

Cycle 4 Advance Questionnaire - Certificated Faculty
Frequency Distribution Report
WINFIELD R-IV School District

School Guidance Counselor		
fac1a	Frequency	Percent
NO	126	96.92
YES	4	3.08

Library Media Specialist		
fac1b	Frequency	Percent
NO	126	96.92
YES	4	3.08

Special Education Teacher		
fac1c	Frequency	Percent
NO	113	86.92
YES	17	13.08

Classroom Teacher		
fac1d	Frequency	Percent
NO	44	33.85
YES	86	66.15

Administrator		
fac1e	Frequency	Percent
NO	119	91.54
YES	11	8.46

Other Certificated Faculty		
fac1f	Frequency	Percent
NO	116	89.23
YES	14	10.77

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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	10	8.2	59	48.4	34	27.9	15	12.3	4	3.3	8
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	21	16.2	57	43.8	16	12.3	27	20.8	9	6.9	0
4 - I emphasize the importance of effort with students	92	71.3	36	27.9	1	0.8	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	16	12.6	67	52.8	20	15.7	16	12.6	8	6.3	3
6 - There is adequate collaboration between special education staff and classroom teachers in our school	26	20.5	66	52.0	19	15.0	16	12.6	0	0.0	3
7 - There is adequate professional development for teachers working with special education students in our school	9	7.3	45	36.3	35	28.2	29	23.4	6	4.8	6
8 - My school's administration protects instructional time available to teachers from interruptions.	21	16.3	57	44.2	28	21.7	18	14.0	5	3.9	1
9 - Our principal uses classroom management as part of our evaluation	41	32.5	68	54.0	17	13.5	0	0.0	0	0.0	4
10 - Clear rules that promote good behavior are enforced in our school	34	26.8	59	46.5	17	13.4	11	8.7	6	4.7	3
11 - Clear rules regarding behavior have been established in my classroom	69	58.0	46	38.7	2	1.7	2	1.7	0	0.0	11
12 - Educators in our school use effective practices to promote positive behavior	28	21.7	80	62.0	15	11.6	5	3.9	1	0.8	1
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	17	13.6	78	62.4	24	19.2	5	4.0	1	0.8	5
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	22	17.2	68	53.1	23	18.0	13	10.2	2	1.6	2
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	19	14.8	77	60.2	21	16.4	8	6.3	3	2.3	2
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	13	10.2	33	26.0	31	24.4	36	28.3	14	11.0	3
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	16	12.7	60	47.6	29	23.0	16	12.7	5	4.0	4
18 - Effective vehicles are in place for parents and community to communicate with the school	30	23.1	73	56.2	23	17.7	4	3.1	0	0.0	0
19 - In our school we communicate effectively to parents and the community	27	20.8	76	58.5	23	17.7	4	3.1	0	0.0	0
20 - Parents are encouraged to discuss their child's educational needs with the school	51	39.2	68	52.3	10	7.7	1	0.8	0	0.0	0
21 - I routinely analyze disaggregated student data and use it to plan my instruction	13	11.2	59	50.9	23	19.8	20	17.2	1	0.9	14

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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	30	24.0	76	60.8	11	8.8	7	5.6	1	0.8	5
23 - My school administers assessments throughout the school year that are used to guide instruction	31	25.6	65	53.7	17	14.0	7	5.8	1	0.8	9
24 - My school uses assessment data to evaluate and align the curriculum	23	18.5	72	58.1	18	14.5	10	8.1	1	0.8	6
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	18	14.2	67	52.8	26	20.5	16	12.6	0	0.0	3
26 - Student opinions are valued by teachers and administrators	26	20.2	76	58.9	24	18.6	3	2.3	0	0.0	1
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	11	9.2	37	31.1	50	42.0	21	17.6	0	0.0	11
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	32	24.6	71	54.6	19	14.6	8	6.2	0	0.0	0
29 - Individual student differences are appreciated at our school	22	17.2	70	54.7	26	20.3	8	6.3	2	1.6	2
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	14	12.3	47	41.2	37	32.5	13	11.4	3	2.6	16
31 - In our school teachers are encouraged to be instructional leaders	52	40.9	64	50.4	8	6.3	2	1.6	1	0.8	3
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	49	38.9	59	46.8	11	8.7	3	2.4	4	3.2	4
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	44	35.5	66	53.2	9	7.3	3	2.4	2	1.6	6
34 - Our principal identifies issues in the school that could potentially become problems	40	32.3	61	49.2	18	14.5	4	3.2	1	0.8	6
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	39	31.2	65	52.0	11	8.8	7	5.6	3	2.4	5
36 - Our school teaches and reinforces student self-discipline and responsibility	27	21.3	64	50.4	17	13.4	15	11.8	4	3.1	3
37 - Students who are prone to violence are systematically identified	15	12.5	53	44.2	30	25.0	18	15.0	4	3.3	10
38 - Our school promotes an environment of mutual respect among students	24	18.8	71	55.5	18	14.1	14	10.9	1	0.8	2
39 - The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers	18	14.9	62	51.2	28	23.1	9	7.4	4	3.3	9
40 - My school systematically ensures that teachers address essential content	33	26.8	66	53.7	15	12.2	7	5.7	2	1.6	7

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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	23	19.2	53	44.2	25	20.8	12	10.0	7	5.8	10
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	21	17.4	63	52.1	23	19.0	9	7.4	5	4.1	9
43 - Our principal promotes innovation	40	32.3	63	50.8	16	12.9	4	3.2	1	0.8	6
44 - I have the skills necessary to meet the needs of all learners in my classroom	32	26.9	66	55.5	16	13.4	3	2.5	2	1.7	11
45 - I believe that I can positively impact student performance	69	53.9	58	45.3	1	0.8	0	0.0	0	0.0	2
46 - I have received violence prevention training	15	12.0	23	18.4	15	12.0	48	38.4	24	19.2	5
47 - Our professional development improves student achievement	25	19.5	55	43.0	31	24.2	12	9.4	5	3.9	2
48 - I have received adequate training in using computers and other technology to support my work with students	34	26.6	50	39.1	18	14.1	23	18.0	3	2.3	2
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	43	33.6	59	46.1	18	14.1	6	4.7	2	1.6	2
50 - I have received professional development on differentiating instruction for learners	25	20.5	61	50.0	14	11.5	17	13.9	5	4.1	8
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	15	13.0	50	43.5	27	23.5	19	16.5	4	3.5	15
52 - Students are held accountable for doing quality work	25	19.2	54	41.5	19	14.6	26	20.0	6	4.6	0
53 - The mission of this school is clearly defined	38	29.2	68	52.3	15	11.5	6	4.6	3	2.3	0
54 - All staff in our school hold high expectations for student learning	32	25.0	58	45.3	22	17.2	12	9.4	4	3.1	2
55 - There are open channels of communication among students, staff and administrators	30	23.1	61	46.9	15	11.5	19	14.6	5	3.8	0
56 - There are avenues for recognizing and rewarding the accomplishments of all students	40	31.0	71	55.0	11	8.5	5	3.9	2	1.6	1
57 - There are sufficient library media materials to support my program	16	12.9	60	48.4	16	12.9	22	17.7	10	8.1	6
58 - Career-Technical education is an essential part of the district's program of studies	16	15.7	31	30.4	37	36.3	15	14.7	3	2.9	28
59 - I feel safe at this school	60	46.2	57	43.8	10	7.7	3	2.3	0	0.0	0
60 - The library media center materials are current and in good condition	26	21.0	62	50.0	19	15.3	12	9.7	5	4.0	6
61 - In our community, people tend to trust each other	10	8.2	52	42.6	37	30.3	21	17.2	2	1.6	8
62 - My professional development has improved the way I teach	26	21.1	66	53.7	22	17.9	8	6.5	1	0.8	7

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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	19	15.1	62	49.2	27	21.4	18	14.3	0	0.0	4
64 - My school views parents as partners in the educational process	32	25.2	67	52.8	17	13.4	11	8.7	0	0.0	3
65 - My school has created specific strategies to better involve parents in the education of their child	22	17.5	47	37.3	38	30.2	19	15.1	0	0.0	4
66 - The board has high expectations for student achievement	40	31.7	58	46.0	17	13.5	10	7.9	1	0.8	4
67 - Students are treated fairly in this school	35	27.1	73	56.6	12	9.3	8	6.2	1	0.8	1
68 - The community is proud of this school	15	11.8	39	30.7	42	33.1	28	22.0	3	2.4	3
69 - This school makes students feel they belong	26	20.3	69	53.9	24	18.8	7	5.5	2	1.6	2
70 - If students in this school have a problem, teachers will listen and help	45	35.2	75	58.6	6	4.7	2	1.6	0	0.0	2
71 - I usually look forward to each working day as a teacher	47	39.2	55	45.8	10	8.3	6	5.0	2	1.7	10
72 - Discipline is handled fairly in this school	24	18.9	66	52.0	20	15.7	13	10.2	4	3.1	3
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	20	16.7	61	50.8	20	16.7	16	13.3	3	2.5	10
74 - The librarian/media specialist requests my input into the selection of resources	36	29.5	61	50.0	17	13.9	7	5.7	1	0.8	8
75 - There is adequate instruction in the use of library and media resources for classes and individual students	27	22.9	59	50.0	22	18.6	9	7.6	1	0.8	12
76 - There is systematic collaboration across subject areas in our building	16	13.4	53	44.5	28	23.5	18	15.1	4	3.4	11
77 - Individual counseling services are available to students	43	34.1	66	52.4	13	10.3	2	1.6	2	1.6	4
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	28	23.1	57	47.1	29	24.0	6	5.0	1	0.8	9
79 - The community provides enough money to adequately provide quality educational programs to children	6	4.9	21	17.1	42	34.1	32	26.0	22	17.9	7
80 - Overall, my school building is in good condition	26	20.2	53	41.1	23	17.8	16	12.4	11	8.5	1
81 - If I had a chance to choose all over again, I would still choose teaching as a career	64	49.6	40	31.0	16	12.4	6	4.7	3	2.3	1
82 - There is systematic collaboration between the academic and career education programs in our district.	7	6.5	36	33.6	49	45.8	13	12.1	2	1.9	23

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How much homework time do you assign your students each day		
fac83	Frequency	Percent
Do not assign	31	26.96
1/2 hour or less	75	65.22
1 hour	8	6.96
2 hours	1	0.87

Frequency Missing = 15

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.	18	16.1	21	18.8	35	31.3	25	22.3	13	11.6	18
85 - I assess the level of prior knowledge of all students before initiating instruction.	51	43.6	50	42.7	13	11.1	3	2.6	0	0.0	13
86 - Organize students into flexible groups based on their understanding of the content and skill level.	36	31.0	40	34.5	29	25.0	10	8.6	1	0.9	14
87 - Begin instructional units by presenting students with clear learning goals.	57	48.3	45	38.1	11	9.3	5	4.2	0	0.0	12
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	20	17.1	35	29.9	30	25.6	24	20.5	8	6.8	13
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	42	35.6	51	43.2	20	16.9	5	4.2	0	0.0	12
90 - Have students keep track of their own performance on the learning goals.	17	14.7	27	23.3	33	28.4	27	23.3	12	10.3	14
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	15	12.9	25	21.6	38	32.8	29	25.0	9	7.8	14
92 - Make use of cooperative learning groups.	45	38.1	41	34.7	24	20.3	6	5.1	2	1.7	12
93 - Have students construct verbal or written summaries of new content.	27	23.5	34	29.6	35	30.4	10	8.7	9	7.8	15
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	50	42.7	29	24.8	31	26.5	4	3.4	3	2.6	13
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	77	64.7	32	26.9	10	8.4	0	0.0	0	0.0	11
96 - I alter instructional strategies when students are having difficulty learning the material.	73	61.9	42	35.6	3	2.5	0	0.0	0	0.0	12
97 - Model or demonstrate important skills or procedures.	96	81.4	22	18.6	0	0.0	0	0.0	0	0.0	12
98 - Incorporate contextual/real life learning in the classroom.	67	56.3	45	37.8	6	5.0	0	0.0	1	0.8	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.	60	50.4	43	36.1	13	10.9	2	1.7	1	0.8	11
100 - Have students revise and correct errors in their work as a way of reviewing and revising content.	49	41.5	41	34.7	21	17.8	5	4.2	2	1.7	12
101 - Have students compare and classify content.	32	27.4	55	47.0	18	15.4	8	6.8	4	3.4	13
102 - Have students construct metaphors and analogies.	14	12.3	21	18.4	37	32.5	24	21.1	18	15.8	16
103 - Provide specific feedback on the homework assigned to students.	47	42.3	38	34.2	17	15.3	5	4.5	4	3.6	19
104 - Incorporate information about careers in my instruction.	23	20.2	30	26.3	44	38.6	14	12.3	3	2.6	16