WEA
Re-Opening Plan
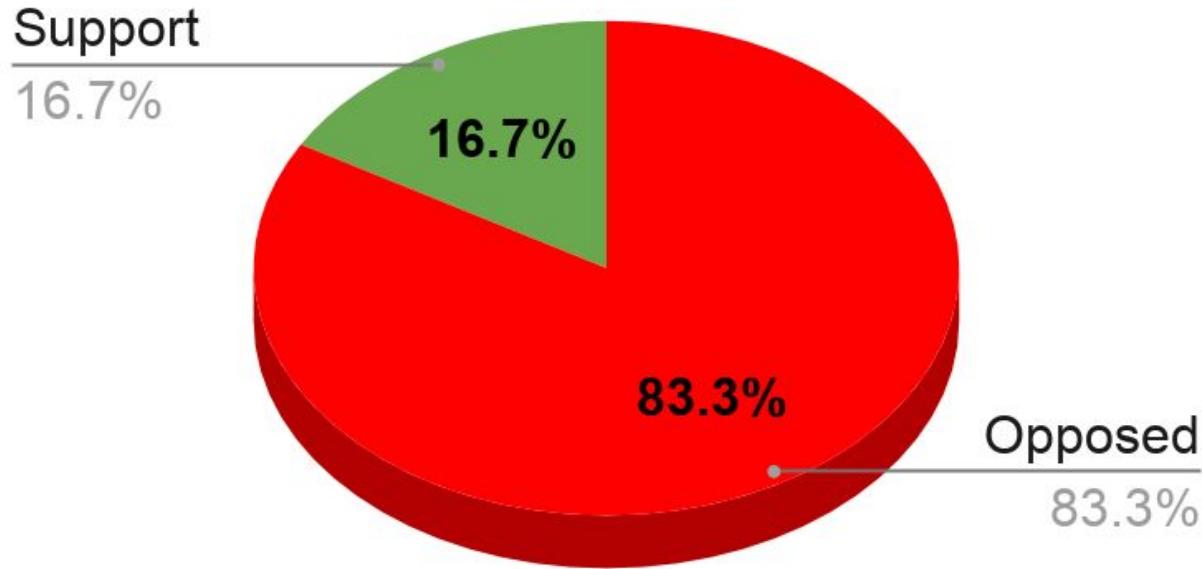# Follow-Up Survey
July 20, 2020

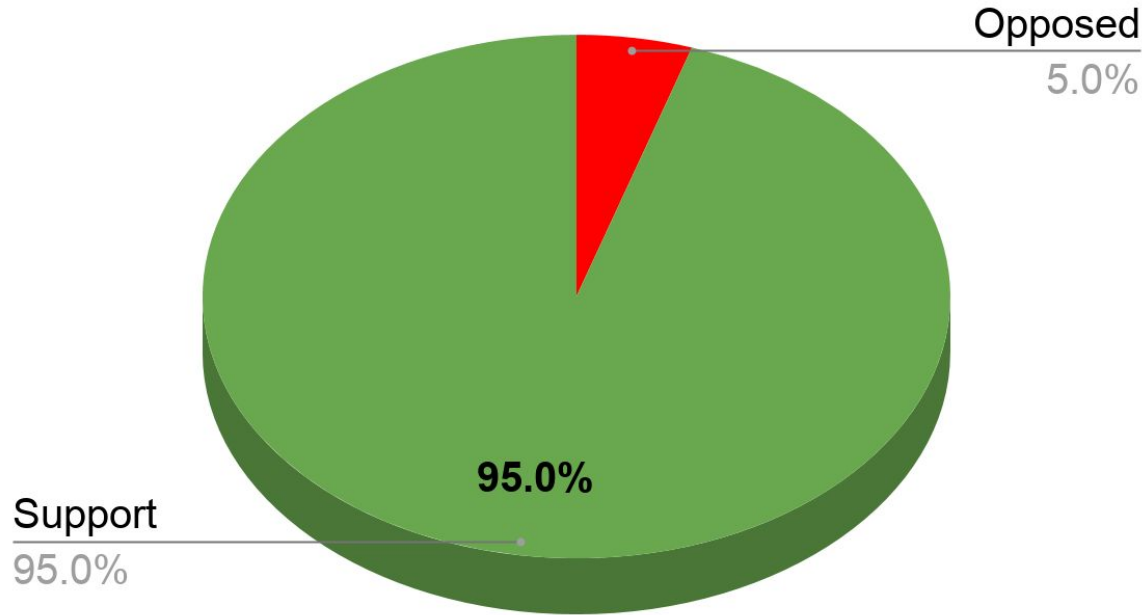Results Reflect:

82.1%

Response Rate

Last update: July 20, 2020

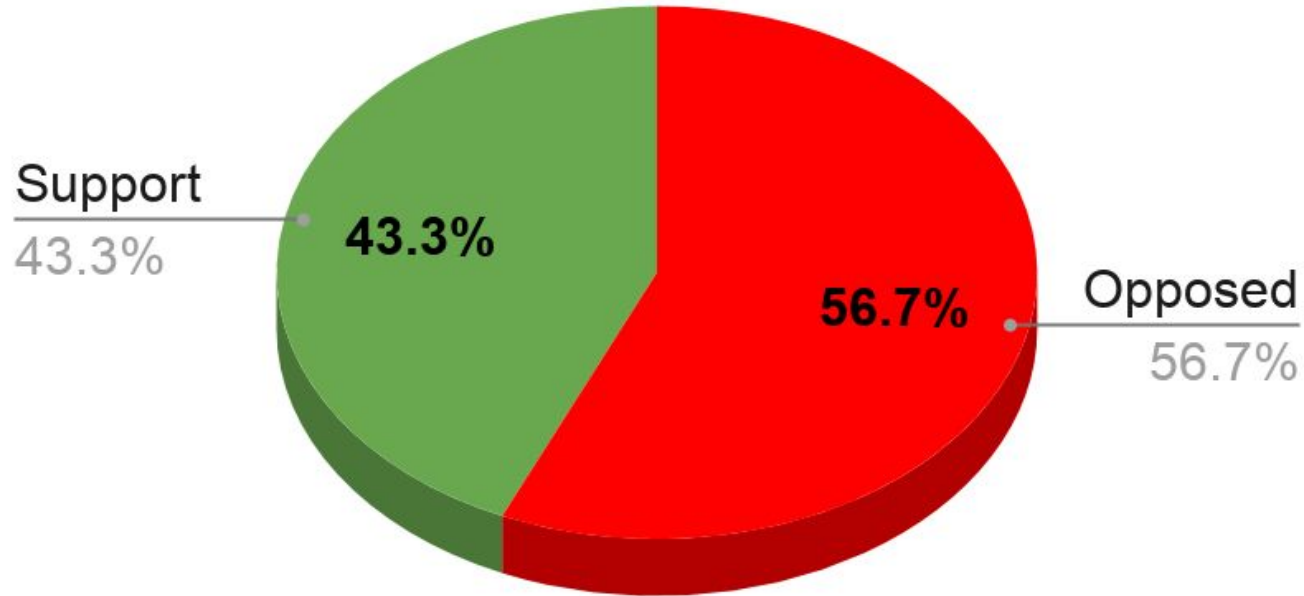# In-Person Teaching: Favorability Feedback

Majority of teachers do not favor returning due to COVID-19.

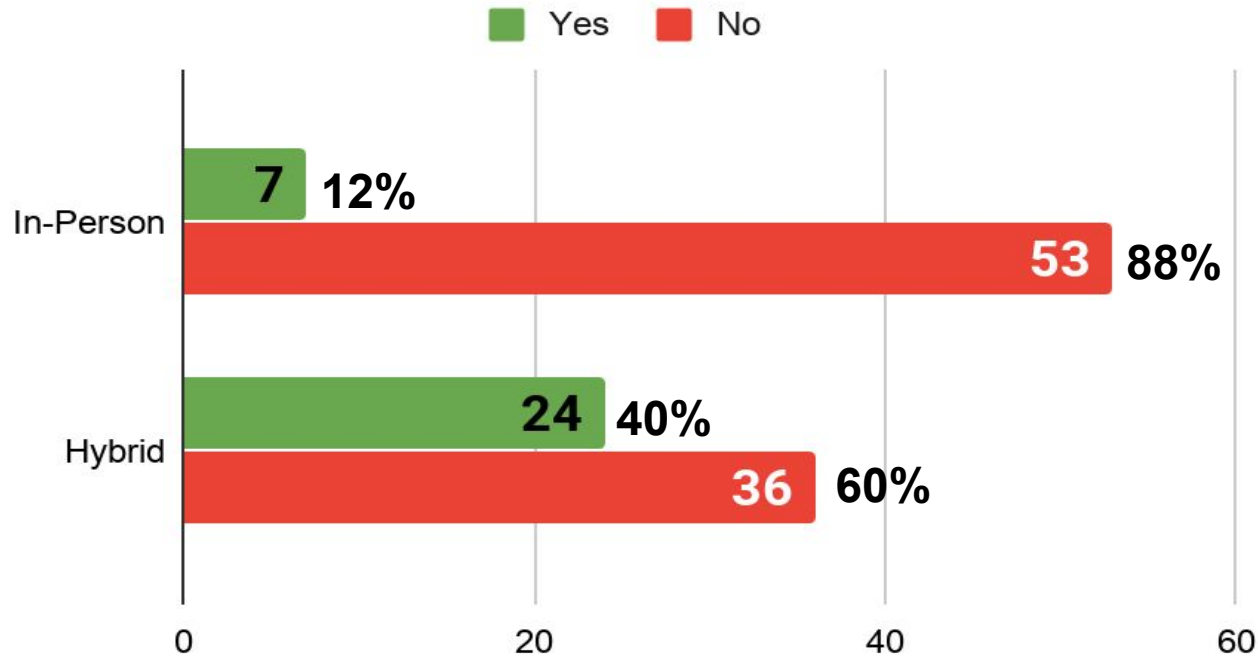# Distance/Remote Teaching Model: Favorability Feedback

Majority of teacher favor distance/remote teaching due to COVID-19.

Hybrid Teaching Model: Favorability Feedback

If the school moved to the Hybrid Model, most of the teachers still feel unsafe and oppose the model due to COVID-19.

Return to School: In-School vs. Hybrid Safety Feedback

While teachers feel significantly unsafe to return to school, the Hybrid Model would be more favorable than a full return to school model.

Hybrid Teaching Models: Definitions

Model 1: A/B Day Model

A-B Days (Students go to school on alternate days)

Monday	Tuesday	Wednesday	Thursday	Friday
Student Group A 50% of Students in school	Student Group B 50% of Students in school	A & B Groups Distance Learning with Teachers	Student Group A 50% of Students in school	Student Group B 50% of Students in school

Model 2: A/B Week Model

A-B Weeks (Students go to school on alternate weeks)

Monday	Tuesday	Wednesday	Thursday	Friday
Student Group A 50% of Students in school				
Student Group B 50% of Students in school				

Model 3: BOE Model (Dedicated in-school and remote teachers)

Hybrid Teaching Model: Favorability Feedback

Legend: Yes (green), No (red)

Model	Yes	No
Model 1: A/B Day	20 — 33%	40 — 67%
Model 2: A/B Week	15 — 25%	45 — 75%
Model 3: BOE Model	28 — 47%	32 — 53%
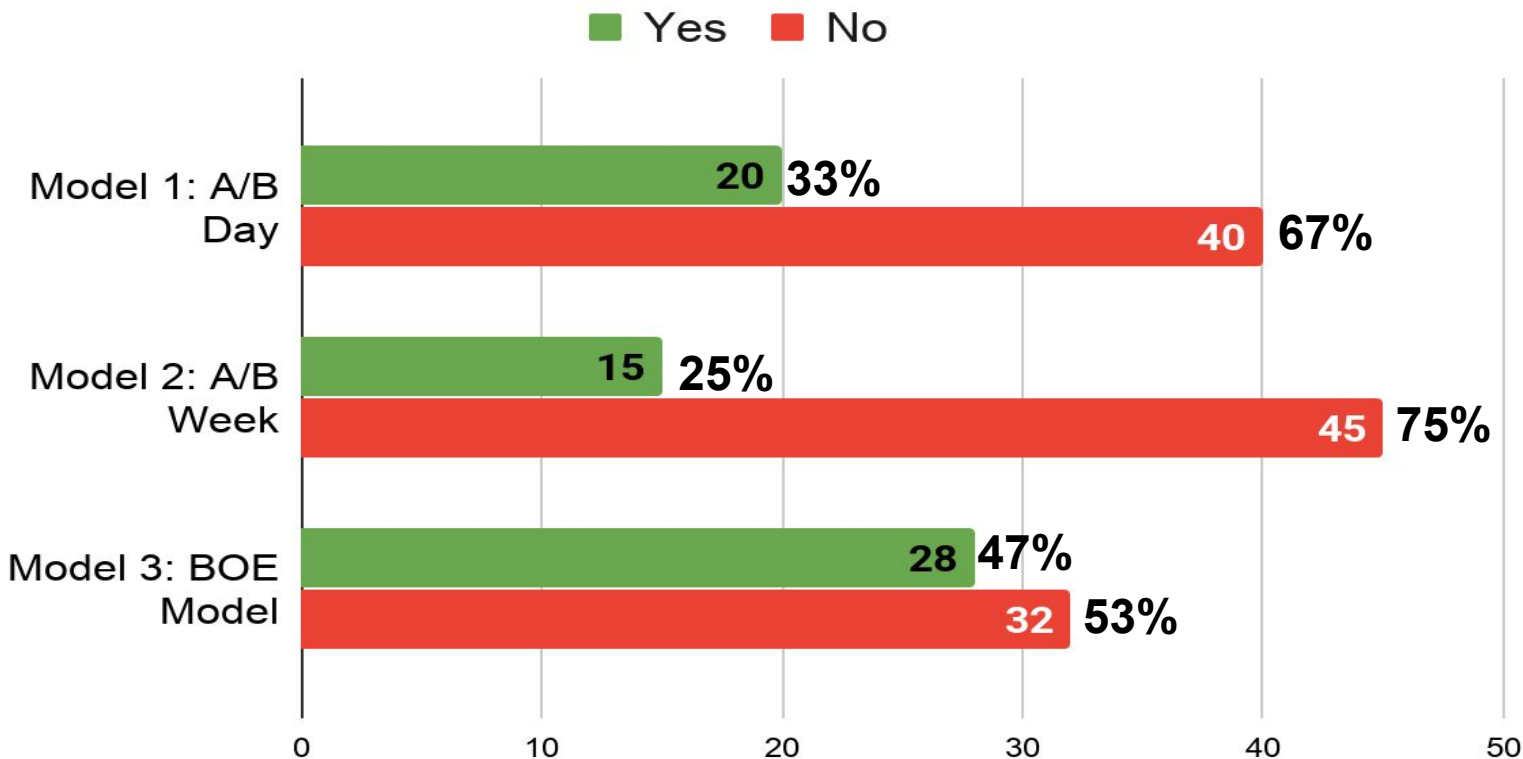
Model 3: Teachers dedicated to in-school teaching and teachers dedicated to remote teaching

Incorporation of Virtual Learning

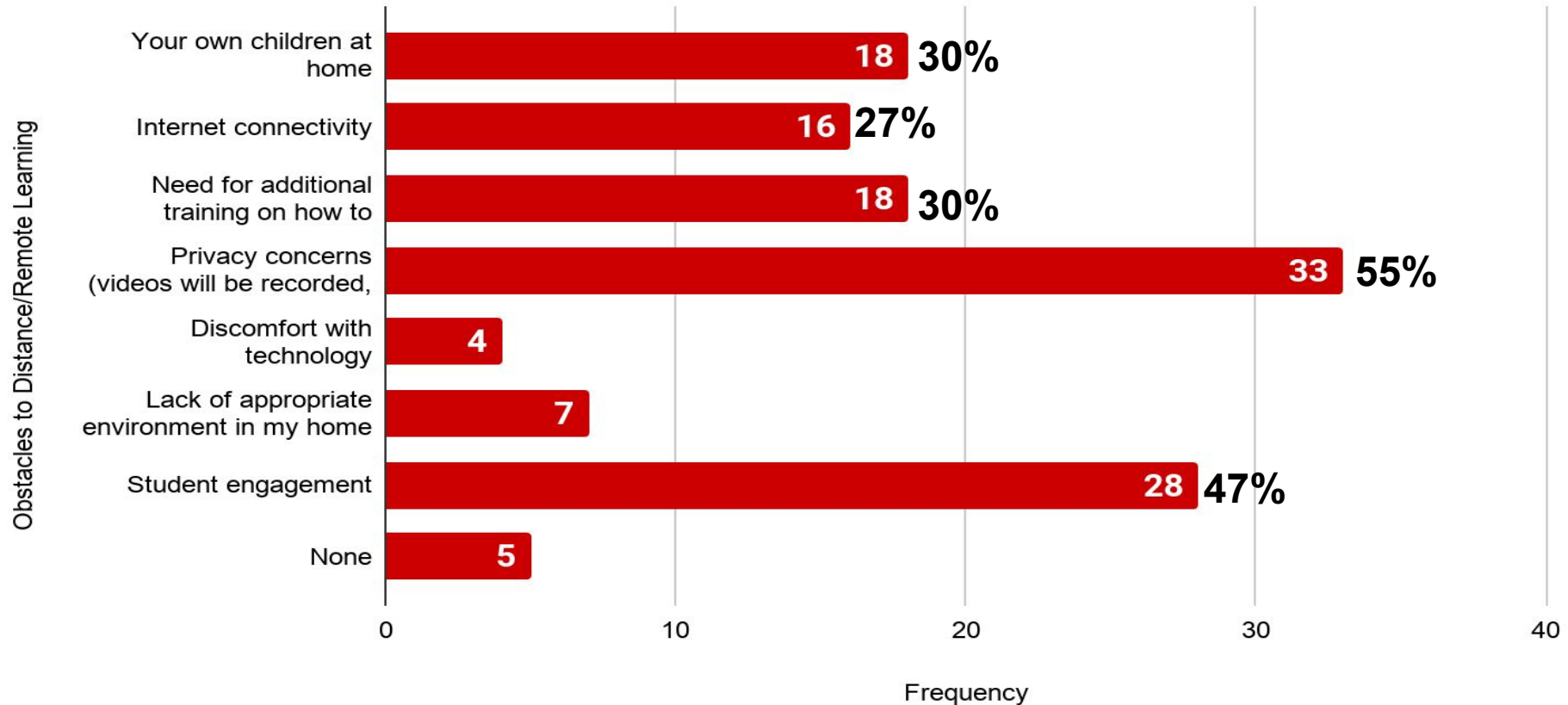Majority of the teachers agreed to incorporate virtual learning in an effort to make distance learning more "robust"?

No
6.6%

93.4%

Yes
93.4%
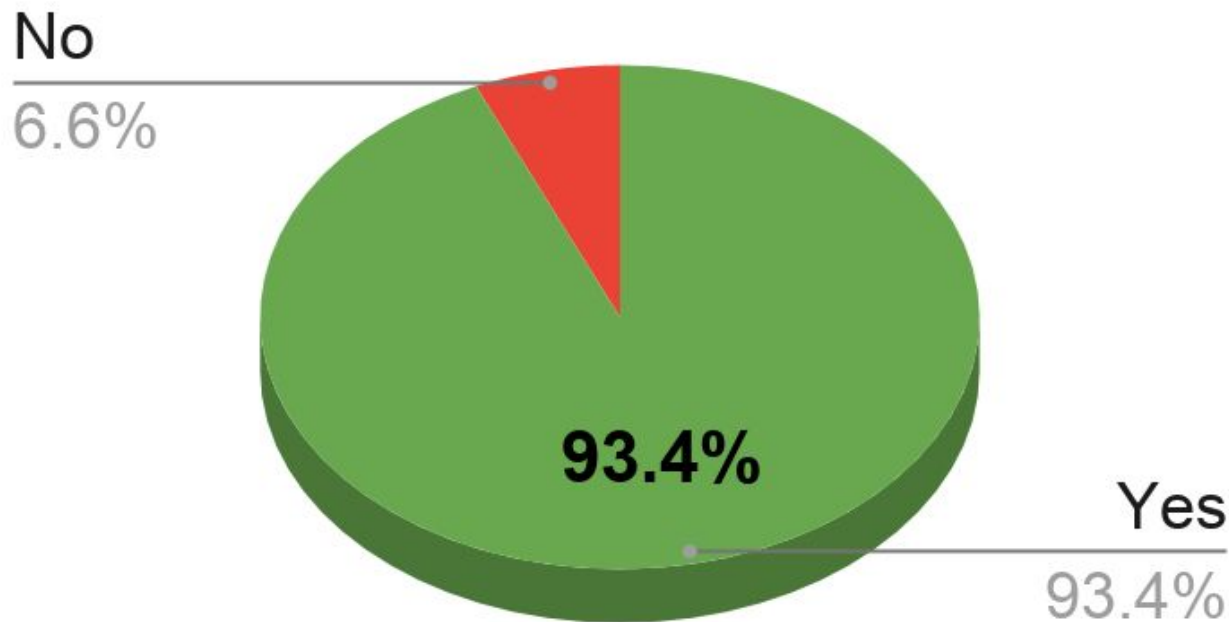
This needs to be met with appropriate training and PD. See data below.

Challenges to Distance Learning

Additional Challenges/Thoughts:

- Difficulty seeing the student work
- Need document cameras
- Not all benefit from live lessons
- Disruptions in student homes
- Privacy issues in children's own homes
- Shared commitment of faculty, schools, and families

Making Distance Learning More "Robust": Teacher Confidence Level

If given **time** and **professional development**, a significant majority of teachers feel they can provide a more rigorous and interactive learning opportunity for students.

No
6.7%

93.3%

Yes
93.3%
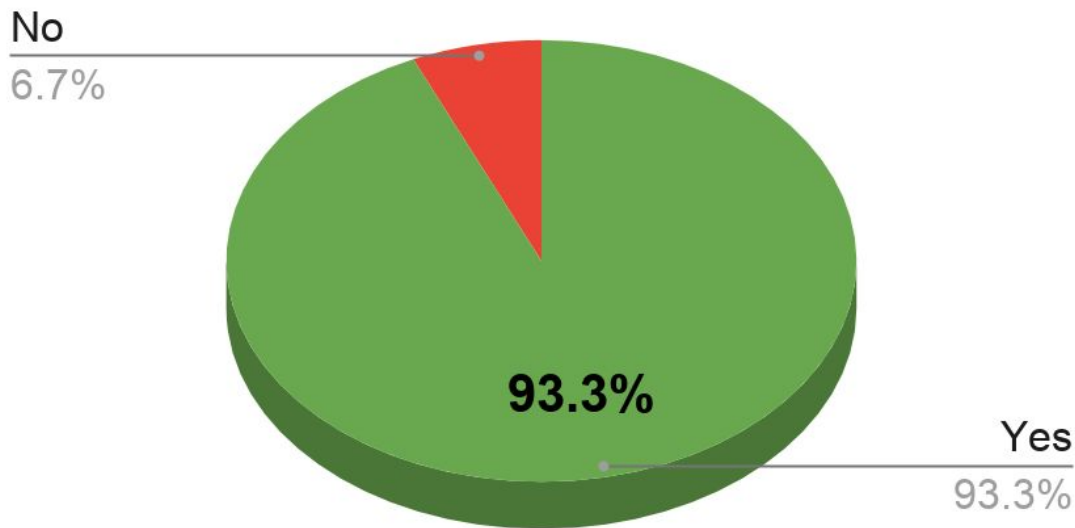
STRATEGIES to Make Distance Learning more "ROBUST" ~ Major Themes

- Time for planning, collaborating, teacher training
- Consistency of expectations, protocols, and lesson delivery format
- Involvement of TAs and specialists in virtual teaching
- Implement Systems: Schedules, Grades, Consistency
- Increase Face Time with Students: Class Meetings, teacher-led small groups, student-student small group work
- Access to Resources: books for students, materials for parents
- Digital format for K-2
- Increase parent and student feedback
- *Review complete list of Teacher Suggested Strategies to a More "Robust" Distance Learning*

Narrative Feedback Regarding Return to School Themes as Expressed by Teachers

- Safety concerns regarding protocols (cleaning, recess, responding to students/teacher who get sick)
- Logistical concerns (movement throughout building)
- Maintaining physical space (students and classrooms) and throughout school
- Concern about student numbers ~ reduced by half
- Flexibility to work outside
- Don't feel it is safe to return (due to COVID and school ventilation sys)
- More time for professional development and planning
- Review complete list of *Teacher Feedback: School Return*

Professional Development Feedback

Category	Frequency	Percentage
COVID-19 Protocol Training	46	77%
Google Drive	9	
Google Classroom	30	50%
Google Forms (how to create	20	33%
Google Meets	10	17%
Newsela	9	
Khan Academy	19	32%
Virtual Classroom	26	43%
Other Technology Resources	21	35%
How to Record and Upload	13	22%
Nearpod	20	33%
Classroom Dojo	5	

Frequency