

*Cycle 4 Advance Questionnaire - Certificated Faculty
Frequency Distribution Report
HILLSBORO R-III School District*

School Guidance Counselor		
fac1a	Frequency	Percent
NO	225	96.57
YES	8	3.43

Library Media Specialist		
fac1b	Frequency	Percent
NO	228	97.85
YES	5	2.15

Special Education Teacher		
fac1c	Frequency	Percent
NO	206	88.41
YES	27	11.59

Classroom Teacher		
fac1d	Frequency	Percent
NO	65	27.90
YES	168	72.10

Administrator		
fac1e	Frequency	Percent
NO	218	93.56
YES	15	6.44

Other Certificated Faculty		
fac1f	Frequency	Percent
NO	216	92.70
YES	17	7.30

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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	55	24.0	136	59.4	30	13.1	8	3.5	0	0.0	4
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	77	33.0	123	52.8	16	6.9	16	6.9	1	0.4	0
4 - I emphasize the importance of effort with students	184	80.0	44	19.1	2	0.9	0	0.0	0	0.0	3
5 - In our school, there is adequate support for classroom teachers to address special education students' IEP goals	59	25.5	104	45.0	29	12.6	37	16.0	2	0.9	2
6 - There is adequate collaboration between special education staff and classroom teachers in our school	60	26.0	93	40.3	39	16.9	37	16.0	2	0.9	2
7 - There is adequate professional development for teachers working with special education students in our school	30	13.2	89	39.0	60	26.3	43	18.9	6	2.6	5
8 - My school's administration protects instructional time available to teachers from interruptions.	38	16.5	112	48.7	33	14.3	37	16.1	10	4.3	3
9 - Our principal uses classroom management as part of our evaluation	77	34.1	126	55.8	23	10.2	0	0.0	0	0.0	7
10 - Clear rules that promote good behavior are enforced in our school	116	50.2	83	35.9	10	4.3	22	9.5	0	0.0	2
11 - Clear rules regarding behavior have been established in my classroom	166	74.4	53	23.8	2	0.9	2	0.9	0	0.0	10
12 - Educators in our school use effective practices to promote positive behavior	92	39.5	128	54.9	11	4.7	2	0.9	0	0.0	0
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	70	30.3	131	56.7	20	8.7	10	4.3	0	0.0	2
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	78	33.6	126	54.3	16	6.9	12	5.2	0	0.0	1
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	63	27.5	119	52.0	34	14.8	13	5.7	0	0.0	4
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	43	19.0	127	56.2	28	12.4	23	10.2	5	2.2	7
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	71	31.0	119	52.0	23	10.0	15	6.6	1	0.4	4
18 - Effective vehicles are in place for parents and community to communicate with the school	94	40.5	119	51.3	14	6.0	5	2.2	0	0.0	1
19 - In our school we communicate effectively to parents and the community	89	38.5	126	54.5	10	4.3	6	2.6	0	0.0	2
20 - Parents are encouraged to discuss their child's educational needs with the school	113	48.5	115	49.4	4	1.7	1	0.4	0	0.0	0
21 - I routinely analyze disaggregated student data and use it to plan my instruction	35	16.6	113	53.6	51	24.2	11	5.2	1	0.5	22

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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	63	28.5	120	54.3	24	10.9	14	6.3	0	0.0	12
23 - My school administers assessments throughout the school year that are used to guide instruction	67	29.6	126	55.8	29	12.8	4	1.8	0	0.0	7
24 - My school uses assessment data to evaluate and align the curriculum	70	30.6	130	56.8	21	9.2	8	3.5	0	0.0	4
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	69	30.1	116	50.7	32	14.0	12	5.2	0	0.0	4
26 - Student opinions are valued by teachers and administrators	48	20.7	141	60.8	34	14.7	9	3.9	0	0.0	1
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	27	13.4	90	44.6	60	29.7	25	12.4	0	0.0	31
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	56	25.1	113	50.7	35	15.7	17	7.6	2	0.9	10
29 - Individual student differences are appreciated at our school	59	25.5	136	58.9	22	9.5	13	5.6	1	0.4	2
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	37	17.8	102	49.0	48	23.1	18	8.7	3	1.4	25
31 - In our school teachers are encouraged to be instructional leaders	104	45.0	108	46.8	12	5.2	7	3.0	0	0.0	2
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	114	49.8	93	40.6	15	6.6	6	2.6	1	0.4	4
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	103	45.6	95	42.0	21	9.3	7	3.1	0	0.0	7
34 - Our principal identifies issues in the school that could potentially become problems	103	44.8	97	42.2	18	7.8	12	5.2	0	0.0	3
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	89	39.4	90	39.8	35	15.5	11	4.9	1	0.4	7
36 - Our school teaches and reinforces student self-discipline and responsibility	99	42.7	102	44.0	13	5.6	11	4.7	7	3.0	1
37 - Students who are prone to violence are systematically identified	44	20.4	106	49.1	41	19.0	23	10.6	2	0.9	17
38 - Our school promotes an environment of mutual respect among students	85	36.8	121	52.4	19	8.2	5	2.2	1	0.4	2
39 - The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers	77	34.2	118	52.4	23	10.2	7	3.1	0	0.0	8
40 - My school systematically ensures that teachers address essential content	98	43.2	101	44.5	22	9.7	6	2.6	0	0.0	6

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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	32	14.6	108	49.3	33	15.1	43	19.6	3	1.4	14
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	33	15.2	118	54.4	44	20.3	22	10.1	0	0.0	16
43 - Our principal promotes innovation	91	40.3	109	48.2	17	7.5	8	3.5	1	0.4	7
44 - I have the skills necessary to meet the needs of all learners in my classroom	100	45.2	100	45.2	13	5.9	7	3.2	1	0.5	12
45 - I believe that I can positively impact student performance	153	67.7	72	31.9	1	0.4	0	0.0	0	0.0	7
46 - I have received violence prevention training	37	17.1	48	22.1	47	21.7	67	30.9	18	8.3	16
47 - Our professional development improves student achievement	60	26.5	104	46.0	38	16.8	18	8.0	6	2.7	7
48 - I have received adequate training in using computers and other technology to support my work with students	72	31.7	102	44.9	30	13.2	20	8.8	3	1.3	6
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	83	36.4	114	50.0	24	10.5	5	2.2	2	0.9	5
50 - I have received professional development on differentiating instruction for learners	61	27.7	107	48.6	23	10.5	25	11.4	4	1.8	13
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	32	15.2	108	51.4	46	21.9	22	10.5	2	1.0	23
52 - Students are held accountable for doing quality work	56	24.1	127	54.7	21	9.1	23	9.9	5	2.2	1
53 - The mission of this school is clearly defined	91	39.4	112	48.5	24	10.4	3	1.3	1	0.4	2
54 - All staff in our school hold high expectations for student learning	73	31.7	116	50.4	24	10.4	16	7.0	1	0.4	3
55 - There are open channels of communication among students, staff and administrators	73	31.7	122	53.0	23	10.0	9	3.9	3	1.3	3
56 - There are avenues for recognizing and rewarding the accomplishments of all students	91	39.9	121	53.1	10	4.4	6	2.6	0	0.0	5
57 - There are sufficient library media materials to support my program	99	44.2	102	45.5	11	4.9	11	4.9	1	0.4	9
58 - Career-Technical education is an essential part of the district's program of studies	40	20.5	93	47.7	53	27.2	4	2.1	5	2.6	38
59 - I feel safe at this school	110	47.4	106	45.7	7	3.0	8	3.4	1	0.4	1
60 - The library media center materials are current and in good condition	114	50.0	95	41.7	16	7.0	3	1.3	0	0.0	5
61 - In our community, people tend to trust each other	48	21.1	123	53.9	42	18.4	12	5.3	3	1.3	5
62 - My professional development has improved the way I teach	63	28.3	120	53.8	23	10.3	12	5.4	5	2.2	10

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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	71	31.3	126	55.5	21	9.3	9	4.0	0	0.0	6
64 - My school views parents as partners in the educational process	82	35.5	133	57.6	13	5.6	3	1.3	0	0.0	2
65 - My school has created specific strategies to better involve parents in the education of their child	61	26.9	125	55.1	24	10.6	17	7.5	0	0.0	6
66 - The board has high expectations for student achievement	96	42.3	110	48.5	16	7.0	5	2.2	0	0.0	6
67 - Students are treated fairly in this school	95	41.3	107	46.5	11	4.8	16	7.0	1	0.4	3
68 - The community is proud of this school	91	39.6	118	51.3	18	7.8	3	1.3	0	0.0	3
69 - This school makes students feel they belong	94	40.5	115	49.6	17	7.3	6	2.6	0	0.0	1
70 - If students in this school have a problem, teachers will listen and help	112	48.9	107	46.7	8	3.5	1	0.4	1	0.4	4
71 - I usually look forward to each working day as a teacher	100	45.2	102	46.2	10	4.5	8	3.6	1	0.5	12
72 - Discipline is handled fairly in this school	88	38.6	100	43.9	20	8.8	13	5.7	7	3.1	5
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	76	33.8	118	52.4	17	7.6	13	5.8	1	0.4	8
74 - The librarian/media specialist requests my input into the selection of resources	112	49.8	93	41.3	11	4.9	8	3.6	1	0.4	8
75 - There is adequate instruction in the use of library and media resources for classes and individual students	92	42.6	89	41.2	17	7.9	12	5.6	6	2.8	17
76 - There is systematic collaboration across subject areas in our building	60	27.4	86	39.3	37	16.9	29	13.2	7	3.2	14
77 - Individual counseling services are available to students	115	50.0	95	41.3	13	5.7	7	3.0	0	0.0	3
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	70	32.1	117	53.7	29	13.3	2	0.9	0	0.0	15
79 - The community provides enough money to adequately provide quality educational programs to children	50	22.3	109	48.7	41	18.3	20	8.9	4	1.8	9
80 - Overall, my school building is in good condition	66	28.4	101	43.5	22	9.5	34	14.7	9	3.9	1
81 - If I had a chance to choose all over again, I would still choose teaching as a career	137	60.1	65	28.5	7	3.1	16	7.0	3	1.3	5
82 - There is systematic collaboration between the academic and career education programs in our district.	42	22.2	76	40.2	63	33.3	5	2.6	3	1.6	44

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How much homework time do you assign your students each day		
fac83	Frequency	Percent
Do not assign	67	31.75
1/2 hour or less	128	60.66
1 hour	16	7.58

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.	30	15.0	62	31.0	66	33.0	29	14.5	13	6.5	33
85 - I assess the level of prior knowledge of all students before initiating instruction.	88	40.6	91	41.9	29	13.4	7	3.2	2	0.9	16
86 - Organize students into flexible groups based on their understanding of the content and skill level.	59	27.8	79	37.3	55	25.9	15	7.1	4	1.9	21
87 - Begin instructional units by presenting students with clear learning goals.	127	57.7	83	37.7	9	4.1	0	0.0	1	0.5	13
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	53	25.1	62	29.4	67	31.8	20	9.5	9	4.3	22
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	109	50.5	80	37.0	22	10.2	3	1.4	2	0.9	17
90 - Have students keep track of their own performance on the learning goals.	44	21.2	74	35.6	46	22.1	37	17.8	7	3.4	25
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	37	18.1	59	28.9	71	34.8	26	12.7	11	5.4	29
92 - Make use of cooperative learning groups.	94	43.5	73	33.8	38	17.6	9	4.2	2	0.9	17
93 - Have students construct verbal or written summaries of new content.	61	29.0	75	35.7	54	25.7	13	6.2	7	3.3	23
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	105	48.4	65	30.0	35	16.1	9	4.1	3	1.4	16
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	145	66.8	65	30.0	7	3.2	0	0.0	0	0.0	16
96 - I alter instructional strategies when students are having difficulty learning the material.	155	71.8	54	25.0	6	2.8	1	0.5	0	0.0	17
97 - Model or demonstrate important skills or procedures.	172	78.5	47	21.5	0	0.0	0	0.0	0	0.0	14
98 - Incorporate contextual/real life learning in the classroom.	153	71.2	57	26.5	5	2.3	0	0.0	0	0.0	18

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.	141	65.3	62	28.7	10	4.6	3	1.4	0	0.0	17
100 - Have students revise and correct errors in their work as a way of reviewing and revising content.	123	58.0	71	33.5	12	5.7	3	1.4	3	1.4	21
101 - Have students compare and classify content.	89	42.6	87	41.6	25	12.0	6	2.9	2	1.0	24
102 - Have students construct metaphors and analogies.	39	19.4	45	22.4	65	32.3	36	17.9	16	8.0	32
103 - Provide specific feedback on the homework assigned to students.	107	54.0	65	32.8	9	4.5	4	2.0	13	6.6	35
104 - Incorporate information about careers in my instruction.	55	26.6	76	36.7	57	27.5	11	5.3	8	3.9	26