

Cycle 4 Advance Questionnaire - Certificated Faculty
Frequency Distribution Report
AFFTON 101 School District

School Guidance Counselor		
fac1a	Frequency	Percent
NO	140	97.22
YES	4	2.78

Library Media Specialist		
fac1b	Frequency	Percent
NO	141	97.92
YES	3	2.08

Special Education Teacher		
fac1c	Frequency	Percent
NO	139	96.53
YES	5	3.47

Classroom Teacher		
fac1d	Frequency	Percent
NO	39	27.08
YES	105	72.92

Administrator		
fac1e	Frequency	Percent
NO	132	91.67
YES	12	8.33

Other Certificated Faculty		
fac1f	Frequency	Percent
NO	125	86.81
YES	19	13.19

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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	20	14.5	81	58.7	29	21.0	8	5.8	0	0.0	6
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	45	31.3	75	52.1	9	6.3	13	9.0	2	1.4	0
4 - I emphasize the importance of effort with students	105	72.9	38	26.4	0	0.0	0	0.0	1	0.7	0
5 - In our school, there is adequate support for classroom teachers to address special education students' IEP goals	46	32.2	63	44.1	20	14.0	13	9.1	1	0.7	1
6 - There is adequate collaboration between special education staff and classroom teachers in our school	39	27.3	61	42.7	23	16.1	18	12.6	2	1.4	1
7 - There is adequate professional development for teachers working with special education students in our school	24	17.0	58	41.1	32	22.7	25	17.7	2	1.4	3
8 - My school's administration protects instructional time available to teachers from interruptions.	34	23.8	65	45.5	15	10.5	21	14.7	8	5.6	1
9 - Our principal uses classroom management as part of our evaluation	46	33.6	78	56.9	12	8.8	1	0.7	0	0.0	7
10 - Clear rules that promote good behavior are enforced in our school	45	31.3	54	37.5	22	15.3	19	13.2	4	2.8	0
11 - Clear rules regarding behavior have been established in my classroom	91	68.4	38	28.6	3	2.3	0	0.0	1	0.8	11
12 - Educators in our school use effective practices to promote positive behavior	48	33.6	74	51.7	13	9.1	7	4.9	1	0.7	1
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	49	34.8	71	50.4	12	8.5	9	6.4	0	0.0	3
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	51	35.7	68	47.6	18	12.6	5	3.5	1	0.7	1
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	37	25.9	58	40.6	26	18.2	20	14.0	2	1.4	1
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	28	19.9	51	36.2	25	17.7	31	22.0	6	4.3	3
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	38	27.0	65	46.1	19	13.5	16	11.3	3	2.1	3
18 - Effective vehicles are in place for parents and community to communicate with the school	56	39.2	73	51.0	10	7.0	4	2.8	0	0.0	1
19 - In our school we communicate effectively to parents and the community	46	32.6	72	51.1	18	12.8	4	2.8	1	0.7	3
20 - Parents are encouraged to discuss their child's educational needs with the school	66	46.5	58	40.8	13	9.2	4	2.8	1	0.7	2
21 - I routinely analyze disaggregated student data and use it to plan my instruction	31	24.0	60	46.5	27	20.9	8	6.2	3	2.3	15

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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	45	32.6	71	51.4	17	12.3	5	3.6	0	0.0	6
23 - My school administers assessments throughout the school year that are used to guide instruction	50	35.5	68	48.2	17	12.1	5	3.5	1	0.7	3
24 - My school uses assessment data to evaluate and align the curriculum	60	42.3	67	47.2	11	7.7	3	2.1	1	0.7	2
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	44	31.0	71	50.0	16	11.3	11	7.7	0	0.0	2
26 - Student opinions are valued by teachers and administrators	37	26.2	71	50.4	27	19.1	6	4.3	0	0.0	3
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	32	23.5	59	43.4	23	16.9	22	16.2	0	0.0	8
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	50	35.0	67	46.9	17	11.9	8	5.6	1	0.7	1
29 - Individual student differences are appreciated at our school	49	34.0	69	47.9	16	11.1	9	6.3	1	0.7	0
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	29	21.3	53	39.0	28	20.6	23	16.9	3	2.2	8
31 - In our school teachers are encouraged to be instructional leaders	54	38.0	59	41.5	17	12.0	10	7.0	2	1.4	2
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	43	31.2	48	34.8	10	7.2	26	18.8	11	8.0	6
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	45	31.9	61	43.3	17	12.1	16	11.3	2	1.4	3
34 - Our principal identifies issues in the school that could potentially become problems	43	30.7	57	40.7	12	8.6	21	15.0	7	5.0	4
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	35	25.4	54	39.1	25	18.1	17	12.3	7	5.1	6
36 - Our school teaches and reinforces student self-discipline and responsibility	43	30.1	60	42.0	18	12.6	20	14.0	2	1.4	1
37 - Students who are prone to violence are systematically identified	31	22.6	54	39.4	31	22.6	19	13.9	2	1.5	7
38 - Our school promotes an environment of mutual respect among students	46	32.2	66	46.2	20	14.0	10	7.0	1	0.7	1
39 - The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers	44	31.4	72	51.4	18	12.9	5	3.6	1	0.7	4
40 - My school systematically ensures that teachers address essential content	57	40.4	66	46.8	13	9.2	4	2.8	1	0.7	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	25	18.2	61	44.5	22	16.1	26	19.0	3	2.2	7
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	26	19.0	70	51.1	29	21.2	11	8.0	1	0.7	7
43 - Our principal promotes innovation	40	28.6	43	30.7	31	22.1	17	12.1	9	6.4	4
44 - I have the skills necessary to meet the needs of all learners in my classroom	58	43.0	61	45.2	14	10.4	2	1.5	0	0.0	9
45 - I believe that I can positively impact student performance	87	60.8	52	36.4	3	2.1	1	0.7	0	0.0	1
46 - I have received violence prevention training	31	22.3	50	36.0	21	15.1	28	20.1	9	6.5	5
47 - Our professional development improves student achievement	30	21.3	60	42.6	26	18.4	22	15.6	3	2.1	3
48 - I have received adequate training in using computers and other technology to support my work with students	40	28.4	69	48.9	18	12.8	13	9.2	1	0.7	3
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	57	40.1	68	47.9	15	10.6	0	0.0	2	1.4	2
50 - I have received professional development on differentiating instruction for learners	56	40.0	67	47.9	9	6.4	6	4.3	2	1.4	4
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	23	18.0	60	46.9	28	21.9	17	13.3	0	0.0	16
52 - Students are held accountable for doing quality work	40	28.2	61	43.0	25	17.6	15	10.6	1	0.7	2
53 - The mission of this school is clearly defined	49	34.5	64	45.1	21	14.8	7	4.9	1	0.7	2
54 - All staff in our school hold high expectations for student learning	49	34.5	52	36.6	25	17.6	15	10.6	1	0.7	2
55 - There are open channels of communication among students, staff and administrators	33	23.1	64	44.8	21	14.7	19	13.3	6	4.2	1
56 - There are avenues for recognizing and rewarding the accomplishments of all students	44	31.0	76	53.5	14	9.9	7	4.9	1	0.7	2
57 - There are sufficient library media materials to support my program	55	39.6	71	51.1	10	7.2	2	1.4	1	0.7	5
58 - Career-Technical education is an essential part of the district's program of studies	21	17.5	50	41.7	32	26.7	14	11.7	3	2.5	24
59 - I feel safe at this school	88	61.5	48	33.6	6	4.2	1	0.7	0	0.0	1
60 - The library media center materials are current and in good condition	63	45.3	67	48.2	8	5.8	1	0.7	0	0.0	5
61 - In our community, people tend to trust each other	32	22.5	84	59.2	19	13.4	5	3.5	2	1.4	2
62 - My professional development has improved the way I teach	42	30.2	67	48.2	16	11.5	11	7.9	3	2.2	5

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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	41	30.1	67	49.3	15	11.0	12	8.8	1	0.7	8
64 - My school views parents as partners in the educational process	48	33.8	62	43.7	23	16.2	9	6.3	0	0.0	2
65 - My school has created specific strategies to better involve parents in the education of their child	33	24.4	47	34.8	26	19.3	26	19.3	3	2.2	9
66 - The board has high expectations for student achievement	58	41.1	68	48.2	11	7.8	4	2.8	0	0.0	3
67 - Students are treated fairly in this school	55	39.3	66	47.1	14	10.0	4	2.9	1	0.7	4
68 - The community is proud of this school	53	37.6	72	51.1	13	9.2	3	2.1	0	0.0	3
69 - This school makes students feel they belong	52	36.9	72	51.1	14	9.9	3	2.1	0	0.0	3
70 - If students in this school have a problem, teachers will listen and help	61	43.3	73	51.8	7	5.0	0	0.0	0	0.0	3
71 - I usually look forward to each working day as a teacher	63	46.0	58	42.3	11	8.0	4	2.9	1	0.7	7
72 - Discipline is handled fairly in this school	37	26.4	58	41.4	21	15.0	22	15.7	2	1.4	4
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	41	29.7	64	46.4	19	13.8	13	9.4	1	0.7	6
74 - The librarian/media specialist requests my input into the selection of resources	62	44.9	61	44.2	9	6.5	5	3.6	1	0.7	6
75 - There is adequate instruction in the use of library and media resources for classes and individual students	56	41.2	59	43.4	15	11.0	5	3.7	1	0.7	8
76 - There is systematic collaboration across subject areas in our building	30	21.4	51	36.4	28	20.0	25	17.9	6	4.3	4
77 - Individual counseling services are available to students	37	26.6	76	54.7	13	9.4	11	7.9	2	1.4	5
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	34	26.2	64	49.2	27	20.8	3	2.3	2	1.5	14
79 - The community provides enough money to adequately provide quality educational programs to children	29	21.0	68	49.3	31	22.5	10	7.2	0	0.0	6
80 - Overall, my school building is in good condition	42	30.0	82	58.6	10	7.1	5	3.6	1	0.7	4
81 - If I had a chance to choose all over again, I would still choose teaching as a career	71	50.7	50	35.7	11	7.9	5	3.6	3	2.1	4
82 - There is systematic collaboration between the academic and career education programs in our district.	16	14.2	48	42.5	37	32.7	10	8.8	2	1.8	31

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How much homework time do you assign your students each day		
fac83	Frequency	Percent
Do not assign	29	23.20
1/2 hour or less	86	68.80
1 hour	10	8.00

Frequency Missing = 19

Question	Regularly		Often		Occasionally		Rarely		Not at all		Number Missing
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
84 - Students are taught effective note-taking skills.	23	18.1	44	34.6	41	32.3	13	10.2	6	4.7	17
85 - I assess the level of prior knowledge of all students before initiating instruction.	54	40.9	53	40.2	18	13.6	7	5.3	0	0.0	12
86 - Organize students into flexible groups based on their understanding of the content and skill level.	43	33.6	42	32.8	27	21.1	14	10.9	2	1.6	16
87 - Begin instructional units by presenting students with clear learning goals.	76	57.1	45	33.8	9	6.8	3	2.3	0	0.0	11
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	23	17.6	34	26.0	44	33.6	23	17.6	7	5.3	13
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	60	45.5	55	41.7	15	11.4	2	1.5	0	0.0	12
90 - Have students keep track of their own performance on the learning goals.	24	18.5	32	24.6	41	31.5	27	20.8	6	4.6	14
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	19	14.8	30	23.4	37	28.9	34	26.6	8	6.3	16
92 - Make use of cooperative learning groups.	56	42.4	40	30.3	28	21.2	7	5.3	1	0.8	12
93 - Have students construct verbal or written summaries of new content.	44	33.8	38	29.2	35	26.9	11	8.5	2	1.5	14
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	60	45.5	37	28.0	23	17.4	7	5.3	5	3.8	12
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	93	69.9	32	24.1	6	4.5	1	0.8	1	0.8	11
96 - I alter instructional strategies when students are having difficulty learning the material.	99	73.9	25	18.7	9	6.7	0	0.0	1	0.7	10
97 - Model or demonstrate important skills or procedures.	109	79.0	26	18.8	2	1.4	0	0.0	1	0.7	6
98 - Incorporate contextual/real life learning in the classroom.	91	67.9	34	25.4	7	5.2	1	0.7	1	0.7	10

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	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
99 - Incorporate problem solving instructional activities in the classroom.	84	63.2	33	24.8	15	11.3	0	0.0	1	0.8	11
100 - Have students revise and correct errors in their work as a way of reviewing and revising content.	75	57.7	36	27.7	16	12.3	2	1.5	1	0.8	14
101 - Have students compare and classify content.	59	44.7	40	30.3	27	20.5	5	3.8	1	0.8	12
102 - Have students construct metaphors and analogies.	25	19.2	32	24.6	38	29.2	27	20.8	8	6.2	14
103 - Provide specific feedback on the homework assigned to students.	74	58.7	34	27.0	9	7.1	2	1.6	7	5.6	18
104 - Incorporate information about careers in my instruction.	36	27.9	28	21.7	50	38.8	12	9.3	3	2.3	15