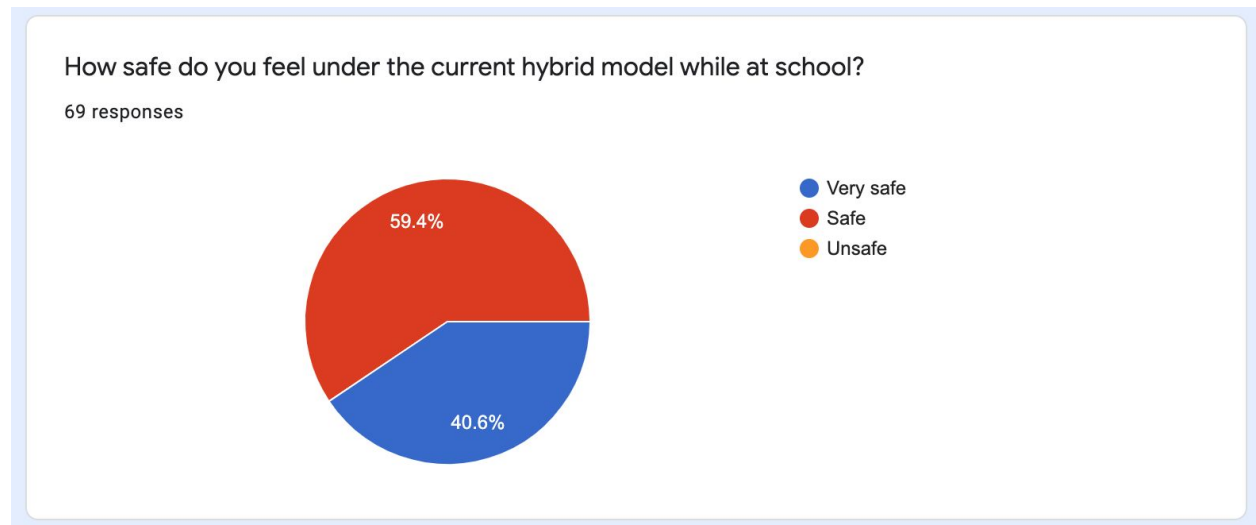


## 9/18/20 STAFF SURVEY RESULTS



**Please share any comments/questions/concerns regarding 100% in-person learning at this time.**

I feel safe with the hybrid model. I do not think it will be safe if everyone is in the building. My concerns are that with the amount of students in the building, it will be very difficult to keep 6ft distance, and the virus will spread much more quickly. There won't be cohorts to quarantine, but entire floors of classrooms. I feel we need more safety precautions. Rooms do not have plexiglass dividers on desks or in the lunchroom. The cases in Wisconsin are rising. When the mask mandate ends next week, will students still be required to wear masks? We only have one bottle filler on each floor. That is not enough if we are full face to face.

Although that would be by far the preferred model of instruction, I do not feel that this would be safe at this time. While we may be able to start in the full face to face model, the number of cases in the surrounding areas make it likely that we would soon be forced back into a hybrid or full virtual scenario. This going back and forth between models will lead to confusion and lack of understanding for students. Sticking with our current approach allows us to have the best opportunity of consistent and meaningful instruction for our students.

The sooner we can increase our time in-person, the better. Maybe we can get ideas from other schools and tweak them to help MP plan for next steps.

1. Space and social distancing - at the elementary school we don't have enough physical space to have all students participating in 100% in-person instruction and maintain social distancing as we have been.
2. Cohort Model - Given the fact that our first case of COVID required only one classroom to quarantine, I'd say the cohort model has worked very well to limit the exposure between people.

Would 100% in-person end the cohort model? Therefore any future cases would most likely have a much larger exposure group and/or be harder to contact trace.

3. Would we keep four sections of each grade level or go back down to three? If we went back to three, 1/4 of the students in each grade would then be getting a new teacher.

4. What would bussing, lunch, recess (common area activities) look like?

5. Regardless of what the governor does, will we still require masks? Can we legally even do that?

Cases of Covid have begun rapidly rising this week. I do not feel that 100% in-person learning is a good idea at this time, especially in the 6-12 grades as they would be unable to continue in small cohorts.

I believe the school is doing everything possible to keep me safe during COVID-19, including the proper sanitizing methods (which I do frequently in my own space as well). We're all respectful of each other by wearing masks and using hand sanitizer or washing our hands frequently.

The Hybrid model is working very well for my student, but understand it may not be for some. I do, however, think that if the kids were brought back full time, with the measures we have in place, staff would continue to remain as safe as we can be.

I would like to continue in our model until we can see the results of surrounding schools after they have had 100% in person for at least a month. I feel this will give us a good idea of if it can work for us, if they do not encounter shut downs.

I would be concerned that this would put staff and students at an increased risk, in addition to our community. I worry that we would be frequently opening and closing our doors and am impressed that we have been able to stay open for 4 weeks now already.

Students feeling a false sense of health security and becoming more lax with health protocols; the higher risk of spreading the virus and the wider ramifications if this were to happen across the community at large- staff and student body alike, as well as their families and community members they have contact with; the lack of physical space and air filtration within our facilities; we all have finally found a sense of routine and academic footing and are seeing growth within the current model- as much as I would love more time with students face-to-face, I do not believe 100% in-person is truly with the physical and mental health of our students, staff, and families in mind.

100% in-person learning will lead to more infections of our students, staff, and our community. Going to this mode at this moment would be part of the problem rather than the solution.

I feel it would be much more difficult to isolate groups and we would have to shut everyone down if there was a positive case, because that person would be in contact with everyone in the

building. The current model minimizes our impact to everyone. However, I would like to see expanding the current model to MORE in-person, but I do not think 100% in-person is the best.

Based on the closures we are seeing in area schools that have larger in person student learning than our district currently has, I am confident that the hybrid schedule we have is working well to discourage the spread of COVID. I would prefer to have 100% in person learning, but feel at this time what we are doing is best for our community. I miss seeing students in person every day, but thanks to our ability to conduct class via zoom we are able to connect with them in other ways.

It is also my belief that we are better preparing students for higher education and the world of work with having to learn to manage their own schedules, take ownership in their learning, and problem solve. They are developing skills desired and expected by employers.

As a teacher who just spent the last five years learning online to earn my \_\_\_\_certification, I took classes from several institutions all of which used different Learning Management Systems (Schoology, Desire2Learn, Canvas, and Blackboard). Each of these systems was very different in how the learner accessed content and submitted work. Online learning required time management, ownership of learning, problem solving skills, persistence, ability to work independently, and the ability to search for resources. These are critical skills for our students to learn which will benefit them in their futures.

As a parent of a second year college student who was very successful at MPHS, he would have benefited greatly from more online instruction and the challenges it poses. In his first year he struggled with managing his schedule, taking ownership in his learning, and problem solving at UW Madison. This year is much better, but he did tell me that he wished he had been forced to have these skills more developed prior to attending college.

I think going 100% in person would be premature at this point. Other schools around have been forced to full virtual, Barneveld, Iowa Grant, and Monore high school. We are entering cold and flu season and with the symptoms all being the same as covid, I believe the blended approach is keeping everyone as safe as we can be while offering students virtual support if they have cold, flu, allergy, or covid symptoms and need to be out for a period of time.

What is the transition look like for staff that are doing different roles than their regular positions?

We cannot social distance with 100% in person. An outbreak will be more likely, and if there is an outbreak, we won't be able to isolate specific students or cohorts, and it will be more likely that we will have to shut the whole thing down. With the hybrid model, we can create some consistency which students also need. I want to be back 100%, but not at the expense of the health and safety of my colleges, students, or my family.

I do not have any plexi-glass shields that would allow me to work side by side with a student. Also, teaching virtually and in-person simultaneously has been a huge challenge. This demand would likely increase with 100% in-person instruction. Elementary students are doing the very best they can with social distancing. Despite our best efforts, it is extremely challenging to explain to an 8 year old why they can't play with other friends at recess, or sit by friends at lunch, in the classroom, etc.

Cases continue to climb locally and state-wide. I feel our hybrid model is doing a good job of keeping students and staff safe. I would not feel safe with all students and staff in the building together five days per week with social distancing limited.

I see kids getting together outside of school. They are mixing for sports, work and to socialize. I think it's nuts to hold back their education. I would like to see 100% in person with possibly a Wednesday off to deep clean the schools.

We do not have enough room and staff to keep class sizes smaller and social distance. If we come back 100% we will have to go back to our normal model and have 18-20+kids in a classroom. Then my fear is that some families will choose to go all virtual.

I feel we can't look at 100% in person until we know we have plans for appropriate distances in all circumstances. We have to be able to keep the cohort model even if we expand the number of cohorts in the building. If we can't, we will likely be pivoting between in person and virtual which will majorly disrupt instruction.

I would love to have all students back in the building. I currently teach in-person four days a week. I think our building is too small and we don't have enough staff to cover the lunch, recess, and dismissal in a way to spread out the students. With the current cohorts, staff receive little prep while the students are in the building. If students are in the building 100%, we don't have the encore teachers available to teach any additional sections because they are already teaching in-person four days a week. This would mean that teachers would only have prep time two days a week. I also worry about the cleaning. Cleaning needs to be increased with the bathroom use and high traffic areas in order for us all to be safe. I also worry about the office staff and nurse with all students in the school.

If the above areas could be covered and masks are continued, I am all for 100% in-person. Bringing students back safely is the key!

I feel that at this time, the hybrid model is very effective when it comes to positive cases. It helps that most likely only one class will need to move to virtual for two weeks if there is a positive case in that class.

If we were to go 100% in person, masks should continue to be worn and socially distancing when possible should be followed. I do think it is too premature at this time to move to 100% capacity. It's just too early.

I would also feel safe being 100% in-person learning.

My concern is that so many of the students will go virtual-only and we are finding that there is not enough time in the day to prep for both in-person and virtual-only students. If we go back 100% in-person, teachers will not be able to support all students.

My recommendation is if we go back to 100%, we keep Wednesdays as a virtual day for any students needing help and planning time for teachers.

If everyone is in the building at the same time, it is impossible to spatially distance. This increases the chance of spread at a time when the case numbers in the state are at a high.

I am concerned that 100% in-person learning is not a model that will last in the long run. There will be cases at school, but with the current model only the cohort will need to go all virtual. Other schools in our area that started all in person have had to shift to all virtual. I would rather have students in school in person part of the time rather than not at all. I feel safe under the current model, but am concerned for my health with coming back 100% because I have an \_\_\_\_\_ condition.

While obviously a better educational model, with cases in surrounding counties having spikes in cases, and some southern Wisconsin districts having to close for a period and reset, I do not feel that this is a safe or viable option at this time. I worry that interruptions in the routines of kids would be worse for them than the current model is for their learning.

With the COVID numbers as high as they are, I think it's too early to jam each and every student in the school. Socially distancing would be impossible.

Teaching the students in the classroom along with 3 to 5 virtual students at the same time is often challenging.

My biggest concern is how I will be able to teach my virtual students. Right now, I feel like I'm working every night and all weekend meeting my students' needs, but if I have students in-person all week, I'm not sure how it's feasible to help students who are virtual also. It's so much more than live-streaming a class (which I am currently doing). And if we go back 100%, I'm sure more will want to switch to virtual.

Of my students who are struggling, almost all parents have expressed a feeling of helplessness in motivating their children to complete virtual work. My heart breaks for these parents.

I think we need to wait more time to see if this works. A lot of schools are having scares, and we have not had to deal with that yet.

Safety - what safety guidelines are okay for us to no longer follow in order to open fully?

Workload - there is a good chance that we will have more students going fully virtual if we open fully. We will then be teaching in person every day while also teaching virtual students. How do we do both? If we switch things around and move one teacher per grade level to be a virtual only teacher, then we will have more students in each classroom. If a student in one of those classrooms becomes sick, then they move to virtual with a different teacher than their own teacher and that is a lot of ins and outs for the virtual teacher and hard for students as well.

Opening fully will increase our chances of Covid spreading and not being able to track it as well. This will increase our chances of going fully virtual as a district and then we will not have any in person days at all each week. After two weeks, we open back up and then possibly be shutdown again. The back and forth is not good for anyone!

I would love to see us in school fulltime.

I do not feel this would be the safest option for myself or my students. If we went 100% in person I think we would be more likely to get shut down more often and jeopardize opportunities for learning.

The more people in the building at one time the more likely we will end up shut down by the health department. Additionally, it is difficult to keep current cohorts separated at lunch and recess. How will that be even remotely possible with 2-4 times the number of kids? Will they even be able to leave the classroom then?

I feel numbers are going up all over the state, may have to wait just a while yet

Concern regarding mixing all the kids and teachers back together and potentially increasing the rate at which the virus could be spread.

My concern is about whether we will be constantly changing from in person to virtual due to a lower ability to contact trace and quarantine small groups. This type of inconsistency is more challenging than the hybrid model

Please let our kids go to school full time in person. They need this. The trauma and mental health decline is far worse than covid will ever be. Covid is here to stay. We can't keep living like this. Quality of life has to be taken into consideration. Individuals with conditions or high risk can go virtual. The teachers that don't want to come to school, can teach virtual.

We must move forward like surrounding districts. Even look at other countries like Germany, France, etc. Wear masks if you want. We cannot let fear outweigh reason just look at the facts honestly!!

I would not feel comfortable bringing everyone 100% back at this time. I think the only reason hybrid has worked so far is because of how safe it is. I would not feel comfortable or safe if students could not socially distance in my classroom.

We are only in phase 1 at the moment, so 100% in-person doesn't seem like the next logical step to the next phase of our reopening. The fact that COVID is still active and we are just seeing the impacts on students/staff, I don't think it's a good idea to jump into 100% in-person yet. I'm not sure what the next phase should look like...

Elementary- 100% in-person learning is not possible while maintaining our smaller cohort setup that allows social distancing in classrooms. There is not enough classroom space and enough "support staff" able for all classes to be here at the same time. The only way the elementary can be here at the same time is to drop the cohort model, which moves 60-75 kids into other teachers' classrooms where they cannot socially distance enough. I don't know how to have an equitable response for the Kindergarten- would you ask those teachers to have Kindergarten classes of 20+ for the whole day?

As a teacher, I know it'll be impossible to keep kids properly spaced if we went to 100% in person. The cleaning in between classes is hard at times and with double the students (if we went back 100%) and spaces to clean will be very time consuming and cut into much of the teaching (5-10 minutes).

Classrooms and hallways would become much more congested, closer contact with each other.

I am scared to have that many students in my class at a time.

From my perspective as a staff employee, the students seem very excited to be here and look forward to their time with the teacher. I have worked with a few students who have anxiety about being back in person and others who have anxiety because the schedule is not "normal."

In general I worked with a population of students who needs additional supports and I feel our department has found ways to meet the needs of our students through additional virtual 1:1 meetings or additional 1:1 in person instruction so that we can maximize the students in-person learning time when their peers are also present.

I would feel very uncomfortable with 100% in person at this time- especially with health conditions of my own.

I believe our current situation allows for safe conditions, but I do fear that that will not be the case with 100% in person learning. There is no room in my classroom to keep students appropriately spaced if more than the current 10 students are in there.

I also believe that the current model at the high school allows for very smooth transitions if the need for a school shut down were to arise. I think this will be a significantly more challenging if we are 100% in person and then have to be 100% virtual.

I also believe that it is too early to change course at this point for high school students. With the athletic seasons just starting, I believe that the likelihood of cases spiking is only going to increase.

I have no concerns. I am ready to get kids back full time. We will all be or have been exposed whether in school or in our free time. It is our job to provide education, not to hold complete responsibility for stopping the spread of Covid. We have precautions in place to do what we can to help. I have concerns about the student's mental health being at home. Only children/home responsibilities/lack of structure and guidance/lack of interaction with peers.

I don't think it is in anyone's best interest to shift to 100% in person learning. Schools that have been 100% in person around us have had to shift to virtual due to cases and yet with hybrid, we were able to contain the spread (for now)

My concerns are that social distancing is not practical in the classroom, hallways, or lunchrooms. Given the size of my classroom students would only be a couple of feet apart and multiple students would need to be at the same table. Also, seeing local school have to shut down and go totally virtual makes me uneasy that 100% in person is possible right now.

How we will implement any sort of CDC recommended guidelines for limiting contact and social distance. Worried about having to start over with students, especially scheduling with staff, for special education.

I worry that if we go 100% face to face we will end up 100% virtual.

With 100% in person learning it would be impossible to keep the CDC guidelines in tact. As much as we would love the students to all be back at school in-person 100%, I would not be comfortable with being at school if this were to happen.

Without increased financial support and creative ideas for adhering to the guidelines, I don't think it can be done safely.

I'm concerned about student academic growth if we don't return to a percentage closer to 100% in-person soon. Under the current model we have been told that there are no academic goals and that we should pare down our curriculum. Most teachers around the country I've talked to are not paring down their curriculum or drastically lowering academic expectations. This means our students will not have comparable academic experiences to their peers in the area or across

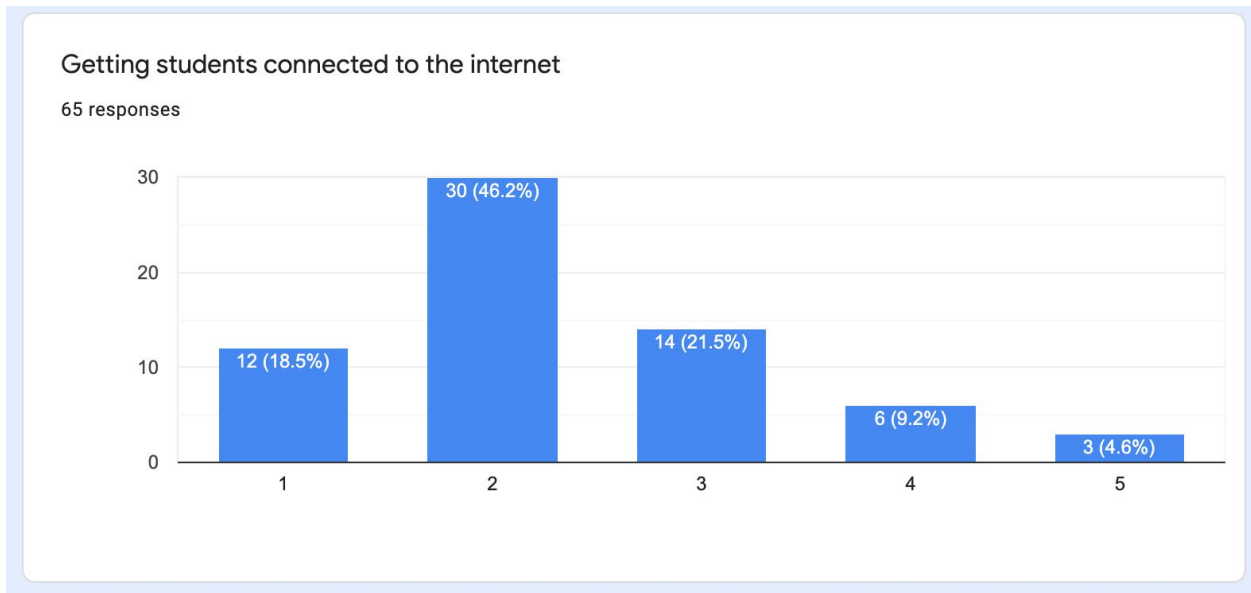


the nation. We are focusing on students' mental/social health and trying to get them to learn on their own. Kids can learn content knowledge independently if you can get them to an independent level, but the students who don't get to this point fall even further behind. Additionally, most kids don't learn foundational skills independently, they need explicit, guided, and direct instruction from someone.

I am very much in favor of first graders attending 4 or 5 days. Even if the older students are still on a hybrid model I would like to see these younger students attend in-person as virtual learning is more difficult for these students.

### Getting students connected to the internet

1 Easy, 5 Hard

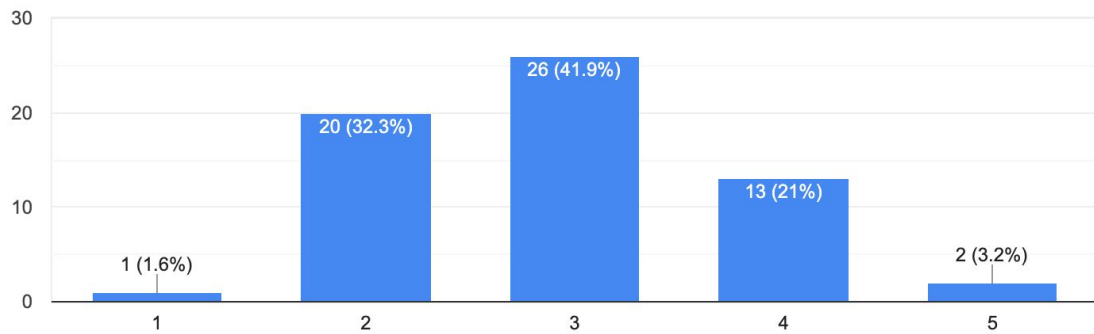


### Getting students to complete work on virtual days

1 Easy, 5 Hard

### Getting students to complete work on virtual days

62 responses

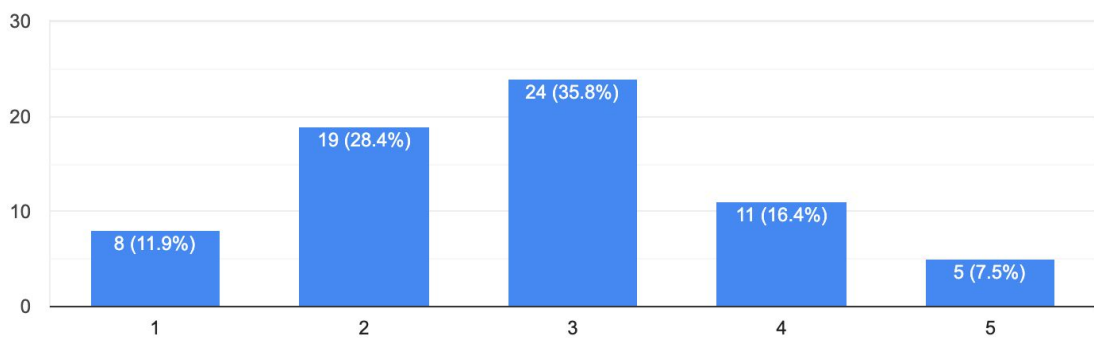


### Forming relationships with students

1 Easy, 5 hard

#### Forming relationships with students

67 responses

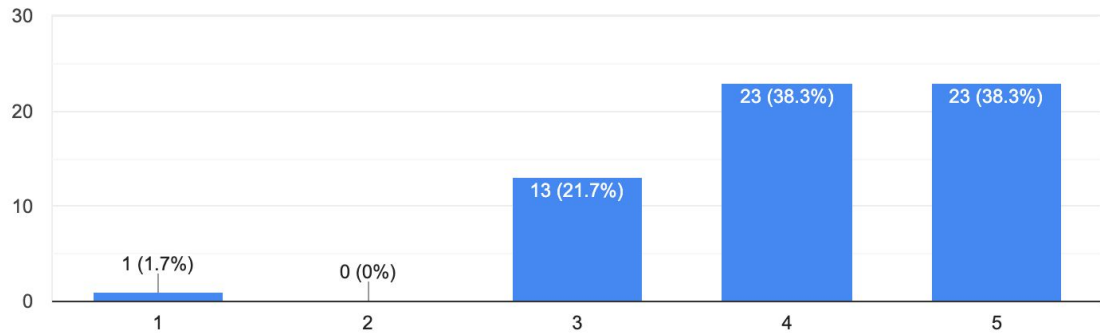


### Workload of getting everything prepared for virtual days

1 Easy, 5 Hard

### Workload of getting everything prepared for virtual days

60 responses

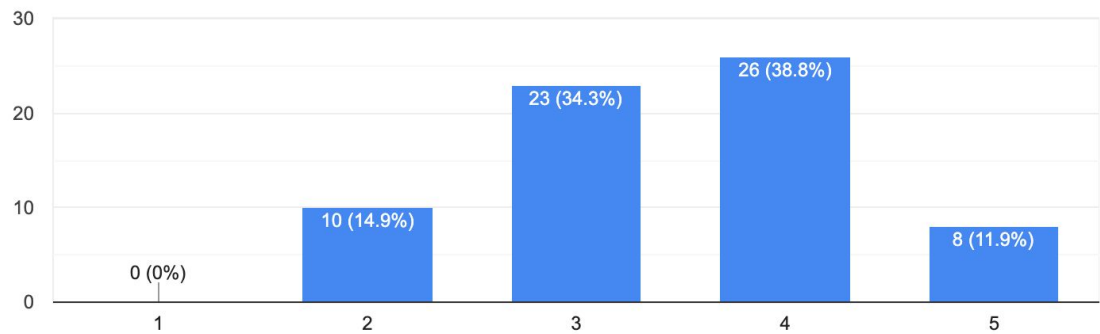


### Learning how to support students in an online environment

1 Easy, 5 Hard

### Learning how to support students in an online environment

67 responses

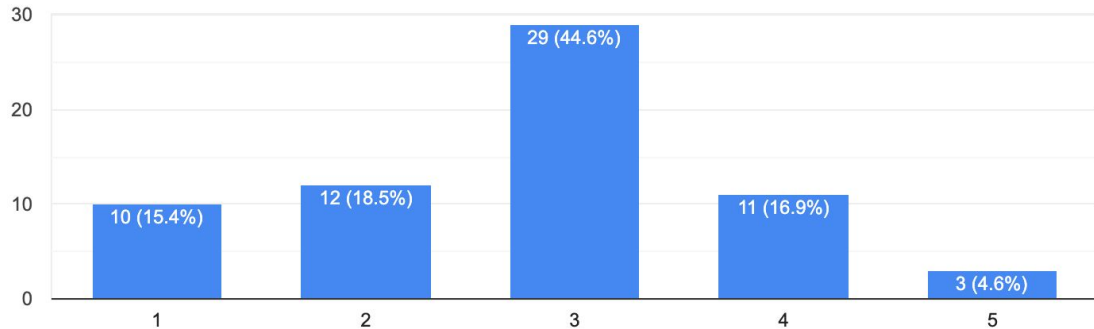


### Access to technology/training needed to support virtual learning needs

1 Easy, 5 Hard

### Access to technology/training needed to support virtual learning needs

65 responses

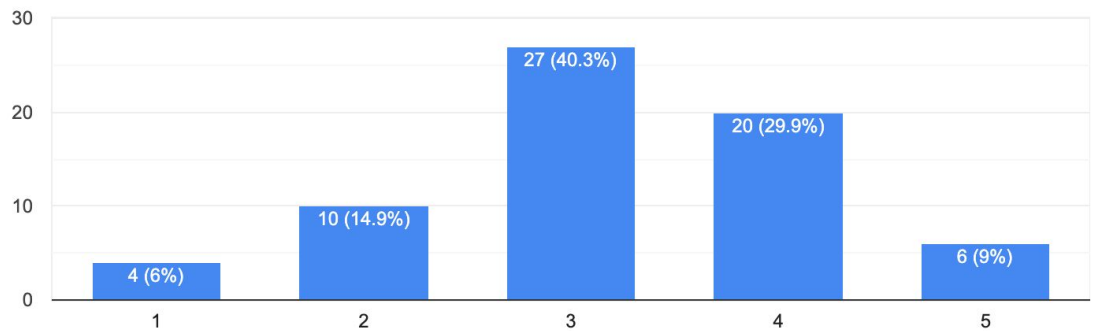


### Supporting family needs

1 Easy, 5 Hard

### Supporting family needs

67 responses



### Other: Please explain

Tech issues, schedules, broken devices, mental health, late work...this is so time consuming.

It is difficult to know how much work for virtual days is just enough to challenge students without them feeling overwhelmed, and still offer the knowledge and experience they would have had in-person. Reading the students' survey comments was very helpful, and we as a staff have already started to implement changes based on this data collection.

I would love to see more social connection opportunities and therapeutic resources for the student body to be offered through the school, even virtually, based on the student survey comments.

The biggest hurdle right now is trying to keep track of grades and where students are in the gradebook vs. where they actually are in each cohort. Additionally, keeping track of who is supposed to be joining virtually and when is difficult to sort out and organize. It is easier for the "all virtual" section, but these random kids that are virtual due to quarantine are more difficult to remember to have them jump on Zoom.

So many ideas as to what virtual looks like. Some families want more, some say it's just perfect, and others would like less.

It's not ideal but I think it's getting better each week. We have to stop holding on to how it has been and embrace how it is so we can make it as successful as possible for everyone.

We are having connectivity issues at school with the internet. I spend part of each day communicating with families about device needs, device issues, and internet connections.

With each teacher being an expert in their field, a lot of what we are doing isn't so much "hard" it's just EXTREMELY time-consuming. I find myself doing three times the amount of work I've done in the past.

Because students learn in so many different ways, teachers are figuring out how to teach the in-person students and then researching techniques to put all that information online to reach the virtual students (and sometimes the family needs come in to play, making it more difficult.) Like I said... TIME-CONSUMING!!

It is demoralizing when it seems that everything I'm doing is still not enough.

There are far fewer problems with connecting to students, and in getting them to complete work during virtual days than in the spring. While there are still some students that are a challenge to get into this routine, it has gone surprisingly well overall.

About 3/4 of my students are doing a fairly good job of completing activities and assignments. It's the other 1/4 that I am incredibly worried about. They are struggling in a hybrid model, and their parents don't know how to help them when they are home.

Supporting family needs has been difficult due to the high demands and what seems like a lack of understanding from families of how busy and hard our jobs are as teachers due to the hybrid schedule. It takes longer and it is more difficult to support students online, however it is doable. It is also challenging trying to support students mental health and well-being, while at the same time receiving pressure from families that "students aren't getting enough learning" or are "falling behind academically". Students need to learn at an appropriate pace and a factor to that

pace is the mindset they are in. Students will not be able to learn, if they are not in a healthy mindset to begin with.

I have been arranging additional supports for our students including providing additional services, access to the meal program, and transportation. Families have been thankful for these programs but all of these are evolving and change on an almost daily basis. I find myself returning to the projects (meal program, transportation, schedules for support staff) a lot more than I typically do because our plans and programs are constantly shifting and changing and we are trying to be responsive to what our families need or share with us.

Interpreting for students is challenging online-It is hard for them to look at notes, while watching the interpreter and teacher simultaneously. The picture is also very small to pick up on facial communications with my students.

I have difficulty balancing my in person classroom while having virtual students. Students are not getting the full attention during life skill classes where students are in person and virtual. I would prefer that either I teach all in person or all online. Balancing the two feels like I am multitasking and I am not sure if virtual students should be able to sit in on guidance classes- due to confidentiality reasons, which may be tricky to uphold in a virtual setting.

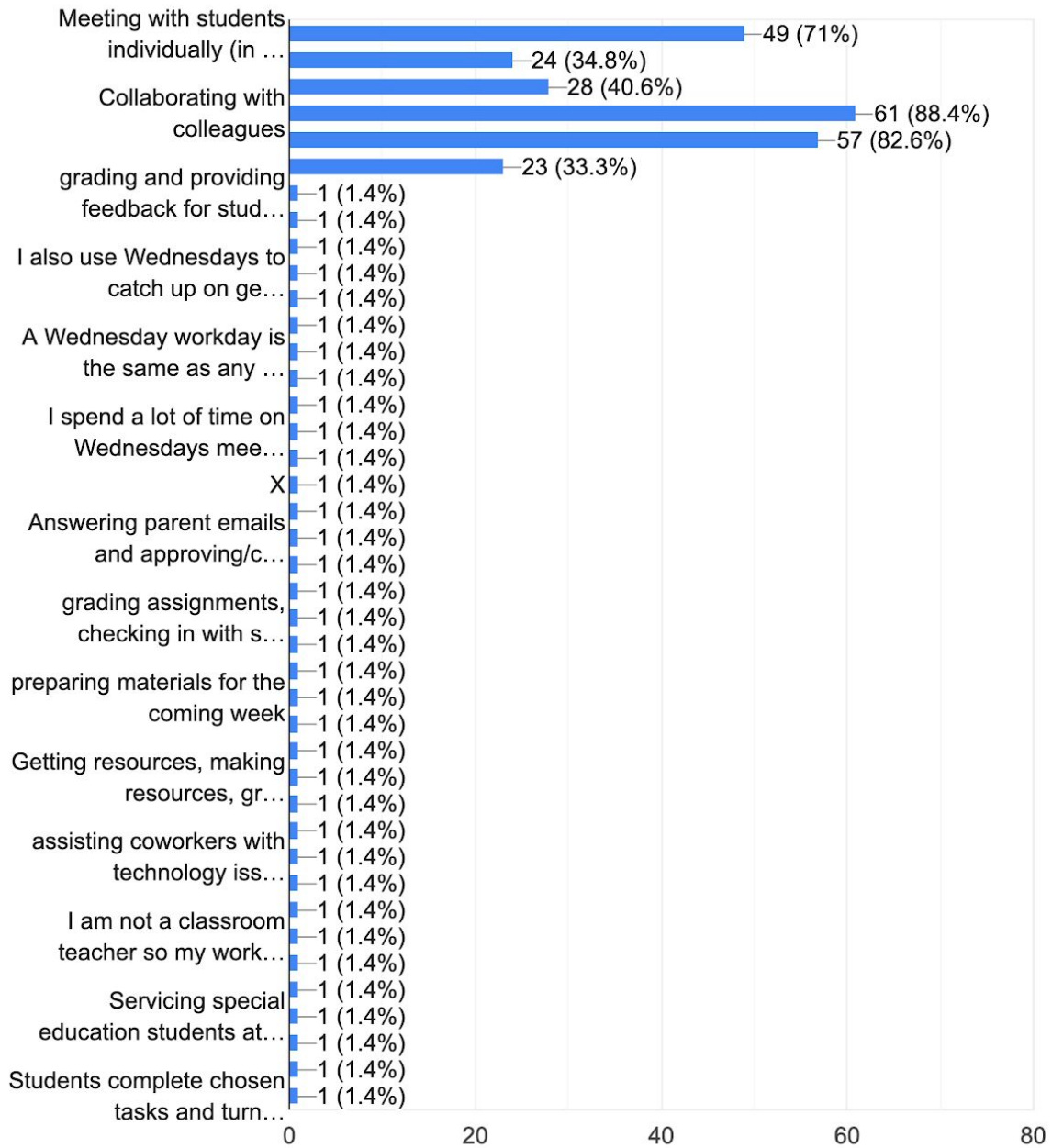
It has been difficult to establish the same type of rapport that I have with students in other years. I would also say being unable to use teaching practices that are proven to work (small group work, reading conferring, etc.) has made things more challenging also.

It's very difficult for working families to get their child connected/present for virtual meetings and we're counting them "present" in attendance even when they are missing lessons. They are counted present if they tell us they had technical difficulties, even though they missed the lesson. They are counted present if they miss meetings but turn in one worksheet, show an interaction on our platform, or attend one partial meeting out of multiple scheduled for the day. It's difficult to get some students to focus or even listen during a Zoom, and sometimes their parents even struggle to get their child to attend for 2 minutes even when they're sitting next to the child. In working families, older siblings are burdened with helping younger ones AND trying to complete their own class work and instruction.

I have access to everything I need in terms of technology needs but the biggest obstacle I have found is simply the developmental needs of my students. Teaching beginning reading is a hands on, multiple pathways, type of instruction. I believe students acquiring beginning literacy skills is the key to their future success and we can't expect most students to acquire those skills unless they have direct, structured instruction.

How are you utilizing your time on Wednesdays? Please check all that apply.

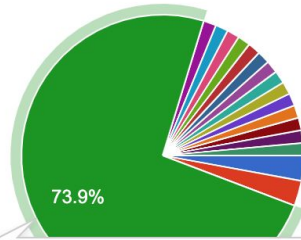
69 responses



As this school year is unlike any other, what do you feel you need more of in order to be best supported in your position? (Choose your top answer)



69 responses



Kindness and understanding as we all work to figure out the unknowns  
51 (73.9%)

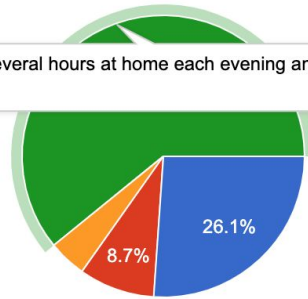
- Professional development to support...
- Clarity on virtual day expectations for I...
- Clarity on in-person day expectations f...
- Kindness and understanding as we all...
- More access to technology
- Appreciation and kindness and for the...
- Time
- Trust and understanding that we are p...

▲ 1/3 ▼

In comparison to other years, how has your workload changed?



69 responses



I'm working more, several hours at home each evening and on weekends  
42 (60.9%)

- I'm working similar to other years
- I'm working more, several hours at school each evening
- I'm working more, several hours at home each evening
- I'm working more, several hours at home each evening and on weekends
- I'm working less than other years
- This is my first year so I don't have anything to compare it to

### If you are working more hours per week, how many extra hours are you working?

5-10

10

60+

As an assistant, I'm trying not to work extra time. I don't work several hours at home/school but I am putting in extra time to assist students needs. Although the hours may be similar to other years, it is a whole different work. More intense as there is only so much time in the day to see students or to zoom students. Every teacher wants their students to get their work done and turned in on time.

10-15 hours between school & home over previous years  
about 8



I have always worked extra hours after school and sometimes on weekends.

6 hours

On average, eight more hours per week; this has been worse - the beginning of this school year was much closer to twelve more hours per week as we were preparing schedules, curriculum, online platforms, resources, rosters, family communications, safety measures in classrooms, etc.

15-25

10-15

I don't track my time. I do what it takes to complete the task regardless of how long it takes. This is no different than any of the past six years that I have been here at MPUSD. Some days in this year as well as the past years, I have worked 12 hours and others 8 hours. I put the time in to provide the best content and delivery that I can for my students and I don't stop looking for even more resources/ways to improve.

After school I am working at least two hours more each night and 2-3 hours on Sundays.

20-25

I have always spent lots of extra time at school, but this year extra time is spent preparing for the following day as there is very little time during the day to prepare anything.

I am at school until 4:30 - 5 nightly and then usually another couple of hours at home.

I put 11 hour days in, on average.

Five to ten

During the week I would say about 5-7 hours (at least 1-1.5 hours/day), and then at least 2-3 hours on the weekends. I am at school on a Sunday to get classes recorded (four per day) and grading my 136 students who get an assignment four days a week! That's almost 450 things to grade each week. It can't be done during the school day.

20

I'm going to say approximately 20 more hours a week.

At least 10-15 extra hours per week.

8-10 hours more

I think that if I were not on the \_\_\_\_\_ grade team that does almost everything together, I would be putting in at least 5 extra hours a week. It is tough to compare in my situation.

5-10 hrs.

+20 hours a week

6 or so

I would estimate that I am putting in at least 15, sometimes 20 extra hours per week. Since the start of our professional and work days, I have had only one day where I have not had to do work for my classes. It is overwhelming at times.

It's hard to say, but approximately 8 additional hours per week.

25 to 30

I would say on average 20-30 extra hours a week.

4-5

15-20 additional hours than previous years

approximately 10 hours on top of a regular workweek, which for me is already 50+ hours

I am working the same hours but I am often not taking breaks and full lunches in order to complete tasks at hand. There is also frequently higher intensity as far as hustling harder and faster to get things done

As many as 20 some weeks

2-3 hours/week

10-12 hours

I spend on average 4 hours each weekend preparing video lessons for the week and catching up on grading.

5-15 depending on the week (some from home, some from school)

Easily 10 hours more. Some weeks 20.

5-7 hours

My hours remain the same as other years, it's all the extra things we do now during the day.

Example picking up and dropping off students.

I am not working more hours, but I am being asked to do much more of a variety of things.

4-5 hours extra per week

8-10

Anywhere from 5-7 hours

about 10-12

While I chose the "similar" option, I do want to emphasize that this does include several hours at home and/or school on evenings and weekends.

The amount of school time has been appropriate for my workload.

5-8

I am prioritizing my time and not working more hours if possible

8-10 extra hours per week

5; this is including before school time, too. Prioritizing my mental health and wellness, however, is my top priority.

16 hours

15 hours morning, evening, and weekends

At least 15 hours a week in addition to all of the hours spent before school starting trying to figure out how to meet student needs in this new schedule.

At least 15.

### **If you are spending more time, what are you spending time on?**

I am making sure my lessons are spot on with my virtual kids and that lessons can be accessed from Google Classroom. The prep work for virtual students needs to be done days in advance so that the material can be picked up class on Monday. I also am working with technology to make sure the delivery of virtual lessons can be seen and heard well at home. We have had much difficulty with the internet almost everyday.

Preparing and revising lessons for the virtual environment. Grading and providing more specific feedback.

Helping students understand their homework and working to help them complete their work to get it turned in on time or not too long after the deadline.

Creating lessons that can be completed in both settings, Mentoring a non-classroom teacher, prepping for two classrooms, assisting with gathering materials for quarantine group, communicating with families, deciding what's essential, and worrying about kids.

preparing for both methods of instruction, learning new technologies, prioritizing the curriculum to make sure the most essential things are covered well, helping new team members, following up on missing work (especially from virtual days)

Preparing the virtual lessons.

Responding to and researching information for colleagues, students, and staff

Brainstorming, researching, creating, and promoting new curriculums, at-home projects, online study tools and resources for students, virtual quizzes, individualized activities, methods of grading and assessing comprehension, and expectations since our performances cannot guide our deadlines and standards delivery this year, many of my past activities require sharing physical tools between students, and I have such little in-person time with all of my students to still teach a similar set of state standards.

I am absolutely spending more time than ever before chasing students for virtual homework submissions, grading and re-entering grades into two virtual grading systems, and answering guardian questions regarding missing work, resources that I offer, and general class expectations.

In the last few weeks, I have also been developing weekly social meetings and have prematurely started planning extra curricular opportunities for my students as these have been major components in the rebuilding of this program and department, and are still missing in these students' school year experience.

Grading, creating engaging learning experiences for virtual and in person learning, and reviewing curriculum.

Recording videos, converting assignments to digital, answering emails, grading

Converting materials to work with online delivery, learning and using new apps and resources, pacing content and instruction, scheduling online work/resources in the Google Classroom LMS, answering student questions via email-- most student questions come in the evening and on weekends

Researching new ideas, putting those ideas into practice, creating for students, recording read alouds, responding to student work, responding to parents, and preparing for the week to get everything ready for virtual and in person students.

Preparing lessons, review lessons, grading.

Preparing for following day...and approving posts and work online. Also, correcting.

Prepping for class, answering emails-which I have a lot more of now, project based learning is the best course for remote learning that takes more time to plan and a lot more time to grade. Learning online apps to better provide instruction to all students. I am working a lot more on communication with families including developing a website. Conferences happen at odd times these days if a kid needs help.

Lesson planning, Google Classroom management, correcting work, organizing book clubs, communicating with families and students, designing virtual lessons, sorting out technology issues, researching new ways of teaching virtually.

It's hard to set boundaries because I want to be accessible and responsive to families' needs, but I also don't want to be "connected" 24/7 for my own mental health. This school year is requiring more of that, however.

Recording lessons to post to Classroom and grading.

Grading

I get a lot of parent and teacher questions during the day. Much of my time during the school days is spent helping provide solutions and materials for parents, teachers, and students as well as teaching a full load. My weekends are then spent lesson planning and researching additional technologies and instructional technology ideas.

Grading and giving feedback  
Parent Communication  
Student Communication (missing work)  
Lesson plans  
Planning for virtual students  
Planning virtual assignments  
Professional Development  
and much more

Building a website, lesson planning, and connecting/communicating with parents

Answering parent emails and checking student work on Seesaw rather than in person work checks and feedback.

Figuring out what projects would be appropriate to complete from home, and how to put it all online so that EVERY student understands and learns the objectives of the lesson.

Most of my past lessons and units are not appropriate for virtual learning. I'm spending most of my time researching and developing all new lessons for this year.

Also, reaching out to students who are needing extra help and support is where I find myself when I have any free time.

Preparing lessons and materials

Figuring out the technology pieces and how to use them, lesson planning of how to teach virtually and what lessons are best taught in person vs. online, correcting work

I essentially have two full time jobs - a very full in-person schedule, with fewer prep periods than most of my colleagues, along with several zoom virtual classes during normal school hours. On top of that, I have to create all new materials that are digital and shareable for virtual days, and for students that are full time virtual students. I also have to prepare virtual lessons to share online for the student's virtual learning days. Normally, we would correct and discuss assignments in person during classtime, but in this model, I have to correct each question on each assignment, and give timely and valuable feedback to students to further their learning. I am spending more time on planning, grading, preparing materials, answering emails from students, etc.

Lesson preparation, bookkeeping (determining each week what students have missing work, checking work, contacting parents regarding missing and incomplete work along with students not attending virtual meetings), meeting the requests/needs of all virtual students/parents, preparing materials a week in advance for all-virtual students to pickup on Fridays

I spend several hours at home every night and at least one entire day on the weekend prepping lessons, creating videos, grading assignments, and contacting students/parents. I truly love my job and working at MP and gladly put in the extra hours, and I understand and appreciate that everyone is doing more now. But if I'm being honest, my own children are the ones who are receiving the short end of the stick from me.

talking to parents; checking in on students independently; talking with parents on a more consistent basis.

Preparing lessons, recording stories/activities, uploading stories/activities, responding to emails, prepping materials, responding to students' virtual work

technology, posting assignments, trouble-shooting, following up

Having materials for virtual instruction and preparing lessons

Virtual prep, grading, sanitizing/cleaning

Designing virtual therapy sessions which is significantly different than providing in person therapy

Grading and updating skyward

Preparing lessons--making them virtual, scheduling posts, answering student emails, making videos, putting content onto platforms that best support student learning and engagement in the virtual setting.

Lesson plans, paperwork and student/parent correspondence. When it's school time, 8-3pm Mon-Fri, I try to solely focus on my students (whether it be in-person or online). My schedule is absolutely booked with my #1 priority: the students and learning, so my lesson planning, paperwork, data-taking, and emails/phone calls, etc. are mostly done after 3pm on the weekdays and on the weekends.

Creating lessons in subjects I haven't taught before, creating/curating online resources for virtual students and hybrid students who are seeking more time in those subject areas.

Preparing lessons, grading and feedback to students, making expectations known and consistent in a timely manner for students and parents, researching avenues for improvements and ideas.

assessing student online work, constantly checking virtual work to update done work/email missing work, updating lessons to being virtual based,

I am working on class materials for full group meetings and converting materials to be done virtually.

meal program, schedules

Lesson Planning, navigating technology, emails, communication

Grading, responding to emails, setting up a zoom call with a student, planning for virtual and in person classes, figuring out how to create what we do in class to make it so that the virtual kids are getting similar instruction so we can stay on the same page.

Creating materials for at home learning (this takes significantly more time than years past).

organizing materials and lessons, scheduling assistants, contacting parents

I would like to spend more time counseling students and supporting teachers and students in the classroom. I am spending most of my time teaching 28 classes.

Creating new ways to deliver the content (including WeVideos, editable Documents, etc.)  
scheduling, communicating with parents, planning for what/how we will get work done. keeping up with data and brainstorming ways to better service students to fit this new model.  
grading assignments, giving students feedback, preparing lessons

Answering emails with more questions, developing more plans for both approaches to instruction

A LOT of time replying to parents and helping them, providing feedback and support to students, adjusting plans/prepping stuff for students who instantly become virtual because of COVID symptoms, creating materials and turning classroom/in-person lessons into effective virtual lessons, & reading emails from Admin.

Planning lessons, adapting lessons, answering parent concerns, trying out lessons using technology to ensure they are as seamless as possible during instruction

Creating material and planning.

**What percentage of curriculum/content are you able to deliver under the current model?**

80%

75%

It is still early so difficult to address what bumps in the road may occur but at this point I would say compared to previous years it would be around 85 to 90 percent.

60-65%

65-70%

Middle School: 50%

High School: 80%

80%, but I feel that without more face to face time, it is more difficult to help the kids that are slipping through the cracks.

Too early to tell. So far keeping up with curriculum and am able to offer more extension activities to be done at home with family. Those project and STEM based activities have been great to offer to families.

60

Likely about 50%

I laid out the curriculum on a week by week basis at the beginning, so I am keeping up with it, but what is missing is some of the anticipatory learning and in depth discussion. I might move through some things a little faster than I would have in a normal year.

I am able to deliver all curriculum content...it's just slow going because we are only "in person" one day a week. Face to face instruction makes all the difference. Also, students usually don't have any homework when they are 100% in person because we can do it together in class.

Right now we are at 100%

As a specialist split between three areas, I am only able to cover 33% of the content. However, I am doing more collaborating with colleagues to ensure that every moment that I am with students is applicable and is an extension or introduction to the content being taught in the classroom.

About 80% it just looks different that how it would in a normal year.

At this time I am able to teach all of it because the grade level I teach does not require me to do any virtual instruction at this time. Should this change and schools close because of Covid, that could affect what percentage of the curriculum I am able to deliver to students.

Being in my first year at Mineral Point, it is hard to say.

My hope is 75%

I cant answer this because I am new to this curriculum. I don't know how much would have been delivered under any model.

I am teaching the core concepts (boulders). I am teaching all of the math lessons both in person and virtually. My best guess is about 80%.

I am able to deliver and assess about 80% of my usual curriculum in the current model, and in some ways, am able to deliver and assess learning in ways that may be better than in the traditional model. I feel like I have a better handle on which students may be struggling with content, and try to help them get up to speed before they fall too far behind. Some students have actually thrived in this learning model that previously struggled in the traditional model as well.

Approximately 75%

70 - 75 percent

I have cut out what I consider to be "extras" in my daily work including spelling and vocabulary. While I am still able to deliver more than 90% of the curriculum, my students are not mastering the curriculum under the current model as they usually would. However, I am developing relationships with the smaller cohorts quicker than if I had a larger class.

65-70%

Most

100

Difficult to say because I have to scale it down into smaller "chunks" so students can manage it. Even this is difficult because many just don't invest and commit as they should.

90-95%

80%, but it's very early in the school year, so it's hard to tell yet. We could just have a little bit of a delayed start and then catch up as time goes on as we get used to the hybrid schedule/routine. In a normal year, I would see students one time every three days. Now I am seeing students one time per week (for less time) and I may be teaching them Art, Music, or Phy Ed. Students



will be receiving approximately 3 hours each of Phy Ed, Art, and Music instruction in the first quarter of this year. An "normal" year has been about 10 hours each. I would expect to be able to address one third of the curriculum/content for this year in the current model.

To be clear, nobody feels this is ideal. With our current resources we didn't see any other way we could implement this hybrid model and keep classrooms sizes smaller and safer.

50-100% but the class and students play a huge role.

60-70%

undecided

100%

95%

not as much as I would like!! Would be doing 4-5 lessons a week, but am currently only able to do 2-3(math)

At this point I believe 80-90%. I am trying very hard to keep my pacing as close to what it would normally be as possible. This also then means a challenge for students at home, and I do worry about that.

60% I am teaching character strong, and the content is very high. I go through and select a variety of activities that would be most beneficial. Even though I am delivering less content, students are engaged in the selected activities, making it more intentional.

Too early to tell, but I am a week behind the progress compared to past years without doing all of the same things.

80 to 90%

40%

Likely about 75%