

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

School Guidance Counselor		
fac1a	Frequency	Percent
NO	156	97.50
YES	4	2.50

Library Media Specialist		
fac1b	Frequency	Percent
NO	157	98.13
YES	3	1.88

Special Education Teacher		
fac1c	Frequency	Percent
NO	144	90.00
YES	16	10.00

Classroom Teacher		
fac1d	Frequency	Percent
NO	49	30.63
YES	111	69.38

Administrator		
fac1e	Frequency	Percent
NO	150	93.75
YES	10	6.25

Other Certificated Faculty		
fac1f	Frequency	Percent
NO	142	88.75
YES	18	11.25

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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	19	12.2	95	60.9	29	18.6	13	8.3	0	0.0	4
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	21	13.2	70	44.0	28	17.6	34	21.4	6	3.8	1
4 - I emphasize the importance of effort with students	105	65.6	52	32.5	2	1.3	1	0.6	0	0.0	0
5 - In our school, there is adequate support for classroom teachers to address special education students' IEP goals	21	13.5	60	38.7	25	16.1	39	25.2	10	6.5	5
6 - There is adequate collaboration between special education staff and classroom teachers in our school	16	10.3	58	37.4	24	15.5	46	29.7	11	7.1	5
7 - There is adequate professional development for teachers working with special education students in our school	13	8.5	56	36.6	31	20.3	40	26.1	13	8.5	7
8 - My school's administration protects instructional time available to teachers from interruptions.	15	9.4	54	33.8	35	21.9	49	30.6	7	4.4	0
9 - Our principal uses classroom management as part of our evaluation	27	18.0	69	46.0	39	26.0	9	6.0	6	4.0	10
10 - Clear rules that promote good behavior are enforced in our school	23	14.5	77	48.4	29	18.2	22	13.8	8	5.0	1
11 - Clear rules regarding behavior have been established in my classroom	90	59.6	53	35.1	8	5.3	0	0.0	0	0.0	9
12 - Educators in our school use effective practices to promote positive behavior	23	14.6	101	63.9	18	11.4	14	8.9	2	1.3	2
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	21	13.5	86	55.1	27	17.3	19	12.2	3	1.9	4
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	22	13.9	80	50.6	25	15.8	25	15.8	6	3.8	2
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	17	10.8	58	36.9	41	26.1	29	18.5	12	7.6	3
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	11	7.1	71	45.5	29	18.6	39	25.0	6	3.8	4
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	18	11.5	80	51.3	28	17.9	28	17.9	2	1.3	4
18 - Effective vehicles are in place for parents and community to communicate with the school	32	20.3	87	55.1	29	18.4	10	6.3	0	0.0	2
19 - In our school we communicate effectively to parents and the community	25	15.7	76	47.8	40	25.2	18	11.3	0	0.0	1
20 - Parents are encouraged to discuss their child's educational needs with the school	44	28.0	93	59.2	11	7.0	8	5.1	1	0.6	3
21 - I routinely analyze disaggregated student data and use it to plan my instruction	19	13.3	60	42.0	39	27.3	19	13.3	6	4.2	17

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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	27	18.2	82	55.4	23	15.5	14	9.5	2	1.4	12
23 - My school administers assessments throughout the school year that are used to guide instruction	17	11.5	73	49.3	34	23.0	20	13.5	4	2.7	12
24 - My school uses assessment data to evaluate and align the curriculum	22	14.4	91	59.5	26	17.0	10	6.5	4	2.6	7
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	24	15.3	87	55.4	27	17.2	17	10.8	2	1.3	3
26 - Student opinions are valued by teachers and administrators	20	12.8	86	55.1	32	20.5	18	11.5	0	0.0	4
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	10	6.9	42	29.2	49	34.0	40	27.8	3	2.1	16
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	25	15.8	89	56.3	32	20.3	11	7.0	1	0.6	2
29 - Individual student differences are appreciated at our school	24	15.3	81	51.6	34	21.7	18	11.5	0	0.0	3
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	16	11.3	51	35.9	41	28.9	28	19.7	6	4.2	18
31 - In our school teachers are encouraged to be instructional leaders	42	27.5	91	59.5	13	8.5	6	3.9	1	0.7	7
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	30	19.6	60	39.2	29	19.0	24	15.7	10	6.5	7
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	21	13.5	59	38.1	35	22.6	30	19.4	10	6.5	5
34 - Our principal identifies issues in the school that could potentially become problems	22	14.3	58	37.7	35	22.7	27	17.5	12	7.8	6
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	25	16.3	67	43.8	29	19.0	26	17.0	6	3.9	7
36 - Our school teaches and reinforces student self-discipline and responsibility	17	11.0	77	50.0	28	18.2	27	17.5	5	3.2	6
37 - Students who are prone to violence are systematically identified	9	6.0	67	45.0	43	28.9	27	18.1	3	2.0	11
38 - Our school promotes an environment of mutual respect among students	23	14.8	89	57.4	27	17.4	14	9.0	2	1.3	5
39 - The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers	14	9.5	71	48.0	31	20.9	29	19.6	3	2.0	12
40 - My school systematically ensures that teachers address essential content	21	14.0	73	48.7	26	17.3	28	18.7	2	1.3	10

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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	6	4.2	62	43.4	38	26.6	33	23.1	4	2.8	17
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	10	7.1	71	50.7	27	19.3	29	20.7	3	2.1	20
43 - Our principal promotes innovation	31	20.4	60	39.5	36	23.7	19	12.5	6	3.9	8
44 - I have the skills necessary to meet the needs of all learners in my classroom	35	23.2	77	51.0	17	11.3	21	13.9	1	0.7	9
45 - I believe that I can positively impact student performance	81	52.3	71	45.8	3	1.9	0	0.0	0	0.0	5
46 - I have received violence prevention training	37	23.3	68	42.8	13	8.2	31	19.5	10	6.3	1
47 - Our professional development improves student achievement	34	21.5	75	47.5	31	19.6	17	10.8	1	0.6	2
48 - I have received adequate training in using computers and other technology to support my work with students	23	14.6	67	42.4	13	8.2	48	30.4	7	4.4	2
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	55	35.0	80	51.0	17	10.8	4	2.5	1	0.6	3
50 - I have received professional development on differentiating instruction for learners	33	21.2	90	57.7	11	7.1	18	11.5	4	2.6	4
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	16	10.9	67	45.6	35	23.8	27	18.4	2	1.4	13
52 - Students are held accountable for doing quality work	19	12.1	89	56.7	22	14.0	21	13.4	6	3.8	3
53 - The mission of this school is clearly defined	39	24.5	89	56.0	23	14.5	8	5.0	0	0.0	1
54 - All staff in our school hold high expectations for student learning	30	19.0	82	51.9	18	11.4	24	15.2	4	2.5	2
55 - There are open channels of communication among students, staff and administrators	19	12.0	67	42.4	31	19.6	35	22.2	6	3.8	2
56 - There are avenues for recognizing and rewarding the accomplishments of all students	20	12.5	90	56.3	30	18.8	18	11.3	2	1.3	0
57 - There are sufficient library media materials to support my program	19	12.7	74	49.3	21	14.0	30	20.0	6	4.0	10
58 - Career-Technical education is an essential part of the district's program of studies	44	30.8	61	42.7	29	20.3	7	4.9	2	1.4	17
59 - I feel safe at this school	42	26.3	92	57.5	16	10.0	7	4.4	3	1.9	0
60 - The library media center materials are current and in good condition	18	11.8	80	52.3	31	20.3	20	13.1	4	2.6	7
61 - In our community, people tend to trust each other	11	7.1	69	44.8	34	22.1	33	21.4	7	4.5	6
62 - My professional development has improved the way I teach	47	30.1	83	53.2	20	12.8	6	3.8	0	0.0	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	18	11.6	89	57.4	33	21.3	14	9.0	1	0.6	5
64 - My school views parents as partners in the educational process	33	21.0	87	55.4	20	12.7	15	9.6	2	1.3	3
65 - My school has created specific strategies to better involve parents in the education of their child	26	16.9	75	48.7	31	20.1	19	12.3	3	1.9	6
66 - The board has high expectations for student achievement	54	34.4	85	54.1	15	9.6	3	1.9	0	0.0	3
67 - Students are treated fairly in this school	23	14.6	92	58.2	23	14.6	18	11.4	2	1.3	2
68 - The community is proud of this school	12	7.7	73	47.1	45	29.0	24	15.5	1	0.6	5
69 - This school makes students feel they belong	23	14.9	89	57.8	30	19.5	11	7.1	1	0.6	6
70 - If students in this school have a problem, teachers will listen and help	40	25.3	95	60.1	20	12.7	3	1.9	0	0.0	2
71 - I usually look forward to each working day as a teacher	52	34.0	75	49.0	13	8.5	10	6.5	3	2.0	7
72 - Discipline is handled fairly in this school	18	11.7	75	48.7	24	15.6	33	21.4	4	2.6	6
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	17	11.3	61	40.7	36	24.0	29	19.3	7	4.7	10
74 - The librarian/media specialist requests my input into the selection of resources	42	28.4	63	42.6	27	18.2	10	6.8	6	4.1	12
75 - There is adequate instruction in the use of library and media resources for classes and individual students	24	16.6	60	41.4	36	24.8	23	15.9	2	1.4	15
76 - There is systematic collaboration across subject areas in our building	16	10.4	55	35.7	33	21.4	40	26.0	10	6.5	6
77 - Individual counseling services are available to students	36	22.8	104	65.8	11	7.0	5	3.2	2	1.3	2
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	28	19.6	93	65.0	19	13.3	2	1.4	1	0.7	17
79 - The community provides enough money to adequately provide quality educational programs to children	9	5.9	49	32.2	34	22.4	49	32.2	11	7.2	8
80 - Overall, my school building is in good condition	12	7.5	60	37.7	25	15.7	53	33.3	9	5.7	1
81 - If I had a chance to choose all over again, I would still choose teaching as a career	65	42.2	59	38.3	21	13.6	7	4.5	2	1.3	6
82 - There is systematic collaboration between the academic and career education programs in our district.	5	3.6	52	38.0	49	35.8	25	18.2	6	4.4	23

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How much homework time do you assign your students each day		
fac83	Frequency	Percent
Do not assign	56	40.58
1/2 hour or less	76	55.07
1 hour	5	3.62
2 hours	1	0.72

Frequency Missing = 22

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.	10	7.4	31	22.8	54	39.7	29	21.3	12	8.8	24
85 - I assess the level of prior knowledge of all students before initiating instruction.	50	34.2	63	43.2	25	17.1	6	4.1	2	1.4	14
86 - Organize students into flexible groups based on their understanding of the content and skill level.	38	27.0	49	34.8	31	22.0	16	11.3	7	5.0	19
87 - Begin instructional units by presenting students with clear learning goals.	62	41.9	69	46.6	10	6.8	4	2.7	3	2.0	12
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	17	12.1	42	30.0	33	23.6	31	22.1	17	12.1	20
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	58	40.6	51	35.7	20	14.0	12	8.4	2	1.4	17
90 - Have students keep track of their own performance on the learning goals.	22	16.2	31	22.8	36	26.5	27	19.9	20	14.7	24
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	20	15.2	27	20.5	36	27.3	28	21.2	21	15.9	28
92 - Make use of cooperative learning groups.	42	29.6	42	29.6	45	31.7	7	4.9	6	4.2	18
93 - Have students construct verbal or written summaries of new content.	35	24.6	48	33.8	36	25.4	12	8.5	11	7.7	18
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	54	37.2	50	34.5	25	17.2	8	5.5	8	5.5	15
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	97	67.4	37	25.7	7	4.9	2	1.4	1	0.7	16
96 - I alter instructional strategies when students are having difficulty learning the material.	88	59.1	52	34.9	4	2.7	4	2.7	1	0.7	11
97 - Model or demonstrate important skills or procedures.	118	78.1	30	19.9	2	1.3	0	0.0	1	0.7	9
98 - Incorporate contextual/real life learning in the classroom.	97	65.1	40	26.8	9	6.0	2	1.3	1	0.7	11

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

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	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
99 - Incorporate problem solving instructional activities in the classroom.	82	55.4	48	32.4	17	11.5	0	0.0	1	0.7	12
100 - Have students revise and correct errors in their work as a way of reviewing and revising content.	56	38.9	55	38.2	25	17.4	5	3.5	3	2.1	16
101 - Have students compare and classify content.	43	30.5	48	34.0	34	24.1	11	7.8	5	3.5	19
102 - Have students construct metaphors and analogies.	17	12.7	28	20.9	51	38.1	21	15.7	17	12.7	26
103 - Provide specific feedback on the homework assigned to students.	59	48.0	30	24.4	22	17.9	3	2.4	9	7.3	37
104 - Incorporate information about careers in my instruction.	43	29.9	34	23.6	45	31.3	19	13.2	3	2.1	16