



# Orinda USD Distance Learning Stakeholder Feedback

Board of Trustees Meeting  
September 14, 2020





# Presentation Overview

Section 1: Stakeholder Feedback Tools

Section 2: Highlights of Student Feedback - OIS and Fifth Graders

Section 3: Highlights of Teacher/Certificated Staff Feedback

Section 4: Highlights of Parent/Guardian Feedback

Section 5: Next Steps



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## Section 1

### Stakeholder Feedback Tools

# Stakeholder Feedback Tools

## Students

- Focus Groups of 20 Each
- September 8 (OIS) and 10 (Fifth Grade)

## Teachers/Certificated Staff

- Thoughtexchange

## Parents/Guardians

- Thoughtexchange

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## Section 2

Highlights of Student Feedback  
OIS and Fifth Grade Focus Groups

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# OIS Students: Plus, Minus, Interesting (PMI) Distance Learning

## Plus

Small classes

Live interaction with teachers

Two week period works well with units

Teachers are clear with their work for students

Teachers working hard to provide consistent feedback

Learned a lot so far

Like working on own and having flexibility

Morning group has time later in the day

Asynchronous positive; balance is good

Zoom tool works well

No traffic

Convenience working from home

Platforms can provide good tools e.g., rubrics

Advisory good for school-wide messages

Later start time





# OIS Students: Plus, Minus, Interesting (PMI)

## Distance Learning

### Minus

Easy to get distracted

Multiple platforms -  
difficult to find things

Too much Zoom -  
too long

Can't see friends; not  
enough social time

Two week sessions -  
concerned will forget  
content and not  
covering all content

Some PDF  
worksheets don't  
work well online

Some teachers not  
as adept at tech

Not enough Zoom  
breaks

Need more  
engagement in  
lessons beyond  
breakout rooms

Lots of lecturing

Not enough  
asynchronous work

Hard to get teacher's  
attention on Zoom

Have to work more  
independently - have  
to email teacher with  
?s

B group is harder  
with asynchronous



# OIS Students: Plus, Minus, Interesting (PMI) Distance Learning

## Interesting

Class norms tough to enforce

What is role of parent in DL?

Tech skills vary with teachers and with students

Some teachers are integrating social opportunities

You have to be organized to be good at DL

Teachers can send a private chat message to help

Can we have a virtual library?

Sixth graders can't really tell how OIS is different from elementary school

All sixth grade Zoom lunches with breakout rooms?





# 5th Graders: Plus, Minus, Interesting (PMI) Distance Learning

## Plus

Talk with and see  
friends online

Learning new things  
like Google Classroom

Getting more breaks  
than live teaching

Small group sessions  
more frequent

Flexibility of when to  
do work

DL keeps us safe

Live sessions are  
positive

Shorter amount of  
work

Some kids like  
Mondays

Zoom tools like  
muting are good

STEAM projects like  
egg drop

Zoom is more stable

Can do school  
anywhere

Friday turn in day



# 5th Graders: Plus, Minus, Interesting (PMI) Distance Learning

## Minus

Tempting to misbehave or get distracted

Not able to socialize at recess and non-class times

Too much screen time

Internet glitches: difficulty in learning

Breaks too short

Lunch too long

Hard to interact in normal ways on Zoom- asking questions, etc.

Closing meeting could be before lunch

Need more variety in breakout groups

Flipgrid can be tough

Lots of work

Asynchronous not as good as live

Not allowed to eat

Need more time for work

Class size too big

Chat should not always be disabled





# 5th Graders: Plus, Minus, Interesting (PMI) Distance Learning

## Interesting

More independent  
work than regular  
day

Why can't students  
go back?

Social Studies is  
interesting with  
workbooks

Students using other  
apps to chat

Could teachers give  
suggested times for  
work completion?

Could we use  
breakout rooms to  
socialize?

Flexibility is  
important

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## Section 3

Highlights of Teacher/Certificated  
Staff Feedback



"As educators, what perspectives should we consider in order to deliver the immediate distance learning plan and continue responding to COVID-19?"

–Teacher/Certificated Staff  
Thoughtexchange Prompt

➡ NEXT!

# Teacher/Certificated Staff Feedback on Thoughtexchange

133 Participants/204 Thoughts/5,104 Ratings

DL takes more planning and collaboration among teachers than in-person teaching. Please consider a few more half days or time off.

We need to prioritize teacher health. Teachers are putting in immeasurable hours in order to create everything for DL.

I'm very concerned about workload and mental health. Teachers are working exceptionally long hours, late into the night, and MANY hours on the weekend.

Teachers are still working a great deal of extra hours, more than ever!

Teachers need more time to plan. Time on Mondays is not enough, and most planning is done early mornings/nights/weekends.

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# Teacher/Certificated Staff Feedback on Thoughtexchange, cont.

133 Participants/204 Thoughts/5,104 Ratings

There is a lot being asked of staff. We need to find ways to take things off our plates so we can focus more on students and teaching.

Teacher workload is at an all-time high. As a result of my workload, I am working 12 to 16 hours per day, and this is not healthy for me or my family.

Thank you for putting staff/student safety first. Many parents are unloading on social media and teachers are feeling targeted.

Working hours are overwhelming. I am constantly responding to emails, prepping, grading. It's exhausting.

Again, please listen to teachers and how they are feeling. Listen to what they need to be successful.

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## Section 4

Highlights of Parent/Guardian  
Feedback

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"As we continue to manage the impact of COVID-19, what are the most important things we **need to** consider in order to keep everyone engaged and supported?"

–Parent/Guardian  
Thoughtexchange Prompt

➡ NEXT!

# Overall Parent/Guardian Feedback on Thoughtexchange 588 Participants/670 Thoughts/32,297 Ratings

Teachers need to be flexible if students have tech issues and are late to class.

Thank you, parents! This is difficult for students, families, and teachers. Thank you for helping your child learn responsibility, participate, and show respect.

While Art, Music, and PE are essential during open schools, making them mandatory during COVID is illogical. Make them ungraded.

Encourage teachers and IAs to open Zoom meetings early and close them late, letting students chat.

Information and instructions need to be clear, organized, and shared in different ways (not just verbally).

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# Overall Parent/Guardian Feedback on Thoughtexchange, cont.

588 Participants/670 Thoughts/32,297 Ratings

Synchronous learning is key.

Opportunities for small group breakouts and one-to-ones, both with teachers and with other students, has been the most impactful and a highlight.

The social/emotional health of the kids. Our focus shouldn't be all about academics here. For some students this is an unstable and scary time in their lives.

We need to figure out how to get kids to socialize and feel like they are part of the school community.

One on one or small group time for students is important for kids to get to know one another.

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# OIS Parent/Guardian Feedback on Thoughtexchange

Survey should be broken out by grade level.

Need more opportunities for kids to work together to increase socialization. Far less worried about academics than social development.

More social interaction for students - especially 6th graders.

OIS and social interaction. Need other ways for kids to socialize.

Communication of OIS schedule.

Parents need to understand expectations/communications from OIS, especially in sixth grade.

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# OIS Parent/Guardian Feedback on Thoughtexchange, cont.

Deadlines to turn in work should be consistent.

OIS Session Cycle Model does not support advanced math kids.

I want my OIS student to go back full time every day.

My student at OIS has Zoom fatigue. Change the schedule to make shorter, more frequent sessions.

Students should have daily off-session math assignments.

Please consider offering three classes (each session) or something like the high school.

More contact for math and world language students is needed.

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# Elementary Parent/Guardian Feedback on Thoughtexchange

Survey should be broken out by grade level.

Need flexibility for live instruction.

Strong support for take home packets of work - off screen time.

Elementary schedule needs to be better aligned across elementary grades.

Live sessions for BTSN was positive.

Too much Zoom. Need more breakouts and interaction.

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# Elementary Parent/Guardian Feedback on Thoughtexchange, cont.

Enthusiastic teachers have a positive impact and work well over Zoom.

It's challenging to be on the computer all day. Hard for younger kids.

Tech challenges.

DL is going better than we thought it would.

Teachers are putting in 110%. Screen learning diminishes their efforts. Bonding between kids is not happening in DL.

Is there a plan to split classes up and differentiate small groups?

Kids and teachers should be back ASAP. I think it can be safe.

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## Section 5

Next Steps

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# Next Steps

1

Share stakeholder feedback  
with Principals

3

Determine action steps at  
elementary schools and  
OIS based on feedback

2

Principals share  
stakeholder feedback with  
teachers

4

Implement and  
communicate adjustments  
based on feedback



Questions?