

## Overall Summary of the Administrator Remote Learning Survey

A remote learning survey was sent to the career and technical school administrators to get a sense for the needs of the schools and its teachers to provide remote learning. Fifty-seven respondents replied to the survey. The survey was divided into four major areas of Online learning platforms; Curriculum; Support; and Access. This document will provide a quick overview of the results of the survey under each of the categories.

### Online Learning Platforms:

Most of the schools now have an online learning platform but seven still did not at the time of the survey. Slightly less than half had acquired their platform after the closure. Google Classroom at 60% was the most used platform with Schoology and Canvas each at 24%. In the areas of need, 19 schools are requesting help with online platforms. The main areas of need in this area were Professional Development 80% (by far the largest requested need), lists of online resources (66%), lesson plans (50%), and video resources (66%)

### Curriculum:

54% of the schools reported a school-wide curriculum model and 42% reported a school-wide online lesson format.

When asked which CIPS had the most difficulty providing online learning, many program areas were mentioned; however, the top ten CIP areas were:

Auto Technology 47.0604

Auto Collision 47.0603

Welding 48.0508

Institutional Foods 12.0508

Electrical 47.0399

Cosmetology 12.0401

Carpentry 46.0201

Construction Trades 46.9999

Med, Heavy Truck 47.0613

HVAC 47.0201

*Others with multiple mention were:*

*Masonry 46.0101*

*Health/Medical Assisting 51.0899*

*Criminal Justice 43.0107*

*Machine Tool 48.0501*

Administrators felt the most difficult issues for the teachers were:

1. Demonstration of equipment
2. Demonstration of skills/tasks
3. Demonstration of New skills/task
4. Teachers lacking technology skills
5. Completion of certification tests

Teachers were primarily using YouTube videos (71%), developed their own videos (44%) and utilized purchased online curriculum and textbooks (50%)

### Support:

Administrators requested support in the following areas and supported having their teachers help in the development of the products:

1. Videos of task demonstrations 86%
2. Online resource lists by CIP 78%
3. Project-based learning ideas 75%
4. Professional development 71%

**Access:**

The majority of the students in the schools have access to computers/internet through the CTC or sending district. If not, packets of information were provided to students.

**Overall summary:**

School administrators are in need of professional development and resources for their teachers. They are in support of having their teachers work with other schools to develop resources and to participate in virtual meetings with other teachers of the same CIP to share ideas, strategies and resources. Meetings of these types will be coordinated through the CTDSLs by regions and are currently underway or are in development. The CTDSLs will begin with the top ten program areas requested by administrators through this survey. A repository of resources will be developed and available to all teachers across the state by CIP or clusters of like programs.

Schools should further analyze the professional development needs for their teachers based on the results of the teacher survey and this survey to determine what additional help is needed for their staff. These needs then could be addressed at the CTDSL strategies/resource meetings with other teachers or at other administrator meetings to discuss ways others have tackled the problems.

## **Overall Summary of the Teacher Remote Learning Survey**

A remote learning survey was sent to Career & Technical teachers across the state. There were 531 teachers who responded to the survey. The purpose of the survey was to determine teacher's perceptions of their on-line teaching proficiency, available resources, professional development needs, CTE Schools support, student responsiveness and problems encountered. The survey consisted of focused questions and provided responders an opportunity to make comments. This document will provide an overview of the results of the survey.

**Online Teaching**

Most of the teachers felt somewhat comfortable using technology and were using online resources with their students before the schools' shut down. Teacher listed a wide variety of resources that were used for implementing their online course and the top six were as follows.

1. YouTube was the most popular
2. Online curricula that was already purchased for my program
3. Learning packets/learning guides
4. My own recorded demonstrations with equipment for students to view
5. Online websites
6. Online textbooks

**Resource Sharing**

Most (90%) of the teachers said they would like to be part of an online small learning community by CIP code for the purpose of sharing resources and discussion. This was perceived as being very helpful in development

of their CTE online program. Only 20% of teachers said they would be willing to serve in a leadership role in the online small learning community.

## **Professional Development**

Professional development has come from a variety of sources, the most common being the CTE School. The majority of teachers said they were in need of additional professional development and would welcome virtual training. Online teaching training is at the beginning stages for most teachers. Approximately 40% of the training was done after the Covid 19 shut down, so most felt the training needed to continue. Teachers would especially like help with teaching the skills/hands-on portion of their program virtually.

## **Concerns**

The top areas of support teachers would find most helpful in their online course include

1. Digital resources
2. online resources per CIP Code
3. project based learning ideas
4. learning guides by CIP code
5. Professional Development
6. Lesson plans to use online
7. Access to more technology such as digital cameras
8. Sign out procedure for students to use equipment and obtain supplies

Teachers felt help was needed with students attending and being attentive when on-line, students' access to supplies and equipment, student participation, and student access to needed software. To accomplish this, teachers felt more administrative support was needed.

The top six most difficult challenges faced with online learning include:

1. Students not completing the work
2. Students not attending sessions
3. Students not having access to technology
4. Grading students on skills
5. Certification testing
6. Providing services to special education students.

## **Summary**

The most important "take aways" from the teacher survey are:

1. Teachers would welcome working with teachers from other schools within the same CIP code in a virtual small learning community.
2. Teachers are in need of more training/professional development
3. Teachers need access to more resources
4. Students need to be held accountable for the CTE