

*Cycle 4 Advance Questionnaire - Certificated Faculty*  
*Frequency Distribution Report*  
**MARYVILLE HIGH, MARYVILLE R-II School District**

<b>School Guidance Counselor</b>		
<b>fac1a</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	23	92.00
<b>YES</b>	2	8.00

<b>Library Media Specialist</b>		
<b>fac1b</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	24	96.00
<b>YES</b>	1	4.00

<b>Special Education Teacher</b>		
<b>fac1c</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	23	92.00
<b>YES</b>	2	8.00

<b>Classroom Teacher</b>		
<b>fac1d</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	7	28.00
<b>YES</b>	18	72.00

<b>Administrator</b>		
<b>fac1e</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	24	96.00
<b>YES</b>	1	4.00

<b>Other Certificated Faculty</b>		
<b>fac1f</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	23	92.00
<b>YES</b>	2	8.00

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	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
2 - My school collaborates with community agencies to meet the needs of students	6	24.0	17	68.0	2	8.0	0	0.0	0	0.0	0
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	9	36.0	12	48.0	2	8.0	2	8.0	0	0.0	0
4 - I emphasize the importance of effort with students	20	80.0	5	20.0	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	6	25.0	15	62.5	2	8.3	0	0.0	1	4.2	1
6 - There is adequate collaboration between special education staff and classroom teachers in our school	7	28.0	11	44.0	4	16.0	1	4.0	2	8.0	0
7 - There is adequate professional development for teachers working with special education students in our school	3	12.5	11	45.8	6	25.0	3	12.5	1	4.2	1
8 - My school's administration protects instructional time available to teachers from interruptions.	6	25.0	12	50.0	3	12.5	2	8.3	1	4.2	1
9 - Our principal uses classroom management as part of our evaluation	8	36.4	12	54.5	2	9.1	0	0.0	0	0.0	3
10 - Clear rules that promote good behavior are enforced in our school	6	24.0	6	24.0	4	16.0	3	12.0	6	24.0	0
11 - Clear rules regarding behavior have been established in my classroom	19	82.6	4	17.4	0	0.0	0	0.0	0	0.0	2
12 - Educators in our school use effective practices to promote positive behavior	6	24.0	18	72.0	1	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	3	12.0	17	68.0	4	16.0	1	4.0	0	0.0	0
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	4	16.0	16	64.0	2	8.0	3	12.0	0	0.0	0
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	6	25.0	12	50.0	3	12.5	2	8.3	1	4.2	1
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	5	20.0	8	32.0	6	24.0	6	24.0	0	0.0	0
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	2	8.0	17	68.0	5	20.0	1	4.0	0	0.0	0
18 - Effective vehicles are in place for parents and community to communicate with the school	8	32.0	13	52.0	3	12.0	1	4.0	0	0.0	0
19 - In our school we communicate effectively to parents and the community	8	32.0	14	56.0	2	8.0	1	4.0	0	0.0	0
20 - Parents are encouraged to discuss their child's educational needs with the school	8	33.3	13	54.2	2	8.3	1	4.2	0	0.0	1
21 - I routinely analyze disaggregated student data and use it to plan my instruction	0	0.0	4	20.0	12	60.0	3	15.0	1	5.0	5

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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	2	8.7	13	56.5	6	26.1	1	4.3	1	4.3	2
23 - My school administers assessments throughout the school year that are used to guide instruction	3	12.0	10	40.0	7	28.0	3	12.0	2	8.0	0
24 - My school uses assessment data to evaluate and align the curriculum	7	28.0	15	60.0	2	8.0	0	0.0	1	4.0	0
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	5	20.0	10	40.0	6	24.0	2	8.0	2	8.0	0
26 - Student opinions are valued by teachers and administrators	4	16.0	15	60.0	3	12.0	3	12.0	0	0.0	0
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	3	12.0	8	32.0	11	44.0	3	12.0	0	0.0	0
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	9	36.0	14	56.0	1	4.0	0	0.0	1	4.0	0
29 - Individual student differences are appreciated at our school	3	12.0	13	52.0	7	28.0	2	8.0	0	0.0	0
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	5	23.8	6	28.6	7	33.3	3	14.3	0	0.0	4
31 - In our school teachers are encouraged to be instructional leaders	9	36.0	14	56.0	0	0.0	1	4.0	1	4.0	0
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	7	28.0	12	48.0	3	12.0	1	4.0	2	8.0	0
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	4	16.0	10	40.0	8	32.0	2	8.0	1	4.0	0
34 - Our principal identifies issues in the school that could potentially become problems	10	40.0	6	24.0	5	20.0	4	16.0	0	0.0	0
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	2	8.0	5	20.0	9	36.0	7	28.0	2	8.0	0
36 - Our school teaches and reinforces student self-discipline and responsibility	4	16.0	12	48.0	3	12.0	4	16.0	2	8.0	0
37 - Students who are prone to violence are systematically identified	4	16.7	7	29.2	5	20.8	7	29.2	1	4.2	1
38 - Our school promotes an environment of mutual respect among students	5	20.0	9	36.0	4	16.0	3	12.0	4	16.0	0
39 - The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers	6	27.3	5	22.7	7	31.8	4	18.2	0	0.0	3
40 - My school systematically ensures that teachers address essential content	5	20.8	10	41.7	7	29.2	1	4.2	1	4.2	1

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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	4	18.2	10	45.5	5	22.7	3	13.6	0	0.0	3
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	7	31.8	8	36.4	7	31.8	0	0.0	0	0.0	3
43 - Our principal promotes innovation	5	20.8	12	50.0	3	12.5	3	12.5	1	4.2	1
44 - I have the skills necessary to meet the needs of all learners in my classroom	10	43.5	10	43.5	2	8.7	1	4.3	0	0.0	2
45 - I believe that I can positively impact student performance	17	70.8	7	29.2	0	0.0	0	0.0	0	0.0	1
46 - I have received violence prevention training	2	8.3	8	33.3	3	12.5	8	33.3	3	12.5	1
47 - Our professional development improves student achievement	7	29.2	8	33.3	4	16.7	3	12.5	2	8.3	1
48 - I have received adequate training in using computers and other technology to support my work with students	7	30.4	14	60.9	1	4.3	0	0.0	1	4.3	2
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	10	40.0	11	44.0	4	16.0	0	0.0	0	0.0	0
50 - I have received professional development on differentiating instruction for learners	5	22.7	11	50.0	3	13.6	1	4.5	2	9.1	3
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	8	32.0	10	40.0	5	20.0	2	8.0	0	0.0	0
52 - Students are held accountable for doing quality work	3	12.0	14	56.0	5	20.0	3	12.0	0	0.0	0
53 - The mission of this school is clearly defined	6	24.0	13	52.0	4	16.0	1	4.0	1	4.0	0
54 - All staff in our school hold high expectations for student learning	4	16.0	9	36.0	4	16.0	7	28.0	1	4.0	0
55 - There are open channels of communication among students, staff and administrators	4	16.0	13	52.0	4	16.0	4	16.0	0	0.0	0
56 - There are avenues for recognizing and rewarding the accomplishments of all students	9	36.0	13	52.0	1	4.0	1	4.0	1	4.0	0
57 - There are sufficient library media materials to support my program	9	37.5	13	54.2	0	0.0	2	8.3	0	0.0	1
58 - Career-Technical education is an essential part of the district's program of studies	14	56.0	7	28.0	3	12.0	1	4.0	0	0.0	0
59 - I feel safe at this school	12	48.0	12	48.0	1	4.0	0	0.0	0	0.0	0
60 - The library media center materials are current and in good condition	12	50.0	11	45.8	1	4.2	0	0.0	0	0.0	1
61 - In our community, people tend to trust each other	7	28.0	12	48.0	3	12.0	1	4.0	2	8.0	0
62 - My professional development has improved the way I teach	9	37.5	8	33.3	4	16.7	3	12.5	0	0.0	1

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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	6	24.0	10	40.0	9	36.0	0	0.0	0	0.0	0
64 - My school views parents as partners in the educational process	8	32.0	9	36.0	6	24.0	2	8.0	0	0.0	0
65 - My school has created specific strategies to better involve parents in the education of their child	5	20.0	13	52.0	5	20.0	1	4.0	1	4.0	0
66 - The board has high expectations for student achievement	9	36.0	13	52.0	1	4.0	1	4.0	1	4.0	0
67 - Students are treated fairly in this school	6	24.0	10	40.0	4	16.0	2	8.0	3	12.0	0
68 - The community is proud of this school	11	44.0	13	52.0	1	4.0	0	0.0	0	0.0	0
69 - This school makes students feel they belong	3	12.0	15	60.0	5	20.0	2	8.0	0	0.0	0
70 - If students in this school have a problem, teachers will listen and help	5	20.0	18	72.0	2	8.0	0	0.0	0	0.0	0
71 - I usually look forward to each working day as a teacher	8	33.3	14	58.3	2	8.3	0	0.0	0	0.0	1
72 - Discipline is handled fairly in this school	4	16.0	7	28.0	5	20.0	5	20.0	4	16.0	0
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	8	34.8	13	56.5	2	8.7	0	0.0	0	0.0	2
74 - The librarian/media specialist requests my input into the selection of resources	10	43.5	9	39.1	4	17.4	0	0.0	0	0.0	2
75 - There is adequate instruction in the use of library and media resources for classes and individual students	7	31.8	12	54.5	3	13.6	0	0.0	0	0.0	3
76 - There is systematic collaboration across subject areas in our building	3	13.0	8	34.8	5	21.7	6	26.1	1	4.3	2
77 - Individual counseling services are available to students	11	45.8	11	45.8	1	4.2	1	4.2	0	0.0	1
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	4	16.0	15	60.0	4	16.0	2	8.0	0	0.0	0
79 - The community provides enough money to adequately provide quality educational programs to children	4	16.0	14	56.0	4	16.0	3	12.0	0	0.0	0
80 - Overall, my school building is in good condition	4	16.0	20	80.0	0	0.0	1	4.0	0	0.0	0
81 - If I had a chance to choose all over again, I would still choose teaching as a career	12	48.0	8	32.0	2	8.0	2	8.0	1	4.0	0
82 - There is systematic collaboration between the academic and career education programs in our district.	8	33.3	11	45.8	2	8.3	3	12.5	0	0.0	1

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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>	6	26.09
<b>1/2 hour or less</b>	13	56.52
<b>1 hour</b>	4	17.39

*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.	2	9.1	8	36.4	8	36.4	1	4.5	3	13.6	3
85 - I assess the level of prior knowledge of all students before initiating instruction.	6	28.6	9	42.9	5	23.8	1	4.8	0	0.0	4
86 - Organize students into flexible groups based on their understanding of the content and skill level.	3	14.3	8	38.1	4	19.0	3	14.3	3	14.3	4
87 - Begin instructional units by presenting students with clear learning goals.	8	38.1	10	47.6	3	14.3	0	0.0	0	0.0	4
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	2	9.1	5	22.7	7	31.8	6	27.3	2	9.1	3
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	11	50.0	9	40.9	1	4.5	0	0.0	1	4.5	3
90 - Have students keep track of their own performance on the learning goals.	5	22.7	4	18.2	10	45.5	2	9.1	1	4.5	3
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	3	13.6	4	18.2	8	36.4	4	18.2	3	13.6	3
92 - Make use of cooperative learning groups.	7	31.8	8	36.4	4	18.2	1	4.5	2	9.1	3
93 - Have students construct verbal or written summaries of new content.	5	23.8	8	38.1	3	14.3	3	14.3	2	9.5	4
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	8	38.1	6	28.6	4	19.0	0	0.0	3	14.3	4
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	16	76.2	4	19.0	1	4.8	0	0.0	0	0.0	4
96 - I alter instructional strategies when students are having difficulty learning the material.	15	68.2	7	31.8	0	0.0	0	0.0	0	0.0	3
97 - Model or demonstrate important skills or procedures.	16	72.7	6	27.3	0	0.0	0	0.0	0	0.0	3
98 - Incorporate contextual/real life learning in the classroom.	17	81.0	4	19.0	0	0.0	0	0.0	0	0.0	4

*Data Collected in Fall, 2006*  
*Tables Generated January 09, 2007*

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	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
99 - Incorporate problem solving instructional activities in the classroom.	16	76.2	3	14.3	2	9.5	0	0.0	0	0.0	4
100 - Have students revise and correct errors in their work as a way of reviewing and revising content.	10	47.6	6	28.6	4	19.0	0	0.0	1	4.8	4
101 - Have students compare and classify content.	8	38.1	9	42.9	3	14.3	1	4.8	0	0.0	4
102 - Have students construct metaphors and analogies.	6	30.0	3	15.0	4	20.0	5	25.0	2	10.0	5
103 - Provide specific feedback on the homework assigned to students.	13	61.9	5	23.8	1	4.8	0	0.0	2	9.5	4
104 - Incorporate information about careers in my instruction.	7	33.3	8	38.1	3	14.3	3	14.3	0	0.0	4