

Cycle 4 Advance Questionnaire - Certificated Faculty
Frequency Distribution Report
WINDSOR C-1 School District

School Guidance Counselor		
fac1a	Frequency	Percent
NO	192	95.52
YES	9	4.48

Library Media Specialist		
fac1b	Frequency	Percent
NO	197	98.01
YES	4	1.99

Special Education Teacher		
fac1c	Frequency	Percent
NO	181	90.05
YES	20	9.95

Classroom Teacher		
fac1d	Frequency	Percent
NO	57	28.36
YES	144	71.64

Administrator		
fac1e	Frequency	Percent
NO	190	94.53
YES	11	5.47

Other Certificated Faculty		
fac1f	Frequency	Percent
NO	185	92.04
YES	16	7.96

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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	23	11.6	124	62.6	39	19.7	10	5.1	2	1.0	3
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	58	28.9	115	57.2	16	8.0	11	5.5	1	0.5	0
4 - I emphasize the importance of effort with students	140	69.7	60	29.9	0	0.0	0	0.0	1	0.5	0
5 - In our school, there is adequate support for classroom teachers to address special education students' IEP goals	34	17.2	109	55.1	34	17.2	17	8.6	4	2.0	3
6 - There is adequate collaboration between special education staff and classroom teachers in our school	41	20.4	110	54.7	28	13.9	19	9.5	3	1.5	0
7 - There is adequate professional development for teachers working with special education students in our school	18	9.4	67	34.9	54	28.1	50	26.0	3	1.6	9
8 - My school's administration protects instructional time available to teachers from interruptions.	22	11.0	99	49.5	37	18.5	33	16.5	9	4.5	1
9 - Our principal uses classroom management as part of our evaluation	69	34.8	102	51.5	22	11.1	3	1.5	2	1.0	3
10 - Clear rules that promote good behavior are enforced in our school	61	30.5	90	45.0	17	8.5	25	12.5	7	3.5	1
11 - Clear rules regarding behavior have been established in my classroom	122	64.2	62	32.6	5	2.6	0	0.0	1	0.5	11
12 - Educators in our school use effective practices to promote positive behavior	69	34.5	109	54.5	16	8.0	5	2.5	1	0.5	1
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	68	34.2	117	58.8	11	5.5	2	1.0	1	0.5	2
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	44	22.1	120	60.3	23	11.6	11	5.5	1	0.5	2
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	32	16.2	110	55.8	36	18.3	16	8.1	3	1.5	4
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	27	13.6	79	39.9	37	18.7	44	22.2	11	5.6	3
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	34	17.1	113	56.8	25	12.6	25	12.6	2	1.0	2
18 - Effective vehicles are in place for parents and community to communicate with the school	74	37.4	107	54.0	13	6.6	3	1.5	1	0.5	3
19 - In our school we communicate effectively to parents and the community	73	37.1	111	56.3	10	5.1	1	0.5	2	1.0	4
20 - Parents are encouraged to discuss their child's educational needs with the school	86	43.2	105	52.8	6	3.0	1	0.5	1	0.5	2
21 - I routinely analyze disaggregated student data and use it to plan my instruction	37	20.3	102	56.0	29	15.9	13	7.1	1	0.5	19

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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	53	27.7	103	53.9	25	13.1	9	4.7	1	0.5	10
23 - My school administers assessments throughout the school year that are used to guide instruction	75	37.9	104	52.5	15	7.6	4	2.0	0	0.0	3
24 - My school uses assessment data to evaluate and align the curriculum	87	43.7	90	45.2	15	7.5	6	3.0	1	0.5	2
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	31	15.9	109	55.9	44	22.6	11	5.6	0	0.0	6
26 - Student opinions are valued by teachers and administrators	31	15.7	121	61.4	35	17.8	9	4.6	1	0.5	4
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	17	9.1	66	35.3	75	40.1	27	14.4	2	1.1	14
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	43	22.3	103	53.4	32	16.6	14	7.3	1	0.5	8
29 - Individual student differences are appreciated at our school	35	17.9	110	56.1	41	20.9	9	4.6	1	0.5	5
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	26	14.3	73	40.1	63	34.6	15	8.2	5	2.7	19
31 - In our school teachers are encouraged to be instructional leaders	69	34.8	105	53.0	12	6.1	8	4.0	4	2.0	3
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	78	39.0	86	43.0	20	10.0	13	6.5	3	1.5	1
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	76	39.2	94	48.5	17	8.8	5	2.6	2	1.0	7
34 - Our principal identifies issues in the school that could potentially become problems	68	34.7	89	45.4	25	12.8	11	5.6	3	1.5	5
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	56	28.4	100	50.8	28	14.2	11	5.6	2	1.0	4
36 - Our school teaches and reinforces student self-discipline and responsibility	52	26.0	95	47.5	23	11.5	22	11.0	8	4.0	1
37 - Students who are prone to violence are systematically identified	24	12.4	90	46.6	44	22.8	30	15.5	5	2.6	8
38 - Our school promotes an environment of mutual respect among students	54	27.0	105	52.5	29	14.5	10	5.0	2	1.0	1
39 - The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers	57	29.2	98	50.3	26	13.3	12	6.2	2	1.0	6
40 - My school systematically ensures that teachers address essential content	79	39.9	99	50.0	15	7.6	4	2.0	1	0.5	3

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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	28	14.7	68	35.8	29	15.3	50	26.3	15	7.9	11
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	30	15.7	68	35.6	34	17.8	48	25.1	11	5.8	10
43 - Our principal promotes innovation	66	33.8	100	51.3	24	12.3	4	2.1	1	0.5	6
44 - I have the skills necessary to meet the needs of all learners in my classroom	52	27.5	118	62.4	13	6.9	6	3.2	0	0.0	12
45 - I believe that I can positively impact student performance	109	54.5	89	44.5	1	0.5	1	0.5	0	0.0	1
46 - I have received violence prevention training	30	15.7	48	25.1	25	13.1	60	31.4	28	14.7	10
47 - Our professional development improves student achievement	39	19.6	88	44.2	47	23.6	17	8.5	8	4.0	2
48 - I have received adequate training in using computers and other technology to support my work with students	36	18.3	81	41.1	46	23.4	28	14.2	6	3.0	4
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	51	25.9	100	50.8	34	17.3	9	4.6	3	1.5	4
50 - I have received professional development on differentiating instruction for learners	50	25.3	101	51.0	31	15.7	14	7.1	2	1.0	3
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	22	12.0	97	53.0	40	21.9	21	11.5	3	1.6	18
52 - Students are held accountable for doing quality work	32	16.3	101	51.5	37	18.9	24	12.2	2	1.0	5
53 - The mission of this school is clearly defined	55	27.9	114	57.9	20	10.2	8	4.1	0	0.0	4
54 - All staff in our school hold high expectations for student learning	51	25.6	112	56.3	22	11.1	12	6.0	2	1.0	2
55 - There are open channels of communication among students, staff and administrators	33	16.8	115	58.4	26	13.2	19	9.6	4	2.0	4
56 - There are avenues for recognizing and rewarding the accomplishments of all students	54	27.3	115	58.1	23	11.6	5	2.5	1	0.5	3
57 - There are sufficient library media materials to support my program	49	25.4	103	53.4	27	14.0	14	7.3	0	0.0	8
58 - Career-Technical education is an essential part of the district's program of studies	21	12.8	68	41.5	61	37.2	11	6.7	3	1.8	37
59 - I feel safe at this school	96	48.5	88	44.4	8	4.0	5	2.5	1	0.5	3
60 - The library media center materials are current and in good condition	66	34.4	98	51.0	23	12.0	4	2.1	1	0.5	9
61 - In our community, people tend to trust each other	29	14.9	125	64.4	31	16.0	8	4.1	1	0.5	7
62 - My professional development has improved the way I teach	47	24.5	95	49.5	32	16.7	15	7.8	3	1.6	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	36	18.8	106	55.2	33	17.2	17	8.9	0	0.0	9
64 - My school views parents as partners in the educational process	58	29.4	114	57.9	21	10.7	4	2.0	0	0.0	4
65 - My school has created specific strategies to better involve parents in the education of their child	35	18.0	104	53.6	42	21.6	13	6.7	0	0.0	7
66 - The board has high expectations for student achievement	88	44.4	90	45.5	14	7.1	5	2.5	1	0.5	3
67 - Students are treated fairly in this school	57	28.6	106	53.3	17	8.5	17	8.5	2	1.0	2
68 - The community is proud of this school	53	27.2	112	57.4	24	12.3	5	2.6	1	0.5	6
69 - This school makes students feel they belong	58	29.3	104	52.5	28	14.1	7	3.5	1	0.5	3
70 - If students in this school have a problem, teachers will listen and help	77	38.5	110	55.0	12	6.0	1	0.5	0	0.0	1
71 - I usually look forward to each working day as a teacher	77	39.3	94	48.0	13	6.6	12	6.1	0	0.0	5
72 - Discipline is handled fairly in this school	38	18.9	101	50.2	24	11.9	31	15.4	7	3.5	0
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	36	18.9	104	54.7	35	18.4	13	6.8	2	1.1	11
74 - The librarian/media specialist requests my input into the selection of resources	64	33.7	74	38.9	35	18.4	14	7.4	3	1.6	11
75 - There is adequate instruction in the use of library and media resources for classes and individual students	45	25.1	96	53.6	30	16.8	4	2.2	4	2.2	22
76 - There is systematic collaboration across subject areas in our building	33	17.3	97	50.8	37	19.4	21	11.0	3	1.6	10
77 - Individual counseling services are available to students	51	25.6	115	57.8	26	13.1	5	2.5	2	1.0	2
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	38	20.3	110	58.8	36	19.3	2	1.1	1	0.5	14
79 - The community provides enough money to adequately provide quality educational programs to children	19	10.0	105	55.3	46	24.2	17	8.9	3	1.6	11
80 - Overall, my school building is in good condition	39	19.6	112	56.3	22	11.1	22	11.1	4	2.0	2
81 - If I had a chance to choose all over again, I would still choose teaching as a career	102	51.8	65	33.0	20	10.2	4	2.0	6	3.0	4
82 - There is systematic collaboration between the academic and career education programs in our district.	25	15.2	66	40.0	60	36.4	14	8.5	0	0.0	36

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How much homework time do you assign your students each day		
fac83	Frequency	Percent
Do not assign	70	37.84
1/2 hour or less	110	59.46
1 hour	5	2.70

Frequency Missing = 16

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.	15	8.2	56	30.8	65	35.7	30	16.5	16	8.8	19
85 - I assess the level of prior knowledge of all students before initiating instruction.	61	32.1	89	46.8	35	18.4	4	2.1	1	0.5	11
86 - Organize students into flexible groups based on their understanding of the content and skill level.	73	38.4	73	38.4	35	18.4	9	4.7	0	0.0	11
87 - Begin instructional units by presenting students with clear learning goals.	94	48.7	86	44.6	8	4.1	4	2.1	1	0.5	8
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	30	16.3	53	28.8	52	28.3	37	20.1	12	6.5	17
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	83	43.2	82	42.7	22	11.5	3	1.6	2	1.0	9
90 - Have students keep track of their own performance on the learning goals.	23	12.6	55	30.2	57	31.3	31	17.0	16	8.8	19
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	18	9.7	45	24.3	64	34.6	37	20.0	21	11.4	16
92 - Make use of cooperative learning groups.	72	37.5	71	37.0	36	18.8	13	6.8	0	0.0	9
93 - Have students construct verbal or written summaries of new content.	47	25.5	58	31.5	43	23.4	23	12.5	13	7.1	17
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	69	36.3	77	40.5	34	17.9	7	3.7	3	1.6	11
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	109	58.0	61	32.4	15	8.0	3	1.6	0	0.0	13
96 - I alter instructional strategies when students are having difficulty learning the material.	127	66.5	48	25.1	16	8.4	0	0.0	0	0.0	10
97 - Model or demonstrate important skills or procedures.	149	76.4	42	21.5	3	1.5	1	0.5	0	0.0	6
98 - Incorporate contextual/real life learning in the classroom.	120	62.5	59	30.7	11	5.7	2	1.0	0	0.0	9
99 - Incorporate problem solving instructional activities in the classroom.	102	53.1	77	40.1	11	5.7	2	1.0	0	0.0	9

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

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	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.	83	43.9	73	38.6	27	14.3	5	2.6	1	0.5	12
101 - Have students compare and classify content.	60	32.4	78	42.2	39	21.1	4	2.2	4	2.2	16
102 - Have students construct metaphors and analogies.	25	13.8	46	25.4	46	25.4	41	22.7	23	12.7	20
103 - Provide specific feedback on the homework assigned to students.	87	50.0	60	34.5	16	9.2	1	0.6	10	5.7	27
104 - Incorporate information about careers in my instruction.	31	16.8	52	28.1	70	37.8	26	14.1	6	3.2	16