

**Cycle 4 Advance Questionnaire - Certificated Faculty**  
**Frequency Distribution Report**  
**LATHROP R-II School District**

<b>School Guidance Counselor</b>		
<b>fac1a</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	72	96.00
<b>YES</b>	3	4.00

<b>Library Media Specialist</b>		
<b>fac1b</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	73	97.33
<b>YES</b>	2	2.67

<b>Special Education Teacher</b>		
<b>fac1c</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	65	86.67
<b>YES</b>	10	13.33

<b>Classroom Teacher</b>		
<b>fac1d</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	24	32.00
<b>YES</b>	51	68.00

<b>Administrator</b>		
<b>fac1e</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	68	90.67
<b>YES</b>	7	9.33

<b>Other Certificated Faculty</b>		
<b>fac1f</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	70	93.33
<b>YES</b>	5	6.67

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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	14	18.9	49	66.2	9	12.2	2	2.7	0	0.0	1
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	24	32.0	40	53.3	3	4.0	7	9.3	1	1.3	0
4 - I emphasize the importance of effort with students	49	65.3	26	34.7	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	19	25.3	30	40.0	13	17.3	12	16.0	1	1.3	0
6 - There is adequate collaboration between special education staff and classroom teachers in our school	18	24.3	35	47.3	12	16.2	9	12.2	0	0.0	1
7 - There is adequate professional development for teachers working with special education students in our school	4	5.6	36	50.7	15	21.1	15	21.1	1	1.4	4
8 - My school's administration protects instructional time available to teachers from interruptions.	26	34.7	36	48.0	8	10.7	5	6.7	0	0.0	0
9 - Our principal uses classroom management as part of our evaluation	36	50.7	33	46.5	2	2.8	0	0.0	0	0.0	4
10 - Clear rules that promote good behavior are enforced in our school	27	36.5	33	44.6	7	9.5	6	8.1	1	1.4	1
11 - Clear rules regarding behavior have been established in my classroom	44	62.0	27	38.0	0	0.0	0	0.0	0	0.0	4
12 - Educators in our school use effective practices to promote positive behavior	24	32.4	44	59.5	6	8.1	0	0.0	0	0.0	1
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	16	22.2	47	65.3	9	12.5	0	0.0	0	0.0	3
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	16	21.3	51	68.0	7	9.3	1	1.3	0	0.0	0
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	22	30.1	39	53.4	8	11.0	4	5.5	0	0.0	2
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	20	27.8	38	52.8	9	12.5	4	5.6	1	1.4	3
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	22	29.3	45	60.0	7	9.3	1	1.3	0	0.0	0
18 - Effective vehicles are in place for parents and community to communicate with the school	33	44.0	36	48.0	6	8.0	0	0.0	0	0.0	0
19 - In our school we communicate effectively to parents and the community	30	40.0	40	53.3	5	6.7	0	0.0	0	0.0	0
20 - Parents are encouraged to discuss their child's educational needs with the school	40	53.3	34	45.3	1	1.3	0	0.0	0	0.0	0
21 - I routinely analyze disaggregated student data and use it to plan my instruction	12	17.9	36	53.7	12	17.9	7	10.4	0	0.0	8

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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	18	25.7	45	64.3	5	7.1	2	2.9	0	0.0	5
23 - My school administers assessments throughout the school year that are used to guide instruction	17	23.6	41	56.9	13	18.1	1	1.4	0	0.0	3
24 - My school uses assessment data to evaluate and align the curriculum	31	42.5	38	52.1	4	5.5	0	0.0	0	0.0	2
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	37	49.3	32	42.7	4	5.3	2	2.7	0	0.0	0
26 - Student opinions are valued by teachers and administrators	22	29.3	49	65.3	4	5.3	0	0.0	0	0.0	0
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	15	20.8	42	58.3	11	15.3	4	5.6	0	0.0	3
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	36	48.0	32	42.7	5	6.7	0	0.0	2	2.7	0
29 - Individual student differences are appreciated at our school	24	32.0	40	53.3	4	5.3	6	8.0	1	1.3	0
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	14	20.9	32	47.8	17	25.4	4	6.0	0	0.0	8
31 - In our school teachers are encouraged to be instructional leaders	39	52.0	35	46.7	1	1.3	0	0.0	0	0.0	0
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	34	45.9	38	51.4	2	2.7	0	0.0	0	0.0	1
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	33	45.2	39	53.4	0	0.0	1	1.4	0	0.0	2
34 - Our principal identifies issues in the school that could potentially become problems	29	39.2	35	47.3	7	9.5	3	4.1	0	0.0	1
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	41	55.4	27	36.5	2	2.7	4	5.4	0	0.0	1
36 - Our school teaches and reinforces student self-discipline and responsibility	29	39.7	34	46.6	6	8.2	4	5.5	0	0.0	2
37 - Students who are prone to violence are systematically identified	16	22.9	28	40.0	14	20.0	11	15.7	1	1.4	5
38 - Our school promotes an environment of mutual respect among students	26	35.1	39	52.7	5	6.8	4	5.4	0	0.0	1
39 - The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers	23	32.4	35	49.3	12	16.9	1	1.4	0	0.0	4
40 - My school systematically ensures that teachers address essential content	30	40.0	37	49.3	7	9.3	1	1.3	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	9	13.0	34	49.3	13	18.8	13	18.8	0	0.0	6
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	9	12.7	37	52.1	18	25.4	7	9.9	0	0.0	4
43 - Our principal promotes innovation	36	48.6	37	50.0	1	1.4	0	0.0	0	0.0	1
44 - I have the skills necessary to meet the needs of all learners in my classroom	25	34.2	42	57.5	3	4.1	3	4.1	0	0.0	2
45 - I believe that I can positively impact student performance	42	56.0	32	42.7	1	1.3	0	0.0	0	0.0	0
46 - I have received violence prevention training	15	20.5	22	30.1	13	17.8	19	26.0	4	5.5	2
47 - Our professional development improves student achievement	18	24.7	44	60.3	8	11.0	3	4.1	0	0.0	2
48 - I have received adequate training in using computers and other technology to support my work with students	25	34.2	32	43.8	7	9.6	8	11.0	1	1.4	2
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	32	43.8	32	43.8	8	11.0	1	1.4	0	0.0	2
50 - I have received professional development on differentiating instruction for learners	29	40.3	32	44.4	5	6.9	6	8.3	0	0.0	3
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	10	15.4	38	58.5	12	18.5	5	7.7	0	0.0	10
52 - Students are held accountable for doing quality work	26	34.7	38	50.7	8	10.7	3	4.0	0	0.0	0
53 - The mission of this school is clearly defined	28	37.8	38	51.4	8	10.8	0	0.0	0	0.0	1
54 - All staff in our school hold high expectations for student learning	24	32.4	42	56.8	5	6.8	2	2.7	1	1.4	1
55 - There are open channels of communication among students, staff and administrators	28	37.8	35	47.3	7	9.5	4	5.4	0	0.0	1
56 - There are avenues for recognizing and rewarding the accomplishments of all students	30	41.1	38	52.1	2	2.7	3	4.1	0	0.0	2
57 - There are sufficient library media materials to support my program	13	18.1	27	37.5	12	16.7	15	20.8	5	6.9	3
58 - Career-Technical education is an essential part of the district's program of studies	18	29.5	15	24.6	22	36.1	6	9.8	0	0.0	14
59 - I feel safe at this school	42	56.0	23	30.7	6	8.0	4	5.3	0	0.0	0
60 - The library media center materials are current and in good condition	5	6.9	42	58.3	11	15.3	9	12.5	5	6.9	3
61 - In our community, people tend to trust each other	16	22.9	38	54.3	13	18.6	3	4.3	0	0.0	5
62 - My professional development has improved the way I teach	27	37.0	41	56.2	5	6.8	0	0.0	0	0.0	2

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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	20	27.4	43	58.9	6	8.2	4	5.5	0	0.0	2
64 - My school views parents as partners in the educational process	29	38.7	42	56.0	4	5.3	0	0.0	0	0.0	0
65 - My school has created specific strategies to better involve parents in the education of their child	17	23.6	36	50.0	16	22.2	3	4.2	0	0.0	3
66 - The board has high expectations for student achievement	24	32.9	41	56.2	7	9.6	1	1.4	0	0.0	2
67 - Students are treated fairly in this school	22	30.1	39	53.4	6	8.2	6	8.2	0	0.0	2
68 - The community is proud of this school	21	28.8	36	49.3	13	17.8	3	4.1	0	0.0	2
69 - This school makes students feel they belong	23	30.7	35	46.7	11	14.7	5	6.7	1	1.3	0
70 - If students in this school have a problem, teachers will listen and help	30	40.0	43	57.3	1	1.3	1	1.3	0	0.0	0
71 - I usually look forward to each working day as a teacher	32	43.8	32	43.8	9	12.3	0	0.0	0	0.0	2
72 - Discipline is handled fairly in this school	21	28.0	38	50.7	8	10.7	6	8.0	2	2.7	0
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	17	23.3	34	46.6	9	12.3	11	15.1	2	2.7	2
74 - The librarian/media specialist requests my input into the selection of resources	32	42.7	35	46.7	2	2.7	5	6.7	1	1.3	0
75 - There is adequate instruction in the use of library and media resources for classes and individual students	18	25.4	35	49.3	10	14.1	6	8.5	2	2.8	4
76 - There is systematic collaboration across subject areas in our building	13	18.3	35	49.3	13	18.3	10	14.1	0	0.0	4
77 - Individual counseling services are available to students	22	29.3	42	56.0	4	5.3	6	8.0	1	1.3	0
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	23	31.5	40	54.8	7	9.6	3	4.1	0	0.0	2
79 - The community provides enough money to adequately provide quality educational programs to children	11	15.1	30	41.1	22	30.1	7	9.6	3	4.1	2
80 - Overall, my school building is in good condition	10	13.5	40	54.1	8	10.8	16	21.6	0	0.0	1
81 - If I had a chance to choose all over again, I would still choose teaching as a career	40	54.8	22	30.1	8	11.0	3	4.1	0	0.0	2
82 - There is systematic collaboration between the academic and career education programs in our district.	12	20.7	24	41.4	16	27.6	6	10.3	0	0.0	17

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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>	19	28.79
<b>1/2 hour or less</b>	41	62.12
<b>1 hour</b>	6	9.09

*Frequency Missing = 9*

<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.	9	14.3	20	31.7	22	34.9	7	11.1	5	7.9	12
85 - I assess the level of prior knowledge of all students before initiating instruction.	28	40.6	27	39.1	13	18.8	0	0.0	1	1.4	6
86 - Organize students into flexible groups based on their understanding of the content and skill level.	20	29.9	21	31.3	23	34.3	3	4.5	0	0.0	8
87 - Begin instructional units by presenting students with clear learning goals.	33	48.5	26	38.2	8	11.8	0	0.0	1	1.5	7
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	10	14.9	14	20.9	22	32.8	17	25.4	4	6.0	8
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	24	35.3	37	54.4	5	7.4	1	1.5	1	1.5	7
90 - Have students keep track of their own performance on the learning goals.	9	13.6	15	22.7	22	33.3	13	19.7	7	10.6	9
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	7	10.9	17	26.6	21	32.8	15	23.4	4	6.3	11
92 - Make use of cooperative learning groups.	25	36.2	27	39.1	14	20.3	3	4.3	0	0.0	6
93 - Have students construct verbal or written summaries of new content.	25	37.9	22	33.3	13	19.7	5	7.6	1	1.5	9
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	29	42.0	23	33.3	12	17.4	3	4.3	2	2.9	6
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	42	61.8	23	33.8	2	2.9	1	1.5	0	0.0	7
96 - I alter instructional strategies when students are having difficulty learning the material.	42	60.0	21	30.0	7	10.0	0	0.0	0	0.0	5
97 - Model or demonstrate important skills or procedures.	58	80.6	13	18.1	1	1.4	0	0.0	0	0.0	3
98 - Incorporate contextual/real life learning in the classroom.	42	59.2	26	36.6	3	4.2	0	0.0	0	0.0	4

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	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
99 - Incorporate problem solving instructional activities in the classroom.	38	54.3	23	32.9	9	12.9	0	0.0	0	0.0	5
100 - Have students revise and correct errors in their work as a way of reviewing and revising content.	34	50.0	20	29.4	10	14.7	3	4.4	1	1.5	7
101 - Have students compare and classify content.	22	32.4	31	45.6	10	14.7	3	4.4	2	2.9	7
102 - Have students construct metaphors and analogies.	2	3.0	16	24.2	28	42.4	15	22.7	5	7.6	9
103 - Provide specific feedback on the homework assigned to students.	25	38.5	32	49.2	3	4.6	4	6.2	1	1.5	10
104 - Incorporate information about careers in my instruction.	13	19.4	25	37.3	22	32.8	6	9.0	1	1.5	8