

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

<b>School Guidance Counselor</b>		
<b>fac1a</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	35	94.59
<b>YES</b>	2	5.41

<b>Library Media Specialist</b>		
<b>fac1b</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	36	97.30
<b>YES</b>	1	2.70

<b>Special Education Teacher</b>		
<b>fac1c</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	34	91.89
<b>YES</b>	3	8.11

<b>Classroom Teacher</b>		
<b>fac1d</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	12	32.43
<b>YES</b>	25	67.57

<b>Administrator</b>		
<b>fac1e</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	34	91.89
<b>YES</b>	3	8.11

<b>Other Certificated Faculty</b>		
<b>fac1f</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	33	89.19
<b>YES</b>	4	10.81

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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	16	43.2	18	48.6	2	5.4	1	2.7	0	0.0	0
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	19	51.4	14	37.8	2	5.4	2	5.4	0	0.0	0
4 - I emphasize the importance of effort with students	34	91.9	3	8.1	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	15	40.5	17	45.9	3	8.1	2	5.4	0	0.0	0
6 - There is adequate collaboration between special education staff and classroom teachers in our school	16	43.2	16	43.2	5	13.5	0	0.0	0	0.0	0
7 - There is adequate professional development for teachers working with special education students in our school	17	45.9	17	45.9	3	8.1	0	0.0	0	0.0	0
8 - My school's administration protects instructional time available to teachers from interruptions.	17	45.9	15	40.5	2	5.4	3	8.1	0	0.0	0
9 - Our principal uses classroom management as part of our evaluation	14	37.8	18	48.6	3	8.1	2	5.4	0	0.0	0
10 - Clear rules that promote good behavior are enforced in our school	9	24.3	23	62.2	3	8.1	2	5.4	0	0.0	0
11 - Clear rules regarding behavior have been established in my classroom	23	65.7	12	34.3	0	0.0	0	0.0	0	0.0	2
12 - Educators in our school use effective practices to promote positive behavior	18	48.6	18	48.6	1	2.7	0	0.0	0	0.0	0
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	12	32.4	22	59.5	2	5.4	1	2.7	0	0.0	0
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	14	37.8	19	51.4	3	8.1	1	2.7	0	0.0	0
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	8	21.6	26	70.3	2	5.4	1	2.7	0	0.0	0
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	16	43.2	17	45.9	1	2.7	3	8.1	0	0.0	0
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	19	51.4	18	48.6	0	0.0	0	0.0	0	0.0	0
18 - Effective vehicles are in place for parents and community to communicate with the school	19	51.4	16	43.2	1	2.7	1	2.7	0	0.0	0
19 - In our school we communicate effectively to parents and the community	14	37.8	21	56.8	1	2.7	1	2.7	0	0.0	0
20 - Parents are encouraged to discuss their child's educational needs with the school	22	61.1	14	38.9	0	0.0	0	0.0	0	0.0	1
21 - I routinely analyze disaggregated student data and use it to plan my instruction	12	35.3	19	55.9	2	5.9	1	2.9	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	17	48.6	18	51.4	0	0.0	0	0.0	0	0.0	2
23 - My school administers assessments throughout the school year that are used to guide instruction	21	56.8	13	35.1	1	2.7	2	5.4	0	0.0	0
24 - My school uses assessment data to evaluate and align the curriculum	23	62.2	14	37.8	0	0.0	0	0.0	0	0.0	0
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	13	35.1	21	56.8	3	8.1	0	0.0	0	0.0	0
26 - Student opinions are valued by teachers and administrators	9	24.3	23	62.2	4	10.8	1	2.7	0	0.0	0
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	7	18.9	20	54.1	9	24.3	1	2.7	0	0.0	0
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	13	36.1	21	58.3	1	2.8	1	2.8	0	0.0	1
29 - Individual student differences are appreciated at our school	11	29.7	21	56.8	4	10.8	1	2.7	0	0.0	0
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	7	19.4	20	55.6	6	16.7	2	5.6	1	2.8	1
31 - In our school teachers are encouraged to be instructional leaders	23	62.2	13	35.1	0	0.0	1	2.7	0	0.0	0
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	7	18.9	22	59.5	3	8.1	4	10.8	1	2.7	0
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	8	21.6	19	51.4	4	10.8	5	13.5	1	2.7	0
34 - Our principal identifies issues in the school that could potentially become problems	8	21.6	20	54.1	6	16.2	3	8.1	0	0.0	0
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	2	5.4	21	56.8	7	18.9	5	13.5	2	5.4	0
36 - Our school teaches and reinforces student self-discipline and responsibility	8	21.6	25	67.6	2	5.4	2	5.4	0	0.0	0
37 - Students who are prone to violence are systematically identified	5	14.7	21	61.8	6	17.6	2	5.9	0	0.0	3
38 - Our school promotes an environment of mutual respect among students	14	37.8	21	56.8	2	5.4	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	16	44.4	18	50.0	1	2.8	1	2.8	0	0.0	1
40 - My school systematically ensures that teachers address essential content	18	50.0	16	44.4	1	2.8	1	2.8	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	8	22.2	23	63.9	1	2.8	4	11.1	0	0.0	1
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	10	27.8	23	63.9	1	2.8	2	5.6	0	0.0	1
43 - Our principal promotes innovation	7	18.9	18	48.6	10	27.0	1	2.7	1	2.7	0
44 - I have the skills necessary to meet the needs of all learners in my classroom	18	50.0	18	50.0	0	0.0	0	0.0	0	0.0	1
45 - I believe that I can positively impact student performance	25	67.6	12	32.4	0	0.0	0	0.0	0	0.0	0
46 - I have received violence prevention training	17	47.2	16	44.4	2	5.6	1	2.8	0	0.0	1
47 - Our professional development improves student achievement	24	66.7	12	33.3	0	0.0	0	0.0	0	0.0	1
48 - I have received adequate training in using computers and other technology to support my work with students	14	37.8	19	51.4	3	8.1	1	2.7	0	0.0	0
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	26	70.3	11	29.7	0	0.0	0	0.0	0	0.0	0
50 - I have received professional development on differentiating instruction for learners	23	62.2	12	32.4	2	5.4	0	0.0	0	0.0	0
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	6	18.8	20	62.5	5	15.6	0	0.0	1	3.1	5
52 - Students are held accountable for doing quality work	10	27.0	23	62.2	2	5.4	2	5.4	0	0.0	0
53 - The mission of this school is clearly defined	17	45.9	18	48.6	0	0.0	2	5.4	0	0.0	0
54 - All staff in our school hold high expectations for student learning	18	48.6	16	43.2	3	8.1	0	0.0	0	0.0	0
55 - There are open channels of communication among students, staff and administrators	16	43.2	15	40.5	3	8.1	3	8.1	0	0.0	0
56 - There are avenues for recognizing and rewarding the accomplishments of all students	21	56.8	12	32.4	1	2.7	3	8.1	0	0.0	0
57 - There are sufficient library media materials to support my program	11	30.6	22	61.1	1	2.8	2	5.6	0	0.0	1
58 - Career-Technical education is an essential part of the district's program of studies	6	19.4	13	41.9	9	29.0	2	6.5	1	3.2	6
59 - I feel safe at this school	27	73.0	10	27.0	0	0.0	0	0.0	0	0.0	0
60 - The library media center materials are current and in good condition	11	29.7	22	59.5	3	8.1	1	2.7	0	0.0	0
61 - In our community, people tend to trust each other	8	21.6	21	56.8	4	10.8	4	10.8	0	0.0	0
62 - My professional development has improved the way I teach	22	61.1	14	38.9	0	0.0	0	0.0	0	0.0	1

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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	17	45.9	20	54.1	0	0.0	0	0.0	0	0.0	0
64 - My school views parents as partners in the educational process	21	56.8	15	40.5	1	2.7	0	0.0	0	0.0	0
65 - My school has created specific strategies to better involve parents in the education of their child	12	32.4	21	56.8	0	0.0	4	10.8	0	0.0	0
66 - The board has high expectations for student achievement	18	50.0	17	47.2	1	2.8	0	0.0	0	0.0	1
67 - Students are treated fairly in this school	14	37.8	18	48.6	3	8.1	2	5.4	0	0.0	0
68 - The community is proud of this school	12	33.3	19	52.8	4	11.1	1	2.8	0	0.0	1
69 - This school makes students feel they belong	15	40.5	22	59.5	0	0.0	0	0.0	0	0.0	0
70 - If students in this school have a problem, teachers will listen and help	20	54.1	16	43.2	1	2.7	0	0.0	0	0.0	0
71 - I usually look forward to each working day as a teacher	19	55.9	13	38.2	1	2.9	1	2.9	0	0.0	3
72 - Discipline is handled fairly in this school	5	13.5	24	64.9	3	8.1	4	10.8	1	2.7	0
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	13	36.1	20	55.6	2	5.6	1	2.8	0	0.0	1
74 - The librarian/media specialist requests my input into the selection of resources	19	52.8	16	44.4	1	2.8	0	0.0	0	0.0	1
75 - There is adequate instruction in the use of library and media resources for classes and individual students	14	38.9	20	55.6	1	2.8	1	2.8	0	0.0	1
76 - There is systematic collaboration across subject areas in our building	17	47.2	17	47.2	1	2.8	1	2.8	0	0.0	1
77 - Individual counseling services are available to students	17	47.2	16	44.4	2	5.6	1	2.8	0	0.0	1
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	15	40.5	19	51.4	2	5.4	1	2.7	0	0.0	0
79 - The community provides enough money to adequately provide quality educational programs to children	5	13.9	20	55.6	5	13.9	6	16.7	0	0.0	1
80 - Overall, my school building is in good condition	9	24.3	25	67.6	2	5.4	1	2.7	0	0.0	0
81 - If I had a chance to choose all over again, I would still choose teaching as a career	20	55.6	12	33.3	2	5.6	2	5.6	0	0.0	1
82 - There is systematic collaboration between the academic and career education programs in our district.	8	28.6	13	46.4	6	21.4	0	0.0	1	3.6	9

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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	23.53
<b>1/2 hour or less</b>	21	61.76
<b>1 hour</b>	5	14.71

*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.	8	22.9	10	28.6	14	40.0	2	5.7	1	2.9	2
85 - I assess the level of prior knowledge of all students before initiating instruction.	16	47.1	16	47.1	2	5.9	0	0.0	0	0.0	3
86 - Organize students into flexible groups based on their understanding of the content and skill level.	18	52.9	9	26.5	7	20.6	0	0.0	0	0.0	3
87 - Begin instructional units by presenting students with clear learning goals.	22	66.7	10	30.3	1	3.0	0	0.0	0	0.0	4
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	4	12.5	14	43.8	7	21.9	7	21.9	0	0.0	5
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	18	54.5	14	42.4	1	3.0	0	0.0	0	0.0	4
90 - Have students keep track of their own performance on the learning goals.	7	21.2	12	36.4	9	27.3	4	12.1	1	3.0	4
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	5	15.2	13	39.4	10	30.3	4	12.1	1	3.0	4
92 - Make use of cooperative learning groups.	17	50.0	13	38.2	4	11.8	0	0.0	0	0.0	3
93 - Have students construct verbal or written summaries of new content.	15	45.5	15	45.5	3	9.1	0	0.0	0	0.0	4
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	15	44.1	14	41.2	5	14.7	0	0.0	0	0.0	3
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	26	78.8	7	21.2	0	0.0	0	0.0	0	0.0	4
96 - I alter instructional strategies when students are having difficulty learning the material.	27	81.8	5	15.2	1	3.0	0	0.0	0	0.0	4
97 - Model or demonstrate important skills or procedures.	28	82.4	6	17.6	0	0.0	0	0.0	0	0.0	3
98 - Incorporate contextual/real life learning in the classroom.	24	70.6	9	26.5	1	2.9	0	0.0	0	0.0	3
99 - Incorporate problem solving instructional activities in the classroom.	22	64.7	10	29.4	2	5.9	0	0.0	0	0.0	3

*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.	23	71.9	8	25.0	1	3.1	0	0.0	0	0.0	5
101 - Have students compare and classify content.	18	56.3	11	34.4	3	9.4	0	0.0	0	0.0	5
102 - Have students construct metaphors and analogies.	2	6.5	11	35.5	13	41.9	5	16.1	0	0.0	6
103 - Provide specific feedback on the homework assigned to students.	20	64.5	9	29.0	2	6.5	0	0.0	0	0.0	6
104 - Incorporate information about careers in my instruction.	6	17.6	13	38.2	12	35.3	3	8.8	0	0.0	3