

**Cycle 4 Advance Questionnaire - Certificated Faculty**  
**Frequency Distribution Report**  
**KNOB NOSTER R-VIII School District**

<b>School Guidance Counselor</b>		
<b>fac1a</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	146	96.05
<b>YES</b>	6	3.95

<b>Library Media Specialist</b>		
<b>fac1b</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	148	97.37
<b>YES</b>	4	2.63

<b>Special Education Teacher</b>		
<b>fac1c</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	128	84.21
<b>YES</b>	24	15.79

<b>Classroom Teacher</b>		
<b>fac1d</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	52	34.21
<b>YES</b>	100	65.79

<b>Administrator</b>		
<b>fac1e</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	141	92.76
<b>YES</b>	11	7.24

<b>Other Certificated Faculty</b>		
<b>fac1f</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	141	92.76
<b>YES</b>	11	7.24

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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	47	31.3	77	51.3	21	14.0	5	3.3	0	0.0	2
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	66	43.4	73	48.0	7	4.6	6	3.9	0	0.0	0
4 - I emphasize the importance of effort with students	110	73.3	37	24.7	3	2.0	0	0.0	0	0.0	2
5 - In our school, there is adequate support for classroom teachers to address special education students' IEP goals	53	34.9	69	45.4	21	13.8	8	5.3	1	0.7	0
6 - There is adequate collaboration between special education staff and classroom teachers in our school	58	38.2	59	38.8	23	15.1	11	7.2	1	0.7	0
7 - There is adequate professional development for teachers working with special education students in our school	31	21.1	66	44.9	26	17.7	20	13.6	4	2.7	5
8 - My school's administration protects instructional time available to teachers from interruptions.	39	25.8	71	47.0	24	15.9	15	9.9	2	1.3	1
9 - Our principal uses classroom management as part of our evaluation	64	43.8	68	46.6	13	8.9	1	0.7	0	0.0	6
10 - Clear rules that promote good behavior are enforced in our school	84	55.3	49	32.2	9	5.9	8	5.3	2	1.3	0
11 - Clear rules regarding behavior have been established in my classroom	97	66.4	45	30.8	4	2.7	0	0.0	0	0.0	6
12 - Educators in our school use effective practices to promote positive behavior	76	50.0	71	46.7	5	3.3	0	0.0	0	0.0	0
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	61	40.7	76	50.7	8	5.3	5	3.3	0	0.0	2
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	66	43.4	80	52.6	5	3.3	1	0.7	0	0.0	0
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	49	32.2	75	49.3	24	15.8	3	2.0	1	0.7	0
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	45	29.8	60	39.7	24	15.9	17	11.3	5	3.3	1
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	50	33.1	66	43.7	24	15.9	10	6.6	1	0.7	1
18 - Effective vehicles are in place for parents and community to communicate with the school	65	43.0	72	47.7	11	7.3	3	2.0	0	0.0	1
19 - In our school we communicate effectively to parents and the community	68	45.0	73	48.3	8	5.3	2	1.3	0	0.0	1
20 - Parents are encouraged to discuss their child's educational needs with the school	81	53.6	63	41.7	7	4.6	0	0.0	0	0.0	1
21 - I routinely analyze disaggregated student data and use it to plan my instruction	33	23.2	64	45.1	28	19.7	15	10.6	2	1.4	10

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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	46	31.5	72	49.3	19	13.0	9	6.2	0	0.0	6
23 - My school administers assessments throughout the school year that are used to guide instruction	52	35.1	69	46.6	20	13.5	6	4.1	1	0.7	4
24 - My school uses assessment data to evaluate and align the curriculum	68	44.7	68	44.7	15	9.9	1	0.7	0	0.0	0
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	56	37.1	71	47.0	21	13.9	3	2.0	0	0.0	1
26 - Student opinions are valued by teachers and administrators	43	28.3	90	59.2	18	11.8	1	0.7	0	0.0	0
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	29	20.4	52	36.6	47	33.1	14	9.9	0	0.0	10
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	54	36.2	67	45.0	23	15.4	5	3.4	0	0.0	3
29 - Individual student differences are appreciated at our school	63	41.4	69	45.4	16	10.5	4	2.6	0	0.0	0
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	40	28.4	66	46.8	22	15.6	12	8.5	1	0.7	11
31 - In our school teachers are encouraged to be instructional leaders	77	51.7	63	42.3	8	5.4	1	0.7	0	0.0	3
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	73	48.3	66	43.7	4	2.6	7	4.6	1	0.7	1
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	75	49.7	64	42.4	8	5.3	3	2.0	1	0.7	1
34 - Our principal identifies issues in the school that could potentially become problems	69	45.7	62	41.1	12	7.9	5	3.3	3	2.0	1
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	67	45.0	60	40.3	12	8.1	8	5.4	2	1.3	3
36 - Our school teaches and reinforces student self-discipline and responsibility	68	45.3	62	41.3	13	8.7	6	4.0	1	0.7	2
37 - Students who are prone to violence are systematically identified	34	23.8	55	38.5	41	28.7	12	8.4	1	0.7	9
38 - Our school promotes an environment of mutual respect among students	69	45.4	71	46.7	9	5.9	3	2.0	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	41	28.1	73	50.0	20	13.7	10	6.8	2	1.4	6
40 - My school systematically ensures that teachers address essential content	60	41.1	63	43.2	16	11.0	6	4.1	1	0.7	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	22	15.2	64	44.1	29	20.0	24	16.6	6	4.1	7
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	25	17.2	67	46.2	28	19.3	21	14.5	4	2.8	7
43 - Our principal promotes innovation	58	38.4	75	49.7	15	9.9	3	2.0	0	0.0	1
44 - I have the skills necessary to meet the needs of all learners in my classroom	53	36.3	77	52.7	12	8.2	4	2.7	0	0.0	6
45 - I believe that I can positively impact student performance	83	55.7	63	42.3	3	2.0	0	0.0	0	0.0	3
46 - I have received violence prevention training	28	19.6	36	25.2	27	18.9	36	25.2	16	11.2	9
47 - Our professional development improves student achievement	49	32.5	65	43.0	24	15.9	11	7.3	2	1.3	1
48 - I have received adequate training in using computers and other technology to support my work with students	43	28.9	64	43.0	24	16.1	15	10.1	3	2.0	3
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	68	45.3	65	43.3	14	9.3	3	2.0	0	0.0	2
50 - I have received professional development on differentiating instruction for learners	51	34.0	75	50.0	12	8.0	8	5.3	4	2.7	2
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	33	23.7	73	52.5	26	18.7	7	5.0	0	0.0	13
52 - Students are held accountable for doing quality work	53	35.3	78	52.0	11	7.3	8	5.3	0	0.0	2
53 - The mission of this school is clearly defined	73	49.0	62	41.6	11	7.4	2	1.3	1	0.7	3
54 - All staff in our school hold high expectations for student learning	71	47.0	57	37.7	14	9.3	8	5.3	1	0.7	1
55 - There are open channels of communication among students, staff and administrators	58	38.2	70	46.1	15	9.9	8	5.3	1	0.7	0
56 - There are avenues for recognizing and rewarding the accomplishments of all students	69	45.7	69	45.7	11	7.3	2	1.3	0	0.0	1
57 - There are sufficient library media materials to support my program	77	52.0	56	37.8	10	6.8	4	2.7	1	0.7	4
58 - Career-Technical education is an essential part of the district's program of studies	30	23.6	60	47.2	24	18.9	11	8.7	2	1.6	25
59 - I feel safe at this school	74	48.7	63	41.4	8	5.3	4	2.6	3	2.0	0
60 - The library media center materials are current and in good condition	82	54.3	58	38.4	8	5.3	3	2.0	0	0.0	1
61 - In our community, people tend to trust each other	30	20.4	78	53.1	30	20.4	9	6.1	0	0.0	5
62 - My professional development has improved the way I teach	42	29.2	75	52.1	23	16.0	3	2.1	1	0.7	8

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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	53	35.1	79	52.3	16	10.6	3	2.0	0	0.0	1
64 - My school views parents as partners in the educational process	62	40.8	76	50.0	12	7.9	2	1.3	0	0.0	0
65 - My school has created specific strategies to better involve parents in the education of their child	49	33.1	74	50.0	21	14.2	4	2.7	0	0.0	4
66 - The board has high expectations for student achievement	76	50.7	65	43.3	8	5.3	1	0.7	0	0.0	2
67 - Students are treated fairly in this school	76	50.0	71	46.7	4	2.6	1	0.7	0	0.0	0
68 - The community is proud of this school	71	46.7	61	40.1	16	10.5	4	2.6	0	0.0	0
69 - This school makes students feel they belong	68	44.7	79	52.0	5	3.3	0	0.0	0	0.0	0
70 - If students in this school have a problem, teachers will listen and help	83	54.6	62	40.8	7	4.6	0	0.0	0	0.0	0
71 - I usually look forward to each working day as a teacher	74	50.0	61	41.2	9	6.1	3	2.0	1	0.7	4
72 - Discipline is handled fairly in this school	62	40.8	76	50.0	8	5.3	6	3.9	0	0.0	0
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	57	38.0	69	46.0	16	10.7	8	5.3	0	0.0	2
74 - The librarian/media specialist requests my input into the selection of resources	77	52.0	54	36.5	12	8.1	4	2.7	1	0.7	4
75 - There is adequate instruction in the use of library and media resources for classes and individual students	56	37.8	63	42.6	19	12.8	10	6.8	0	0.0	4
76 - There is systematic collaboration across subject areas in our building	36	24.8	53	36.6	36	24.8	19	13.1	1	0.7	7
77 - Individual counseling services are available to students	95	62.5	50	32.9	5	3.3	2	1.3	0	0.0	0
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	59	41.5	67	47.2	16	11.3	0	0.0	0	0.0	10
79 - The community provides enough money to adequately provide quality educational programs to children	59	40.1	60	40.8	18	12.2	7	4.8	3	2.0	5
80 - Overall, my school building is in good condition	84	55.3	54	35.5	7	4.6	6	3.9	1	0.7	0
81 - If I had a chance to choose all over again, I would still choose teaching as a career	89	58.9	45	29.8	14	9.3	2	1.3	1	0.7	1
82 - There is systematic collaboration between the academic and career education programs in our district.	19	15.2	51	40.8	43	34.4	10	8.0	2	1.6	27

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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>	40	28.99
<b>1/2 hour or less</b>	86	62.32
<b>1 hour</b>	12	8.70

*Frequency Missing = 14*

<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.	27	20.1	41	30.6	45	33.6	12	9.0	9	6.7	18
85 - I assess the level of prior knowledge of all students before initiating instruction.	53	36.8	61	42.4	26	18.1	3	2.1	1	0.7	8
86 - Organize students into flexible groups based on their understanding of the content and skill level.	43	30.9	49	35.3	27	19.4	13	9.4	7	5.0	13
87 - Begin instructional units by presenting students with clear learning goals.	94	66.2	33	23.2	13	9.2	1	0.7	1	0.7	10
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	28	20.0	41	29.3	39	27.9	19	13.6	13	9.3	12
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	71	50.4	58	41.1	7	5.0	4	2.8	1	0.7	11
90 - Have students keep track of their own performance on the learning goals.	31	22.6	36	26.3	41	29.9	18	13.1	11	8.0	15
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	21	15.1	37	26.6	41	29.5	25	18.0	15	10.8	13
92 - Make use of cooperative learning groups.	57	40.4	40	28.4	35	24.8	6	4.3	3	2.1	11
93 - Have students construct verbal or written summaries of new content.	31	22.3	51	36.7	41	29.5	8	5.8	8	5.8	13
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	63	44.7	44	31.2	27	19.1	4	2.8	3	2.1	11
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	81	57.0	52	36.6	9	6.3	0	0.0	0	0.0	10
96 - I alter instructional strategies when students are having difficulty learning the material.	96	67.1	35	24.5	10	7.0	1	0.7	1	0.7	9
97 - Model or demonstrate important skills or procedures.	114	78.6	27	18.6	4	2.8	0	0.0	0	0.0	7
98 - Incorporate contextual/real life learning in the classroom.	90	62.1	44	30.3	11	7.6	0	0.0	0	0.0	7
99 - Incorporate problem solving instructional activities in the classroom.	77	53.5	56	38.9	10	6.9	1	0.7	0	0.0	8

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

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Question	Regularly		Often		Occasionally		Rarely		Not at all		Number Missing
	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.	78	54.9	37	26.1	21	14.8	5	3.5	1	0.7	10
101 - Have students compare and classify content.	59	42.1	58	41.4	19	13.6	2	1.4	2	1.4	12
102 - Have students construct metaphors and analogies.	24	17.4	30	21.7	50	36.2	22	15.9	12	8.7	14
103 - Provide specific feedback on the homework assigned to students.	69	50.0	42	30.4	17	12.3	4	2.9	6	4.3	14
104 - Incorporate information about careers in my instruction.	43	30.1	45	31.5	46	32.2	7	4.9	2	1.4	9