

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

<b>School Guidance Counselor</b>		
<b>fac1a</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	32	96.97
<b>YES</b>	1	3.03

<b>Library Media Specialist</b>		
<b>fac1b</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	32	96.97
<b>YES</b>	1	3.03

<b>Special Education Teacher</b>		
<b>fac1c</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	29	87.88
<b>YES</b>	4	12.12

<b>Classroom Teacher</b>		
<b>fac1d</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	13	39.39
<b>YES</b>	20	60.61

<b>Administrator</b>		
<b>fac1e</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	32	96.97
<b>YES</b>	1	3.03

<b>Other Certificated Faculty</b>		
<b>fac1f</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	26	78.79
<b>YES</b>	7	21.21

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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	1	3.4	20	69.0	6	20.7	2	6.9	0	0.0	4
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	6	18.2	13	39.4	7	21.2	6	18.2	1	3.0	0
4 - I emphasize the importance of effort with students	27	81.8	6	18.2	0	0.0	0	0.0	0	0.0	0
5 - In our school, there is adequate support for classroom teachers to address special education students' IEP goals	3	9.7	20	64.5	7	22.6	1	3.2	0	0.0	2
6 - There is adequate collaboration between special education staff and classroom teachers in our school	4	12.5	23	71.9	3	9.4	2	6.3	0	0.0	1
7 - There is adequate professional development for teachers working with special education students in our school	2	6.3	14	43.8	9	28.1	6	18.8	1	3.1	1
8 - My school's administration protects instructional time available to teachers from interruptions.	4	12.1	16	48.5	9	27.3	3	9.1	1	3.0	0
9 - Our principal uses classroom management as part of our evaluation	7	21.9	20	62.5	5	15.6	0	0.0	0	0.0	1
10 - Clear rules that promote good behavior are enforced in our school	14	42.4	15	45.5	4	12.1	0	0.0	0	0.0	0
11 - Clear rules regarding behavior have been established in my classroom	21	63.6	11	33.3	1	3.0	0	0.0	0	0.0	0
12 - Educators in our school use effective practices to promote positive behavior	10	30.3	19	57.6	4	12.1	0	0.0	0	0.0	0
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	5	15.2	23	69.7	5	15.2	0	0.0	0	0.0	0
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	9	27.3	17	51.5	7	21.2	0	0.0	0	0.0	0
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	6	18.8	17	53.1	9	28.1	0	0.0	0	0.0	1
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	2	6.1	13	39.4	10	30.3	7	21.2	1	3.0	0
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	3	9.1	21	63.6	7	21.2	1	3.0	1	3.0	0
18 - Effective vehicles are in place for parents and community to communicate with the school	4	12.1	22	66.7	7	21.2	0	0.0	0	0.0	0
19 - In our school we communicate effectively to parents and the community	7	21.2	21	63.6	4	12.1	1	3.0	0	0.0	0
20 - Parents are encouraged to discuss their child's educational needs with the school	15	45.5	13	39.4	4	12.1	1	3.0	0	0.0	0
21 - I routinely analyze disaggregated student data and use it to plan my instruction	6	18.2	15	45.5	7	21.2	4	12.1	1	3.0	0

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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	10	31.3	19	59.4	3	9.4	0	0.0	0	0.0	1
23 - My school administers assessments throughout the school year that are used to guide instruction	10	34.5	14	48.3	3	10.3	2	6.9	0	0.0	4
24 - My school uses assessment data to evaluate and align the curriculum	7	21.9	20	62.5	3	9.4	2	6.3	0	0.0	1
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	6	18.8	23	71.9	3	9.4	0	0.0	0	0.0	1
26 - Student opinions are valued by teachers and administrators	9	27.3	18	54.5	6	18.2	0	0.0	0	0.0	0
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	3	10.7	8	28.6	13	46.4	4	14.3	0	0.0	5
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	8	24.2	22	66.7	3	9.1	0	0.0	0	0.0	0
29 - Individual student differences are appreciated at our school	9	28.1	17	53.1	5	15.6	1	3.1	0	0.0	1
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	4	14.8	5	18.5	13	48.1	3	11.1	2	7.4	6
31 - In our school teachers are encouraged to be instructional leaders	16	48.5	15	45.5	2	6.1	0	0.0	0	0.0	0
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	11	33.3	19	57.6	3	9.1	0	0.0	0	0.0	0
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	12	36.4	21	63.6	0	0.0	0	0.0	0	0.0	0
34 - Our principal identifies issues in the school that could potentially become problems	10	30.3	19	57.6	3	9.1	1	3.0	0	0.0	0
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	13	39.4	17	51.5	2	6.1	1	3.0	0	0.0	0
36 - Our school teaches and reinforces student self-discipline and responsibility	11	33.3	18	54.5	4	12.1	0	0.0	0	0.0	0
37 - Students who are prone to violence are systematically identified	6	20.7	11	37.9	8	27.6	4	13.8	0	0.0	4
38 - Our school promotes an environment of mutual respect among students	10	30.3	20	60.6	2	6.1	1	3.0	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	5	16.1	18	58.1	7	22.6	1	3.2	0	0.0	2
40 - My school systematically ensures that teachers address essential content	10	32.3	18	58.1	3	9.7	0	0.0	0	0.0	2

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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	6	20.0	11	36.7	11	36.7	2	6.7	0	0.0	3
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	5	16.1	19	61.3	7	22.6	0	0.0	0	0.0	2
43 - Our principal promotes innovation	7	21.9	21	65.6	4	12.5	0	0.0	0	0.0	1
44 - I have the skills necessary to meet the needs of all learners in my classroom	7	21.9	21	65.6	2	6.3	2	6.3	0	0.0	1
45 - I believe that I can positively impact student performance	15	45.5	18	54.5	0	0.0	0	0.0	0	0.0	0
46 - I have received violence prevention training	0	0.0	3	9.1	5	15.2	21	63.6	4	12.1	0
47 - Our professional development improves student achievement	5	15.2	11	33.3	14	42.4	2	6.1	1	3.0	0
48 - I have received adequate training in using computers and other technology to support my work with students	4	12.1	14	42.4	8	24.2	6	18.2	1	3.0	0
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	6	18.2	20	60.6	7	21.2	0	0.0	0	0.0	0
50 - I have received professional development on differentiating instruction for learners	5	15.2	18	54.5	4	12.1	4	12.1	2	6.1	0
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	2	8.3	9	37.5	10	41.7	3	12.5	0	0.0	9
52 - Students are held accountable for doing quality work	10	30.3	15	45.5	5	15.2	3	9.1	0	0.0	0
53 - The mission of this school is clearly defined	8	24.2	21	63.6	4	12.1	0	0.0	0	0.0	0
54 - All staff in our school hold high expectations for student learning	11	33.3	14	42.4	7	21.2	1	3.0	0	0.0	0
55 - There are open channels of communication among students, staff and administrators	7	21.2	19	57.6	2	6.1	5	15.2	0	0.0	0
56 - There are avenues for recognizing and rewarding the accomplishments of all students	13	39.4	18	54.5	2	6.1	0	0.0	0	0.0	0
57 - There are sufficient library media materials to support my program	4	12.1	18	54.5	5	15.2	5	15.2	1	3.0	0
58 - Career-Technical education is an essential part of the district's program of studies	2	9.1	5	22.7	13	59.1	1	4.5	1	4.5	11
59 - I feel safe at this school	14	42.4	16	48.5	3	9.1	0	0.0	0	0.0	0
60 - The library media center materials are current and in good condition	7	21.2	18	54.5	6	18.2	2	6.1	0	0.0	0
61 - In our community, people tend to trust each other	4	13.8	11	37.9	7	24.1	7	24.1	0	0.0	4
62 - My professional development has improved the way I teach	6	18.2	23	69.7	4	12.1	0	0.0	0	0.0	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	8	24.2	22	66.7	2	6.1	1	3.0	0	0.0	0
64 - My school views parents as partners in the educational process	11	33.3	19	57.6	2	6.1	1	3.0	0	0.0	0
65 - My school has created specific strategies to better involve parents in the education of their child	8	24.2	12	36.4	9	27.3	4	12.1	0	0.0	0
66 - The board has high expectations for student achievement	13	39.4	17	51.5	3	9.1	0	0.0	0	0.0	0
67 - Students are treated fairly in this school	9	27.3	20	60.6	3	9.1	1	3.0	0	0.0	0
68 - The community is proud of this school	7	21.2	10	30.3	11	33.3	5	15.2	0	0.0	0
69 - This school makes students feel they belong	8	24.2	19	57.6	5	15.2	1	3.0	0	0.0	0
70 - If students in this school have a problem, teachers will listen and help	12	36.4	18	54.5	3	9.1	0	0.0	0	0.0	0
71 - I usually look forward to each working day as a teacher	11	33.3	21	63.6	0	0.0	1	3.0	0	0.0	0
72 - Discipline is handled fairly in this school	7	21.9	18	56.3	6	18.8	1	3.1	0	0.0	1
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	4	13.8	12	41.4	9	31.0	4	13.8	0	0.0	4
74 - The librarian/media specialist requests my input into the selection of resources	7	21.9	16	50.0	5	15.6	3	9.4	1	3.1	1
75 - There is adequate instruction in the use of library and media resources for classes and individual students	4	13.3	13	43.3	12	40.0	1	3.3	0	0.0	3
76 - There is systematic collaboration across subject areas in our building	6	20.0	14	46.7	8	26.7	1	3.3	1	3.3	3
77 - Individual counseling services are available to students	12	38.7	12	38.7	6	19.4	0	0.0	1	3.2	2
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	6	18.8	19	59.4	7	21.9	0	0.0	0	0.0	1
79 - The community provides enough money to adequately provide quality educational programs to children	1	3.2	5	16.1	8	25.8	12	38.7	5	16.1	2
80 - Overall, my school building is in good condition	3	9.1	9	27.3	9	27.3	8	24.2	4	12.1	0
81 - If I had a chance to choose all over again, I would still choose teaching as a career	16	48.5	12	36.4	3	9.1	1	3.0	1	3.0	0
82 - There is systematic collaboration between the academic and career education programs in our district.	0	0.0	8	34.8	14	60.9	1	4.3	0	0.0	10

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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>	11	35.48
<b>1/2 hour or less</b>	20	64.52

*Frequency Missing = 2*

<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.	0	0.0	0	0.0	9	32.1	11	39.3	8	28.6	5
85 - I assess the level of prior knowledge of all students before initiating instruction.	18	56.3	12	37.5	1	3.1	1	3.1	0	0.0	1
86 - Organize students into flexible groups based on their understanding of the content and skill level.	13	39.4	12	36.4	5	15.2	2	6.1	1	3.0	0
87 - Begin instructional units by presenting students with clear learning goals.	17	51.5	15	45.5	0	0.0	1	3.0	0	0.0	0
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	2	6.3	12	37.5	12	37.5	4	12.5	2	6.3	1
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	8	24.2	20	60.6	3	9.1	2	6.1	0	0.0	0
90 - Have students keep track of their own performance on the learning goals.	1	3.1	4	12.5	12	37.5	10	31.3	5	15.6	1
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	2	6.5	6	19.4	10	32.3	10	32.3	3	9.7	2
92 - Make use of cooperative learning groups.	11	33.3	13	39.4	6	18.2	2	6.1	1	3.0	0
93 - Have students construct verbal or written summaries of new content.	3	9.7	10	32.3	11	35.5	3	9.7	4	12.9	2
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	15	48.4	6	19.4	9	29.0	0	0.0	1	3.2	2
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	21	65.6	9	28.1	2	6.3	0	0.0	0	0.0	1
96 - I alter instructional strategies when students are having difficulty learning the material.	21	65.6	11	34.4	0	0.0	0	0.0	0	0.0	1
97 - Model or demonstrate important skills or procedures.	26	81.3	6	18.8	0	0.0	0	0.0	0	0.0	1
98 - Incorporate contextual/real life learning in the classroom.	16	48.5	15	45.5	1	3.0	0	0.0	1	3.0	0
99 - Incorporate problem solving instructional activities in the classroom.	15	45.5	12	36.4	5	15.2	0	0.0	1	3.0	0
100 - Have students revise and correct errors in their work as a way of reviewing and revising content.	15	46.9	11	34.4	6	18.8	0	0.0	0	0.0	1

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Question	Regularly		Often		Occasionally		Rarely		Not at all		Number Missing
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
101 - Have students compare and classify content.	7	22.6	18	58.1	4	12.9	1	3.2	1	3.2	2
102 - Have students construct metaphors and analogies.	3	10.7	3	10.7	9	32.1	7	25.0	6	21.4	5
103 - Provide specific feedback on the homework assigned to students.	13	48.1	9	33.3	3	11.1	0	0.0	2	7.4	6
104 - Incorporate information about careers in my instruction.	3	10.0	7	23.3	16	53.3	2	6.7	2	6.7	3