

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

<b>School Guidance Counselor</b>		
<b>fac1a</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	35	97.22
<b>YES</b>	1	2.78

<b>Library Media Specialist</b>		
<b>fac1b</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	35	97.22
<b>YES</b>	1	2.78

<b>Special Education Teacher</b>		
<b>fac1c</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	31	86.11
<b>YES</b>	5	13.89

<b>Classroom Teacher</b>		
<b>fac1d</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	10	27.78
<b>YES</b>	26	72.22

<b>Administrator</b>		
<b>fac1e</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	35	97.22
<b>YES</b>	1	2.78

<b>Other Certificated Faculty</b>		
<b>fac1f</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	33	91.67
<b>YES</b>	3	8.33

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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	13	37.1	15	42.9	6	17.1	1	2.9	0	0.0	1
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	7	19.4	21	58.3	3	8.3	5	13.9	0	0.0	0
4 - I emphasize the importance of effort with students	30	85.7	5	14.3	0	0.0	0	0.0	0	0.0	1
5 - In our school, there is adequate support for classroom teachers to address special education students' IEP goals	12	33.3	14	38.9	5	13.9	5	13.9	0	0.0	0
6 - There is adequate collaboration between special education staff and classroom teachers in our school	10	27.8	20	55.6	2	5.6	4	11.1	0	0.0	0
7 - There is adequate professional development for teachers working with special education students in our school	5	14.3	13	37.1	13	37.1	4	11.4	0	0.0	1
8 - My school's administration protects instructional time available to teachers from interruptions.	5	14.3	15	42.9	5	14.3	10	28.6	0	0.0	1
9 - Our principal uses classroom management as part of our evaluation	9	27.3	19	57.6	5	15.2	0	0.0	0	0.0	3
10 - Clear rules that promote good behavior are enforced in our school	23	65.7	11	31.4	0	0.0	1	2.9	0	0.0	1
11 - Clear rules regarding behavior have been established in my classroom	29	82.9	6	17.1	0	0.0	0	0.0	0	0.0	1
12 - Educators in our school use effective practices to promote positive behavior	21	58.3	14	38.9	1	2.8	0	0.0	0	0.0	0
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	14	38.9	19	52.8	2	5.6	1	2.8	0	0.0	0
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	12	34.3	23	65.7	0	0.0	0	0.0	0	0.0	1
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	9	26.5	20	58.8	5	14.7	0	0.0	0	0.0	2
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	7	19.4	18	50.0	5	13.9	6	16.7	0	0.0	0
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	11	30.6	20	55.6	3	8.3	2	5.6	0	0.0	0
18 - Effective vehicles are in place for parents and community to communicate with the school	8	22.2	25	69.4	3	8.3	0	0.0	0	0.0	0
19 - In our school we communicate effectively to parents and the community	13	36.1	21	58.3	1	2.8	1	2.8	0	0.0	0
20 - Parents are encouraged to discuss their child's educational needs with the school	16	44.4	20	55.6	0	0.0	0	0.0	0	0.0	0
21 - I routinely analyze disaggregated student data and use it to plan my instruction	6	18.8	20	62.5	4	12.5	2	6.3	0	0.0	4

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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	12	34.3	18	51.4	2	5.7	3	8.6	0	0.0	1
23 - My school administers assessments throughout the school year that are used to guide instruction	11	30.6	23	63.9	2	5.6	0	0.0	0	0.0	0
24 - My school uses assessment data to evaluate and align the curriculum	9	25.0	23	63.9	4	11.1	0	0.0	0	0.0	0
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	12	33.3	21	58.3	2	5.6	1	2.8	0	0.0	0
26 - Student opinions are valued by teachers and administrators	6	16.7	27	75.0	3	8.3	0	0.0	0	0.0	0
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	6	20.7	12	41.4	9	31.0	2	6.9	0	0.0	7
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	8	23.5	21	61.8	4	11.8	1	2.9	0	0.0	2
29 - Individual student differences are appreciated at our school	12	33.3	21	58.3	2	5.6	1	2.8	0	0.0	0
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	6	17.6	18	52.9	8	23.5	1	2.9	1	2.9	2
31 - In our school teachers are encouraged to be instructional leaders	18	51.4	15	42.9	1	2.9	1	2.9	0	0.0	1
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	23	63.9	13	36.1	0	0.0	0	0.0	0	0.0	0
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	22	62.9	12	34.3	1	2.9	0	0.0	0	0.0	1
34 - Our principal identifies issues in the school that could potentially become problems	21	58.3	15	41.7	0	0.0	0	0.0	0	0.0	0
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	19	52.8	15	41.7	1	2.8	1	2.8	0	0.0	0
36 - Our school teaches and reinforces student self-discipline and responsibility	20	55.6	16	44.4	0	0.0	0	0.0	0	0.0	0
37 - Students who are prone to violence are systematically identified	3	10.0	15	50.0	7	23.3	5	16.7	0	0.0	6
38 - Our school promotes an environment of mutual respect among students	13	36.1	22	61.1	1	2.8	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	11	31.4	22	62.9	1	2.9	1	2.9	0	0.0	1
40 - My school systematically ensures that teachers address essential content	17	47.2	18	50.0	1	2.8	0	0.0	0	0.0	0

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Question	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Number Missing
	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	9.4	16	50.0	2	6.3	10	31.3	1	3.1	4
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	3	9.1	21	63.6	5	15.2	4	12.1	0	0.0	3
43 - Our principal promotes innovation	23	63.9	13	36.1	0	0.0	0	0.0	0	0.0	0
44 - I have the skills necessary to meet the needs of all learners in my classroom	13	38.2	18	52.9	3	8.8	0	0.0	0	0.0	2
45 - I believe that I can positively impact student performance	24	66.7	12	33.3	0	0.0	0	0.0	0	0.0	0
46 - I have received violence prevention training	5	15.6	6	18.8	8	25.0	10	31.3	3	9.4	4
47 - Our professional development improves student achievement	11	31.4	18	51.4	4	11.4	1	2.9	1	2.9	1
48 - I have received adequate training in using computers and other technology to support my work with students	7	19.4	16	44.4	6	16.7	7	19.4	0	0.0	0
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	11	30.6	21	58.3	3	8.3	1	2.8	0	0.0	0
50 - I have received professional development on differentiating instruction for learners	11	31.4	17	48.6	3	8.6	4	11.4	0	0.0	1
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	4	12.5	19	59.4	7	21.9	1	3.1	1	3.1	4
52 - Students are held accountable for doing quality work	11	30.6	21	58.3	1	2.8	3	8.3	0	0.0	0
53 - The mission of this school is clearly defined	10	27.8	24	66.7	0	0.0	2	5.6	0	0.0	0
54 - All staff in our school hold high expectations for student learning	16	44.4	15	41.7	3	8.3	2	5.6	0	0.0	0
55 - There are open channels of communication among students, staff and administrators	13	36.1	21	58.3	2	5.6	0	0.0	0	0.0	0
56 - There are avenues for recognizing and rewarding the accomplishments of all students	18	50.0	18	50.0	0	0.0	0	0.0	0	0.0	0
57 - There are sufficient library media materials to support my program	11	30.6	21	58.3	2	5.6	2	5.6	0	0.0	0
58 - Career-Technical education is an essential part of the district's program of studies	5	20.0	12	48.0	6	24.0	1	4.0	1	4.0	11
59 - I feel safe at this school	19	52.8	16	44.4	0	0.0	1	2.8	0	0.0	0
60 - The library media center materials are current and in good condition	15	41.7	18	50.0	3	8.3	0	0.0	0	0.0	0
61 - In our community, people tend to trust each other	7	20.0	21	60.0	4	11.4	2	5.7	1	2.9	1
62 - My professional development has improved the way I teach	12	33.3	18	50.0	4	11.1	1	2.8	1	2.8	0

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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	15	41.7	18	50.0	2	5.6	1	2.8	0	0.0	0
64 - My school views parents as partners in the educational process	14	38.9	21	58.3	0	0.0	1	2.8	0	0.0	0
65 - My school has created specific strategies to better involve parents in the education of their child	12	34.3	19	54.3	1	2.9	3	8.6	0	0.0	1
66 - The board has high expectations for student achievement	15	41.7	17	47.2	3	8.3	1	2.8	0	0.0	0
67 - Students are treated fairly in this school	20	55.6	15	41.7	1	2.8	0	0.0	0	0.0	0
68 - The community is proud of this school	13	36.1	21	58.3	2	5.6	0	0.0	0	0.0	0
69 - This school makes students feel they belong	18	50.0	18	50.0	0	0.0	0	0.0	0	0.0	0
70 - If students in this school have a problem, teachers will listen and help	17	48.6	18	51.4	0	0.0	0	0.0	0	0.0	1
71 - I usually look forward to each working day as a teacher	19	54.3	14	40.0	2	5.7	0	0.0	0	0.0	1
72 - Discipline is handled fairly in this school	23	63.9	13	36.1	0	0.0	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	10	27.8	17	47.2	2	5.6	7	19.4	0	0.0	0
74 - The librarian/media specialist requests my input into the selection of resources	11	30.6	20	55.6	0	0.0	5	13.9	0	0.0	0
75 - There is adequate instruction in the use of library and media resources for classes and individual students	6	17.1	11	31.4	4	11.4	11	31.4	3	8.6	1
76 - There is systematic collaboration across subject areas in our building	8	23.5	16	47.1	7	20.6	2	5.9	1	2.9	2
77 - Individual counseling services are available to students	11	30.6	18	50.0	2	5.6	5	13.9	0	0.0	0
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	7	22.6	17	54.8	6	19.4	1	3.2	0	0.0	5
79 - The community provides enough money to adequately provide quality educational programs to children	4	11.4	17	48.6	7	20.0	7	20.0	0	0.0	1
80 - Overall, my school building is in good condition	3	8.3	10	27.8	7	19.4	14	38.9	2	5.6	0
81 - If I had a chance to choose all over again, I would still choose teaching as a career	26	72.2	6	16.7	1	2.8	3	8.3	0	0.0	0
82 - There is systematic collaboration between the academic and career education programs in our district.	5	20.8	10	41.7	8	33.3	0	0.0	1	4.2	12

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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>	6	18.75
<b>1/2 hour or less</b>	24	75.00
<b>1 hour</b>	2	6.25

*Frequency Missing = 4*

<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.	6	20.7	4	13.8	13	44.8	5	17.2	1	3.4	7
85 - I assess the level of prior knowledge of all students before initiating instruction.	15	44.1	18	52.9	1	2.9	0	0.0	0	0.0	2
86 - Organize students into flexible groups based on their understanding of the content and skill level.	8	25.8	8	25.8	10	32.3	5	16.1	0	0.0	5
87 - Begin instructional units by presenting students with clear learning goals.	22	62.9	13	37.1	0	0.0	0	0.0	0	0.0	1
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	11	34.4	7	21.9	9	28.1	3	9.4	2	6.3	4
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	20	62.5	12	37.5	0	0.0	0	0.0	0	0.0	4
90 - Have students keep track of their own performance on the learning goals.	7	22.6	9	29.0	7	22.6	7	22.6	1	3.2	5
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	5	16.7	10	33.3	9	30.0	4	13.3	2	6.7	6
92 - Make use of cooperative learning groups.	15	44.1	12	35.3	5	14.7	1	2.9	1	2.9	2
93 - Have students construct verbal or written summaries of new content.	10	30.3	14	42.4	7	21.2	2	6.1	0	0.0	3
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	19	55.9	11	32.4	1	2.9	3	8.8	0	0.0	2
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	22	66.7	9	27.3	2	6.1	0	0.0	0	0.0	3
96 - I alter instructional strategies when students are having difficulty learning the material.	23	69.7	9	27.3	1	3.0	0	0.0	0	0.0	3
97 - Model or demonstrate important skills or procedures.	30	85.7	5	14.3	0	0.0	0	0.0	0	0.0	1
98 - Incorporate contextual/real life learning in the classroom.	25	73.5	8	23.5	1	2.9	0	0.0	0	0.0	2

*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.	21	63.6	10	30.3	1	3.0	1	3.0	0	0.0	3
100 - Have students revise and correct errors in their work as a way of reviewing and revising content.	18	56.3	12	37.5	2	6.3	0	0.0	0	0.0	4
101 - Have students compare and classify content.	15	45.5	15	45.5	3	9.1	0	0.0	0	0.0	3
102 - Have students construct metaphors and analogies.	9	28.1	7	21.9	12	37.5	3	9.4	1	3.1	4
103 - Provide specific feedback on the homework assigned to students.	19	61.3	10	32.3	0	0.0	0	0.0	2	6.5	5
104 - Incorporate information about careers in my instruction.	8	22.9	11	31.4	9	25.7	5	14.3	2	5.7	1