

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

<b>School Guidance Counselor</b>		
<b>fac1a</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	18	94.74
<b>YES</b>	1	5.26

<b>Library Media Specialist</b>		
<b>fac1b</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	18	94.74
<b>YES</b>	1	5.26

<b>Special Education Teacher</b>		
<b>fac1c</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	16	84.21
<b>YES</b>	3	15.79

<b>Classroom Teacher</b>		
<b>fac1d</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	9	47.37
<b>YES</b>	10	52.63

<b>Administrator</b>		
<b>fac1e</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	18	94.74
<b>YES</b>	1	5.26

<b>Other Certificated Faculty</b>		
<b>fac1f</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	15	78.95
<b>YES</b>	4	21.05

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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	4	22.2	11	61.1	3	16.7	0	0.0	0	0.0	1
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	6	31.6	12	63.2	0	0.0	1	5.3	0	0.0	0
4 - I emphasize the importance of effort with students	9	52.9	8	47.1	0	0.0	0	0.0	0	0.0	2
5 - In our school, there is adequate support for classroom teachers to address special education students' IEP goals	10	55.6	8	44.4	0	0.0	0	0.0	0	0.0	1
6 - There is adequate collaboration between special education staff and classroom teachers in our school	7	36.8	11	57.9	1	5.3	0	0.0	0	0.0	0
7 - There is adequate professional development for teachers working with special education students in our school	5	27.8	12	66.7	1	5.6	0	0.0	0	0.0	1
8 - My school's administration protects instructional time available to teachers from interruptions.	7	36.8	11	57.9	1	5.3	0	0.0	0	0.0	0
9 - Our principal uses classroom management as part of our evaluation	8	44.4	6	33.3	3	16.7	0	0.0	1	5.6	1
10 - Clear rules that promote good behavior are enforced in our school	8	42.1	10	52.6	1	5.3	0	0.0	0	0.0	0
11 - Clear rules regarding behavior have been established in my classroom	12	70.6	5	29.4	0	0.0	0	0.0	0	0.0	2
12 - Educators in our school use effective practices to promote positive behavior	7	36.8	11	57.9	1	5.3	0	0.0	0	0.0	0
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	7	36.8	11	57.9	1	5.3	0	0.0	0	0.0	0
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	7	36.8	11	57.9	0	0.0	1	5.3	0	0.0	0
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	4	22.2	10	55.6	3	16.7	1	5.6	0	0.0	1
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	4	22.2	6	33.3	5	27.8	3	16.7	0	0.0	1
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	4	22.2	11	61.1	2	11.1	1	5.6	0	0.0	1
18 - Effective vehicles are in place for parents and community to communicate with the school	8	42.1	10	52.6	1	5.3	0	0.0	0	0.0	0
19 - In our school we communicate effectively to parents and the community	8	42.1	11	57.9	0	0.0	0	0.0	0	0.0	0
20 - Parents are encouraged to discuss their child's educational needs with the school	7	38.9	10	55.6	0	0.0	1	5.6	0	0.0	1
21 - I routinely analyze disaggregated student data and use it to plan my instruction	1	6.3	11	68.8	4	25.0	0	0.0	0	0.0	3

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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	5	29.4	11	64.7	1	5.9	0	0.0	0	0.0	2
23 - My school administers assessments throughout the school year that are used to guide instruction	2	12.5	12	75.0	2	12.5	0	0.0	0	0.0	3
24 - My school uses assessment data to evaluate and align the curriculum	9	52.9	8	47.1	0	0.0	0	0.0	0	0.0	2
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	5	27.8	12	66.7	1	5.6	0	0.0	0	0.0	1
26 - Student opinions are valued by teachers and administrators	5	26.3	14	73.7	0	0.0	0	0.0	0	0.0	0
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	4	22.2	9	50.0	5	27.8	0	0.0	0	0.0	1
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	3	15.8	13	68.4	2	10.5	1	5.3	0	0.0	0
29 - Individual student differences are appreciated at our school	6	31.6	11	57.9	1	5.3	1	5.3	0	0.0	0
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	4	22.2	10	55.6	4	22.2	0	0.0	0	0.0	1
31 - In our school teachers are encouraged to be instructional leaders	7	36.8	11	57.9	1	5.3	0	0.0	0	0.0	0
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	5	26.3	11	57.9	2	10.5	0	0.0	1	5.3	0
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	5	26.3	11	57.9	2	10.5	0	0.0	1	5.3	0
34 - Our principal identifies issues in the school that could potentially become problems	6	31.6	12	63.2	0	0.0	0	0.0	1	5.3	0
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	4	22.2	9	50.0	3	16.7	2	11.1	0	0.0	1
36 - Our school teaches and reinforces student self-discipline and responsibility	6	31.6	11	57.9	1	5.3	1	5.3	0	0.0	0
37 - Students who are prone to violence are systematically identified	3	17.6	11	64.7	3	17.6	0	0.0	0	0.0	2
38 - Our school promotes an environment of mutual respect among students	5	26.3	12	63.2	2	10.5	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	4	22.2	14	77.8	0	0.0	0	0.0	0	0.0	1
40 - My school systematically ensures that teachers address essential content	4	22.2	11	61.1	2	11.1	1	5.6	0	0.0	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	3	18.8	9	56.3	4	25.0	0	0.0	0	0.0	3
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	6	37.5	9	56.3	1	6.3	0	0.0	0	0.0	3
43 - Our principal promotes innovation	3	16.7	11	61.1	3	16.7	0	0.0	1	5.6	1
44 - I have the skills necessary to meet the needs of all learners in my classroom	8	47.1	9	52.9	0	0.0	0	0.0	0	0.0	2
45 - I believe that I can positively impact student performance	11	64.7	6	35.3	0	0.0	0	0.0	0	0.0	2
46 - I have received violence prevention training	1	6.7	8	53.3	3	20.0	2	13.3	1	6.7	4
47 - Our professional development improves student achievement	3	17.6	12	70.6	2	11.8	0	0.0	0	0.0	2
48 - I have received adequate training in using computers and other technology to support my work with students	3	17.6	13	76.5	1	5.9	0	0.0	0	0.0	2
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	5	29.4	10	58.8	2	11.8	0	0.0	0	0.0	2
50 - I have received professional development on differentiating instruction for learners	6	35.3	7	41.2	2	11.8	2	11.8	0	0.0	2
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	5	41.7	4	33.3	3	25.0	0	0.0	0	0.0	7
52 - Students are held accountable for doing quality work	7	36.8	10	52.6	2	10.5	0	0.0	0	0.0	0
53 - The mission of this school is clearly defined	8	42.1	11	57.9	0	0.0	0	0.0	0	0.0	0
54 - All staff in our school hold high expectations for student learning	6	31.6	11	57.9	1	5.3	1	5.3	0	0.0	0
55 - There are open channels of communication among students, staff and administrators	5	26.3	11	57.9	2	10.5	1	5.3	0	0.0	0
56 - There are avenues for recognizing and rewarding the accomplishments of all students	5	27.8	12	66.7	1	5.6	0	0.0	0	0.0	1
57 - There are sufficient library media materials to support my program	5	29.4	11	64.7	1	5.9	0	0.0	0	0.0	2
58 - Career-Technical education is an essential part of the district's program of studies	1	9.1	5	45.5	4	36.4	1	9.1	0	0.0	8
59 - I feel safe at this school	8	42.1	10	52.6	0	0.0	1	5.3	0	0.0	0
60 - The library media center materials are current and in good condition	4	23.5	12	70.6	1	5.9	0	0.0	0	0.0	2
61 - In our community, people tend to trust each other	5	27.8	11	61.1	1	5.6	1	5.6	0	0.0	1
62 - My professional development has improved the way I teach	7	41.2	9	52.9	1	5.9	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	5	31.3	10	62.5	1	6.3	0	0.0	0	0.0	3
64 - My school views parents as partners in the educational process	8	42.1	11	57.9	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	4	22.2	10	55.6	3	16.7	1	5.6	0	0.0	1
66 - The board has high expectations for student achievement	8	42.1	9	47.4	1	5.3	0	0.0	1	5.3	0
67 - Students are treated fairly in this school	7	36.8	11	57.9	1	5.3	0	0.0	0	0.0	0
68 - The community is proud of this school	11	57.9	8	42.1	0	0.0	0	0.0	0	0.0	0
69 - This school makes students feel they belong	8	42.1	11	57.9	0	0.0	0	0.0	0	0.0	0
70 - If students in this school have a problem, teachers will listen and help	9	47.4	10	52.6	0	0.0	0	0.0	0	0.0	0
71 - I usually look forward to each working day as a teacher	5	29.4	11	64.7	1	5.9	0	0.0	0	0.0	2
72 - Discipline is handled fairly in this school	4	21.1	12	63.2	3	15.8	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	4	25.0	9	56.3	3	18.8	0	0.0	0	0.0	3
74 - The librarian/media specialist requests my input into the selection of resources	4	25.0	12	75.0	0	0.0	0	0.0	0	0.0	3
75 - There is adequate instruction in the use of library and media resources for classes and individual students	4	23.5	11	64.7	2	11.8	0	0.0	0	0.0	2
76 - There is systematic collaboration across subject areas in our building	5	27.8	11	61.1	1	5.6	1	5.6	0	0.0	1
77 - Individual counseling services are available to students	5	26.3	12	63.2	1	5.3	1	5.3	0	0.0	0
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	4	21.1	13	68.4	2	10.5	0	0.0	0	0.0	0
79 - The community provides enough money to adequately provide quality educational programs to children	3	15.8	12	63.2	3	15.8	1	5.3	0	0.0	0
80 - Overall, my school building is in good condition	3	15.8	16	84.2	0	0.0	0	0.0	0	0.0	0
81 - If I had a chance to choose all over again, I would still choose teaching as a career	5	31.3	6	37.5	4	25.0	1	6.3	0	0.0	3
82 - There is systematic collaboration between the academic and career education programs in our district.	4	30.8	8	61.5	1	7.7	0	0.0	0	0.0	6

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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>	4	25.00
<b>1/2 hour or less</b>	10	62.50
<b>1 hour</b>	2	12.50

*Frequency Missing = 3*

<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.	1	7.1	2	14.3	8	57.1	2	14.3	1	7.1	5
85 - I assess the level of prior knowledge of all students before initiating instruction.	7	41.2	9	52.9	1	5.9	0	0.0	0	0.0	2
86 - Organize students into flexible groups based on their understanding of the content and skill level.	3	18.8	8	50.0	4	25.0	1	6.3	0	0.0	3
87 - Begin instructional units by presenting students with clear learning goals.	8	50.0	7	43.8	1	6.3	0	0.0	0	0.0	3
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	5	31.3	3	18.8	5	31.3	2	12.5	1	6.3	3
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	9	56.3	6	37.5	1	6.3	0	0.0	0	0.0	3
90 - Have students keep track of their own performance on the learning goals.	5	31.3	3	18.8	7	43.8	1	6.3	0	0.0	3
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	3	18.8	4	25.0	6	37.5	3	18.8	0	0.0	3
92 - Make use of cooperative learning groups.	6	35.3	9	52.9	1	5.9	1	5.9	0	0.0	2
93 - Have students construct verbal or written summaries of new content.	6	40.0	6	40.0	1	6.7	2	13.3	0	0.0	4
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	8	47.1	6	35.3	3	17.6	0	0.0	0	0.0	2
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	10	58.8	6	35.3	1	5.9	0	0.0	0	0.0	2
96 - I alter instructional strategies when students are having difficulty learning the material.	13	76.5	3	17.6	1	5.9	0	0.0	0	0.0	2
97 - Model or demonstrate important skills or procedures.	12	70.6	5	29.4	0	0.0	0	0.0	0	0.0	2
98 - Incorporate contextual/real life learning in the classroom.	10	58.8	7	41.2	0	0.0	0	0.0	0	0.0	2
99 - Incorporate problem solving instructional activities in the classroom.	9	52.9	7	41.2	1	5.9	0	0.0	0	0.0	2

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

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Question	Regularly		Often		Occasionally		Rarely		Not at all		Number Missing
	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.	8	47.1	9	52.9	0	0.0	0	0.0	0	0.0	2
101 - Have students compare and classify content.	5	35.7	5	35.7	3	21.4	1	7.1	0	0.0	5
102 - Have students construct metaphors and analogies.	2	14.3	3	21.4	6	42.9	3	21.4	0	0.0	5
103 - Provide specific feedback on the homework assigned to students.	7	46.7	6	40.0	1	6.7	1	6.7	0	0.0	4
104 - Incorporate information about careers in my instruction.	3	20.0	3	20.0	7	46.7	2	13.3	0	0.0	4