

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

School Guidance Counselor		
fac1a	Frequency	Percent
NO	108	96.43
YES	4	3.57

Library Media Specialist		
fac1b	Frequency	Percent
NO	110	98.21
YES	2	1.79

Special Education Teacher		
fac1c	Frequency	Percent
NO	103	91.96
YES	9	8.04

Classroom Teacher		
fac1d	Frequency	Percent
NO	31	27.68
YES	81	72.32

Administrator		
fac1e	Frequency	Percent
NO	104	92.86
YES	8	7.14

Other Certificated Faculty		
fac1f	Frequency	Percent
NO	102	91.07
YES	10	8.93

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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	27	24.3	61	55.0	17	15.3	5	4.5	1	0.9	1
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	26	23.2	61	54.5	15	13.4	7	6.3	3	2.7	0
4 - I emphasize the importance of effort with students	91	81.3	19	17.0	0	0.0	0	0.0	2	1.8	0
5 - In our school, there is adequate support for classroom teachers to address special education students' IEP goals	29	25.9	56	50.0	16	14.3	10	8.9	1	0.9	0
6 - There is adequate collaboration between special education staff and classroom teachers in our school	38	33.9	51	45.5	11	9.8	10	8.9	2	1.8	0
7 - There is adequate professional development for teachers working with special education students in our school	17	15.3	55	49.5	26	23.4	12	10.8	1	0.9	1
8 - My school's administration protects instructional time available to teachers from interruptions.	26	23.4	57	51.4	12	10.8	15	13.5	1	0.9	1
9 - Our principal uses classroom management as part of our evaluation	60	53.6	44	39.3	7	6.3	0	0.0	1	0.9	0
10 - Clear rules that promote good behavior are enforced in our school	48	42.9	49	43.8	9	8.0	5	4.5	1	0.9	0
11 - Clear rules regarding behavior have been established in my classroom	73	68.9	32	30.2	0	0.0	0	0.0	1	0.9	6
12 - Educators in our school use effective practices to promote positive behavior	45	40.2	51	45.5	12	10.7	3	2.7	1	0.9	0
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	37	33.0	57	50.9	14	12.5	3	2.7	1	0.9	0
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	32	28.6	62	55.4	14	12.5	3	2.7	1	0.9	0
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	30	27.3	62	56.4	13	11.8	4	3.6	1	0.9	2
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	14	12.8	47	43.1	34	31.2	9	8.3	5	4.6	3
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	22	19.8	55	49.5	27	24.3	4	3.6	3	2.7	1
18 - Effective vehicles are in place for parents and community to communicate with the school	49	44.1	47	42.3	11	9.9	3	2.7	1	0.9	1
19 - In our school we communicate effectively to parents and the community	44	39.3	54	48.2	9	8.0	4	3.6	1	0.9	0
20 - Parents are encouraged to discuss their child's educational needs with the school	54	48.6	49	44.1	6	5.4	1	0.9	1	0.9	1
21 - I routinely analyze disaggregated student data and use it to plan my instruction	22	22.0	51	51.0	24	24.0	3	3.0	0	0.0	12

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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	33	31.1	65	61.3	6	5.7	1	0.9	1	0.9	6
23 - My school administers assessments throughout the school year that are used to guide instruction	39	35.8	57	52.3	10	9.2	2	1.8	1	0.9	3
24 - My school uses assessment data to evaluate and align the curriculum	51	45.5	53	47.3	5	4.5	2	1.8	1	0.9	0
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	39	35.1	54	48.6	14	12.6	3	2.7	1	0.9	1
26 - Student opinions are valued by teachers and administrators	28	25.2	59	53.2	21	18.9	2	1.8	1	0.9	1
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	16	15.4	46	44.2	32	30.8	8	7.7	2	1.9	8
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	43	39.1	49	44.5	15	13.6	3	2.7	0	0.0	2
29 - Individual student differences are appreciated at our school	29	25.9	57	50.9	19	17.0	5	4.5	2	1.8	0
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	21	21.4	44	44.9	24	24.5	6	6.1	3	3.1	14
31 - In our school teachers are encouraged to be instructional leaders	52	46.8	49	44.1	6	5.4	3	2.7	1	0.9	1
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	56	50.5	46	41.4	6	5.4	2	1.8	1	0.9	1
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	53	48.2	48	43.6	8	7.3	0	0.0	1	0.9	2
34 - Our principal identifies issues in the school that could potentially become problems	59	53.2	48	43.2	2	1.8	0	0.0	2	1.8	1
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	36	33.0	53	48.6	12	11.0	6	5.5	2	1.8	3
36 - Our school teaches and reinforces student self-discipline and responsibility	50	45.5	44	40.0	9	8.2	5	4.5	2	1.8	2
37 - Students who are prone to violence are systematically identified	17	16.3	59	56.7	21	20.2	7	6.7	0	0.0	8
38 - Our school promotes an environment of mutual respect among students	40	36.0	55	49.5	9	8.1	5	4.5	2	1.8	1
39 - The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers	34	31.8	54	50.5	14	13.1	4	3.7	1	0.9	5
40 - My school systematically ensures that teachers address essential content	45	40.5	57	51.4	6	5.4	2	1.8	1	0.9	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	19	17.9	62	58.5	17	16.0	7	6.6	1	0.9	6
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	32	30.2	58	54.7	11	10.4	4	3.8	1	0.9	6
43 - Our principal promotes innovation	51	46.4	50	45.5	5	4.5	3	2.7	1	0.9	2
44 - I have the skills necessary to meet the needs of all learners in my classroom	58	54.2	39	36.4	7	6.5	2	1.9	1	0.9	5
45 - I believe that I can positively impact student performance	79	71.2	31	27.9	0	0.0	0	0.0	1	0.9	1
46 - I have received violence prevention training	76	68.5	32	28.8	2	1.8	0	0.0	1	0.9	1
47 - Our professional development improves student achievement	32	29.1	46	41.8	20	18.2	10	9.1	2	1.8	2
48 - I have received adequate training in using computers and other technology to support my work with students	36	33.6	51	47.7	10	9.3	8	7.5	2	1.9	5
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	53	49.5	38	35.5	13	12.1	2	1.9	1	0.9	5
50 - I have received professional development on differentiating instruction for learners	49	45.4	50	46.3	3	2.8	5	4.6	1	0.9	4
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	27	27.0	48	48.0	18	18.0	6	6.0	1	1.0	12
52 - Students are held accountable for doing quality work	35	31.5	45	40.5	19	17.1	10	9.0	2	1.8	1
53 - The mission of this school is clearly defined	40	36.4	55	50.0	12	10.9	2	1.8	1	0.9	2
54 - All staff in our school hold high expectations for student learning	36	32.7	50	45.5	13	11.8	9	8.2	2	1.8	2
55 - There are open channels of communication among students, staff and administrators	39	35.1	53	47.7	14	12.6	5	4.5	0	0.0	1
56 - There are avenues for recognizing and rewarding the accomplishments of all students	50	45.0	48	43.2	8	7.2	4	3.6	1	0.9	1
57 - There are sufficient library media materials to support my program	43	39.4	46	42.2	9	8.3	9	8.3	2	1.8	3
58 - Career-Technical education is an essential part of the district's program of studies	29	29.9	45	46.4	18	18.6	5	5.2	0	0.0	15
59 - I feel safe at this school	59	53.2	45	40.5	4	3.6	2	1.8	1	0.9	1
60 - The library media center materials are current and in good condition	56	50.5	41	36.9	9	8.1	4	3.6	1	0.9	1
61 - In our community, people tend to trust each other	12	11.1	52	48.1	29	26.9	12	11.1	3	2.8	4
62 - My professional development has improved the way I teach	36	33.3	44	40.7	18	16.7	8	7.4	2	1.9	4

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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	44	40.0	42	38.2	18	16.4	5	4.5	1	0.9	2
64 - My school views parents as partners in the educational process	47	42.3	43	38.7	14	12.6	5	4.5	2	1.8	1
65 - My school has created specific strategies to better involve parents in the education of their child	32	29.1	55	50.0	18	16.4	4	3.6	1	0.9	2
66 - The board has high expectations for student achievement	49	44.5	48	43.6	10	9.1	2	1.8	1	0.9	2
67 - Students are treated fairly in this school	42	37.8	53	47.7	8	7.2	5	4.5	3	2.7	1
68 - The community is proud of this school	23	21.5	56	52.3	16	15.0	9	8.4	3	2.8	5
69 - This school makes students feel they belong	37	33.6	54	49.1	14	12.7	3	2.7	2	1.8	2
70 - If students in this school have a problem, teachers will listen and help	52	46.8	50	45.0	6	5.4	2	1.8	1	0.9	1
71 - I usually look forward to each working day as a teacher	51	48.1	44	41.5	5	4.7	4	3.8	2	1.9	6
72 - Discipline is handled fairly in this school	31	27.7	52	46.4	18	16.1	6	5.4	5	4.5	0
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	33	30.6	56	51.9	11	10.2	7	6.5	1	0.9	4
74 - The librarian/media specialist requests my input into the selection of resources	45	42.5	48	45.3	6	5.7	5	4.7	2	1.9	6
75 - There is adequate instruction in the use of library and media resources for classes and individual students	37	34.3	56	51.9	8	7.4	4	3.7	3	2.8	4
76 - There is systematic collaboration across subject areas in our building	24	22.4	46	43.0	24	22.4	12	11.2	1	0.9	5
77 - Individual counseling services are available to students	43	38.7	53	47.7	11	9.9	3	2.7	1	0.9	1
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	42	38.9	49	45.4	15	13.9	0	0.0	2	1.9	4
79 - The community provides enough money to adequately provide quality educational programs to children	14	12.8	51	46.8	22	20.2	15	13.8	7	6.4	3
80 - Overall, my school building is in good condition	57	51.4	44	39.6	8	7.2	1	0.9	1	0.9	1
81 - If I had a chance to choose all over again, I would still choose teaching as a career	68	61.3	27	24.3	13	11.7	2	1.8	1	0.9	1
82 - There is systematic collaboration between the academic and career education programs in our district.	22	23.9	34	37.0	30	32.6	5	5.4	1	1.1	20

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How much homework time do you assign your students each day		
fac83	Frequency	Percent
Do not assign	40	40.40
1/2 hour or less	51	51.52
1 hour	8	8.08

Frequency Missing = 13

Question	Regularly		Often		Occasionally		Rarely		Not at all		Number Missing
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
84 - Students are taught effective note-taking skills.	16	17.2	27	29.0	33	35.5	14	15.1	3	3.2	19
85 - I assess the level of prior knowledge of all students before initiating instruction.	52	49.5	37	35.2	12	11.4	4	3.8	0	0.0	7
86 - Organize students into flexible groups based on their understanding of the content and skill level.	41	40.2	29	28.4	21	20.6	9	8.8	2	2.0	10
87 - Begin instructional units by presenting students with clear learning goals.	69	67.6	27	26.5	6	5.9	0	0.0	0	0.0	10
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	23	22.8	30	29.7	20	19.8	24	23.8	4	4.0	11
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	62	60.2	37	35.9	1	1.0	2	1.9	1	1.0	9
90 - Have students keep track of their own performance on the learning goals.	24	24.2	30	30.3	25	25.3	16	16.2	4	4.0	13
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	18	18.4	28	28.6	25	25.5	19	19.4	8	8.2	14
92 - Make use of cooperative learning groups.	43	43.4	26	26.3	24	24.2	5	5.1	1	1.0	13
93 - Have students construct verbal or written summaries of new content.	35	36.8	33	34.7	16	16.8	6	6.3	5	5.3	17
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	48	47.5	25	24.8	17	16.8	8	7.9	3	3.0	11
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	78	76.5	19	18.6	3	2.9	0	0.0	2	2.0	10
96 - I alter instructional strategies when students are having difficulty learning the material.	70	66.7	25	23.8	10	9.5	0	0.0	0	0.0	7
97 - Model or demonstrate important skills or procedures.	91	86.7	11	10.5	3	2.9	0	0.0	0	0.0	7
98 - Incorporate contextual/real life learning in the classroom.	72	69.9	27	26.2	4	3.9	0	0.0	0	0.0	9
99 - Incorporate problem solving instructional activities in the classroom.	65	63.7	31	30.4	5	4.9	1	1.0	0	0.0	10

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

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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.	47	46.1	36	35.3	13	12.7	4	3.9	2	2.0	10
101 - Have students compare and classify content.	43	42.6	33	32.7	17	16.8	5	5.0	3	3.0	11
102 - Have students construct metaphors and analogies.	13	13.1	25	25.3	33	33.3	15	15.2	13	13.1	13
103 - Provide specific feedback on the homework assigned to students.	46	50.5	28	30.8	8	8.8	3	3.3	6	6.6	21
104 - Incorporate information about careers in my instruction.	36	37.9	20	21.1	31	32.6	7	7.4	1	1.1	17