FCFT Concurrent Survey Results

FCFT conducted a survey on concurrent instruction in Fairfax County. A total of 475 FCPS employees participated in the survey between October 28th and November 11th. Based on the results, FCFT maintains its strong opposition to the concurrent teaching model.

Key findings from respondents participating in the concurrent pilots:
- 73.3 percent of respondents do not feel they can successfully meet the needs of all virtual and in-person students.
- 78.6 percent of respondents do not feel they were able to maintain the same level of classroom community as they could when their class was completely virtual.
- 71.4 percent of respondents report that they could not or could only somewhat maintain health and safety protocols including wearing masks and physical distancing.
- 86.6 percent of respondents are not confident or unsure that a safety issue would be addressed if they reported it.
- 76.9 percent of respondents feel they can provide higher quality instruction through full distance learning.
- 92.4 percent of respondents feel that they can not or only somewhat balance the different schedules of students online and in the classroom.
- 92.4 percent of respondents feel that their virtual and in-person students either do not or only somewhat receive an equitable education.
- 81.3 percent of respondents feel that they did not or only somewhat received adequate training on how to implement concurrent instruction.
- 92.3 percent of respondents report that when they encountered challenges, FCPS either did not or only somewhat helped the educator make changes to provide a better learning experience for students.

Key findings from respondents not yet participating in the concurrent model:
- 22.6 percent of respondents report that the version of concurrent instruction that their administrator shared with them was different than FCPS presented at the October 15th School Board work session.
- 95.3 percent of respondents are not confident or only somewhat confident in their ability to meet the needs of their students through the concurrent model.
- 86.1 percent of respondents report that virtual instruction provides better quality instruction than the concurrent model.
- 93.6 percent of respondents report that their school will not or they are unsure if their school will be providing full-time, dedicated staff such as a co-teacher, IA, or buddy teacher to support concurrent instruction.
- 78.1 percent of respondents report that they have not received or they have not been informed of a plan at their school to provide staff with training on how to implement the concurrent model.
- 67.8 percent of respondents report they have not received or they have not been informed of a plan to receive additional equipment to use specifically for the concurrent model.

FCFT Concurrent Instruction Survey Results

FCFT conducted a survey on concurrent instruction in Fairfax County. A total of 475 FCPS employees participated in the survey (10/28/2020 - 11/10/2020).

86.6%
Educators reported they were not confident that safety violations would be addressed if reported

95.3%
Teachers are not confident in their ability to meet the needs of their students through the concurrent model

78.1%
Educators reported they have not yet received any information on how concurrent instruction will be implemented in their school

93.6%
Teachers shared their school will not provide additional co-teacher, IA, or monitor to support concurrent classrooms.

86.1%
Teachers responded that virtual instruction in our current COVID reality, is meeting the need of students better than the concurrent model

71.4%
Teachers reported great difficulties with maintaining health and safety protocols within concurrent classrooms

81.3%
Educators reported they received none or very little professional development on concurrent instruction

92.3%
Teachers reported asking for help with their concurrent instruction, FCPS provided very little or no support to assist

92.4%
Teachers reported that students in the concurrent instruction pilots are only somewhat receiving an equitable education

Selected comments from respondents participating in the concurrent pilots:

● "There isn't a good way for both groups to "see" each other."
● "While there has been success of routine in the classroom as well as building the community, learning is not the same because of the disruption of flow and a lot of noise going on in the background especially with special education CAT B where we have to step away from the computer to de-escalate multiple children. I worry the virtual learners will be left behind. Everything was working as best as it could be for full virtual learning. It's not what we want to do, but at least students were safe and we were getting into a rhythmic flow. I can no longer do stations unless I send IA's or myself to another room with the virtual students. I want to give that individualized attention to each student, but I am finding that impossible to do. This hybrid model is like hosting two different parties for two different groups at the same time."
● "It's very difficult to meet the needs of all students. The in-person students have increased hand washing time and social distancing, making it difficult to teach curriculum. My students online can't hear me through my mask and face shield. I can't provide adequate tech support for students and my assistants."
● "I don't feel like I am adequately helping either set of students by doing both at the same time. There's so many issues with feedback from students and myself having microphones on in the same room, not to mention the restlessness of my in person students because they have to sit, alone, all day on the computer."
● "Right now in person learning is very challenging not just for the employees, but also the students. They are not learning properly due to social distancing. I feel that it is best to continue with virtual learning just to make it less confusing for the students because as I am observing they are not learning."
● "When I am directing my in-person students they take up my full attention. I am also finding that some of my in-person students are arriving late due to having to travel from one location to another and I am starting the lesson without them because my virtual students are online and ready to start."

- "It's too challenging to teach both simultaneously. The training videos were not complete prior to launching the pilot so I have had no training and no guidance on how to teach my class. I also don't have some equipment such as headphones for students. There was no time to prep my in-person kids on procedures (fire drill, not using water fountain, how to sit six feet apart) before they arrived simultaneously with the virtual kids. When I gave the virtual kids asynchronous options for five minutes so I could prep the in-person kids, they all left their computers. In-person students are not allowed to bring their computers to PE (school policy) so it is challenging to connect the virtual and non-virtual kids as a community. For me, virtual teaching was much more effective and meaningful for students. There was more of a community because they were not separated and the students were happier."
- "It is challenging to talk to two separate groups of children in two locations. Some of my students in-person seem to want to take their mask off all the time and that is a classroom management distraction that takes me away from instructing the virtual students."
- "It is next to impossible to identify the in building students. I can see the virtual students, same as always. But the in-building students were told NOT to bring their laptops in. So, they use a single laptop at the front of the room and it is so far away from the students you cannot see who is who. If a student raises their hand, they are just a dot on the screen and you cannot even call on them, as it is impossible to identify who is raising their hand. It is a sad situation."

Selected comments from respondents not yet participating in the concurrent pilots:
- "There has been no clear guidance as to any of the logistics involved. No mention of new equipment to teach concurrently. No direction pertaining to how to give adequate time and attention to students at home."
- "Class sizes are bigger, the superintendent made it sound concurrent teaching would be mostly students who were in class sometimes but at home other days, but the truth is that there will be a lot of all virtual students who now are stuck watching their classmates in school instead of having a dedicated virtual teacher."
- "The pilot showed a buddy teacher running the virtual part of teaching and the teacher was doing the face to face. Once we are brought back into school we have been told we will not be buddy teaching. That means the teachers will be doing both alone. In Henrico County they are at least giving each teacher a $600 dollar stipend to do the concurrent method for nine weeks and a $250 stipend because the teachers will not be getting a scheduled lunch. They are also condensing their days so that the students will be in school for 5 hours instead of seven which will provide them with more planning time."
- "I purchased a document camera and a plastic shield for my desk. I have no confidence that FCPS will provide me with anything but a single cloth mask."
- "We've received PPE, but since we have been provided a classroom without a smart board, we have had to bring in our personal computers to project on overhead."