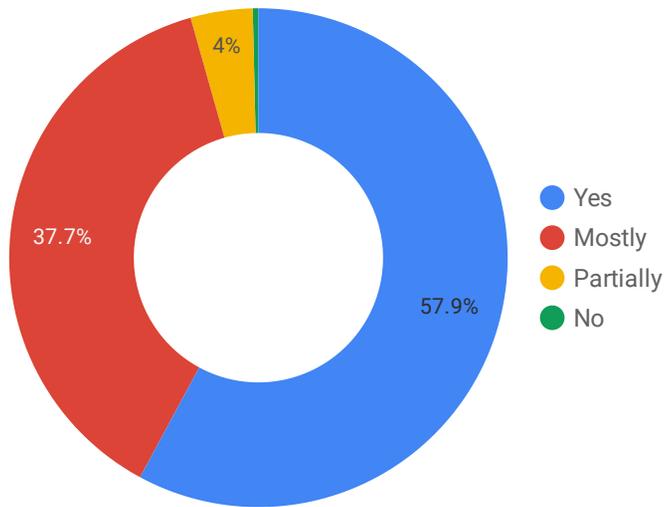
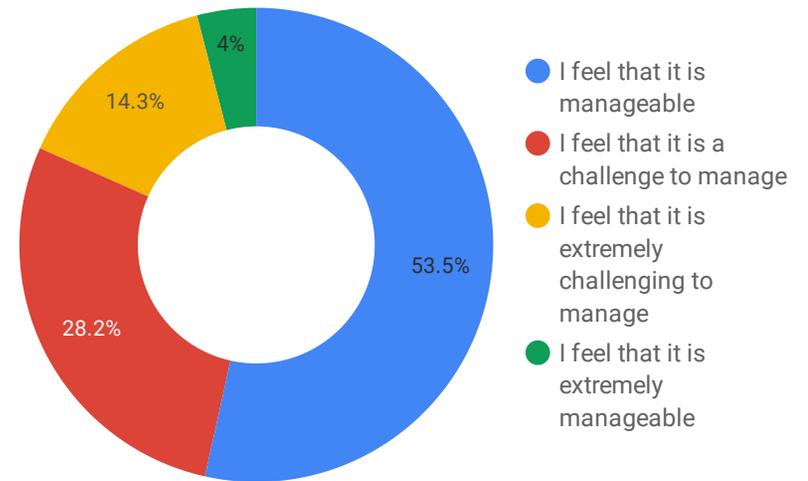


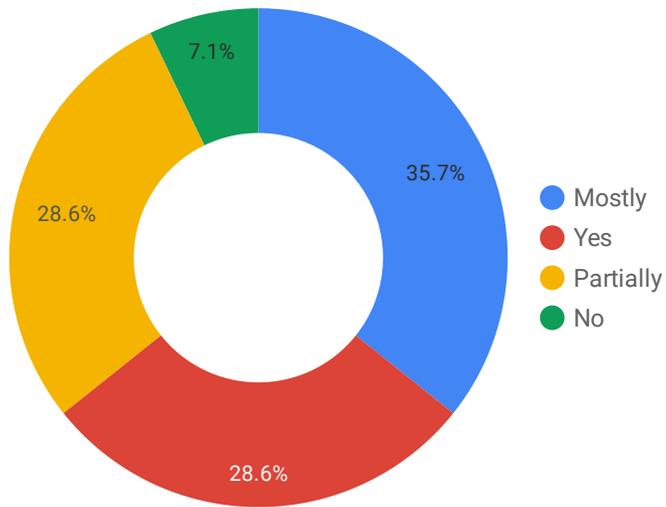
Do you feel that you fully understand the expectations and guidelines of the Remote Learning Plan?



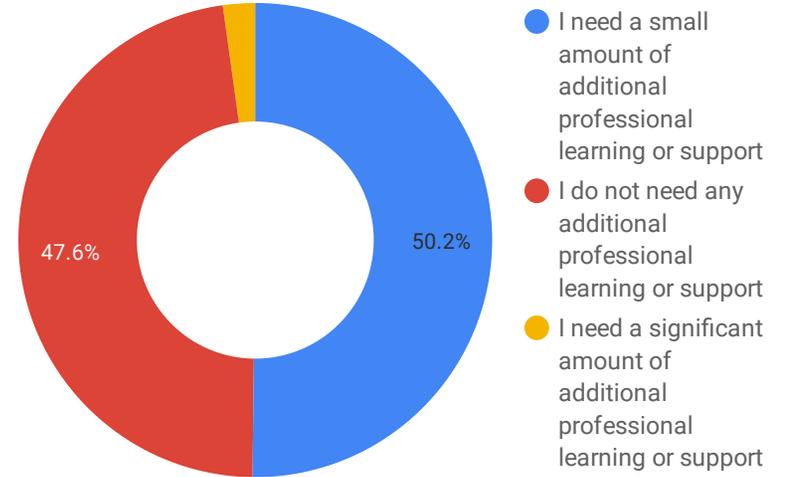
How are you feeling about managing the planning and preparation for remote learning at this point?

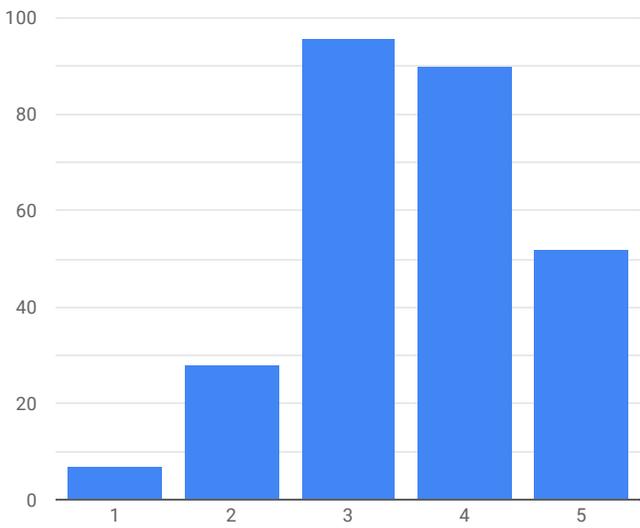


As you have had questions about the remote learning plan or the technology involved, do you feel that your questions have been answered by district staff?

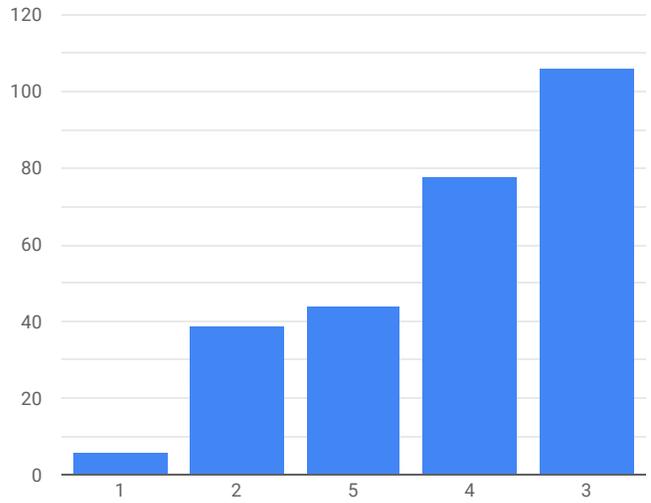


In terms of specific professional learning around *remote learning* - the technology platforms, etc. - how do you feel?

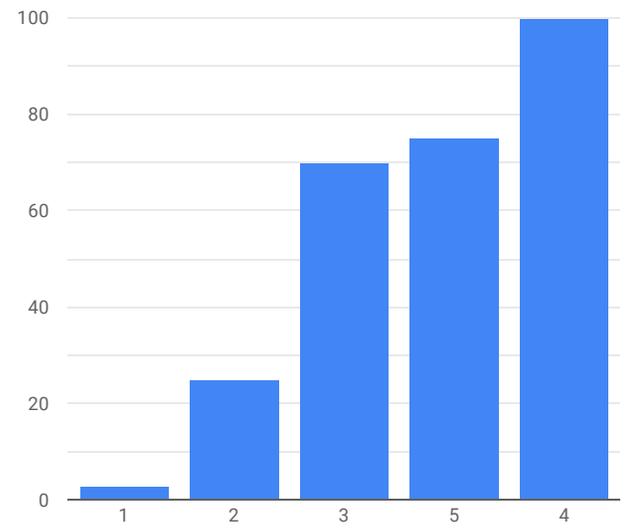




How concerned are you about the impact that remote learning may be having on your students' social well being (peer relationships)?



How concerned are you about the impact that remote learning may be having on your students' personal emotional well-being (self-esteem)?



How concerned are you about the impact that remote learning may be having on your students' academic progress?

<p>Please provide any additional feedback you feel may be helpful to our administrative team regarding remote learning.</p>
<p>After school I work another 2 hours at home each night. On weekends, I catch up.</p>
<p>As a couple of my students start to come onsite next week, it will be a challenge to teach onsite and remotely at the same time, however, there isn't time in my day to break them apart. Also, the additional time needed to ensure any area is cleaned as teachers rotate to work with students.</p>
<p>As far as I know, we can't require students to have their cameras on or make them show their faces. This is posing some difficulties in truly knowing whether or not they are "in" the class or not. Some teachers have told kids to turn cameras on but it is ok to put the camera facing the ceiling. I would like some guidance and clear expectations for this so everyone is consistent.</p>
<p>Chromebooks available for IAs & students in need are extremely slow, have frequent glitches, and are harder for our students to use. It would be nice for Preschool to have better devices (iPads aren't necessary) in order for there to be more equity in their remote education.</p>
<p>Classroom teachers seem to be baring the biggest load right now, working conditions don't seem very equitable</p>
<p>Consider better set-up if remote continues long term (monitors, comfortable seating, etc.)</p>
<p>Thank you all for your dedication. I can only imagine how challenging this is at the leadership level. A celebration, I feel many helpful technology tools have been given and clearly explained to teachers. Thank you.</p>
<p>Continue listening to the teachers and staff.</p>
<p>Depending on the subject taught, how many preps a teacher has, and what digital resources are or are not readily available, remote teaching is a tremendous amount of work. Personally, I spend most of my time creating materials (lesson videos, homework, assessments), linking assignments and resources, communicating with students and parents, teaching via zoom, meeting with fellow staff members. I, along with others, feel we are trying to be prepared for the day or the next day. It is hard to find the time to go back and review submitted work or assessments and give feedback to students. Doing this digitally takes extra time, especially when it is a new process. Many of us work all day and then work at home at night and/or the early morning. Perhaps it will get better, but there is little work/life balance for some. There is a great deal of anxiety surrounding potential plans for students to return in person while some remain remote. The staff needs answers about staffing and teacher plan time.</p>
<p>During remote learning, I feel like it is sometimes difficult for parents/students to prioritize related services/specials as they are already very overwhelmed with managing and attending to their academics. Because of this, I feel like it may become challenging for students to attend these additional zoom meetings as the school year picks up more and more</p>
<p>Expectations are not consistent between buildings. We have not been given any direction on grading or assessments. The work load that classroom teachers have right now is huge.</p>
<p>Full transparency: As much as I want my students back in person, the thought of moving to a hybrid model makes me completely nauseous. The amount of work I am doing from 7:00 am-9:00 pm is a lot; thinking about how I would need to change my planning and prep to fit my five classes into a hybrid model terrifies me to no end. I feel like I've just began finding a groove and a routine with my classes. The idea of making adjustments to this routine (I've worked so hard to get my seventh grade students on board with) right as we are able to focus less about routines and more on content is disheartening.</p>
<p>I find myself caught between wanting to protect what is left of my emotional and physical energy and knowing that a decent population of my students really do need to be back in person in order to be in school successfully.</p>
<p>Getting tech issues solved for the students has been challenging without a tech person in the building. [REDACTED] is a great coach! but is not here to problem solve why chromebooks don't work</p>
<p>Give [REDACTED] a raise :) She has been so helpful. We are lucky to have her to support us.</p>
<p>Having 30 minute class periods feels a little rushed - it makes it very difficult to get through material.</p>
<p>How long do you feel we will continue to plan for the entire grade level? Honestly, it is extremely time consuming to do daily plans and grade level plans.</p>
<p>I am concerned that a significant number of students are not actively participating in class. Even with prompting and reminders to keep cameras on, there are still students who either leave class entirely or do not respond. It is difficult to meet their needs through a computer screen.</p>
<p>I am greatly concerned about the MENTAL HEALTH of our STUDENTS AND STAFF. Unfortunately, we have rushed through learning and we haven't taught our students how to manage remote learning or how to build stamina for all of these new expectations. As for our teachers, I believe there is so much being put on our plates and it is exhausting and very draining. I believe we need to step back on all of the academics and spend more time connecting with students and allow students to connect with each other. We need to create a remote space for fun. All of our students need it. And to be honest, so do us teachers.</p>
<p>We all... both STUDENTS AND STAFF need to breathe! I truly believe if we continue to rush learning and ignore the internalizing that might be going on in our students heads, then we may be dealing with WAY more mental illness in our near future.</p>
<p>I am so happy that you asked about the students well being because it is of the utmost importance but I also feel that the staff's well being also needs to be evaluated. The staff is stressed, working maximum hours around the clock and in a position where they are isolated in their rooms for the majority of the day. It is not healthy for a group of people that went into a career to be helpers and around people all day. Staff members are juggling a tremendous work load and all of the emotions that come with the isolation and new way of teaching, while also juggling their own personal challenges, many of which go home to children that need educational support due to remote learning on top of emotional support, and they are doing it all with as much flexibility as possible. However, that flexibility and emotional well being has not always been a concern that is returned. Each and every staff member is giving 110% to make sure that every child is getting as much as we can possibly provide in terms of education and SEL but I want us all to make sure that we are taking care of each other as well.</p>

Please provide any additional feedback you feel may be helpful to our administrative team regarding remote learning.

I am working twice as hard for half the progress, at best. My students are all struggling readers and it is incredibly challenging to remediate these issues remotely. It is hard to hear vowel sounds over zoom, or to correct b/d letter reversals when the zoom camera flips a student's image, furthering their confusion of correct formation. Many students are learning in an environment where they need to wear a mask, making it very hard for me to see their mouth formation and frankly, whether they are making the correct sounds or not. I think we can all agree that this is not the best way for students to learn, and it is so difficult for me to watch my kiddos who had been making great gains last year, regress to the point where I am going back several levels to meet them instructionally. Holding their attention on a subject they find challenging is hard even in person, so when they are remote, it is even harder. I feel that all I am doing is maintaining progress, not growing it. This may be an unpopular opinion among some teachers, but I strongly believe that we need to bring students back onsite.

I appreciate that you want to give us the support we feel we need, but getting it all in big doses at the beginning of the year was not helpful. I need time to try things and get help when I have a specific question. Having a wonderful tech coach like [REDACTED] means I can ask her specific questions as they arise and she always responds to with clear directions and offers of help.

I believe the remote learning program we have currently is a safe, effective alternative to onsite learning. I believe the curriculum we are offering the students is in line with our District's high standards. For several of my students it has helped with their organization, executive functioning skills and their behavior. I would prefer that I be able to teach two 30minute blocks of time for the Foundations of Math class. I would love to be able to use part of the afternoon time to work with the students in the class and or students on my caseload with some of their other class learning activities in small grouped zoom sessions. I further believe we should continue to offer this current remote learning program. It is my personal preference to teach in full remote due to the physical health risks involved with onsite and having over 300 students and adults in the building at one time. I still do not feel assurance has been provided regarding safety protocols. For example bus arrivals and departures, how all of the rooms will be thoroughly sanitized in one hour or how there is enough classrooms to provide the small class sizes to maintain the minimum 6ft apart social distancing at all times.

I do feel that for kindergarten, the 2.5 hrs are jam-packed, some days it's hard to get to all the pieces of curriculum and I know parents have a lot to juggle on their ends, and being near their kindergartner (especially during asynchronous time) can be a lot every day. We're making it work though :)

I do not believe that the DG58 Remote Learning Plan was ever fully explained and looked at in detail with out building staff. I think this caused lots of questions that took a long time to received guidance.

I do not believe the students are absorbing the information we are presenting. Even when they have a dedicated work environment and all their supplies readily available they are still distracted, there is too much screen time, small group breakout rooms are minimally effective, technology is glitchy and frustration for all to say the least. Teacher feedback is difficult and time consuming and I'm not sure how effective.

I am MORE concerned about the EDUCATIONAL IMPACT that remote learning is having on students than any other aspect. These students are going to be so behind. I am very scared for them.

I do think that some peer relationships are struggling, but if what I see in the neighborhood is any indication, kids are playing together all of the time.

I feel it is 100 times better than the spring as far as instruction. We were caught in a whirlwind at the beginning of the year and totally overwhelmed, but are in a better groove now. I also do not think that is will be great to have to do an entire year remotely, especially at the younger grades. These kids need time in person with their teachers to learn how to read and write much better than they are able through a screen.

I feel like a lot of us are only taking it one day at a time. We have to see where our kids are each day and how they are feeling and adjust based on their needs. We are trying our best. Sometimes the kids just need to talk to each other and I let that happen. Academics will happen when they feel safe and comfortable with everyone. Some kids thrive in this type of situation and others don't. The kids really need to advocate for themselves because they aren't physically in front of us to see if they really are struggling. I think it is hard to assess what they can really do because I don't know how much help they are getting at home.

I feel like this is being managed as well as possible under these circumstances. I feel like we're well prepared and have set reasonable expectations for the kids - and they've done well with those expectations.

I feel like we are doing the best we can, but I do not feel like we have been given a lot of direction. We are expected to all be doing similar things, but we have no time to even sit with colleagues to do that planning. We spend "plan time" replying to parent emails and approving seesaw posts. I have not had adequate time to learn our new math curriculum. We need more time to plan quality lessons, and less time "surviving" each day. Less live zoom and more meaningful lessons would be helpful.

I feel like we are finally starting to get into the swing of things and it is becoming more manageable. I would like to stick to remote learning for a bit longer before we change our plan again.

I feel like we have done a great job as a district at making remote learning work and are finally getting the hang of it. We have worked hard to connect with students and provide support.

I feel my students, families and I are JUST getting into a groove. Their tech skills have improved enough that we can move on to more curriculum content without constantly stopping to solve a small tech issue. Our time is being used wisely and students have learned a lot! We have had many positive comments from parents and grandparents that this is going much better than they imagined. I'm very concerned about lost 'live' learning time should we switch to a hybrid model. I fear the suggestion that we'll need to move back and forth between remote and hybrid this year will cause a huge disruption in educational continuity, relationships and create added frustration for all as we figure out what the new routine is.

I feel that after the first week, I have started to feel much more comfortable with remote teaching. The students seem to be doing well and have shown growth.

I feel that it has taken a while to get into a good routine with remote learning but now that I have, it is going well.

Please provide any additional feedback you feel may be helpful to our administrative team regarding remote learning.

I feel that our specials should be providing some synchronous videos with the students. I'm having to help problem solve and navigate their lessons. The activities aren't taking them very long so then parents are wondering why there is a "30 minute" block if their child finishes it in 5/10 minutes.

I have never felt more drained physically and mentally at the end of each day as I have the past few weeks. I am worried about a lot of teachers burning out.

I notice my classes don't start right away on time because of students logging in at different rates. I feel a little rushed from class to class. We start independent work for 5-10 minutes at the end and class is over. I wonder if asynchronous time built in classes instead of at the end of the day, would be more helpful for students. They work for a short amount of time and have to switch mindsets to another subject. I am not sure how it is going for them to come back to that work at the end of the day.

I think everyone..parents, students, teachers are all doing the very best they can with this less than ideal situation. I am worried about my students, as I have a few that are not completing work and I don't know how to help or motivate them to do better. I am struggling too because the only way to see students' work is to have them post on Seesaw or another platform, and in order to give decent and helpful feedback, each post has to be looked at and then given a constructive comment. That is very necessary in order to help the child grow, especially in this remote learning time, but it is extremely time consuming. I am not asking you to fix that or change that, I just want you to be aware that the majority of my day is providing feedback for my students. It is hard for me not to be able to see what they are doing in real time to help pace the lesson, so they have to post it so I can see their understanding and completion. I also worry about not getting everything taught, I feel writing instruction is really lacking. Again, everybody is doing it, one day at a time, and going with the flow. But this is a challenge and certainly not ideal for anyone. I am very thankful and feel very blessed that the district does provide so many digital tools. Seesaw and Google Classroom have been a Godsend. I don't know how we would be doing this without Seesaw.

I think it would help for specialists to have more of an idea on some different ways our role could potentially be fluid or change as we flip between different options for onsite learning and things like that. I feel like our roles have been changed a lot and been a little unclear since the year started and it has caused (me, at least) a little bit of anxiety. I think I personally would really appreciate having more direct and consistent communication across all specials instead of getting tidbits here and there and not really being on the same page as each other because it gets confusing to hear things coming from different places that aren't necessarily applicable to us all.

I think that remote learning is going well, but 30 minutes is a short amount of time to really get to know students or build relationships. It always feels like I'm rushing to just get through content without being able to check in with students.

I think that the coaches are doing a great job being available, sending videos, taking 1:1 meetings with teachers, etc. For me, watching the videos keeps falling to the bottom of my to-do list because other things keep taking priority. I'm certain the videos would be helpful if only I could find the time to watch them all.

I think the district has been extremely helpful in helping us be prepared for remote planning and teaching. As a new teacher in the district, I feel fully supported and comfortable with remote teaching.

I think the preschool has done an amazing job. We have been able to work as a team and we are already witnessing growth in our students. I think our collaboration time is essential as is our time to prepare materials.

I think the pressure that is being put on teachers right now is incredibly large. The amount of work we have to do in short amounts of time has been extremely stressful and taxing. I know that it is wearing on my colleagues and myself, and feel like there is not a break from that coming anytime soon.

I think we are making the best out of a bad situation.

I want to thank administration for giving us the time to collaborate and build a whole art curriculum through the technology we have. I think we will continue using these methods as we ease into onsite teaching. Our students are engaged and motivated from our lesson videos and we consistently communicate and give feedback on Seesaw.

I wish the district had supplied chords to hook up document cameras to laptops for screen sharing to staff. Even if the district supplied an ipad stand to share with zoom screen. I had to find someone to build me one. I knew I needed something to be able to mirror what I want them to be doing.

I wish we could return to onsite perhaps in a hybrid model if it were safe. I am also concerned about the size of my class. I would have 18 students in my class if we return to onsite. It's a big class size for onsite during COVID.

I would like to see you survey teachers about their mental health.

I'm answering 3s below, because I think we are doing a fantastic job given the current climate. (In person or remote, there will always be students to worry about.) But on the whole, this round of remote learning seems to be working out really well.

I'm concerned about giving assessments remotely because I won't know if students receive help. Taking time to provide feedback on something like that when it is possible that someone was helping at home means my time isn't well-spent. I don't know if it is really the student's work. Also, it would be helpful to have more plan time to accommodate the technology platforms being used to review and provide meaningful feedback to students.

I'm hoping to receive an iPad pen soon. I think [REDACTED] said she had to order more during the first week of school.

I'm not sure why we moved to remote instruction and are now moving back when Dupage County is still averaging between 5-6% positivity. Students have just established routines only to start over.

Please provide any additional feedback you feel may be helpful to our administrative team regarding remote learning.

I'm worried that bringing the kids back (as much as I want them to come in for learning) will be good, it won't change or take away any of the tech struggles we have because there will still likely be a remote portion of each students day. (Or course, it's hard to speak to coming back specifically as we have no clue what that will involve). Also, just like there are kids that benefit from being on-site/hybrid to learn, there are kids that are rocking remote learning! It's not that one is better than the other, all kids learn differently and different situations bring out differences in everyone. Regardless, the tech/screen time is hard for us and the kids and will continue to be until we are back to a more normal school life. There's no good answer or way to manage school right now, but I worry that our work load (teachers) will change and/or increase in a hybrid setting as it's very different from remote and will have multiple expectations (managing the home kids will teaching the in-person kids on any given day). And I don't know how many times any of us can keep changing what we doing teaching-wise. The constant change (transition days, full remote, hybrid, etc.) isn't easy for anyone. I'm not really worried about the social emotional component as these kids are ALL playing together at lunch, after school, during remote learning breaks (not kidding!), etc. In fact, that's what will make coming back even harder as it's going to be hard to keep kids apart that are always together outside of "school". In regards to the last question, the fact that some of our IEP kiddos are now able to start coming is huge! Those are the ones I worry about the most. I wish we would have started bringing them in sooner!!! Also the kids that benefit from 1:1 and small group support aren't/won't get that effectively in either setting due to restrictions. I guess my biggest concern is that we change plans too many times. Sorry for rambling... I hope that makes sense.

I've worked harder than I've ever worked and this isn't sustainable for me throughout the whole school year to continue to work like this.

If we can continue to have to teach remotely and if we continue to have to be in lockstep with our teaching partners (due to potential changes in student schedules and teachers) we have got to have plenty of time allotted to planning. Converting our lessons to a digital platform and collaborating like this takes a substantial amount of time.

In my position, I'm doing specific direct instruction interventions. The lessons are taking way longer on zoom than in person. The planning isn't like what classroom teachers do and for that I do feel guilty. I make my lessons, but some might take 2 or 3 days to complete. I know some teachers are struggling because it is just so much work for them.

Individually meeting with students is more limited due to remote learning at this time. Students who need more support, have difficult home life circumstances, or difficulties with staying on/getting dropped from Zoom meetings would greatly benefit from being able to return to in-person learning sooner when possible. I think there are certain circumstances that get in the way of learning besides academic needs and students who have formalized support. These needs for students without formalized support are also important to consider in providing them the best learning experience possible as well. Students also indicate missing being able to spend time with friends and see them regularly in their day, and feel more isolated learning from home.

It has been a challenge for me to manage planning for remote learning AND onsite learning.

It is a lot of digital grading is very time consuming. The time to open, load, grade, highlight, comment, upload comment and close... may seem small but it is so time consuming. I am spending a lot of time attempting to create meaningful feedback and there is just never enough time between zooming, planning, and grading. Differentiation is also something I am having trouble with, there is not enough of me to spread around in a zoom. I am feeling overwhelmed. I know it's not a weird feeling to have right now, but wanted you to know.

It is a lot of screen time for the kids (our schedule has students on for over 3 hours for synchronous, and a lot of the asynchronous activities end up being assigned via Seesaw because we are unsure what else to do). I try to give them screen breaks, but overall it is still a lot more time than I would like them being on their screens and I am struggling with how to address this concern.

It is a lot of work, but any model will have additional work this year. I would actually prefer to stay remote, but I am probably only one of the few. Each day we continue to have more and more success. Which is something to celebrate in kindergarten. Thank you for all your hard work!

It is difficult trying to support Resource students remotely. There are so many factors in home environments that impact their ability to attend - talking/commotion in the house around them, extremely tired in the morning, eating/snacking right after the "lunch hour", access to toys, access to multiple screens(playing video games off to the side), ability to find necessary materials for specific subjects.

It is evident that you are doing all that you can to support us, so thank you!

It is stressful and I feel as though I am not supporting those students that need more support. It is overwhelming and hard.

It is very concerning that we are pushing to have small groups before having any data on these students since last Dec./Jan. The math program especially seems so fast and rushed. This program is not designed for a 30 minute session and it is taking a toll on the students who have not only missed part of last year, but also are struggling to keep up with the fast pace of getting things done. We need to slow down. It is affecting the mental health of students AND staff and is not something that we can continue to do this way for the entire year. To quote an email from a parent.."is this a sink or swim math program?" I am now put in a position to have to defend my teaching and decisions I am not a part of.

It would be nice if classroom teachers got the same amount of plan time as others groups of teachers. I'm not sure how that would work, but it would be much appreciated.

It would be nice to NOT schedule meetings during the afternoon plan time. This time is precious for remote learning. Please have meetings in the AM so there is a hard stop time. Also, please do not put more on our plates. I would also like to see admin coming around to teachers in their buildings to talk about how things are going. I rarely see many other staff members throughout the week. Teachers need to be checked in on personally to feel that they are supported.

It's just so time consuming and the payback (in learning) is so slim-we can't even make the kids keep their video on

██████ has done an incredible job of offering support and following up on how things are going. She has been so so helpful!

Please provide any additional feedback you feel may be helpful to our administrative team regarding remote learning.

Just being able to work with students in GROUPS instead of individually (via Zoom) has been life-changing! There is no way to do every lesson for every student without grouping and leveling them. Now I feel like I'm actually teaching and can truly work on goal areas with my students. My next concern is how to meet student needs when some begin to come in person, and if we go hybrid and most will come in person...how do I keep doing my groups and lessons? There is not enough time in the day to teach one lesson remotely and then the same exact lesson again to a student or smaller group who comes in person. Right now, we are looking to bring a very small number of students on site. I think it is going to go well for those few. But more families are going to want this for their child and I'm only one person with a completely full schedule for lessons. As a special educator, I still need some time to work on reports and all of the paperwork. I am hesitant to give up my lunch but I'm not sure what the other option would be. (I realize that if we go hybrid, all of this will change and we'll have to start anew!)

Just this week, I am finally feeling like things are starting to be more manageable as far as planning and preparing, however, it is very hard to keep up with valuable feedback on the asynchronous assignments that are being turned in. So much of the feedback we would be able to provide students in person is verbal, however, now it takes way more time to provide valuable feedback to students on Seesaw. I'm not sure how much feedback is expected and on how many assignments each day. There doesn't seem to be enough time in the day to get everything done. Starting with a new math curriculum through all this, which has so many different components to learn and become familiar with, sure didn't help and is very time consuming.

Many of the kids are having a tough time. That being said, I cannot see us bringing them all back. It would be horrible for everyone involved if we were to switch back and forth. I have personal family experience with 2 other districts and needing to get tested and take time off. Working from home, then, if possible is even worse! And, it does NOT simply affect the teacher...it affects the immediate family and extended family and anyone they've contacted as well. It become exponential and I certainly hope our admin is taking that into consideration. It is definitely NOT a one and done thing.

Many teachers seem to be feeling very overwhelmed right now. Between the planning for and trying to teach effective lessons over Zoom, to creating hours worth of asynchronous activities each day, to delivering instruction, to having hundreds of SeeSaw activities to give feedback on, to trying to find time to collaborate with their teaching partners, many teachers are working from morning until they go to bed at night, every day of the week. Yes, some parts have gotten less stressful as the weeks have gone (for me, at least), but it's still a lot. An eventual switch back to some sort of in-person learning will also bring on added responsibilities for teachers, so please try to keep in mind how much we are already juggling when considering what else to add to our plates.

Maybe additional communication to parents about importance of specials and how submitting/ or submitting assignments will effect their grade. Though I know [redacted] mentioned that already recently. Everything else has been really good.

More tech support daily. Not on the fly, but times to get questions answered.

My biggest struggle is being connected to the schools that I am seeing groups where I do not attend. A lot of trust has been put in my to run these groups, but I feel very disconnected.

n.a

N/A

N/A

Need a lot more guidance around 4th grade math...too many resources, not enough time and little guidance to know what needs to go to fit into schedule.

[redacted] has been a big help and has gotten back to me really quickly with all my questions.

The most challenging part of remote learning is not being able to easily help students one on one when they are confused. It is hard to stomach because if they were with us in person, I would be able to privately help them grasp concepts that are challenging.

Not at this time

Not every student is trained to look for feedback on Seesaw. This makes it hard to communicate with them, since we have no other way besides email. My practice is to comment either by voice or text on a post that needs more work, and I click "Send Back". Many times, students repeatedly resubmit the activity with no changes. The first time they resubmit/no changes, I leave the opposite type of feedback from my first time sending back (voice or text). After that, I just keep sending it back. It would be helpful if the classroom teachers would review how to look for comments on draft activity responses.

Some families seem to see art as more work, and one more thing to do. They don't seem to realize that while YES we are a content area with real things to learn, there are mental health benefits to creating - in the sense of a relaxing, meditative, rejuvenating experience. Just as with music, and the physical release of exercise. How can we communicate this to those who may be missing an opportunity for their kids to have that shift into a more creative mode? And is that a priority?

Now that we have a consistent plan, I think it would helpful to keep remote learning going longer (first trimester) until we switch to a hybrid model.

Please provide any additional feedback you feel may be helpful to our administrative team regarding remote learning.

Our preschool students do not have devices that are most effective for remote learning. Interactive activities are very difficult for young students without a touch screen. Many of the students using district chrome books are causing significant noise feedback when it is their turn to participate. Additionally, those parents and my teacher assistant using the district chrome books have reported that the sound cuts in and out and echos most of the time. Instruction is interrupted. In addition, some of the preschoolers are unable to unmute their devices to participate because they do not have a touch screen. With some families managing multiple young children there have been times when my students are in tears with frustration because they are trying to talk to me and can't. In addition the families using the chrome books have had difficulty getting the invite to their break out rooms. They are not getting the "Join" button on their screen and are then left looking at a blank screen. If we are to provide an equitable opportunity for all preschoolers, we need to offer devices that are age appropriate for them.
Also, In order to participate in the seesaw home learning activities, students need to use the touch screen.

We need touch screens for our preschoolers!!!!

Overall, I think it is going very well and I believe this is the best way to provide a consistent educational environment for our students. Also can we find a way to do one-on-one foundational skills assessments for kindergarten? (I am happy to share my ideas on how to get that done) I would love to have data on my whole class to be able to provide the best instruction possible.

Parents (at least in kindergarten) continue to use learning time to ask tech questions, even when though I have asked multiple times for them to call the tech office or fill out a Help Desk ticket or wait until the "end of the day" to ask questions.

I think remote learning is going much better than I anticipated. Overall, the students are engaged and the parents seem to be handling facilitating the learning well.

Please bring the kids back. Especially the ELL ones that do not understand what is going on.

Please know that I completely understand that this is my job. I understand and accept that I am here to teach students and help their families during this time. As I told families at CN and will always tell families, I will give your child and family 110% at school. However, I am finding it difficult to understand what the district is doing to help the staff's mental health and stress. I keep hearing that "we are doing everything possible to help our families, students and staff...we are all in this together". I am not sure how we are being taken care of? This week alone, we had a faculty meeting, Curriculum Night, 2 surveys sent out that need responses asap, grade level meeting notification for next Monday. We are putting up a great fight and hitting the daily challenges and frustrations head on like the champs that we are. But many of us are working from morning til night making sure everything is planned, prepared, ready to be implemented, going through 80+ seesaw assignments, and answering the non-stop emails of the day to name few things we are faced with each day. Then, we come home to our family: try to answer their emails, make sure they are ready for their events, make sure they are succeeding in school, etc. I'm not sure why we need to be held accountable at work until 3:45 everyday? I'm not sure why there is not consideration for a half-day remote/teacher work day in our schedule? Sometimes just getting out of the building and into the comfort of our own homes is enough to relieve some of the stress we face each day. Being around other people, our families especially help tremendously! Having a half-day synchronous remote for students and allowing the afternoon to be asynchronous one day a week could help teachers feel better prepared and not rushed.

Plugging in all the links for everything on the remote planning documents is so time consuming, and having one document for the whole grade level leaves no room for an individual teacher to make a change based on student needs in the class or change materials from whiteboard to paper.

Remote learning has been difficult for my students who have two working parents or have little academic support at home. Teaching responsibility and independence (which is huge in 3rd grade) has been challenging through remote learning. I also find it difficult to truly assess my students on their academic abilities. I do not know how much help they are getting at home or how much they are truly doing in their own.

Please provide any additional feedback you feel may be helpful to our administrative team regarding remote learning.

Remote learning has been extremely challenging, and I have many concerns. I'm going to be honest about some of the frustrations that the elementary classroom teachers are currently facing. The teachers at my school (and many friends at other district schools) are becoming more and more frustrated with the lack of time equity among all teachers. With remote learning, most classroom teachers, resource teachers, and social workers don't have a moment to take a breath.

It's not new that the classroom teachers typically have much more to do than some other certified staff members: more to plan, grade/give legitimate constructive feedback, communicate daily with students/parents, run a ZOOM Curriculum Night, do virtual conferences. However, it has been extremely apparent during this remote learning time that not all teachers are working the same amount. This year, we were promised more collaboration time with our peers across the district. We've been given less than two hours as a grade level to meet to come up with a plan. We haven't had time to adjust the plans our summer working group created when we were still planning on being in person, so our time frames aren't completely realistic. The struggle is that while we barely have time to go to the bathroom or come up for air from Zoom, we're seeing our specials teachers being given lots of time to collaborate. We've heard them making comments about being planned for the trimester and beyond, how they have time to collaborate on their lessons with each other, and seeing their Tweets about doing extra projects that have nothing to do with working with students. Some have complained about the amount of Seesaw notifications they have even though they have time built into the day to comment on assignments.

If remote learning continues, can we please find a way to relieve some of the extra stress of classroom teachers and find a way to be more equitable about "work" time for all teachers? Can we somehow find more time for classroom teachers to have meaningful collaboration with colleagues both inside and outside of our schools?

Effective remote learning is possible but takes time. For example, the fifth grade Bridges presenter told us that the implementation would be "hell in year one;" this was in February when we thought we'd be teaching in person. She told us prep would take hours each week to do it effectively. Now we are trying to adapt it to being remote. My teaching partners and I spend at least 5+ hours a week to just be prepared for math that week. We work through our lunches every day. While the other core subjects that we teach are more familiar to us, everything needs to be adapted to this new remote format, and this takes time which we don't have. If we're okay with mediocre, then what we're doing is fine. If we want to actually do a good job for the kids and try to make the best of this difficult situation, the time it takes requires extra hours every day.

Let's be creative. I know some specials teachers who want to do more. One day a month could be a "specials' led" day where they're responsible for the learning that day. Classroom teachers might spend a ½ day collaborating with teaching partners and a ½ day participating in grade level meetings. Classroom teachers could give the specials a topic for each grade level, and each department would develop lessons for that topic. For example, fifth graders are currently learning about U.S. history and the Constitution. The specials teachers could collaborate to plan a day in which the topic was explored further. Art lessons on the topic could be more of an "art appreciation" style about artists and famous artwork from that time period, and there could be a creation piece as well. Music lessons could focus on songs, musicians, and instruments from that time period. Library could add a reading lesson or share a story on something pertinent to the topic. P.E. teachers could research games/activities and run a game/activity that was relevant in the day or they could focus on a mental health, stress relief, mindfulness lesson. This extra day a month would allow for classroom teachers to have legitimate time to plan, collaborate, and recharge. The specials teachers could only have to develop lessons for a grade or two if they collaborated. The kids would love a change of pace and an opportunity to see some of their teachers through live lessons and different activities.

The morale in our schools is currently very low. The teachers are all on the same pay scale, and the difference in the amount of work and collaboration time is just not equitable. Many teachers are already nearing their breaking points, and we've only just begun. We're concerned about our students' mental health, and we legitimately should be. What about the teachers?

See time factor in question #6

Small groups seem nearly impossible in a remote setting.

Sometimes it's not the training but just another set of hands to help support students. It is hard to find the time to address all of the planning, emails, feedback, checking, grading and technical support issues. Some days there are not enough hours. To find the time to support students that are struggling with technology, I have to give up addressing one of the above mentioned items.

Splitting the work between the curricular learning groups has been extremely helpful in managing the planning and workload, specifically in the creation of the asynchronous activities. That can be very time consuming so working together on that has been very beneficial. After seeing the possible hybrid plans, I am concerned about the workload increasing significantly especially with the second option. Teaching in person in the morning, remote in the afternoon, and monitoring asynchronous activities somewhere in between is a lot to maintain. Right now, we are only planning for one type of instruction and providing feedback on asynchronous activities when we are not teaching which helps in managing the work.

Students need to be put first. There needs to be time for SEL to be included in our daily plan. The kids need to have time to check in with us, to ask questions, to interact with one another socially over zoom, etc. I feel like we are shoving curriculum down their throats. There needs to be a balance.

Teachers, including myself, are working an extreme amount of hours outside the "work day." Since we are on Zoom so much of our day, my teaching partner and I arrive at school around 7:30 each morning, stay until past 5:00pm, and are also working at least 3 additional hours after 5pm at home. It is extremely difficult to manage, especially when trying to take care of a family. We are given very little time to plan together or give acceptable feedback on all of the independent work the students are turning in on Seesaw. The pacing that has been given to us from the planning groups is also difficult to keep up with when doing remote learning.

Please provide any additional feedback you feel may be helpful to our administrative team regarding remote learning.

Teaching in a remote format involve a significant amount of planning. When possible, please make us aware of changes to schedules asap. For example, we are working to build out schedules and assignments for the next week. Adding something like Map testing significantly adjusts what has been planned and assigned. Time- Time is the huge thing we all need more of this year.

Thank you for all of the help and support with remote learning. I know this is challenging for every person involved. Getting updates, check ins, and support with tech and curriculum has been great and appreciated.

THANKS for all your hard work!

The amount of the prep and checking of work is very challenging. I am not sure if this had to do with having 24 students. When you consider 24 x the amount of items that are sent on seesaw, it is a considerable amount of time checking in work or providing feedback. While we are onsite we are able to provide feedback while students are working. We are unable to do this since we cannot see what students are completing at the time. Every lesson that is taught needs something more to add a virtual component. I find myself working after school and while I am at home. This is takes away from time with family and also helping my own children with their learning. I feel the amount of work that is need to do remote learning is unsustainable for a long period of time.

The asynchronous time at the end of the school day has been EXTREMELY valuable for social studies teachers who are piloting a new curriculum program this year. Time to collaborate with coworkers has led to great success and innovative learning for students.

The below questions are about our students and their emotional well being. Teachers are working harder now than they ever have. I feel like there is not enough check in with the teachers running this ship. People are crying all the time. People are overwhelmed, and stuff keeps getting added to our plate. I am worried about the students, absolutely. But I am also very concerned about the teachers in this district. This is going to create a lot of burned out teachers if we keep working at the rate that most of us are.

The consistent schedule has been a huge help. Students are where the should be throughout the day. Being consistent is making EVERYONE'S stress levels go down a bit.

The long planning period/lunch is extremely helpful.

The pace is too fast for students. We need to take into account that students will need more time to process the material as well as we must address technology issues and work submission issues at each class period. This eats into our instruction time and makes it much more difficult to complete lessons that we are aiming to complete in one class period. Also, the increased time required to provide feedback in this environment makes it hard to plan effectively. For sixth grade having students be able to see grades in power school would help immensely. We share feedback and grades in google classroom but even invited guardians are unable to view this.

The recent changes and getting more into the swing of things have definitely helped. The beginning of the year was extremely chaotic and challenging; although I was also switching classrooms and grade levels I feel that is would have been just as stressful if that were not the case. The beginning of the year made me feel extremely unprepared to teach kids while also managing additional tasks and expectations related to remote learning. You all have done a great job listening to the staff and really hearing our feedback to make changes. THANK YOU!!!!

The Remote Learning Academy was very helpful for me as I was planning for my lessons. [REDACTED] and [REDACTED] provided us with a great overview as well as excellent slides as reference.

The remote learning docs are cumbersome for specials primarily due to multiple buildings/grades but I'm not sure there is a good work around for it.

The sharing of lesson plans does not seem to be an efficient use of teachers' time.

The situation is less than ideal. I am spending lots of time planning and I feel that is difficult to execute the lessons because the students are not with me and there are technology issues at times. A few parents sit with their child for most of the day and give them the answers this makes it difficult to know what the students knows or not. In addition, some of my students need support from the sped teacher, speech, math intervention, etc and students may not show up to their other teachers classes and then they do not receive their services. Finally, when students are sent to work independently as I work with small groups when it is time for the child to return to me for their reading or math group they do not come back and I am sending the parents messages on Seesaw asking them to have their child come to the Zoom meeting.

The sooner we can come back to in-person learning the better!

The teachers are very apart... not many people coming out of their rooms because everyone is working so hard. There is a lot burn out already and its not even October. We need to be worried about the staff too.....

The team planning groups have made my day to day planning very functional! I feel that we are getting into a good routine and I continue to get ideas from my peers to make the experience better for students and parents. I think it is too early to shift to an on-site platform. I feel the switch could potentially halt or damage the progress we have made so far, especially for students who will need to start over with a new teacher, and especially if they have to switch back again if onsite was found to be unsustainable. I think the effects of those transitions need to be weighed more heavily against the "onsite is best" mentality. I think "consistency is best" holds true for many students, families, and teachers *even if they don't realize it at this moment*

The time we have built into the day for planning is critical. This time is imperative for the day to day planning, adapting learning to a remote environment, as well as approving/commenting on student work.

The two hours to plan after class has been extremely beneficial! However, it still has not been enough time to get everything done. I am still having to do work at home. I guess I just want to stress the importance of having time to plan. We are having to recreate/create new lessons in order to meet the needs of our kids and the 30 minute class time.

Please provide any additional feedback you feel may be helpful to our administrative team regarding remote learning.

There are still so many challenges and now that we are "living it" things are popping up. With guided reading groups in full swing I am now on Zoom from 8:15-10:30 (when specials start) straight and then from 12:30-2:30 straight. Catching up on Seesaw posts, emails, and helping a first year teacher navigate everything is brutal. I spend the majority of my weekend creating Seesaw activities, Google Slideshows, and planning. Most nights are spent catching up on Seesaw posts and making sure I'm ready for the following day. I don't think a hybrid situation will do anything but increase the amount of work being done "behind the scenes" - more activities for those that are not in attendance that day/time, more emails, etc.

There are no good options currently. I think many of us are starting to get into a routine (always challenging at the beginning of a school year) but are worried about bouncing back and forth between models.

There was not choice for Resource Teacher so I chose classroom teacher.

Thirty minute classes go quickly and it is hard to get through much, especially when students have been reluctant to speak up. We are finding workarounds like using chat and jamboard or other digital tools, but I really miss the class discussions. Also, being on a zoom call from 8:30-1:45 is really difficult for students and for myself.

This statement is in regard with the questions below. I am not concerned about their peer relationships. They are very engaged with me and each other on zoom. They love when they come on to say hello to friends and help each other out when we are on zoom. especially if someone is having a problem. They jump in and give assistance, especially if its a tech problem. I feel their self esteem is still going strong. I am unsure about their academic progress. Right now they all seem to be engaged and staying with me and understanding our topics. I guess time will tell when we begin more formal assessments. From what I can tell by their participation they are getting the concepts.

To do everything effectively, we have to use time outside of school, now more than ever. If I had any less planning time, I wouldn't be able to stay afloat. That includes a couple of hours of work at home. Feedback is very important right now, and that adds a huge chunk on top of planning and making things user-friendly for kids.

We do not have enough time to manage the "small stuff": checking in work, responding to assignments, touching base with students are either not doing their work or are not joining required ZOOM times. There is very little opportunity to differentiate. I am slowly learning my student's levels, but the lows are getting lost and the highs are getting bored. The technology issues have been a nightmare.

We need bridges training again, help with teaching a new curriculum online.

We need to slow down. We need to put students first, make sure they are getting their SEL more than the 15 minutes a day. We need opportunities to check in, play, ask about them as individuals as we are trying to get to know them over a screen. We need to show that we need to care for them and curriculum is not the driving force.

While it has been challenging to get going (schedules, parent consent, setting alarms and getting in touch with parents, sending home materials), I do feel like things are better now. It is frustrating that the plan will likely change in the next few weeks and the students who struggle the most with the executive functioning of remote learning will have to learn a new schedule.

With curriculum night here, parents are asking a lot of questions about reading/math small groups, report cards, conferences, etc and I feel like we have no information. What are we expected to tell them?

You all are AWESOME and I know you have so much on your plates. I want to thank you for all of your help and we couldn't do it if it weren't for your amazing team. So, thank you thank you!

If you indicated the need for additional learning/support, in what area do you need that support?

A few of the tools for Zoom (Notability, Bridges online tools, etc.)
accessing Benchmark from my Clever, Notability, Bridges Intervention
Additional learning and support with the new math curriculum.
Additional zoom training for when I substitute teach
advanced use of google classroom for sixth grade and above.
Advanced Zoom, training on multiple screens so I can see the kids, high interest plans for the kids to get them engaged
Apps to use for remote learning
As circumstances arise, I will need to fine tune my competencies on specific platforms, but I am not sure what those are at this time.
Big Ideas - we had all that training before ever having taught it, now that I'm teaching it I could use some pointers.
Big Ideas and the social studies pilot program
Big Ideas for 6th Grade
Big Ideas, Google classroom (issues with why some kids get the work while others don't, etc.)
Boom Cards
Bridges
Bridges
Continue teaching us tips and tricks for Zoom. Please also continue to provide us time to work on our remote learning plans.
Continue to have Jenny teach us.
Continue zoom help
Continued support in Seesaw is needed. I am sure with more practice I will feel more comfortable with all of the technology.
Currently we are using seesaw to assign all student activities. Now that we have 1:1 ipads I would like some additional training on the online supports from the curriculum platforms. I am not sure that we are totally ready to use them yet or need to at this point however, understanding the options would be great!
curriculum
Different ways to use newer platforms we are not used to using but have quickly learned, it would be good to do more in-depth learning at this point
Expectations for grading and assessing, not sure if that fits in here or the question below.
Giving students control of the screen seems to be difficult. I'm not sure if it's just how Zoom is with their iPads or if there's more to it.
Google Classroom
google classroom
Google Classroom, Ipad Apps, Bridges Apps, Split Screens
Hard to define
How to best support student access to benchmark texts - library vs assignments? How to best demonstrate writing instruction - using the iPad as a document camera has a lot of issues with lag time, but unsure of another way to approach this.
How to manage workload. Seesaw posts are our go to so we can see if kids are completing work and to give us insight on how they are doing. There are so many posts to go through. Is there a better way? How are others managing all of that? Also, how are they grading? Are they putting a 3-2-1 on the Seesaw post, in the comments(written or voice). Thanks!
How to use google classroom effectively for 3rd graders. What is the benefits of google classroom vs seesaw?
How to use the securely student device monitoring system effectively. It would also be beneficial if the professional development for technology was differentiated for teachers because teacher are at different levels with their tech skills. I would like to learn some more advanced skills. I appreciate the information that has been shared with us so far, but I could have either learned some of it on my own or already knew the information.
I appreciate the continued tips and updates on using online resources.

If you indicated the need for additional learning/support, in what area do you need that support?

I appreciate the videos from the coaches for students/teachers about using tech tools within Zoom or SeeSaw. Those are quick for me to learn from and easy to share with the kids - which is key at this time.

I believe that I can continue to learn from others about the best and most effective way to get material to my students remotely.

I do realize that I can always learn more, however what I am doing now is what I can manage. I'm sure I could add more, but right now I have a good flow on what I am doing, so I do not see the value in adding more/different at this point.

I don't know Seesaw

I feel good right now but things might come up in the future.

I feel there is still more to learn about the best ways to share screens. The writing on my materials shows up backwards when I use my iPad to share.

I have found the Remote Learning Academy presentations that [REDACTED] has done to be very beneficial! She has shared tips and tricks that have enhanced the remote learning experience for my students. I'm sure that there are additional tips and tricks that would be helpful in assisting with fine tuning the remote learning platform.

I have found the staff technology meetings useful. It gives me the chance to hear what others are finding successful in using technology remotely.

I honestly don't know what I don't know.

I just feel like more overall ideas/tips would be good to learn. I don't necessarily feel at this moment thought that I'm having problems with zoom, seesaw, etc...I just like to learn new techniques/tools.

I just need more practice in general with some new stuff.

I know the tech team is overwhelmed, but I wish they had more staff to support them. It takes so long to fix a problem, and parents lash out at us in the meantime.

I need a training to learn how to use Seesaw (from the very beginning, most basic steps).

I need another person to come in and help teach small reading groups which I have not started yet. I can't be at two places at once. [REDACTED] and I share an aide and it is very difficult because she doesn't speak Spanish at the level she should be able to teach small instruction. Her Spanish is sufficient enough to teach phonics in Spanish and English split. My day is 80/20 so I need more support in Spanish.

I need more support in the technology end of things. I have things I would like to do but no one to help me set it all up. I would like to see the coach more often. I know that they are very very busy, but I have only seen her once and then she was overwhelmed with questions. More time allotted to each building would be nice. I feel like we are forgotten over here at El Sierra.

I need more time actually trying zoom and making sure I have a full handle on it. And if you you want me to teach via zoom then I would like to be in one building so I can also have a set-up like classroom teachers... not traveling from building to building each week.

I need support on technology issues that come up during my Zoom Calls. I need quick ways to problem solve so that my lesson is not interrupted by technology issues. For example, how do I plug in my iPad to the computer during Zoom calls? ([REDACTED] is looking into this for me- THANKS!)

I need to get in contact with my coach to ask for help with the breakout rooms.

I need to learn how to use some programs for creating and assessing digitally. I can get this help from colleagues or my instructional coach.

I only said a small amount because I want to really dig deep into what we can accomplish on the platform. I want to know all the ins and outs and figure out ways to use them in class.

I only would need additional support if there are other features that haven't currently been shared.

I still have an old iPad. I find it pretty difficult to effectively use it the way I would like in class. I have issues with downloading Notability and I do not have a pen for device. I feel as though I don't have much of a choice but to only use my computer.

I still need to get accustomed to navigating between several apps and programs to effectively provide instruction. I'm still not fully comfortable with Seesaw (activities, creating folders, sharing, etc.) and Zoom has been hard to get used to with utilizing breakout rooms and adding alternative hosts. I also would love to know more about Notability, which I have played with slightly, but am not proficient in.

If you indicated the need for additional learning/support, in what area do you need that support?

I tend to figure things out myself. Any support I need would be for more advanced ideas or when things aren't working the way they are supposed to.
I think I could be doing math better but I do not know what to ask at this time. I might know more in a few weeks.
I think teachers need more support on how to implement content itself remotely
I think that just continuing the tips that we share with each other or the Remote Learning Academy that [REDACTED] did was awesome!
I usually need to ask specific questions which [REDACTED] has been great about answering.
I want my students to engage more with one another. How can I get students to collaborate in small groups on Zoom? I cannot manage multiple breakout rooms at once. Is there another way?
I want time to practice all of the amazing ideas that have been presented to us. With so much on our plates, it's hard to find the time to do this.
I wish PD was scheduled by levels. I may need help in one area, but I do not need to sit through the basics on other areas. I learned a lot by trial and error on my part or with a coworker's help. I personally remember stuff better if I can be in my own learning space. PD on how to move my zoom screen to my projector screen, did not help in the gym. I found a coworker showing me physically in my classroom how to move my stuff to projector screen was so much more helpful. I would prefer more hands on, then watching a presenter do something.
I would like an organized list of online platforms teachers are using with their students. Then I need time and guidance to try new platforms out.
I would like more time with our learning coach for Math. Since she is now pulled in so many directions, it's hard to get time in with her and she is so beneficial to have on our team. It's frustrating because I do work so closely with her and need her and now it's so limited. It's hard to complain since this is our new norm but, I did want you to know. It stinks.
I would like to explore more apps or ways to engage students.
I would like to have an iPad stand. I have created my own, but it is not ideal. I know they have been ordered, but it is frustrating to not have what I need!
I would like to time to actually learn one or two programs in detail rather than an overview of 10 things to try.
I would love to expand my usage of google classroom.
I would love to have the opportunity for professional development with some of our technological platforms and ways we can use them in PE. I have done some research on my own and it's amazing!
I'd like to know about new ideas and additions that are being added all the time, but I'm okay for right now on what exists.
I'm new to Seesaw this year and will (be have not yet) reached out to my instructional coach as needed.
I'm not ready for anything new right now. I feel like things are going okay and while I know there may be other great options out there, I don't want to have added pressure when I'm not 'treading water' as horribly as I was in the spring! SO maybe I need some support from time to time...I like that I can reach out to [REDACTED] (who is awesome) and can get help when needed. Going to a workshop is not what I'm looking for at this time.
I'm not really sure, but I feel like I could always learn more!
I'd like more understanding of the different apps available and how to support Ss with their Chromebook issues.
If and when specials become the zoom teachers, this is one area I feel we could use PD and practice time with our coworkers as meeting participants. (Though my coworkers who have subbed already have had some experience.)
If I have questions I ask our instructional coach
Implementing and managing break out rooms using multiple devices. I know how to make break out rooms, but I would love tips on how to effectively use them with young students. Better ways to project live materials (books, writing pages, etc.) during Zoom meetings.
Ipads
Is there a way or website to download a video from YouTube as a video (MP4) so as to not use SafeYouTube. I used to use a website, but it no longer works. Preschool IA's (at Puffer) would like some additional training on how to use Chromebooks.

If you indicated the need for additional learning/support, in what area do you need that support?

It is not that I need additional support, I feel overwhelmed because I'm learning 5 or platforms all at the same time, while rewriting and adapting every lesson to these digital platforms. It takes TIME and experience. The trainings [REDACTED] has provided, have been really helpful. She has also been awesome at stopping in to see how things are going and always answers some technical question for me on the spot. I hope that this type of support continues, even when we move to a hybrid model. We need our Instructional Coaches more than ever!!!!!!!

It would be helpful for IA's to be on iPads or macbooks. The chromebooks are glitchy and do not allow for them to fully participate.

It's more like when something pops up, having the tech coach or whomever is available be able to help right away. For example, [REDACTED] was able to help me answer how kids were able to delete Google Classroom assignments and how to reinstate the assignment. I didn't need a whole training on Google Classroom, just that important piece.

just continued availability of instructional coach to answer questions quickly (which she has so far!)

Just continued practice to become more efficient...

Managing assessments remotely; securely does not appear to work well.

Managing zoom sessions

math instruction with Bridges -- this has been the most challenging part of my planning. There are so many manipulatives and hands on activities/games that are difficult to facilitate over Zoom. Maybe some other people in the district are having more success with this and would like to share what's working well for them.

Maybe a continuation of colleagues sharing 'successes'? At Herrick we seem to have some great email communication almost daily of tips and tricks and ideas. Especially as the year continues on, ideas to keep student engagement high would be always welcome.

Maybe a little bit on some new features or capabilities. on Zoom, but for most part feel pretty comfortable with it.

Maybe some review on Seesaw and how to get the kids to stop submitting the same activity five times. I am not sure what I am missing in the setting.

Mirroring between macbook, ipad and zoom without having to keep switching screens.

More quick tips with tools and new tools to help support students

More tech support- more ideas/solutions for assessment

Of course there is always more to learn. [REDACTED] answers all my little questions and has saved my sanity.

Organization strategies for all the electronic materials and options to stay efficient during sessions.

Pear Deck, Ed Puzzle

Pilot program for SS, the presenter is not showing what we need on a daily basis so it is nothing our district can do. More is not always better

Providing intervention remotely, benchmarking remotely

Quick solutions to common tech glitches that arise so that Zoom calls & screen sharing work smoothly.

remote learning- breakout room sessions, onsite-delivering instruction during direction instruction special education

Screen sharing on Zoom, Google Classroom for preschool students

Seeing things from the students views it is hard to trouble shoot if we are unable to see what it looks like from their iPads/ apps/ Seesaw/ Zoom

Seesaw

Social Studies pilot

Specific settings for my personal zoom meetings. (5-10 min quick session)

Subbing and utilizing different teachers' remote setups as well as how to log in to their accounts in order to make the day run smooth, etc...

Suggestions for valid and meaningful ways to assess student learning with primary students in this format.

Technology -how are we to teach when technology glitches constantly. The students received minimal tech training and are expected to "know how" to woth with the technology to learn.

The functionality and capabilities of Zoom - joining meetings and being able to have the ability to create breakout rooms for individual student check ins.

If you indicated the need for additional learning/support, in what area do you need that support?

The MS students have a new tough screen Chromebook. Many students not use the feature. All work to discover how to write on docs and edit is being done by teachers on their own time. MS got training on GC and Zoom which we were comfortable with. There was a list of other platforms the MS wanted to learn about and that was never addressed. We have different needs that elementary

The SS pilot program!

There's so much to know and do. And we only know what we know, so maybe it would be useful if the best of the best ideas were shared as a reference or by coaches. A collection of great ideas! Time is so limited. I would love to know the most useful, user friendly tips. The shift-4-command small screen shot changed my life a few years ago and that was such a simple thing. Do you know what I mean?

Also, give us choices of what we want to learn more about. We need to make the best possible use of our time, which is so limited.

This is new to all of us and I think any tools to improve upon what we are already doing would be greatly appreciated.

This is such a unique experience and I feel like everyday there are new ideas and methods that are coming out. I would just like to keep current on what tools we can use to make this experience the best for our students.

This is where I can use my first-year-ness to my advantage. I have found that I have been able to keep up with the tech part of remote. My students know that we are in crazy times and I need their full flexibility and honesty on what is working and what doesn't. I have found that my students have loved being able to have a say in what works for my class and what doesn't.

If there was a way that teachers could share resources, sites, or findings district-wide, I think that would be helpful. I'm not sure what it could look like but, if someone has a better way of doing proctoring quizzes (so far I've found success using Formative...but just as an example), I'd love the ability to go through a see other teachers' successes.

Tips and tricks just to make things go more smoothly.

To be honest, I am not even sure what I need. I know that I am not using certain platforms to their fullest capabilities but I am hoping that will come with time and use.

Troubleshooting Zoom and Seesaw, Guided Access on the iPads and Setting Timers (teaching students/families how to do this from their device)

use of progress monitoring tools for math and reading

Using online teaching platforms, ie how to use documents and write on them

Using Seesaw effectively for interventions

using technology to the best of my ability to make speech interactive and more engaging.

Videos for my IEP students to watch to help them remember how to login to Big Ideas and how to navigate Big Ideas as I am new to Big Ideas and could use more training myself. I also need additional support on how to record my lessons for my IEP students to replay later for additional review or for a sub to use in the event I need to quarantine and then how to organize those created videos.

Ways to differentiate or just effective learning strategies.

Well, sometimes we are taught things that I did not even know I needed. So while I feel as though I'm doing fine. I do learn a lot when [REDACTED] has helped us. She has been a wonderful resource!

Workflow in general and making things "easy" for the kids to understand, access, and complete.

would love some more zoom support to learn new tricks

Zoom

Zoom features that would help to make the flow of student sessions easier. I know there are feature that would assist in managing small group and whole group sessions, but would like to learn more. It is a tool we are using a lot every day, but yet we have received very little actual training on how to use its features.

Zoom tips and tricks

Zoom- but I am finding that I can easily contact my instructional coach when I have specific questions and that seems to help rather than being taught something that does not specifically apply to me at a given time.

If you feel the planning and preparation is currently challenging to manage, what might help make it more manageable for you?

Although it is very challenging and time consuming, I think that it is slowly getting easier. The beginning of the school year is always incredibly busy. This year just has so many added layers with technology, safety protocol, adjusting lesson for a remote platform, etc. As we continue to move forward, more help from the specials teachers would be wonderful. If they could have some of the live time or plan some extra lessons, that would be helpful. Again, it is very hard but it is getting easier and slightly more manageable.

Assigning less independent tasks on Seesaw that require feedback? More time to plan with partner to plan.

Because the ways we are modifying our instrumental music curriculum to adapt to remote learning make it look so different from what we typically do in-person, it would be helpful to know how long we will need to instruct and support our students in this model.

Being live on zoom all day, planning, writing plans down for myself and filling in all plans for parents, and responding to all student work on Seesaw is not realistic or manageable. I bring an incredible amount of work home each day and still can only work one day at a time -which is not how I like to work.

Better self certification for the kids

Block schedules limit the asynchronous time I can work with students; students want that time to work on their assignments. The block schedules are set, which means some service providers are sharing the time to accommodate students. Some afternoon meetings have made it necessary for me to change my students' zoom schedules, which is hard on parents/students. Not starting any meetings until after 2:30 moving forward, would be helpful.

Clear expectations to parents that teachers may not check every single SeeSaw assignment as we have 150+ per day to look at and that we are only required to do 2.5 hrs synchronous so there WILL be independent time throughout the day that isn't on Zoom as some expect us to be zooming and checking in with kids every minute.

Even though I said it was manageable, tomorrow we start small groups and I feel our planning time is going to be cut drastically. I actually worry about the planning time when we come back to onsite.

Everything is fine, all things considered. Hard, but fine.

I feel like I know my students and my families have been great...acknowledging that this is my first year as a teacher AND remote learning, etc. That being said, we have divided planning up for every class I teach. If I were to make adjustments to anything I'm doing right now (ie: adding anything additional to my to-do list), I don't think I could make that work for longer than about a week.

I know that we are doing the impossible and what we/I am doing is a ton better than what it could be, but also I personally am always working. I have not yet had the ability to really be able to take a break so far this year. Yes, I am new and the first year is a lot of work, but I truly feel like I never reach the bottom of my todo list during the week and it simply grows as we go into the next week.

I'm not sure what specifically could make remote planning/prep more manageable per se, but I am definitely giving it everything -and I mean everything- I've got and at the end of the day, I still feel like I'm racing to catch up.

For teachers who have over 50 students and more than one prep, we are expected to have that many times the amount of lessons and assignments made. In addition to keeping up with making everything digital, and keep track of students academically, it is challenging to find time to stay in touch with parents during the 8 - 3:45 day. Please do not ask us to do anymore!

Having a new curriculum in math has been the most overwhelming thing to me. It is so hard to teach something remotely that you haven't taught in person with students.

Having access to online resources and materials that are engaging. Some were ordered, but have not received login information.

Having classroom teachers not assign asynchronous activities

Having curriculum books, having ipad stand. Students who do not show or come and leave and choose not to complete activities.

Having everything I need as far as adjustments to curriculum due to COVID in one place. It makes it harder for teachers when we have to find planning guidance, essential standards, etc for each subject in a different place online.

having great team members in my building is key

Having the full plan time during my day to plan because I am having to bring a lot of work home in order to not feel like I am going day by day.

Having to coordinate with other 8th grade ELA teachers on exact number of tests, assignments, and point totals has been frustrating. It would be easier if we said "do these standards, have this number of each type of test by such and such date" and then I could run with that.

If you feel the planning and preparation is currently challenging to manage, what might help make it more manageable for you?

Having to have our plans fully prepared on the remote learning app by Sunday is tough. You either have to work on them throughout the week all while trying to juggle the day to day or work over the weekend on them.

Having to plan on Friday afternoon and weekends is a challenge. We never are sure if we can complete everything for the week as it is a fast paced environment. Also, planning on technology that doesn't always work is a challenge and having to over plan and prep in case this occurs

Help in providing asynchronous materials if we are expected as classroom teachers to be on zoom all day. No time to prep or plan for the next week, trying to be prepared for each day. Working day by day, subject by subject rather than having a flow. We need help planning materials or need less time on Zoom.

Help with remote slideshows, google classroom, and asynchronous activities

I am not sure making shared grade level lesson plans is the best use of our time.

I am worried that we are not writing lessons very fast. We will have 66+ lessons just for T1. I can't imagine live teaching and writing lessons at the same time. Maybe as we go on... there needs to be set time for art to keep writing lessons together. Like no teaching once a week so we can write and plan.

I do not feel that I have room to breathe or get to know my students. I have set times to teach set curriculum and the flexibility to change is gone. We have to keep going so we are on pace with all the teachers in the district. With a new math curriculum there is not enough time to teach what is expected and the added expectation of teaching a small group when the program is not designed for that is challenging as well. The remote learning document is also hard to manage. I do not feel that parents need to know what we are teaching during Zoom time. If it is truly like an assignment book, they should only be aware of what is needed to be done independently.

I do not feel that we have received all of the professional development opportunities that are outlined in the DG58 Remote Learning Plan

I don't know what could be done. The document that is shared each week with parents and students is obviously helpful for most of them, however it is challenging to manage that and communicate changes. That serves as a baseline, but teachers need to prepare their own far more detailed plans, then create a way to share all of the information with students in this setting. It is hard to create anything super detailed as far in advance as a week out.

Additionally, many of us are worried that we are going to be bouncing back and forth between remote and hybrid. We are starting to get the hang of remote and get into a groove - I cannot imagine trying to start planning for a hybrid model.

Another challenge is that we/I spend the vast majority of my time on Zoom between the synchronous learning & small group time (which is asynchronous for some). During specials, lunch & plan, and at the end of the day I can easily have 100s of Seesaw posts, tons of emails, and still need to prepare for what is next. I think this would be worse during hybrid.

I don't know what would make it easier. All lessons need to be recreated to be virtual which is very time consuming .

I don't know. I think that admin has done a lot to support us already. Dividing the work among the art teachers has been very helpful. Collaborating together has been very helpful. Being released back to our own buildings allows me to create my videos at work rather than at home, since in the art room at [REDACTED] have my own space and all the art supplies I need are right there. It allows me to easily check in with my school community and other teachers of my students.

Yet, even though I am not creating 7 separate lessons every week like I was in the spring (I did switch over to grade level band lessons eventually), the lessons we are making are definitely deeper and richer, more coordinated and intentional than those we made in the spring (as they are also part of the process of developing new curriculum to be used yearly), and therefore take more time to create and respond to. I am grateful for the opportunity to have a true team approach and yet still very worried about time management going forward.

Right now, I am working beyond my .3 - and I can't imagine adding in Zooms that will take up the time I use now to plan and respond to lessons. My time right now is spent collaborating, creating lessons (make video, make voiceover, export video, create seesaw lesson, add video - the processing and uploading time of the video alone is a lot!), responding to lessons (most often by voice), tracking student engagement (as I approve an activity in Seesaw, I also check it off in PowerSchool), responding to family messages, checking in with teachers regarding certain kids, adding weekly assignments to the remote docs, and creating a video for each grade every Sunday that introduces the lesson they will have - as a continued touchpoint with my students AND to help them to understand what is expected of them for the week. On zoom, this last piece will not be necessary, since I will see them "in person", but everything else will still need to be done. As it is, this week so far, I have worked about 4 hours outside of my regular hours. For example, yesterday during work I spent most of my time creating my lesson for this week, but I did not get my videos finished, so I finished them up at home, so I can spend my time Friday responding to the Seesaw posts that are waiting for me. My time spent on nonessential tasks at work is minimal - I get to work, work, and go home. Which is my nature: do the job well and get it done.

If you feel the planning and preparation is currently challenging to manage, what might help make it more manageable for you?

- I don't really have a good answer for this question. It just seems like there aren't enough hours in the day to get it all done.
- I don't know. I appreciate the curriculum guidelines with plans listed for us, that has definitely helped. But we are still teaching all day, dealing with technology issues, answering emails, checking in student work, giving feedback, pushing out assignments, meeting with teaching partners, and on top of all of that planning for the next week where it all starts over again. It is the actual planning each day and pushing out the materials and then giving feedback and chasing kids down that aren't doing the work or showing up for zooms that's the hardest and I don't know how admin can help with that. Something has to give. Working at home for hours each night and on the weekends can not be the norm. However there is no other way to get it all done.
- I feel at times it is challenging to manage. Continue teaching us tips and tricks for Zoom. Please also continue to provide us time to work on our remote learning plans.
- I feel giving us more time to plan and prep for lessons for the week will truly be helpful. Like having more hours during the school day to give us one full weekday to plan with district/grade level will get us more consistency and meaningful materials.
- I feel like classroom teachers are struggling with the lack of planning available to them. My team is in a different boat entirely because we are asynchronous.
- I feel that the plan is manageable right now, and I have gotten into a groove of how to accomplish tasks. What worries me, is when we need to start planning for the 2nd trimester for 6th grade, that it will be extremely challenging to manage the daily teaching responsibilities and plan for the entire trimester.
- I find the amount of meetings that we are having makes it difficult to find time to collaborate effectively with my team members including therapists and other preschool teachers.
- I have 2 languages, 2 grade levels and 2 curriculums to teach and this is extremely challenging to manage. In addition, I am translating most of the math resources into Spanish and this is time consuming. The Bridges online games are not in Spanish, the language that I need the students instructed in. Finally, some of my parents are having a difficult time managing technology.
- I have no idea...more time in a day, which is not possible. Work all week and every day of the weekend.
- I teach 4 different classes at the middle school level. It is VERY challenging in a normal year-- this year is beyond that...
- I teach split classrooms and it is extremely difficult to do. Planning takes twice as much work and teaching is also not the same experience as the other general education classrooms. I feel that my students are not getting a full school day experience as many families are juggling logging in and logging out during the day. Parents have also expressed how difficult it is to know when to log in during their grade level time. Now at week 3 most have understood the routine. I do have a couple of students who are disengaged during the lessons because they are home with someone who cannot help them.
- I would love some clarification on my subbing expectations.
- I'm finding the collaborative planning is helpful, BUT I'm still needing to tweak suggested plans to accommodate my students' needs on a daily basis. Weekends are still filled with hours of creating plans and posting. A larger chunk of planning time to work with my teammate would be helpful.
- I'm not sure what will help, there is just a lot prepare for especially with small groups now thrown into the mix.
- I've navigated most of the tech and prep on my own. I'm still very frustrated with Securly and not having the communication and security options Goguardian gave us.
- IDK... that's the problem.
- If everything was in one place.
- It is a lot of planning and making old lessons/ books/ assessments usable in a google doc form . It is also a lot to meet with other grade level teachers to make sure we are all doing the same thing.
I also think grading and checking work takes a lot longer because the kids are not completing work and submitting it in a timely manner or they are confused about technology as well.
- It is difficult to keep pace with your teammates, let alone the rest of the district when you know you need to some repeating, clarifying, or reteaching because you know your students need it, even though we've been told to try to do this. Changing plans based upon just me is difficult, and getting parents to understand that they need to check the document daily because of this is also tough. Doing small grouping will make this incredibly more difficult because of time constraints.
- It is really hard to keep up with planning and grading/giving feedback for 148 students every day. The tasks that could be done to check for understanding in the classroom while class is happening now have to be done digitally after class because there is not a lot of time spent off the spotlight in Zoom. I feel that I am constantly playing "catch up." I am not sure what can help that situation besides a new schedule and/or a vaccine.
- It is very challenging to teach remotely and on-site at the same time.

If you feel the planning and preparation is currently challenging to manage, what might help make it more manageable for you?

<p>It isn't just the planning and preparation that is challenging. There is not enough time in the day for planning, checking asynchronous activities, and other daily classroom tasks. Many teachers including myself, are spending 10+ hours on weekends, just to stay on top of things. I don't really have any answers or suggestions.</p>
<p>It would be great to have the necessary curriculum materials needed for kids.</p>
<p>It would be helpful to have assistance in managing and creating asynchronous activities.</p>
<p>It would be more manageable if I didn't have to juggle remote learning and onsite learning at the same time.</p>
<p>It would help the music team if the tech department could learn a little more about the website we are using this year (Quaver) so that instead of spending so much time on figuring out how to solve tech issues, we could be responding to other questions and creating lessons and refer families to the help desk when they're having troubles.</p>
<p>Just maximizing the time given to us, really focusing on the priorities, keeping meetings short & sweet</p>
<p>Lack of prep time to complete both classroom onsite lesson planning, as well as remote learning instruction. Differentiation is an obstacle.</p>
<p>Learning how to use available programs/tools will make the workload more manageable. Dividing work between colleagues will help. (Some of this is happening.) The creation of digital materials, in addition to grading and giving feedback digitally, will always be a lot of work. Time for teachers to do this work, in addition to collaborating with colleagues and helping students outside of regular class time, needs to continue to be provided no matter what phase we are in.</p>
<p>Less meetings, slowing down the pace</p>
<p>Less tasks from Admin</p>
<p>Less time in front of a screen. I am spending so many hours outside of the work day (every day) on my computer: planning for the next day, updating documents, checking in student work, providing meaningful feedback, answering emails, etc. I feel fortunate that my children are grown and the only person who needs any sort of attention from me at home is my husband. I have no idea how classroom teachers with children are managing. There is no down time. Classroom teachers are SYNCHRONOUS quite a bit even though individual students are not. My eyes (& brain) are physically fatigued everyday.</p>
<p>Less time on the screen. The amount of time outside of school hours I spend on my screen to make sure things are ready to go for the next day's lesson, provide feedback, email with parents, check in student work, update documents is overwhelming.</p> <p>One of the suggestions teachers got was to use Facebook groups as a way to get Bridges materials that can be used remotely. It would be amazing, if these things could be pulled for teachers. As a brand new curriculum for most teachers, it would be nice to have all the same information in one spot rather than going on Facebook to find materials created by other teachers. I believe teachers have also used Facebook to get Benchmark materials as well. It feels like CLASSROOM teachers are being pulled in a million different directions with no time to breathe.</p>
<p>Lower the expectations. Give us more guidance. We've already dug into the math curriculum, so we are committed, but I am finding it impossible to get through everything they are saying to complete on a daily basis. An explanation on how we are assessing students needs to be addressed.</p>
<p>Managing everything on the computer takes a lot of time for me. As a science teacher, too, the preparation is time consuming as well.</p>
<p>More clear guidelines on pacing. To be expected to teach the full amount of regular curriculum in half the amount of direct instruction time is challenging. It's difficult to implement 2.5 hours of asynchronous time while still getting through each complete lesson.</p>
<p>More detailed grade level plans that were developed by teachers that had TIME and choose to do so. I appreciate the "time" the administrative has dedicated at grade level meetings to work in groups on planning, but... I do not agree that truly useful plans can come from this type of work environment. During these planning sessions, teachers have not had the materials needed to effectively plan, the work space lacked efficiency, and detailed guidance was not given especially during the institute day, nor was it made clear how the planning was to be used in the future. After talking to other grade level teaches I know I am not alone in my feelings.</p>
<p>More engaging lessons for students on a screen - that is what my planning time is mostly spent on. Most of the time needs to be spent by me and can't be done by someone else.</p>
<p>More guidance in regards to the small group times and what is expected to be covered during these times. Explanation about how to break down Bridges lessons so they can be taught in a 30 minute time period. Guidance as to what is being graded/how grades are expected to look during this time period.</p>
<p>More help with managing Zoom sessions.</p>
<p>More plan time</p>

If you feel the planning and preparation is currently challenging to manage, what might help make it more manageable for you?

More plan time as a team (which is near impossible). It will get better with time. Consistent grading expectations would be helpful in knowing what all needs to be graded, how grades should be communicated, etc.
More plan time during the transition periods between remote/hybrid/more or less students onsite
More plan time within the week
more plan time/ time to give feedback and grade
More planning time
More time designated to teacher planning and response to student asynchronous work would be most helpful. It takes several hours beyond the normal 8-3:45 time frame each day in order to plan, create, and thoughtfully respond to student work/give meaningful feedback for what they did during asynchronous time (during which I am still with other students in rotating small groups). Having two blocks of first fully synchronous and then asynchronous time would be very helpful in order to support and give immediate feedback to students.
More time to collaborate with co-teachers and give feedback to students.
More time to plan
More time to plan
More time to plan and collaborate with our team members
More time to plan with my grade level team. I would also like to have back the freedom to make plans for my class and their needs, within the guidelines of the district curriculum. Having to be exactly in step with all other teachers at my grade level and planning for the whole grade level in one subject area while adjusting other teacher's plans is what is making my planning and prep so challenging and time consuming.
More time to plan with my special education team without meetings planned.
More time to plan!
more time to prepare with 1st grade
More time!
More training with Bridges. Bridges has been the most significant challenge to implement remotely.
Much of the plan time allotted for planning is taken up with meetings.
My biggest struggle is digitalizing the Bridges Intervention and making teaching it meaningful and impactful to the kids without them having all of the materials. We have sent home a lot but we don't have resources to send home everything with everyone.
My Zoom is glitchy when I mirror using my iPad. I spent a lot of time on tech because I did not have necessary materials to be successful - for example, an iPad pencil or a stand to mirror math manipulatives. I also feel like there are steps that were assumed we should know. When I tried to teach my assistant technology tools, it became frustrating because her devices were not updated.
N/A
Not co -teaching with two different teachers plus teaching my own math class plus trying to support the Ss on my caseload.
Not enough time to complete activities and the pace is too fast
Not having to plan for the entire grade level would be helpful.
Not having to plan for the entire grade level would be helpful.
Not having to wait on others to make plans, or giving the groups a day to get the plans done by. For example, plans need to be in by Wednesday or Thursday for the upcoming week so we can get our parent document organized. Some people do not have the entire weekend to get their plans accomplished, nor do we want to spend our weekend working on this.
Not losing the asynchronous time for department meetings, staff meetings, IEP meetings, trainings etc (at least not as frequently), smaller caseload, more direction/support on curriculum for DI courses
Nothing, there are just so many moving pieces. The multitasking is intense. I do very much appreciate the planning time - I use every minute of it!
Now that we are 3 weeks in, I feel that it is manageable. I did not feel this way until the beginning of this week. It took some time to get in the groove.
Problem Solving with Technology (for students)
see comment below
Specific expectations. Pacing changes. Adapting an in-person new curriculum to remote delivery.
Spending less time creating asynchronous activities.
The ability to gchat students in order to individually check in or quickly get in touch with students during the school day.

If you feel the planning and preparation is currently challenging to manage, what might help make it more manageable for you?

The expectations put on us do not always feel reasonable to accomplish. We are either not given enough time to properly plan for them or do not have enough notice to make necessary changes. I think that by pushing the academics so hard and fast in the beginning, we put a lot of unnecessary stress on both staff and students.

The grading time online is double then in a regular year. I prepared all my slides for the first units over the summer in August. I'm concerned about the prep time once those run out. What grade levels groups are preparing is not really helpful.

The part that I'm finding hard is when children do not attend class, they aren't practicing the skills, and parents aren't consistently checking in on their progress - even after emails are sent about several missing assignments. It is hard to keep on top of this when we are remote. Also, I think that we need to be given things from the district a minimum of 2 weeks out. If we were needing to quarantine or we are sick, it is hard to plan when we have so many questions in the air. For example, we were told that we were MAP testing next week, but I found out this week that we aren't. I'm glad, because I don't feel ready, but I hope that we are notified when/how we are doing things way in advance so that we can plan for those differences in our day.

The plan time that we have after the school day is very beneficial. Time is always the issue. So having meetings multiple times during the week interfere with that plan time

The problem is that everything that was simple now takes way more time (ex: a worksheet now needs to be uploaded if possible, change the format, and a lot won't work bc it's not just text-if you do a pdf, then the kids need to add doc hub or something similar, and that doesn't always work for editing). Also, we are piloting a new curriculum, and we can't see what it looks like on the student end, so that is a challenge. An iPad that's new with a stylus would help for a demo if notes and marking maps and things, and an extra monitor to watch the kids while I'm screen sharing.

The remote learning document is not user friendly. Scrolling through to find the day or week I want to enter info on is not easy, or user friendly. I find it hard to navigate and tough to plan assignments a whole week in advance. I spend a lot of time assigning/scheduling seesaw activities to be released at different times for my iep student.

The work cannot be done during the school day. I complete at least 2 hours a night and I'm an efficient worker. I use all of my plan minutes at school to plan. I also work through lunch. It only becomes manageable if I use the time at home.

There is not enough time to plan and prepare for remote learning. With the latest addition of small groups in both reading and math, any of that time that was previously used to regroup or restructure something is now gone. Incorporating anything like mindfulness or calm classroom is near impossible because we have so much other curriculum (albeit important) to fit in, that some of those things like a go noodle or a mindfulness break are not occurring.

There are a lot of moving pieces with remote learning. I struggle to remember where to look and how to get to certain apps or drives or documents to use. The number of tabs I have open at any given time is insane. I don't feel that changes in plans or curricular areas are being communicated in the best way to staff. It is taking a toll on our mental health and well being.

There is not enough time to plan for all of this in remote learning. It is not sustainable. As a teacher, I feel constantly overwhelmed already. Now that we are introducing small groups, there is absolutely no time for flexibility to regroup or help support students. It feels rushed and chaotic. There are so many moving pieces with adding to remote docs, shared district folders and there are way too many places to be looking, checking, and updating.

There's just a lot of docs to manage and to remember where to find things. It's more the work flow that has been challenging.

This is so much better than in the spring!

This is the first week I feel like we know what we are doing, can plan in advance and feel good about it all!

Time and grace to continue figuring things out.

Time to continue to practice in the same environment.

Time to plan

Time to slow down. Less meetings.

Time, or help creating seesaws for benchmark and bridges items.

Time. It takes time to hit your stride when there is a significant change like this.

Time. The time involved for planning, grab, and preparing virtual materials is far more.

Translating whenever possible!

Understanding what the teachers I work with are doing each day so that I can support the kids I see can be very challenging. They are swamped, I am swamped, and communication is difficult to have.

Unfortunately, I am not sure what will make it more manageable at this time. Working at two buildings with two different partners makes planning take much more time consuming and difficult when the lesson plans at both schools aren't the same.

We have had frequent log-in problems. Ex. squirrel down, Lexia Core 5 not available

If you feel the planning and preparation is currently challenging to manage, what might help make it more manageable for you?

We just need more time. The work is not difficult, but we have so little time during the day. We are zooming all day long in whole and small groups. There's very little time during the day to review work or plan. Teachers need more down time to regroup and accomplish more during the day without having hours to do every night.

We need more time, and I know we all say there are not enough hours in a day, but this is another level of trying to manage time. The planning time we have goes so fast and is usually spent responding to parent emails that come up through the day to help support our learners in the best ways possible, and reviewing SeeSaw posts (but we get 100 per day to go through). The lesson plans being shared by our grade level team have been very helpful in regards to long-term planning, but we still have to look through them to make sure we know what we are teaching daily. Many of the SeeSaw activities shared with our grade level team need to be adjusted for our own kids to add reading support and video instructions because parents expressed concerns at the beginning of the year that they would be working and unable to provide support during the day. We are on Zoom the majority of the day, stay until 5 at least, and then go home to respond to SeeSaw activities and give meaningful feedback, and send any follow up emails to parents regarding the day.

We need remote slideshows, google classroom asynchronous activities, and materials that will help us execute remote learning.

We seem to be getting in a little bit of a groove, so that helps, but when we have to start thinking about a trimester 2 plan that seems overwhelming.

When working with intervention curriculum that is many years old, there is no electronic versions so everything that can be must be made electronic and many of the curricula are not meant to be virtual. It's all trial and error.

While I feel it is manageable right now, it has been a little bit of a puzzle for me due to the fact that I have 2 special programs onsite and my resource level students off-site. Jessica has been helpful in answering some questions for me. My bigger concern is if a student is on-site and having a crisis but I am zooming with another student and how I address all concerns. Thankfully we have a good building team that has been able to step in thus far when I'm not free.