

SURVEY SAYS...

Perspectives of Shrewsbury
Families About Remote Learning

A Presentation to School Committee

May 13, 2020



Thank you.



In dialogue,
individuals gain
insights that simply
could not be
achieved
individually.
~Peter Senge

Every Voice Matters.

Level	Response Rate
Elementary	39%
Middle	36%
SHS	30%

 SHSChoirs
@ChoirsSHS

Celebrating the chorus seniors on all their hard work and wishing them the best. youtu.be/K7Sc1prGULw @SHSColonials @SpsPerforming #shrewsburylearns



Class of 2020 Chorus Seniors
youtube.com

A Word About **Stress**

Emotions Are Contagious

- ◆ The brain has an 'open loop' system
- ◆ We are 'wired' to pick up subtle clues from one another



Resonance is Contagious ... So Is Dissonance

“Stress, like a pandemic, puts our brains into ‘fight or flight’ mode, disrupting attention, memory, breathing and sleep”

Taken from an article by Corinne Purtill
in *The New York Times* April 9, 2020

A Word About **Change**

In times of change, human beings tend to:

- Try to maintain practice
- Rush to solutions before fully understanding the problem
- Look for scapegoats



 John D'Auria
@jdauria

Every lesson plan a teacher creates is actually an experiment in learning. Not all experiments work effectively; some show moderate effectiveness, others don't work as planned. The important thing is that teachers learn from these attempts; that is what scientists of learning do.

Commonalities

Families & Staff AGREE that :

- We prefer learning in school.
- We are all working harder than before.
- We should be mindful about the impact of the pandemic on our children.



Successes in Grades PreK-4

■ **Communication**

On average, 86% of families described communication from their child(ren)'s school as "just right".

■ **Exchange of Assignments**

On average, 82% of families described the process of receiving and submitting student work in positive terms.

■ **Lesson Quality**

Comments from families express appreciation for opportunities for children to "see" their child's teacher both academically and socially.

Opportunities in Grades Pre K-4

■ Effectiveness of Remote Learning

On average, 55% of Shrewsbury families surveyed agreed that the remote learning plans were working well for their child(ren).

■ Interactivity

On average, 53% of families agreed that our remote learning plans feature the right amount of “live” teacher interaction weekly.

■ Connection

Despite our best efforts on average, 52% of families selected ‘Agree’ and ‘Strongly Agree’ when asked whether their child felt connected..

Common Themes: Grades Pre K -4

■ Asynchronous or “live”- which is best?

Between 10-15% of Shrewsbury families want 1-2 more interactive experiences each week, although respondents are split on whether the interaction should be “live” or taped.

■ Feedback

One theme that emerged from the Comments section is that small group time is really helpful (rather than written feedback)

■ Differentiation

How best can we meet the range of student and family needs?

Successes in Grades 5-12

■ **Communication**

On average, 88% of Shrewsbury families surveyed selected 'Agree' or 'Strongly Agreed' when asked if their child(ren)'s teacher was available to answer questions.

■ **Access to Remote Learning Plans**

On average, 83% of Shrewsbury families surveyed stated that they were aware of and able to access their child's remote learning plans.

■ **Exchange of Assignments**

On average, 82% of parents report that their child regularly completes and submits assigned work. .

Opportunities in Grades 5-12

■ Student Understanding & Expectations

On average 77% of parents surveyed at the middle level selected 'Agree' or 'Strongly Agree' when asked whether students understood the expectations for their assignments.

■ Matching Technology to Tasks

66% of parents at the middle level found their teacher's platform to be effective for live interactions.

■ Schedule & Workload

30% of parents feeling that the current weekly schedule is not enough, about 20% feeling it's between not enough and just right, and about 50% feeling that it is 'just right.' A similar split is found when analyzing parent opinions about their child's workload.

Common Themes: Grades 5-12

■ Consistent Communication

Parent comments across grade spans at the upper level indicate a clear preference for adjustments to the timing of communications, schedules for sending learning plans and due dates for assignments.

■ Interactivity

On average, nearly 30% of families at this level would like their child(ren) to have more time online with educators. interaction weekly.

■ Student Engagement

One theme that emerged from the Comments section is that parents report that some students are not motivated to complete work, while others are looking for more assignments or harder work.

Key Findings

■ Technology Support

Comments from families express the desire for support using Zoom, SeeSaw and other technology tools- or just facilitating online learning. At the same time, families need support learning how to use them- just as educators do.

■ Interactivity

Most families would like their child(ren) to have more “live” time online with educators.

■ Student Engagement

Educators and Families alike are concerned about students that are not showing up or completing work.

Next Steps



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TOPICS ▾

SCHOOL LEADERSHIP

School Leaders Debate Solutions For an Uncertain 2020-21

Education leaders are laying out plans to reopen schools in the fall, but without the safety net of a vaccine, the school year looks unpredictable at best.

By [Sarah Gonser](#)
April 22, 2020

A photograph of a young girl with braids, wearing a striped shirt, sitting at a desk. She is looking at a laptop screen that displays a video conference with a woman. A white stuffed rabbit is sitting on the desk next to her.

Together

learning kids teachers time



