

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

<b>School Guidance Counselor</b>		
<b>fac1a</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	30	96.77
<b>YES</b>	1	3.23

<b>Library Media Specialist</b>		
<b>fac1b</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	31	100.00

<b>Special Education Teacher</b>		
<b>fac1c</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	24	77.42
<b>YES</b>	7	22.58

<b>Classroom Teacher</b>		
<b>fac1d</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	10	32.26
<b>YES</b>	21	67.74

<b>Administrator</b>		
<b>fac1e</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	30	96.77
<b>YES</b>	1	3.23

<b>Other Certificated Faculty</b>		
<b>fac1f</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	28	90.32
<b>YES</b>	3	9.68

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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	16.7	23	76.7	1	3.3	1	3.3	0	0.0	1
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	6	19.4	17	54.8	3	9.7	5	16.1	0	0.0	0
4 - I emphasize the importance of effort with students	20	64.5	11	35.5	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	3	9.7	13	41.9	6	19.4	9	29.0	0	0.0	0
6 - There is adequate collaboration between special education staff and classroom teachers in our school	3	9.7	18	58.1	6	19.4	4	12.9	0	0.0	0
7 - There is adequate professional development for teachers working with special education students in our school	0	0.0	14	46.7	7	23.3	8	26.7	1	3.3	1
8 - My school's administration protects instructional time available to teachers from interruptions.	7	22.6	15	48.4	6	19.4	3	9.7	0	0.0	0
9 - Our principal uses classroom management as part of our evaluation	14	46.7	14	46.7	2	6.7	0	0.0	0	0.0	1
10 - Clear rules that promote good behavior are enforced in our school	13	43.3	13	43.3	3	10.0	1	3.3	0	0.0	1
11 - Clear rules regarding behavior have been established in my classroom	17	56.7	13	43.3	0	0.0	0	0.0	0	0.0	1
12 - Educators in our school use effective practices to promote positive behavior	8	25.8	22	71.0	1	3.2	0	0.0	0	0.0	0
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	8	27.6	19	65.5	2	6.9	0	0.0	0	0.0	2
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	5	16.1	24	77.4	2	6.5	0	0.0	0	0.0	0
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	5	17.2	18	62.1	4	13.8	2	6.9	0	0.0	2
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	8	27.6	14	48.3	4	13.8	2	6.9	1	3.4	2
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	10	32.3	19	61.3	2	6.5	0	0.0	0	0.0	0
18 - Effective vehicles are in place for parents and community to communicate with the school	9	29.0	20	64.5	2	6.5	0	0.0	0	0.0	0
19 - In our school we communicate effectively to parents and the community	13	41.9	18	58.1	0	0.0	0	0.0	0	0.0	0
20 - Parents are encouraged to discuss their child's educational needs with the school	18	58.1	13	41.9	0	0.0	0	0.0	0	0.0	0
21 - I routinely analyze disaggregated student data and use it to plan my instruction	5	17.2	13	44.8	7	24.1	4	13.8	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	9	29.0	18	58.1	2	6.5	2	6.5	0	0.0	0
23 - My school administers assessments throughout the school year that are used to guide instruction	6	20.0	18	60.0	6	20.0	0	0.0	0	0.0	1
24 - My school uses assessment data to evaluate and align the curriculum	12	40.0	16	53.3	2	6.7	0	0.0	0	0.0	1
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	16	51.6	13	41.9	2	6.5	0	0.0	0	0.0	0
26 - Student opinions are valued by teachers and administrators	9	29.0	21	67.7	1	3.2	0	0.0	0	0.0	0
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	5	17.2	18	62.1	3	10.3	3	10.3	0	0.0	2
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	14	45.2	14	45.2	2	6.5	0	0.0	1	3.2	0
29 - Individual student differences are appreciated at our school	12	38.7	16	51.6	2	6.5	1	3.2	0	0.0	0
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	2	7.4	13	48.1	11	40.7	1	3.7	0	0.0	4
31 - In our school teachers are encouraged to be instructional leaders	18	58.1	13	41.9	0	0.0	0	0.0	0	0.0	0
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	12	38.7	18	58.1	1	3.2	0	0.0	0	0.0	0
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	10	33.3	19	63.3	0	0.0	1	3.3	0	0.0	1
34 - Our principal identifies issues in the school that could potentially become problems	9	29.0	14	45.2	5	16.1	3	9.7	0	0.0	0
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	14	45.2	16	51.6	1	3.2	0	0.0	0	0.0	0
36 - Our school teaches and reinforces student self-discipline and responsibility	11	35.5	17	54.8	3	9.7	0	0.0	0	0.0	0
37 - Students who are prone to violence are systematically identified	6	20.7	11	37.9	7	24.1	4	13.8	1	3.4	2
38 - Our school promotes an environment of mutual respect among students	12	38.7	18	58.1	1	3.2	0	0.0	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	10	34.5	15	51.7	3	10.3	1	3.4	0	0.0	2
40 - My school systematically ensures that teachers address essential content	13	41.9	13	41.9	4	12.9	1	3.2	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	2	6.9	13	44.8	9	31.0	5	17.2	0	0.0	2
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	2	7.1	16	57.1	8	28.6	2	7.1	0	0.0	3
43 - Our principal promotes innovation	12	38.7	19	61.3	0	0.0	0	0.0	0	0.0	0
44 - I have the skills necessary to meet the needs of all learners in my classroom	9	29.0	19	61.3	0	0.0	3	9.7	0	0.0	0
45 - I believe that I can positively impact student performance	16	51.6	15	48.4	0	0.0	0	0.0	0	0.0	0
46 - I have received violence prevention training	6	20.0	8	26.7	4	13.3	9	30.0	3	10.0	1
47 - Our professional development improves student achievement	10	32.3	16	51.6	2	6.5	3	9.7	0	0.0	0
48 - I have received adequate training in using computers and other technology to support my work with students	6	19.4	14	45.2	4	12.9	6	19.4	1	3.2	0
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	11	37.9	15	51.7	2	6.9	1	3.4	0	0.0	2
50 - I have received professional development on differentiating instruction for learners	10	32.3	16	51.6	1	3.2	4	12.9	0	0.0	0
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	4	17.4	11	47.8	5	21.7	3	13.0	0	0.0	8
52 - Students are held accountable for doing quality work	11	35.5	19	61.3	0	0.0	1	3.2	0	0.0	0
53 - The mission of this school is clearly defined	10	33.3	18	60.0	2	6.7	0	0.0	0	0.0	1
54 - All staff in our school hold high expectations for student learning	9	29.0	22	71.0	0	0.0	0	0.0	0	0.0	0
55 - There are open channels of communication among students, staff and administrators	8	25.8	19	61.3	3	9.7	1	3.2	0	0.0	0
56 - There are avenues for recognizing and rewarding the accomplishments of all students	13	41.9	16	51.6	1	3.2	1	3.2	0	0.0	0
57 - There are sufficient library media materials to support my program	4	13.3	14	46.7	4	13.3	5	16.7	3	10.0	1
58 - Career-Technical education is an essential part of the district's program of studies	3	14.3	6	28.6	10	47.6	2	9.5	0	0.0	10
59 - I feel safe at this school	18	58.1	10	32.3	2	6.5	1	3.2	0	0.0	0
60 - The library media center materials are current and in good condition	3	10.0	18	60.0	5	16.7	2	6.7	2	6.7	1
61 - In our community, people tend to trust each other	8	28.6	17	60.7	3	10.7	0	0.0	0	0.0	3
62 - My professional development has improved the way I teach	13	41.9	17	54.8	1	3.2	0	0.0	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	7	22.6	22	71.0	1	3.2	1	3.2	0	0.0	0
64 - My school views parents as partners in the educational process	9	29.0	22	71.0	0	0.0	0	0.0	0	0.0	0
65 - My school has created specific strategies to better involve parents in the education of their child	3	9.7	18	58.1	7	22.6	3	9.7	0	0.0	0
66 - The board has high expectations for student achievement	10	33.3	17	56.7	3	10.0	0	0.0	0	0.0	1
67 - Students are treated fairly in this school	10	33.3	19	63.3	1	3.3	0	0.0	0	0.0	1
68 - The community is proud of this school	8	26.7	20	66.7	2	6.7	0	0.0	0	0.0	1
69 - This school makes students feel they belong	11	35.5	18	58.1	2	6.5	0	0.0	0	0.0	0
70 - If students in this school have a problem, teachers will listen and help	12	38.7	19	61.3	0	0.0	0	0.0	0	0.0	0
71 - I usually look forward to each working day as a teacher	14	45.2	14	45.2	3	9.7	0	0.0	0	0.0	0
72 - Discipline is handled fairly in this school	10	32.3	18	58.1	3	9.7	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	6	20.0	11	36.7	4	13.3	8	26.7	1	3.3	1
74 - The librarian/media specialist requests my input into the selection of resources	8	25.8	16	51.6	2	6.5	4	12.9	1	3.2	0
75 - There is adequate instruction in the use of library and media resources for classes and individual students	4	13.8	17	58.6	2	6.9	4	13.8	2	6.9	2
76 - There is systematic collaboration across subject areas in our building	5	16.7	19	63.3	3	10.0	3	10.0	0	0.0	1
77 - Individual counseling services are available to students	4	12.9	20	64.5	1	3.2	5	16.1	1	3.2	0
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	7	24.1	18	62.1	3	10.3	1	3.4	0	0.0	2
79 - The community provides enough money to adequately provide quality educational programs to children	3	9.7	17	54.8	6	19.4	3	9.7	2	6.5	0
80 - Overall, my school building is in good condition	3	10.0	21	70.0	2	6.7	4	13.3	0	0.0	1
81 - If I had a chance to choose all over again, I would still choose teaching as a career	15	50.0	10	33.3	4	13.3	1	3.3	0	0.0	1
82 - There is systematic collaboration between the academic and career education programs in our district.	5	23.8	8	38.1	5	23.8	3	14.3	0	0.0	10

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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	26.67
<b>1/2 hour or less</b>	21	70.00
<b>1 hour</b>	1	3.33

*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.	2	8.3	5	20.8	8	33.3	4	16.7	5	20.8	7
85 - I assess the level of prior knowledge of all students before initiating instruction.	14	46.7	10	33.3	5	16.7	0	0.0	1	3.3	1
86 - Organize students into flexible groups based on their understanding of the content and skill level.	7	24.1	10	34.5	11	37.9	1	3.4	0	0.0	2
87 - Begin instructional units by presenting students with clear learning goals.	13	43.3	10	33.3	6	20.0	0	0.0	1	3.3	1
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	3	10.0	4	13.3	10	33.3	10	33.3	3	10.0	1
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	12	40.0	14	46.7	2	6.7	1	3.3	1	3.3	1
90 - Have students keep track of their own performance on the learning goals.	2	6.7	6	20.0	10	33.3	6	20.0	6	20.0	1
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	2	7.1	6	21.4	9	32.1	8	28.6	3	10.7	3
92 - Make use of cooperative learning groups.	9	30.0	11	36.7	8	26.7	2	6.7	0	0.0	1
93 - Have students construct verbal or written summaries of new content.	10	34.5	8	27.6	7	24.1	3	10.3	1	3.4	2
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	13	41.9	10	32.3	6	19.4	2	6.5	0	0.0	0
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	19	63.3	10	33.3	1	3.3	0	0.0	0	0.0	1
96 - I alter instructional strategies when students are having difficulty learning the material.	19	61.3	10	32.3	2	6.5	0	0.0	0	0.0	0
97 - Model or demonstrate important skills or procedures.	26	83.9	5	16.1	0	0.0	0	0.0	0	0.0	0
98 - Incorporate contextual/real life learning in the classroom.	17	54.8	14	45.2	0	0.0	0	0.0	0	0.0	0

*Data Collected in Fall, 2006*  
*Tables Generated January 05, 2007*

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Question	Regularly		Often		Occasionally		Rarely		Not at all		Number Missing
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
99 - Incorporate problem solving instructional activities in the classroom.	18	58.1	11	35.5	2	6.5	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.	16	53.3	7	23.3	6	20.0	1	3.3	0	0.0	1
101 - Have students compare and classify content.	9	29.0	16	51.6	4	12.9	1	3.2	1	3.2	0
102 - Have students construct metaphors and analogies.	1	3.4	2	6.9	14	48.3	9	31.0	3	10.3	2
103 - Provide specific feedback on the homework assigned to students.	10	35.7	15	53.6	1	3.6	1	3.6	1	3.6	3
104 - Incorporate information about careers in my instruction.	2	7.1	7	25.0	13	46.4	5	17.9	1	3.6	3