

**Cycle 4 Advance Questionnaire - Certificated Faculty**  
**Frequency Distribution Report**  
**EAST PRAIRIE R-II School District**

<b>School Guidance Counselor</b>		
<b>fac1a</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	97	96.04
<b>YES</b>	4	3.96

<b>Library Media Specialist</b>		
<b>fac1b</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	98	97.03
<b>YES</b>	3	2.97

<b>Special Education Teacher</b>		
<b>fac1c</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	89	88.12
<b>YES</b>	12	11.88

<b>Classroom Teacher</b>		
<b>fac1d</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	33	32.67
<b>YES</b>	68	67.33

<b>Administrator</b>		
<b>fac1e</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	94	93.07
<b>YES</b>	7	6.93

<b>Other Certificated Faculty</b>		
<b>fac1f</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	93	92.08
<b>YES</b>	8	7.92

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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	33	33.7	54	55.1	9	9.2	1	1.0	1	1.0	3
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	48	48.0	47	47.0	4	4.0	1	1.0	0	0.0	1
4 - I emphasize the importance of effort with students	72	71.3	28	27.7	1	1.0	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	43	42.6	46	45.5	8	7.9	4	4.0	0	0.0	0
6 - There is adequate collaboration between special education staff and classroom teachers in our school	34	34.0	49	49.0	15	15.0	2	2.0	0	0.0	1
7 - There is adequate professional development for teachers working with special education students in our school	31	31.6	48	49.0	15	15.3	4	4.1	0	0.0	3
8 - My school's administration protects instructional time available to teachers from interruptions.	36	35.6	46	45.5	12	11.9	4	4.0	3	3.0	0
9 - Our principal uses classroom management as part of our evaluation	60	60.6	39	39.4	0	0.0	0	0.0	0	0.0	2
10 - Clear rules that promote good behavior are enforced in our school	63	62.4	37	36.6	1	1.0	0	0.0	0	0.0	0
11 - Clear rules regarding behavior have been established in my classroom	62	66.7	30	32.3	1	1.1	0	0.0	0	0.0	8
12 - Educators in our school use effective practices to promote positive behavior	65	64.4	32	31.7	4	4.0	0	0.0	0	0.0	0
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	55	55.6	40	40.4	3	3.0	1	1.0	0	0.0	2
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	51	51.0	46	46.0	3	3.0	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	41	41.0	51	51.0	6	6.0	1	1.0	1	1.0	1
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	30	30.6	43	43.9	22	22.4	2	2.0	1	1.0	3
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	41	41.8	50	51.0	6	6.1	1	1.0	0	0.0	3
18 - Effective vehicles are in place for parents and community to communicate with the school	56	56.0	39	39.0	4	4.0	0	0.0	1	1.0	1
19 - In our school we communicate effectively to parents and the community	48	47.5	43	42.6	9	8.9	0	0.0	1	1.0	0
20 - Parents are encouraged to discuss their child's educational needs with the school	60	59.4	38	37.6	2	2.0	0	0.0	1	1.0	0
21 - I routinely analyze disaggregated student data and use it to plan my instruction	28	30.4	44	47.8	16	17.4	4	4.3	0	0.0	9

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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	46.9	44	44.9	8	8.2	0	0.0	0	0.0	3
23 - My school administers assessments throughout the school year that are used to guide instruction	53	55.2	33	34.4	10	10.4	0	0.0	0	0.0	5
24 - My school uses assessment data to evaluate and align the curriculum	60	61.2	34	34.7	4	4.1	0	0.0	0	0.0	3
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	32	33.0	51	52.6	13	13.4	1	1.0	0	0.0	4
26 - Student opinions are valued by teachers and administrators	38	38.8	45	45.9	14	14.3	1	1.0	0	0.0	3
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	24	26.1	46	50.0	17	18.5	5	5.4	0	0.0	9
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	44	44.0	43	43.0	10	10.0	2	2.0	1	1.0	1
29 - Individual student differences are appreciated at our school	39	39.0	50	50.0	8	8.0	2	2.0	1	1.0	1
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	23	25.6	38	42.2	20	22.2	7	7.8	2	2.2	11
31 - In our school teachers are encouraged to be instructional leaders	65	64.4	33	32.7	3	3.0	0	0.0	0	0.0	0
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	62	62.0	33	33.0	4	4.0	0	0.0	1	1.0	1
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	64	64.0	32	32.0	4	4.0	0	0.0	0	0.0	1
34 - Our principal identifies issues in the school that could potentially become problems	59	59.0	37	37.0	4	4.0	0	0.0	0	0.0	1
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	53	53.5	40	40.4	5	5.1	0	0.0	1	1.0	2
36 - Our school teaches and reinforces student self-discipline and responsibility	49	48.5	43	42.6	8	7.9	1	1.0	0	0.0	0
37 - Students who are prone to violence are systematically identified	31	32.0	52	53.6	13	13.4	1	1.0	0	0.0	4
38 - Our school promotes an environment of mutual respect among students	47	46.5	46	45.5	8	7.9	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	43	43.4	48	48.5	8	8.1	0	0.0	0	0.0	2
40 - My school systematically ensures that teachers address essential content	56	57.1	38	38.8	4	4.1	0	0.0	0	0.0	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	21	21.9	59	61.5	11	11.5	5	5.2	0	0.0	5
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	27	27.8	58	59.8	10	10.3	2	2.1	0	0.0	4
43 - Our principal promotes innovation	54	54.5	41	41.4	3	3.0	1	1.0	0	0.0	2
44 - I have the skills necessary to meet the needs of all learners in my classroom	42	44.7	47	50.0	5	5.3	0	0.0	0	0.0	7
45 - I believe that I can positively impact student performance	66	66.7	32	32.3	0	0.0	1	1.0	0	0.0	2
46 - I have received violence prevention training	31	33.7	39	42.4	7	7.6	13	14.1	2	2.2	9
47 - Our professional development improves student achievement	53	53.5	38	38.4	6	6.1	2	2.0	0	0.0	2
48 - I have received adequate training in using computers and other technology to support my work with students	37	37.4	46	46.5	13	13.1	2	2.0	1	1.0	2
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	58	58.0	38	38.0	3	3.0	1	1.0	0	0.0	1
50 - I have received professional development on differentiating instruction for learners	50	52.1	39	40.6	5	5.2	1	1.0	1	1.0	5
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	30	33.7	49	55.1	8	9.0	1	1.1	1	1.1	12
52 - Students are held accountable for doing quality work	52	52.5	39	39.4	7	7.1	0	0.0	1	1.0	2
53 - The mission of this school is clearly defined	54	54.0	42	42.0	4	4.0	0	0.0	0	0.0	1
54 - All staff in our school hold high expectations for student learning	54	54.5	38	38.4	6	6.1	1	1.0	0	0.0	2
55 - There are open channels of communication among students, staff and administrators	53	53.0	41	41.0	4	4.0	2	2.0	0	0.0	1
56 - There are avenues for recognizing and rewarding the accomplishments of all students	60	60.0	36	36.0	3	3.0	1	1.0	0	0.0	1
57 - There are sufficient library media materials to support my program	45	45.5	45	45.5	4	4.0	3	3.0	2	2.0	2
58 - Career-Technical education is an essential part of the district's program of studies	30	36.6	41	50.0	10	12.2	1	1.2	0	0.0	19
59 - I feel safe at this school	68	68.0	31	31.0	1	1.0	0	0.0	0	0.0	1
60 - The library media center materials are current and in good condition	49	50.5	43	44.3	3	3.1	1	1.0	1	1.0	4
61 - In our community, people tend to trust each other	27	26.7	51	50.5	17	16.8	5	5.0	1	1.0	0
62 - My professional development has improved the way I teach	52	53.6	39	40.2	4	4.1	1	1.0	1	1.0	4

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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	44	45.4	40	41.2	9	9.3	3	3.1	1	1.0	4
64 - My school views parents as partners in the educational process	50	50.0	39	39.0	8	8.0	3	3.0	0	0.0	1
65 - My school has created specific strategies to better involve parents in the education of their child	46	47.4	35	36.1	14	14.4	2	2.1	0	0.0	4
66 - The board has high expectations for student achievement	62	61.4	38	37.6	1	1.0	0	0.0	0	0.0	0
67 - Students are treated fairly in this school	52	52.0	40	40.0	8	8.0	0	0.0	0	0.0	1
68 - The community is proud of this school	67	66.3	31	30.7	2	2.0	0	0.0	1	1.0	0
69 - This school makes students feel they belong	57	56.4	37	36.6	6	5.9	0	0.0	1	1.0	0
70 - If students in this school have a problem, teachers will listen and help	65	64.4	32	31.7	4	4.0	0	0.0	0	0.0	0
71 - I usually look forward to each working day as a teacher	53	54.6	41	42.3	3	3.1	0	0.0	0	0.0	4
72 - Discipline is handled fairly in this school	49	49.0	44	44.0	6	6.0	1	1.0	0	0.0	1
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	31	32.3	57	59.4	5	5.2	2	2.1	1	1.0	5
74 - The librarian/media specialist requests my input into the selection of resources	45	47.4	41	43.2	6	6.3	1	1.1	2	2.1	6
75 - There is adequate instruction in the use of library and media resources for classes and individual students	35	36.8	53	55.8	6	6.3	0	0.0	1	1.1	6
76 - There is systematic collaboration across subject areas in our building	34	34.7	45	45.9	15	15.3	3	3.1	1	1.0	3
77 - Individual counseling services are available to students	47	47.0	48	48.0	3	3.0	0	0.0	2	2.0	1
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	53	54.1	39	39.8	6	6.1	0	0.0	0	0.0	3
79 - The community provides enough money to adequately provide quality educational programs to children	21	22.3	44	46.8	20	21.3	9	9.6	0	0.0	7
80 - Overall, my school building is in good condition	37	37.0	50	50.0	11	11.0	2	2.0	0	0.0	1
81 - If I had a chance to choose all over again, I would still choose teaching as a career	52	54.2	28	29.2	11	11.5	2	2.1	3	3.1	5
82 - There is systematic collaboration between the academic and career education programs in our district.	21	26.9	44	56.4	11	14.1	1	1.3	1	1.3	23

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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>	36	40.00
<b>1/2 hour or less</b>	48	53.33
<b>1 hour</b>	6	6.67

*Frequency Missing = 11*

<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.	20	22.5	25	28.1	27	30.3	6	6.7	11	12.4	12
85 - I assess the level of prior knowledge of all students before initiating instruction.	43	44.8	41	42.7	10	10.4	1	1.0	1	1.0	5
86 - Organize students into flexible groups based on their understanding of the content and skill level.	47	50.5	30	32.3	13	14.0	2	2.2	1	1.1	8
87 - Begin instructional units by presenting students with clear learning goals.	60	65.2	30	32.6	1	1.1	0	0.0	1	1.1	9
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	20	22.5	32	36.0	21	23.6	9	10.1	7	7.9	12
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	49	52.7	36	38.7	6	6.5	0	0.0	2	2.2	8
90 - Have students keep track of their own performance on the learning goals.	21	24.1	25	28.7	29	33.3	7	8.0	5	5.7	14
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	20	23.3	23	26.7	23	26.7	12	14.0	8	9.3	15
92 - Make use of cooperative learning groups.	54	58.7	26	28.3	8	8.7	3	3.3	1	1.1	9
93 - Have students construct verbal or written summaries of new content.	34	38.2	33	37.1	16	18.0	1	1.1	5	5.6	12
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	48	52.2	29	31.5	12	13.0	1	1.1	2	2.2	9
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	63	67.7	26	28.0	4	4.3	0	0.0	0	0.0	8
96 - I alter instructional strategies when students are having difficulty learning the material.	72	75.0	21	21.9	3	3.1	0	0.0	0	0.0	5
97 - Model or demonstrate important skills or procedures.	83	85.6	13	13.4	1	1.0	0	0.0	0	0.0	4
98 - Incorporate contextual/real life learning in the classroom.	73	77.7	18	19.1	2	2.1	1	1.1	0	0.0	7
99 - Incorporate problem solving instructional activities in the classroom.	60	63.2	29	30.5	5	5.3	0	0.0	1	1.1	6

*Data Collected in Fall, 2008*  
*Tables Generated January 09, 2009*

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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.	52	56.5	29	31.5	11	12.0	0	0.0	0	0.0	9
101 - Have students compare and classify content.	41	44.1	36	38.7	14	15.1	1	1.1	1	1.1	8
102 - Have students construct metaphors and analogies.	18	20.7	18	20.7	25	28.7	12	13.8	14	16.1	14
103 - Provide specific feedback on the homework assigned to students.	43	48.9	27	30.7	9	10.2	3	3.4	6	6.8	13
104 - Incorporate information about careers in my instruction.	31	33.7	27	29.3	25	27.2	9	9.8	0	0.0	9