

Elementary Teachers -

2. How does the remote day benefit you?

ID Responses

- 1 It does not benefit me. I am still in the school doing my normal Friday duties, only without kids.
 - 2 I'd rather teach 5 days a week. Remote day only helps parents practice getting on different websites on their own.

Remote Fridays have benefited me by involving parents more in their child's education. They can see on a weekly basis the activities that we do in class so they can see where their child is academically. Remote Fridays have been a great way to involve parents in their child's education. Remote Fridays also gives me time to plan my remote lessons, interact with my students and parents and correct work that is sent in through Seesaw.
 - 3
 - 4 I can focus on individual needs and answer student emails. I can also monitor progress.
 - 5 Not sure how to answer this.

I feel I had many benefits - it was an extra day being home with my kids, even though we were all working, we were together. I was able to stay caught up on grading because I had a whole day of uninterrupted time (for the most part). I was able to research and look into new things to try in the classroom. I had to be more intentional in my teaching for the 4 days we were together.
 - 6
 - 7 The remote day allows me to review skills and give extra practice to my students; especially, the ones who struggle. Unfortunately, those students who need the extra practice does not get the work turned in at all.
 - 8 The remote day allows students to ask questions more easily. Better opportunity to access a teacher at a given time.
 - 9 It has given me additional time to plan instruction. I believe it has improved my communication with parents. They are willing to contact me with questions on Fridays.
 - 10 It is nice to have the extra day to work in the classroom to get things done. Gives me a chance to have the students review items, however those
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students who could use the most review, are those who aren't doing or handing in any work.

11 I feel like it has been a positive thing to involve the parents in the learning process. I think they get a better feel for where their child is at academically and brings them in as a necessary part of the learning process. I also feel like in today's world, it has given us the chance to be prepared for the unexpected by having our ducks in a row should we need to go in to a more remote learning situation.

12 I don't feel like the full benefit of the remote day has come to fruition, because we are practicing for an event that has not and might not happen. But I am confident that if we had to shift to yellow or red, my students would be well-equipped in handling the switch, which I believe was the main objective. It also gave us the benefit of reducing a bit of exposure by being in school only 4 days in a row each week. The students have also gained valuable computer skills.

13 I use that day to plan and prepare since our planning time was cut due to the 4 day week and less specialist time.

14 Remote day benefits me in that I have more time to get grading done and I get to stretch my teaching skills and teach my students things I otherwise may not have.

15 Provides a time to meet with parents, conduct testing, meet with IDLA students and conference with other teachers

16 It is a low stress day of work.

17 As a [REDACTED] I was VERY grateful for the opportunity to learn an on-line program. Prior, I felt very in the dark as to how to reach all students for leaning. I serviced one grade level (3rd. graders), and the Seesaw program worked well.

18 The remote day does not benefit me, nor does it benefit the grade level that has to have their special class remote only. They miss out on a lot because they are not in person. Also, their are several kids who do not complete their lesson, so they miss out all together.

19 I am still able to meet the needs of my students and assess the skills that I have taught throughout the week .

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20 I use the remote day for the prep day. This year our prep time has been greatly reduced in the elementary grades. I lost 40 minutes a day for prep. This is a total of 160 minutes of lost prep time over the week. I use remote Friday to get ready for the following week. If I didn't have this day to prep this year would have been extremely overwhelming. Due to the lack of prep time during the week, I also use this time to make contact with parents, participate in RTI Kids Team and IEP meetings. I do like the four day school week and would be in favor of keeping it in the future, but I do not think the remote day has been academically successful for my students.

21 Remote day has become my prep day, since our prep time has been reduced greatly due to the Covid schedule. I arrive early to finish up any grading or loose ends from M-Th. The rest of the day is used to prepare instruction and homework packets for the upcoming week, contact parents, and work with students on Seesaw. (Friday is a very busy day!) *Work for remote Friday is mostly applying skills they are learning, practicing what they know, and learning to use the Seesaw. *I continue to discover new online resources to use in preparing and implementing online instruction. *My understanding/perception of the impact of the affects/effects of COVID continue to evolve. I am trying to understand how my students and their families have been impacted by the events of COVID. We do not need to "catch students up".....we identify where they are academically and move them forward!

ID Responses

1 Helps teach the kids how to use technically and new ways to adapt when things are out of our control

2 I am able to get more planning done on Fridays, but I would much rather have a day with my students. Elementary students need to be in class five days a week. Maybe we could have remote Fridays once a month to continue to teach online skills if needed, but NOT every week.

3 It makes my students more tech savvy (for those who are able to do the work online). I have time to do more planning, evaluating, lesson development, etc. As an elementary teacher, I have some students who need paper packets for a variety of reasons, including students with parental custody issues and students who are overly obsessed with technology.

4 I am able to get ready for the following week.

ID Responses

5 It allows me to catch up on paperwork without interruptions, it has given my staff an opportunity to become more familiar with her online platforms as well as my students and self. It allows my students to practice the online platforms in case we ever were to go red.

6 It does not! I just adds 10 more hours to my week trying to manage a classroom and online courseware.

7 It gives time to address things without student interruptions. It allows for RTI, 504 meetings, etc without having to extend teachers' work days.

8 The only benefit I get from the Remote Day is a little extra time to catch up on grading. My students use the computer every day in class, so we have learned how to log in, get help, find resources, solve problems, so we didn't need a home learning day to get that accomplished. I think the only way to make Home Learning Fridays beneficial is to use it to meet the needs of struggling students by making it a day to catch up on missing / incomplete assignments and allowing teachers to have a real day to catch up.

9 I think it's a great way for students to use their imaginations or creative sides to do my assignments and get kids outside instead of on their video games. I think it's teaching them how to use the technology and platforms we are needing to use in our daily lives. It's helping me learn more about technology and the resources we have.

10 In between answering parent questions and checking completed work on Seesaw, I have been able to spend a lot of hours in my classroom getting things done. With the lack of specials and prep time this year, I feel that Fridays have made up for the lost time that teachers desperately need in order to stay on top of things.

11 I wanted to answer "yes" and "no" for question #1, because some students do nothing on Remote Fridays. However, it has "forced" me to become more adept at my own technological skills. 2) After the four-day push, it gives me a chance to take a breath.

12 The remote day gave me more practice using digital platforms and delivery of material. It also provided me with some time in my classroom to prep lessons, copy, grade, and catch up on all my other prep work as a teacher since our prep time was severely reduced this year.

13 It does give me time to catch up on grading and planning.

ID Responses

- 14 I'm able to get a lot of grading and copying etc.... completed. I also make my appts on Fridays so I don't have to get a sub.
- 15 It does not...
- 16 It doesn't. Since most students are not doing their remote work on Friday and are choosing to do it clear up until Sunday night; I am not ever out of teacher mode. I am field questions and e-mails and grade virtual work through out the entire weekend.
- 17 I don't teach full time, so remote gives a couple of classes the chance to have music.
- 18 The remote day makes it easier to work with one student at a time when/IF they ask for help.
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3. What challenges and hardships does the remote day create for you?

ID Responses

- 1 I am not able to do any make up testing or instruction for kiddos that were missed. It's also put the impression of a rush and push on teachers to get things done in four days, so they are less friendly with me pulling kids outside of designated times.
- 2 Putting so much pressure on parents to get work done on one day that try and use the remote day as an extra day off
- 3 The benefits far out weigh the challenges.
- 4 Getting my attention pulled away by people thinking I have the day off and am doing nothing
- 5 Not all students complete the assignments. I feel rushed to cover standards in class. Some remote days it seems no matter how available I am to students for help, some parents feel unsupported.
- 6 Learning the technology has been the hardest thing - Teams and SeeSaw.
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ID Responses

- 7 The there are two challenges due to the remote Friday. First, I am making two lesson plan's for each week instead of one. In addition, making sure I balance the computer screen time and sit down work time equally ,so not to overload the students. Then, printing off the sit down work and preparing for those packets to go home takes added time that leaks into my prep time. Moreover, I am making more copies this year, which is eating into my monthly copy limit. As a result, I have had to ask for more copies in this school year for remote Friday. I know the paper budget is a concern with administration, but it is unavoidable if we want to continue remote Friday, so therefore amend the budget and give us more copies. The second issue is students not turning in assignments for remote Friday. I have had more missing assignments these past seventeen weeks, and given more zero's then in previous years. In general, the students who need a device from the school, takes home the computer, but does not do the work. Therefore, I send home reminders for parents to encourage their child to get caught up, but to no avail. I have had to set some time in class to get those students caught up, which hinders teaching because I cannot introduce a new skill if half of my students are catching up on assignments from remote Friday. In conclusion, I love the chance for my students to practice skills I normally do not get the chance to do in class, but the overall stress of missing assignments, and added time prepping has been overwhelming.
- 8 Most of the students to not attend the Teams Meeting. Therefore, the content of the virtual meeting is limited. I prefer the paper packets and computer assignments for students to complete at home.
- 9 My biggest challenge has been learning how to use Teams and Canvas technology.
- 10 There are a few challenges with remote Fridays. We are fitting in our normal 5 day week plans into 4 days, and then we have to make extra plans for Fridays. We don't want to teach something new on Friday, so we have to find some review. We have to make sure we have a good balance of screen time with paper work, as not to overload either. Students who really need the review of the concepts I send on Fridays, are typically the ones, who are not doing or handing anything it. I want the students to know that remote Fridays is something that I hold them accountable for, but how can I do that, when I'm only getting things handed in from half my class?
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ID Responses

11 With our new specials schedule due to covid, we have less prep time. But I have been able to use the remote day we have been given to prepare, organize, and catch up. I check student work from the school and use the in between time to do prep work for the following week. Since I have double the kids to keep up with and prepare for, it is actually helpful for me in my preparation

12 I have one less day a week to cover curriculum for my students. My students constantly ask me when they can come to school on Fridays again. We've made it work and it has served it's purpose. Unfortunately it's the Tier 1 and 2 students that lose the most because they typically don't have the support at home, so they get further behind in a remote Friday situation. We have had to be conscientious of home situations and not force too much school work, so at the 2nd grade level, students are reviewing skills, but generally not building new skills at home.

13 I have less planning during the week and I have to use every minute and more to plan, grade and prepare.

14 Technology is the main challenge I face for remote days. The chromebook I have doesn't allow me to use the Teams App, so I cannot use the whiteboard app or breakout rooms, but I am making it work. It also makes more work during the 4 day school week - prepping for remote day takes up a lot of time.

15 NA

16 I feel that we are losing a whole day of teaching. There a few things that we can have the students do at home, but it does not compare to the rich instruction that takes place in the classroom. The students who are doing well on remote Fridays are those who complete classroom work just fine. The students who need the most help struggle to complete work on remote Fridays, and consistently do not turn assignments in. We are doing our struggling students a disservice by having a remote day each week.

17 Servicing one grade level was nicely manageable. I am a little worried that if I have to service all grade levels K thru 5, it may be overwhelming. There is a great deal of time involved in responding to each student's entry. One grade level is approx. 75-80 students. All grade levels would be approx. 400 kids activities to respond to. This may be difficult to complete in one day (Friday).

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18 It creates a lot of work and stress for me trying to find fun and engaging lesson plans that I can use remotely. I am also responding to students Friday and Sunday nights as a lot of student's parents work on Friday, so those kids are completing their work on Sunday. It's also difficult to focus on my students on Friday when I'm also trying to help my two children with their remote lessons. My one child's teacher works really hard and prepares valuable and productive lessons and Zoom classes which takes about 4 hours of our day, but I feel that my other child's teacher is just taking a day off. There are no consistent or prepared Zoom meetings, and my other child is done with all work within an hour, so I'm having to come up with work to supplement. To better answer question #4, one of my children benefit academically, but the other one does not. If we continue with a remote day, we need more teacher accountability.

19 The challenges are minimal.

20 The biggest challenge has been being a mom and a teacher at the same time. I have five children (elementary, middle school, and high school students) at home attempting to complete their remote day activities and I have not been there to help them. I feel that it has been slightly better for my high school children. I feel that their remote day learning has suffered because they don't have me at home to help. I appreciate the help of parents to students in my classroom, but I feel guilty that I have not been able to help my own children and guide them on ways they can be responsible. Remote day also consumes my entire weekend to check for submitted assignments. Not all parents are available on Friday mornings or afternoons to help first graders do their work, so I have assignments submitted Friday night, Saturday and Sunday evenings. I don't have the time during the week to check remote work, so I have to use my free time to complete my job.

21 Remote Friday is one less day of instruction for students who have already missed so many days of school. Face to face instruction allows us to give constant feedback to students. It also allows us to identify misconceptions and reteach concepts. Remote Fridays remove us from so many opportunities. *The lack of accountability for students and teachers is concerning to me. *The opportunities for students to learn from one another is not in place on Remote Friday. *I continue to check work throughout the weekend so that I don't start the week on overload. (Some parents work on Fridays so their children complete work over the weekend and submit it.)

ID Responses

1 Not getting to see some students face to face.

2 With first grade students I can't teach new concepts online. The students still need parents to be right there with them and most of my student's parents are working so they are home with older siblings, LEFT ALONE, or sent to relatives houses. So I am losing an instructional day each week and not getting through my curriculum like I should be.

3 Initially, learning how to put things online was difficult. Once I learned how to do that, things have been very smooth. I was able to put our entire grade level ELA curriculum online and the grade level has total access to it. This has helped other teachers have an easier time creating assignments and plans.

4 Technology does not always cooperate

5 Less time with students, but a big part of sped is the online paperwork I have to do. So it allows me to stay up-to-date with that and provide more assistance and prepare my students if we ever were in a situation like last year.

6 As stated above it adds at least 10 more hours to my week. It is just one more thing I have to manage. It is absolutely terrible to have to try and manage my classroom and curriculum as well as the online portion. I am contracted for 37.5 hours a week and I am working 50+ mostly due to the remote day. Only about 15% of my students actually learn from online courses. 85% need the classroom. It now limits me to try and get the entire curriculum done in 4 days a week. It is not good for the teachers or the students. It needs to go away or we need to just go to a 4 day school week and just extend those days and have Fridays completely off.

7 None for me, but I do see that it creates stress and additional time for teachers.

8 I was hoping the remote day would help increase parent / family involvement. However, I have 7 students who never do work from home and no matter how many times I message parents and remind them to check on work and that the work is important, it doesn't get done. That leaves me to either enter 0 and have more students fail or throw the grades out. Remote Days as they are right now create a lot more work my team and me, as we are attempting to provide meaningful activities. But, because some don't do it, we can't do anything that pushes content further. And, as a parent, I have 3 kids at home attempting to get work done, while I am trying to meet the needs of my students. My ■ student especially has had minimal support from the school during home learning time.

9 A challenge I have for PE is that The participation of students doing my assignments and getting on is not the greatest on remote days for PE. They rather be Face to face for specials.

ID Responses

10 Lack of connection with students on Fridays. A LOT of parent interaction needed, which is difficult on our working families. Kindergarten students are unable to complete their online work without supervision and assistance, therefore parents are relied on heavily. This sometimes makes me feel guilty for all that I'm asking of our working parents. Additionally, it has been difficult cramming everything in to a 4 day face-to-face week (especially since I only see my students for half a day). Also, it's been really sad seeing our younger grades missing out on certain specials like Music. I think Music class is very age-appropriate for Kindergarten and it's unfortunate that our online Fridays took it away from them. Lastly, sending class devices home has been challenging. Luckily, none of my devices have been returned damaged; however, it's challenging when they don't come back to school on Monday. We use our devices every single day at school in our reading rotations. When they aren't returned, I have to re-think my plans for the day. ***I am selecting "no" to question number 7; however, I feel indifferent. I realize that often times what works for majority of our grade levels is best. Kindergarten is its own world after all. I am happy to adapt and continue with remote Fridays in the future if the district is in favor of that.

11 Some "broader learning" activities had to be let go due to the four-day week. The big push is just math and ELA. Regarding question #7 at the bottom of this survey: when the pandemic is over, I think that younger elementary students, at least K-3, should be in school 5 days a week. They need to be with each other and acquire a more rounded education which often is not happening at home.

12 As a mom of 4 elementary and preschool age children, the remote days are always a battle between choosing my family or choosing work. I have to dedicate hours of time in helping my own children accomplish their work while also attempting to accomplish all the hours of work required in my classroom and on the digital platforms within the day. Most Fridays leave me feeling very exhausted physically and mentally from the constant pull and tug to be with my kids while also feeling the need to be there for my students. My students have not progressed as quickly this year and are behind in math and reading compared to previous years. We are behind in the curriculum and I feel like we are rushing through material to try to stay on track for the year. This rushing through material causes frustration in feeling like I don't have time to stop and revisit essential foundations for first grade before moving onto more complex concepts that build on those foundations. When I do take the time to pause and revisit concepts, I feel more behind in the curriculum and struggle to catch up. I do not feel that my students are benefiting from remote Friday. I assign activities that review concepts we have talked about in class as well as introduce or pre-teach material that is coming up for the next week. I have several students who turn in half the work, several students who turn in zero work, a student or two whose older siblings do their work for them, and some students who are able to get through the assigned work. I have visited with the parents of my students and they are struggling to keep up with their child's Friday work because they work full time and don't have childcare or time at the end of the day to spend on

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more hours of homework. I have several parents who have expressed significant concern and frustration about this model of education. I can empathize and agree with their frustrations because I feel the same way in my own home. Nothing. No computer, screen, or digital platform, as great as it may be, can EVER replace a teacher INSIDE the classroom WITH their students face to face. Nothing can replace that. Nothing can compare to that. Nothing is equal to that. No students benefit from learning through a screen to the extent that they would learn with a teacher inside a classroom. With that said, if the district wants to move forward with Remote Fridays for the UPPER grade levels such as high school, then I am not completely opposed to that as it would allow those students opportunities to take on additional college classes or work when they are finished with their academics. However, I absolutely, 100%, do NOT support the continued remote Friday model and schedule for the Elementary schools. Elementary students either need to be IN school 5 days a week (ideal) OR completely off school on Friday. No in between. That is an unnecessary hardship on students and families.

13 I have students who don't even try to do it. Some pick and choose what they want to do and usually they choose not to do the items that are most important. Parents are frustrated with me when the technology is having problems.

14 None

15 less instructional time and no time to do progress monitoring and other needed testing

16 At this time none, it has been very beneficial.

17 See above response

18 It's hard for K and 1st graders to not come to music and play instruments. 4th grade remote works better for music, because we could do recorders.

19 The remote day makes it difficult to get through all of the curriculum because it is not the best way to introduce new curriculum. It is a more difficult way to answer student questions and give explanations. It takes more time to grade assignments that are done digitally.
