

*Cycle 4 Advance Questionnaire - Certificated Faculty  
Frequency Distribution Report  
STOUTLAND HIGH, STOUTLAND R-II School District*

<b>School Guidance Counselor</b>		
<b>fac1a</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	16	94.12
<b>YES</b>	1	5.88

<b>Library Media Specialist</b>		
<b>fac1b</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	17	100.00

<b>Special Education Teacher</b>		
<b>fac1c</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	15	88.24
<b>YES</b>	2	11.76

<b>Classroom Teacher</b>		
<b>fac1d</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	4	23.53
<b>YES</b>	13	76.47

<b>Administrator</b>		
<b>fac1e</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	15	88.24
<b>YES</b>	2	11.76

<b>Other Certificated Faculty</b>		
<b>fac1f</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	17	100.00

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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	1	5.9	11	64.7	5	29.4	0	0.0	0	0.0	0
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	3	17.6	9	52.9	3	17.6	2	11.8	0	0.0	0
4 - I emphasize the importance of effort with students	11	64.7	6	35.3	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	4	23.5	8	47.1	4	23.5	1	5.9	0	0.0	0
6 - There is adequate collaboration between special education staff and classroom teachers in our school	2	11.8	10	58.8	3	17.6	2	11.8	0	0.0	0
7 - There is adequate professional development for teachers working with special education students in our school	3	17.6	9	52.9	2	11.8	2	11.8	1	5.9	0
8 - My school's administration protects instructional time available to teachers from interruptions.	4	23.5	9	52.9	2	11.8	1	5.9	1	5.9	0
9 - Our principal uses classroom management as part of our evaluation	10	58.8	7	41.2	0	0.0	0	0.0	0	0.0	0
10 - Clear rules that promote good behavior are enforced in our school	5	31.3	9	56.3	2	12.5	0	0.0	0	0.0	1
11 - Clear rules regarding behavior have been established in my classroom	11	64.7	4	23.5	2	11.8	0	0.0	0	0.0	0
12 - Educators in our school use effective practices to promote positive behavior	3	17.6	10	58.8	2	11.8	2	11.8	0	0.0	0
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	0	0.0	12	70.6	4	23.5	1	5.9	0	0.0	0
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	3	17.6	9	52.9	4	23.5	1	5.9	0	0.0	0
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	2	11.8	13	76.5	1	5.9	1	5.9	0	0.0	0
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	6	35.3	8	47.1	1	5.9	2	11.8	0	0.0	0
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	5	29.4	8	47.1	2	11.8	2	11.8	0	0.0	0
18 - Effective vehicles are in place for parents and community to communicate with the school	2	11.8	11	64.7	2	11.8	2	11.8	0	0.0	0
19 - In our school we communicate effectively to parents and the community	2	11.8	9	52.9	4	23.5	2	11.8	0	0.0	0
20 - Parents are encouraged to discuss their child's educational needs with the school	4	23.5	10	58.8	2	11.8	1	5.9	0	0.0	0
21 - I routinely analyze disaggregated student data and use it to plan my instruction	2	11.8	6	35.3	7	41.2	1	5.9	1	5.9	0

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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	4	23.5	6	35.3	4	23.5	3	17.6	0	0.0	0
23 - My school administers assessments throughout the school year that are used to guide instruction	2	11.8	8	47.1	4	23.5	2	11.8	1	5.9	0
24 - My school uses assessment data to evaluate and align the curriculum	3	17.6	11	64.7	3	17.6	0	0.0	0	0.0	0
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	3	17.6	9	52.9	5	29.4	0	0.0	0	0.0	0
26 - Student opinions are valued by teachers and administrators	2	11.8	10	58.8	3	17.6	2	11.8	0	0.0	0
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	3	17.6	6	35.3	4	23.5	4	23.5	0	0.0	0
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	3	17.6	11	64.7	2	11.8	1	5.9	0	0.0	0
29 - Individual student differences are appreciated at our school	2	11.8	11	64.7	1	5.9	3	17.6	0	0.0	0
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	3	17.6	9	52.9	3	17.6	2	11.8	0	0.0	0
31 - In our school teachers are encouraged to be instructional leaders	7	41.2	8	47.1	2	11.8	0	0.0	0	0.0	0
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	10	58.8	6	35.3	1	5.9	0	0.0	0	0.0	0
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	7	41.2	8	47.1	2	11.8	0	0.0	0	0.0	0
34 - Our principal identifies issues in the school that could potentially become problems	8	47.1	7	41.2	2	11.8	0	0.0	0	0.0	0
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	9	52.9	6	35.3	2	11.8	0	0.0	0	0.0	0
36 - Our school teaches and reinforces student self-discipline and responsibility	4	23.5	10	58.8	2	11.8	1	5.9	0	0.0	0
37 - Students who are prone to violence are systematically identified	2	11.8	12	70.6	2	11.8	1	5.9	0	0.0	0
38 - Our school promotes an environment of mutual respect among students	2	11.8	11	64.7	3	17.6	1	5.9	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	2	11.8	10	58.8	3	17.6	1	5.9	1	5.9	0
40 - My school systematically ensures that teachers address essential content	5	29.4	10	58.8	2	11.8	0	0.0	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	5	29.4	8	47.1	1	5.9	1	5.9	2	11.8	0
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	3	17.6	8	47.1	5	29.4	0	0.0	1	5.9	0
43 - Our principal promotes innovation	5	29.4	9	52.9	3	17.6	0	0.0	0	0.0	0
44 - I have the skills necessary to meet the needs of all learners in my classroom	9	52.9	3	17.6	3	17.6	2	11.8	0	0.0	0
45 - I believe that I can positively impact student performance	10	58.8	7	41.2	0	0.0	0	0.0	0	0.0	0
46 - I have received violence prevention training	8	47.1	2	11.8	3	17.6	2	11.8	2	11.8	0
47 - Our professional development improves student achievement	6	35.3	6	35.3	3	17.6	1	5.9	1	5.9	0
48 - I have received adequate training in using computers and other technology to support my work with students	5	29.4	7	41.2	4	23.5	0	0.0	1	5.9	0
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	8	47.1	5	29.4	4	23.5	0	0.0	0	0.0	0
50 - I have received professional development on differentiating instruction for learners	6	35.3	7	41.2	3	17.6	0	0.0	1	5.9	0
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	2	11.8	9	52.9	4	23.5	2	11.8	0	0.0	0
52 - Students are held accountable for doing quality work	2	11.8	7	41.2	7	41.2	0	0.0	1	5.9	0
53 - The mission of this school is clearly defined	4	23.5	10	58.8	2	11.8	1	5.9	0	0.0	0
54 - All staff in our school hold high expectations for student learning	3	17.6	8	47.1	2	11.8	3	17.6	1	5.9	0
55 - There are open channels of communication among students, staff and administrators	6	35.3	8	47.1	1	5.9	2	11.8	0	0.0	0
56 - There are avenues for recognizing and rewarding the accomplishments of all students	5	29.4	8	47.1	2	11.8	2	11.8	0	0.0	0
57 - There are sufficient library media materials to support my program	2	11.8	5	29.4	4	23.5	2	11.8	4	23.5	0
58 - Career-Technical education is an essential part of the district's program of studies	6	35.3	6	35.3	3	17.6	2	11.8	0	0.0	0
59 - I feel safe at this school	12	70.6	2	11.8	3	17.6	0	0.0	0	0.0	0
60 - The library media center materials are current and in good condition	1	5.9	6	35.3	3	17.6	3	17.6	4	23.5	0
61 - In our community, people tend to trust each other	3	17.6	8	47.1	5	29.4	1	5.9	0	0.0	0
62 - My professional development has improved the way I teach	3	17.6	8	47.1	5	29.4	1	5.9	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	1	5.9	9	52.9	7	41.2	0	0.0	0	0.0	0
64 - My school views parents as partners in the educational process	4	23.5	9	52.9	4	23.5	0	0.0	0	0.0	0
65 - My school has created specific strategies to better involve parents in the education of their child	1	5.9	11	64.7	3	17.6	2	11.8	0	0.0	0
66 - The board has high expectations for student achievement	5	29.4	9	52.9	2	11.8	0	0.0	1	5.9	0
67 - Students are treated fairly in this school	2	11.8	11	64.7	1	5.9	3	17.6	0	0.0	0
68 - The community is proud of this school	7	41.2	6	35.3	4	23.5	0	0.0	0	0.0	0
69 - This school makes students feel they belong	4	23.5	8	47.1	4	23.5	1	5.9	0	0.0	0
70 - If students in this school have a problem, teachers will listen and help	4	23.5	9	52.9	3	17.6	1	5.9	0	0.0	0
71 - I usually look forward to each working day as a teacher	7	41.2	7	41.2	2	11.8	1	5.9	0	0.0	0
72 - Discipline is handled fairly in this school	5	29.4	9	52.9	3	17.6	0	0.0	0	0.0	0
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	2	11.8	5	29.4	6	35.3	4	23.5	0	0.0	0
74 - The librarian/media specialist requests my input into the selection of resources	4	23.5	7	41.2	4	23.5	2	11.8	0	0.0	0
75 - There is adequate instruction in the use of library and media resources for classes and individual students	3	17.6	5	29.4	5	29.4	4	23.5	0	0.0	0
76 - There is systematic collaboration across subject areas in our building	2	12.5	6	37.5	3	18.8	5	31.3	0	0.0	1
77 - Individual counseling services are available to students	2	11.8	9	52.9	3	17.6	3	17.6	0	0.0	0
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	4	23.5	10	58.8	2	11.8	1	5.9	0	0.0	0
79 - The community provides enough money to adequately provide quality educational programs to children	1	5.9	4	23.5	3	17.6	4	23.5	5	29.4	0
80 - Overall, my school building is in good condition	4	23.5	6	35.3	3	17.6	3	17.6	1	5.9	0
81 - If I had a chance to choose all over again, I would still choose teaching as a career	10	58.8	6	35.3	0	0.0	0	0.0	1	5.9	0
82 - There is systematic collaboration between the academic and career education programs in our district.	2	11.8	10	58.8	4	23.5	1	5.9	0	0.0	0

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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>	8	47.06
<b>1/2 hour or less</b>	9	52.94

<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.	5	29.4	3	17.6	9	52.9	0	0.0	0	0.0	0
85 - I assess the level of prior knowledge of all students before initiating instruction.	6	35.3	7	41.2	2	11.8	1	5.9	1	5.9	0
86 - Organize students into flexible groups based on their understanding of the content and skill level.	7	41.2	4	23.5	5	29.4	0	0.0	1	5.9	0
87 - Begin instructional units by presenting students with clear learning goals.	8	47.1	6	35.3	3	17.6	0	0.0	0	0.0	0
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	2	12.5	4	25.0	4	25.0	5	31.3	1	6.3	1
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	7	41.2	6	35.3	3	17.6	1	5.9	0	0.0	0
90 - Have students keep track of their own performance on the learning goals.	4	23.5	3	17.6	6	35.3	3	17.6	1	5.9	0
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	5	29.4	1	5.9	5	29.4	4	23.5	2	11.8	0
92 - Make use of cooperative learning groups.	9	52.9	3	17.6	5	29.4	0	0.0	0	0.0	0
93 - Have students construct verbal or written summaries of new content.	4	23.5	7	41.2	5	29.4	0	0.0	1	5.9	0
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	6	35.3	3	17.6	6	35.3	1	5.9	1	5.9	0
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	12	75.0	1	6.3	3	18.8	0	0.0	0	0.0	1
96 - I alter instructional strategies when students are having difficulty learning the material.	10	58.8	6	35.3	1	5.9	0	0.0	0	0.0	0
97 - Model or demonstrate important skills or procedures.	12	70.6	5	29.4	0	0.0	0	0.0	0	0.0	0
98 - Incorporate contextual/real life learning in the classroom.	11	64.7	4	23.5	2	11.8	0	0.0	0	0.0	0
99 - Incorporate problem solving instructional activities in the classroom.	8	47.1	6	35.3	3	17.6	0	0.0	0	0.0	0
100 - Have students revise and correct errors in their work as a way of reviewing and revising content.	6	37.5	6	37.5	2	12.5	2	12.5	0	0.0	1
101 - Have students compare and classify content.	4	23.5	10	58.8	2	11.8	0	0.0	1	5.9	0

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	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
102 - Have students construct metaphors and analogies.	3	17.6	1	5.9	6	35.3	4	23.5	3	17.6	0
103 - Provide specific feedback on the homework assigned to students.	8	50.0	4	25.0	2	12.5	2	12.5	0	0.0	1
104 - Incorporate information about careers in my instruction.	7	41.2	5	29.4	3	17.6	1	5.9	1	5.9	0