

Cycle 4 Advance Questionnaire - Certificated Faculty
Frequency Distribution Report
DALLAS CO. R-I School District

School Guidance Counselor		
fac1a	Frequency	Percent
NO	175	96.15
YES	7	3.85

Library Media Specialist		
fac1b	Frequency	Percent
NO	178	97.80
YES	4	2.20

Special Education Teacher		
fac1c	Frequency	Percent
NO	167	91.76
YES	15	8.24

Classroom Teacher		
fac1d	Frequency	Percent
NO	57	31.32
YES	125	68.68

Administrator		
fac1e	Frequency	Percent
NO	169	92.86
YES	13	7.14

Other Certificated Faculty		
fac1f	Frequency	Percent
NO	157	86.26
YES	25	13.74

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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	33	18.4	106	59.2	25	14.0	13	7.3	2	1.1	3
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	58	31.9	100	54.9	10	5.5	12	6.6	2	1.1	0
4 - I emphasize the importance of effort with students	131	72.8	45	25.0	1	0.6	1	0.6	2	1.1	2
5 - In our school, there is adequate support for classroom teachers to address special education students' IEP goals	24	13.3	82	45.6	38	21.1	30	16.7	6	3.3	2
6 - There is adequate collaboration between special education staff and classroom teachers in our school	16	8.9	82	45.8	36	20.1	37	20.7	8	4.5	3
7 - There is adequate professional development for teachers working with special education students in our school	8	4.7	62	36.7	52	30.8	38	22.5	9	5.3	13
8 - My school's administration protects instructional time available to teachers from interruptions.	47	26.0	90	49.7	22	12.2	14	7.7	8	4.4	1
9 - Our principal uses classroom management as part of our evaluation	81	46.3	82	46.9	9	5.1	2	1.1	1	0.6	7
10 - Clear rules that promote good behavior are enforced in our school	76	42.5	87	48.6	11	6.1	4	2.2	1	0.6	3
11 - Clear rules regarding behavior have been established in my classroom	113	67.7	47	28.1	5	3.0	1	0.6	1	0.6	15
12 - Educators in our school use effective practices to promote positive behavior	66	36.3	102	56.0	8	4.4	5	2.7	1	0.5	0
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	59	32.8	99	55.0	18	10.0	3	1.7	1	0.6	2
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	54	29.7	107	58.8	14	7.7	6	3.3	1	0.5	0
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	42	23.3	106	58.9	26	14.4	5	2.8	1	0.6	2
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	33	18.6	74	41.8	45	25.4	20	11.3	5	2.8	5
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	46	26.1	92	52.3	27	15.3	9	5.1	2	1.1	6
18 - Effective vehicles are in place for parents and community to communicate with the school	45	24.7	106	58.2	20	11.0	10	5.5	1	0.5	0
19 - In our school we communicate effectively to parents and the community	44	24.2	103	56.6	27	14.8	7	3.8	1	0.5	0
20 - Parents are encouraged to discuss their child's educational needs with the school	81	44.8	88	48.6	8	4.4	3	1.7	1	0.6	1
21 - I routinely analyze disaggregated student data and use it to plan my instruction	27	17.3	83	53.2	33	21.2	12	7.7	1	0.6	26

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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	52	30.6	95	55.9	14	8.2	8	4.7	1	0.6	12
23 - My school administers assessments throughout the school year that are used to guide instruction	53	31.0	75	43.9	28	16.4	11	6.4	4	2.3	11
24 - My school uses assessment data to evaluate and align the curriculum	67	38.5	86	49.4	19	10.9	1	0.6	1	0.6	8
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	40	22.3	101	56.4	33	18.4	3	1.7	2	1.1	3
26 - Student opinions are valued by teachers and administrators	35	20.0	107	61.1	29	16.6	3	1.7	1	0.6	7
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	22	13.8	64	40.0	53	33.1	20	12.5	1	0.6	22
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	44	25.6	96	55.8	23	13.4	7	4.1	2	1.2	10
29 - Individual student differences are appreciated at our school	38	21.5	104	58.8	23	13.0	10	5.6	2	1.1	5
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	26	16.0	64	39.5	54	33.3	17	10.5	1	0.6	20
31 - In our school teachers are encouraged to be instructional leaders	83	46.1	83	46.1	9	5.0	4	2.2	1	0.6	2
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	76	42.2	83	46.1	13	7.2	7	3.9	1	0.6	2
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	70	39.5	90	50.8	10	5.6	4	2.3	3	1.7	5
34 - Our principal identifies issues in the school that could potentially become problems	64	35.4	93	51.4	16	8.8	7	3.9	1	0.6	1
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	74	41.6	76	42.7	21	11.8	6	3.4	1	0.6	4
36 - Our school teaches and reinforces student self-discipline and responsibility	61	33.7	97	53.6	15	8.3	7	3.9	1	0.6	1
37 - Students who are prone to violence are systematically identified	28	17.2	72	44.2	44	27.0	17	10.4	2	1.2	19
38 - Our school promotes an environment of mutual respect among students	55	30.9	92	51.7	25	14.0	5	2.8	1	0.6	4
39 - The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers	48	27.9	90	52.3	28	16.3	3	1.7	3	1.7	10
40 - My school systematically ensures that teachers address essential content	65	36.5	86	48.3	20	11.2	5	2.8	2	1.1	4

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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	16	9.4	85	49.7	37	21.6	26	15.2	7	4.1	11
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	31	18.5	94	56.0	22	13.1	19	11.3	2	1.2	14
43 - Our principal promotes innovation	59	33.3	94	53.1	21	11.9	2	1.1	1	0.6	5
44 - I have the skills necessary to meet the needs of all learners in my classroom	63	37.3	91	53.8	11	6.5	3	1.8	1	0.6	13
45 - I believe that I can positively impact student performance	121	66.9	58	32.0	1	0.6	0	0.0	1	0.6	1
46 - I have received violence prevention training	74	42.8	65	37.6	11	6.4	13	7.5	10	5.8	9
47 - Our professional development improves student achievement	60	33.5	84	46.9	25	14.0	8	4.5	2	1.1	3
48 - I have received adequate training in using computers and other technology to support my work with students	75	42.1	87	48.9	7	3.9	7	3.9	2	1.1	4
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	91	51.4	74	41.8	10	5.6	1	0.6	1	0.6	5
50 - I have received professional development on differentiating instruction for learners	68	39.8	83	48.5	14	8.2	5	2.9	1	0.6	11
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	29	18.1	84	52.5	31	19.4	14	8.8	2	1.3	22
52 - Students are held accountable for doing quality work	42	24.1	105	60.3	13	7.5	11	6.3	3	1.7	8
53 - The mission of this school is clearly defined	75	41.9	91	50.8	9	5.0	3	1.7	1	0.6	3
54 - All staff in our school hold high expectations for student learning	65	36.1	95	52.8	13	7.2	6	3.3	1	0.6	2
55 - There are open channels of communication among students, staff and administrators	57	31.5	90	49.7	21	11.6	10	5.5	3	1.7	1
56 - There are avenues for recognizing and rewarding the accomplishments of all students	61	34.7	93	52.8	11	6.3	9	5.1	2	1.1	6
57 - There are sufficient library media materials to support my program	47	27.3	79	45.9	27	15.7	14	8.1	5	2.9	10
58 - Career-Technical education is an essential part of the district's program of studies	67	41.1	72	44.2	18	11.0	4	2.5	2	1.2	19
59 - I feel safe at this school	94	51.6	72	39.6	10	5.5	4	2.2	2	1.1	0
60 - The library media center materials are current and in good condition	58	33.3	79	45.4	30	17.2	2	1.1	5	2.9	8
61 - In our community, people tend to trust each other	20	11.4	82	46.6	47	26.7	25	14.2	2	1.1	6
62 - My professional development has improved the way I teach	55	31.6	96	55.2	13	7.5	8	4.6	2	1.1	8

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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	50	28.6	90	51.4	25	14.3	9	5.1	1	0.6	7
64 - My school views parents as partners in the educational process	69	38.3	90	50.0	16	8.9	4	2.2	1	0.6	2
65 - My school has created specific strategies to better involve parents in the education of their child	53	29.9	86	48.6	27	15.3	9	5.1	2	1.1	5
66 - The board has high expectations for student achievement	74	42.0	72	40.9	23	13.1	5	2.8	2	1.1	6
67 - Students are treated fairly in this school	67	37.4	89	49.7	16	8.9	6	3.4	1	0.6	3
68 - The community is proud of this school	33	19.1	87	50.3	36	20.8	13	7.5	4	2.3	9
69 - This school makes students feel they belong	48	27.1	98	55.4	26	14.7	4	2.3	1	0.6	5
70 - If students in this school have a problem, teachers will listen and help	73	40.3	98	54.1	8	4.4	0	0.0	2	1.1	1
71 - I usually look forward to each working day as a teacher	84	48.0	75	42.9	12	6.9	3	1.7	1	0.6	7
72 - Discipline is handled fairly in this school	67	37.6	91	51.1	9	5.1	9	5.1	2	1.1	4
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	34	19.8	95	55.2	29	16.9	9	5.2	5	2.9	10
74 - The librarian/media specialist requests my input into the selection of resources	61	35.5	71	41.3	28	16.3	6	3.5	6	3.5	10
75 - There is adequate instruction in the use of library and media resources for classes and individual students	43	25.3	79	46.5	35	20.6	7	4.1	6	3.5	12
76 - There is systematic collaboration across subject areas in our building	29	17.3	85	50.6	34	20.2	13	7.7	7	4.2	14
77 - Individual counseling services are available to students	71	40.3	86	48.9	11	6.3	5	2.8	3	1.7	6
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	47	27.6	94	55.3	24	14.1	3	1.8	2	1.2	12
79 - The community provides enough money to adequately provide quality educational programs to children	17	9.7	56	32.0	50	28.6	38	21.7	14	8.0	7
80 - Overall, my school building is in good condition	32	17.6	83	45.6	27	14.8	32	17.6	8	4.4	0
81 - If I had a chance to choose all over again, I would still choose teaching as a career	98	54.4	60	33.3	14	7.8	6	3.3	2	1.1	2
82 - There is systematic collaboration between the academic and career education programs in our district.	22	14.3	76	49.4	44	28.6	8	5.2	4	2.6	28

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How much homework time do you assign your students each day		
fac83	Frequency	Percent
Do not assign	67	42.14
1/2 hour or less	80	50.31
1 hour	12	7.55

Frequency Missing = 23

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.	28	18.4	41	27.0	54	35.5	19	12.5	10	6.6	30
85 - I assess the level of prior knowledge of all students before initiating instruction.	64	38.8	71	43.0	23	13.9	4	2.4	3	1.8	17
86 - Organize students into flexible groups based on their understanding of the content and skill level.	49	30.8	58	36.5	36	22.6	10	6.3	6	3.8	23
87 - Begin instructional units by presenting students with clear learning goals.	89	54.3	67	40.9	7	4.3	0	0.0	1	0.6	18
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	34	21.5	50	31.6	48	30.4	18	11.4	8	5.1	24
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	78	47.9	69	42.3	13	8.0	2	1.2	1	0.6	19
90 - Have students keep track of their own performance on the learning goals.	30	19.1	47	29.9	56	35.7	16	10.2	8	5.1	25
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	21	13.8	46	30.3	52	34.2	20	13.2	13	8.6	30
92 - Make use of cooperative learning groups.	64	40.5	48	30.4	33	20.9	9	5.7	4	2.5	24
93 - Have students construct verbal or written summaries of new content.	47	30.1	57	36.5	36	23.1	10	6.4	6	3.8	26
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	51	31.7	66	41.0	31	19.3	8	5.0	5	3.1	21
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	107	65.6	44	27.0	9	5.5	2	1.2	1	0.6	19
96 - I alter instructional strategies when students are having difficulty learning the material.	106	64.2	52	31.5	6	3.6	0	0.0	1	0.6	17
97 - Model or demonstrate important skills or procedures.	132	79.0	32	19.2	2	1.2	0	0.0	1	0.6	15
98 - Incorporate contextual/real life learning in the classroom.	102	61.8	55	33.3	6	3.6	1	0.6	1	0.6	17

Data Collected in Fall, 2006
Tables Generated January 09, 2007

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	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
99 - Incorporate problem solving instructional activities in the classroom.	100	61.0	50	30.5	13	7.9	0	0.0	1	0.6	18
100 - Have students revise and correct errors in their work as a way of reviewing and revising content.	78	49.1	62	39.0	13	8.2	4	2.5	2	1.3	23
101 - Have students compare and classify content.	59	37.3	68	43.0	23	14.6	5	3.2	3	1.9	24
102 - Have students construct metaphors and analogies.	19	12.5	42	27.6	54	35.5	24	15.8	13	8.6	30
103 - Provide specific feedback on the homework assigned to students.	71	49.3	40	27.8	17	11.8	4	2.8	12	8.3	38
104 - Incorporate information about careers in my instruction.	51	32.7	49	31.4	36	23.1	15	9.6	5	3.2	26