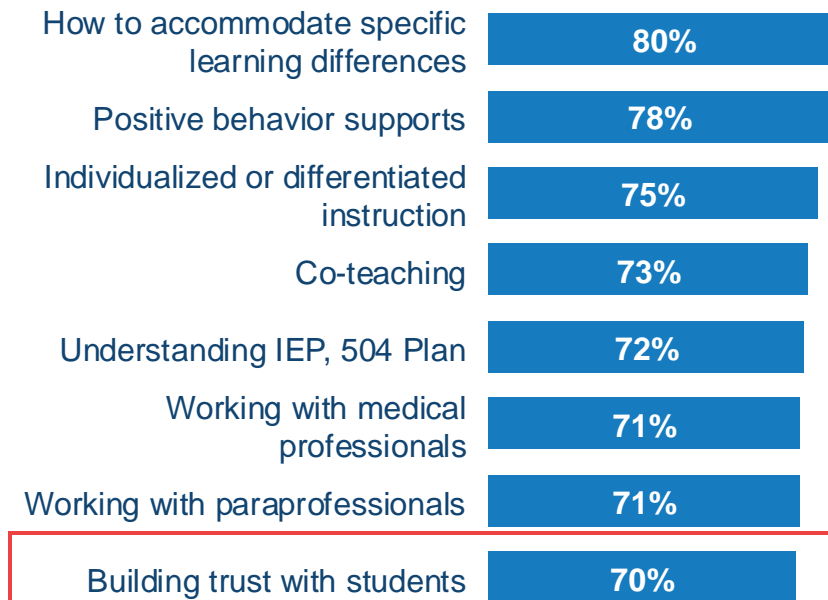
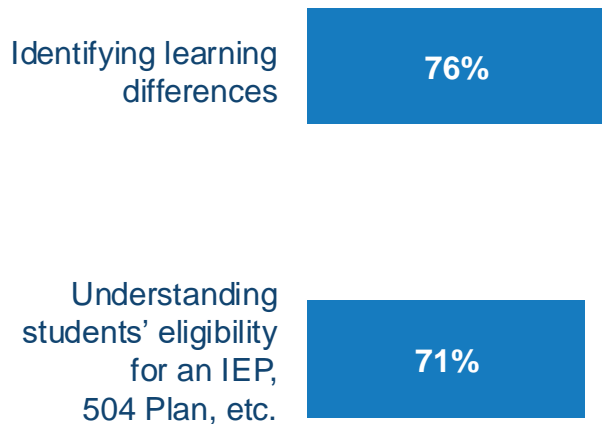
Want Help with Identification



Want Help with Instruction



Want Help with Family Outreach



Insight to Action | Recommendations



Build teacher capacity by improving training related to:

- identifying students with learning differences
- specific learning differences
- communicating and partnering with families



Prioritize an equity lens to move toward:

- sufficient resources for students with learning differences
- closing the gaps between services white families receive vs. families of color



Strengthen partnerships with families of students with learning differences:

- specific policies and practices that foster trust as well as concrete communication and information



Contact

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