

**Cycle 4 Advance Questionnaire - Certificated Faculty**  
**Frequency Distribution Report**  
**LAWSON R-XIV School District**

<b>School Guidance Counselor</b>		
<b>fac1a</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	104	97.20
<b>YES</b>	3	2.80

<b>Library Media Specialist</b>		
<b>fac1b</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	105	98.13
<b>YES</b>	2	1.87

<b>Special Education Teacher</b>		
<b>fac1c</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	94	87.85
<b>YES</b>	13	12.15

<b>Classroom Teacher</b>		
<b>fac1d</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	34	31.78
<b>YES</b>	73	68.22

<b>Administrator</b>		
<b>fac1e</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	98	91.59
<b>YES</b>	9	8.41

<b>Other Certificated Faculty</b>		
<b>fac1f</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	97	90.65
<b>YES</b>	10	9.35

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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	45	42.5	53	50.0	7	6.6	0	0.0	1	0.9	1
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	62	57.9	38	35.5	4	3.7	2	1.9	1	0.9	0
4 - I emphasize the importance of effort with students	89	84.0	16	15.1	0	0.0	0	0.0	1	0.9	1
5 - In our school, there is adequate support for classroom teachers to address special education students' IEP goals	50	46.7	36	33.6	12	11.2	8	7.5	1	0.9	0
6 - There is adequate collaboration between special education staff and classroom teachers in our school	35	32.7	44	41.1	15	14.0	12	11.2	1	0.9	0
7 - There is adequate professional development for teachers working with special education students in our school	27	26.2	45	43.7	17	16.5	13	12.6	1	1.0	4
8 - My school's administration protects instructional time available to teachers from interruptions.	57	53.3	37	34.6	6	5.6	6	5.6	1	0.9	0
9 - Our principal uses classroom management as part of our evaluation	70	65.4	32	29.9	3	2.8	1	0.9	1	0.9	0
10 - Clear rules that promote good behavior are enforced in our school	72	67.3	30	28.0	3	2.8	1	0.9	1	0.9	0
11 - Clear rules regarding behavior have been established in my classroom	77	77.8	21	21.2	0	0.0	0	0.0	1	1.0	8
12 - Educators in our school use effective practices to promote positive behavior	64	59.8	39	36.4	3	2.8	0	0.0	1	0.9	0
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	57	53.8	44	41.5	4	3.8	0	0.0	1	0.9	1
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	57	53.3	43	40.2	5	4.7	1	0.9	1	0.9	0
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	58	54.7	34	32.1	11	10.4	2	1.9	1	0.9	1
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	22	20.8	47	44.3	26	24.5	9	8.5	2	1.9	1
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	39	36.8	50	47.2	11	10.4	5	4.7	1	0.9	1
18 - Effective vehicles are in place for parents and community to communicate with the school	64	60.4	38	35.8	3	2.8	0	0.0	1	0.9	1
19 - In our school we communicate effectively to parents and the community	67	62.6	34	31.8	5	4.7	0	0.0	1	0.9	0
20 - Parents are encouraged to discuss their child's educational needs with the school	72	67.3	29	27.1	5	4.7	0	0.0	1	0.9	0
21 - I routinely analyze disaggregated student data and use it to plan my instruction	27	28.7	46	48.9	17	18.1	4	4.3	0	0.0	13

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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	50	48.5	46	44.7	7	6.8	0	0.0	0	0.0	4
23 - My school administers assessments throughout the school year that are used to guide instruction	48	45.7	42	40.0	8	7.6	5	4.8	2	1.9	2
24 - My school uses assessment data to evaluate and align the curriculum	65	61.3	35	33.0	5	4.7	0	0.0	1	0.9	1
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	43	40.6	42	39.6	17	16.0	3	2.8	1	0.9	1
26 - Student opinions are valued by teachers and administrators	36	33.6	60	56.1	7	6.5	3	2.8	1	0.9	0
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	27	25.7	45	42.9	25	23.8	8	7.6	0	0.0	2
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	40	37.4	45	42.1	19	17.8	3	2.8	0	0.0	0
29 - Individual student differences are appreciated at our school	36	33.6	50	46.7	15	14.0	5	4.7	1	0.9	0
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	16	16.0	52	52.0	24	24.0	6	6.0	2	2.0	7
31 - In our school teachers are encouraged to be instructional leaders	59	56.2	39	37.1	4	3.8	2	1.9	1	1.0	2
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	55	53.9	31	30.4	8	7.8	6	5.9	2	2.0	5
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	56	54.4	35	34.0	5	4.9	6	5.8	1	1.0	4
34 - Our principal identifies issues in the school that could potentially become problems	55	52.9	35	33.7	10	9.6	3	2.9	1	1.0	3
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	43	41.3	34	32.7	16	15.4	7	6.7	4	3.8	3
36 - Our school teaches and reinforces student self-discipline and responsibility	55	51.9	43	40.6	5	4.7	2	1.9	1	0.9	1
37 - Students who are prone to violence are systematically identified	31	30.7	40	39.6	28	27.7	1	1.0	1	1.0	6
38 - Our school promotes an environment of mutual respect among students	58	54.7	43	40.6	3	2.8	1	0.9	1	0.9	1
39 - The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers	55	53.9	41	40.2	5	4.9	0	0.0	1	1.0	5
40 - My school systematically ensures that teachers address essential content	63	60.6	37	35.6	3	2.9	0	0.0	1	1.0	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	41	39.0	52	49.5	4	3.8	7	6.7	1	1.0	2
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	42	40.0	50	47.6	8	7.6	3	2.9	2	1.9	2
43 - Our principal promotes innovation	39	37.5	47	45.2	12	11.5	6	5.8	0	0.0	3
44 - I have the skills necessary to meet the needs of all learners in my classroom	48	49.0	42	42.9	6	6.1	2	2.0	0	0.0	9
45 - I believe that I can positively impact student performance	73	69.5	29	27.6	2	1.9	0	0.0	1	1.0	2
46 - I have received violence prevention training	26	25.0	38	36.5	20	19.2	15	14.4	5	4.8	3
47 - Our professional development improves student achievement	45	42.5	44	41.5	12	11.3	5	4.7	0	0.0	1
48 - I have received adequate training in using computers and other technology to support my work with students	61	58.1	41	39.0	1	1.0	1	1.0	1	1.0	2
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	60	56.6	37	34.9	7	6.6	1	0.9	1	0.9	1
50 - I have received professional development on differentiating instruction for learners	58	54.7	40	37.7	6	5.7	1	0.9	1	0.9	1
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	31	30.7	60	59.4	4	4.0	5	5.0	1	1.0	6
52 - Students are held accountable for doing quality work	43	41.0	54	51.4	5	4.8	2	1.9	1	1.0	2
53 - The mission of this school is clearly defined	67	63.8	34	32.4	1	1.0	2	1.9	1	1.0	2
54 - All staff in our school hold high expectations for student learning	58	54.7	37	34.9	7	6.6	3	2.8	1	0.9	1
55 - There are open channels of communication among students, staff and administrators	47	44.3	49	46.2	6	5.7	2	1.9	2	1.9	1
56 - There are avenues for recognizing and rewarding the accomplishments of all students	61	57.5	38	35.8	2	1.9	4	3.8	1	0.9	1
57 - There are sufficient library media materials to support my program	58	55.2	41	39.0	5	4.8	0	0.0	1	1.0	2
58 - Career-Technical education is an essential part of the district's program of studies	37	40.7	42	46.2	11	12.1	0	0.0	1	1.1	16
59 - I feel safe at this school	81	76.4	22	20.8	2	1.9	0	0.0	1	0.9	1
60 - The library media center materials are current and in good condition	63	60.6	33	31.7	7	6.7	0	0.0	1	1.0	3
61 - In our community, people tend to trust each other	52	49.1	48	45.3	5	4.7	0	0.0	1	0.9	1
62 - My professional development has improved the way I teach	43	43.4	51	51.5	3	3.0	1	1.0	1	1.0	8

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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	46	43.8	54	51.4	4	3.8	0	0.0	1	1.0	2
64 - My school views parents as partners in the educational process	57	53.3	45	42.1	3	2.8	1	0.9	1	0.9	0
65 - My school has created specific strategies to better involve parents in the education of their child	46	43.0	44	41.1	15	14.0	1	0.9	1	0.9	0
66 - The board has high expectations for student achievement	82	76.6	23	21.5	1	0.9	0	0.0	1	0.9	0
67 - Students are treated fairly in this school	63	58.9	38	35.5	3	2.8	2	1.9	1	0.9	0
68 - The community is proud of this school	87	81.3	19	17.8	0	0.0	0	0.0	1	0.9	0
69 - This school makes students feel they belong	61	57.0	41	38.3	4	3.7	0	0.0	1	0.9	0
70 - If students in this school have a problem, teachers will listen and help	62	58.5	40	37.7	3	2.8	0	0.0	1	0.9	1
71 - I usually look forward to each working day as a teacher	52	53.1	38	38.8	5	5.1	1	1.0	2	2.0	9
72 - Discipline is handled fairly in this school	51	47.7	42	39.3	10	9.3	3	2.8	1	0.9	0
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	49	47.1	42	40.4	11	10.6	1	1.0	1	1.0	3
74 - The librarian/media specialist requests my input into the selection of resources	53	51.5	27	26.2	16	15.5	5	4.9	2	1.9	4
75 - There is adequate instruction in the use of library and media resources for classes and individual students	52	50.0	33	31.7	17	16.3	1	1.0	1	1.0	3
76 - There is systematic collaboration across subject areas in our building	40	38.5	37	35.6	16	15.4	8	7.7	3	2.9	3
77 - Individual counseling services are available to students	57	53.3	44	41.1	2	1.9	3	2.8	1	0.9	0
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	56	54.9	37	36.3	8	7.8	0	0.0	1	1.0	5
79 - The community provides enough money to adequately provide quality educational programs to children	54	51.4	45	42.9	4	3.8	2	1.9	0	0.0	2
80 - Overall, my school building is in good condition	65	60.7	36	33.6	3	2.8	2	1.9	1	0.9	0
81 - If I had a chance to choose all over again, I would still choose teaching as a career	65	61.3	29	27.4	8	7.5	2	1.9	2	1.9	1
82 - There is systematic collaboration between the academic and career education programs in our district.	33	36.3	46	50.5	10	11.0	2	2.2	0	0.0	16

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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>	18	18.75
<b>1/2 hour or less</b>	69	71.88
<b>1 hour</b>	8	8.33
<b>2 hours</b>	1	1.04

*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.	19	18.8	39	38.6	33	32.7	5	5.0	5	5.0	6
85 - I assess the level of prior knowledge of all students before initiating instruction.	52	53.1	36	36.7	9	9.2	1	1.0	0	0.0	9
86 - Organize students into flexible groups based on their understanding of the content and skill level.	40	41.7	27	28.1	24	25.0	4	4.2	1	1.0	11
87 - Begin instructional units by presenting students with clear learning goals.	72	72.7	21	21.2	5	5.1	1	1.0	0	0.0	8
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	26	27.1	29	30.2	29	30.2	10	10.4	2	2.1	11
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	57	59.4	28	29.2	11	11.5	0	0.0	0	0.0	11
90 - Have students keep track of their own performance on the learning goals.	18	19.1	37	39.4	22	23.4	14	14.9	3	3.2	13
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	17	18.1	38	40.4	22	23.4	15	16.0	2	2.1	13
92 - Make use of cooperative learning groups.	42	43.3	36	37.1	16	16.5	2	2.1	1	1.0	10
93 - Have students construct verbal or written summaries of new content.	38	40.4	24	25.5	23	24.5	7	7.4	2	2.1	13
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	44	45.8	22	22.9	22	22.9	7	7.3	1	1.0	11
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	71	74.0	20	20.8	5	5.2	0	0.0	0	0.0	11
96 - I alter instructional strategies when students are having difficulty learning the material.	64	65.3	30	30.6	4	4.1	0	0.0	0	0.0	9
97 - Model or demonstrate important skills or procedures.	85	86.7	12	12.2	1	1.0	0	0.0	0	0.0	9
98 - Incorporate contextual/real life learning in the classroom.	66	67.3	27	27.6	5	5.1	0	0.0	0	0.0	9

*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	61.9	28	28.9	9	9.3	0	0.0	0	0.0	10
100 - Have students revise and correct errors in their work as a way of reviewing and revising content.	58	60.4	30	31.3	8	8.3	0	0.0	0	0.0	11
101 - Have students compare and classify content.	45	46.9	30	31.3	19	19.8	2	2.1	0	0.0	11
102 - Have students construct metaphors and analogies.	13	14.3	26	28.6	30	33.0	15	16.5	7	7.7	16
103 - Provide specific feedback on the homework assigned to students.	56	60.9	24	26.1	8	8.7	2	2.2	2	2.2	15
104 - Incorporate information about careers in my instruction.	20	21.5	30	32.3	37	39.8	5	5.4	1	1.1	14