

*Cycle 4 Advance Questionnaire - Certificated Faculty  
Frequency Distribution Report  
SULLIVAN School District*

<b>School Guidance Counselor</b>		
<b>fac1a</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	156	96.89
<b>YES</b>	5	3.11

<b>Library Media Specialist</b>		
<b>fac1b</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	156	96.89
<b>YES</b>	5	3.11

<b>Special Education Teacher</b>		
<b>fac1c</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	139	86.34
<b>YES</b>	22	13.66

<b>Classroom Teacher</b>		
<b>fac1d</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	60	37.27
<b>YES</b>	101	62.73

<b>Administrator</b>		
<b>fac1e</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	149	92.55
<b>YES</b>	12	7.45

<b>Other Certificated Faculty</b>		
<b>fac1f</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	142	88.20
<b>YES</b>	19	11.80

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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	36	23.2	90	58.1	22	14.2	6	3.9	1	0.6	6
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	55	34.2	87	54.0	12	7.5	6	3.7	1	0.6	0
4 - I emphasize the importance of effort with students	114	70.8	43	26.7	3	1.9	0	0.0	1	0.6	0
5 - In our school, there is adequate support for classroom teachers to address special education students' IEP goals	47	29.4	82	51.3	18	11.3	12	7.5	1	0.6	1
6 - There is adequate collaboration between special education staff and classroom teachers in our school	33	21.0	83	52.9	23	14.6	16	10.2	2	1.3	4
7 - There is adequate professional development for teachers working with special education students in our school	28	18.3	68	44.4	39	25.5	16	10.5	2	1.3	8
8 - My school's administration protects instructional time available to teachers from interruptions.	63	39.1	67	41.6	16	9.9	14	8.7	1	0.6	0
9 - Our principal uses classroom management as part of our evaluation	78	49.1	75	47.2	4	2.5	1	0.6	1	0.6	2
10 - Clear rules that promote good behavior are enforced in our school	72	45.0	67	41.9	12	7.5	8	5.0	1	0.6	1
11 - Clear rules regarding behavior have been established in my classroom	95	65.1	47	32.2	3	2.1	0	0.0	1	0.7	15
12 - Educators in our school use effective practices to promote positive behavior	69	43.1	76	47.5	13	8.1	1	0.6	1	0.6	1
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	55	34.8	88	55.7	11	7.0	3	1.9	1	0.6	3
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	51	32.3	87	55.1	14	8.9	5	3.2	1	0.6	3
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	52	33.5	83	53.5	18	11.6	1	0.6	1	0.6	6
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	28	17.9	73	46.8	40	25.6	14	9.0	1	0.6	5
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	47	29.6	80	50.3	22	13.8	9	5.7	1	0.6	2
18 - Effective vehicles are in place for parents and community to communicate with the school	61	38.1	82	51.3	14	8.8	2	1.3	1	0.6	1
19 - In our school we communicate effectively to parents and the community	64	39.8	78	48.4	16	9.9	2	1.2	1	0.6	0
20 - Parents are encouraged to discuss their child's educational needs with the school	81	50.3	69	42.9	10	6.2	0	0.0	1	0.6	0
21 - I routinely analyze disaggregated student data and use it to plan my instruction	27	19.1	71	50.4	30	21.3	11	7.8	2	1.4	20

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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	43	27.9	90	58.4	16	10.4	4	2.6	1	0.6	7
23 - My school administers assessments throughout the school year that are used to guide instruction	43	28.7	80	53.3	21	14.0	5	3.3	1	0.7	11
24 - My school uses assessment data to evaluate and align the curriculum	61	39.1	78	50.0	12	7.7	4	2.6	1	0.6	5
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	37	23.3	88	55.3	24	15.1	8	5.0	2	1.3	2
26 - Student opinions are valued by teachers and administrators	45	28.3	92	57.9	20	12.6	1	0.6	1	0.6	2
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	28	18.5	60	39.7	49	32.5	13	8.6	1	0.7	10
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	44	28.2	80	51.3	25	16.0	5	3.2	2	1.3	5
29 - Individual student differences are appreciated at our school	48	30.4	79	50.0	20	12.7	9	5.7	2	1.3	3
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	21	14.3	60	40.8	47	32.0	16	10.9	3	2.0	14
31 - In our school teachers are encouraged to be instructional leaders	69	43.4	80	50.3	5	3.1	4	2.5	1	0.6	2
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	72	45.3	78	49.1	6	3.8	2	1.3	1	0.6	2
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	68	43.9	77	49.7	6	3.9	3	1.9	1	0.6	6
34 - Our principal identifies issues in the school that could potentially become problems	66	42.3	72	46.2	10	6.4	6	3.8	2	1.3	5
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	58	37.2	73	46.8	18	11.5	6	3.8	1	0.6	5
36 - Our school teaches and reinforces student self-discipline and responsibility	50	31.8	86	54.8	14	8.9	6	3.8	1	0.6	4
37 - Students who are prone to violence are systematically identified	27	18.6	72	49.7	35	24.1	10	6.9	1	0.7	16
38 - Our school promotes an environment of mutual respect among students	60	38.0	79	50.0	9	5.7	9	5.7	1	0.6	3
39 - The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers	50	32.7	75	49.0	20	13.1	6	3.9	2	1.3	8
40 - My school systematically ensures that teachers address essential content	60	38.2	76	48.4	15	9.6	5	3.2	1	0.6	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	30	20.4	72	49.0	20	13.6	21	14.3	4	2.7	14
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	29	19.3	83	55.3	21	14.0	14	9.3	3	2.0	11
43 - Our principal promotes innovation	54	34.8	75	48.4	20	12.9	5	3.2	1	0.6	6
44 - I have the skills necessary to meet the needs of all learners in my classroom	58	39.2	72	48.6	9	6.1	8	5.4	1	0.7	13
45 - I believe that I can positively impact student performance	93	58.9	63	39.9	1	0.6	0	0.0	1	0.6	3
46 - I have received violence prevention training	18	11.7	51	33.1	33	21.4	41	26.6	11	7.1	7
47 - Our professional development improves student achievement	49	31.6	70	45.2	26	16.8	9	5.8	1	0.6	6
48 - I have received adequate training in using computers and other technology to support my work with students	59	37.6	73	46.5	15	9.6	9	5.7	1	0.6	4
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	57	37.0	82	53.2	13	8.4	1	0.6	1	0.6	7
50 - I have received professional development on differentiating instruction for learners	46	29.7	92	59.4	11	7.1	5	3.2	1	0.6	6
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	27	19.4	69	49.6	32	23.0	10	7.2	1	0.7	22
52 - Students are held accountable for doing quality work	49	31.0	84	53.2	17	10.8	7	4.4	1	0.6	3
53 - The mission of this school is clearly defined	52	33.1	84	53.5	17	10.8	3	1.9	1	0.6	4
54 - All staff in our school hold high expectations for student learning	53	33.3	88	55.3	9	5.7	8	5.0	1	0.6	2
55 - There are open channels of communication among students, staff and administrators	47	29.7	93	58.9	13	8.2	3	1.9	2	1.3	3
56 - There are avenues for recognizing and rewarding the accomplishments of all students	60	38.0	88	55.7	7	4.4	2	1.3	1	0.6	3
57 - There are sufficient library media materials to support my program	37	23.9	82	52.9	19	12.3	14	9.0	3	1.9	6
58 - Career-Technical education is an essential part of the district's program of studies	33	25.2	59	45.0	29	22.1	5	3.8	5	3.8	30
59 - I feel safe at this school	86	53.4	65	40.4	9	5.6	0	0.0	1	0.6	0
60 - The library media center materials are current and in good condition	50	31.8	79	50.3	16	10.2	8	5.1	4	2.5	4
61 - In our community, people tend to trust each other	38	23.8	90	56.3	22	13.8	8	5.0	2	1.3	1
62 - My professional development has improved the way I teach	48	31.6	84	55.3	16	10.5	3	2.0	1	0.7	9

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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	49	31.2	84	53.5	18	11.5	5	3.2	1	0.6	4
64 - My school views parents as partners in the educational process	58	36.7	87	55.1	12	7.6	0	0.0	1	0.6	3
65 - My school has created specific strategies to better involve parents in the education of their child	41	26.5	78	50.3	27	17.4	8	5.2	1	0.6	6
66 - The board has high expectations for student achievement	78	50.0	67	42.9	9	5.8	1	0.6	1	0.6	5
67 - Students are treated fairly in this school	61	38.4	80	50.3	11	6.9	5	3.1	2	1.3	2
68 - The community is proud of this school	71	44.4	84	52.5	4	2.5	0	0.0	1	0.6	1
69 - This school makes students feel they belong	65	40.9	77	48.4	15	9.4	1	0.6	1	0.6	2
70 - If students in this school have a problem, teachers will listen and help	69	43.1	80	50.0	10	6.3	0	0.0	1	0.6	1
71 - I usually look forward to each working day as a teacher	69	45.1	69	45.1	8	5.2	6	3.9	1	0.7	8
72 - Discipline is handled fairly in this school	44	27.7	87	54.7	10	6.3	13	8.2	5	3.1	2
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	38	25.7	72	48.6	20	13.5	16	10.8	2	1.4	13
74 - The librarian/media specialist requests my input into the selection of resources	53	34.6	80	52.3	9	5.9	8	5.2	3	2.0	8
75 - There is adequate instruction in the use of library and media resources for classes and individual students	45	29.4	82	53.6	16	10.5	8	5.2	2	1.3	8
76 - There is systematic collaboration across subject areas in our building	33	22.3	67	45.3	24	16.2	23	15.5	1	0.7	13
77 - Individual counseling services are available to students	69	43.1	81	50.6	5	3.1	4	2.5	1	0.6	1
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	46	30.9	83	55.7	17	11.4	2	1.3	1	0.7	12
79 - The community provides enough money to adequately provide quality educational programs to children	41	26.6	81	52.6	24	15.6	6	3.9	2	1.3	7
80 - Overall, my school building is in good condition	66	41.3	84	52.5	8	5.0	1	0.6	1	0.6	1
81 - If I had a chance to choose all over again, I would still choose teaching as a career	82	51.6	56	35.2	12	7.5	5	3.1	4	2.5	2
82 - There is systematic collaboration between the academic and career education programs in our district.	25	19.2	56	43.1	35	26.9	12	9.2	2	1.5	31

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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>	32	23.02
<b>1/2 hour or less</b>	89	64.03
<b>1 hour</b>	18	12.95

*Frequency Missing = 22*

<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.	30	22.6	31	23.3	43	32.3	16	12.0	13	9.8	28
85 - I assess the level of prior knowledge of all students before initiating instruction.	59	41.0	61	42.4	20	13.9	2	1.4	2	1.4	17
86 - Organize students into flexible groups based on their understanding of the content and skill level.	55	39.3	43	30.7	32	22.9	8	5.7	2	1.4	21
87 - Begin instructional units by presenting students with clear learning goals.	69	47.9	60	41.7	12	8.3	2	1.4	1	0.7	17
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	23	16.7	46	33.3	36	26.1	26	18.8	7	5.1	23
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	62	43.1	63	43.8	13	9.0	4	2.8	2	1.4	17
90 - Have students keep track of their own performance on the learning goals.	23	16.2	50	35.2	37	26.1	24	16.9	8	5.6	19
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	22	16.1	38	27.7	41	29.9	27	19.7	9	6.6	24
92 - Make use of cooperative learning groups.	60	42.3	49	34.5	27	19.0	5	3.5	1	0.7	19
93 - Have students construct verbal or written summaries of new content.	35	25.7	50	36.8	29	21.3	14	10.3	8	5.9	25
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	52	37.4	52	37.4	21	15.1	10	7.2	4	2.9	22
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	81	56.3	55	38.2	7	4.9	0	0.0	1	0.7	17
96 - I alter instructional strategies when students are having difficulty learning the material.	96	65.8	40	27.4	9	6.2	0	0.0	1	0.7	15
97 - Model or demonstrate important skills or procedures.	113	76.9	32	21.8	1	0.7	0	0.0	1	0.7	14
98 - Incorporate contextual/real life learning in the classroom.	87	61.7	44	31.2	8	5.7	1	0.7	1	0.7	20

*Data Collected in Fall, 2006*  
*Tables Generated January 09, 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.	81	56.6	47	32.9	10	7.0	4	2.8	1	0.7	18
100 - Have students revise and correct errors in their work as a way of reviewing and revising content.	63	45.7	45	32.6	26	18.8	3	2.2	1	0.7	23
101 - Have students compare and classify content.	49	36.0	60	44.1	22	16.2	2	1.5	3	2.2	25
102 - Have students construct metaphors and analogies.	23	16.7	26	18.8	48	34.8	22	15.9	19	13.8	23
103 - Provide specific feedback on the homework assigned to students.	65	47.8	48	35.3	11	8.1	4	2.9	8	5.9	25
104 - Incorporate information about careers in my instruction.	35	26.1	36	26.9	45	33.6	11	8.2	7	5.2	27