



PHILADELPHIA

FEDERATION of TEACHERS

PFT Member Feedback Regarding Remote Learning
Survey Completed by 5,409 PFT members between March 25-26, 2020.

Survey Questions

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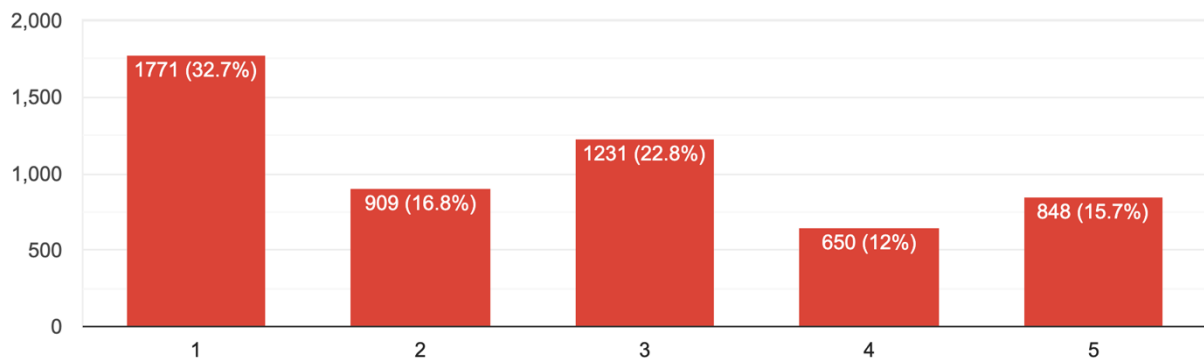
[Pages 7-16: Part 4](#)

Part 1:

Using a 1-5 scale (1=not concerned; 5=extremely concerned), how significant are the following concerns to you?

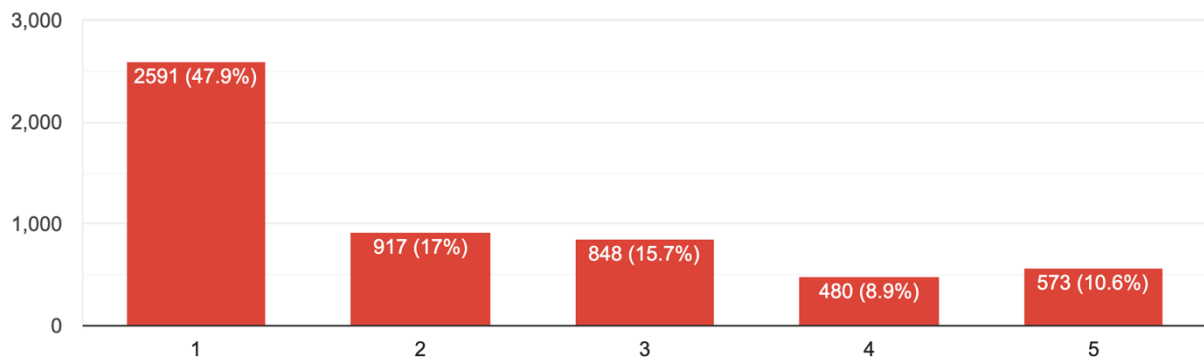
Using my own personal materials/equipment (phone line, internet connection, etc) for work purposes

5,409 responses



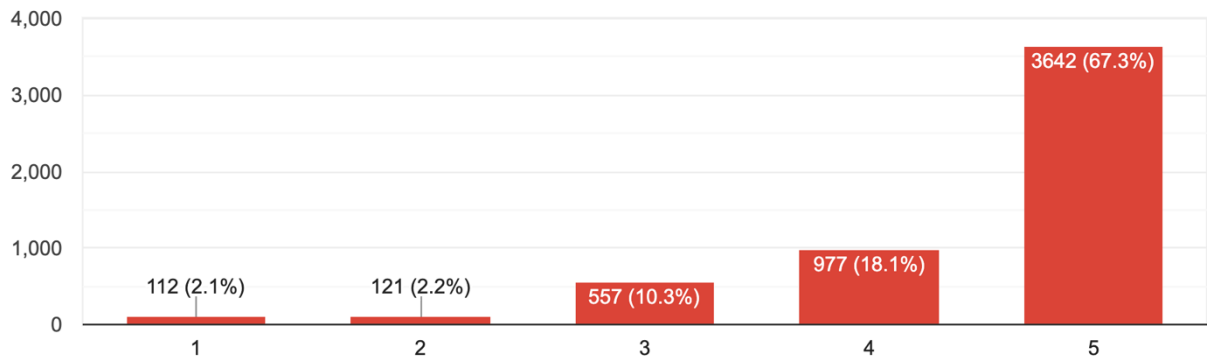
My own lack of access to materials (phone, computer, internet connection)

5,409 responses



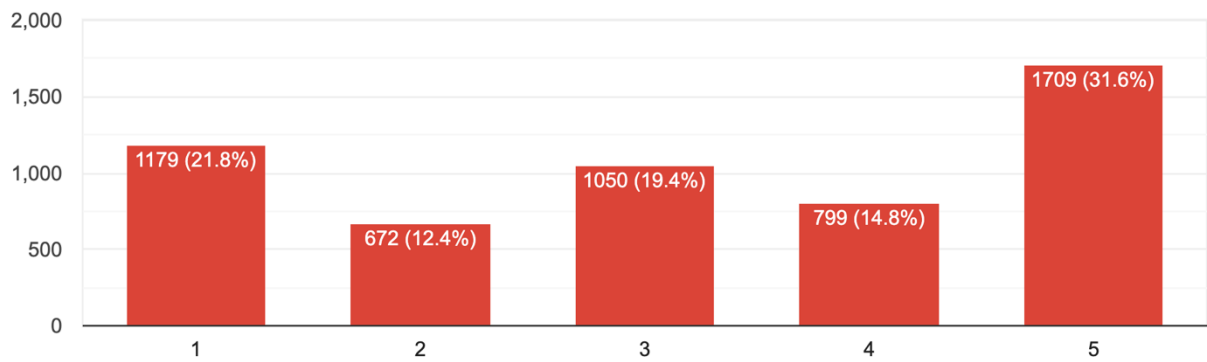
My students' lack of access to materials (phone, computer, internet connection)

5,409 responses



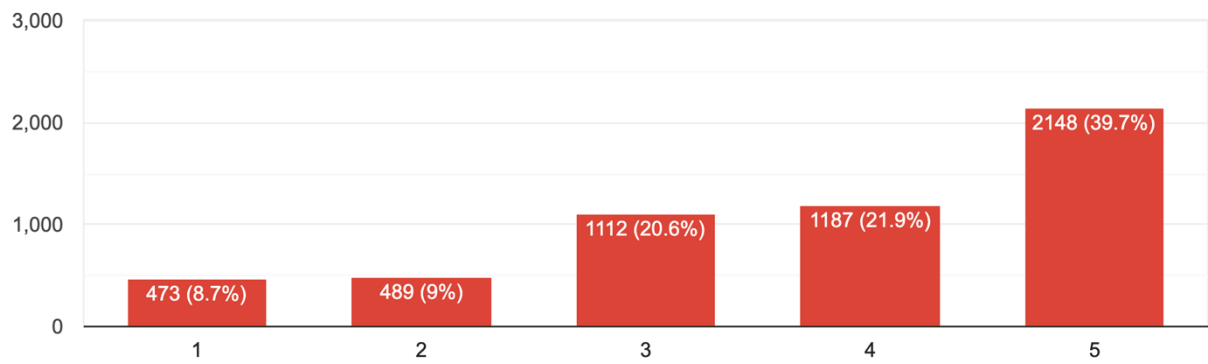
Balancing requirements with other work from home issues such as childcare

5,409 responses



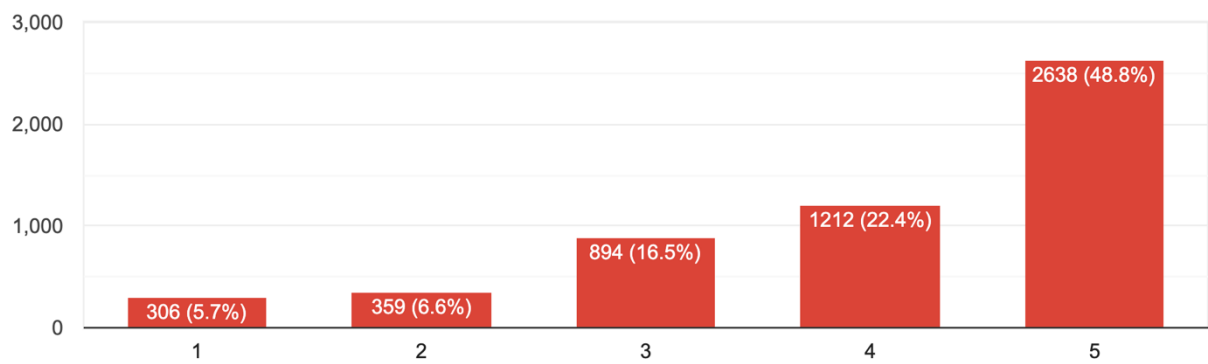
Learning/relearning tech platform(s) the District intends to use

5,409 responses



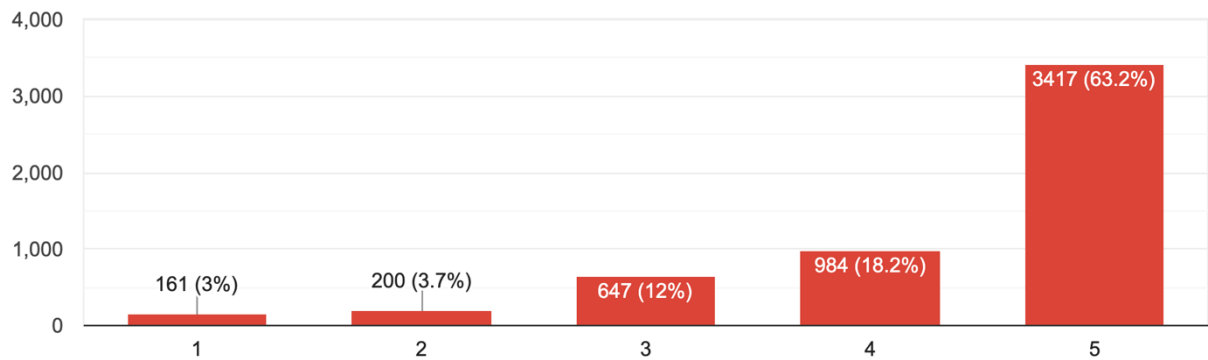
Having the appropriate/easily accessible tech support

5,409 responses



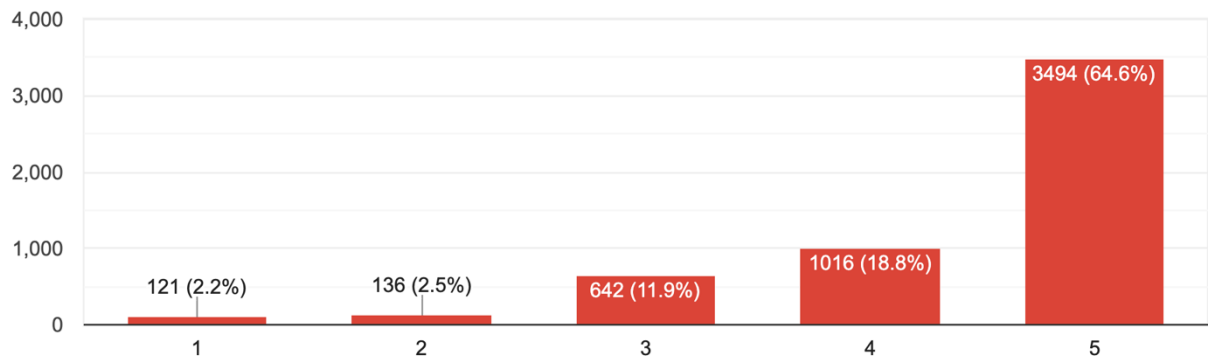
Ensuring appropriate modifications, resources, access for students with special needs and for ELL students

5,409 responses



Access and equity issues throughout the District

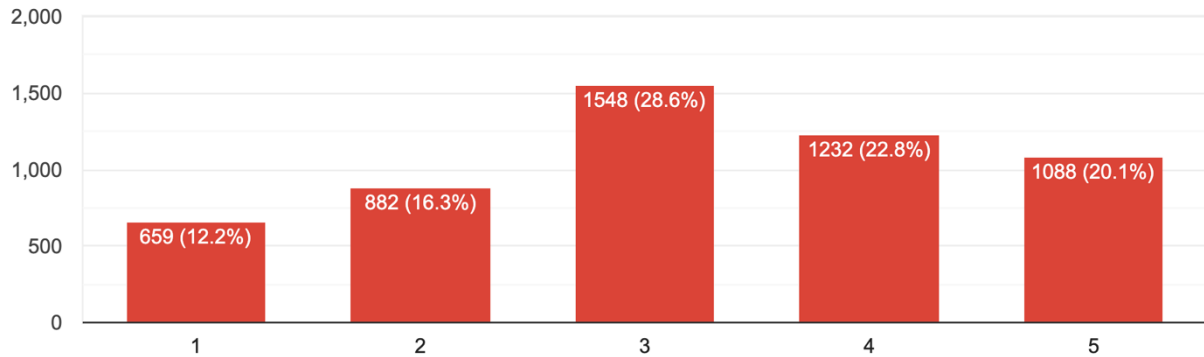
5,409 responses



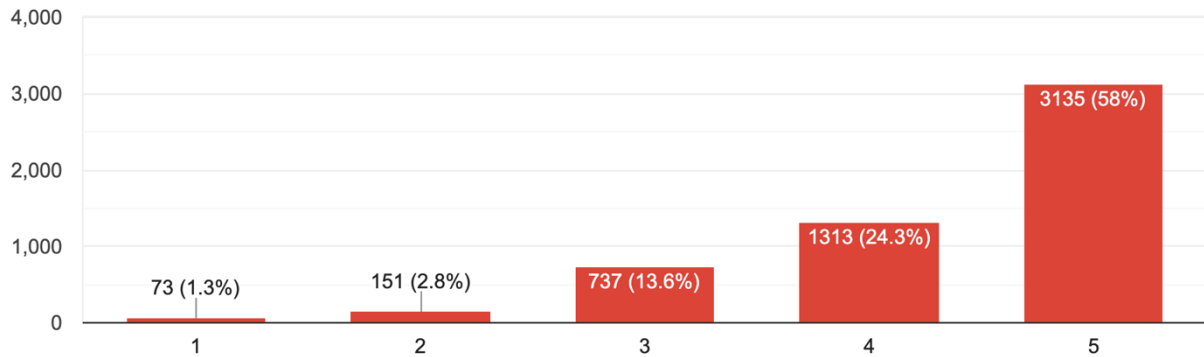
Part 2:

Using a 1-5 scale (1=not comfortable; 5=very comfortable), what is your comfort level with the following?

I am comfortable with the District's technology currently in use (google classroom, for example)
5,409 responses



I am comfortable using e-mail and other technology to communicate with colleagues and/or families
5,409 responses

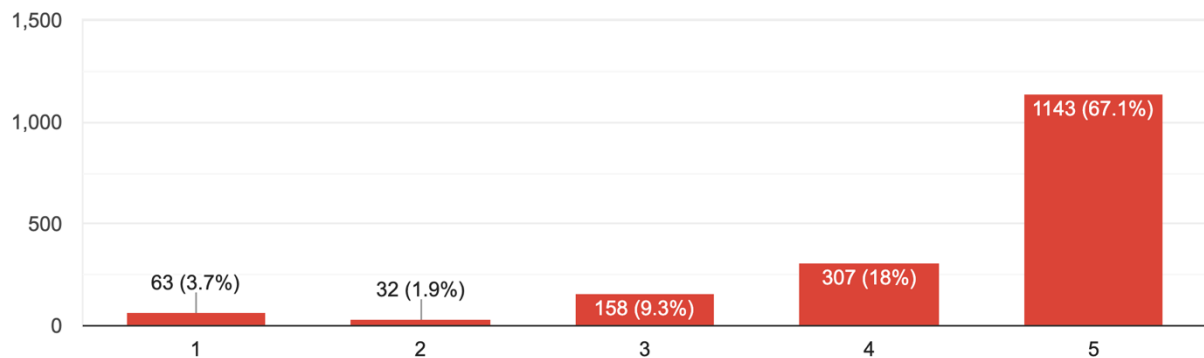


Part 3: Role Specific Questions

Using a 1-5 scale (1=not concerned; 5=extremely concerned), how significant are the following concerns to you?

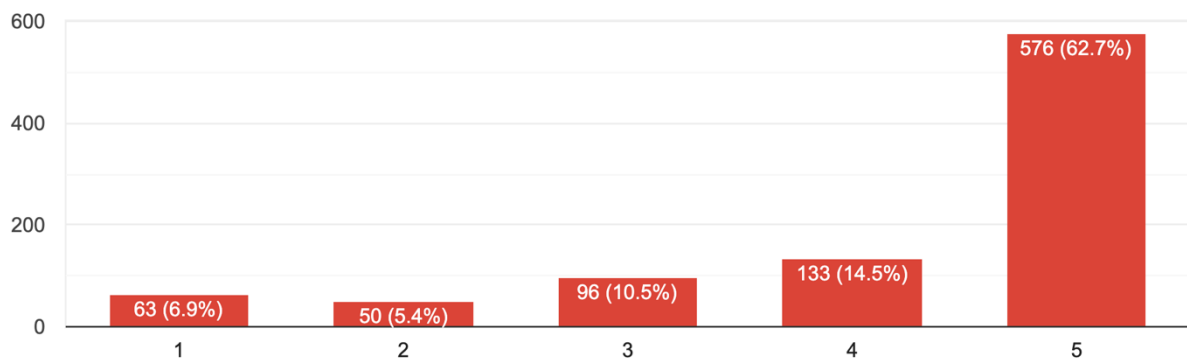
ONLY complete if you are NOT a classroom teacher: What will my specific role be since I am not a classroom teacher

1,703 responses



ONLY complete if you are a SPED teacher who completes IEPs: I have the materials and documents required to properly complete IEP documents remotely

918 responses



Part 4: Sampling of additional feedback and questions

Technology Access: Students

- 20 out of 29 of my students don't have computer or internet.
- How can we obtain updated contact information for parents? For instance, not all of our parents ever signed up for Class Dojo. How will we get in touch with them?
- My students have not used google classroom with me because we don't have chrome books. How will the students learn to use it?
- Staff students and families must not be endangered by the laptop distribution plan (i.e. following CDC best practices, no large groups, etc. for people that are distributing technology when it arrives or is collected).
As a TTL in my school I have some concerns. If they take Chromebooks out of our buildings, did they take into account that most chargers are wired through carts or tubs that are difficult to remove. How does that affect personal property inventory? Are we still responsible to complete that if we don't return? We have to be within the network to complete. Are TTLs going to be made to go into schools to distribute laptops?
- If I am using the computer to teach, what will my school-age children use to learn from?
* What will happen to students who do not participate in the on-line learning? Will this be graded work?
- We are hearing that the district is going to be using chromebooks in our carts in our classroom. We have been struggling to get technology in our classes and are concerned that we will come back to no technology if those laptops are given to students. I also have laptops that I have gotten through donor's choose in the laptop cart in my classroom. Are those to be given out to students as well?
- My students have not used google classroom. They will need instruction on classroom before I even begin instruction. How will that work?
- Who is providing training for google classroom, etc. who will provide tech help to students and their parents? How do we ensure all students and parents are able to access, and/or navigate online learning?

Technology and Materials Access: Staff

- What strategies have been identified for securing internet access for staff and students who lack it?
- My computer given to me by the district is locked in my closet at school. We closed so abruptly I did not have a chance to bring it home. Will I have access to it if I am teaching online?
- How can school psychologist complete evaluations or participate in legal meeting without data and assessments? School psychologists don't have access to SIS so we don't have access to all the data to complete reports.
- I am a Head Start teacher and they have yet to provide me with a laptop. Are they going to do so now?
- I'm fairly adept at technology use and feel confident in my ability to teach remotely; I know for a fact that this does not ring true for a large number of my colleagues. Many of them are not proficient with the technology or software we already have in place. Additionally, parents and students are very often tech-

illiterate or challenged and there are many details regarding this that have not been considered or addressed.

- Will we be required to teach live lessons? I am not comfortable with that.
- I don't have a white board and markers, teacher's guides or books that are to be worked on at home. My students do not have their books either. What would we do about that? If this goes until the end of the year will our students and us be able to come into the building to retrieve things that we need?
- I was not at school the day school was closed. I have no materials home with me. Including my school district laptop. They are all in my school building. I am not sure how I would continue to instruct students without my supplies
- ever since quarantine started, my internet connection has drastically slowed.
- I do not have internet access or cable. What do I do?
- Will additional equipment be made available (such as a document camera to model math problems) to staff who need it?
- What are the time requirements as I am sharing my internet with 2 others who have wide bandwidth requirements? Can we be rated unsatisfactory if we have issues accessing the internet?
- I do not know how to use google classroom. I do not have email addresses for all of my students. My internet access has been spotty since we have been off work. Will the district provide us with the appropriate materials to use?
- Would classroom access be provided to retrieve materials needed for remote instruction?
- Am I getting reimbursed for my cost of internet?
- Who will be providing tech support? My children are currently using my home computer for their remote learning and my school laptop doesn't work. Will District providing working laptop?
- How can I learn google classroom?
- I can't afford internet at my house so my computer or phone is not always reliable so I'm not able to do remote learning if there was a certain number of hours or something that we would have to do. If the school district can pay for my internet at home that may be able to work. How could I do remote learning without consistent internet? Also, since libraries aren't open how can students turn in work?
- Who will pay for online resources and internet provider? How do we know the students are doing their own work? Will any type of recording of conversations with students or parents occur?

Special Education Concerns

- How should we proceed with IEPs if we do not have accurate baseline data and present level information since we are not with the students?
- I am a speech pathologist and I am concerned about what my role will be in remote learning. Since I work with special education populations, I am concerned about students' ability to access the curriculum through remote learning, especially students who receive 1:1 support in school. How will this support be provided remotely?
- I am a speech therapist. I have 62 students on my caseload. I have minimal therapy materials at home. How on earth could I possibly provide effective therapy services to my students?

- I am a speech pathologist and I am concerned about what my role will be in remote learning. Since I work with special education populations, I am concerned about students' ability to access the curriculum through remote learning, especially students who receive 1:1 support in school. How will this support be provided remotely?
- If we do remote learning and there is direct video instruction how will the Deaf and hard of hearing students be able to access the information?
- Can assessments/manuals needed for SPED reevaluations be made available online?
- For students who are Deaf/Hard of Hearing, how will they have access to the interpreters? Google Meets? Zoom? What platform will be used?
- How do I provide itinerant hearing support services?
- I reviewed the phase 2 distance learning resources and found that there were learning guides/resources for most disciplines except for speech/language. I am an SLP in the district and am wondering why a guide wasn't completed for our scope. I am concerned that I will face backlash from parents for this reason. I have received no communication from the district about what our role will be in this process.
- I run an ABA classroom. My students are non-verbal, ID, and AS. Student require reinforcement and the whole program is based on 1 to 1 interaction.
- Are we going to be given modifications for the ELL and SPED populations?
- For low incidence students, i.e. autistic support, life skills, and MDS most of what we do is very hands on and individual. How will the district address this?
- I am a K-2 AS teacher and I am extremely concerned as to how I am to provide a quality education to my students who required 1:1, individualized attention. Not to mention, how are my students' parents supposed to perform necessary methods for kids with autism that require years of training to implement? I cannot possibly provide an education aligned with each student's IEP remotely. How will I or the school be protected from legal matters? How are we going to hold parents accountable for their part in their child's remote learning when they have a thousand other concerns as well? How can I write an IEP with appropriate baselines without being able to baseline the students?
- How can I hold IEP meeting when I need current student data some of which is at school?
- My concerns as a special education teacher relate to the completion of IEPs and meetings given that we cannot sign documents currently. I feel that we are entering very tricky territory if we cannot obtain signatures or have full meetings with all team members present. I also have concerns about evaluation requests in addition to providing evaluation reports and re-evaluation reports. I do not have what I need at home to complete these documents with fidelity. I don't love the idea of using my personal cell phone to hold an IEP meeting as I do not have a landline in my house.
- What are the roles of related service providers (speech, OT, PT) in providing services online? Will we have our own teletherapy setup with access to materials?
- I am a special education teacher. My data binder/progress monitoring binder is still at my school therefore I cannot complete with fidelity any IEPs as I do not have any present level data with me currently. I would like to be able to complete the IEPs or hold the meetings but I'm also home with my two children

as their schools are closed. I feel like this will be very difficult for me to accomplish. My husband is also working from home.

- Concerns regarding confidentiality with posting caseload specific work and creating groups of others can see who has an IEP, getting baselines on students for new annual IEP meetings
- I am a school psychologist; the following are my questions:
 - While I can do record reviews for RR=, I will need the team to complete additional paperwork to complete the RR (i.e. teacher obs., teacher input, nurse and parent input, social-emotional scales). Will the team be able to complete them?
 - I have a backlog of students waiting for assessments. I do not have access to the student's physical files. In addition, is the district trying to figure out how the assessments will be conducted?
- I am a 1:1 with a visually impaired student, how will this student receive her assignments in Braille.
- I'm an OT with several schools: how will related services will be provided? The 9 schools I have been assigned to have not had an OT from September - March; I am concerned that the student's IEP's will not be upheld. Thanks!
- Certain schools get ACCESS funding for SPED. The original date to complete the orders is March 27, 2020. As we are not in school, can the date to complete the orders be adjusted?

Early Childhood Concerns

- How can you remotely teach PreK and Kindergarten students that are so hands on in their learning?
- I'm also curious as to what online learning might look like for my preschoolers as Head Start has a "learn through play" philosophy.
- I am a Pre-K Bright Futures teacher; I am wondering how will I be able to give/do lessons or circle time with my students who are 3-5 and cannot operate a computer or tablet without the help of their parent? And, if they do not have access to a computer, how will they participate? Can we send home Pre-K packets for writing letters/numbers, color and letter identification activities, name writing practice?
- How will remote learning goals be adjusted for the early grades? Specifically, thinking of students who are not old enough to utilize this technology independently, or distracted due to (developmentally appropriate) home distractions, or lack of focus that regular classroom transitions account for?
- Are primary ages being taken into account, such as K-2nd grade? This is a vulnerable age group that has not been taught how to use Google Classroom, that are still learning to read (most are still not reading on grade level), and many do not have proper parental support at home. How are we rolling out this plan when it does not equally benefit all age levels?
- For Bright Futures and Head Start: what will remote instruction look like? It is not developmentally appropriate for 3 and 4-year olds to look at screens for an extended period of time. Also, students have 2 hours of self-directed learning at centers, and much less direct, teacher-led instruction. Probably on average 1 hour per day total. Also, how will TAs be included?

ELL Concerns

- How will ELL services be implemented?
How can we access translation services for ELs' parents?
- Is it OK to use Language Line from home?
- Several of my students are undocumented so they are unable to receive internet service since all internet providers require social security numbers for all services. The district must place pressure on internet providers, particularly Comcast and Verizon, to allow district students to use their student identification numbers in place of a social security number. If students are unable to afford or register for internet service, then several students are still unable to access the educational material.
- Alerts should be sent in several different languages given that many of the parents of our students are English learners themselves and may not be aware of the messages being sent out.
- Teachers should have permission to use the language line at home.
- Can ELs and their families have the option of picking up a hard copy of the leveled material at one of the food service sites?
- I am a Bilingual Counseling Assistant and need to know if many of the online will be available in Spanish for my caseload?
- Where are the Spanish resources for Dual Programs? Why SDP haven't had Spanish packets for Dual students?
- How do I differentiate for 7 different children who are usually in 4 different math group and 4 different reading group? The majority of my families speak Spanish, how will this be addressed?
- How can I clearly and efficiently deliver information to non-English speaking parents remotely? How can we get all docs translated for parents in a timely manner? How can we put start dates for services?
- Several questions from ESOL and other pull out/push in teachers inquiring about their specific roles.
- Are SPED and ELL teachers expected to co-teach with the gen. ed teachers? If so, how?

Grading & Accountability Requirements

- If students do not/cannot opt into remote learning, what are the consequences regarding grades and graduation? What about senior project requirements? Should we be preparing to teach live or upload assignments?
- Frequent question: Will students be graded on any assignments?
- Frequent question: Graduation requirements.
- How will we get parents fully on board?

Childcare issues

- I have 2 children under 2 years old. My husband is still working and considered essential. When my toddler is not down for a nap it is almost impossible to focus on video instruction if that is a requirement. I am not willing or able to take them to childcare. Will we be required to do extensive video teaching? I also have some students who only have parent support during the day v. During the night. How can we ensure all students have access to what they need WHEN they need it?

- I have an 8-month-old baby at home, daycare is closed, and grandparents can't help because of what's going on.
- Will we have to go live at all? I am a mother to 3 children under the age of 5 and do not have childcare. My husband still has to go to work each day.
- Both my husband and I are SDP Teachers with 2 children (4 and 1) at home. My 4-year-old has Pre-K work that needs to be done as well. I'm extremely concerned to live teach kindergarten and take care of my children at same time.
- I have 2 young children of my own that I am home with, I am going to need to figure out how to balance my children with spending time with my students (during the day). Unless we can post things at night when my own children are asleep?
- Because we are all adjusting to a new normal, as a mother of two, I need more time to make sure my own children are well adjusted and thriving. I'm not sure how many daytime hours this will require and how I will meet the needs of my family while teaching online.

Expectations

- How much time per day are the students expected to be partaking in an online lesson?
- What content is expected to be taught by the teachers and in what way since hands on instruction is extremely limited at this time.
- I am just really concerned with what and how much SDP will expect from us. I am not tech-savvy in the least, and my instructional program has never been designed that way. I am very concerned about what will be expected, how much of it will be expected, and if it will be required, graded assignments and assessments. How will I even reach all of my students? I teach 150 students, and I would find it extremely unreasonable to expect me to call all of them! Help!!!
- Will remote learning be "live"?
- Email is fine, but I will not use my camera for online meetings with coworkers or principals and absolutely not with students.
- District should offer uniform guidance on a number of issues before rolling out program: including grading, attendance procedures, and lesson planning requirements.
- District should be explicit in what types of technology use is required to preempt school-level administrative requirements (e.g. "Every teacher must host X number of virtual classes per week" or "Every teacher must be online X minutes per day" at one school and not another).
- I am REALLY concerned about how school administrators will interpret and oversee (and hold teachers accountable; memos) for this distance learning.
- My principal was already making directives such as remote office hours and parent contact.
- I am concerned about managing all the distance learning from a time point of view. I have 4 rostered courses and much of the content that I was slated to teaching cannot be done remotely and will require overhauling scope and sequence.
- I work at a school that already does much of its curriculum online. We also developed a plan for remote learning. I am concerned about expectations

being forced on us that don't match the model we already use with our students.

- Will individual schools be permitted to require additional mandates on their teachers (in terms of tech use, grading, implementation of instruction, etc.) or will all schools be required to take a uniform approach?
- How will admin oversight look (teacher Evals, submission of lesson plans, other requirements)?
- Will we be able to teach actual curriculum as individuals (implementing how we see fit as professionals), or will we be required to utilize district mandated learning guides and resources?
- Are we expected to teach brand new content or reinforce previously learned content for history classes?
- Will students and teachers be expected to use distance learning for electives?
- I am on sabbatical and have other colleagues on maternity leave. How will this work with substitutes?
- I am due to have my first child mid-April. How will this affect my maternity leave? Who will implement the remote learning for my students while I am on Maternity Leave? Will I have to complete training even though I am due to be on Maternity Leave?
- Are there a required number of hours required per day?
- Will we be told what subjects are to be prioritized?
- I have no problem reaching remotely. It is better than not engaging students at all. However, how are we to ensure all students participate once given the laptop? I have been posting assignments for my students and the same 4-5 children keep completing them while the other 39 have submitted nothing.
- Would we be able to have more flexible with the resources we use (such as reading material) and assignments we give to students? In school we were required to use only Rayden textbooks to teach a lesson and had to do the exact thing a grade colleague was doing. That proved to be difficult to follow and the materials we were required to use were not engaging to students. If we have a remote platform during this time it would be easier if teachers had more individualized flexibility to create lessons, utilize resources, and give assignments.
- I am gravely concerned that the district is not getting any input from teachers about these programs. I have little faith that the people at 440 can, without input from teachers, put together a program that actually teaches students something and that actually works like they will claim it does. My fear is that they will put together something unworkable and then blame teachers for its failure.
- Will there be clear and very detailed instructions from the district as far as expectations for online teaching/learning?
- Will specific websites be given to us as well as curriculum or will we "meet" with our teams to coordinate?

Position Specific Questions/Comments

Paraprofessionals

- What role will classroom assistants play in this implementation of online instruction? Will we be penalized for not being able to participate as we usually do in classrooms due to this situation that is out of our control?
- I am SSA what would my role be if we move to remote learning, since I only assist the classroom teacher?

- I am a 1:1 I would like to participate in helping the children during this difficult time. I am however also at home with my son who is a full time AS student in the district. I would like to know how I could be of assistance, and if I can still do it while my son is also out of school?
- Some way for me, as an SSA to communicate with students and be encouraging to them as someone they can rely on to help with schoolwork.
- I am an assistant teacher for special education. Will I have a role in assisting kids and families with remote learning?

CTE Teachers

- CTE classes we are not using the shop leaves a large gap in hands on Instruction
- How will CTE and specialist teachers be involved? How will grades be addressed for 3rd report?
- As a CTE teacher, how do my students complete their certifications that were begun and do skills components?
- CTE is not included in any Learning Guides that are currently being distributed. Knowing this, will CTE programing be included in remote learning or will remote learning focus on core academic subjects only?
- CTE programs want to introduce new technology that create live interaction with textbooks, but not sure how they train everyone. I could use some training on Zoom and Google Hangouts because I just started using these tools during the closure and have had varying degrees of success. I would like various measurement and drafting tools delivered to my students, but I am not sure how to get it. Will students have things like Autocad at home -- just curious because I teach CTE Engineering.
- In CTE in particular, many of our staff spend Spring preparing students for work-based summer experiences (via WorkReady as well as independently supported internships and apprenticeships). A major function of this is assisting students in completing multi-form application packets and verifying original signatures and ID documents (SS cards, work permits, birth certificates, etc.). How are we to manage this electronically? (Even in person, this can take far more time to accomplish than you might think...)

Non-Classroom Based Members in Schools

- What will the role for reading specialist be with online learning? Also, how will progress monitoring via aims web expectations be addressed? Considering the length of school closure (weeks without instruction), will expectations around SLOs be changed? If schools continue to be closed, how will administrators complete teacher observations, and how will that effect teacher evaluations?
- What will the role for nurses be?

Counselors

- What would school counseling look like via remote learning platforms? How would what students share remain confidential? Overall, while I think remote learning is better than nothing and being out of the schools, possibly for the remainder of the year, is definitely the safer choice based on the state of things with regard to covid-19, I am very concerned about access and equity issues for our student population.

- I am a Professional School Counselor who teaches four periods each week - this semester juniors 9250.HS two sections. I am the only counselor in the building supporting CCR 9520G Seniors, 504 plans, SSD w/ College Board, how will pending guidelines impact me as a counselor who also teaches a credit bearing .5 class? Additionally, as a fully implemented GAFE platform innovation school, how will my school be impacted by pending distance learning guidelines?
- I'm a school counselor and I'm wondering what my role will be if there is a mental health emergency such as self-harm or suicidal ideation. Do I call the police? Do I call the crisis hotline? What do I do if a parent is not home/picking up?
- I am a school counselor. What is my role during the school closure? I have students who have safety plans due to self-harming behaviors that I check in with daily/weekly, and students that have counseling in their IEPs. I need to make sure ASCA protocol is outlined thoroughly by PFT/SDP so there are no misunderstandings about virtual counseling. What is the protocol for running small groups?

Specialists

- I'm just concerned as to how I am going to teach art. I know many of my students do not have access to art supplies at home. Am I turning this into a question/answer art class? A worksheet type class? An art history type class? How will I be sure my students are doing the assignments? Will the assignments be graded? Will every student be held accountable even if they don't have access to things I am asking? How many assignments will I be giving, seeing as I only saw them once or twice a week to begin with?
- How will PE work?
- Just concerned at what my role will be as a PE teacher. I'm willing to help out as much as I can.
- Instrument access, tuning/repair? What platforms will be available for teaching music?
- What platforms will be available for the arts?
- In the context of many students lacking the requisite technology, how will we implement music lessons within the district's remote learning plan, especially considering that these classes are often largely performance-based?

Coaches & 440-Based Members

- As an Academic Coach working with PAR and NI teachers, I'd like to know what are the implications for the teachers I've been supporting this year? How are their MMS ratings etc. factored in? As a coach, would I be supporting teachers, students, or both if/when we work from home?
- I am a Curriculum Development Specialist in OMCP. I have been working full time from home since March 16. I was assigned to create materials for packets for newcomers, to support Curriculum packets, Google Hangout meetings, continuing with programs I was responsible for including contacting teachers, etc. I will now be working on the upcoming materials.
- What will Assistant Program Coordinators (community partnerships) specialty be asked to do since the bulk of their responsibilities are communicating with partners and facilitating programming (which will not be happening while schools are closed)?

- Family and Community Engagement liaisons (20 members) need support in understanding our role in the next coming weeks and months.
- There is a fairly large contingent of Central Office- based PFT members whose roles are based on supporting students and teachers across several schools (in CTE and Gear Up for example) around non-instructional issues. What will our roles be?