



**REMOTE LEARNING
FALL 2020
TEACHER SURVEY RESULTS**

**Salt Lake City School District
Assessment & Evaluation Department**

Fall 2020

Remote Teaching and Learning Experience

The COVID-19 school dismissal initiated by Utah Governor Gary Herbert and supported by the state superintendent, Dr. Sydnee Dickson, required school districts across Utah to move quickly from primarily in-person teaching and learning settings to remote teaching and learning settings within a matter of days during the March 2020. Salt Lake City School District began to look toward the 2020-2021 re-opening of schools after an extensive study was conducted on the spring 2020 remote teaching and learning experience. A strategic plan was developed after stakeholder data was collected from parents, students, and teachers based on the spring remote teaching and learning experiences.

Spring survey data indicated parents recognized the district, schools, and teachers worked quickly to support the transition to remote learning, provided needed resources, and supported teachers during the transition to remote teaching and learning. However, parents, teachers, and students expressed an overall need for a better experience in future remote teaching and learning settings.

- **Teachers** specifically indicated a need for time to train and to learn blended learning models in anticipation of a future remote learning situation. Teachers also expressed deep concern for their students' academic and emotional well-being.
- **Parents** were clear they would like to see their children have regular and consistent interaction with teachers in a synchronous online setting and with other students during remote learning.
- **Students** felt positively about the remote experience when teachers regularly connected with students and made it possible for students to interact in a synchronous setting. Students indicated that it was important to them that their teachers be available and empathetic to their circumstances. When teachers were receptive to student feedback about lessons, students had a more positive experience.

Understanding stakeholder experiences with teaching and learning during the COVID19 2020 spring dismissal allowed district leadership to take steps based on evidence to adjust and better support remote teaching and learning for Fall 2020. Those data collected were used to inform current practices in the deployment of blended learning models aligning with the different phases of opening. Salt Lake City School District opened in a remote only option due to the COVID-19 rate and transmission and average daily case numbers in Salt Lake County.

This report outlines findings of the remote teaching and learning experience during Fall 2020, specifically during the *first six weeks* of online teaching and learning as viewed by teachers.

Data Collection

Surveys were deployed to teachers on October 19th to collect input and perceptions associated with the current remote teaching and learning experience. Unique email and links were also sent out to students and teachers. All responses were kept confidential and only reported in aggregate, or without identifiable information.

This type of survey deployment allowed for disaggregation by groups and school levels, schools, and district designated networks of schools to determine targeted levels of support.

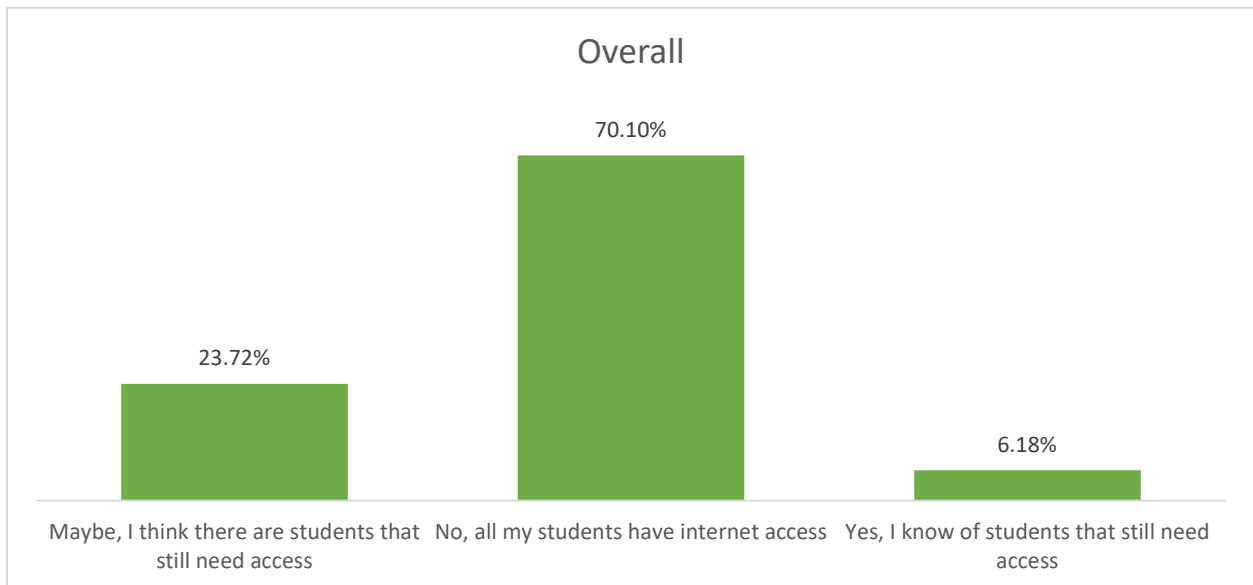
Teacher Response Distribution

Almost 82% of teachers (n= 1,049*, N = 1,285) in the school district responded to the survey.

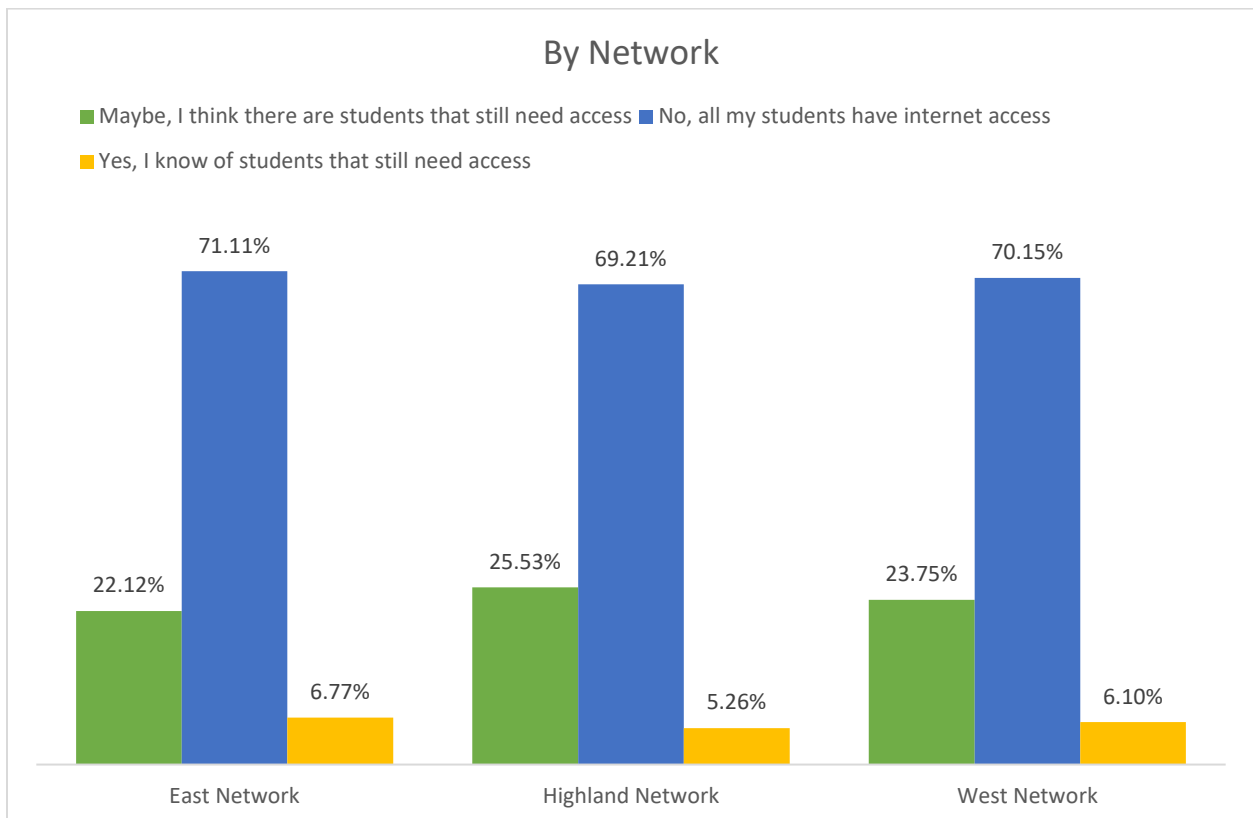
| | District | East Network | Highland Network | West Network | Grand Total |
|-------------------------------|------------|--------------|------------------|--------------|-------------|
| PreK | | 11 | 8 | 10 | 29 |
| Elementary Teacher Grades K-3 | | 95 | 71 | 82 | 248 |
| Elementary Teacher Grades 4-6 | | 58 | 38 | 60 | 156 |
| Secondary Teacher Grades 6-8 | | 53 | 31 | 48 | 132 |
| Secondary Teacher Grades 9-12 | | 60 | 88 | 74 | 222 |
| Library Technology Teacher | | 10 | 8 | 11 | 29 |
| Resource Teacher | | 6 | 10 | 14 | 30 |
| Self-Contained Teacher | | 19 | 12 | 15 | 46 |
| Other Teacher Specialist | 157 | | | | 157 |
| Grand Total | 157 | 312 | 266 | 314 | 1049 |

Results

Do you have any students that still need access to the internet for remote learning?

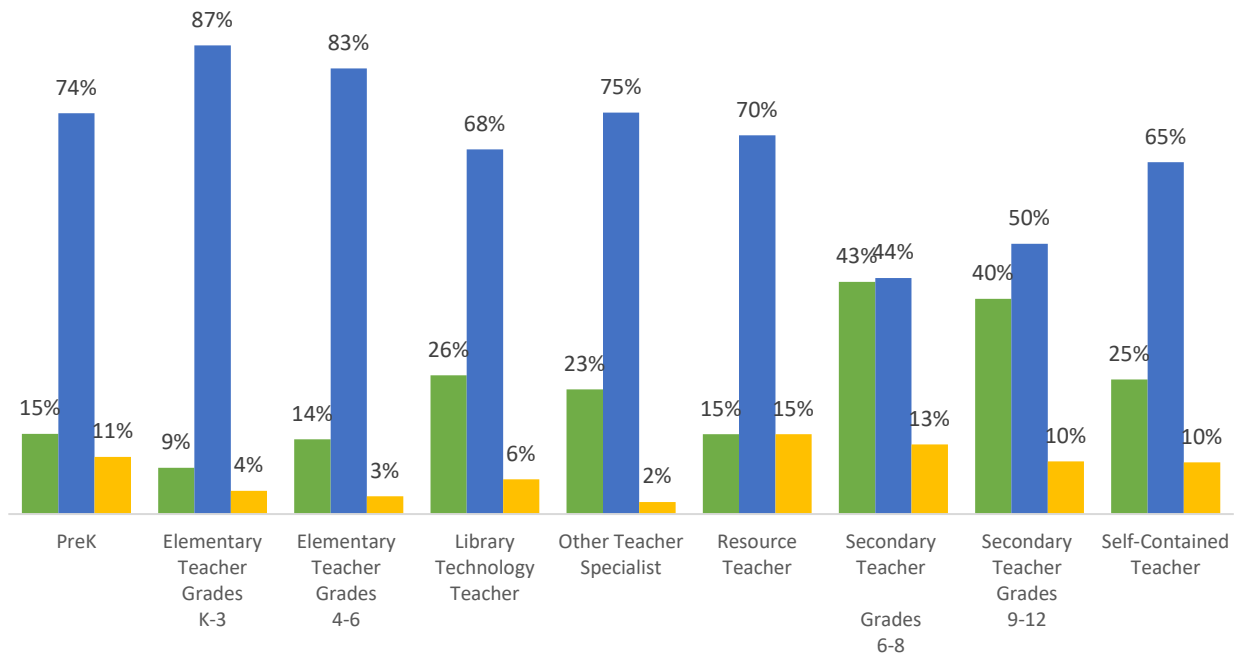


Teachers provided names of students that appeared to still be in need of access to internet services. District and/or school personnel followed up with identified families to provide devices and support.

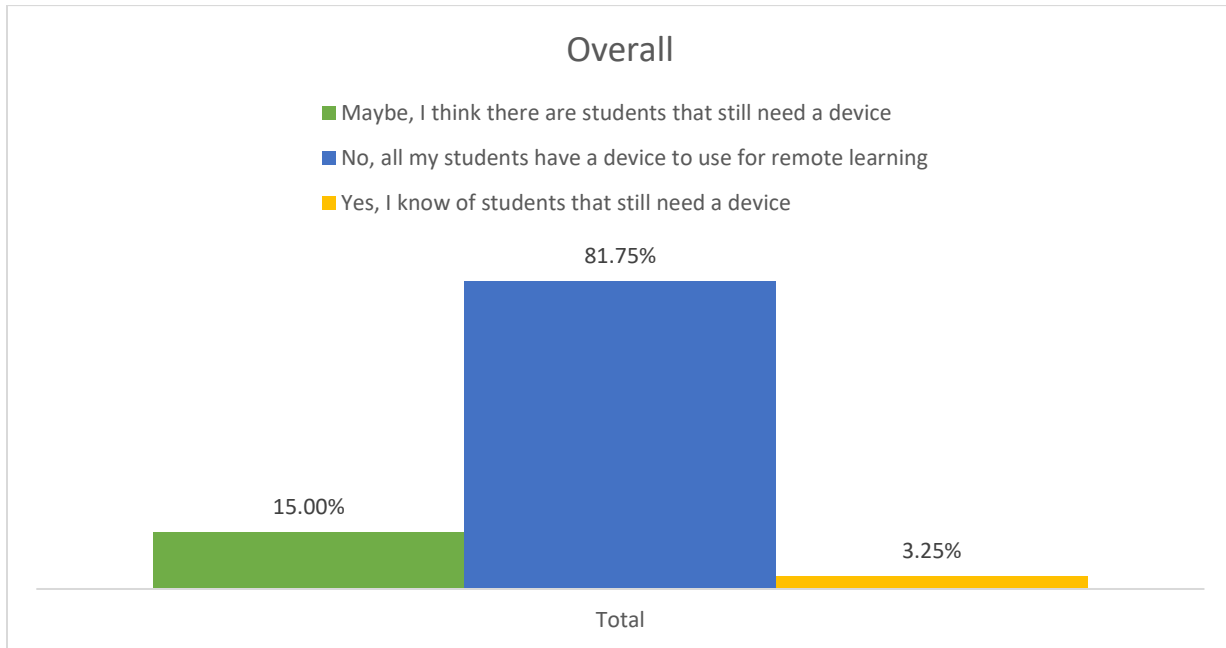


By Teacher Role

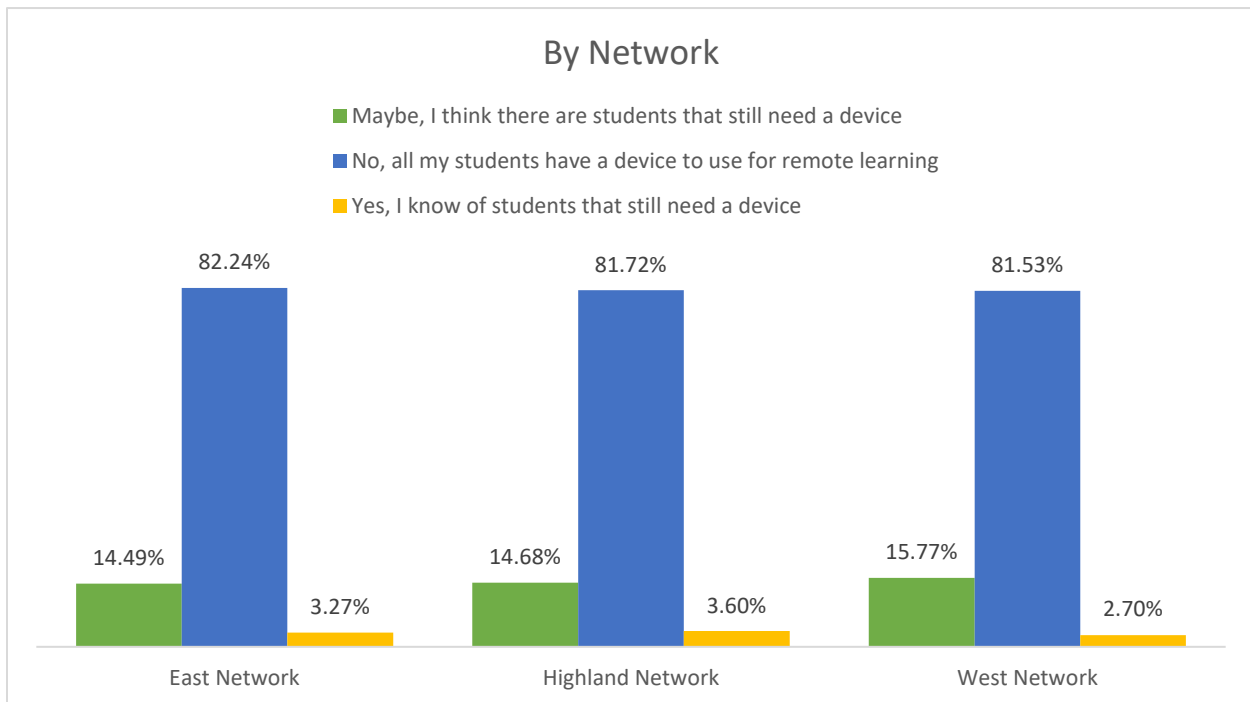
■ Maybe, I think there are students that still need access
 ■ No, all my students have internet access
 ■ Yes, I know of students that still need access



Do you have any students that still need access to devices for remote learning?

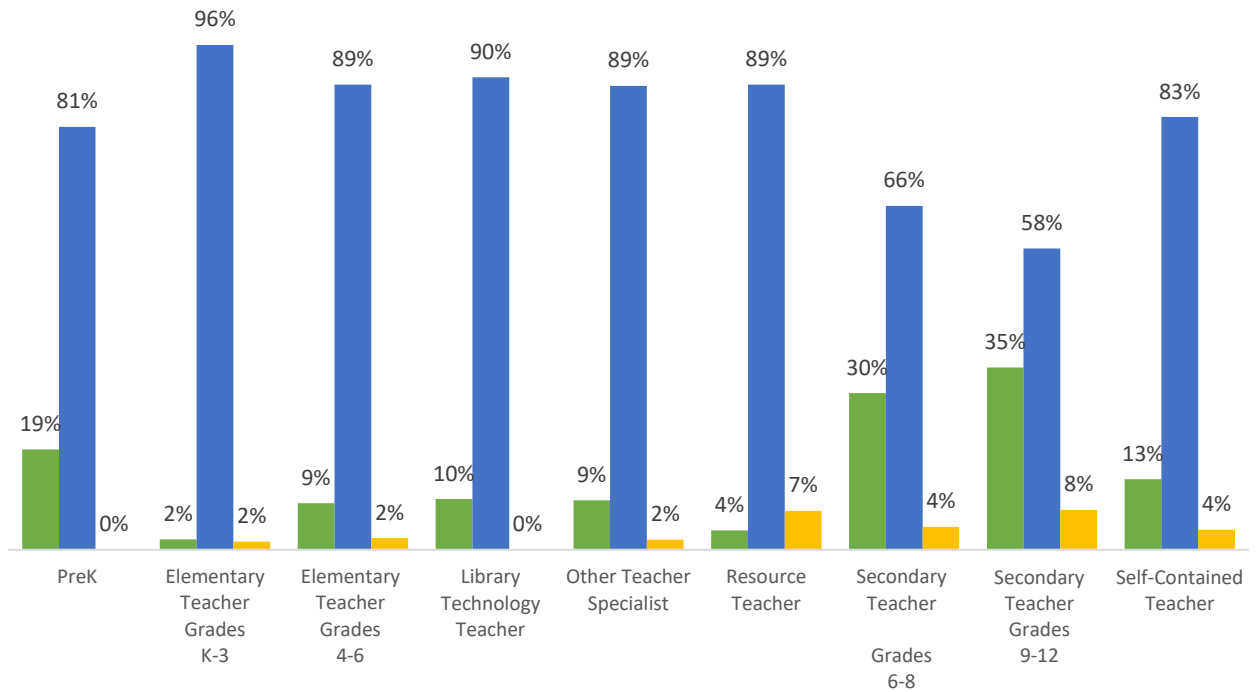


Teachers provided names of students that appear to still need access to a device. District and/or school personnel followed up with identified families to provide support.

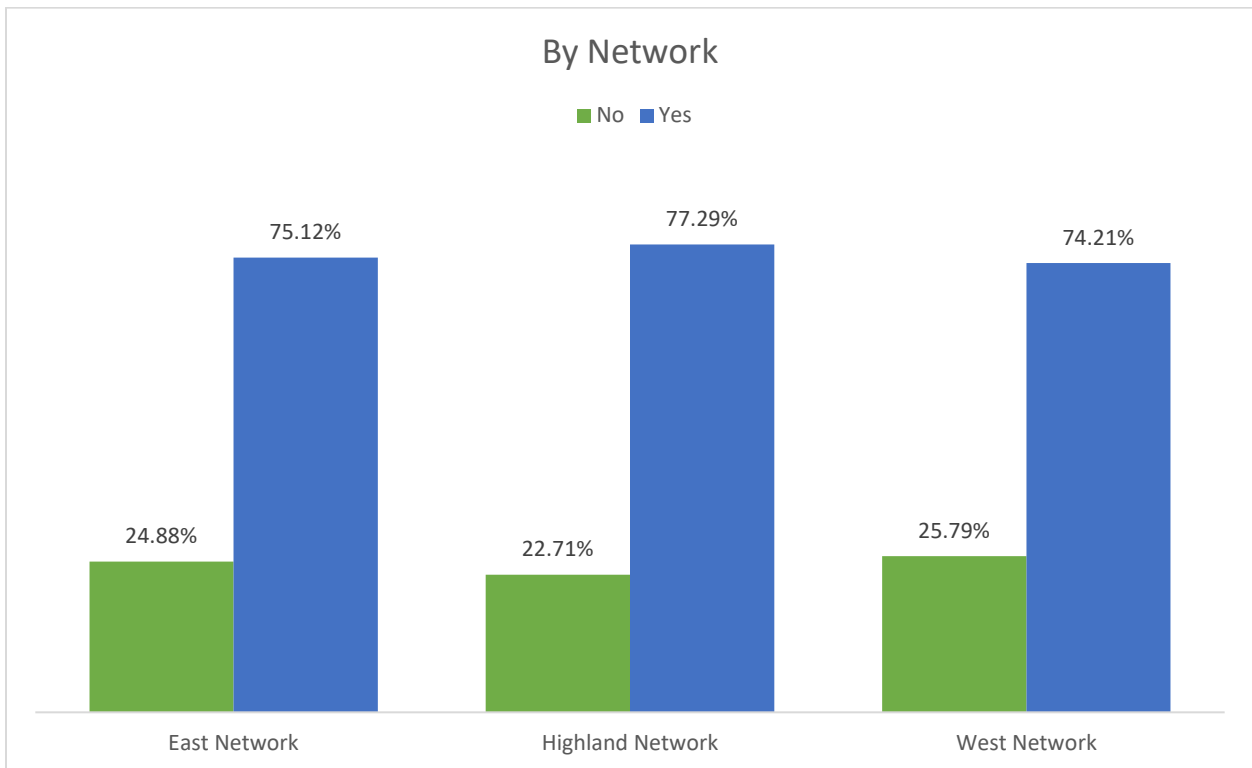
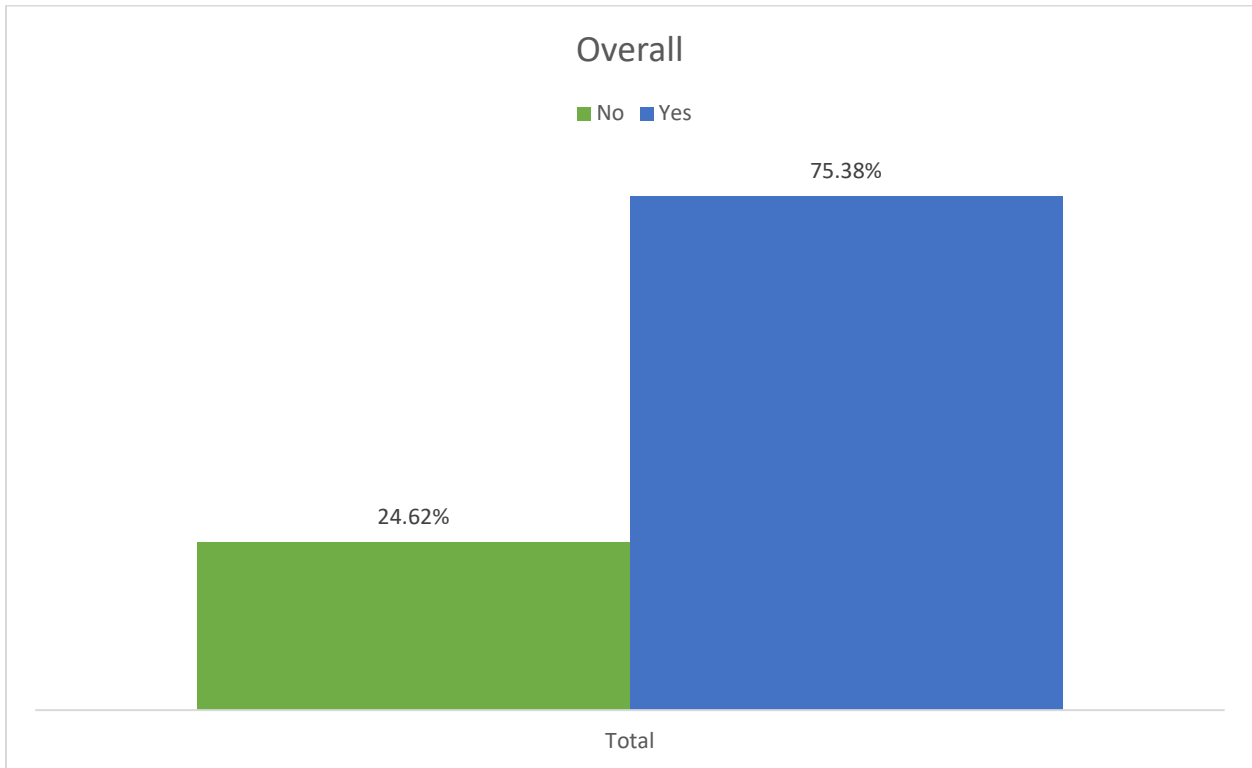


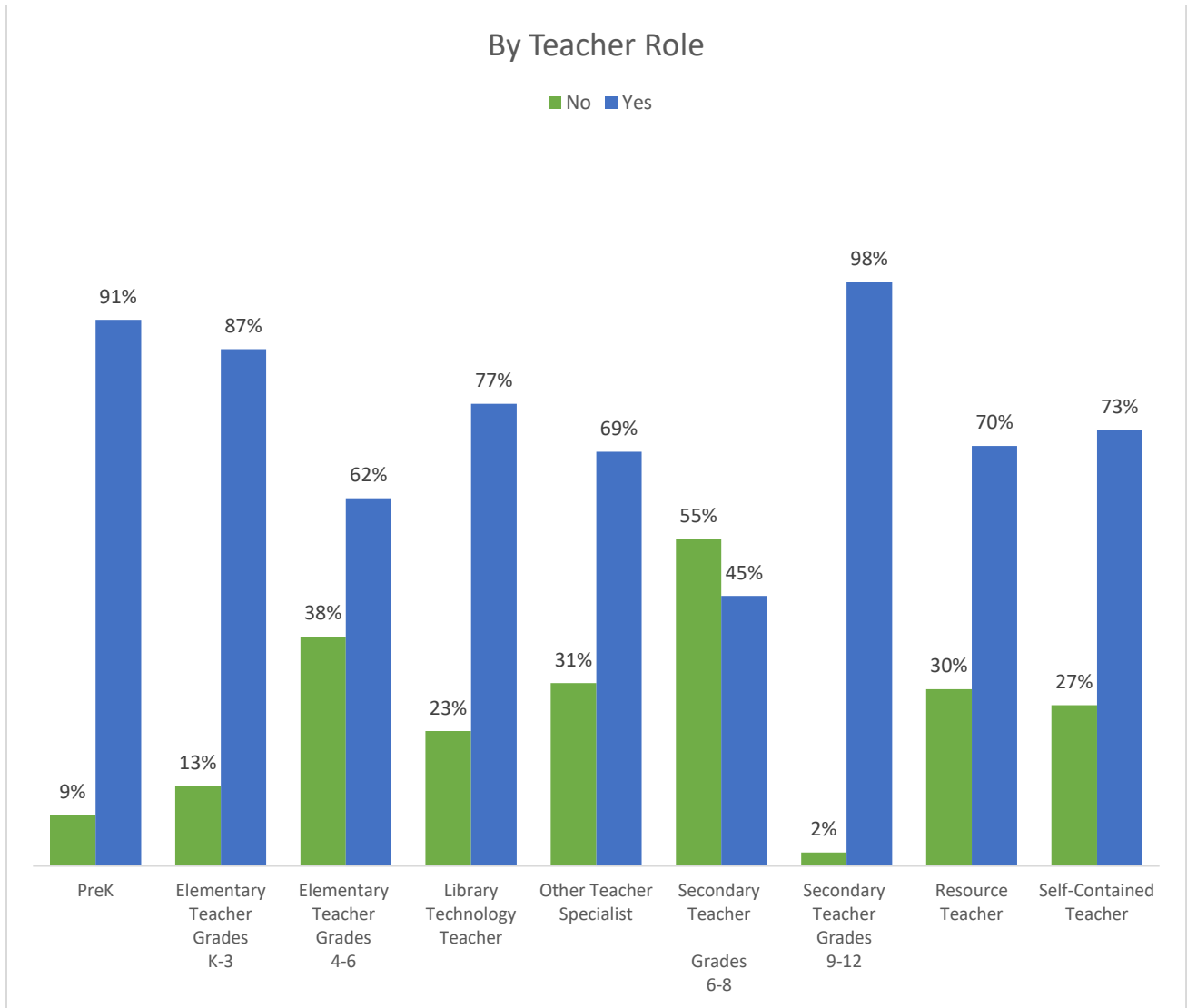
By Teacher Role

- Maybe, I think there are students that still need a device
- No, all my students have a device to use for remote learning
- Yes, I know of students that still need a device

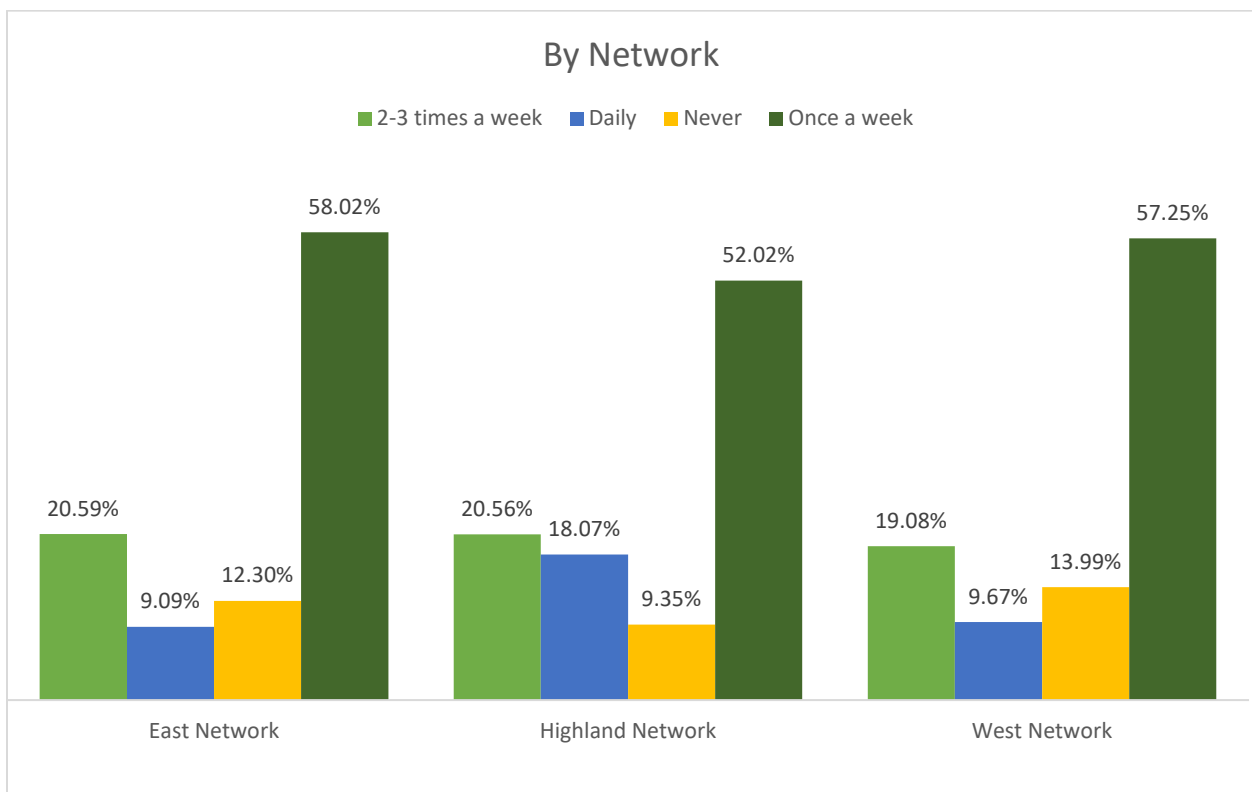
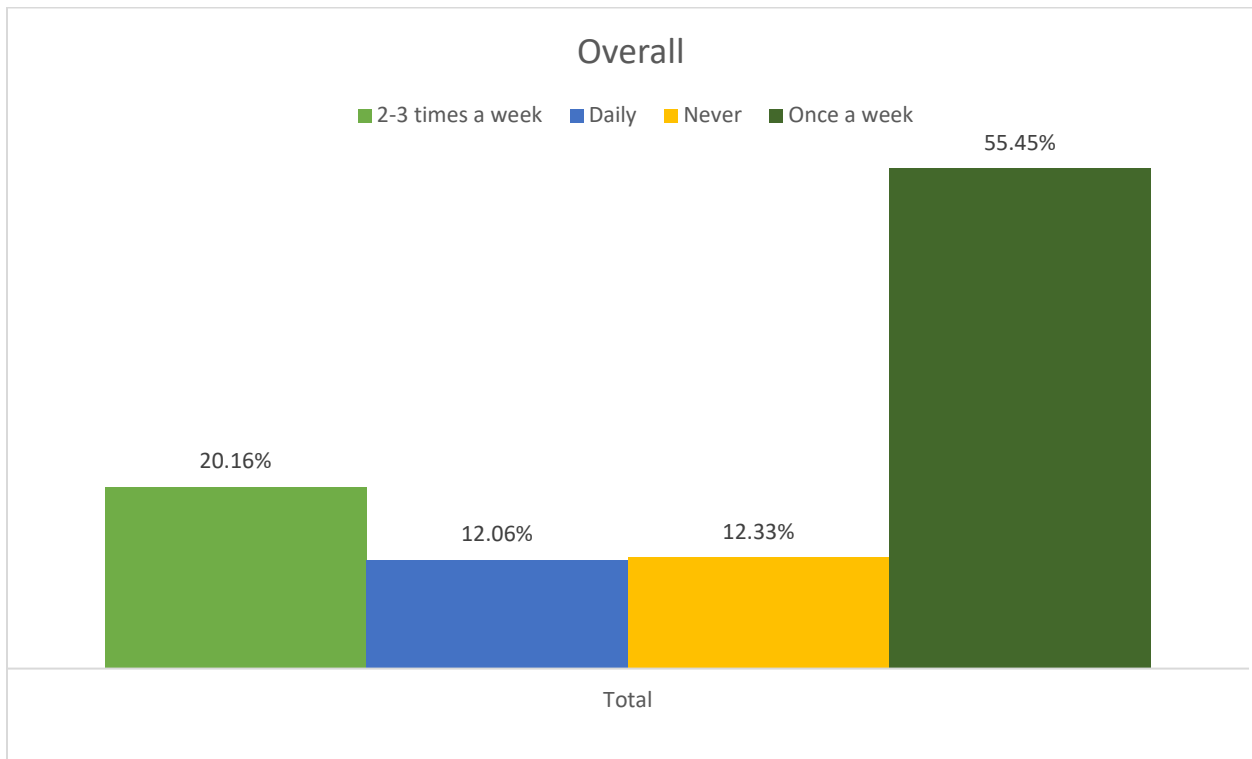


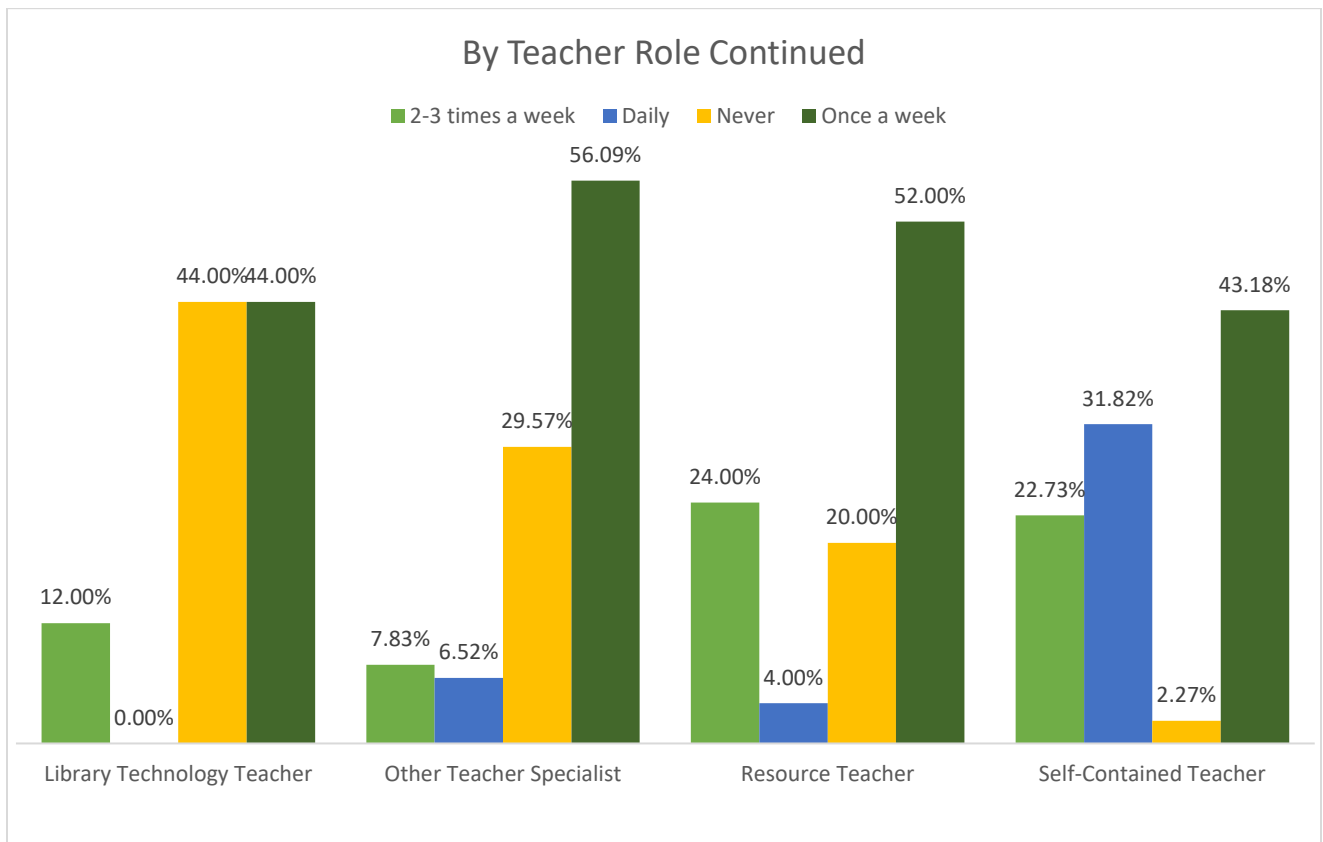
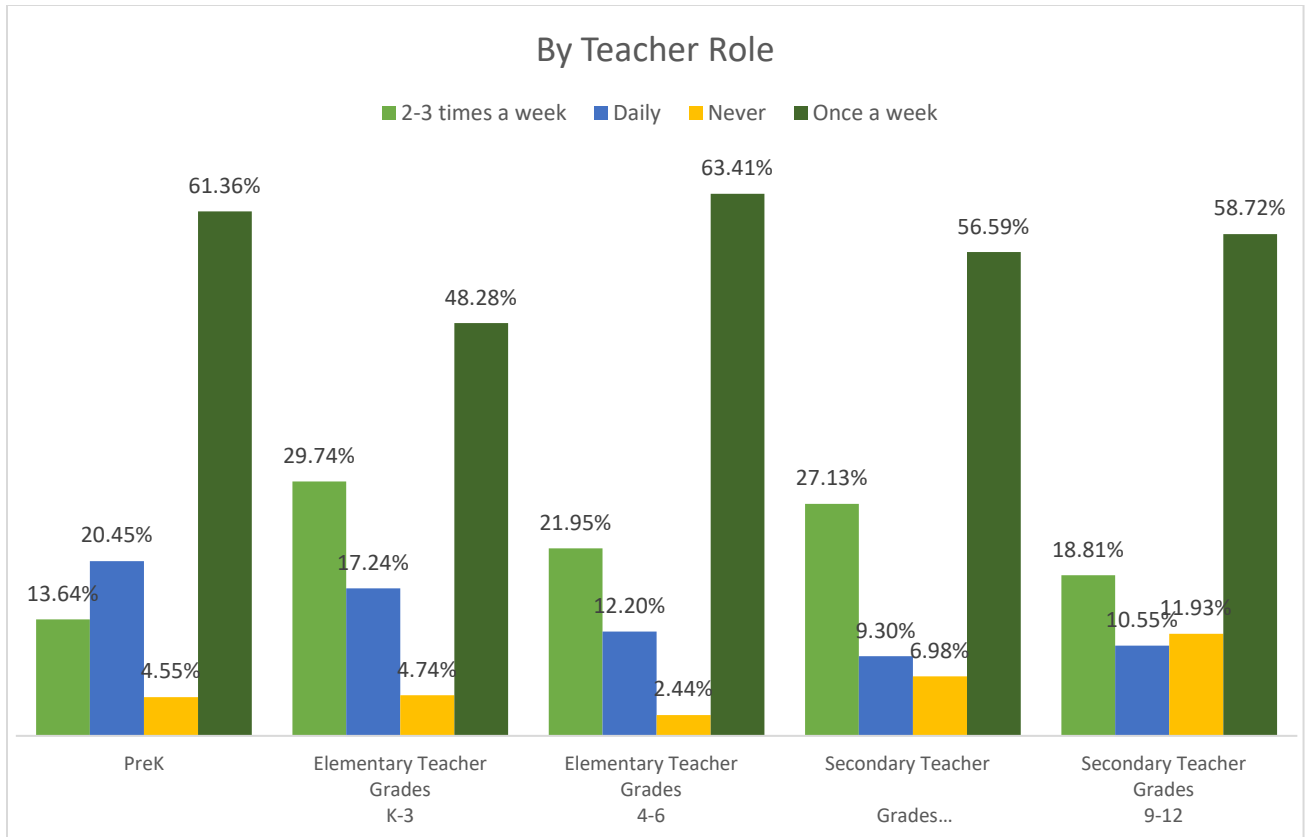
Do you feel like you have enough synchronous instructional time with your student?



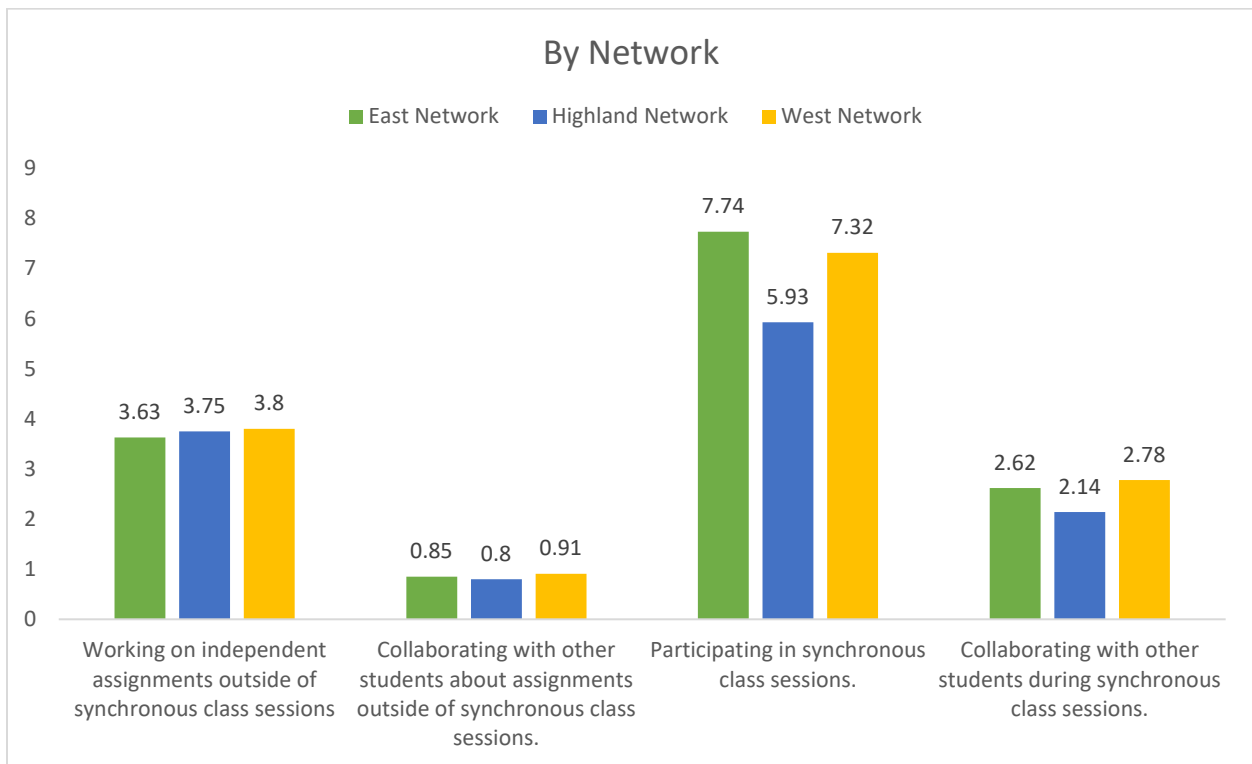
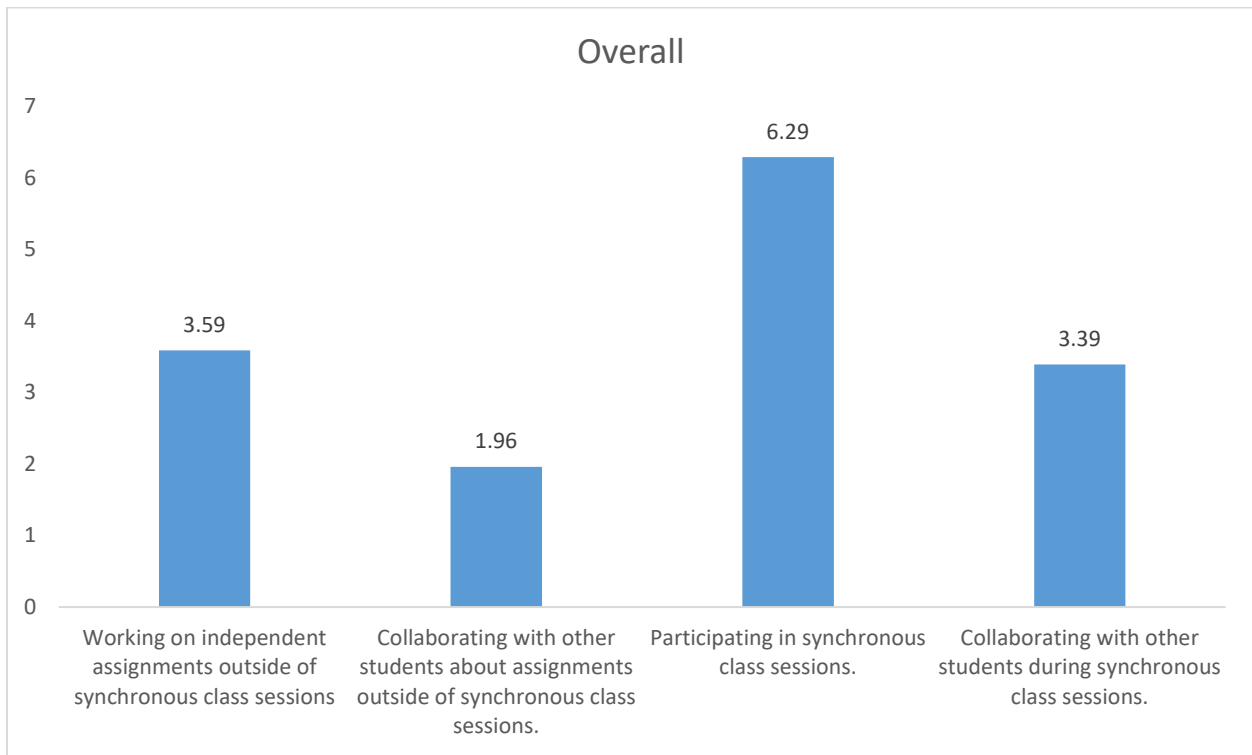


How often are you communicating with parents about their student’s progress?



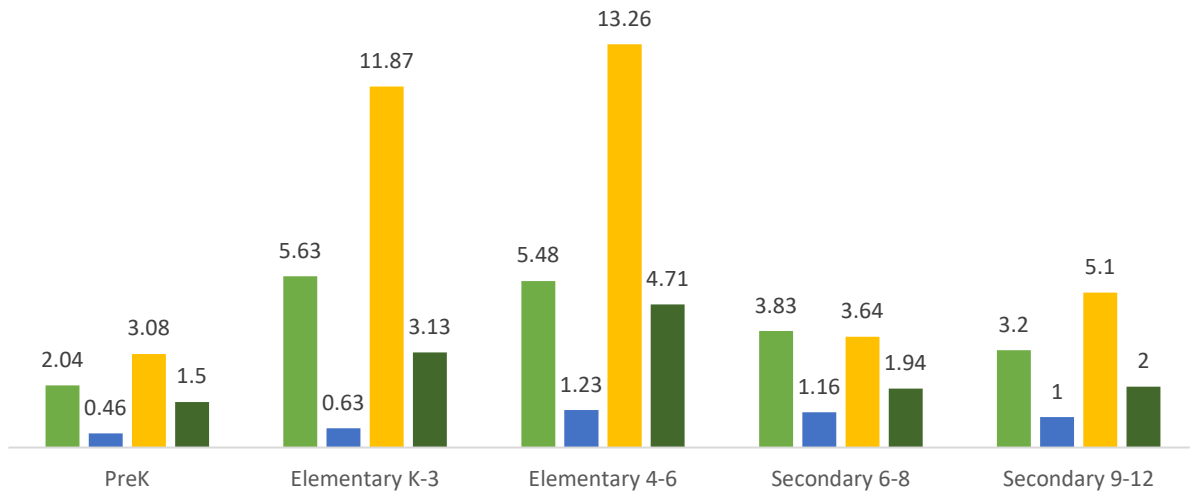


On average, how many hours each week do you expect students to spend on the following:



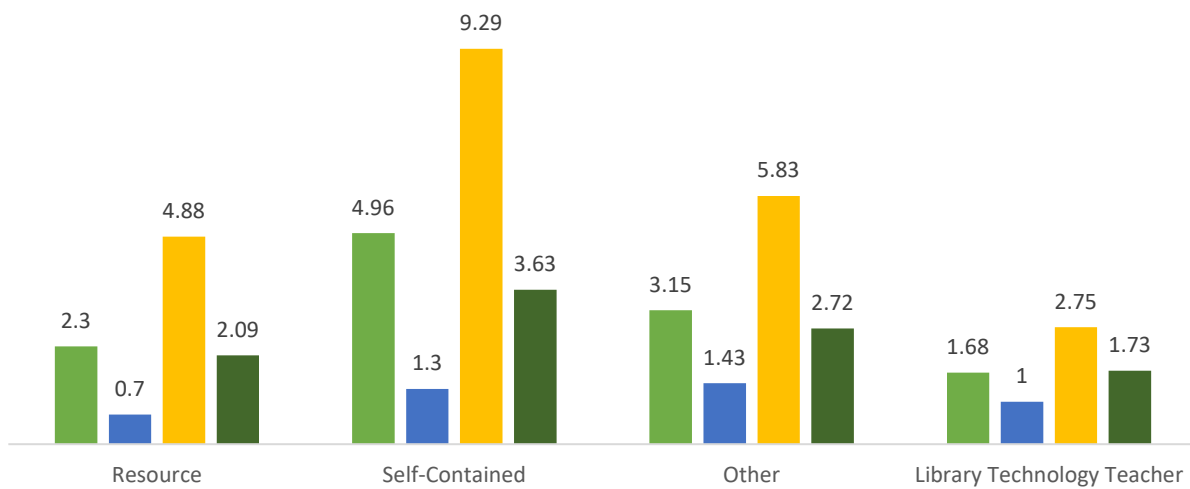
By Teacher Role

- Working on independent assignments outside of synchronous class sessions
- Collaborating with other students about assignments outside of synchronous class sessions.
- Participating in synchronous class sessions.
- Collaborating with other students during synchronous class sessions.

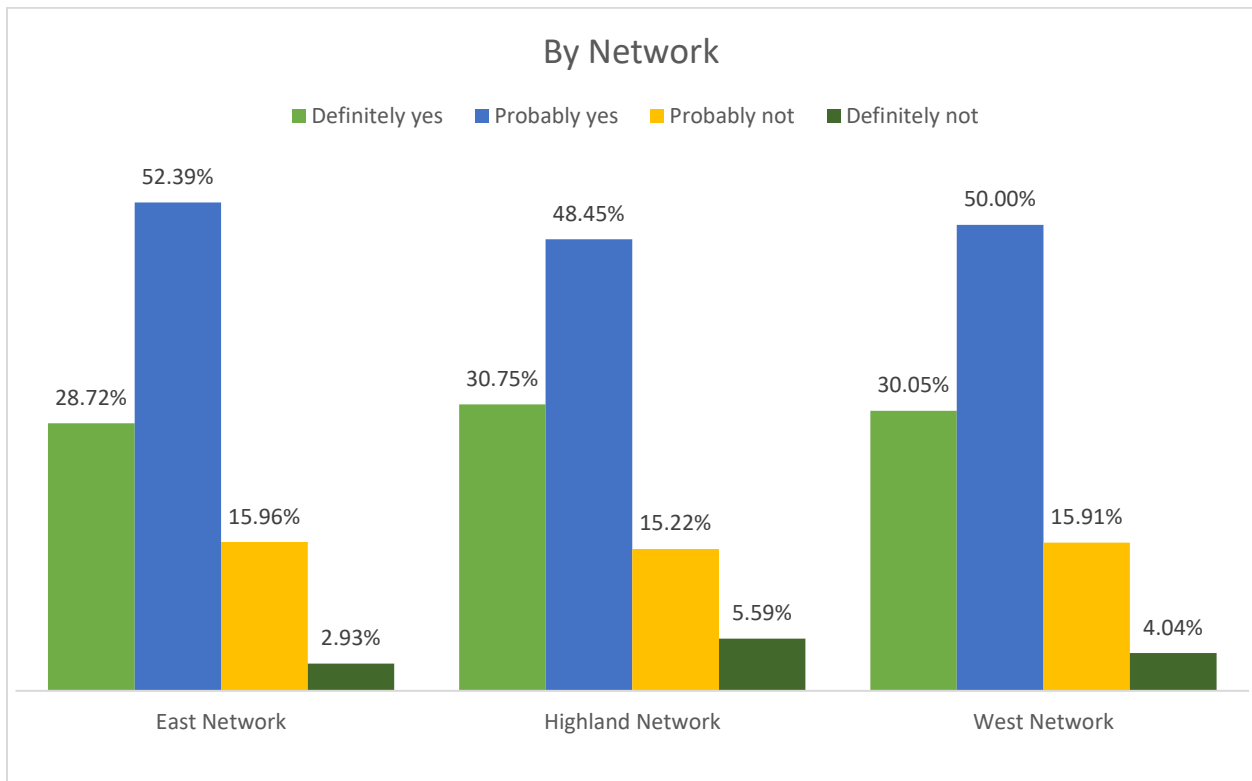
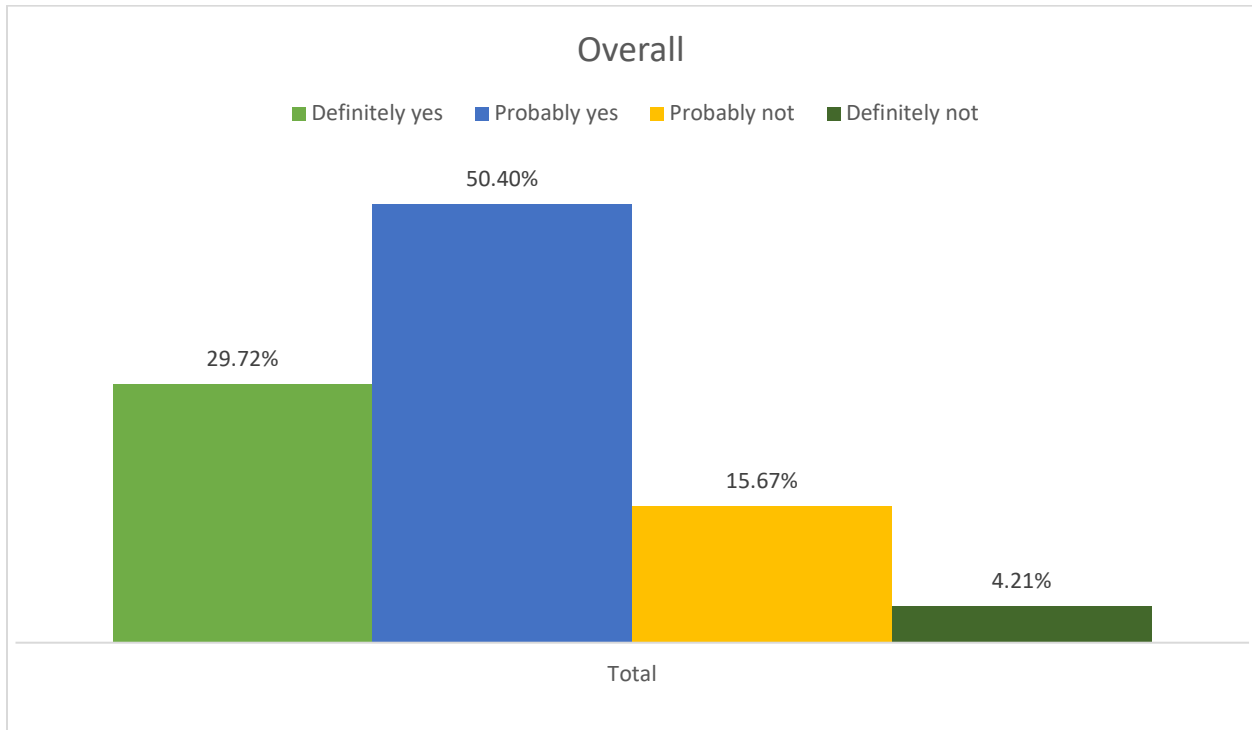


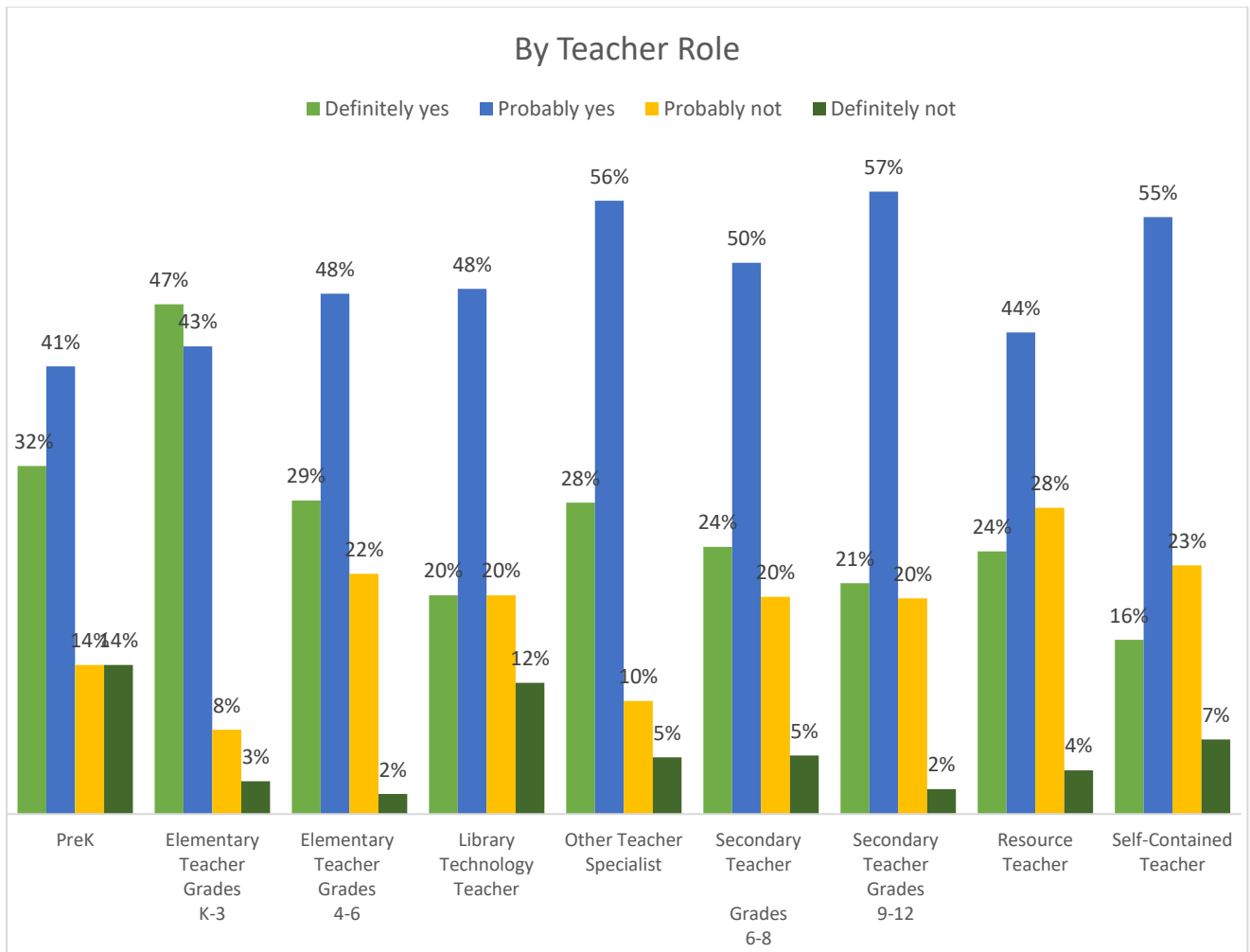
By Teacher Role Continued

- Working on independent assignments outside of synchronous class sessions
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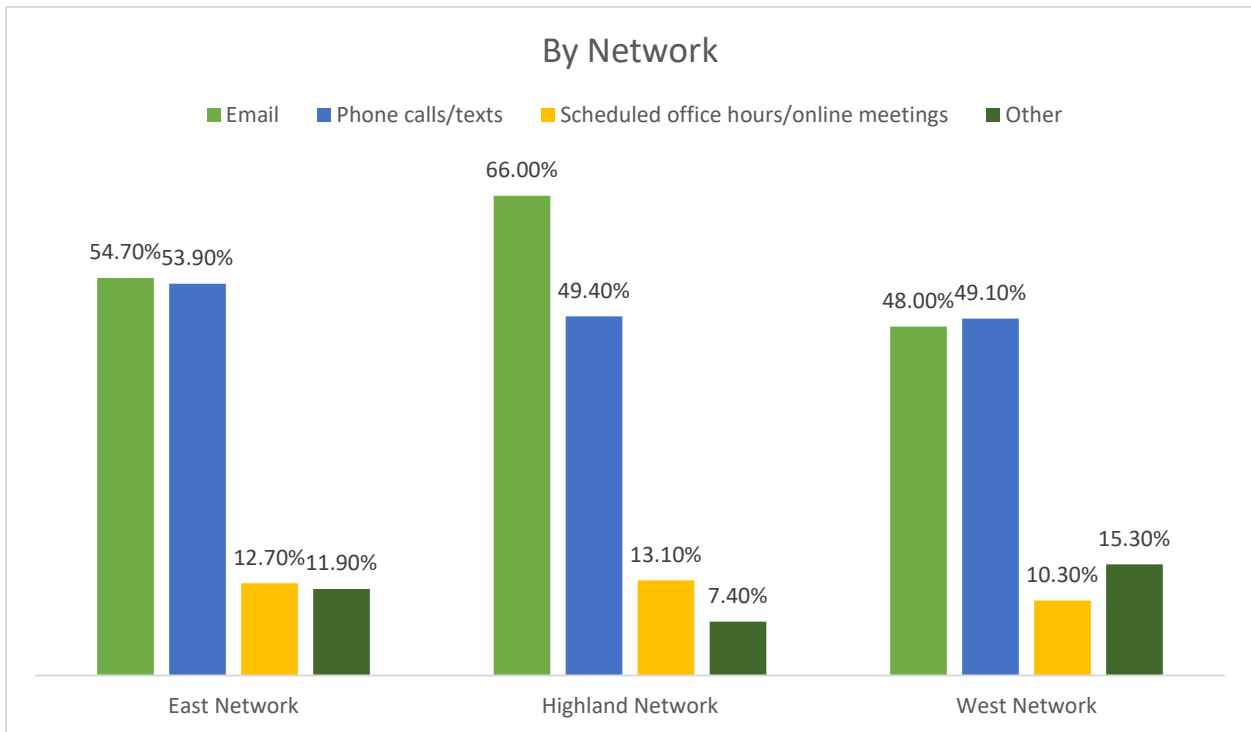
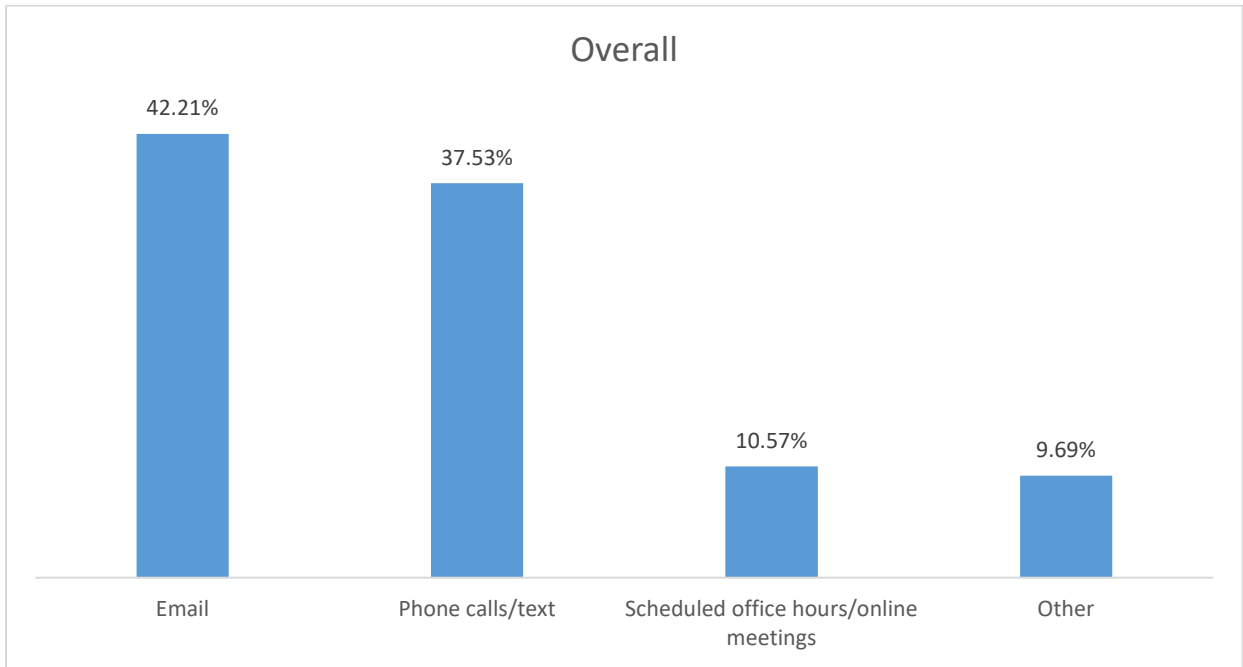


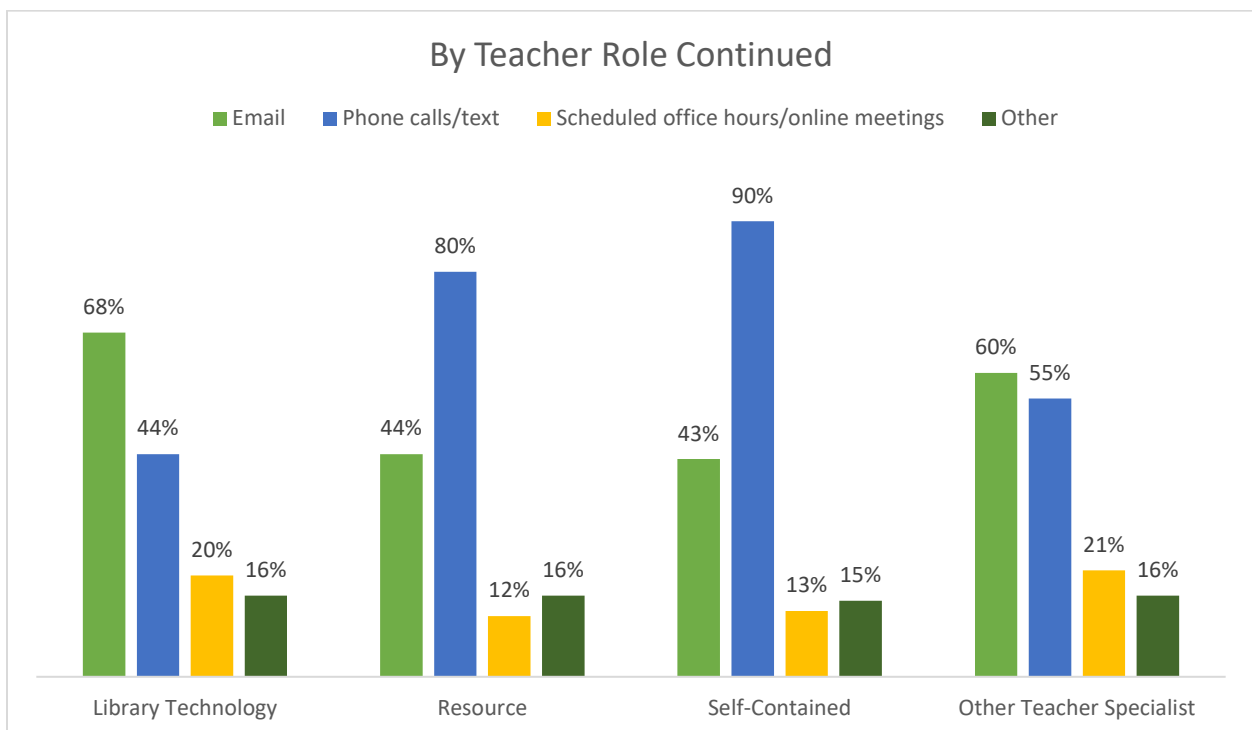
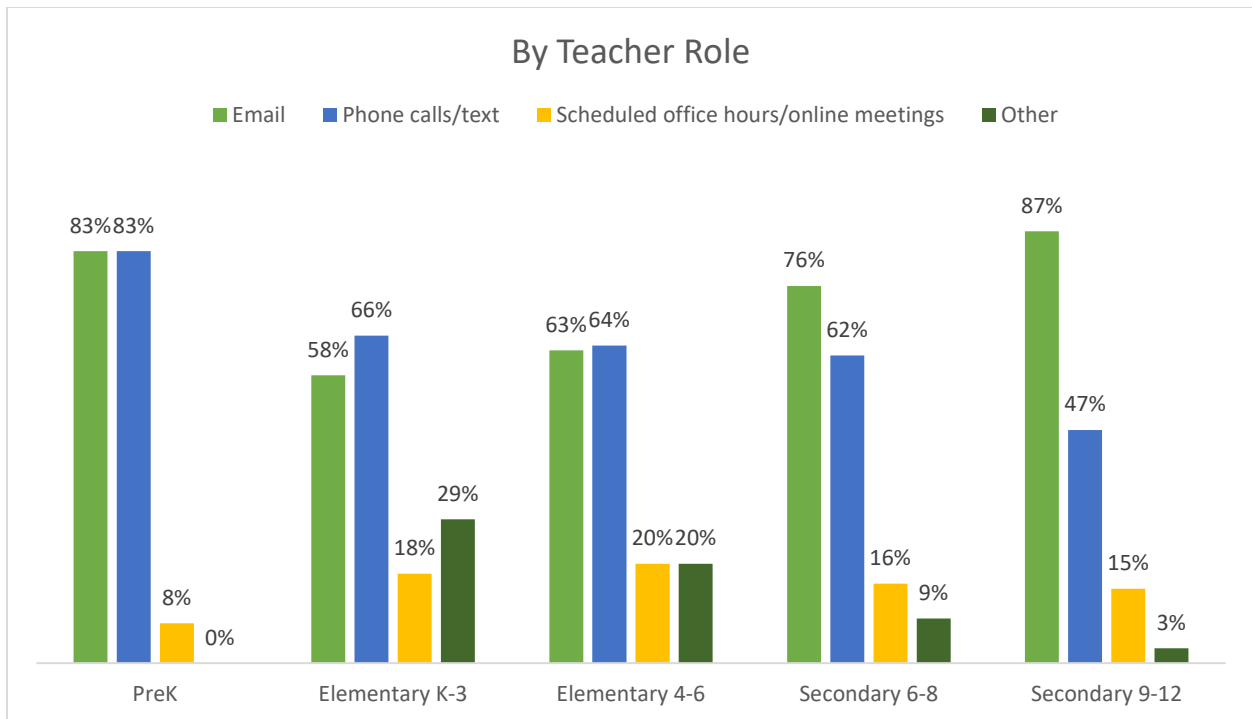
Do you feel like your students are staying connected and engaged with you and the class during remote learning?



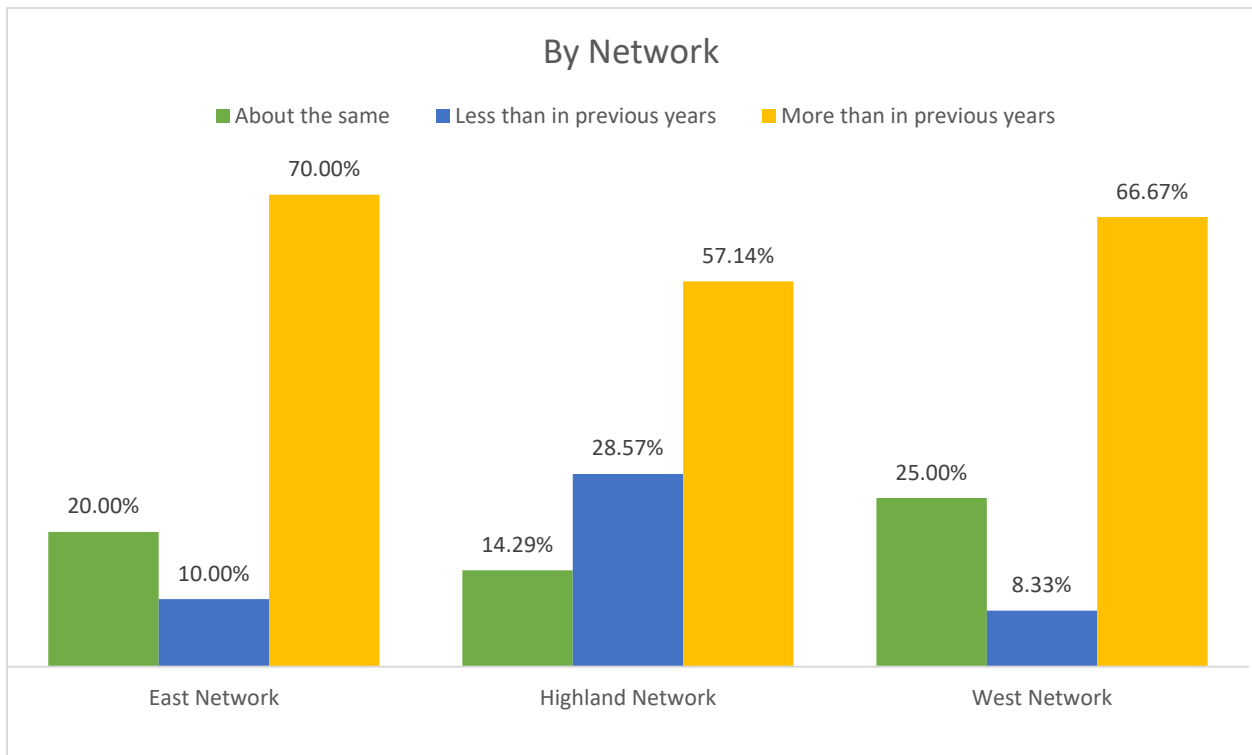
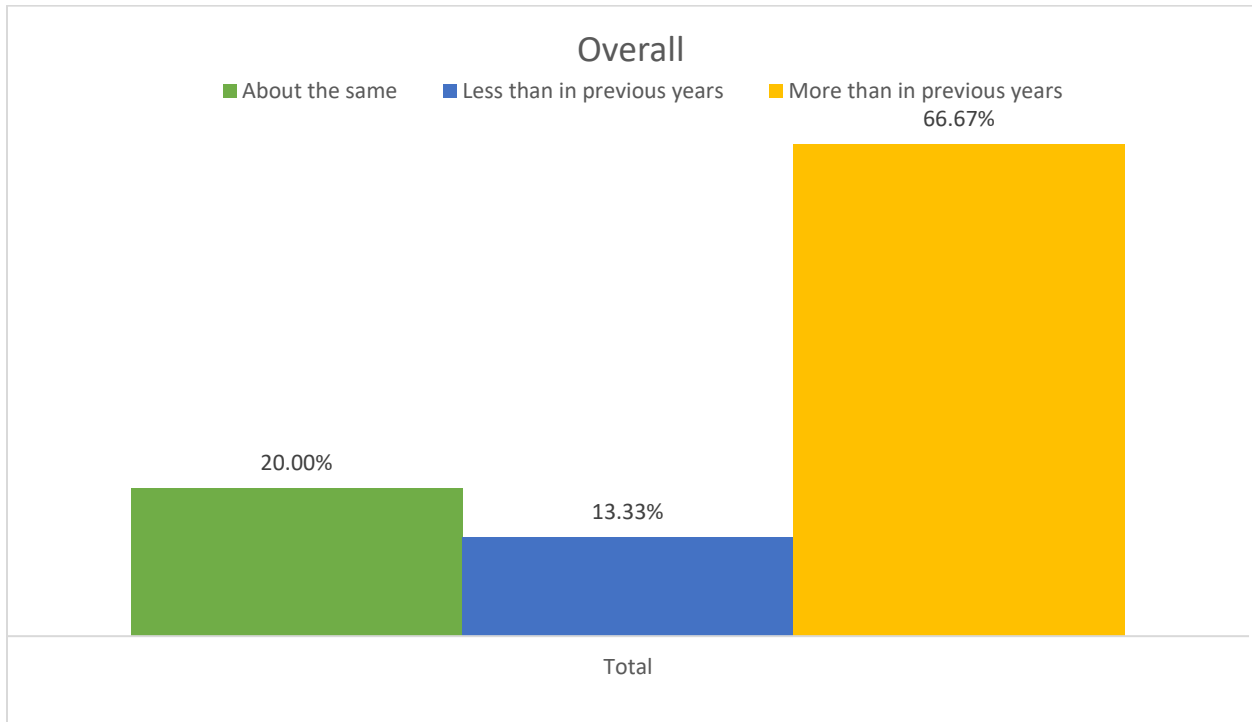


What are your most successful methods for communicating with parents about their students?





How does the amount of time you spend supporting teachers now compare to the amount of time you spent in previous years? (FOR LIBRARY TECHNOLOGY TEACHERS ONLY)



Teacher Open Response Comments

There were **466 comments** provided in the survey. These comments were analyzed and categorized into seven themes: *Remote Experience; Workload; Student Concerns; Returning to School; Teacher Support; Camera; Recognition and Overall Experience.*

The following comments were not edited and were quoted directly from the survey collection of comments and are shared to support the categories found in the open teacher response comments. The percentage indicated after the title refers to the percentage of comments around this theme.

Remote Experience (40%)

Teachers indicated that while remote teaching is not easy, they are finding success, increasing their skills and that their students are learning.

- This is quite the task. My work hours have been every day of the week averaging 10-12 hours. But, I am committed to doing this if it keep my family and my students safe. Whatever it takes is my new moto. Is it perfect? No But, I have made myself accessible to families and have met individually with students when they need support with technology or coursework. Anything we can do to get all hands on deck to support children that are falling behind I support. Pushing ourselves to think outside of the box will make this a successful experience for all.
- I am excited about what the students and I are learning. Like it or not, the world is undergoing a shift in how we communicate. I am connecting with students, and teaching them how to communicate and connect in a digital world. By necessity we are innovating and using tools that can be even more effective. I feel like I will have more resources in my toolkit even when we go back in person. In fact, I am finding some of the new ways of teaching that I am learning to be even more effective! I am reaching out to students more proactively before, and the collaboration time on Wednesday is unbelievably essential. For my personal class, I feel like I am far MORE effective in a digital format than I would be in a hybrid format. I can communicate with them daily in the online format vs. weekly in the hybrid. Thank you as well for the consistency and especially the safety that this format provides. I am high risk, and I appreciate that I will be here to teach in the following years. The students need me and my experience. The only thing that is more effective for my class in the hybrid format is testing. The shift to online has made me re-think all of my testing. In their futures, they will be able to look up most basic information, but they won't know how to use and apply it without an education. I have shifted my testing even more to test the application of their knowledge and not just rote facts. (As we should do anyway!) This mental shift is hard and it is exhilarating. It is very possible in a remote setting. I am exhausted, but I feel like I am growing exponentially this year. I do have students who choose not to participate, but many of them were struggling before the pandemic. I am laughing, connecting and teaching students every day. This isn't ideal, but I am amazed that it is working. Thank you also SLCS D for being at the forefront in giving us the tools and training to succeed.

- Remote learning has created an environment where I and the class do not have to deal with significant behaviors that take time away from instruction. With remote learning I am able to run more effective intervention groups. Half of our grade level is reading significantly below grade level. If we were in the building I would get a maximum of 45 minutes a day to provide intervention for these students. With remote learning, I am able to provide an 75 minutes of intervention a day. This is critical for the success of these students.
- Online learning has provided an unexpected way for me to provide more personalized attention to every student. It has taken a large portion of management out of the equation and created space to respond and interact with students on an individual, meaningful level. Ironically, I've gotten to know many of my students more this year through discussions and reflections. Students are also demonstrating and learning valuable digital citizenship skills as they interact online. (I wanted to share some of the positives that have been witnessed from the situation we're currently in)
- I was against online learning and I have totally changed my mind. It is so much better than it was in the spring. We have almost all of our students participating daily (elementary). The parents have been so supportive. I have never been so close and in touch with parents as I have been this year. It started when we had to meet with them all at the beginning of the year. That was the best thing that ever happened in my 26 years of teaching! The parents had to come to get their students' supplies and I got to meet each and every one of them and spend time with them. A wonderful teaching experience. Thank you Covid-19. I do not want to come back to school with the numbers high. I know the pressure is strong to send us back. Please do not fail the population and send us back too soon. Stand Strong!
- This isn't easy, but I feel we are making progress and improving each day.
- Online is difficult for kindergarteners, but it has ended up better than I originally anticipated. In-person learning is very beneficial and I hope we can reach hybrid level soon.
- I think that online learning is hard, but still the correct choice. I am so thankful that we have been consistent with online learning and that our students do not have to jump between online and in person. I am also thankful that I do not have to teach online students while teaching in person. I have spoken to teachers in other districts, and they are saying it is too hard to do both, and the depth of their instruction is suffering. My pacing this year has been the same as in years past, and I feel like my students are learning the curriculum and they now know what is expected of them with online learning. I strive every week to give the students opportunities to communicate and connect with other students and we are constantly trying new things to promote fun and community.
- I have had a great experience with distance learning. My students are engaged and learning. With the Wednesday time, I am able to meet 1-1 with 5 different students to ensure that they are getting adequate instruction. Going well. Thanks for keeping us safe.

Workload (35%)

Teachers indicated working more hours than they have in previous school years. Respondents in this category included teachers who feel successful engaging in remote teaching, teachers who feel challenged by remote teaching, and those who feel stressed and overwhelmed by remote teaching.

- I am working twice as many hours as I would in a normal year...

- Thank you so much for keeping us safe. I am putting in more work hours than regular years, but I feel incredibly fortunate to be in this district right now.
- The section on this survey where you ask about the percentage of time spent on classroom duties is not a good one. You had it total 100%. However, MOST teachers right now are donating personal time to make this situation work for students. Each day I work over my contract hours. I fear if I did not do this all the parts of teaching would not get accomplished. Grading and responding to parents is one that I often am doing outside of school. My weekends are spent getting recorded materials done so I can work with the whole group and small groups on zoom. Teachers at all grade levels are putting in more effort than ever before.
- I feel like I am working all the time. I need a break. I am about to snap. It's too much. There's no rest. I am over worked. I was so sick but afraid to ask my colleagues for help and the district system isn't set up to help right now. This situation is broken.
- I spend a lot of personal time on weekends making sure to keep that contact with them. I have no qualms about doing it. I just think it is important to even just send a hand written note in the mail is a way to make connections without being in person. I have kids who are still drawing me pictures and sending them to me at the school. It seems like these things are not happening, but they are. Connections are still being made. Also, I think it would be good for people from the district to join Zoom classes and actually see how they are going instead of just making assumptions or listening to what others say.

Returning to School (29%)

Teachers expressed a need for consistency in schedules. Most of the comments in this category indicated that remote learning should be extended. Fewer indicated that a return to school via small groups, or a hybrid model was needed.

- Keep remote learning at least through January!! I have been able to connect with and build relationships with my students in ways I haven't before. Students are intrinsically motivated to get their work done through this model. They aren't receiving external rewards or being influenced by their friends. Class interruptions are non-existent and I can get more instruction and guided practice completed through this way.
- If you choose to go hybrid it will upset everything that we have built in this class. Students who are slightly ill will have to stay home. Students who are quarantine because family members are sick will have to miss school. Let us focus on making Online better. Do not make us start all over. The students are thriving! They are able to focus just on their studies and accomplish more than I had expected
- We are finally in a routine with all the students. I think it is critical that we don't "jump ship" from online only to a hybrid scenario. Students/children do very well with consistency. We see what is happening with the students that are in person schooling, hybrid, closed schools - it is too much for everyone. Our students and teachers are doing the very best that they can. Attendance is good. We are safe. I hope that we can continue in this safety - online only - situation until the numbers of Covid infected people are a lot lower. We must remember that children will be successful and continue to make gains. Teachers need to be taken into consideration too as far as staying safe is concerned. If teachers truly do not have a choice of returning once the hybrid school happens then I would like it to be SAFE!

- Can't wait to teach more in person again.
- Please put us on a hybrid schedule. The elective teachers are struggling and students are struggling with our classes. My culinary arts class is 2/3 cooking - I don't have enough instructional material to teach the full course with 0 cooking. Students can't weld at home. Students can't woodwork at home. Students can't automotive repair at home. Students can't sew at home. Students (some) can't cook at home. Students can't complete their pottery at home. Students can't have authentic foreign language conversations at home.
- I think that online learning is hard, but still the correct choice. I am so thankful that we have been consistent with online learning and that our students do not have to jump between online and in person. I am also thankful that I do not have to teach online students while teaching in person. I have spoken to teachers in other districts, and they are saying it is too hard to do both, and the depth of their instruction is suffering. My pacing this year has been the same as in years past, and I feel like my students are learning the curriculum and they now know what is expected of them with online learning. I strive every week to give the students opportunities to communicate and connect with other students and we are constantly trying new things to promote fun and community.

Teacher Support (19%)

- I'm working anywhere between 60-80 hours per week. Students are also working A LOT online and there's some burn out sinking in. They are exhausted. We are exhausted. The feedback loop of that is starting to take a toll. While seat time for seat time synchronous learning is a good idea in theory, it is making it really difficult for the quality to be as strong as it typically is in the classroom. Many high school students need a bit more of a break and breather--time to process if the learning is going to sink in. They've often expressed they feel behind and confused in MULTIPLE courses (not just mine, and this includes my advisory students). Perhaps one hour zoom session M, T, Th, F rather than 1.5 hours? Perhaps a longer lunch break? I don't know the answers, but I'm seeing this take a toll on even the most diligent students in surprising ways. If the worry is that we, the teachers, are not being held accountable for working our hours in any other way, I can assure you we're all working MORE than we ever have based on every conversation I've had with other teachers. Thank you for reading. If we're basing this on what is best for students, we might want to really think about what is feasible for best learning and best pedagogy in this particular synchronous and asynchronous model.
- The biggest challenge with remote learning for me has been keeping up with Canvas. Planning takes much longer, and there just isn't enough time in the day. Collaborative structures have helped, but it would be nice if we could get a network of teachers(3 schools in the area) collaborating and sharing materials for Canvas/online learning. I spent 2 out of the 4 days we had off for spring break just working on Canvas to be ready for this week =S.
- A Microsoft Surface Pro would make my teaching SO much better! It's like a portable Smart board! It's the one thing I wish I had. We could take this to a whole new level...
- I would like to be able to observe more teachers. I feel like my team is doing a great job collaborating, reaching out to families and students, bridging gaps between school and community, and keeping students engaged and accountable. I would still like to see others teach and their engagement strategies.
- I would really like a place I can go to for FAQs. There have been times that I have a quick question about an app, Zoom, etc. that I did not feel warranted a call to the Help Desk, like What credentials do I use to connect to the wifi at my school?, Do I need to create a totally new

meeting to pre-assign breakout groups in Zoom?, etc. If such a resource exists, I am unaware of it, but would happily use/contribute to it. I know there were grade-level groups on Teams last spring that had discussions about related topics. A resource like that with the search option would be fantastic!

- I am a new teacher to the district and there are many things that I have not had any training on before the school year began which have been lost by the wayside since it was decided that the school year would start remotely. For instance, I never received any training about how to look at my pay stub before the year began and I had to ask my PAR coach to give me guidance about how to check my pay stub. There have been several other instances as well, such as how to find my students' families contact information or how to use Microsoft Teams. I feel like more could be done during this time to support new teachers and make sure that they have all of the training that they need.

Student Concerns (18.7%)

Teachers expressed concerns about meeting the needs of students and families.

- This system is not functional for Sped or EL students. I spend all of my class time helping students with special needs navigate the systems which leaves the rest of the students feeling bored. I am at a loss to make this a truly meaningful experience and do not think that I can continue this way much longer.
- There are things that my students are going through that prevent them from actively participating or focusing on virtual or digital classes. * One is that in the same place where they are already receiving their class, there are other siblings who are also in virtual class, so there is a noise interference of ears either from the class or from another noise too. * That some of the girls, are also helping their parents with taking care of their younger siblings during the day, or doing some chores at home * Sometimes students tell me that they have had problems with the internet * They also have told me that they prefer to have classes at the school in this way they can focus and have the interest to complete school work. That virtual classes find it difficult to focus and have not desire to do school work.
- My Honors classes are going great. Lots of engagement and focus. My other class is an ELL class and it's very difficult due to language barriers and poor internet for the students. The ELL kids could use in person instruction, where as the Honors kids are doing very well academically.
- As a Speech-Language Pathologist, many of my students are in the K through 2nd age range. It is very difficult for them to navigate to another Zoom call, so I need to join their "home room" zoom and be pushed into a breakout room. But there are several issues with breakout rooms if the teacher has multiple break out rooms going, I have to disrupt instruction to be pushed into the room, and then I don't have the same navigation rights as a co-host. It's been very challenging connecting the younger grades with disabilities.
- Many of my students have to take care of younger siblings during the day because their parents still have to go into work. The expectation of students to be responsible for their own work and the education of their brothers/sisters is outrageous. On top of that, most students need the structure of a classroom. I don't know what it is we're doing, but it certainly isn't benefitting these kids.

Recognition and Overall Experience (17%)

- I am grateful that the Salt Lake School District values my health and has made the choice to keep me and my students safe. I do not like this way of learning because I really miss being with the kids. However, we are in unusual times, and I'm grateful to the leadership that is protective of our community health.
- After watching the 10/20 board meeting last night, I realized that parents, maybe people in general, all of sudden have a very ROSY view of what school was like for students BC. All kids were learning. None of them were bored. The teacher was always on top of every kid and knew what each kid was doing at all times. Parents are currently comparing online learning to a false narrative. Teachers spent a lot of time learning to be better at online teaching and students are better at online navigating and learning than they were in March and April. It is no longer Crisis teaching or Quaranteaching. It is now teaching. And we are doing a great job. Is there still a lot to learn? You bet? Would it be helpful if parents were better at problem solving and complained yes? Certainly!
- I am so happy that we are distance learning. My teacher friends in other districts have already gotten sick with COVID-19. I'm immune suppressed and highly concerned. I know it has been hard but distance learning but it is just safer for everyone, and our students are still engaged and learning. I'm proud of our district.
- I am spending many extra hours with online teaching striving to make it calming, engaging and to meet the needs of the whole child. I work on it throughout my whole day, many hours during my personal part of the day. I appreciate that our district gave us(me) extra time to learn Canvas and to prepare for online learning and I feel a little more prepared if we have to go to hybrid learning as well. I have felt very supported by the parents in my class and they seem very appreciative of our efforts to provide a good education and provide for the safety of students and our community as a whole.
- This is not the year to be hard on teachers and schools. We are doing the best we can and are working harder than ever. Please support us and ask questions, eliminate teacher ECAP and unnecessary testing. We need to be asked and heard and not hear about decisions that have been made for us on the news, that's insulting.
- I have been underwhelmed by the professional development deployed during remote learning. Where are our instructional and technology coaches now that the school year has started? Where are the resources on pedagogical approaches? I am working all day and two to three hours a night just to be ready. I am someone who has always loved coming to work every day, but I hate this. I am considering leaving the profession because of how burnt out, undervalued, and overworked I feel. I think that learning remotely is the smart choice right now, especially for older students. But the schedule is not sustainable for teachers. We are not okay.
- I am working long hours. I can handle the increased workload because it is the safest for my students and myself but the district and administration piling on trainings/meetings like we work 24 hours a day is counter productive. The biggest problem in my school is the disconnect between the Administration and the teachers. They do not realize how hard we are working because if they did we wouldn't be having long meetings and trainings that suck out any energy we have left. Support teachers and allow us time to do our jobs.

Cameras (2.3%)

- Remote learning does not lend itself to truly connecting to my students. Students refuse to turn on cameras, do chores [instead,] for parents or babysit other members of family while they are supposed to be in class.
- We need to demand that students turn on their cameras so we can better connect with our students and hold them accountable for participation. They can put on a white background if they are self-conscious about their home.
- I believe that many teachers simply do not have the skills needed to be teaching online. Many teachers are doing a great job adjusting, but it is almost unrealistic to think that all will. I think there should be mandatory trainings and/or skills tests that ensure teachers can complete basic tasks. Also, many students realize that we cannot penalize them for not turning their cameras on or not showing up to class. This makes it difficult to hold them accountable.
- Online learning has been successful for my class. It is a skills-based class so there is a lot of independent work time, but I offer lots of opportunities for one-on-one help. I have requested feedback from students each week and make minor adjustments to the course to help them have a more efficient use of their time. The feedback I have received is that students love the organization and usefulness of my class, and how accessible I am for help. There has been overwhelming feedback of students comparing my class to some of their other classes that require them to sit at Zoom with cameras on all class period and how they feel that wastes their time and makes them uncomfortable.