

*Cycle 4 Advance Questionnaire - Certificated Faculty  
 Frequency Distribution Report  
 ADAIR CO. R-II School District*

<b>School Guidance Counselor</b>		
<b>fac1a</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	27	96.43
<b>YES</b>	1	3.57

<b>Library Media Specialist</b>		
<b>fac1b</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	27	96.43
<b>YES</b>	1	3.57

<b>Special Education Teacher</b>		
<b>fac1c</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	26	92.86
<b>YES</b>	2	7.14

<b>Classroom Teacher</b>		
<b>fac1d</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	8	28.57
<b>YES</b>	20	71.43

<b>Administrator</b>		
<b>fac1e</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	25	89.29
<b>YES</b>	3	10.71

<b>Other Certificated Faculty</b>		
<b>fac1f</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	27	96.43
<b>YES</b>	1	3.57

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Question	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Number Missing
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
2 - My school collaborates with community agencies to meet the needs of students	6	21.4	18	64.3	4	14.3	0	0.0	0	0.0	0
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	10	35.7	16	57.1	1	3.6	1	3.6	0	0.0	0
4 - I emphasize the importance of effort with students	20	71.4	8	28.6	0	0.0	0	0.0	0	0.0	0
5 - In our school, there is adequate support for classroom teachers to address special education students' IEP goals	4	14.3	19	67.9	4	14.3	1	3.6	0	0.0	0
6 - There is adequate collaboration between special education staff and classroom teachers in our school	5	17.9	20	71.4	2	7.1	1	3.6	0	0.0	0
7 - There is adequate professional development for teachers working with special education students in our school	4	14.3	17	60.7	4	14.3	3	10.7	0	0.0	0
8 - My school's administration protects instructional time available to teachers from interruptions.	3	10.7	16	57.1	5	17.9	4	14.3	0	0.0	0
9 - Our principal uses classroom management as part of our evaluation	9	33.3	16	59.3	1	3.7	1	3.7	0	0.0	1
10 - Clear rules that promote good behavior are enforced in our school	12	42.9	14	50.0	2	7.1	0	0.0	0	0.0	0
11 - Clear rules regarding behavior have been established in my classroom	16	61.5	8	30.8	2	7.7	0	0.0	0	0.0	2
12 - Educators in our school use effective practices to promote positive behavior	9	32.1	17	60.7	1	3.6	1	3.6	0	0.0	0
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	6	22.2	17	63.0	4	14.8	0	0.0	0	0.0	1
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	9	33.3	16	59.3	2	7.4	0	0.0	0	0.0	1
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	3	10.7	18	64.3	6	21.4	1	3.6	0	0.0	0
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	5	17.9	18	64.3	4	14.3	0	0.0	1	3.6	0
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	5	17.9	18	64.3	3	10.7	2	7.1	0	0.0	0
18 - Effective vehicles are in place for parents and community to communicate with the school	11	39.3	15	53.6	1	3.6	1	3.6	0	0.0	0
19 - In our school we communicate effectively to parents and the community	12	42.9	14	50.0	1	3.6	1	3.6	0	0.0	0
20 - Parents are encouraged to discuss their child's educational needs with the school	14	50.0	13	46.4	1	3.6	0	0.0	0	0.0	0
21 - I routinely analyze disaggregated student data and use it to plan my instruction	2	8.3	13	54.2	6	25.0	3	12.5	0	0.0	4

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	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
22 - An assessment system is used that provides timely feedback on specific knowledge and skills for individual students	6	21.4	19	67.9	2	7.1	1	3.6	0	0.0	0
23 - My school administers assessments throughout the school year that are used to guide instruction	5	17.9	20	71.4	3	10.7	0	0.0	0	0.0	0
24 - My school uses assessment data to evaluate and align the curriculum	5	17.9	18	64.3	4	14.3	1	3.6	0	0.0	0
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	4	14.3	18	64.3	5	17.9	1	3.6	0	0.0	0
26 - Student opinions are valued by teachers and administrators	8	28.6	18	64.3	2	7.1	0	0.0	0	0.0	0
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	4	15.4	11	42.3	9	34.6	2	7.7	0	0.0	2
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	5	18.5	17	63.0	4	14.8	1	3.7	0	0.0	1
29 - Individual student differences are appreciated at our school	3	11.1	16	59.3	8	29.6	0	0.0	0	0.0	1
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	2	7.1	15	53.6	4	14.3	6	21.4	1	3.6	0
31 - In our school teachers are encouraged to be instructional leaders	11	40.7	14	51.9	1	3.7	1	3.7	0	0.0	1
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	12	44.4	13	48.1	1	3.7	1	3.7	0	0.0	1
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	10	37.0	14	51.9	2	7.4	1	3.7	0	0.0	1
34 - Our principal identifies issues in the school that could potentially become problems	11	40.7	13	48.1	2	7.4	1	3.7	0	0.0	1
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	4	14.8	16	59.3	4	14.8	3	11.1	0	0.0	1
36 - Our school teaches and reinforces student self-discipline and responsibility	6	21.4	19	67.9	1	3.6	2	7.1	0	0.0	0
37 - Students who are prone to violence are systematically identified	2	7.1	16	57.1	7	25.0	3	10.7	0	0.0	0
38 - Our school promotes an environment of mutual respect among students	5	17.9	20	71.4	1	3.6	2	7.1	0	0.0	0
39 - The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers	3	10.7	18	64.3	4	14.3	3	10.7	0	0.0	0
40 - My school systematically ensures that teachers address essential content	4	14.3	17	60.7	5	17.9	2	7.1	0	0.0	0

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	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
41 - The amount of essential content that has been identified can be addressed in the instructional time available to teachers	1	3.6	15	53.6	5	17.9	7	25.0	0	0.0	0
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	1	3.7	16	59.3	6	22.2	4	14.8	0	0.0	1
43 - Our principal promotes innovation	4	14.8	15	55.6	5	18.5	3	11.1	0	0.0	1
44 - I have the skills necessary to meet the needs of all learners in my classroom	5	19.2	16	61.5	3	11.5	2	7.7	0	0.0	2
45 - I believe that I can positively impact student performance	14	50.0	13	46.4	1	3.6	0	0.0	0	0.0	0
46 - I have received violence prevention training	2	7.1	11	39.3	5	17.9	9	32.1	1	3.6	0
47 - Our professional development improves student achievement	3	10.7	20	71.4	1	3.6	3	10.7	1	3.6	0
48 - I have received adequate training in using computers and other technology to support my work with students	8	29.6	13	48.1	5	18.5	1	3.7	0	0.0	1
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	11	39.3	13	46.4	4	14.3	0	0.0	0	0.0	0
50 - I have received professional development on differentiating instruction for learners	8	29.6	13	48.1	3	11.1	3	11.1	0	0.0	1
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	4	14.8	16	59.3	5	18.5	2	7.4	0	0.0	1
52 - Students are held accountable for doing quality work	5	17.9	19	67.9	2	7.1	2	7.1	0	0.0	0
53 - The mission of this school is clearly defined	9	33.3	16	59.3	1	3.7	1	3.7	0	0.0	1
54 - All staff in our school hold high expectations for student learning	3	11.1	17	63.0	5	18.5	2	7.4	0	0.0	1
55 - There are open channels of communication among students, staff and administrators	7	25.0	17	60.7	3	10.7	1	3.6	0	0.0	0
56 - There are avenues for recognizing and rewarding the accomplishments of all students	7	25.0	19	67.9	1	3.6	1	3.6	0	0.0	0
57 - There are sufficient library media materials to support my program	4	14.3	16	57.1	5	17.9	2	7.1	1	3.6	0
58 - Career-Technical education is an essential part of the district's program of studies	3	11.5	19	73.1	2	7.7	1	3.8	1	3.8	2
59 - I feel safe at this school	18	64.3	9	32.1	1	3.6	0	0.0	0	0.0	0
60 - The library media center materials are current and in good condition	8	28.6	15	53.6	4	14.3	1	3.6	0	0.0	0
61 - In our community, people tend to trust each other	8	28.6	19	67.9	1	3.6	0	0.0	0	0.0	0
62 - My professional development has improved the way I teach	9	33.3	15	55.6	2	7.4	1	3.7	0	0.0	1

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	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
63 - My school provides suggestions to parents on ways to assist at home with their child's learning	5	18.5	16	59.3	5	18.5	1	3.7	0	0.0	1
64 - My school views parents as partners in the educational process	10	35.7	13	46.4	5	17.9	0	0.0	0	0.0	0
65 - My school has created specific strategies to better involve parents in the education of their child	8	28.6	15	53.6	5	17.9	0	0.0	0	0.0	0
66 - The board has high expectations for student achievement	10	38.5	11	42.3	5	19.2	0	0.0	0	0.0	2
67 - Students are treated fairly in this school	11	39.3	15	53.6	2	7.1	0	0.0	0	0.0	0
68 - The community is proud of this school	18	64.3	9	32.1	1	3.6	0	0.0	0	0.0	0
69 - This school makes students feel they belong	11	39.3	14	50.0	3	10.7	0	0.0	0	0.0	0
70 - If students in this school have a problem, teachers will listen and help	13	46.4	13	46.4	2	7.1	0	0.0	0	0.0	0
71 - I usually look forward to each working day as a teacher	13	50.0	12	46.2	1	3.8	0	0.0	0	0.0	2
72 - Discipline is handled fairly in this school	9	33.3	15	55.6	2	7.4	1	3.7	0	0.0	1
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	1	3.7	18	66.7	5	18.5	3	11.1	0	0.0	1
74 - The librarian/media specialist requests my input into the selection of resources	8	28.6	15	53.6	3	10.7	2	7.1	0	0.0	0
75 - There is adequate instruction in the use of library and media resources for classes and individual students	2	7.4	13	48.1	7	25.9	5	18.5	0	0.0	1
76 - There is systematic collaboration across subject areas in our building	2	7.7	9	34.6	9	34.6	5	19.2	1	3.8	2
77 - Individual counseling services are available to students	6	21.4	19	67.9	2	7.1	1	3.6	0	0.0	0
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	5	18.5	19	70.4	3	11.1	0	0.0	0	0.0	1
79 - The community provides enough money to adequately provide quality educational programs to children	5	18.5	16	59.3	6	22.2	0	0.0	0	0.0	1
80 - Overall, my school building is in good condition	12	42.9	14	50.0	1	3.6	1	3.6	0	0.0	0
81 - If I had a chance to choose all over again, I would still choose teaching as a career	13	48.1	13	48.1	0	0.0	1	3.7	0	0.0	1
82 - There is systematic collaboration between the academic and career education programs in our district.	2	8.0	15	60.0	5	20.0	3	12.0	0	0.0	3

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<b>How much homework time do you assign your students each day</b>		
<b>fac83</b>	<b>Frequency</b>	<b>Percent</b>
<b>Do not assign</b>	6	23.08
<b>1/2 hour or less</b>	17	65.38
<b>1 hour</b>	3	11.54

*Frequency Missing = 2*

<b>Question</b>	<b>Regularly</b>		<b>Often</b>		<b>Occasionally</b>		<b>Rarely</b>		<b>Not at all</b>		<b>Number Missing</b>
	<b>N</b>	<b>Pct.</b>	<b>N</b>	<b>Pct.</b>	<b>N</b>	<b>Pct.</b>	<b>N</b>	<b>Pct.</b>	<b>N</b>	<b>Pct.</b>	
84 - Students are taught effective note-taking skills.	2	8.7	4	17.4	13	56.5	4	17.4	0	0.0	5
85 - I assess the level of prior knowledge of all students before initiating instruction.	10	40.0	7	28.0	6	24.0	2	8.0	0	0.0	3
86 - Organize students into flexible groups based on their understanding of the content and skill level.	3	13.0	10	43.5	6	26.1	4	17.4	0	0.0	5
87 - Begin instructional units by presenting students with clear learning goals.	10	40.0	11	44.0	4	16.0	0	0.0	0	0.0	3
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	3	12.5	5	20.8	11	45.8	3	12.5	2	8.3	4
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	9	36.0	9	36.0	7	28.0	0	0.0	0	0.0	3
90 - Have students keep track of their own performance on the learning goals.	5	20.0	5	20.0	10	40.0	4	16.0	1	4.0	3
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	4	16.0	6	24.0	9	36.0	6	24.0	0	0.0	3
92 - Make use of cooperative learning groups.	7	29.2	8	33.3	7	29.2	2	8.3	0	0.0	4
93 - Have students construct verbal or written summaries of new content.	6	25.0	8	33.3	5	20.8	4	16.7	1	4.2	4
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	4	16.7	9	37.5	7	29.2	4	16.7	0	0.0	4
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	12	50.0	10	41.7	1	4.2	1	4.2	0	0.0	4
96 - I alter instructional strategies when students are having difficulty learning the material.	10	40.0	14	56.0	1	4.0	0	0.0	0	0.0	3
97 - Model or demonstrate important skills or procedures.	17	68.0	8	32.0	0	0.0	0	0.0	0	0.0	3
98 - Incorporate contextual/real life learning in the classroom.	11	47.8	8	34.8	4	17.4	0	0.0	0	0.0	5
99 - Incorporate problem solving instructional activities in the classroom.	8	33.3	12	50.0	4	16.7	0	0.0	0	0.0	4

*Data Collected in Fall, 2007*  
*Tables Generated January 09, 2008*

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Question	Regularly		Often		Occasionally		Rarely		Not at all		Number Missing
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
100 - Have students revise and correct errors in their work as a way of reviewing and revising content.	11	45.8	12	50.0	1	4.2	0	0.0	0	0.0	4
101 - Have students compare and classify content.	7	29.2	10	41.7	6	25.0	1	4.2	0	0.0	4
102 - Have students construct metaphors and analogies.	2	8.7	4	17.4	7	30.4	9	39.1	1	4.3	5
103 - Provide specific feedback on the homework assigned to students.	10	40.0	12	48.0	1	4.0	1	4.0	1	4.0	3
104 - Incorporate information about careers in my instruction.	4	16.7	8	33.3	10	41.7	2	8.3	0	0.0	4