Teacher Perspectives During COVID-19 Instructional Settings

Hope Morales, Executive Director
Ashley Niman, 4th Grade Teacher
Teacher Surveys

- Three educator surveys from March-June 2020
- Engaged more than 4,000 educators
- Goals of the surveys:
  - Learn more about the implementation of district learning plans, including their effectiveness and challenges
  - Identify training needs of educators to support distance learning
  - Identify the needs and support for school re-entry plans among educators
Methodology

+ **Survey #1** - 550 teachers from 57 public school districts and 16 charter schools participated in the survey.
+ **Survey #2** - 591 teachers from 49 districts and 25 charter schools participated in the survey.
+ **Survey #3** - 3,089 respondents reported teaching in 81 public school districts and 67 charter schools.

“Communicate expectations; Allow flexibility, time to collaborate with grade level teams, ask for feedback from teachers, create a platform where teachers can share ideas and get support.”
**Challenge:** District learning plans seemed to be vastly different across the state.

**Goal:** Have a better understanding of the expectations, effectiveness, and needs of teachers/students related to their district learning plans.

**Takeaway:** Our survey confirmed that there were differences related to the expectations, effectiveness, and needs of teachers/students across the state. Although more than than half of New Mexico’s educators understood what was expected of them and believed they had the resources they need to meet expectations, additional resources would be helpful.

“I am very concerned that the expectations are broad (and minimal) and many districts across the state may not provide the same effort.”
Teacher and Student Engagement During COVID-19

Our Recommendations

**Recommendation 1.** Update guidance to districts that would allow teachers to access materials/resources located in classrooms at least once each month (April/May), in compliance with state orders related to group size and social distancing; clearly define minimal and maximum efforts related to activities outlined in the local Continuous Learning Plans (CLP); and include a plan to support and evaluate the social and emotional well-being of teachers and other staff.

**Recommendation 2.** Work with districts and educational organizations to determine types of training currently available for teachers on virtual/off-site learning, support training development, and communicate with teachers statewide about available opportunities.

**Recommendation 3.** Include teachers as priority stakeholders when developing timely, effective communications.

**Recommendation 4.** Develop a system that identifies best practices and activity ideas related to student-teacher and peer collaboration during off-site learning.
Teacher Perspectives on Valuable Training Topics

Challenge: Our previous survey indicated a need for additional resources and training to support them in being more effective as distance learning educators.

Goal: Identify topics of training that should be a priority for teacher professional development during COVID-19.

Takeaway: Teachers are in need of training that will increase their knowledge and strategies related to distance learning, including online platforms and safety.

“I would LOVE to be videoing lessons to post on my Google Classroom for students to view as needed when they have questions. However, I do not know how to do this or what platform to use. I feel as though I am leaving students to try and teach themselves and that I am not adequately performing my job as a teacher.”
## Teacher Perspectives on Valuable Training Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Greatly Needed</th>
<th>Somewhat Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies for engaging students virtually</td>
<td>64.7%</td>
<td>30.6%</td>
</tr>
<tr>
<td>Strategies for making distance learning equitable</td>
<td>63.7%</td>
<td>29.0%</td>
</tr>
<tr>
<td>Strategies for students with special needs</td>
<td>59.0%</td>
<td>30.7%</td>
</tr>
<tr>
<td>Ensuring your classroom is sanitized and monitoring for safety once school buildings are re-opened</td>
<td>54.2%</td>
<td>24.7%</td>
</tr>
</tbody>
</table>
# Teacher Perspectives on Valuable Training Topics

<table>
<thead>
<tr>
<th>Program</th>
<th>Interest for training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google Classroom</td>
<td>68.7%</td>
</tr>
<tr>
<td>Zoom</td>
<td>45.2%</td>
</tr>
<tr>
<td>Seesaw</td>
<td>28.4%</td>
</tr>
</tbody>
</table>

Teach Plus responds with virtual training opportunities:

- Google Classroom
- SeeSaw
- Strategies for Engaging Students in a Virtual Setting
Challenge: District learning plans developed in the spring were created on a short timeline, with limited teacher voice, and without full knowledge related to the training/resources needed to support student learning.

Goal: Provide state leaders with teacher perspectives and identify needs as leaders work to develop back-to-school plans.

Takeaway: Teacher perspectives regarding back-to-school plans vary across the state. They have identified both challenges and successes of previous distance learning plans. Teachers have identified effective communication, educational/safety resources, and access to technology/training as needs for back to school learning.

“Many of my students either had no access to a computer/internet, lost their access, had limited access, or were not proficient with the technology. All of this had a serious, negative impact on student educational opportunities.”
Educators are divided on which back-to-school options they prefer. Respondents indicated their support for the following options for beginning the 2020-2021 school year as follows:

- Regular schedules with in-person learning: 37 percent
- Hybrid schedule with in-person and distance learning: 35 percent
- All distance learning: 15 percent
- Unsure: 6 percent
- Other/Write-In: 8 percent

“Many students engaged with online lessons that allowed flexibility and could be done on “their time.” Some students who did not engage in class prior to schools closing were more engaged during distance learning.”
Each district has different strengths and challenges related to creating and implementing distance learning plans.

- The needs, skills, and preferences to teach during COVID-19 vary across the state and even within districts.
Remote Teaching during COVID-19: Ashley Niman
Welcome to Mrs. Niman’s makeshift classroom...

Daily Remote Schedule
8:00 - 8:30 - Plan and Prep/Upload Content
8:30 - 9:00 - Office Hours
9:30 - 10:30 - Google Meets: Direct Instruction
10:15 - 10:30 - Independent Practice and Small Group
11:00 - 12:00 - Professional Development with Instructional Coach (optional)
11:30 - 12:30 - Lunch
12:30 - 1:00 - Office Hours/Wellness Check
1:30 - 2:30 - Collaborative Teaching Team (CTT) Meeting
CHILDREN are the priority
CHANGE is the reality
COLLABORATION is the strategy.

-Judith Billings
My Remote Teaching Experience

- Success
- Feelings
- Problem Solving
- Preparation
  - Google Drive
- Planning
- Personal Professional Development
Teacher Collaboration - CTT Daily Agenda
<table>
<thead>
<tr>
<th>Folders</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brain Break Activities</td>
<td>Learning Board</td>
</tr>
<tr>
<td>Remote ELA</td>
<td>Remote Math</td>
</tr>
<tr>
<td>Week of 04/13-04/17</td>
<td>Week of 04/20-04/24</td>
</tr>
<tr>
<td>Week of 05/04-05/08</td>
<td>Week of 05/11-05/15</td>
</tr>
<tr>
<td>How to Guide</td>
<td>Remote Lesson Plans</td>
</tr>
</tbody>
</table>
Colleague Experience: Creating Success as Grade Level Chair

● Grade Level Chair
  ○ Planning

● Daily wellness check in
  ○ Team Building
  ○ Share your makeshift classroom
  ○ Always Something to Celebrate

● Challenges of remote teaching
  ○ lack of technology experience
  ○ virtual classroom management
  ○ overwhelmed by resources
  ○ family
Parent Communication & Feedback

● Communication
- Phone call
- Class Dojo
- Google Classroom
- Email
- Virtual Open House

● Parent Feedback
- Overwhelmed
- Essential worker
- Language barrier
- Multiple children in household

Math in the classroom, I miss our time together.
😊 Good morning! 😊 We will focus on subtracting fractions and converting to a mixed number. Paper and pencil are needed today or a white board and marker.

✔ Morning meeting is posted! Please make sure your child is prepared for morning meeting by responding to the prompt before we begin. 😊

✔ After lesson: math classroom, your child can click on 4/28 to complete assignment. 🗒️ I will stay on our meet to help those who need additional support. 🙌

✔ Ready for some fraction action! We will begin at 9:45. Let's have an awesome Tuesday 🌟 😊 🌟
Student Relationships & Instruction

- **Class Dojo**
  - Nightly read aloud
  - Family projects
  - Quotes
  - Pictures
- **Google Classroom**
- **Google Meets (daily)**
  - Attendance - approximately 96%
  - Small group for additional support
  - 50% DID NOT complete work

---

**Weekly Learning Board**

<table>
<thead>
<tr>
<th>Must Do May Do 05/11-05/15</th>
<th>Posted May 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must Do May Do 05/04-05/03</td>
<td>Posted May 3</td>
</tr>
<tr>
<td>Must Do May Do 04/27-05/01</td>
<td>Edited May 3</td>
</tr>
</tbody>
</table>

**Week of 05/11-05/15**

- 05/15 - TDQ 16, pages 26-31 and Video  
  Due May 15
- 05/11 - TDQ 13, pages, and video  
  Due May 15
- 05/13 - Double Bubble Map, pages 20-25 an...  
  Due May 15
- Narrative: Write a letter 05/11-05/16  
  Due May 15
Experience, Resources, and Teacher Needs Matter

- My experience
  - Established expectations in August
  - Rapport
  - Remote vs. In Person
- Resources: Student & Teacher
  - Student: device, internet
  - Teacher: materials, curriculum, internet
- Support from school (Title 1)
- Delivery of instruction varied across classroom, grade, school, district, and state
- Teacher needs
We are a community that believes all our children are valuable and learn best when we surround them with positive relationships, clear expectations, and high quality instruction.

A typical school morning...