

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

<b>School Guidance Counselor</b>		
<b>fac1a</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	31	93.94
<b>YES</b>	2	6.06

<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>	9	27.27
<b>YES</b>	24	72.73

<b>Administrator</b>		
<b>fac1e</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	31	93.94
<b>YES</b>	2	6.06

<b>Other Certificated Faculty</b>		
<b>fac1f</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	31	93.94
<b>YES</b>	2	6.06

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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	23	69.7	10	30.3	0	0.0	0	0.0	0	0.0	0
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	14	42.4	15	45.5	3	9.1	1	3.0	0	0.0	0
4 - I emphasize the importance of effort with students	19	57.6	13	39.4	1	3.0	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	18.2	19	57.6	5	15.2	2	6.1	1	3.0	0
6 - There is adequate collaboration between special education staff and classroom teachers in our school	10	30.3	18	54.5	2	6.1	2	6.1	1	3.0	0
7 - There is adequate professional development for teachers working with special education students in our school	6	18.8	12	37.5	8	25.0	5	15.6	1	3.1	1
8 - My school's administration protects instructional time available to teachers from interruptions.	15	45.5	17	51.5	1	3.0	0	0.0	0	0.0	0
9 - Our principal uses classroom management as part of our evaluation	13	39.4	14	42.4	4	12.1	1	3.0	1	3.0	0
10 - Clear rules that promote good behavior are enforced in our school	16	48.5	15	45.5	2	6.1	0	0.0	0	0.0	0
11 - Clear rules regarding behavior have been established in my classroom	13	41.9	18	58.1	0	0.0	0	0.0	0	0.0	2
12 - Educators in our school use effective practices to promote positive behavior	12	36.4	19	57.6	2	6.1	0	0.0	0	0.0	0
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	11	33.3	22	66.7	0	0.0	0	0.0	0	0.0	0
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	15	45.5	18	54.5	0	0.0	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	16	48.5	14	42.4	3	9.1	0	0.0	0	0.0	0
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	20	60.6	9	27.3	2	6.1	2	6.1	0	0.0	0
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	21	63.6	9	27.3	2	6.1	1	3.0	0	0.0	0
18 - Effective vehicles are in place for parents and community to communicate with the school	21	63.6	12	36.4	0	0.0	0	0.0	0	0.0	0
19 - In our school we communicate effectively to parents and the community	18	54.5	13	39.4	2	6.1	0	0.0	0	0.0	0
20 - Parents are encouraged to discuss their child's educational needs with the school	20	60.6	12	36.4	1	3.0	0	0.0	0	0.0	0
21 - I routinely analyze disaggregated student data and use it to plan my instruction	4	12.9	14	45.2	9	29.0	4	12.9	0	0.0	2

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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	7	21.9	17	53.1	8	25.0	0	0.0	0	0.0	1
23 - My school administers assessments throughout the school year that are used to guide instruction	5	17.2	17	58.6	4	13.8	2	6.9	1	3.4	4
24 - My school uses assessment data to evaluate and align the curriculum	15	45.5	15	45.5	3	9.1	0	0.0	0	0.0	0
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	17	53.1	13	40.6	1	3.1	1	3.1	0	0.0	1
26 - Student opinions are valued by teachers and administrators	17	51.5	15	45.5	0	0.0	1	3.0	0	0.0	0
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	11	35.5	15	48.4	4	12.9	1	3.2	0	0.0	2
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	15	46.9	16	50.0	1	3.1	0	0.0	0	0.0	1
29 - Individual student differences are appreciated at our school	15	45.5	16	48.5	2	6.1	0	0.0	0	0.0	0
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	14	50.0	9	32.1	4	14.3	1	3.6	0	0.0	5
31 - In our school teachers are encouraged to be instructional leaders	22	66.7	11	33.3	0	0.0	0	0.0	0	0.0	0
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	25	75.8	6	18.2	1	3.0	1	3.0	0	0.0	0
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	21	63.6	10	30.3	1	3.0	1	3.0	0	0.0	0
34 - Our principal identifies issues in the school that could potentially become problems	20	60.6	10	30.3	3	9.1	0	0.0	0	0.0	0
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	17	51.5	13	39.4	3	9.1	0	0.0	0	0.0	0
36 - Our school teaches and reinforces student self-discipline and responsibility	19	57.6	14	42.4	0	0.0	0	0.0	0	0.0	0
37 - Students who are prone to violence are systematically identified	11	35.5	16	51.6	3	9.7	1	3.2	0	0.0	2
38 - Our school promotes an environment of mutual respect among students	16	48.5	16	48.5	1	3.0	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	9	28.1	18	56.3	4	12.5	1	3.1	0	0.0	1
40 - My school systematically ensures that teachers address essential content	13	40.6	16	50.0	3	9.4	0	0.0	0	0.0	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	6	18.8	18	56.3	6	18.8	2	6.3	0	0.0	1
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	6	18.8	21	65.6	2	6.3	3	9.4	0	0.0	1
43 - Our principal promotes innovation	18	54.5	13	39.4	2	6.1	0	0.0	0	0.0	0
44 - I have the skills necessary to meet the needs of all learners in my classroom	10	30.3	21	63.6	1	3.0	1	3.0	0	0.0	0
45 - I believe that I can positively impact student performance	18	54.5	15	45.5	0	0.0	0	0.0	0	0.0	0
46 - I have received violence prevention training	2	6.7	11	36.7	4	13.3	10	33.3	3	10.0	3
47 - Our professional development improves student achievement	8	25.8	21	67.7	1	3.2	1	3.2	0	0.0	2
48 - I have received adequate training in using computers and other technology to support my work with students	8	24.2	12	36.4	6	18.2	6	18.2	1	3.0	0
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	15	46.9	16	50.0	1	3.1	0	0.0	0	0.0	1
50 - I have received professional development on differentiating instruction for learners	10	32.3	17	54.8	1	3.2	3	9.7	0	0.0	2
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	11	35.5	16	51.6	4	12.9	0	0.0	0	0.0	2
52 - Students are held accountable for doing quality work	14	42.4	17	51.5	0	0.0	2	6.1	0	0.0	0
53 - The mission of this school is clearly defined	24	72.7	8	24.2	0	0.0	1	3.0	0	0.0	0
54 - All staff in our school hold high expectations for student learning	16	48.5	16	48.5	0	0.0	1	3.0	0	0.0	0
55 - There are open channels of communication among students, staff and administrators	19	57.6	13	39.4	0	0.0	1	3.0	0	0.0	0
56 - There are avenues for recognizing and rewarding the accomplishments of all students	21	65.6	11	34.4	0	0.0	0	0.0	0	0.0	1
57 - There are sufficient library media materials to support my program	17	51.5	10	30.3	3	9.1	3	9.1	0	0.0	0
58 - Career-Technical education is an essential part of the district's program of studies	13	43.3	11	36.7	5	16.7	1	3.3	0	0.0	3
59 - I feel safe at this school	26	78.8	7	21.2	0	0.0	0	0.0	0	0.0	0
60 - The library media center materials are current and in good condition	20	60.6	12	36.4	1	3.0	0	0.0	0	0.0	0
61 - In our community, people tend to trust each other	15	45.5	16	48.5	1	3.0	0	0.0	1	3.0	0
62 - My professional development has improved the way I teach	16	50.0	14	43.8	1	3.1	1	3.1	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	12	36.4	17	51.5	2	6.1	2	6.1	0	0.0	0
64 - My school views parents as partners in the educational process	16	48.5	16	48.5	1	3.0	0	0.0	0	0.0	0
65 - My school has created specific strategies to better involve parents in the education of their child	9	28.1	16	50.0	6	18.8	1	3.1	0	0.0	1
66 - The board has high expectations for student achievement	14	45.2	15	48.4	2	6.5	0	0.0	0	0.0	2
67 - Students are treated fairly in this school	16	48.5	16	48.5	1	3.0	0	0.0	0	0.0	0
68 - The community is proud of this school	22	66.7	11	33.3	0	0.0	0	0.0	0	0.0	0
69 - This school makes students feel they belong	16	50.0	15	46.9	1	3.1	0	0.0	0	0.0	1
70 - If students in this school have a problem, teachers will listen and help	25	75.8	7	21.2	1	3.0	0	0.0	0	0.0	0
71 - I usually look forward to each working day as a teacher	20	60.6	12	36.4	1	3.0	0	0.0	0	0.0	0
72 - Discipline is handled fairly in this school	17	51.5	14	42.4	2	6.1	0	0.0	0	0.0	0
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	16	48.5	16	48.5	0	0.0	1	3.0	0	0.0	0
74 - The librarian/media specialist requests my input into the selection of resources	21	63.6	9	27.3	1	3.0	1	3.0	1	3.0	0
75 - There is adequate instruction in the use of library and media resources for classes and individual students	16	50.0	14	43.8	1	3.1	0	0.0	1	3.1	1
76 - There is systematic collaboration across subject areas in our building	18	54.5	12	36.4	2	6.1	1	3.0	0	0.0	0
77 - Individual counseling services are available to students	22	66.7	10	30.3	0	0.0	1	3.0	0	0.0	0
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	16	51.6	14	45.2	1	3.2	0	0.0	0	0.0	2
79 - The community provides enough money to adequately provide quality educational programs to children	10	33.3	15	50.0	3	10.0	2	6.7	0	0.0	3
80 - Overall, my school building is in good condition	19	57.6	13	39.4	1	3.0	0	0.0	0	0.0	0
81 - If I had a chance to choose all over again, I would still choose teaching as a career	15	45.5	14	42.4	3	9.1	1	3.0	0	0.0	0
82 - There is systematic collaboration between the academic and career education programs in our district.	9	32.1	13	46.4	4	14.3	2	7.1	0	0.0	5

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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>	12	41.38
<b>1/2 hour or less</b>	16	55.17
<b>1 hour</b>	1	3.45

*Frequency Missing = 4*

<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.	8	25.0	13	40.6	8	25.0	1	3.1	2	6.3	1
85 - I assess the level of prior knowledge of all students before initiating instruction.	8	24.2	16	48.5	7	21.2	2	6.1	0	0.0	0
86 - Organize students into flexible groups based on their understanding of the content and skill level.	8	24.2	9	27.3	5	15.2	10	30.3	1	3.0	0
87 - Begin instructional units by presenting students with clear learning goals.	13	39.4	14	42.4	5	15.2	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.	5	15.6	8	25.0	11	34.4	6	18.8	2	6.3	1
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	8	24.2	18	54.5	6	18.2	1	3.0	0	0.0	0
90 - Have students keep track of their own performance on the learning goals.	7	21.2	8	24.2	9	27.3	5	15.2	4	12.1	0
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	6	19.4	11	35.5	7	22.6	6	19.4	1	3.2	2
92 - Make use of cooperative learning groups.	12	37.5	13	40.6	5	15.6	2	6.3	0	0.0	1
93 - Have students construct verbal or written summaries of new content.	7	21.9	12	37.5	10	31.3	3	9.4	0	0.0	1
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	7	21.9	11	34.4	11	34.4	3	9.4	0	0.0	1
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	16	50.0	15	46.9	1	3.1	0	0.0	0	0.0	1
96 - I alter instructional strategies when students are having difficulty learning the material.	19	57.6	13	39.4	1	3.0	0	0.0	0	0.0	0
97 - Model or demonstrate important skills or procedures.	26	78.8	7	21.2	0	0.0	0	0.0	0	0.0	0
98 - Incorporate contextual/real life learning in the classroom.	20	60.6	12	36.4	1	3.0	0	0.0	0	0.0	0

*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	50.0	14	43.8	1	3.1	1	3.1	0	0.0	1
100 - Have students revise and correct errors in their work as a way of reviewing and revising content.	10	32.3	12	38.7	6	19.4	3	9.7	0	0.0	2
101 - Have students compare and classify content.	5	16.1	12	38.7	12	38.7	0	0.0	2	6.5	2
102 - Have students construct metaphors and analogies.	3	10.3	5	17.2	9	31.0	8	27.6	4	13.8	4
103 - Provide specific feedback on the homework assigned to students.	18	58.1	10	32.3	1	3.2	0	0.0	2	6.5	2
104 - Incorporate information about careers in my instruction.	11	33.3	8	24.2	9	27.3	4	12.1	1	3.0	0