Slinger School District
Staff Survey Responses

Survey Responses		# of Responses	Average Rating by Question			
			Work Load	Professional Morale	Adequate Technology	Capacity for Providing Synchronous Lessons
Elementary	Admin / Office Personnel	6	3.67	3.17	3.67	2.33
	Support Staff	32	3.63	2.66	3.31	2.75
	Teacher	89	4.28	2.33	3.42	1.67
	Elementary Average	**127**	**4.09**	**2.45**	**3.40**	**1.98**
Middle	Admin / Office Personnel	5	4.20	2.60	4.40	3.00
	Support Staff	6	3.83	3.67	4.00	2.33
	Teacher	43	4.60	2.09	3.51	1.65
	Middle Average	**54**	**4.48**	**2.31**	**3.65**	**1.85**
High	Admin / Office Personnel	3	5.00	3.00	4.00	3.00
	Support Staff	12	3.67	3.00	3.92	3.83
	Teacher	50	4.22	2.46	3.58	1.92
	High Average	**65**	**4.15**	**2.58**	**3.66**	**2.32**
District / Other	Admin / Office Personnel	10	3.40	3.20	3.90	2.60
	Support Staff	2	3.00	3.00	3.50	3.50
	Teacher	3	3.00	3.33	3.67	2.33
	District / Other Average	**15**	**3.27**	**3.20**	**3.80**	**2.67**
Overall Average		**261**	**4.14**	**2.50**	**3.54**	**2.08**

Teacher Responses: 185 (97%)

Support Staff Responses: 52 (31%)

Admin/Office Personnel Responses: 24 (57%)

Total Responses: 261 (65%)

How can the tech department better support you?

1. **Equipment**. There is a desire/need from staff for additional equipment. Laptops, chromebooks, doc cams, and hotspots for wifi were specifically mentioned.
2. **Remote Support**. There is a need to support students and staff while they are remote. There is also a need to support the classroom while the teacher is remote
3. **Training**. There are areas where additional training would be beneficial. Specifically refreshers of the trainings that occurred earlier in the year.
4. **Communication**. Comments looking for a product, software, training, or assistance have an underlying theme of better communication.

Do you have any other comments?
1. Synchronous learning for fulltime virtual students is not supported by staff. They are already stretched to their limits and adding in this additional component over and above in-person and quarantined instruction would push them beyond their capacity and not be sustainable at a quality level for any of the students they are serving.

2. Teaching quarantined students synchronously is something our staff is giving their best to, but it is seen as bridge to returning, not a fulltime replacement for in-person learning. So many factors need to work perfectly in order for it to work well: technology working at home, students logging in and paying attention, students accessing their digital assignments and printing them out in a timely manner and the staff member's health circumstances being optimum so they can bring all of this together. Even at its best, there are still gaps when they return and reteaching that needs to take place.

3. Synchronous teaching does not address the social needs of virtual learners as most of their time is spent looking at the teacher's instruction and the images on their device, not interacting with the in-person peers.

4. There are still concerns about the safety of being open and the varying degrees of urgency within our community in terms of making safe social and family choices at night, on the weekends, and over the holiday breaks.

5. Additional planning/training days are requested to allow teachers time to meet as grade levels and departments to do more training and long-range planning for in-person and quarantined instruction given the challenges outlined in the other comments.