






Appleton Area School District

Teacher Survey
Fall 2020



Report created by
Panorama Education

Summary

Topic Description	Results	Benchmark
<p>Cultural Awareness and Action (Adult Focus)</p> <p>How well a school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture.</p>	<p>64%</p>	 <p>60th - 79th percentile compared to others nationally</p>
<p>Educating All Students</p> <p>Faculty perceptions of their readiness to address issues of diversity.</p>	<p>66%</p>	 <p>0th - 19th percentile compared to others nationally</p>
<p>Faculty Growth Mindset</p> <p>Perceptions of whether teaching can improve over time.</p>	<p>49%</p>	 <p>0th - 19th percentile compared to others nationally</p>

1,066 responses

Cultural Awareness and Action (Adult Focus)

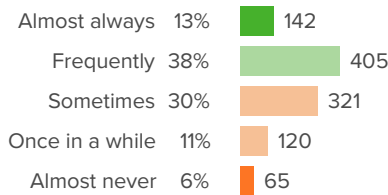
Your average

64%

1,066 responses

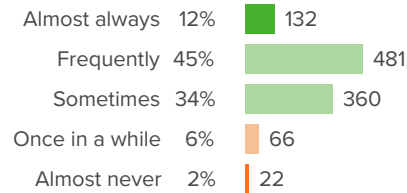
How did people respond?

Q.1: How often do school leaders encourage you to teach about people from different races, ethnicities, or cultures?



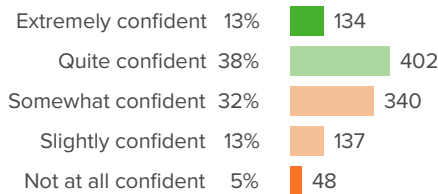
Favorable: **52%**

Q.2: How often do you think about what colleagues of different races, ethnicities, or cultures experience?



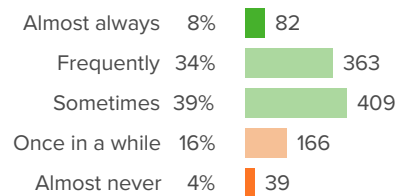
Favorable: **92%**

Q.3: How confident are you that adults at your school can have honest conversations with each other about race?



Favorable: **51%**

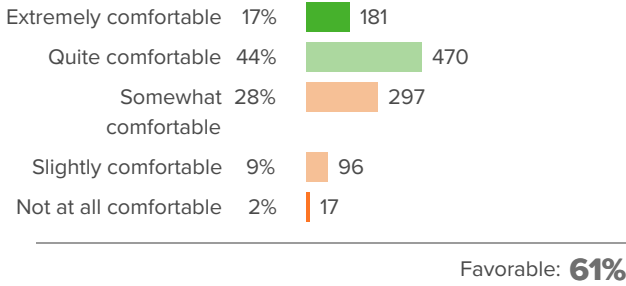
Q.4: At your school, how often are you encouraged to think more deeply about race-related topics?



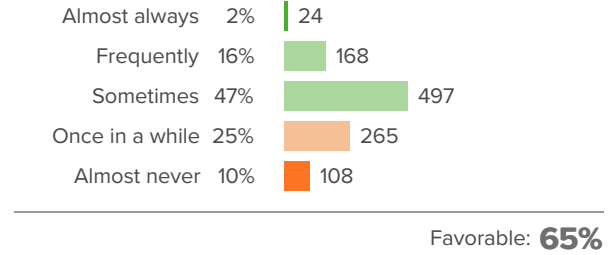
Favorable: **81%**



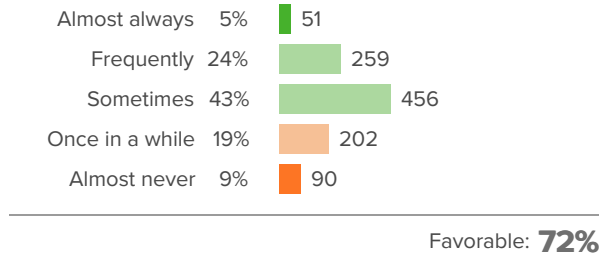
Q.5: How comfortable are you discussing race-related topics with your colleagues?



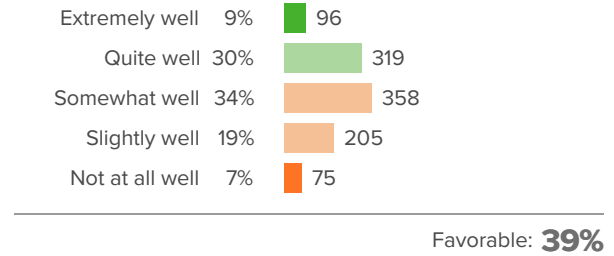
Q.6: How often do adults at your school have important conversations about race, even when they might be uncomfortable?



Q.7: When there are major news events related to race, how often do adults at your school talk about them with each other?



Q.8: How well does your school help staff speak out against racism?



Educating All Students

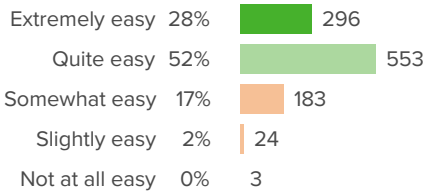
Your average

66%

1,066 responses

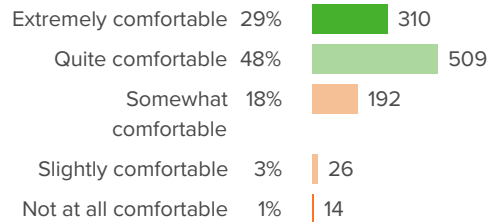
How did people respond?

Q.1: How easy do you find interacting with students at your school who are from a different cultural background than your own?



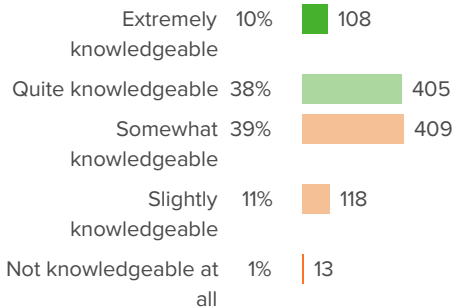
Favorable: **80%**

Q.2: How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?



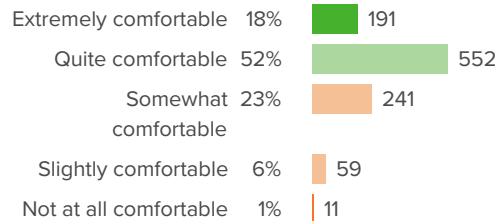
Favorable: **78%**

Q.3: How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?



Favorable: **49%**

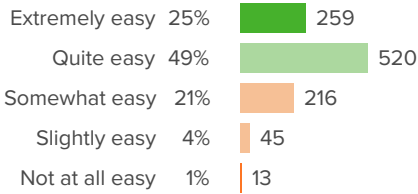
Q.4: If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?



Favorable: **70%**

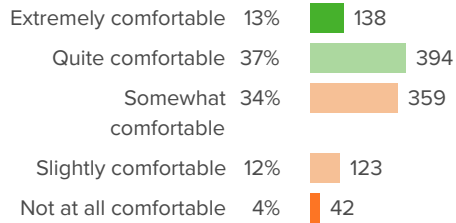


Q.5: How easy would it be for you to teach a class with groups of students from very different religions from each other?



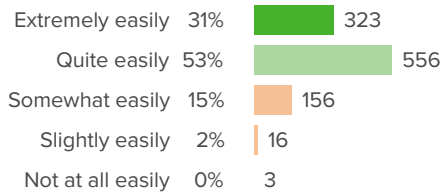
Favorable: **74%**

Q.6: In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?



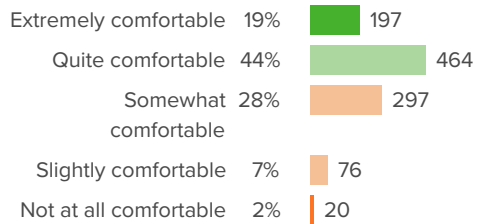
Favorable: **50%**

Q.7: How easily do you think you could make a particularly overweight student feel like a part of class?



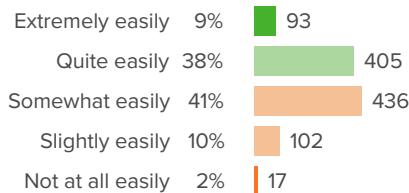
Favorable: **83%**

Q.8: How comfortable would you be having a student who could not communicate well with anyone in class because his/her home language was unique?



Favorable: **63%**

Q.9: When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?



Favorable: **47%**

Faculty Growth Mindset

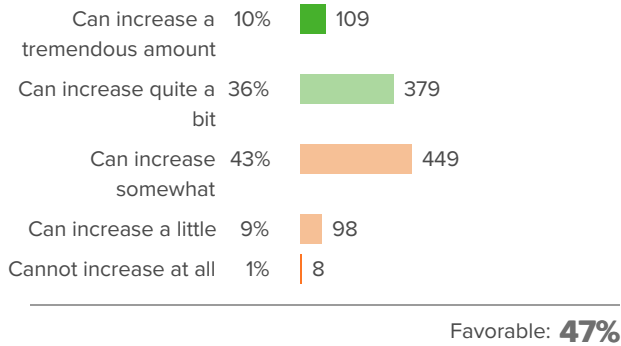
Your average

49%

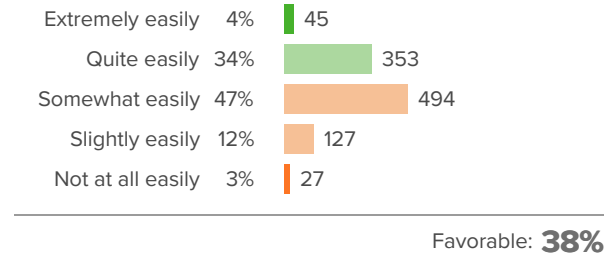
1,066 responses

How did people respond?

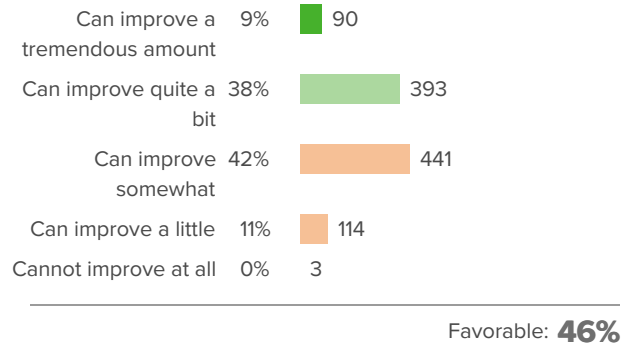
Q.1: To what extent can teachers increase how much their most difficult students learn from them?



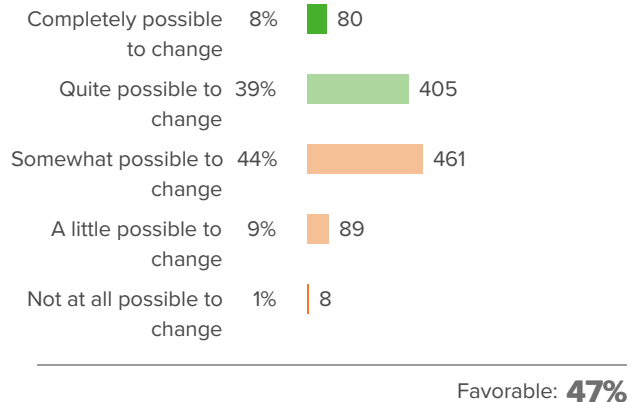
Q.2: How easily can teachers change their teaching style to match the needs of a particular class?



Q.3: To what extent can teachers improve their implementation of different teaching strategies?

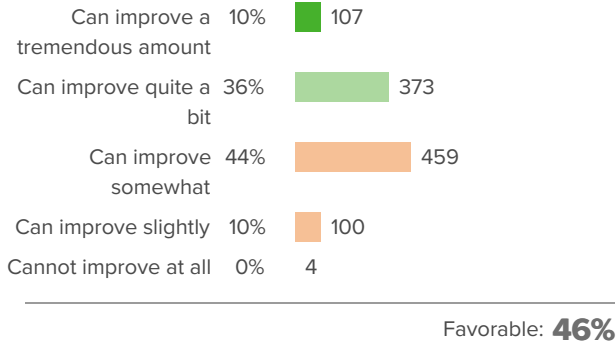


Q.4: How possible is it for teachers to change their ability to work with dissatisfied parents?

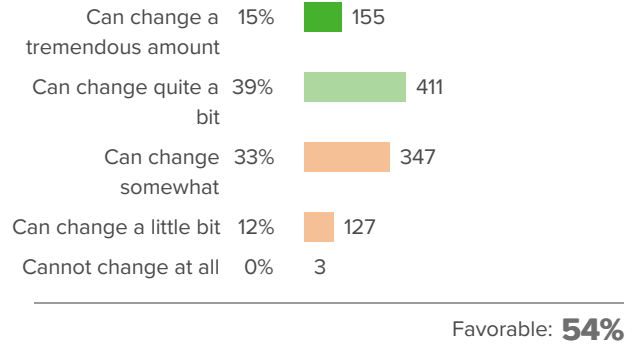




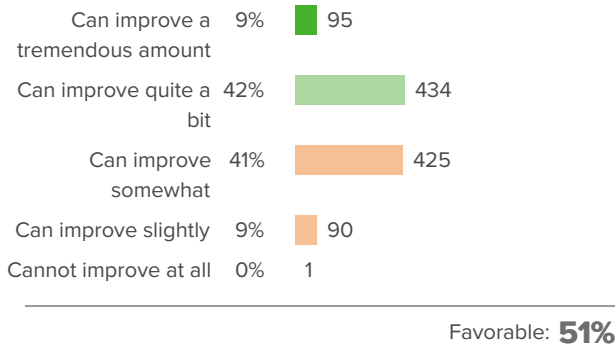
Q.5: How much can teachers improve their classroom management approaches?



Q.6: To what extent can teachers change their intelligence about the subjects that they teach?



Q.7: Over the course of a school year, to what extent can teachers improve the clarity of their explanations of challenging concepts?



Q.8: How possible is it for teachers to change how well they relate to their most difficult students?

