

RETROSPECTIVE

Themes & Insights

THEME	Define Remote Learning		Balancing Work & School	Communication
TOPICS	Real-time & On-demand Instruction	Age appropriate digital experiences, pedagogy, & curriculum	Flexible scheduling	Assignment assessment/feedback
	Screen time	Student interaction and connection, virtual and real	Assignment deadlines	Teacher-student-parent outreach and collaboration
	Topical, Relevant, and Project-based Assignments	Technology tools, usage, and access	Self-pacing	Feedback

It was unclear what it meant to "learn remotely". There was an assumption that traditional, in-the-building experiences would be replicated by live-virtual teaching (on Zoom or other virtual meeting platform). If the goal was to use Zoom or other platform to replicate in-the-building experiences online, it was not consistently implemented from school-to-school, grade-to-grade, or teacher-to-teacher. Without a shared definition for what remote learning entailed, parents assumed replication was the goal, and their students needed more time with the teacher during what would have been the school day.

By not specifically defining remote learning throughout the district and being clear about what the expectations are or were, the schools and the DOE missed an opportunity to use research that has been widely circulated regarding the amount of screen time appropriate for children. This would have been an opportunity to lay the framework for how much live-virtual instruction would be available each day or week. Without this definition, many families commented that there was too much tech.

Parents' contradiction between "needing more live-virtual teaching" and "too much tech" was a result of not fully understanding how remote learning would be executed.

Stay-at-home mandates forced a new behavior in families when remote learning was delivered at scale. Some parents had the ability to work from home and structure their day (or week) to support and manage their children's coursework. This level of flexibility was praised by the cohort of families who attended the retrospective; although it did not fully address the needs of all families. This opportunity was afforded to parents who had a job that could be done remotely. Essential workers (food service, medical, transportation, some public services, etc.) needed to rely on childcare to engage with school work, or they were unable to support accomplishing the work at all. It should also be noted that some parents struggled greatly maintaining a balance between their child's schoolwork and professional/career work.

Flexible schedules allowed students the ability to self-pace through subjects. Parents found soft deadlines allowed students to engage more meaningfully in their schoolwork.

Families experienced quarantine in many different ways. Parents' wide range of life experiences has always been the case making a one-size fits all approach to balancing school and work virtually impossible.

Parents' ability to engage in remote learning will need to scale from families that are readily and fully available to parents that are far less available with younger children that have a variety of needs.

Shelter-in orders provided parents an opportunity and desire to observe, understand, and embrace what the learning process looked like for their young learners. Real-time feedback through virtual-live teaching created a partnership between teacher, student, and parent. When this happened it was dynamic and satisfying. When it didn't (and that was experienced by many families), it left parents wondering what it meant to "learn remotely".

This type of dynamic collaboration was not frequently seen through an in-the-building school day. Parents felt they were able to engage and inquire with their children's academic process as it happened when this opportunity was flexible to a parent's schedule and filled with meaningful feedback.

Teachers' narrative feedback on assignments was well received especially when the parent was in the loop. This allowed parents the ability to fully understand where they could pickup and support when the teacher was not around. When teachers only provided numerical feedback, or no feedback at all, or directly connected with younger students, parents found it hard to understand how to support their child's learning or when something needed follow-up.

Streamlined and consistent delivery of school and teacher communications through a single platform (per school) provided clearer notification of assignments and scheduling. Additionally, since parents were at home, many families could be reached throughout the day.

Schools have tried to use multiple digital (apps, emails, robo-calls) and non-digital (paper handouts and flyers) platforms to connect with parents and communicate expectations to students. Whether schools are trying to notify parents, inform students of assignments, or provide feedback on the learning process, parent-to-teacher-to-student communication has been challenging, and no school or parent community has found a streamlined and efficient way to bring information to families. Communication is generally across all-channels hoping that it catch parents in stride.

How many hours will be required of students? How many hours required of teachers, especially teachers with families? How will the day be structured, and what topics will be in the building? How will digital lead, supplement, and/or enrich the learning experience? What subjects cannot accommodate a fully digital experience? What subjects cannot? What should younger students be doing digitally which is considered age appropriate? Can a quantitative balance be determined between real-time, online learning and in-person? What should that balance be? If a student cannot attend the in-person experience, how are on-demand lessons structured so that students are not left behind? What's the best method to make students and families' accountable to using online as a vehicle to learn?

The focus for school year 2020-2021 should be supporting families that are facing challenges accessing school curricula, technology, high needs students, and finding time to engage with their students' learning. Not all families are capable of the same level of engagement and support. This was seen during shelter-in mandates as well as before.

Solve for the most extreme family situation. Scale from high needs to fewer needs. What types of support are needed for the family, for the child? What does school look like with no deadlines? Can progress and assessments be administered without deadlines? How can teachers use on-demand (video) instruction to support flexible schedules? Can assignments be broken into smaller chunks that equate to completing a larger project over a longer timeframe? Can parents have insight into the entire subject timeline so a family can map out how their schedule aligns to the curriculum? What does parent support and engagement look like in a fully flexible schoolwork schedule? What are the needs of teachers when delivering more flexibility in a students' schedule?

Can a standard or parent-driven frequency, channel, or person/role be established for notifying parents or communicating information? What would that take? How would schools respond if parents self-selected the channel and frequency they were communicated through?

Some of the feedback from parents revolved around finding a way to facilitate parent-teacher conferences with flexible times (time of day or day of the week), or more frequent opportunities. The goal of this flexibility would be to provide more time to discuss student learning, success, challenges, real-time feedback, or a more robust conversation about a child's performance diving deeper into the learning experience. The current paradigm only allows 10 minutes and possibly needing a follow up appointment.

How does remote learning help to facilitate more frequent and in-depth conversations about student performance and teacher expectations? How can all families whether connected or not utilize this time? Is there a blended online-offline way to conduct parent-teacher conferences that allow families to participate and feel rewarded by the experience?

SENTIMENT	What Went Well?	What Didn't Go Well?	Continue Going Forward...	What Went Well?	What Didn't Go Well?	Continue Going Forward...	What Went Well?	What Didn't Go Well?	Continue Going Forward...
DATA	What went well was live meetings with the kids. It gave us a sense of some [kind] of normalcy and joy to see each other.	To many different assignments and classes. Too much computer time required, making student distracted by browser and youtube.	Definitely need more live instruction going forward.	chances for kids to have live discussions, self-pacing and students learning how to manage their time, math apps that were adaptive, and access to online books	live lessons at times with parents balancing multiple children and working from home	Flexibility in the structure. courses could switch from time, day to day.	got a closer look at what my kids were not engaged with, I learned pain points that I was not aware of	4th grader needed too much hand-holding and too many emails, she doesn't check them at all.	Are there meetings like this during the summer months?
	The use of Google Classroom as a tool for class assignments.	Not enough live interaction with teachers	Moving forward, recorded lessons that lead to parent work/ follow up	for kindergarten, never felt pressure for due dates and there was a lot of understanding that whatever we were doing at home outside of GC assignments was valued.	was bad at maintaining a routine with my kids but I was frustrated that there wasn't one place to look to determine what my kids were falling behind on or incomplete assignments. Those answers were in separate fields or buttons, and I always found out too late	The flexibility of completing work at the pace and time that felt manageable for our child and family was helpful. While my child would benefit from some live instruction every day, she would not be able to focus for long periods in an online group setting. Videos so we can do instruction on our own time. Live instruction would be very difficult for us with two parents also working at home and two kids in a small space. Also continue... teachers have fantastic attitudes, thoroughly available.	Daily email updates from school	direct communication [between student and] teachers without cc'ing parents is not working out	Institutionalized racism is embedded in policy. I hope we can continue the conversation about how certain DOE policies contribute to the ongoing and consistent segregation in our public schools
	not a lot, maybe live meetings with teacher	google classroom documents did not emulate paper documents well enough, the technology of pdfs got in the way of completing and turning in (too many pop ups for children/parents to figure out how to turn things in	More structure to the day.	a later start time in the morning! Especially for my 9th grader who no longer must wake up by 6 am...	work full time and my 3rd grader could not navigate the very complex and a-synchronous google classroom assignments (until now I really feel I am constantly failing at getting her enough time and also doing my work all day. The teachers did not do hardly any zoom, just 2 small ones a week on top to help with math/writing, but it was completely on the parents to have the in person time with them several hours many days. It was too hard for me.	more self directed independent creative projects for kids whose school day ended early. My daughter started cooking (and even more cleaning up - smile) and I would have been awesome to ask her a week on top to help with math/writing, but it was completely on the parents to have the in person time with them several hours many days. It was too hard for me.	something that worked well was having multiple ways to contact the teacher (google classroom, drop etc.	I understand the circumstances and don't hold any blame or resentment, but the last few months were just surviving	Thank you Suzi Rosales for highlighting institutional racism and how it is affecting our Black and brown children. We need to follow-up with policies that dismantle racism.
	Once we got to know google classroom, it was easy for my 4th and 5th graders to navigate independently	Not enough Live learning and virtual time with teachers.	Workbooks would be great.	To have the support of our school principal, Mr. Washington, and the team. They communicate effectively with parents and coordinate for students and parents to pick up materials. They accommodate their schedule to connect with us.	work full time and my 3rd grader could not navigate the very complex and a-synchronous google classroom assignments (until now I really feel I am constantly failing at getting her enough time and also doing my work all day. The teachers did not do hardly any zoom, just 2 small ones a week on top to help with math/writing, but it was completely on the parents to have the in person time with them several hours many days. It was too hard for me.	more self directed independent creative projects for kids whose school day ended early. My daughter started cooking (and even more cleaning up - smile) and I would have been awesome to ask her a week on top to help with math/writing, but it was completely on the parents to have the in person time with them several hours many days. It was too hard for me.	clear communication from Principal Parker (180)	[Very] little assessment done.	Assessment Going Forward: Meeting with the parents/guardians to discuss specifics instead of lumping into the parent-teacher conferences.
	We were able to maintain our classroom community	What didn't go well: At our school, PS165, some classes meet their teacher only once a week whereas other classes meet more frequently. Very frustrating to not have a coherent plan as a school, it's not a lot to ask that all teachers be live with their students daily. Even for short amount of time with small groups throughout the week.	definitely outdoor classrooms!	Extra 1:1 help with the teachers was ALWAYS available, easy to schedule, helpful and effective	My daughter was done with work very early every day (1.5 hrs of work for her), and I let her figure it out or letting her do something on her own. In fairness, I have not discussed it with the teacher - left it alone. My daughter is fine, but I wish I could have had her day a little more filled in.	more independent creative project	meetings were consistent	no assessments of the work product	
	The "Happy Place" a space for kids to have fun with their out of classroom teachers.	To much tech. We don't want screen time for our kids at this age, so we would like more physical books, writing with pen/pencil on paper and workbooks moving forward. It is very stressful and it seems more platforms are being introduced.	outdoor classrooms would be amazing; also, long jump ropes are 14 feet or longer - perfect for social distancing if you jump in the center.	went well- self pacing & gaining responsibility for planning	not all kids have the same level of autonomy in 2nd and 3rd grades	long term goals defined and shared / tracked visually... students can go at own pace. teachers pool lessons across classes so they have more time for one on one.	TEACHER - Parent-Teacher Connection	The only formal assessment was (Ready), which was not ideal. I don't know that it was a good choice for 1st graders, who have never been exposed to that format of test. A practice or dry run might have helped get a better gauge.	
	For my kindergarten: ready. For my 4th grader: live people meets, small group book club, Socrastcity math lessons.	it was not clear how live instruction was going to be delivered or the frequency. At the beginning we assumed it will be as what was going on in school but in reality is less than one or 2 hours / day the rest of the time, is self paced learning	there isn't anything I'd want to move forward with	videos (not live) so we could do things at our own time.	too little structure for homes where parents work	Continue Drop, Special Ed: 1:1 checkins with Special Ed 2x month was Great	clearly about the daily assignments (though at the request but after a month the kids got it)	One the assessments but there was only a score - for example 100/100 but no explanation on the work, whether it was what went well or what needed improvement. We only received one assessment for reading levels for one student (4th grade)	
	Time to expand and reflect on assignments, to explore targets, spend a whole morning doing math games, for example, and then catch up with other assignments at one's own pace.	For early childhood it was a lot of screen time.	also [felt] that 3hr is the limit for Zoom	1:1 check ins with Ms. Most, our 1st grader's "boy in" to doing the work that his teacher requested, since he respects and addresses her, and videos (not live) to be able to take the lessons or our own pace with our schedule.	I was bad at maintaining a routine with my kids but I was frustrated that there wasn't one place to look to determine what my kids were falling behind on or incomplete assignments. Those answers were in separate fields or buttons, and I always found out too late		delivery of the lessons and communication between the teachers and students	I had no idea what the results of the assessment because it was mirroring normal school timeline while we could benefit from in the given recommendations	
	More online programs and resources were free or discounted for teachers, so they had access to more materials to use with students.	It seemed like the assignments were just a collection of activities rather than a coordinated and coherent curriculum that showed a path and direction	I would love some live instruction a little bit every day, 30 minutes/hr. And then, for the step-by-step longer individual projects, I'd love to know the steps ahead of time to get the desired result. So, perhaps we could do those on our own schedules, going forward - "flipped learning" - where we blend at-home work with videos that can be watched repeatedly as needed and then consultation in person in class, which enables teachers to customize more closely to individual students	Small groups live sessions, scheduled work ahead of time to prep, personal interaction with the teachers	My son struggled a little with the math assessment, (the lessons were fast paced and there was a short window to review before moving to the next unit)		all teachers followed the principals lead to make it happen	my son was not really assessed or given much feedback by his teacher; the assignments also felt very disconnected and inconsistent. He was given very few assignments in writing, maybe none at all.	
	Envision Online Math (Savvas) and Class Dojo for Parents.	There were no significant writing assignments. I didn't feel like answering questions with a short sentence was sufficient.		chances for kids to have live discussions, self-pacing and students learning how to manage their time, math apps that were adaptive, and access to online books	what went well - middle schooler having a daily schedule of live classes, video communications and creative education opportunities if the teacher was not available in speaker series for religion class		Teacher private messages (teachers rooting for my child in response to handing in work), Principal engagement was strong	not enough of s- my experience was little to [no] teaching, just assignments and no assessments of the work product	
	my son's 3rd grade teacher did an extraordinary job adapting her teaching and curriculum online and keeping us informed of iterations. We lived the lesson of how important it is to go with the flow, communicate changes, and keep trying to do better. Her motto: "It's not about perfection, it's about progress."	Too little live time with the teacher for kindergarten		chances for kids to have live discussions, self-pacing and students learning how to manage their time, math apps that were adaptive, and access to online books	what went well - middle schooler having a daily schedule of live classes, video communications and creative education opportunities if the teacher was not available in speaker series for religion class		the Daily updates to Google reminds in what the student was supposed to complete	it felt different to different classrooms... inconsistent from teacher to teacher.	
	warm, sympathetic support from principal and individual teachers regarding feelings children and parents might have in the midst of the social "earthquakes" we are living. My daughter's 5th grade teachers balanced curriculum with making room for students to come together and express thoughts and feelings about the traumatic and positive events we are living.	making my 14yr old boys do gym, technology, Music. They wanted to be in school	Teachers sharing best practices with one another.	(quizzes, assignments were provided on a regular basis without being overwhelming, provided predictability, and also helped me understand where my child stood in terms of academic progress.			also positively, I felt the school did a great job with communication (more than during normal times). we felt supported. I feel lucky that I only had a pre-k student as my husband and I work full time from home now and were dealing with an incredible amount of professional stress. I can't wait for this to be over, but I applaud DOE for adapting as well as they did, my daughter goes to PS 180	Reading assignment: not all kids have the same level of autonomy in 2nd and 3rd grades and direct communication to teachers without cc'ing parents is not working out.	

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	<p>Remote Learning: PS 165 Art and Music Teachers posted lessons/activities that were very relevant for what the children, families and world were experiencing. My daughter felt very connected to those lessons and felt safer expressing what she was feeling after hearing they were interested and acknowledging all of the changes</p>	<p>Teachers sharing what they think are best practices don't always align with what parents think are best practices</p>	<p>For minorities families like mine, we saw and felt the disparity before, the pandemic has bring this to the surface and at least, we are seeing meaningful conversations. Disparities has always been there... just that it was normalized.</p>
	<p>One-on-one tutoring worked even better for some children than in-person small-group tutoring — among 6th graders.</p>	<p>Yes, some heads up on the work to do on our time would be great.</p>	<p>Hard to get authentic assessments for students who have various special needs.</p>
	<p>WHAT WORKED Remote Learning, although it is not possible for everyone, live sessions with the teacher and a small group (but not the whole class) of my 2nd grade son's class worked better for him</p>	<p>in addition to learning from teachers who have mastered remote learning, can we extend the reach of those teachers - have them lead live instruction across a grade, for example and have the other teachers do small groups or scaffolding, we are finding great disparity between classrooms which can have an impact on the COVID-slide.</p>	<p>Right before the stay-at-home order my daughter's teacher recommended an evaluation, but then an assessment could not be scheduled/completed (much of what the teacher observed is in the context of distraction in the classroom setting). While the one-on-one at home has been helpful for our daughter, we are concerned she is going into 2nd grade without a clear plan for free learning needs in the classroom setting, and it will be an even harder re-adjustment for her.</p>
	<p>Live Classes via Zoom</p>	<p>Child was too young to type (but wanted to type) (agree physical pencilpaper easier for my child to approach), child too young to self direct assignments and get extremely frustrated on a daily basis. Did not see much by way of differentiated instruction.</p>	<p>assessment was clear. Teachers clearly communicated when deadlines were and assessments were timely. And comments and rubric were provided. Level of detail was helpful.</p>
	<p>Live meetings with teachers</p>	<p>I agree that being on the computer/ screens for so much time during the day has adversely impacted my kids, affecting their sleep, encouraging them to sit for very long periods of time and wanting to be on the screen for play time/leisure as well.</p>	<p>Reading assessment for my kindergarten went smoothly. The teacher allowed parental presence without interference, and then the teacher gave me an overview that was very clear.</p>
	<p>teacher interaction with students via web videos (1:1s)</p>	<p>my child is in pre-k and although I thought the teacher did a great job with assignments, there was no interaction with the classmates so the 'play' component of pre-k disappeared, and there wasn't teaching happening, just assigning. I thought they did the best they could but it was hard for this age group. I felt like 5% of the normal learning and growth, also positively, I felt the school did a great job with communication (more than during normal times), we felt supported. I felt lucky that I only had a pre-k student as my husband and I work full time from home now and were dealing with an incredible amount of professional stress. I can't wait for this to be over, but I applaud DOE for adapting as well as they did, my daughter goes to PS 160</p>	<p>My kindergarten had a weekly 45min to 1hr long small group (3-4 children and 2 teachers - it's an ICT class) live teaching session that was really great - valuable for my child to interact with her peers, get direct feedback from the teachers and also seemed to allow the teachers to assess well. Teachers also took every opportunity to reach out to us via the meetings, text or email and help</p>
	<p>TEACHER - recorded content for students</p>	<p>Socialization, its tough to not connect directly w peers</p>	<p>in my daughter's 1st grade class reading assessments were still done via Google Meet and seemed to afford an environment free of distraction for the children to read with the teacher. Many children at our school showed increases in reading level even while receiving less classroom instruction. Our school met our CEP goal.</p>
	<p>live classes were pretty successful</p>	<p>if we don't have state tests anymore I hope we can reimagine the curriculum so it isn't geared to test results - I think it is a time to build emotional resiliency, community service learning and community building - and climate resilience. Outdoor learning would be a great way to make learning safer (outside safer during pandemic) and also appropriate as they are growing up in a world where the environment will be compromised.</p>	<p>multiple ways to self-assess, get private comments from teachers.</p>
	<p>Live group chats and 1:1 kept my 4th grader invested in his assignments</p>	<p>office hours for specific subjects for kids just to do the work with the teacher available is a great idea</p>	<p>my son has been getting informally assessed with each assignment in the private comments on Google Classroom. The only formal assessment was Ready, which was not ideal. I don't know that it was a good choice for 1st graders, who have never been exposed to that format of test. A practice or dry run might have helped get a better gauge</p>
	<p>Regularly scheduled live instruction</p>	<p>The amount of work was overwhelming since students also had assignments from cluster teachers that would have normally done in school</p>	<p>when teachers clearly communicated when assignment would be marked & feedback written</p>
	<p>Some of the online tools were effective and engaging: Kahn Academy, Flocabulary, Epic, RazKids</p>	<p>PRINCIPAL - Students who did not engage early on tended to not engage even with extensive outreach efforts.</p>	<p>teachers were so available to parents for us and IEP plan flexibility. P59</p>
	<p>live virtual teaching of 6 classes/week up to 3/day in MS</p>	<p>Not enough live interaction with teachers</p>	<p>Both my kids have IEP's school is providing all services. We had a conversation about accommodating some of the services based on what my kids need at the time</p>
	<p>The support of the whole PS 9 community. The class meetings where the kids were able to play and interact with their teachers</p>	<p>When little kids are learning at home, cluster teacher IDEAS are helpful but graded assignments become a burden when there was A LOT of time we were doing our own enrichment/autonomous work off the screen.</p>	<p>Weekly or bi-weekly 1:1 check in w.sp ed teacher</p>
	<p>Not test prep. Happy that there was no test prep</p>	<p>I didn't need (digital) music assignments [since] my child takes violin lessons.</p>	<p>TEACHER - streamlining lessons between teachers and therapist. For example, writing happened with OT</p>
	<p>it was very exciting in our house when we tossed the test prep materials into the recycling bin!</p>	<p>TEACHER - cluster teachers offered little flexibility (at least in their communication - their actions are indicating some flexibility but it put parents under a lot of stress, [this] was another thing I had to help families navigate when they were already struggling what didn't go well - The ability for the school to adapt to the needs of the different grade levels. Pre-k - 3rd have very different needs versus what 4/5th graders needs are.</p>	<p>multiple ways to self-assess, get private comments from teachers. Ready was a big switch — a kind of crash course in focusing on what is challenging for a child, failing and moving forward, and trying again — not easy but valuable. Google Docs added a visual reinforcement of teacher feedback that could be further reinforced "face to face" in office hours.</p>
	<p>I agree, the guided reading was more intimate with less distractions</p>	<p>I agree Google Meet does not function well. So happy DOE allowed Zoom</p>	<p>teachers were so available to parents for us and IEP plan flexibility. P59</p>
	<p>What went well: Remote Learning: PS 165 Art and Music Teachers posted lessons/activities that were very relevant for what the children, families and world were experiencing. My daughter felt very connected to those lessons and felt safer expressing what she was feeling after hearing they were interested and acknowledging all of the changes.</p>	<p>too much Tech. Yes, for workbooks</p>	<p>Both my kids have IEP's school is providing all services. We had a conversation about accommodating some of the services based on what my kids need at the time</p>
	<p>our art teacher brought so much joy to my son with the 30-minute drawing sessions.</p>	<p>not in favor of workbooks. Moving forward, recorded lessons that lead to pen/paper work/flow up</p>	<p>Weekly or bi-weekly 1:1 check in w.sp ed teacher</p>
	<p>with remote learning [the pressure] is gone, the fact that we don't have common core (I didn't matter that much to us 'cause we opt-out) allowed the class to expand in some classes and even to have advance material</p>	<p>workbooks are a great idea</p>	<p>TEACHER - streamlining lessons between teachers and therapist. For example, writing happened with OT</p>
	<p>when I hear other people talk it seems like there was great variability across schools and maybe teachers: we did not have many zoom interactions my son really struggled with feeling overwhelmed but all the assignments he had to do on his own. He's a very much an interactive learner and suffered from lack of in-person or even regular video instruction</p>	<p>Workbooks would be great.</p>	<p>TEACHER - streamlining lessons between teachers and therapist. For example, writing happened with OT</p>
	<p>remote learning, did not go well - google classroom documents did not emulate paper documents well enough, the technology of pdfs got in the way of completing and turning in (too many steps for children/parents to figure out how to turn things in)</p>	<p>definitely outdoor classrooms!</p>	<p>TEACHER - streamlining lessons between teachers and therapist. For example, writing happened with OT</p>
	<p>when I hear other people talk it seems like there was great variability across schools and maybe teachers: we did not have many zoom interactions my son really struggled with feeling overwhelmed but all the assignments he had to do on his own. He's a very much an interactive learner and suffered from lack of in-person or even regular video instruction</p>	<p>TEACHER - going forward Social Emotional Curriculum/lessons</p>	<p>TEACHER - streamlining lessons between teachers and therapist. For example, writing happened with OT</p>
	<p>when I hear other people talk it seems like there was great variability across schools and maybe teachers: we did not have many zoom interactions my son really struggled with feeling overwhelmed but all the assignments he had to do on his own. He's a very much an interactive learner and suffered from lack of in-person or even regular video instruction</p>	<p>Expand on the meetings to maybe have small groups more frequently. Pairing kids together like our current Win program. We had a few small groups and they went well.</p>	<p>TEACHER - streamlining lessons between teachers and therapist. For example, writing happened with OT</p>

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	School provided many different options for reading. Distractions were fewer online vs. in classroom.	Definitely need more live instruction going forward.	could we organize parent-led group bike rides? Double-Dutch jump rope learning? I'm trying to think of group activities that lend themselves better to keeping social distance.	
	Many teachers made the best effort possible for the students in the medium	What didn't go well: Too much tech. We don't want screen time for our kids at this age, so we would like more physical books, writing with pencil on paper and workbooks moving forward. It's very stressful and it seems more platforms are being introduced.	I would like the small group and individualized synchronous teaching to continue.	
	Advisory was the most effective live interaction my child has during the day, perhaps because it is more community based and was live and not a video	it was not clear how live instruction was going to be delivered or the frequency. At the beginning we assumed it will be as what was going on in school but in reality is less than one or 2 hours / day the rest of the time, is self-paced learning	Adapting learning units to very current events. My 3K child at PS154 in D5 had this week's morning meetings with the teacher be about BLM protests.	
	Zoom was far better than Google M	Yes, keeping a second grader on task at home was our challenge too.	Since The Teachers Union announced just today that they will be doing hybrid learning in the Fall. How can we, as parents in D3, influence what will be happening when our kids are asked to return to school? We heard a lot of positive reactions about outdoor learning. I guess this can work for certain school buildings with outdoor spaces... What about high risk families? How can they let their children go back even for a short while? Elementary age school kids are not able to keep their distance or not touch their faces	
	TEACHER: Everyone who needed a device received one	I agree, my daughter completed the assignments that she was interested in but we had a hard time encouraging her to complete things that were harder for her, and she would get frustrated that we could not explain things the same way her teacher does.	agree that we need to include current events in the curriculum.	
	TEACHER: Second step lessons-a social emotional curriculum our school (MSC) implemented. It was a program MSC brought on to handle kids feelings around what was going on! I liked that our work wasn't just about academics but also about the social emotional. Lessons and videos were given each week with a family guide.	not enough live instruction (not counting the 30 minute check in.) Only 30 minutes of live instruction. Looking for a balance between all-day and 30 minutes. Google Meet does not function well.	teacher's pooling lessons / pre-recorded videos so have more time for 1:1's / small groups.	
	My kids were put into leveled math groups and reading groups that made the remote work more individualized.	speaking to the live instruction aspect, remote learning went well I thought without live instruction at first until new units started around April. Then things got messier without at least some instruction and active communication during lessons. New concepts require that I think.	agree with current life events, also project based learning and flexible schedule.	
	the speech therapy went great	Too much technology for young children.	share best practices!	
	TEACHER: More time to work 1:1 or small groups with students to do social emotional check-ins, and to break down assignments.	I agree I my kids suffer a lot from not the physical interactions of learning	Yes! Let's share what works district wide-- teachers and parents!	
	my kids had two 10 minute google meet groups each week, no Zoom instruction at all. it sometimes took most of the time to get everyone logged in and together	Thanks for all the private chats, that's why I coached my school's exp. as exceptional... we know not just from my daughter but my son's friends and classmates at other schools that live virtual learning can be mythical, you would be surprised that what was not happening at NYC's most "prized" public schools	TEACHER - parents need to share with teachers what was helpful to them. Teachers sharing what they think are best practices don't always align with what parents think are best practices	
	Homework pleaps	my child is in pre-k and although I thought the teacher did a great job with assignments, there was no interaction with the classmates so the "play" component of pre-k disappeared, and there wasn't teaching happening, just assigning. I thought they did the best they could but it was hard for this age group, it felt like 5% of the normal learning and growth	whenever a teacher did an exceptional job with distant learning I would tell the principal so the love could be shared.	
	but the occupational therapy was harder because remote OT for fine motor skills and focus is near impossible a task	ensure that children who need one-on-one tutoring online get it, we know it works -- even better for some students than in-person small groups	TEACHER - I would also like to hear parent feedback, as a teacher.	
		more self-directed independent creative projects for kids whose school day ended early. My daughter started cooking (and even more cleaning up -- smile) and it would have been awesome to ask her to report on, say, chemical reactions of some ingredients and go deeper	There should be an option of going back to the classroom in the fall if parents are not comfortable without a vaccine. They should still go to remote learning and have an option for live learning online	
		I'm not sure if more live classes is better. It can be stressful to be on Google Meet from one class to the next. Better to build quality time in fewer classes than the mandatory structure of a string of classes. When my children do get online, they are present. There are also small group slots and office hours -- that was elementary school. For high school, teachers did things differently-- optional live classes, encouraged discussion that my son really enjoyed, office hours, and the option to work independently or to join in more -- the flexibility was a relief for my 9th grader. Practice in speaking the foreign language he was learning suffered, but perhaps there will be new ways to do online performance assessments going forward?	Continued structure through the day, posting assignments at a frequency	
		My daughter when focused can be done by 10:11am. So have to find other work for her to do. She winds up watching youtube in between finishing one subject and doing another. Also need to assign assignments that require hand-writing whether writing, science, math, social studies, etc.	if we don't have state tests anymore I hope we can reimagine the curriculum so it isn't geared to test results - I think it is a time to build emotional resiliency, community service learning and community building - and climate resilience. Outdoor learning would be a great way to make learning safer (outside safer during pandemics and also appropriate as they are growing up in a world where the environment will be compromised.	
		to have the choice to select if we want to do a hybrid of provision of therapeutic services. To continue using technology for our kids so they can get used to it, typing skills are going to be crucial in upper grades	to have the choice to have the IEP virtually and for the student to be able to participate now that they are being exposed to technology	

Remote Learning			Assessment			Special Education Plan (SEP)		
What went well?	What didn't go well?	What do we want to continue doing?	What went well?	What didn't go well?	What do we want to continue doing?	What went well?	What didn't go well?	What do we want to continue doing?
What went well was live meetings with the kids. It gave us a sense of some [kind] of normalcy and joy to see each other.	Too many different assignments and classes. Too much computer time required, making student distracted by browser and youtube.	Definitely need more live instruction going forward.	School provided many different options for reading. Distractions were fewer online vs. in classroom.	[Very] little assessment done.	I've don't have slides for 1st grade I hope we can reimagine the curriculum so it isn't geared to test results - I think it is a time to build emotional resiliency, community, service learning and community building - and climate resilience. Outdoor learning would be a great way to make learning safer (outside safer during pandemic) and also appropriate as they are growing up in a world where the environment will be compromised.	teachers were so available to parents for us and IEP plan flexibility. PS9	but the occupational therapy was harder because remote OT for fine motor skills and focus is near impossible a task	to have the choice to select if we want to do a hybrid of provision of therapeutic services. To continue using technology for our kids so they can get used to it. Typing skills are going to be crucial in upper grades
The use of Google Classroom as a tool for class assignments.	Not enough live interaction with teachers	Moving forward, recorded lessons that lead to pen/paper work/follow up.	Assessment was clear. Teachers clearly communicated when deadlines were and assessments were timely. And comments and rubric were provided. Level of detail was helpful.	My son struggled a little with the math assessment. (the lessons were fast paced and there was a short window to review before moving to the next unit)	Assessment Going Forward: Meeting with the parents/guardians to discuss specifics instead of lumping into the parent-teacher conferences.	Both my kids have IEP's school is providing all services. We had a conversation about accommodating some of the services based on what my kids need at the time	Hard to get authentic assessments for students who have various special needs.	to have the choice to have the IEP virtually and for the student to be able to participate now that they are being exposed to technology
not a lot, maybe live meetings with teacher	did not go well- live lessons at times with parents balancing multiple children and working from home	More structure to the day.	Reading assessment for my kindergarten went smoothly. The teacher allowed parental presence without interference, and then the teacher gave me an overview that was very clear.	no assessments of the work product.		Weekly or bi-weekly 1:1 check in w sp. ed teacher	Right before the stay-at-home order my daughter's teacher recommended an evaluation, but then an assessment could not be scheduled/completed (much of what the teacher observed is in the context of distraction in the classroom setting). While the one-on-one at home has been helpful for our daughter, we are concerned she is going into 2nd grade without a clear plan for her learning needs in the classroom setting, and it will be an even harder re-adjustment for her.	Continue Doing, Special Ed: 1:1 checkins with Special ed 2x month was Great!
Once we got to know google classroom, it was easy for my 4th and 5th graders to navigate independently	google classroom documents did not emulate paper documents well enough, the technology of pdfs got in the way of completing and turning in (too many steps for children/parents to figure out how to turn things in)	Workbooks would be great.	If my daughter's 1st grade class reading assessments were still done via Google Meet and seemed to afford an environment free of distraction for the children to read with the teacher. Many children at our school showed increases in reading level even while receiving less classroom instruction. Our school met our CEP goal.	The only formal assessment was iReady, which was not ideal. I don't know that it was a good choice for 1st graders, who have never been exposed to that format of test. A practice or dry run might have helped get a better gauge.	One the assessments but there was only a score- for example 100/100 but no explanation on the work, whether it was what went well or what needed improvement. We only received one assessment for reading levels for one student (4th grade)	the speech therapy went great		
got a closer look at what my kids were not engaged with. I learned pain points that I was not aware of	4th grader needed too much hand-holding and too many emails, she doesn't check them at all.	definitely outdoor classrooms!	My kids were put into leveled math groups and reading groups that made the remote work more individualized.	I had no idea what the results of the assessment because it was mirroring normal school timeline while we could benefit from in the spot recommendations		TEACHER - More time to work 1:1 or small groups with students to do social emotional check-ins, and to break down assignments.		
Many teachers made the best effort possible for the students in the medium	was bad at maintaining a routine with my kids but I was frustrated that there wasn't one place to look to determine what my kids were falling behind on or incomplete assignments. Those answers were in separate fields or buttons, and I always found out too late	outdoor classrooms would be amazing; also, long jump ropes are 14 feet or longer — perfect for social distancing if you jump in the center.	easy and not a problem as far as I could see			TEACHER - streamlining lessons between teachers and therapists. For example, writing happened with DT		
Advisory was the most effective live interaction my child has during the day, perhaps because it is more community based and was live and not a video	Not enough live learning and virtual time with teachers.	there isn't anything I'd want to move forward with teachers.	relatively normal just delayed					
Daily email updates from school	What didn't go well: At our school, PS165, some classes meet their teacher only once a week, whereas other classes meet more frequently. Very frustrating to not have a coherent plan as a school. It's not a lot to ask that all teachers be live with their students daily. Even for short amount of time with small groups throughout the week.	also [felt] that 30vd is the limit for Zoom	(quizzes, assignments) were provided on a regular basis without being overwhelming, provided predictability, and also helped me understand where my child stood in terms of academic progress.	not enough of it- my experience was little to [no] teaching, just assignments and no assessments of the work product				
We were able to maintain our classroom community	Too much tech. We don't want screen time for our kids at this age, so we would like more physical books, writing with pen/pencil on paper and workbooks moving forward. It's very stressful and it seems more platforms are being introduced.	Continued structure through the day, posting assignments at a frequency.	Multiple ways to self-assess, get private comments from teachers.	for my second grader, the volume of assignments — it was too much for him. He was just defiant and fought it every day (though the content was not hard for him. I was relieved the DOE decided not to grade 2nd graders				
The "Happy Place" a space for kids to have fun with their out of classroom teachers.	It was not clear how live instruction was going to be delivered or the frequency. At the beginning we assumed it will be as what was going on in school but in reality is less than one or 2 hours / day the rest of the time, is self paced learning	Flexibility in the structure, courses could switch from time, day to day.	my son has been getting informally assessed with each assignment in the private comments on Google Classroom. The only formal assessment was iReady, which was not ideal. I don't know that it was a good choice for 1st graders, who have never been exposed to that format of test. A practice or dry run might have helped get a better gauge	it felt different for different classrooms. Inconsistent from teacher to teacher.				
chances for kids to have live discussions, self-pacing and students learning how to manage their time, math apps that were adaptive, and access to online books	For early childhood it was a lot of screen time.	The flexibility of completing work at the pace and time that felt manageable for our child and family was helpful. While my child would benefit from some live instruction every day, she would not be able to focus for long periods in an online group setting.	when teachers clearly communicated when assignment would be marked & feedback written	Reading assessment: not all kids have the same level of autonomy in 2nd and 3rd grades and direct communication to teachers without cccing parents is not working out.				
For my kindergarten- iReady. For my 4th grader- live group meets, small group book club, Screencastify math lessons.	It seemed like the assignments were just a collection of activities rather than a coordinated and coherent curriculum that showed a path and direction	I would love some live instruction a little bit every day, 30 minutes-1hr. And then, for the step-by-step longer individual projects, I'd love to know the steps ahead of time to get the desired result. So, perhaps we could do those on our own schedules.	PRINCIPAL - We were able to assess access and privilege pretty well.					
Time to expand and reflect on assignments, to explore tangents, spend a whole morning doing math games, for example, and then catch up with other assignments at one's own pace.	There were no significant writing assignments. I didn't feel like answering questions with a short sentence was sufficient.	going forward — "flipped learning" — where we blend at-home work with videos that can be watched repeatedly as needed and then consultation in person in class, which enables teachers to customize more closely to individual students	Multiple ways to self-assess, get private comments from teachers. iReady was a big switch — a kind of crash course in focusing on what is challenging for a child, failing and moving forward, and trying again — not easy but valuable. Google Docs added a visual reinforcement of teacher feedback that could be further reinforced "face to face" in office hours.					
something that worked well was having multiple ways to contact the teacher (google classroom, drop etc.	or my second grader, the volume of assignments — it was too much for him. He was just defiant and fought it every day (though the content was not hard for him.) I was relieved the DOE decided not to grade 2nd graders	if we are PLANNING for remote learning instead of doing it in panic mode as we did this Spring, then giving students real books would be beneficial too. My daughter enjoyed reading actual books and writing reports using pen and paper. I noticed that with online books and using online book makers (book creators) her love for reading waned significantly as a result.	for kindergarten, never felt pressure for due dates and there was a lot of understanding that whatever we were doing at home outside of GC assignments was valued.					
More online programs and resources were free or discounted for teachers, so they had access to more materials to use with students.	Too little live time with the teacher for kindergarten	Teachers sharing best practices with one another.						
Envision Online Math (Savvas) and Class Dpjo for parents.	making my 14yr old boys do gym, technology, Music. They wanted to be in school	Teachers sharing what they think are best practices don't always align with what parents think are best practices						
Zoom was far better than Google M	work full time and my 3rd grader could not navigate the very complex and asynchronous google classroom assignments himself and I really feel I am constantly falling at getting him enough time and also doing my work at day. The teachers did not do hardly any zoom calls, just 2 small ones a week to help with math/writing, but it was completely on the parents to have the in person time with them several hours many days. It was too hard for me.	Yes, some heads up on the work to do on our time would be great.						
my son's 3rd grade teacher did an extraordinary job adapting her teaching and curriculum online and keeping us informed of iterations. We lived the reason of how important it is to go with the flow, communicate changes, and keep trying to do better. Her motto: "it's not about perfection: it's about progress."	not enough live instruction (not counting the 30 minute check in). Only 30 minutes of live instruction. Looking for a balance between all-day and 30 minutes. Google Meet does not function well.	in addition to learning from teachers who have mastered remote learning, can we extend the reach of those teachers - have them lead live instruction across a grade for example and have the other teachers do small groups or scaffolding. we are finding great disparity between classrooms which can have an impact on the COVID slide.						
for kindergarten, never felt pressure for due dates and there was a lot of understanding that whatever we were doing at home outside of GC assignments was valued.	I agree Google Meet does not function well. So happy DOE allowed Zoom assignments.	I think there should be more live classes, small group classes and have a bit more of creative project based assignments instead of rote assignments.						

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warm, sympathetic support from principal and individual teachers regarding feelings children and parents might have in the midst of the social "earthquake" we are living. My daughter's 5th grade teachers balanced curriculum with making time for students to come together and express thoughts and feelings about the traumatic and positive events we are living.	speaking to the live instruction aspect, remote learning went well I thought without live instruction (at least) new units started around April. Then things got messier without at least some instruction time for students to come together and express thoughts and feelings about the traumatic and positive events we are living.	My kindergarten had a weekly 45min to 1hr long small group (3-4 children and 2 teachers - it's an ICT class) live teaching session that was really great - valuable for my child to interact with her peers, get direct feedback from the teachers and also seemed to allow the teachers to assess well. Teachers also took every opportunity to reach out to us via the meetings, text or email and help						
Remote Learning PS 185 Art and Music Teachers posted lessons/activities that were very relevant to what the children, families and world were experiencing. My daughter felt very connected to those lessons and felt safer expressing what she was feeling after hearing they were interested and acknowledging all of the changes.	My daughter was done with work very early every day (1.5 hrs of work for her) and I left her figuring it out or letting her do something on her own. In fairness, I have not discussed it with the teacher - I left it alone. My daughter is fine, but I wish I could have had her day a little more filled in.	time to expand and reflect on assignments, to explore tangents, spend a whole morning doing math games, for example, and then catch up with other assignments at one's own pace.						
One-on-one tutoring worked even better for some children than in-person small-group tutoring – among 6th graders.	Child was too young to type (but wanted to type) (agree physical pencil/paper easier for my child to approach), child too young to self direct assignments and got extremely frustrated on a daily basis. Did not see much by way of differentiated instruction.	office hours for specific subjects for kids just to do the work with the teacher available is a great idea						
a later start time in the morning! Especially for my 5th grader who no longer must wake up by 6 am...	I agree that being on the computer screens for so much time during the day has adversely impacted my kids; affecting their sleep, encouraging them to sit for very long periods of time and wanting to be on the screen for play/instruction as well.	Videos so we can do instruction on our own time. Live instruction would be very difficult for us with two parents also working at home and two kids in a small space. Also continue - teachers have fantastic attitudes, thoroughly available.						
TEACHER: Everyone who needed a device received one	my child is in pre-k and although I thought the teacher did a great job with assignments, there was no interaction with the classmates so the "play" component of pre-k disappeared, and there wasn't teaching happening, just assigning. I thought they did the best they could but it was hard for this age group. it felt like 5% of the normal learning and growth, also positively, I felt the school did a great job with communication (more than during normal times), we felt supported. I felt lucky that I only had a pre-k student as my husband and I work full time from home now and were dealing with an incredible amount of professional stress. I can't wait for this to be over, but I applaud DOE for adapting as well as they did, my daughter goes to PS 180	if we don't have state tests anymore I hope we can reimagine the curriculum so it isn't geared to test results - I think it is a time to build emotional resiliency, community service learning and community building - and climate resilience. Outdoor learning would be a great way to make learning safer (outside safer during pandemic) and also appropriate as they are growing up in a world where the environment will be compromised.						
WHAT WORKED Remote Learning: although it is not possible for everyone, live sessions with the teacher and a small group (but not the whole class of my 2nd grade son's class worked better for him	Socialization, its tough to not connect directly w peers	I'm not sure if more live classes is better. It can be stressful to be on Zoom from one class to the next. Better to build quality time in fewer classes than the mandatory structure of a string of classes. When my children do get online, they are present. There are also small group slots and office hours – that was elementary school. For high school, teachers did things differently – optional live classes, encouraged discussion that my son really enjoyed, office hours, and the option to work independently or to join in more – the flexibility was a relief for my 9th grader. Practice in speaking the foreign language he was learning suffered, but perhaps there will be new ways to do online performance assessments going forward?						
To have the support of our school principal, Mr. Washington, and the team. They communicate effectively with parents and coordinate for students and parents to pick up material. They accommodate their schedule to connect with us.	not all kids have the same level of autonomy in 2nd and 3rd grades	I agree Google Meet does not function well. So happy DOE allowed Zoom						
Live Classes via Zoom	direct communication [between student and] teachers without cc'ing parents is not working out	too much Tech. Yes, for workbooks						
Live meetings with teachers	agree w too much screen time for kids	not in favor of workbooks. Moving forward, recorded lessons that lead to pen/paper workflow up						
teacher interaction with students via web videos (1:1s)	Too many online assignments	workbooks are a great idea						
clear communication from Principal Parker (180)	The amount of work was overwhelming since students also had assignments from cluster teachers that would have normally done in school	Workbooks would be great.						
TEACHER - recorded content for students	PRINCIPAL - Students who did not engage early on tended to not engage even with extensive outreach efforts.	more self-directed independent creative projects for kids whose school (day ended early. My daughter started cooking (and even more cleaning up – smile) and I would have been awesome to ask her to report on, say, chemical reactions of some ingredients and go deeper.						
live classes were pretty successful	Not enough live interaction with teachers	more independent creative project						
Extra 1:1 help with the teachers was ALWAYS available, easy to schedule, helpful and effective	When little kids are learning at home, cluster teacher IDEAS are helpful but graded assignments become a burden when there was a LOT of time we were doing our own enrichment/extracurricular work off the screen	My daughter when focused can be done by 10:11am. So have to find other work for her to do. She winds up watching youtube in between finishing one subject and doing another. Also need to assign assignments that require handwriting whether writing, science, math, social studies, etc.						
meetings were consistent	I didn't need [digital] music assignments [since] my child takes video lessons	This is a great opportunity for Project-Based Learning.						
went well- self pacing & gaining responsibility for planning	TEACHER - cluster teachers offered little flexibility (at least in their communication- their actions are indicating some flexibility but if put parents under a lot of stress), (this) was another thing I had to help families navigate when they were already struggling	definitely outdoor classrooms!						
videos (not live) so we could do things at our own time.	too little structure for homes where parents work	2 Zoom calls/week is OUTRAGEOUS! (On what basis does such a school go to "hybrid learning" in the fall? I have a 4th grader						
TEACHER - Parent-Teacher Connection	what didn't go well - The ability for the school to adapt to the needs of the different grade levels. Pre-k - 3rd have very different needs versus what 4/5th graders needs are.	Are there meetings like this during the summer months?						
clarity about the daily assignments (ough at the meeting, but after a month the kids got it)	remote learning, did not go well - google classroom documents did not emulate paper documents well enough, the technology of pdfs got in the way of completing and turning in (too many steps for children/parents to figure out how to turn things in)	TEACHER - going forward-Social Emotional Curriculum/lessons						
Live group chats and 1:1 kept my 4th grader invested in his assignments.	when I hear other people talk it seems like there was great variability across schools and maybe teachers- we did not have many zoom interactions	Expand on the meetings to maybe have small groups more frequently. Pairing kids together like our current Wen programs. We had a few small groups and they went well.						
1:1 check ins with Ms. Most, our 1st grader's "buddy" to doing the work that his teacher requested, since he respects and address her, and videos (not live) to be able to take the lessons at our own pace with our schedule.	I was bad at maintaining a routine with my kids but it frustrated that there wasn't one place to look to determine what my kids were falling behind on or incomplete assignments. Those answers were in separate fields or buttons, and I always found out too late	could we organize parent-led group bike rides? Double-Dutch/jump rope learning? (I'm trying to think of group activities that lend themselves better to keeping social distance.						
delivery of the lessons and communication between the teachers and students	my son really struggled with feeling overwhelmed but all the assignments he had to do on his own. He is a very much an interactive learner and suffered from lack of in-person or even regular video instruction	I would like the small group and individualized synchronous teaching to continue.						

