

**Cycle 4 Advance Questionnaire - Certificated Faculty**  
**Frequency Distribution Report**  
**TARKIO R-I School District**

<b>School Guidance Counselor</b>		
<b>fac1a</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	36	92.31
<b>YES</b>	3	7.69

<b>Library Media Specialist</b>		
<b>fac1b</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	39	100.00

<b>Special Education Teacher</b>		
<b>fac1c</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	35	89.74
<b>YES</b>	4	10.26

<b>Classroom Teacher</b>		
<b>fac1d</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	13	33.33
<b>YES</b>	26	66.67

<b>Administrator</b>		
<b>fac1e</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	38	97.44
<b>YES</b>	1	2.56

<b>Other Certificated Faculty</b>		
<b>fac1f</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	34	87.18
<b>YES</b>	5	12.82

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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	5	12.8	22	56.4	10	25.6	2	5.1	0	0.0	0
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	11	28.2	24	61.5	2	5.1	2	5.1	0	0.0	0
4 - I emphasize the importance of effort with students	26	66.7	13	33.3	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	7	17.9	21	53.8	5	12.8	5	12.8	1	2.6	0
6 - There is adequate collaboration between special education staff and classroom teachers in our school	7	17.9	18	46.2	6	15.4	7	17.9	1	2.6	0
7 - There is adequate professional development for teachers working with special education students in our school	5	13.2	18	47.4	9	23.7	6	15.8	0	0.0	1
8 - My school's administration protects instructional time available to teachers from interruptions.	5	13.2	25	65.8	4	10.5	4	10.5	0	0.0	1
9 - Our principal uses classroom management as part of our evaluation	10	26.3	20	52.6	7	18.4	0	0.0	1	2.6	1
10 - Clear rules that promote good behavior are enforced in our school	8	20.5	19	48.7	4	10.3	2	5.1	6	15.4	0
11 - Clear rules regarding behavior have been established in my classroom	23	59.0	15	38.5	0	0.0	0	0.0	1	2.6	0
12 - Educators in our school use effective practices to promote positive behavior	9	23.1	23	59.0	5	12.8	1	2.6	1	2.6	0
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	10	26.3	20	52.6	5	13.2	3	7.9	0	0.0	1
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	7	18.4	23	60.5	5	13.2	3	7.9	0	0.0	1
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	3	7.7	19	48.7	9	23.1	3	7.7	5	12.8	0
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	0	0.0	6	15.8	9	23.7	11	28.9	12	31.6	1
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	5	12.8	16	41.0	8	20.5	5	12.8	5	12.8	0
18 - Effective vehicles are in place for parents and community to communicate with the school	9	23.1	25	64.1	3	7.7	1	2.6	1	2.6	0
19 - In our school we communicate effectively to parents and the community	10	25.6	24	61.5	3	7.7	1	2.6	1	2.6	0
20 - Parents are encouraged to discuss their child's educational needs with the school	15	38.5	21	53.8	2	5.1	1	2.6	0	0.0	0
21 - I routinely analyze disaggregated student data and use it to plan my instruction	6	16.2	16	43.2	11	29.7	4	10.8	0	0.0	2

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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	8	20.5	26	66.7	4	10.3	1	2.6	0	0.0	0
23 - My school administers assessments throughout the school year that are used to guide instruction	6	15.8	21	55.3	7	18.4	3	7.9	1	2.6	1
24 - My school uses assessment data to evaluate and align the curriculum	7	18.4	19	50.0	9	23.7	3	7.9	0	0.0	1
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	8	20.5	19	48.7	8	20.5	4	10.3	0	0.0	0
26 - Student opinions are valued by teachers and administrators	6	15.4	22	56.4	6	15.4	3	7.7	2	5.1	0
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	3	8.1	9	24.3	14	37.8	8	21.6	3	8.1	2
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	9	24.3	20	54.1	4	10.8	1	2.7	3	8.1	2
29 - Individual student differences are appreciated at our school	10	25.6	15	38.5	7	17.9	5	12.8	2	5.1	0
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	3	7.9	19	50.0	8	21.1	6	15.8	2	5.3	1
31 - In our school teachers are encouraged to be instructional leaders	11	28.2	18	46.2	4	10.3	4	10.3	2	5.1	0
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	6	15.4	14	35.9	6	15.4	6	15.4	7	17.9	0
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	9	23.1	15	38.5	8	20.5	2	5.1	5	12.8	0
34 - Our principal identifies issues in the school that could potentially become problems	8	20.5	14	35.9	8	20.5	4	10.3	5	12.8	0
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	6	15.4	11	28.2	10	25.6	5	12.8	7	17.9	0
36 - Our school teaches and reinforces student self-discipline and responsibility	8	20.5	17	43.6	5	12.8	8	20.5	1	2.6	0
37 - Students who are prone to violence are systematically identified	3	7.9	14	36.8	12	31.6	6	15.8	3	7.9	1
38 - Our school promotes an environment of mutual respect among students	6	15.4	23	59.0	4	10.3	4	10.3	2	5.1	0
39 - The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers	5	13.2	20	52.6	7	18.4	2	5.3	4	10.5	1
40 - My school systematically ensures that teachers address essential content	10	26.3	16	42.1	8	21.1	2	5.3	2	5.3	1

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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	5	13.2	21	55.3	7	18.4	4	10.5	1	2.6	1
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	4	10.5	23	60.5	8	21.1	3	7.9	0	0.0	1
43 - Our principal promotes innovation	9	23.1	15	38.5	6	15.4	3	7.7	6	15.4	0
44 - I have the skills necessary to meet the needs of all learners in my classroom	16	41.0	16	41.0	3	7.7	4	10.3	0	0.0	0
45 - I believe that I can positively impact student performance	20	51.3	18	46.2	1	2.6	0	0.0	0	0.0	0
46 - I have received violence prevention training	14	35.9	16	41.0	4	10.3	4	10.3	1	2.6	0
47 - Our professional development improves student achievement	9	23.1	17	43.6	9	23.1	4	10.3	0	0.0	0
48 - I have received adequate training in using computers and other technology to support my work with students	9	23.1	21	53.8	4	10.3	4	10.3	1	2.6	0
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	12	30.8	22	56.4	4	10.3	1	2.6	0	0.0	0
50 - I have received professional development on differentiating instruction for learners	14	35.9	21	53.8	1	2.6	3	7.7	0	0.0	0
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	3	8.6	16	45.7	11	31.4	4	11.4	1	2.9	4
52 - Students are held accountable for doing quality work	6	16.2	19	51.4	7	18.9	3	8.1	2	5.4	2
53 - The mission of this school is clearly defined	12	30.8	20	51.3	4	10.3	1	2.6	2	5.1	0
54 - All staff in our school hold high expectations for student learning	8	20.5	22	56.4	4	10.3	3	7.7	2	5.1	0
55 - There are open channels of communication among students, staff and administrators	4	10.3	9	23.1	9	23.1	10	25.6	7	17.9	0
56 - There are avenues for recognizing and rewarding the accomplishments of all students	7	17.9	17	43.6	6	15.4	8	20.5	1	2.6	0
57 - There are sufficient library media materials to support my program	14	35.9	16	41.0	4	10.3	5	12.8	0	0.0	0
58 - Career-Technical education is an essential part of the district's program of studies	9	24.3	16	43.2	10	27.0	2	5.4	0	0.0	2
59 - I feel safe at this school	23	59.0	13	33.3	3	7.7	0	0.0	0	0.0	0
60 - The library media center materials are current and in good condition	15	38.5	18	46.2	3	7.7	3	7.7	0	0.0	0
61 - In our community, people tend to trust each other	5	12.8	17	43.6	8	20.5	8	20.5	1	2.6	0
62 - My professional development has improved the way I teach	14	35.9	21	53.8	2	5.1	2	5.1	0	0.0	0

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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	8	21.1	21	55.3	7	18.4	2	5.3	0	0.0	1
64 - My school views parents as partners in the educational process	10	26.3	17	44.7	9	23.7	2	5.3	0	0.0	1
65 - My school has created specific strategies to better involve parents in the education of their child	7	18.4	18	47.4	10	26.3	3	7.9	0	0.0	1
66 - The board has high expectations for student achievement	10	25.6	21	53.8	4	10.3	3	7.7	1	2.6	0
67 - Students are treated fairly in this school	6	15.4	18	46.2	8	20.5	3	7.7	4	10.3	0
68 - The community is proud of this school	7	17.9	17	43.6	8	20.5	5	12.8	2	5.1	0
69 - This school makes students feel they belong	8	20.5	18	46.2	8	20.5	3	7.7	2	5.1	0
70 - If students in this school have a problem, teachers will listen and help	15	38.5	21	53.8	1	2.6	1	2.6	1	2.6	0
71 - I usually look forward to each working day as a teacher	12	31.6	16	42.1	4	10.5	5	13.2	1	2.6	1
72 - Discipline is handled fairly in this school	8	20.5	11	28.2	10	25.6	4	10.3	6	15.4	0
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	8	21.1	18	47.4	8	21.1	4	10.5	0	0.0	1
74 - The librarian/media specialist requests my input into the selection of resources	13	33.3	19	48.7	7	17.9	0	0.0	0	0.0	0
75 - There is adequate instruction in the use of library and media resources for classes and individual students	8	20.5	22	56.4	8	20.5	1	2.6	0	0.0	0
76 - There is systematic collaboration across subject areas in our building	7	18.4	19	50.0	6	15.8	4	10.5	2	5.3	1
77 - Individual counseling services are available to students	18	46.2	19	48.7	1	2.6	1	2.6	0	0.0	0
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	9	23.1	16	41.0	13	33.3	1	2.6	0	0.0	0
79 - The community provides enough money to adequately provide quality educational programs to children	9	23.7	20	52.6	7	18.4	1	2.6	1	2.6	1
80 - Overall, my school building is in good condition	6	15.4	28	71.8	2	5.1	3	7.7	0	0.0	0
81 - If I had a chance to choose all over again, I would still choose teaching as a career	17	43.6	10	25.6	8	20.5	3	7.7	1	2.6	0
82 - There is systematic collaboration between the academic and career education programs in our district.	6	16.2	9	24.3	18	48.6	2	5.4	2	5.4	2

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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>	12	31.58
<b>1/2 hour or less</b>	25	65.79
<b>1 hour</b>	1	2.63

*Frequency Missing = 1*

<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.	7	18.9	10	27.0	14	37.8	3	8.1	3	8.1	2
85 - I assess the level of prior knowledge of all students before initiating instruction.	13	35.1	16	43.2	7	18.9	0	0.0	1	2.7	2
86 - Organize students into flexible groups based on their understanding of the content and skill level.	8	21.6	16	43.2	11	29.7	2	5.4	0	0.0	2
87 - Begin instructional units by presenting students with clear learning goals.	16	43.2	15	40.5	6	16.2	0	0.0	0	0.0	2
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	3	8.1	11	29.7	10	27.0	10	27.0	3	8.1	2
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	12	32.4	14	37.8	9	24.3	1	2.7	1	2.7	2
90 - Have students keep track of their own performance on the learning goals.	3	8.1	11	29.7	16	43.2	5	13.5	2	5.4	2
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	3	8.3	10	27.8	12	33.3	9	25.0	2	5.6	3
92 - Make use of cooperative learning groups.	13	35.1	16	43.2	7	18.9	1	2.7	0	0.0	2
93 - Have students construct verbal or written summaries of new content.	8	21.6	13	35.1	11	29.7	2	5.4	3	8.1	2
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	18	47.4	16	42.1	4	10.5	0	0.0	0	0.0	1
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	23	62.2	10	27.0	4	10.8	0	0.0	0	0.0	2
96 - I alter instructional strategies when students are having difficulty learning the material.	25	67.6	11	29.7	1	2.7	0	0.0	0	0.0	2
97 - Model or demonstrate important skills or procedures.	28	73.7	9	23.7	1	2.6	0	0.0	0	0.0	1
98 - Incorporate contextual/real life learning in the classroom.	27	71.1	9	23.7	2	5.3	0	0.0	0	0.0	1
99 - Incorporate problem solving instructional activities in the classroom.	20	54.1	14	37.8	3	8.1	0	0.0	0	0.0	2

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	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.	13	35.1	16	43.2	6	16.2	2	5.4	0	0.0	2
101 - Have students compare and classify content.	15	40.5	16	43.2	5	13.5	0	0.0	1	2.7	2
102 - Have students construct metaphors and analogies.	6	16.7	8	22.2	13	36.1	6	16.7	3	8.3	3
103 - Provide specific feedback on the homework assigned to students.	20	55.6	12	33.3	3	8.3	0	0.0	1	2.8	3
104 - Incorporate information about careers in my instruction.	9	24.3	14	37.8	10	27.0	1	2.7	3	8.1	2